



# **HS3151-Professional English-I**

**Academic year: 2022-2023**

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**First Semester-Unit wise Notes**

**SYLLABUS HS3151- PROFESSIONAL ENGLISH - I****UNIT I INTRODUCTION TO FUNDAMENTALS OF COMMUNICATION**

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**Listening** –for general information-specific details- conversation: Introduction to classmates - Audio/ video (formal & informal); Telephone conversation; Listening to voicemail & messages; Listening and filling a form

**Speaking** - Self Introduction; Introducing a friend; Conversation - politeness strategies; Telephone conversation; Leave a voicemail; Leave a message with another person; asking for information to fill details in a form.

**Reading** - Reading brochures (technical context), telephone messages / social media messages relevant to technical contexts and emails.

**Writing** - Writing emails / letters introducing oneself

**Grammar** - Present Tense (simple and progressive); Question types: Wh / Yes or No/ and Tags

**Vocabulary** - Synonyms; One word substitution; Abbreviations & Acronyms (as used in technical contexts).

**UNIT II NARRATION AND SUMMATION**

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**Listening** - Listening to podcasts, anecdotes / stories / event narration; documentaries and interviews with celebrities.

**Speaking** - Narrating personal experiences / events; Interviewing a celebrity; Reporting / and summarizing documentaries / podcasts/ interviews.

**Reading** - Reading biographies, travelogues, newspaper reports, Excerpts from literature, travel & technical blogs.

**Writing** - Guided writing-- Paragraph writing Short Report on an event (field trip etc.)

**Grammar** –Past tense (simple); Subject-Verb Agreement; and Prepositions

**Vocabulary** - Word forms (prefixes & suffixes); Synonyms and Antonyms. Phrasal verbs.

**UNIT III DESCRIPTION OF A PROCESS / PRODUCT**

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**Listening** - Listen to a product and process descriptions; a classroom lecture; and advertisements about products.

**Speaking** – Picture description; giving instruction to use the product; Presenting a product; and Summarizing a lecture.

**Reading** – Reading advertisements, gadget reviews; user manuals.

**Writing** - Writing definitions; instructions; and Product /Process description.

**Grammar** - Imperatives; Adjectives; Degrees of comparison; Present & Past Perfect Tenses.

**Vocabulary** - Compound Nouns, Homonyms; and Homophones, discourse markers (connectives & sequence words)

**UNIT IV CLASSIFICATION AND RECOMMENDATIONS**

12

**Listening** – Listening to TED Talks; Scientific lectures; and educational videos.

**Speaking** – Small Talk; Mini presentations and making recommendations.

**Reading** – Newspaper articles; Journal reports –and Non Verbal Communication (tables, pie chart etc.)

**Writing**–Note-making/Note-taking(\*Study skills to be taught, not tested; Writing recommendations; Transferring information from non verbal (chart , graph etc, to verbal mode)

**Grammar** – Articles; Pronouns - Possessive & Relative pronouns.

**Vocabulary** - Collocations; Fixed / Semi fixed expressions.

**UNIT V EXPRESSION**

12

**Listening** – Listening to debates/ discussions; different viewpoints on an issue; and panel discussions.

**Speaking** –group discussions, Debates, and Expressing opinions through Simulations & Role play.

**Reading** – Reading editorials; and Opinion Blogs;

**Writing** – Essay Writing (Descriptive or narrative).

**Grammar** – Future Tenses, Punctuation; Negation (Statements & Questions); Simple, Compound & Complex

Sentences.

**Vocabulary** - Cause & Effect Expressions – Content vs Function words.

**TEXT BOOKS:**

- English for Engineers & Technologists Orient Blackswan Private Ltd. Department of English, Anna University, (2020 edition)
- English for Science & Technology Cambridge University Press, 2021.
- Authored by Dr. Veena Selvam, Dr. Sujatha Priyadarshini, Dr. Deepa Mary Francis, Dr. KN. Shoba, and Dr. Lourdes Joevani, Department of English, Anna University.

**REFERENCES:**

- Technical Communication – Principles And Practices By Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2016, New Delhi.
- A Course Book on Technical English By Lakshmi Narayanan, Scitech Publications (India) Pvt. Ltd.
- English For Technical Communication (With CD) By Aysha Viswamohan, Mcgraw Hill Education, ISBN : 0070264244.
- Effective Communication Skill, Kulbhusan Kumar, R S Salaria, Khanna Publishing House.
- Learning to Communicate – Dr. V. Chellammal, Allied Publishing House, New Delhi,2003.

**COURSE OBJECTIVES:**

- To improve the communicative competence of learners
- To help learners use language effectively in academic /work contexts
- To build on students' English language skills by engaging them in listening, speaking and grammar learning activities that are relevant to authentic contexts.
- To develop learners' ability to read and write complex texts, summaries, articles, blogs, definitions, essays and user manuals.
- To use language efficiently in expressing their opinions via various media.

**COURSE OUTCOMES:**

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At the end of the course, learners will be able

- To listen and comprehend complex academic texts
- To read and infer the denotative and connotative meanings of technical texts
- To write definitions, descriptions, narrations and essays on various topics
- To speak fluently and accurately in formal and informal communicative contexts
- To express their opinions effectively in both oral and written medium of communication

**REFERENCES:**

1. Technical Communication – Principles And Practices By Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2016, New Delhi.
  2. A Course Book on Technical English By Lakshmi Narayanan, Scitech Publications (India) Pvt. Ltd.
  3. English For Technical Communication (With CD) By Aysha Viswamohan, Mcgraw Hill Education, ISBN : 0070264244.
  4. Effective Communication Skill, Kulbhusan Kumar, R S Salaria, Khanna Publishing House.
- Learning to Communicate – Dr. V. Chellammal, Allied Publishing House, New Delhi,2003.

**UNIT-1**

**PART-A:**

**WH- questions**

**YES or NO questions**

**Question Tag**

**Simple Present Tense**

**Present Continuous Tense**

**Synonyms**

**One Word Substitutes**

**Abbreviations and Acronyms**

**PART- B:**

**Email Letter Writing**

**Interpretation of Charts**

**Reading:**

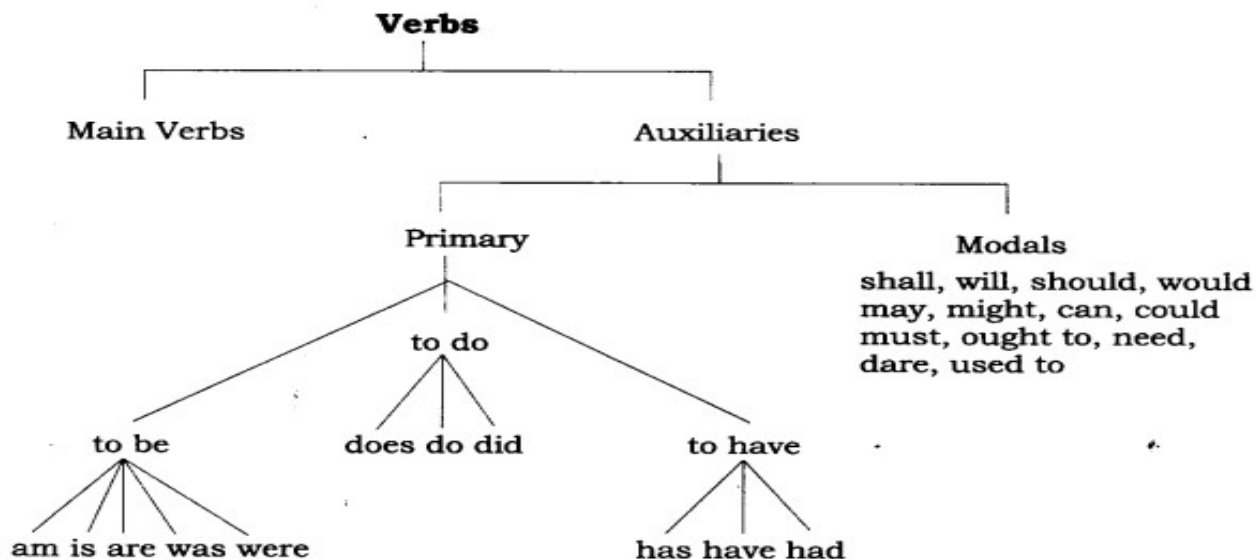
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**Brochure/Social media messages**

**Speaking:**

**Self Introduction**

**VERB**



### WH QUESTIONS

There are two main types of questions: Yes/No questions and WH- question. WH-questions are questions starting with WH-words including: *what, when, where, who, whom, which, whose, why and how*. Question words are used to ask about specific qualities, times, places, people and so on. Below is a list of question words and example sentences:

Question words	Meaning	Examples
<b>who</b>	person	Who's that? That's Nancy.
<b>where</b>	place	Where do you live? In Boston
<b>why</b>	reason	Why do you sleep early? Because I've got to get up early
<b>when</b>	time	When do you go to work? At 7:00
<b>how</b>	manner	How do you go? By car
<b>what</b>	object, idea or action	What do you do? I am an engineer
<b>which</b>	choice	Which one do you prefer? The red one.
<b>whose</b>	possession	Whose is this book? It's Alan's.
<b>whom</b>	object of the verb	Whom did you meet? I met the manager.
<b>what kind</b>	description	What kind of music do you like? I like quiet songs
<b>what time</b>	time	What time did you come home?
<b>how many</b>	quantity (countable)	How many students are there? There are twenty.

<b>how much</b>	amount, price (uncountable)	How much time have we got? Ten minutes
<b>how long</b>	duration, length	How long did you stay in that hotel? For two weeks.
<b>how often</b>	frequency	How often do you go to the gym? Twice a week.
<b>how far</b>	distance	How far is your school? It's one mile far.
<b>how old</b>	age	How old are you? I'm 16.
<b>how come</b>	reason	How come I didn't see at the party?
<b>Question words</b>	Usages	Examples
<b>What</b>	Used to ask about things	- What are you doing? - What do you think about the movie?
<b>When</b>	Used to ask about time	- When will the meeting start? - When are you leaving?
<b>Where</b>	Used to ask about places	- Where's my bag? - Where do you live?
<b>Who</b>	Used to ask about people	- Who do you love the most in your family? - Who told you that story?
<b>Whom</b>	Used to ask about people (object of verb)	- Whom did you see in the morning? I saw Mr. Mark, my English teacher. - Whom was Jim talking to? He was talking to Jack, his new roommate.
<b>Which</b>	Used to ask about choices	- Which one do you choose? The left or right? - Of all the drinks in the menu, which one would you like?
<b>Whose</b>	Used to ask about possession	- Whose pencil is this? Is it yours? - Whose books are these?
<b>Why</b>	Used to ask about reasons/ causes	- Why did it happen? I didn't understand. - Why is he crying?

<b>How</b>	Used to ask about manner/ process	- How can you explain this problem? Please tell us. - How can you get here?
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**Examples:**

1. John is writing a letter.  
**What is John writing?**
2. She walks home from school.  
**Who walks home from school?**
3. The children are sitting in the garden.  
**Where are the children sitting?**
4. Peter runs with his dog on Sundays.  
**When does Peter run with his dog?**
5. My rabbit has a cage in the garden.  
**What does your rabbit have in the garden?**
6. They go to work by bus.  
**How do they go to work?**
7. David likes cats because they are nice.  
**Why does David like cats?**
8. Jenny isn't sleeping late today.  
**Who isn't sleeping late today?**
9. We are going to the cinema.  
**Where are we going?**
10. I'm leaving now.  
**When are you leaving**

- 1.---- book is this?
- 2.---- is your name?
- 3.---- are you from?
- 4.---- is your birthday?
- 5.---- is your best friend? Daniel or Andre?
- 6.---- are you waiting here?
- 7.---- do you go to school? By car or by bus?
- 8.---- is your new car?
- 9.---- is your problem?
- 10.---- old are you?
- 11.---- are you sad?
- 12.---- car is the fastest?

**Change the statements to questions using the question word in parenthesis.**

1. They do their homework at night. (when)
2. Mr. Robertson came to the party alone. (who)
3. The car is across the street from the house. (where)
4. I like the red blouse, not the blue one. (which)
5. She felt better after she took a nap. (how)
6. That is an English book. (what)
7. My sister called her boyfriend yesterday (when)
8. She talked to him for an hour. (how long)
9. He studies piano at the university. (what)
10. The party lasted all night. (how long)
11. The check was for \$5.50. (how much)
12. She was eating a sandwich. (what)
13. She is working hard. (what)
14. My parents have two cars. (how many)
15. They are coming to visit tomorrow. (when)
16. He is going to work right now. (where)
17. The man with the white hat is my brother. (who)
18. I don't get up early because I like to sleep late. (why)
19. We have an English class every day. (how often)
20. They like to dance on weekends. (what)

**Change the following sentences to questions beginning with the given question word.**

- |                                                               |             |
|---------------------------------------------------------------|-------------|
| 1. They live in Brooklyn.                                     | Where ?     |
| 2. The lesson begins at 8 o'clock.                            | What time ? |
| 3. They get home at 6 o'clock every night.                    | What time ? |
| 4. She speaks French very well.                               | What ?      |
| 5. Those books cost one dollar.                               | How much ?  |
| 6. They travel by car.                                        | How ?       |
| 7. She wants to learn English because she wants a better job. | Why ?       |
| 8. They meet on the corner every morning.                     | Where ?     |
| 9. She teaches us grammar.                                    | What ?      |
| 10. He gets up at seven every morning.                        | When ?      |
| 11. Those girls sell newspaper there.                         | What ?      |

**Supply DO or DOES to complete the following present tense questions.**

1. Where ----John live?
2. What time ---- the plane leave?
3. Where ----you hang your hat and coat during the lesson?
4. Where---- they live?
5. What ----these girls generally do over the weekend?
6. How ---- that child go to school?
7. Who ---- Helen help at home?
8. When ----we eat lunch in the cafeteria?

**Transform these sentences into Wh- question and yes or no question:**

1. He loves this town.
2. They like soccer.
3. She can drive a lorry.



4. They are nice.
5. They went to the swimming pool.
6. She wastes her money on jewelery.
7. He decided to leave his wife.
8. She wakes up early.
9. They should revise their lessons.
10. He was born in this town.

### Yes / No questions

Yes or No questions are those questions that expect 'yes' or 'no' as answer.. These questions do not take the question words when, what, where etc.

Yes / No questions are used to check information or ask for confirmation.

'Are you coming with us?' 'Yes.'

'Has he returned the car?' 'No, he hasn't.'

'Do you live in Chicago?' 'No, I don't.'

'Does she speak English?' 'Yes, she does.'

'Did you meet John yesterday?' 'No, I didn't.'

Note the use of auxiliary verbs in the above examples.

When we answer **Yes / No questions** we do not normally repeat the complete the question. Instead, we use an appropriate auxiliary verb. This auxiliary is usually present in the question.

'Does Mike live with you?' 'Yes, he does.'

'Did Maya tell you she wasn't coming?' 'No, she didn't.'

In negative answers we use the auxiliary verb and **not**. Usually a contracted form is used.

'Have you ever visited Argentina?' 'Yes, I have.'

'Will you help me?' 'No, I won't.' (won't = will not)

Here is an overview of Yes / No questions in different tenses.

#### **Present Simple**

'Do you speak English?' 'Yes, I do.'

'Does she speak English?' 'No, she doesn't.'

#### **Present continuous**

'Are you coming with us?' 'Yes, I am.'

'Is it raining?' 'Yes, it is.'

'Is it snowing?' 'No, it isn't.'

#### **Present Perfect**

'Have you received the letter?' 'Yes, I have.'

'Has he returned from Mumbai?' 'No, he hasn't.'

### Past Simple

'Did you know the answer?' 'No, I didn't.'

'Did he get the letter?' 'Yes, he did.'

### Past Continuous

'Were you sleeping then?' 'Yes, I was.'

'Was he reading his lessons?' 'No, he wasn't.'

### Future Simple

'Will you come with me?' 'Yes, I will.'

'Will you help me?' 'No, I won't.'

### Making Yes/No Questions

**Be ( am, is, are, was, were ) + Subject + ....**

#### Sentence

I **am** a doctor.

He **is** from England.

We **are** happy.

She **was** ready.

They **were** the same.

#### Question

**Am** I a doctor?

**Is** he from England?

**Are** we happy?

**Was** she ready?

**Were** they the same?

#### Sentence

I **am** studying English.

He **is** watching television.

We **are** working in the office.

She **was** waiting at the bus stop.

They **were** coming to take me away.

#### Question

**Am** I studying English?

**Is** he watching television?

**Are** we working in the office?

**Was** she waiting at the bus stop?

**Were** they coming to take me away?

### Making Yes/No Questions

**Do ( as an auxiliary verb ) + Subject + Main Verb + ....**

#### Sentence

I **put** the keys on the table.

She **gets** up early in mornings.

Coffee **grows** in Brazil.

You **like** spend time at home.

They **write** letter to me.

We **drank** milk.

He **cleaned** his room.

#### Question

**Do** I put the keys on the table?

**Does** she get up early in mornings?

**Does** coffee grow in Brazil?

**Do** you like spend time at home?

**Do** they write letter to me?

**Did** we **drink** milk?

**Did** he **clean** his room?

## Question Tag

A question tag also called tag questions or tail questions is a word format used to make any statement or sentence into a question statement. It is placed at the end of the sentence, along with a question mark.

- If the statement is in the **positive** form, then the question tag will be in the **negative** form, and if the statement is in the **negative** form, the question tag will be in the **positive** form, respectively.
- The question tag of any statement is in the tense form determined by the tense of the statement's auxiliary verb of a modal verb, respectively, and proceeds further.
- If there is an absence of the auxiliary verb in the sentence, we can use **do/does** as per the subject.
- **Invert** the position of the subject and an auxiliary verb as in the sentence.

A question tag is used generally in the English Language, mostly when we have confirmed something from someone, or we check whether the person is agreed or not, or something is true or else.

Verb Tense	⊕ Sentence → ⊖ Tag	⊖ Sentence → ⊕ Tag
Present Simple	She reads books, <b>doesn't she?</b>	She doesn't read books, <b>does she?</b>
Present be	He is playing a cricket, <b>isn't he?</b>	He isn't playing a cricket, <b>is he?</b>
Past Simple	She played Cricket, <b>didn't she?</b>	She didn't played Cricket, <b>did she?</b>
Past Continuous	He was reading a book, <b>wasn't he?</b>	He wasn't reading a book, <b>was he?</b>
Present Perfect	He has written an email. <b>hasn't he?</b>	He hasn't written an email. <b>has he?</b>
Past Perfect	He had written an email, <b>hadn't he?</b>	He hadn't written an email, <b>had he?</b>
Simple Future	I will go to the market, <b>won't I?</b>	I won't go to the market, <b>will I?</b>
Modal Verbs	He can run a mile, <b>can't he?</b>	He can't run a mile, <b>can he?</b>

We often use question tags when we expect the listener to agree with our statement.

In this case, **when the statement is positive, we use a negative question tag.**

She's a doctor, **isn't** she?  
Yesterday **was** so much fun, **wasn't** it?

**If the statement is negative, we use a positive question tag.**

He **isn't** here, **is** he?  
The trains **are never** on time, **are** they?  
**Nobody has** called for me, **have** they?

### Formation

If there is an auxiliary verb in the statement, we use it to form the question tag.

I **don't** need to finish this today, **do** I?  
James **is** working on that, **isn't** he?  
Your parents **have** retired, **haven't** they?  
The phone **didn't** ring, **did** it?  
It **was** raining that day, **wasn't** it?  
Your mum **hadn't** met him before, **had** she?  
The bus stop's over there, **isn't** it?  
**None** of those customers **were** happy, **were** they?  
Jenni **eats** cheese, **doesn't** she?  
I **said** that already, **didn't** I?  
They **could** hear me, **couldn't** they?  
You **won't** tell anyone, **will** you?  
*I'm never on time, am I?* [www.EnggTree.com](http://www.EnggTree.com)  
*I'm going to get an email with the details, aren't I?*

### Exercise

1. He's still sleeping, \_\_\_\_\_ ( is not he?/ isn't he?/ wasn't he?)
2. You do go to school, \_\_\_\_\_ (do you?/ aren't you?/ don't you?)
3. Let's go for a walk, \_\_\_\_\_ ( shall we?/ shan't we?/ will we?)
4. We won't be late, \_\_\_\_\_ (won't we?/ will we?/ are we?)
5. Nobody called, \_\_\_\_\_ (do they?/ didn't they?/ did they?)
6. They will wash the car, \_\_\_\_\_ (will it?/ won't they?/ wouldn't they?)
7. We must lock the doors, \_\_\_\_\_ (mustn't they?/ shouldn't we?/ mustn't we?)
8. I'm right, \_\_\_\_\_ (amn't I?/ am not I?/ aren't I?)
9. So you bought a car, \_\_\_\_\_ (did you?/ haven't you?/ weren't you?)
10. You wouldn't like to invite my Dad, \_\_\_\_\_ (did you?/ would you?/ won't you?)

**The 12 Basic English Tenses**

- **Present Simple**  
*I do.*
- **Present Continuous**  
*I am doing*
- **Present Perfect**  
*I have done*
- **Present Perfect Continuous**  
*I have been doing*
  
- **Past Simple**  
*I did, I did do*
- **Past Continuous**  
*I was doing*
- **Past Perfect**  
*I had done*
- **Past Perfect Continuous**  
*I had been doing*
- **Future Simple**  
*I will do*
- **Future Continuous**  
*I will be doing*
- **Future Perfect**  
*I will have done*
- **Future Perfect Continuous**  
*I will have been doing*

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**Present Simple**

The **Present Simple tense** is the most basic tense in English and uses the base form of the verb (except for the verb *be*). The only change from the base is the addition of *s* for third person singular.

**How do we make the Present Simple tense?**

There are two basic structures for the Present Simple:

## 1. Positive sentences

subject + main verb

## 2. Negative and question sentences

subject + auxiliary <i>do</i>	+ main verb
conjugated in Present Simple	
<b>do, does</b>	<b>base</b>

Look at these examples with the main verb *like*:

<b>subject</b>	<b>auxiliary verb</b>	<b>main verb</b>
----------------	-----------------------	------------------

	subject	auxiliary verb	main verb	
+	I, you, we, they		like	coffee.
	He, she, it		likes	coffee.
-	I, you, we, they	do	not like	coffee.
	He, she, it	does	not like	coffee.
?	Do	I, you, we, they	like	coffee?
	Does	he, she, it	like	coffee?

From the above table, notice the following points...

For positive sentences:

- There is **no auxiliary verb**.
- We conjugate the main verb by adding **s** to the third person singular.

### main verb *be*

	I	am	French.
+	You, we, they	are	French.
	He, she, it	is	French.
	I	am	not old.
-	You, we, they	are	not old.
	He, she, it	is	not old.
	Am	I	late?
?	Are	you, we, they	late?
	Is	he, she, it	late?

From the above table, notice the following points...

- There is **no auxiliary verb**, even for questions and negatives.
- The main verb (*be*) is conjugated in the Present Simple: *am, are, is*
- For negative sentences, we insert **not** after the main verb.
- For question sentences, we **exchange** the subject and the main verb.

### How do we use the Present Simple tense?

We use the Present Simple to talk about:

- general time (action verbs)
- situations now (stative verbs)
- general time and situations now (verb *be*)

## Present Simple for general time

We use the Present Simple tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

Examples:

- I live in New York.
- The Moon goes round the Earth.
- John drives a taxi.
- He does not drive a bus.
- We meet every Thursday.
- We do not work at night.
- Do you play football?

## Present Simple for now

For stative verbs, we can use the Present Simple to talk about **now**. Stative verbs do not describe action. They describe state, and are verbs such as: *like, sound, belong to, need, seem*. We can use these verbs with the Present Simple tense to talk about a situation at the present time, not general.

I **want** coffee. It **looks** interesting. [www.EnggTree.com](http://www.EnggTree.com)

## Present Simple for general time and now

- The verb **be** is always special. It is a stative verb, and we use it in the Present Simple tense to talk about **now** situations *and* about **general** situations. Look at these examples of the verb *be* in the Present Simple tense - some are **general** and some are **now**:

I **am** not fat. Ram **is** tall. We **are** hungry.

### Exercise

1. Do you \_\_\_\_\_ chocolate milk? (like/likes)
2. He \_\_\_\_\_ not want to go to the movies. (is/does/do)
3. He \_\_\_\_\_ now. (plays tennis/ wants breakfast)
4. It \_\_\_\_\_ a beautiful day today. (is/am/are)
5. Sorry, Lisa \_\_\_\_\_ not here at the moment. (is/am/be)
6. They're not here. They \_\_\_\_\_ right now. (swim at the beach/ are on holiday)
7. Robert \_\_\_\_\_ not go to my school. (is/does/are)
8. My parents \_\_\_\_\_ in a two-bedroom apartment. (live/lives/are live)
9. We \_\_\_\_\_ European. (are/do)
10. You \_\_\_\_\_ so happy today! (look/seem)

**Abbreviations and Acronyms**

Abbreviations and acronyms are **shortened forms of words or phrases**. An abbreviation is typically a shortened form of words used to represent the whole (such as Dr. or Prof.) while an acronym contains a set of initial letters from a phrase that usually form another word (such as radar or scuba). An acronym is an abbreviation used as a word which is formed from the initial components in a phrase or a word.

15 commonly used acronyms	15 commonly used abbreviations
<ul style="list-style-type: none"> <li>• DOB: Date Of Birth</li> <li>• FYI: For Your Information</li> <li>• HR: Human Resources</li> <li>• ATM: Automated Teller Machine</li> <li>• DND: Do Not Disturb</li> <li>• UFO: Unidentified Flying Object</li> <li>• ASAP: As Soon As Possible</li> <li>• HIV: Human Immunodeficiency Virus</li> <li>• DIY: Do it Yourself</li> <li>• IQ: Intelligence Quotient</li> <li>• PIN: Personal Identification Number</li> <li>• SOS: Save Our Souls</li> <li>• FBI: Federal Bureau of Investigation</li> <li>• NASA: National Aeronautics and Space Administration</li> <li>• AIDS: Acquired Immune Deficiency Syndrome</li> </ul>	<ul style="list-style-type: none"> <li>• Km: kilometer(s)</li> <li>• Dept.: department</li> <li>• Eng.: England, English</li> <li>• Col.: colonel</li> <li>• Geog.: geography</li> <li>• Govt.: government</li> <li>• Lit.: literary, literature</li> <li>• Ref.: reference</li> <li>• Rept.: report</li> <li>• viz.: videlicet, 'namely'</li> <li>• Yr.: year</li> <li>• St.: Saint</li> <li>• Subj.: subject</li> <li>• Univ.: university</li> <li>• Vocab.: vocabulary</li> </ul>

**Everyday Use**

- appt. - appointment
- apt. - apartment
- A.S.A.P. - as soon as possible
- B.Y.O.B. - bring your own bottle, used for parties where guests are expected to bring their own drinks or restaurants that don't sell alcohol.
- c/o - care of, used when sending mail to someone who's not at their usual address
- dept. - department
- D.I.Y. - Do it yourself
- est. - established



- E.T.A. - estimated time of arrival
- approx. - approximately
- min. - minute or minimum
- misc. - miscellaneous
- Mr. - Mister
- Mrs. - Mistress (pronounced Missus)
- no. - number
- R.S.V.P. - *Répondez, s'il vous plait*, this initialism comes from the French for "please reply." It's used on invitations to parties and events and is intended (as it says) to be responded to with a "yes, we will attend," or "no, we will not."
- tel. - telephone
- temp. - temperature or temporary
- vet. - veteran or veterinarian
- vs. - versus

<b>Postal Terms</b>		<b>Measurements</b>			
Apartment	=	Apt.	centimeter	=	cm
Avenue	=	Ave.	foot	=	ft
Boulevard	=	Blvd.	gallon	=	gal
Court	=	Ct.	inch	=	in
Drive	=	Dr.	kilogram	=	kg
Highway	=	Hwy.	kilometer	=	km
Lane	=	Ln.	meter	=	m
Mountain/Mount	=	Mt.	mile	=	mi
Road	=	Rd.	miles per hour	=	mph
Street	=	St.	milligram	=	mg
Suite	=	Ste.	millimeter	=	mm
<b>Directions</b>		<b>Business Terms</b>			
north	=	N	Association	=	Assoc.
south	=	S	Corporation	=	Corp.
east	=	E	Department	=	Dept.
west	=	W	Incorporated	=	Inc.
<b>Titles</b>		<b>Time</b>			
Captain	=	Capt.	hour	=	hr
Colonel	=	Col.	minute	=	min
Corporal	=	Cpl.	second	=	sec
Doctor	=	Dr.	Ante Meridiem	=	AM
General	=	Gen.	(before noon)		
Governor	=	Gov.	Post Meridiem	=	PM
Junior	=	Jr.	(afternoon)		
Lieutenant	=	Lt.			
Medical Doctor	=	MD			
Mister	=	Mr.			
Professor	=	Prof.			
Registered Nurse	=	RN			
Saint	=	St.			
Senior	=	Sr.			
Sergeant	=	Sgt.			

#### Academic and Job Titles

- BA - Bachelor of Arts
- BS - Bachelor of Science
- MA - Master of Arts

- M.PHIL or MPHIL - Master of Philosophy
- JD - Juris Doctor
- DC - Doctor of Chiropractic
- PA - Personal Assistant
- MD - Managing Director
- VP - Vice President
- SVP - Senior Vice President
- EVP - Executive Vice President
- CMO - Chief Marketing Officer
- CFO - Chief Financial Officer
- CEO - Chief Executive Officer

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### Common acronyms

<b><u>AM/PM</u></b>	Abbreviations for “ante meridiem” and “post meridiem”
<b>ASAP</b>	As soon as possible
<b>BOGO</b>	Buy one, get one
<b>BOPUS</b>	Buy online, pick up in store
<b><u>ICYMI</u></b>	An abbreviation meaning “in case you missed it”
<b>FOMO</b>	Fear of missing out
<b><u>FWIW</u></b>	An abbreviation meaning “for what it’s worth”
<b>LASER</b>	Light amplification by stimulated emission of radiation
<b><u>Ms.</u></b>	Commonly considered an abbreviation for “miss,” but technically it’s not an abbreviation for anything. The period is there to indicate that it’s a valid title for adults to use.
<b><u>P.S.</u></b>	An abbreviation for “postscript”
<b>PIN</b>	Personal identification number
<b>RADAR</b>	Radio detecting and ranging
<b>RIP</b>	Rest in peace (this can also be an initialism, as some people say “r” “i” “p”)
<b>SCUBA</b>	Self-contained underwater breathing apparatus
<b>SMART</b>	Specific, measurable, attainable, realistic, time-bound (commonly used when

	setting goals)
<b>SNAFU</b>	Situation normal, all fouled up
<b>SOHCAHTOA</b>	Acronym used in mathematics to remember the trigonometric functions sine, cosine, and tangent.
<b>SONAR</b>	Sound navigation and ranging
<b><u>SOS</u></b>	Commonly assumed to stand for “save our ship”, but technically, the international distress signal doesn’t stand for anything
<b>TASER</b>	Tom A. Swift Electric Rifle
<b>VIN</b>	Vehicle identification number
<b>WD-40</b>	Water Displacement, 40th formula
<b>YOLO</b>	You only live once
<b>ZIP</b>	Zone improvement plan

### Computer and Internet acronyms

<b>AJAX</b>	Asynchronous JavaScript And XML
<b>CAPTCHA</b>	Completely Automated Public Turing Test to tell Computers and Humans Apart
<b>CD-ROM</b>	Compact Disc Read-Only Memory
<b>DVD</b>	Digital Versatile Disc
<b>Fios</b>	Fiber Optic Service
<b><u>GIF</u></b>	Graphics Interchange Format
<b>JPEG</b>	Joint Photographic Experts Group
<b>JSON</b>	JavaScript Object Notation
<b>PNG</b>	Portable Network Graphics
<b>RAM</b>	Random Access Memory
<b>SIM</b>	Subscriber Identity Module (as in a SIM card)
<b><u>URL</u></b>	An initialism that stands for “Uniform Resource Locator”
<b><u>WiFi</u></b>	An abbreviation commonly thought to stand for “Wireless Fidelity”, but technically, it doesn’t stand for anything

### Military and government acronyms

<b>AWOL</b>	Absent without leave
<b>CONUS</b>	The Continental United States
<b>FEMA</b>	Federal Emergency Management Agency
<b>FLOTUS</b>	First Lady of the United States
<b>FOIA</b>	Freedom of Information Act
<b>HIPPA</b>	Health Insurance Portability and Accountability Act of 1996
<b>HUD</b>	Department of Housing and Urban Development
<b>ICE</b>	Immigration and Customs Enforcement
<b>NATO</b>	North Atlantic Treaty Organization
<b>OCONUS</b>	Outside the Continental United States
<b>OSHA</b>	Occupational Safety and Health Administration
<b>POTUS</b>	President of the United States
<b>SCOTUS</b>	Supreme Court of the United States
<b>SWAT</b>	Special Weapons And Tactics
<b>WIC</b>	Special Supplemental Nutrition Program for Women, Infants, and Children

### Medical acronyms

<b>AIDS</b>	Acquired immunodeficiency syndrome
<b>COVID-19</b>	Corona virus disease of 2019
<b>CPAP</b>	Continuous positive airway pressure
<b>ICU</b>	Intensive care unit
<b>NICU</b>	Neonatal intensive care unit
<b>ROM</b>	Range of motion
<b>SARS</b>	Severe acute respiratory syndrome
<b>STAT</b>	An abbreviation for “statim,” which is Latin for “immediately”
<b>UTI</b>	Urinary tract infection

### One Word Substitution

One Word Substitution	Person/People
One who is not sure about God's existence	Agnostic
A person who deliberately sets fire to a building	Arsonist
One who does a thing for pleasure and not as a profession	Amateur
One who can use either hand with ease	Ambidextrous
One who makes an official examination of accounts	Auditor
A person who believes in or tries to bring about a state of lawlessness	Anarchist
A person who has changed his faith	Apostate
One who does not believe in the existence of God	Atheist
A person appointed by two parties to solve a dispute	Arbitrator
One who leads an austere life	Ascetic
An unconventional style of living	Bohemian
One who is bad in spellings	Cacographer
One who feeds on human flesh	Cannibal
A person who is blindly devoted to an idea/ a person displaying aggressive or exaggerated patriotism	Chauvinist
A critical judge of any art and craft	Connoisseur
Persons living at the same time	Contemporaries
One who is recovering health after illness	Convalescent
A girl/woman who flirts with a man	Coquette
A person who regards the whole world as his country	Cosmopolitan
One who is a centre of attraction	Cynosure
One who sneers at the beliefs of others	Cynic
A leader or orator who espouses the cause of the common people	Demagogue
A person having a sophisticated charm	Debonair
A leader who sways his followers by his oratory	Demagogue
A dabbler (not serious) in art, science and literature	Dilettante
One who is for pleasure of eating and drinking	Epicure
One who often talks of his achievements	Egotist
Someone who leaves one country to settle in another	Emigrant
A man who is womanish in his habits	Effeminate
One who is hard to please (very selective in his habits)	Fastidious
One who runs away from justice	Fugitive
One who is filled with excessive enthusiasm in religious matters	Fanatic
One who believes in fate	Fatalist
A lover of good food	Gourmand
Conferred as an honour	Honorary
A person who acts against religion	Heretic

A person of intellectual or erudite tastes	Highbrow
A patient with imaginary symptoms and ailments	Hypochondriac
A person who is controlled by wife	Henpeck
One who shows sustained enthusiastic action with unflagging vitality	Indefatigable
Someone who attacks cherished ideas or traditional institutions	Iconoclast
One who does not express himself freely	Introvert
Who behaves without moral principles	Immoral
A person who is incapable of being tampered with	Impregnable
One who is unable to pay his debts	Insolvent
A person who is mentally ill	Lunatic
A person who dislikes humankind and avoids human society	Misanthrope
A person who is primarily concerned with making money at the expense of ethics	Mercenary
Someone in love with himself	Narcissist
One who collect coins as hobby	Numismatist
A lover of mankind	Philanthropist
A person who speaks more than one language	Polyglot
One who lives in solitude	Recluse
Someone who walks in sleep	Somnambulist
A person who is indifferent to the pains and pleasures of life	Stoic
A scolding nagging bad-tempered woman	Termagant
A person who shows a great or excessive fondness for one's wife	Uxorious
One who possesses outstanding technical ability in a particular art or field	Virtuoso

One Word Substitution	Profession/Research
The medieval forerunner of chemistry	Alchemy
A person who presents a radio/television programme	Anchor
One who studies the evolution of mankind	Anthropologist
A person who is trained to travel in a spacecraft	Astronaut
The scientific study of the physiology, structure, genetics, ecology, distribution, classification and economic importance of plants	Botany
A person who draws or produces maps	Cartographer
A person who writes beautiful writing	Calligrapher
A person who composes the sequence of steps and moves for a performance of dance	Choreographer
A person employed to drive a private or hired car	Chauffeur
A person who introduces the performers or contestants in a variety show	Compere
A keeper or custodian of a museum or other collection	Curator
The branch of biology concerned with cyclical physiological	Chronobiology

phenomena

A secret or disguised way of writing

The study of statistics

The use of the fingers and hands to communicate and convey ideas

A person who sells and arranges cut flowers

A line of descent traced continuously from an ancestor

The therapeutic use of sunlight

The art or practise of garden cultivation and management

One who supervises in the examination hall

The theory or philosophy of law

A person who compiles dictionaries

The scientific study of the structure and diseases of teeth

One who presents a radio programme

The art of effective or persuasive speaking or writing

The branch of science concerned with the origin, structure and composition of rocks

One who studies the elections and trends in voting

An artist who makes sculptures.

The scientific study of the behaviour, structure, physiology, classification and distribution of animals

**One Word Substitution**

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An act of abdicating or renouncing the throne

An annual calendar containing important dates and statistical information such as astronomical data and tide tables

A cold-blooded vertebrate animal that is born in water and breathes with gills

A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one

A statement or proposition on which an abstractly defined structure is based

A nation or person engaged in war or conflict, as recognized by international law

An examination of tissue removed from a living body to discover the presence, cause or extent of a disease

The action or offence of speaking sacrilegiously about God or sacred things; profane talk

The arrangement of events or dates in the order of their occurrence

A vigorous campaign for political, social, or religious change

Lasting for a very short time

Spoken or done without preparation

Cypher

Demography

Dactylogy

Florist

Genealogy

Heliotherapy

Horticulture

Invigilator

Jurisprudence

Lexicographer

Odontology

Radio Jockey

Rhetoric

Petrology

Psephologist

Sculptor

Zoology

**Generic terms**

Abdication

Almanac

Amphibian

Allegory

Axiom

Belligerent

Biopsy

Blasphemy

Chronology

Crusade

Ephemeral

Extempore

Release someone from a duty or obligation	Exonerate
Fond of company	Gregarious
Making marks that cannot be removed	Indelible
Incapable of making mistakes or being wrong	Infallible
Certain to happen	Inevitable
A sentimental longing or wistful affection for a period in the past	Nostalgia
A solution or remedy for all difficulties or diseases	Panacea
A doctrine which identifies God with the universe	Pantheism
Excessively concerned with minor details or rules	Pedantic
The practice of taking someone else's work or ideas and passing them off as one's own	Plagiarism
A thing that is kept as a reminder of a person, place, or event	Souvenir
An imaginary ideal society free of poverty and suffering	Utopia
Denoting a sin that is not regarded as depriving the soul of divine grace	Venial
In exactly the same words as were used originally	Verbatim

One Word Substitutes	Government/System
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A state of disorder due to absence or non-recognition of authority or other controlling systems	Anarchy
A form of government in which power is held by the nobility	Aristocracy
A system of government by one person with absolute power	Autocracy
A self-governing country or region	Autonomy
A system of government in which most of the important decisions are taken by state officials rather than by elected representatives	Bureaucracy
A system of government by the whole population or all the eligible members of a state, typically through elected representatives	Democracy
A small group of people having control of a country or organization	Oligarchy
Government by the wealthy	Plutocracy
Government not connected with religious or spiritual matters	Secular
A form of government with a monarch at the head	Monarchy
A political system based on the government of men by God	Thearchy

List of One Word Substitutions	Venue/Spot
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A collection of historical documents or records providing information about a place, institution, or group of people	Archives
A large cage, building, or enclosure to keep birds	Aviary
A building where animals are butchered	Abattoir
A place where bees are kept; a collection of beehives	Apiary
A building containing tanks of live fish of different species	Aquarium



A place or scene of activity, debate, or conflict	Arena
A collection of weapons and military equipment	Arsenal
An institution for the care of people who are mentally ill	Asylum
A hole or tunnel dug by a small animal, especially a rabbit, as a dwelling	Burrow
A collection of items of the same type stored in a hidden or inaccessible place	Cache
A public room or building where gambling games are played	Casino
A large burial ground, especially one not in a churchyard	Cemetery
A room in a public building where outdoor clothes or luggage may be left	Cloakroom
A place where a dead person's body is cremated	Crematorium
A Christian community of nuns living together under monastic vows	Convent
Nursery where babies and young children are cared for during the working day	Creche
A stoppered glass container into which wine or spirit is decanted	Decanter
A large bedroom for a number of people in a school or institution	Dormitory
The nest of a squirrel, typically in the form of a mass of twigs in a tree	Drey
A room or building equipped for gymnastics, games, and other physical exercise	Gymnasium
A storehouse for threshed grain	Granary
A large building with an extensive floor area, typically for housing aircraft	Hangar
A box or cage, typically with a wire mesh front, for keeping rabbits or other small domesticated animals	Hutch
A place in a large institution for the care of those who are ill	Infirmary
A small shelter for a dog	Kennel
A place where wild animal live	Lair
A place where coins, medals, or tokens are made	Mint
A collection of wild animals kept in captivity for exhibition	Menagerie
A building or buildings occupied by a community of monks living under religious vows	Monastery
A place where bodies are kept for identification	Morgue
A piece of enclosed land planted with fruit trees	Orchard
A large natural or artificial lake used as a source of water supply	Reservoir
A small kitchen or room at the back of a house used for washing dishes and another dirty household work	Scullery
A close-fitting cover for the blade of a knife or sword	Sheath
A room or building for sick children in a boarding school	Sanatorium
A place where animal hides are tanned	Tannery

A large, tall cupboard in which clothes may be hung or stored      Wardrobe

One Word Substitution	Group/Collection
A group of guns or missile launchers operated together at one place	Battery
A large bundle bound for storage or transport	Bale
A large gathering of people of a particular type	Bevy
An arrangement of flowers that is usually given as a present	Bouquet
A family of young animals	Brood
A group of things that have been hidden in a secret place	Cache
A group of people, typically with vehicles or animals travelling together	Caravan
A closed political meeting	Caucus
An exclusive circle of people with a common purpose	Clique
A group of followers hired to applaud at a performance	Claque
A series of stars	Constellation
A funeral procession	Cortege
A group of worshippers	Congregation
A herd or flock of animals being driven in a body	Drove
A small fleet of ships or boats	Flotilla
A small growth of trees without underbrush	Grove
A community of people smaller than a village	Hamlet
A group of cattle or sheep or other domestic mammals	Herd
A large group of people	Horde
A temporary police force	Posse
A large number of fish swimming together	Shoal
A strong and fast-moving stream of water or other liquid	Torrent

### Exercise

**Q.1.** The Government wing responsible for making Rules

1. Judiciary
2. Executive
3. Court
4. Legislature

**Answer (4)** Legislature

**Q.2.** Life history of a person written by that person

1. Autobiography
2. Topography
3. Flexography
4. Biography

**Answer (1)** Autobiography

**Q.3.** One who does not take any alcoholic drink

1. Saint
2. Teetotaller
3. Foretaller
4. Vegetarian

**Answer (2)** Teetotaller

**Q.4.** A speech delivered without any previous preparation

1. Elocution
2. Dialogue
3. Extempore
4. Dialect

**Answer (3)** Extempore

**Q.5.** A disease which attacks many people in a particular area in one time

1. Epidemic
2. Pandemic
3. Sardonic
4. Academic

**Answer (1)** Epidemic

## **PART B**

### **Letter Email Writing**

Email stands for electronic mail. It is the most preferred means of communication because it is cheaper and faster. It is used in formal, semi-formal as well as an informal way of expression or writing. There are two ways to write the email:

- Formally
- Informally

#### **How to write a professional email** [www.EnggTree.com](http://www.EnggTree.com)

Writing a professional email must not only account for the body of the email, but also the tonality you maintain. Here is how to write a professional email:

#### **1. Start with an interesting subject line**

The subject line is a short message that is displayed before the contents of the email are visible in the inbox. It summarizes the intention of your email in usually seven to eight words. Moreover, a subject line helps the recipient to quickly identify your email in their inbox. For example, Minutes from today's meeting or Update on developments on the XYZ project.

#### **2. Give greetings**

Ideally, you must include the recipient's name if you are aware of it. If not, then a sir/madame would do. If you are struggling to abide by a gender-neutral approach, then in the case of women, prefix their name with a Ms. Most importantly, irrespective of the recipient's gender, add a comma at the end of the greetings line. For example, Dear Ms Jessy or Dear Mr Arjun.

#### **3. Write the core email body**

This section holds the key information that requires the recipient's focus. Write a detailed, yet succinct, message that describes your intention. It is imperative to be mindful of the time your reader may need to understand the intention of the email. For example, This

email is in reference to my job application at Fine Foods International. I have received my interview results and I'm glad to embrace this opportunity.

## 4. Include a closing line

The closing line is usually where you can place a call to action or inform the reader of the next steps. Consider ways to avoid forcing them to respond to you. Instead, write your line in such a way that they feel inspired or motivated to take action. A best practise is to find ways to continue the conversation, whether that is through email or in person. For example, We can chat about this on-call tomorrow afternoon. or If you could update me on this I would really appreciate it.

## 5. End with a signature

Being the very last section of your email, the signature maintains a sense of neutral authority and professionalism. It usually includes your complete present professional identification by name, job position, company name, phone number and possibly, an alternative email address for you. Ensure that you begin your signature with Sincerely or Best regards, Raj, Junior HR Manager, Buzz Games Ltd.

## 6. Proofread your email

Double-check the tone of voice of your email. Establish a neutral tone that helps the reader concentrate and craft a reply that you are expecting. An email that is free of spelling and grammatical errors is easier for others to read and comprehend, meaning you may be more likely to receive a response. It is important that your email have a high readability, meaning the recipient can understand your communication.

## Format of Email Writing

The email writing format is likewise for each of the categories, though the selection of words and language varies depending upon the kind of email. One can employ friendly and casual writing in informal emails. The language utilized in formal emails should be professional, precise, and formal.

The Important steps for writing the email are:

- Subject Line
- Salutation
- Body of the mail
- Signature line
- 

## Email Writing Format Samples

From: Sender's Mail id

To: Recipient's Mail id

Cc: Other concerned person's with visible email ids

Bcc: Other concerned person's with invisible email ids

**Subject:** Reason for writing the mail

Greeting/Salutation: Display your respect (Such as Sir, Respected Sir)

Main Body: Content of the email

- Introduction
- Discuss the matter in detail
- Conclusion

Closing line: Thank you for the consideration

Attachments: Attach reference files

Signature line: Name and contact details

### Examples

**Write a letter to inform your classmates regarding the intra-college quiz competition.**

To: (email id of recipient)

Cc:

Bcc:

Subject: Intra-college Quiz Competition.

Hello Everyone!

This is to notify you all that an intra-college quiz competition is going to be conducted in our college on Jan 25 from 11:00 am in Auditorium – 01.

Everyone is therefore invited to take part in the competition so that our department can win.

For further inquiries, feel free to contact me.

Thanks,

(Your name)

Class representative

### Informal Email Writing Sample

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An email addressed to any friend, family members or relatives appears under this section. The practice of polite, friendly and casual terms along with proper salutations and closings are some of the rules of the informal emails.

**Suppose we need to write the invitation to a birthday party in the mail to your friends, then the sample would be:**

To: (Email of the recipient)

CC/BCC: (If you need to add more recipient)

Subject: Invitation to a birthday party

Hi,

I hope this mail finds you in considerable time. I am very happy to invite you to my birthday party on Jan 03 at XYZ Hotel from 7:00 pm to 10:00 pm. The theme of the birthday party is ‘Cinderella’.

It would be excellent if you come and join us at the party. We will have a great time and fun together.

See You Soon

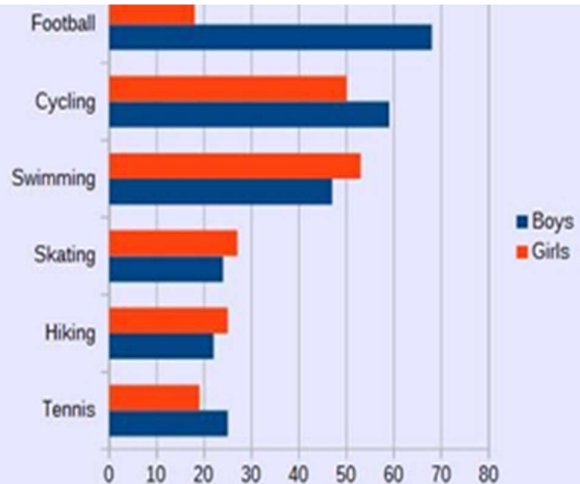
(Your Name)

### Interpretation of Charts

Data Interpretation is the process of making sense out of a collection of data that has been processed. This collection may be present in various forms like bar graphs, line charts and tabular forms and other similar forms.

**Bar Graph**-A bar graph is nothing but a pictorial representation of data wherein every independent variable attains only discrete value. They are used for representing various types of data.

The chart shows the participation by young people in sports by gender in Great Britain. Write a report for a university lecturer describing the information shown. You should write at least 150 words.



The chart indicates the number of boys and girls who took part in extracurricular sports in Great Britain in 1999.

Football was easily the most popular sport with boys and the least popular with girls, with participation levels of over 65 and less than 20 respectively. For all other sports, swimming and cycling were approximately twice as popular as other activities for both genders.

Girls participated more than boys in swimming with around 52 compared with 48 boys. Girls also preferred skating with participation levels of over 28 as opposed to boys who numbered around 24. There was also a small difference in walking/hiking numbers with girls numbering around 23, one or two more than boys.

On the other hand, boys were more active in cycling, where they had almost 60 participants, 9 more than girls. Boys also participated more in tennis than girls, with around 24 whilst girls numbered just 18.

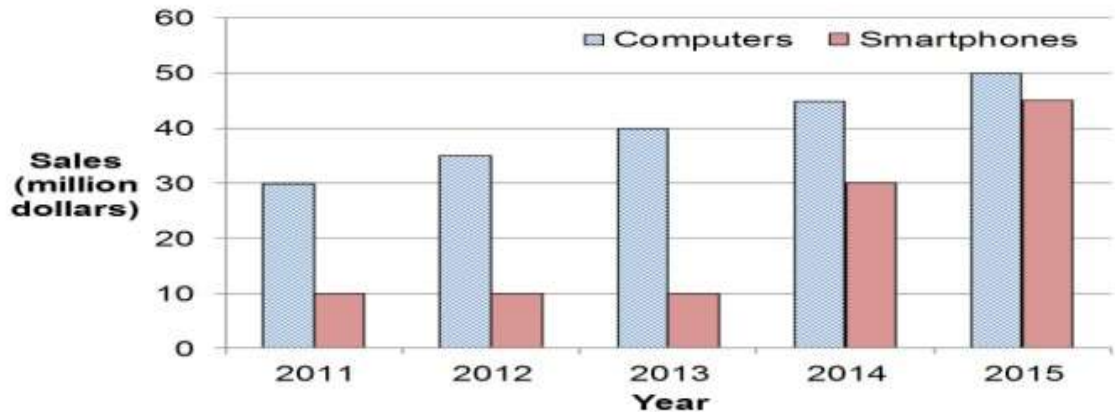
Overall, the figures demonstrate that boys spend significantly more time than girls playing football and slightly more time cycling and playing tennis. However, girls slightly preferred walking, swimming and skating but did not participate significantly in football.



**Exam question**

The bar chart shows the amount of money spent on two types of electronic items in country X.

Summarise the information in the chart by selecting and reporting the main features. Make comparisons where relevant.



The chart gives information about how much money was spent on computers and smartphones in country X between the years 2011 and 2015.

According to the chart, there were upward trends in spending on both items. Computer sales increased steadily by \$5 million each year. Smartphone sales remained level at \$10 million until 2013 and then increased dramatically, reaching \$45 million dollars in 2015. Although they are still less than the value of computer sales, they are only \$5 million behind.

People's total expenditure on these electronic devices rose dramatically in this period. The total was \$40 million in 2011 and it rose to \$95 million in 2015.

Overall, the sales of both of these items grew, but smartphone sales grew more quickly. If these trends continue, we can expect smartphone sales to overtake computer sales in 2016 or soon after.

**Top Tips for writing**

1. The first paragraph is short. It should simply say what the chart shows and where and when it describes.
2. Avoid repeating words in the question. Instead, use other words with the same or similar meanings.
3. Describe the trends you can see. Use numbers from the chart.
4. To sum up, highlight the most important things the information shows. You can also say what is likely to happen in the future.
5. Don't try to explain the chart. In this type of exam question you just have to describe what happened, not say why it happened.

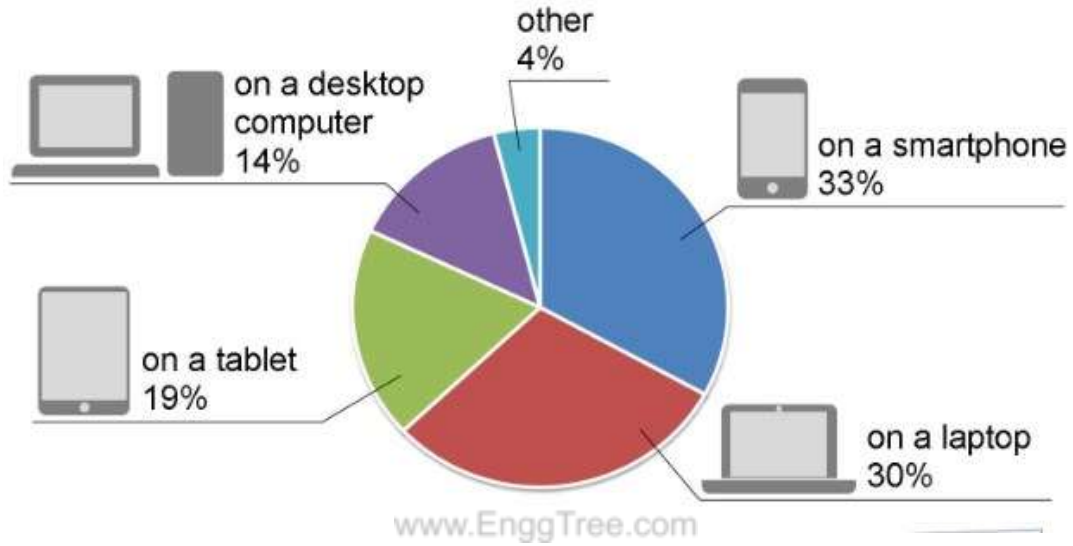
**PIE-CHART**

The pie chart is primarily used to illustrate how different parts make up a whole. The best way to present your data in a pie chart is to compare the categories with each other. The following comparison words can be used interchangeably:

- to compare

- compared to
- as opposed to
- versus
- more than
- the majority of
- only a small minority
- greater than
- less than

Here we have an example of a pie chart that represents how internet users aged 16+ prefer to browse the web:



This example demonstrates the best way to summarize data by selecting and reporting the main features:



This graph shows the results of a survey in which people aged 16 and over were asked about their preferred devices for accessing the internet. The question referred to going online at home and in other places. Participants mentioned four main devices in their answers: a smartphone, a laptop, a tablet and a desktop computer.

From the pie chart it is clear that the majority of participants prefer to use smartphones and laptops, with just three per cent difference between the two. Nearly a third of participants prefer to go online with a smartphone. Thirty per cent like to use a laptop. A desktop computer accounts for fourteen per cent of users' preferred devices. Only a small minority prefer a device other than these main four.

In conclusion, since mobile and portable devices are the most popular choices, it is clear that many participants are accessing the internet outside their homes. The desktop computer is the least popular of the four main devices. In future, we can probably expect to see more and more people accessing the internet with smartphones as their preferred choice.

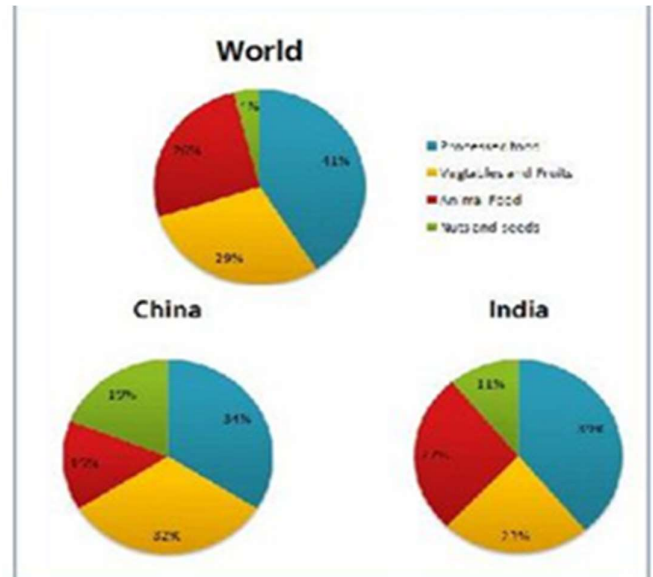
You should spend about 20 minutes on this task.

The pie charts show the average consumption of food in the world in 2008 compared to two countries; China and India.

Write a report to a university lecturer describing the data.

Write at least 150 words

Diagram and question from <http://www.ielts-writing.info/index.php/academic-writing-task-1/>



The charts illustrate the consumption of four food types in the World compared to China and India for 2008. There are similarities in three of the food group percentages but a marked difference in another.

The largest consumption was in processed foods at approximately two fifths in the World and India and about a third in China. Vegetables and fruit were the second largest group in the World and China at 29% and 32% respectively but in India only the third most used (23%).

The second most common food in India was animal food at more than a quarter (27%). This however, was similar to that of the World (26%) even though it was only the third most popular food globally. Animal food consumption was significantly lower in China than either of the other charts at just 15%.

The main difference was in the usage of nuts and seeds which was 4% in the World but nearly five times larger in China (19%) and three times larger in India (11%).

Overall, the three charts showed similar consumption trends except in the use of nuts and seeds which were significantly higher in India and China.

(194 words)

### Reading brochures:

Now is the time to think differently.  
Start your innovation journey today.

## A fully-funded programme – at no cost to your business

Across three high-impact workshop sessions, you will discover the eight essential steps needed to respond to these times of change:

- 1** **Supercharge your projects** – see faster results, outcomes and financial impacts
- 2** **Understand the tools** that can help you respond and adapt to the 'new normal'
- 3** **Stay relevant** as customer behaviours change
- 4** **Find creative solutions** to the problems you face
- 5** **Speed up your thinking** and test your ideas more quickly
- 6** **Increase** your flexibility, agility and adaptability
- 7** **Remain competitive** in a changing world
- 8** **Find out** who can help, support and fund your project

At the end of the programme, you'll be equipped to identify and implement the everyday solutions to power your business to success. And graduates will receive an exclusive invite to a two-hour 'Ask the Expert' panel session, featuring seasoned industry professionals.

Questions:

1. What is a funded program?
2. What this brochure is about?
3. What are the advantages in joining this program?
4. Who are the beneficiaries?
5. Give the synonym for the given words:
  - a. Speed up
  - b. Supercharge
  - c. equipped
  - d. implement
  - e. exclusive





SRM INSTITUTE OF SCIENCE AND TECHNOLOGY  
Ramapuram Campus

Faculty of Engineering and Technology

Department of Electronics and Communication Engineering

# ONLINE TECHNICAL SYMPOSIUM-2021

30.04.2021 09.00 AM to 03.30 PM

## List of Events:

- i) Paper Presentation (max 3 members /team)
- ii) Innovative Project Display (max 4 members /team)
- iii) Poster Presentation (max 3 members/team)
- iv) Debate – Related to current technological advances
- v) Technical Quiz –Related to ECE domain



**Target Audience :** Students of Biomedical, ECE, Electronics and Computer Science Engineering Stream  
**Registration Fee:Free**

**Convenor**  
Dr. Phani Kumar Polasi  
HOD/ECE

**Faculty Coordinators**  
Dr.V.Megala, Asst Prof (Sr.G)  
Ms.A.Alice Linsie , Asst Prof (O.G)  
Mrs.D.Haripriya ,Assoc Prof



Registration Link :  
<https://forms.gle/pJ8Vy32KyUvYLydt6>

srmist.rmp srmist.rmp srmrmp.edu.in

- Question: 1. Who conducts the symposium?
2. What is symposium?
  3. What are the information available in the brochure?
  4. Which department can participate in the competition?
  5. Interpret the three pictures given in the brochure.
  6. Give the meaning for the following:
    - a. Paper presentation
    - b. Convenor
    - c. Innovation
    - d. Debate
    - e. Coordinator

## UNIT-II

### PART A

Preposition

Simple Past Tense

Subject-Verb Agreement

Prefix- Suffix

Synonyms-Antonyms

Phrasal verbs

## **PART B**

Paragraph writing

Essay writing

Reading: Technical blog, Travelogues, Newspaper

Speaking: Narrating personal experience

## **PART A**

### **Preposition**

Preposition is a word or group of words that is used with a noun, pronoun, or noun phrase to show direction, location, or time, or to introduce an object.

#### **Types of Prepositions**

Prepositions indicate direction, time, location, and spatial relationships, as well as other abstract types of relationships.

Direction: Look *to* the left and you'll see our destination.

Time: We've been working *since* this morning.

Location: We saw a movie *at* the theater.

Space: The dog hid *under* the table.

#### **Exercise**

1. The boys are swimming \_\_\_\_\_ the river.
2. She mentioned that she would get \_\_\_\_\_ the details later.
3. Look \_\_\_\_\_ that lady, she looks gorgeous \_\_\_\_\_ what is she wearing!
4. We were eating our lunch \_\_\_\_\_ the classroom when everyone was downstairs.
5. I saw the movie \_\_\_\_\_ the TV.
6. My cat was sleeping \_\_\_\_\_ the closet.
7. Could you please look for my shoes? I had kept them \_\_\_\_\_ the couch.
8. It is noon right now, and the sun is shining directly \_\_\_\_\_ our heads.
9. They started their journey and pulled back out, \_\_\_\_\_ the road.
10. If my mother happened to be near, I would have \_\_\_\_\_ her arms right now.
11. She was disappointed \_\_\_\_\_ me for not being present \_\_\_\_\_ time.
12. I am not going to leave the room \_\_\_\_\_ you talk to me.

13. It is impossible to get what is on his mind \_\_\_\_ the look on his face.
14. I am going to Rita's house \_\_\_\_ group study.
15. My father has gone \_\_\_\_ London \_\_\_\_ work.
16. Call me tomorrow, \_\_\_\_ the morning, and I will give you all the details.
17. He was supposed to be here \_\_\_\_ eleven o'clock. Where is he?
18. I have not met Akash \_\_\_\_ high school ended.
19. Have you been \_\_\_\_ the email that I sent you last night?
20. I did not even realize when things went \_\_\_\_ bad \_\_\_\_ worse.
21. What were you talking \_\_\_\_ last night?
22. My house is \_\_\_\_ the supermarket. So it is easy to get anything \_\_\_\_ any time.
23. Today I wouldn't have been anything \_\_\_\_ the love and support \_\_\_\_ my family.
24. Where are you \_\_\_\_ to?
25. Let's take the red car \_\_\_\_ of the black one.

### Common Prepositions

Aboard: Can't climb aboard without a preposition

About: Can't make much ado about nothing without about

Above: Can't go above and beyond the call of duty without the preposition above

Absent: Can't be absent from school either! EnggTree.com

According to: How could you cite a source without 'according to?'

Across: Guess you can't sit across from anyone at Thanksgiving dinner

After: No more after-parties without the word after

Against: You'll have to agree to everything if you can't vote against things

Ahead of: No one will ever again be ahead of their time without the preposition ahead.

Along: You need along to signify that you are going along for the side

Alongside: You also need alongside to describe where you are, alongside your best friend.

Amid: Amid all the chaos, the preposition amid stands out.

Amidst: Amidst the rubble, you have the word amidst.

Among: The preposition among allows you to be among friends.

Anti: Anti-matter and anti-establishment both depend on the preposition anti

Around- Around is a pretty important preposition if you are around town.

As- As long as prepositions exist, sentences make sense.

as far as- As far as we're concerned, as is a pretty important preposition

as well as- Knowing prepositions as well as their meanings is important.

At- You'll need at to describe the time at which you'll arrive.

Atop- How could you be atop a high mountain without atop

Before- Mind before matter is the key to learning prepositions such as before.

Behind- Falling behind on your prepositions, such as behind, would be bad.

Below- There are prepositions above and below the preposition below.

Between- No more secrets between you and me without the preposition between.

But- What would a toddler whine about if they couldn't say 'But mommy!'

By- It would be hard to get by without the preposition by

Considering- Considering all these great prepositions, wouldn't you be sad if you didn't have this list

Down- Without down, the famous rule of gravity that what goes up must come down wouldn't have a lot of meaning.

During- We've added before and after to the list, during completes the trifecta

Except- We can't name all the prepositions except for except!

Excluding- Excluding excluding would also be a terrible mistake!

Following: Following right along with our pattern, following is the next preposition on the list.

For- If it weren't for the preposition for it would be hard for you to talk.

From- Prepositions such as from are far from unimportant

In- In case you didn't know, in is a preposition also!

In addition to- In addition to is a lovely addition to the preposition list.

In case of- In case of emergency, you can always use a preposition to get help.

Inside- Now you have the inside track on prepositions!

Into- Without the preposition into, you couldn't get into trouble.

Like- Like is, like, the most, like, overused preposition on, like, the planet.

mid- Mid is a good preposition to be midway through the list- of course, it isn't quite mid way but we're close!

Near- Without near, we wouldn't be able to tell you that you are near to the end o the list

Next- Next is a good preposition to be the next item on the prepositions list!

next to- Next to the preposition, next, 'next to' may be the most important word

notwithstanding- Notwithstanding the importance of prepositions, this list is still fun

of- Without Of, we wouldn't have Of Mice and Men (or, well, any other sentence or title that uses "off")

Off- The name of a popular bug spray, Off! Is also a great preposition.

On- On the same topic, the preposition on is the opposite of the preposition off

on account of- On account of prepositions, such as on account of, we can communicate.

on behalf of- On behalf of English speaker's everywhere, we say that prepositions are great.

on top of- On top of all the other wonderful prepositions, we also have 'on top of'

- onto- Onto the next preposition, which is onto.
- Opposite- Is there an opposite to the preposition opposite?
- Outside- Without prepositions, you could never think outside the box.
- outside of- You could also never color outside of the lines.
- Over- The preposition over is required to think things over.
- owing to- Owing to prepositions, we are able to communicate.
- Past- Don't look past the preposition past.
- Per- Per our instructions, the preposition per should be learned.
- Plus- Plus is a preposition plus a math word!
- prior to- Prior to learning prepositions, such as prior to, communicate was way less fun.
- Regarding- Movies such as Regarding Henry take advantage of the preposition regarding.
- Round- Without a preposition, such as round, you couldn't go round the town.
- Save- You also couldn't Save the Wales without the preposition save
- Since- Since you asked, since is also a preposition
- Than- There are few prepositions greater than than
- Through- When Alice went through the looking glass, she used a preposition.
- Throughout- Throughout history, the preposition throughout has been used.
- To- Without "to," Shakespeare could not have asked his famous question- to be or not to be.
- Until- Until you read his list, you may not have known that until was a preposition.
- Up- Up up and away is a cry you couldn't say without prepositions.
- With- With or without your consent, prepositions will keep on directing sentences.
- Within- Within the confines of many sentences, you are likely to find the preposition within.
- Without- Without the preposition, without, you'd be without a clue

### Simple Past Tense

The simple past is a verb tense that is used to talk about things that happened or existed before now. Imagine someone asks what your brother Wolfgang did while he was in town last weekend.

Eg: Wolfgang entered a hula hoop contest.

He won the silver medal.

You can also use the simple past to talk about a past state of being, such as the way someone felt about something. This is often expressed with the simple past tense of the verb to be and an adjective, noun, or prepositional phrase.

Wolfgang was proud of his hula hoop victory.

The contest was the highlight of his week.



**How to Formulate the Simple Past**

For regular verbs, add -ed to the root form of the verb (or just -d if the root form already ends in an e):

Play→Played      Type→Typed      Listen→Listened      Push→Pushed  
 Love→Loved

For irregular verbs, things get more complicated. The simple past tense of some irregular verbs looks exactly like the root form:

Put→Put      Cut→Cut      Set→Set      Cost→Cost      Hit→Hit

For other irregular verbs, including the verb to be, the simple past forms are more erratic:

See→Saw      Build→Built      Go→Went      Do→Did      Rise→Rose  
 Am/Is/Are→Was/Were

**Exercise**

- 1 I ..... your letter this morning. (get)
2. How many deer ..... you ..... in the zoo? (see)
3. My father ..... a new house last month. ( build)
4. Prices ..... by forty percent last year. (rise)
5. Columbus ..... America. (discover)
6. Thousands of people ..... their lives in the earthquake. (lose)
7. Gangu ..... ten rupees from me. (borrow)
8. When ..... you ..... from Allahabad? (return)
9. I ..... to her house on foot. (go)
10. A thief ..... into our garage, last night. (break)

**Subject Verb Agreement**

**Rule: 1**

If two or more singular noun is connected by and we have to consider the whole subject is III person plural. So the subject agree only the plural verb

Singular Subject	Singular Verb	Plural Subject	Plural Verb
He/she/it	is/was/has/does(auxiliary)	We/you/They	Are/were/have/do(auxiliary)
I	Am/was/have/do(auxiliary)		

He	Does, has, works, goes, comes	I	
She	(Main Verb)	We	Do, have, work, go, come
It		You	(Main Verb)
		They	

**Example:**

1. Ramu and Somu \_\_\_\_\_ (is/are) good friends.
2. Ramu and his friend \_\_\_\_\_ (has/have) come to my home.
3. Alex and his brothers \_\_\_\_\_ (has/have) attended the function.
4. Fire and water \_\_\_\_\_ (do/does) not agree each other.
5. He and I \_\_\_\_\_ (am/is/are) well.
6. You and I \_\_\_\_\_ (work/works) hard.
7. Computer Class room and Lab \_\_\_\_\_ (was/were) closed.
8. English lecturer and maths lecturer \_\_\_\_\_ (is/are) going to tame the class.

**Rule: 1 (Exceptional)**

If two or more singular noun is connected by and we have to consider the whole subject is III person plural. But the subject represents one single ideas means we have to consider the subject is III person singular. So the subject agrees the singular verb.

**Example:**

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1. Slow and steady \_\_\_\_\_ (win/wins) the race.
2. Time and tide \_\_\_\_\_ (wait/waits) for none.
3. Bread and butter \_\_\_\_\_ (is/are) wholesome food.
4. Law and order \_\_\_\_\_ (are/is) an election issue.
5. Two and two \_\_\_\_\_ (make/makes) four.

**Rule: 2**

Two titles/designation are connected by and we have to consider the whole subject is III person plural. So the subjects agree only the plural verb. (Or)

If two singular nouns are connected by and with two definite articles (The) we have to consider the whole subject is III person plural. So the subjects agree only the plural verb.

**Example:**

1. The poet and the philanthropist \_\_\_\_\_ (are/is) coming for the function.
2. The secretary and the chairman \_\_\_\_\_ (has/have) come
3. The principal and the English teacher \_\_\_\_\_ (wants/want) to take the class
4. The bread and the jam \_\_\_\_\_ (is/are) eaten by ram.
5. The purse and the bag \_\_\_\_\_ (are/is) in the car
6. The P.M and the C.M \_\_\_\_\_ (has/have) gone to the Singapore.

**Rule: 2 (Exceptional)**

If two singular nouns are connected by and with one definite article (the) we have to consider the whole subject is III person Singular. So the subjects agree only the singular verb.

**Example:**

1. The poet and philanthropist \_\_\_\_\_ (are/is) coming for the function.
2. The secretary and chairman \_\_\_\_\_ (has/have) come.
3. The principal and English teacher \_\_\_\_\_ (wants/want) to take the class.
4. The bread and jam \_\_\_\_\_ (is/are) eaten by Ram.
5. The purse and bag \_\_\_\_\_ (are/is) in the car.
6. The P.M and C.M \_\_\_\_\_ (has/have) gone to the Singapore.

**Rule: 3**

If the sentence begin with “one of” we have to consider the whole subject is III person singular, even though the noun (or) subject nearer by the verb is plural

**Example**

1. One of my friends \_\_\_\_\_ (is/are) going abroad today.
2. One of the books \_\_\_\_\_ (is/are) missing.
3. One of the teachers \_\_\_\_\_ (has/have) good sense of humour.
4. One of the students \_\_\_\_\_ (was/were) writing an IAS exam.
5. One of my sisters \_\_\_\_\_ (is/are) doctor.
6. One of the players \_\_\_\_\_ (come/comes) from Chennai.

**Rule: 3 (Exceptional)**

If one of occurs in the middle of the sentence, which is connected by relative pronoun (who, which, that) we have to consider the whole subject is III person plural so the subject agree only the plural verb.

**Example**

1. John is one of the students who \_\_\_\_\_ (is/are) dependable in all circumstances.
2. Mohan is one of the players who \_\_\_\_\_ (has/have) a number of medal.

**Rule: 4**

When the phrase together with, along with, with, in addition to, as well as, besides come with singular subject or noun we have to consider the whole subject is III person singular. So the subject agrees only the singular verb.

**Example**

1. The file, with all papers, \_\_\_\_\_ (is/are) missing.
2. Ram, along with his parents, \_\_\_\_\_ (has/have) gone to Singapore.
3. The Prime Minister, together with his wife, \_\_\_\_\_ (greet/greets) the delegates cordially.
4. The Principal, as well as the teacher, \_\_\_\_\_ (wants/want) to take the class
5. The meeting, including all the formalities, \_\_\_\_\_ (take/takes) about two hours.
6. The dog, along with its masters, \_\_\_\_\_ ( are/is) going for a walk
7. The man, with all his brothers, \_\_\_\_\_ (live/lives) in the same house.
8. Sheela, with her friends, \_\_\_\_\_ (was/ were) at the theatre

**Rule: 4 (Exceptional)**

When the phrase together with, along with, with, in addition to, as well as, besides come with singular subject or noun we have to consider the whole subject is III person singular. So the subject agrees only the singular verb. But the symbol comma is omitted in the written English we have to consider the subject is III person plural. So the subject agrees only the plural verb.

**Example**

1. The file with all papers \_\_\_\_\_ (is/are) missing.
2. Ram along with his parents \_\_\_\_\_ (has/have) gone to Singapore.
3. The Prime Minister together with his wife \_\_\_\_\_ (greet/greets) the delegates cordially.
4. The Principal as well as the teacher \_\_\_\_\_ (wants/want) to take the class
5. The meeting including all the formalities \_\_\_\_\_ (take/takes) about two hours.
6. The dog along with its masters \_\_\_\_\_ ( are/is) going for a walk
7. The man with all his brothers \_\_\_\_\_ (live/lives) in the same house.
8. Sheela with her friends \_\_\_\_\_ (was/ were) at the theatre

**Rule: 5**

If two or more singular noun or pronoun connected by or, nor, either.....or, neither.....nor, we have to consider as a subject nearer by the verb. If nearer by the verb subject is singular we put singular verb. If it is plural we put plural verb.

**Example:**

1. Neither Rosy nor her friend \_\_\_\_\_ (has/have) come to my home.
2. Either my books or your bag \_\_\_\_\_ (is/are) on the table
3. Either your bag or my books \_\_\_\_\_ (is/are) on the table
4. Neither he nor you \_\_\_\_\_ (are/is) using the internet facilities
5. Neither he nor I \_\_\_\_\_ (am/are/is) using the internet
6. Neither she nor they \_\_\_\_\_ (are/is) going to the movies
7. Either Sita or her well wishers \_\_\_\_\_ (was/were) present

**Rule: 6**

If the sentence starts with indefinite pronoun like 'each', 'every', 'every one', 'everybody', 'either', 'neither', 'no one', 'nobody', we have to consider the whole subject is called as a singular noun, even though the subject nearer by the verb is plural. So the subject agrees only the singular verb.

**Example:**

1. Each of the books \_\_\_\_\_ (is/are) worth reading.
2. Neither of the answers \_\_\_\_\_ (is/are) correct.
3. Every day \_\_\_\_\_ (brings/bring) good will and cheer.
4. Each of the boys \_\_\_\_\_ (have/has) managed to get a prize.
5. Nobody \_\_\_\_\_ (know/knows) the way to the Railway Station.
6. Either of the two books \_\_\_\_\_ (is/are) not sufficient.
7. Something \_\_\_\_\_ (is/are) better than nothing.
8. Some one \_\_\_\_\_ ( has/have) broken the chair.
9. Each of the students \_\_\_\_\_ (has/have) answered first three questions.

Though the indefinite pronoun is connected by and the subject agrees only the singular verb.

**Example:**

1. Each boy and each girl \_\_\_\_\_ (have/has) a story.
2. Every man and every woman \_\_\_\_\_ (is/are) prone to death one day.

**Rule: 7**

The following nouns are looking plural in form. Physics, Maths, News, Dynamics, Politics, Innings, Athletics, Classics, Comics, Billiards, but it accepts only singular verb.

**Example:**

1. Physics \_\_\_\_\_ (is/are) interesting subjects.

2. Politics \_\_\_\_\_ (is/are) a dirty game.
3. No news \_\_\_\_\_ (is/are) good news.
4. The first innings \_\_\_\_\_ (is /are) over.
5. Ill news \_\_\_\_\_ (travels/travel) fast.

**Rule: 8**

The following nouns are looking Singular in form. The cattle, the people, the police, the deer, but it accepts only plural verb.

**Example:**

1. The cattle \_\_\_\_\_ (are/is) grazing in the field.
2. The people \_\_\_\_\_ (are/is) waiting for the president.
3. The police \_\_\_\_\_ (were/was) forced to act.
4. The deer \_\_\_\_\_ (are/is) grazing in the field.

**Exceptional:** If the cattle, the deer starts with a cattle, a deer the subject agrees only the singular verb. **Example:**

1. A cattle \_\_\_\_\_ (are/is) grazing in the field.
2. A police \_\_\_\_\_ (were/was) forced to act.
3. A deer \_\_\_\_\_ (are/is) grazing in the field.

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**Rule: 9**

If the plural number comes with a distance, height, weight as a subject the subject agrees only the singular verb.

**Example:**

1. Three thousand rupees \_\_\_\_\_ (is/are) not a huge amount.
2. Five years contract \_\_\_\_\_ (is/are) too much.
3. Four hundred miles \_\_\_\_\_ (is/are) big distance.

**Exceptional**

But some of money or year when considered separately we have to consider the subject is third person plural so the subject agrees only the plural verb.

**Example:**

1. One lakhs rupees \_\_\_\_\_ (were/was) distributed among the victims.
2. Seven years \_\_\_\_\_ (have/has) rolled since we shifted to Chennai.

**Rule: 10**

If the sentence begins with class noun like furniture, stationary, footwear, food, information, equipments we have to consider the subject is third person singular so the subject agrees only the singular verb.

**Example:**

1. The furniture in the room \_\_\_\_\_ (need/needs) polishing.
2. A factory with modern equipments \_\_\_\_\_ (is/are) for sale.
3. The foot wear you bought yesterday \_\_\_\_\_ (was/were) good.
4. The furniture in the room \_\_\_\_\_ (is/are) very old.
5. Much food \_\_\_\_\_ (is/are) wasted.

**Rule: 11**

If the sentence begins with some of, most of, lots of, a great deal of, plenty of, lots of, one third of, we have to consider the subject is third person plural when the subject refers to the number. So the subject agrees only the plural verb.

**Example:**

1. Some of the boys \_\_\_\_\_ (is/are) very intelligent.
2. Lots of fans \_\_\_\_\_ (have/has) come.
3. Half of the fruits \_\_\_\_\_ (are/is) not ripe yet.
4. Plenty of roses \_\_\_\_\_ (is/are) available in the market.
5. A lot of people \_\_\_\_\_ (prefer/prefers) tea to coffee.

**Exceptional**

The same noun takes singular verb when which refer to the quantity.(all the uncountable noun takes singular verb)

**Example:**

1. Some of the sugar \_\_\_\_\_ (is/are) spilt.
2. Plenty of water \_\_\_\_\_ (is/are) available here.
3. Some of the Music \_\_\_\_\_ (was/were) boring.

**Rule: 12**

If the sentence begins with many a, more than one, we have to consider the subject is third person singular. So the subject agrees only the singular verb.

**Example:**

1. Many a book \_\_\_\_\_ (is/are) interesting.
2. More than one candidate \_\_\_\_\_ (was/were) absent in the meeting.
3. Many an artist \_\_\_\_\_ (do/does) not gain.

**Exceptional:**

If many and more comes alone the subject agrees only the singular verb.

**Example:**

1. Many book \_\_\_\_\_ (is/are) interesting.
2. More candidate \_\_\_\_\_ (was/were) absent in the meeting.
3. Many artist \_\_\_\_\_ (do/does) not gain.

**Rule: 13**

If the sentence begins with phrase like a team of, a chain of, a flock of, a bouquet of, a crowd of, a series of, a set of, we have to consider the subject is third person singular even though the subject nearer by the verb is plural.

**Example:**

1. A series of serials \_\_\_\_\_ (is/are) telecast every day.
2. A team of ministers \_\_\_\_\_ (has/have) come on a visit.
3. A pair of scissors \_\_\_\_\_ (is/are) there.
4. A volley of questions \_\_\_\_\_ (was/were) put forth by the quiz master.

**Exceptional**

If the sentence begins with a number of that phrase accept only the plural verb.

**Example**

A number of students \_\_\_\_\_ (is/are) playing in the ground.

But the sentence starts with the number of the subject agree only the plural verb.

**Example:**

The number of students \_\_\_\_\_ (is/are) playing in the ground.

**Rule: 14**

Title, Names of books, Quotation, Proverbs always takes only singular verb.

**Example:**

1. The discoveries channel \_\_\_\_\_ (gives/give) vast information.
2. Tempest \_\_\_\_\_ (make/makes) reading interesting.
3. Honesty \_\_\_\_\_ (is/are) the best policy.

**Rule: 15**

If the sentence begins adjectives with definite article 'the' which refer to a group of people in a particular condition that subject agrees only the plural verb. The blind, the youth, the brave, the poor, the nation, etc.

**Example:**



1. The brave \_\_\_\_\_ (die/dies) once.
2. The unemployed \_\_\_\_\_ (are/is) restless.
3. The French \_\_\_\_\_ (have/has) good food.
4. The youth of today \_\_\_\_\_ (are/is) the pillars of tomorrow.

### Prefix and suffix

The most common prefixes

<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>
<i>anti-</i>	against/opposed to	<i>anti-government, anti-racist, anti-war</i>
<i>auto-</i>	self	<i>autobiography, automobile</i>
<i>de-</i>	reverse or change	<i>de-classify, decontaminate, demotivate</i>
<i>dis-</i>	reverse or remove	<i>disagree, displeasure, disqualify</i>
<i>down-</i>	reduce or lower	<i>downgrade, downhearted</i>
<i>extra-</i>	beyond	<i>extraordinary, extraterrestrial</i>
<i>hyper-</i>	extreme	<i>hyperactive, hypertension</i>
<i>il-, im-, in-, ir-</i>	not	<i>illegal, impossible, insecure, irregular</i>
<i>inter-</i>	between	<i>interactive, international</i>
<i>mega-</i>	very big, important	<i>megabyte, mega-deal, megaton</i>
<i>mid-</i>	middle	<i>midday, midnight, mid-October</i>
<i>mis-</i>	incorrectly, badly	<i>misaligned, mislead, misspelt</i>
<i>non-</i>	not	<i>non-payment, non-smoking</i>
<i>over-</i>	too much	<i>overcook, overcharge, overrate</i>
<i>out-</i>	go beyond	<i>outdo, out-perform, outrun</i>
<i>post-</i>	after	<i>post-election, post-war</i>
<i>pre-</i>	before	<i>prehistoric, pre-war</i>
<i>pro-</i>	in favour of	<i>pro-communist, pro-democracy</i>
<i>re-</i>	again	<i>reconsider, redo, rewrite</i>
<i>semi-</i>	half	<i>semicircle, semi-retired</i>
<i>sub-</i>	under, below	<i>submarine, sub-Saharan</i>
<i>super-</i>	above, beyond	<i>super-hero, supermodel</i>
<i>tele-</i>	at a distance	<i>television, telepathic</i>

Prefix	Meaning	Examples
<i>trans-</i>	across	<i>transatlantic, transfer</i>
<i>ultra-</i>	extremely	<i>ultra-compact, ultrasound</i>
<i>un-</i>	remove, reverse, not	<i>undo, unpack, unhappy</i>
<i>under-</i>	less than, beneath	<i>undercook, underestimate</i>
<i>up-</i>	make or move higher	<i>upgrade, uphill</i>

### Prefixes to make negatives

**a-, dis-, il-, in-, im-, ir-, non-, un-, mis-, re-, de-, mal-, non-, anti-, under-**

Prefixes change the meaning of the word to the opposite meaning.

happy – unhappy, legal – illegal, like – dislike, patient – impatient, correct – incorrect.

Usually when you add a prefix you don't change the root word.

multi + national = multinational in + complete = incomplete

\*notice the double letters in the following words. We just add the prefix to the root word \*

dis + satisfied = dissatisfied

mis + spell = misspell

un+ necessary = unnecessary

im + mature = immature

ir + responsible = irresponsible

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There are hundreds of prefixes, some of the most popular are:

**in-, ir-, il-, im-, un-, dis-, pre-, ex-, anti-, uni-, bi-**

Recognizing and understanding prefixes will help your spelling and reading.

There are some rules which help us to know which prefix to add to which word but like all rules there are exceptions.

\* **use il-** before words starting with **l** legible – illegible, illuminate, illegal, illegible

(But – unlawful, unlearn, unless...)

\***use ir-** before words starting with **r** relevant – irrelevant, irresistible, irresponsible, irreconcilable, irregular, irradiate (But – unreal, unrated)

\***use im-** before words stating with **m, p** and **b** mature – immature, immigrant, **immortal**, immoral, immaterial, immaculate, perfect – imperfect, impossible, impair, improper, impartial balance – imbalance (But we have unpack, unpick, unpaid... unmarked, unmarried, unmask)

The four most common prefixes are **un-, re-, in-, dis-**

**un, in, il, im, ir, dis, non** – these make nouns, verbs, adjectives negative, not, opposite.

unfair, untidy, unable, uncover, unkind, unequal, uneven, unusual

incomplete, informal, incorrect, indecent, insecure, indirect, inaccurate, inefficient,

incompetent

illegal, illegitimate, illogical, illiterate, illegible, illustrious, illuminate, immature, impatient

irregular, irrelevant, irreplaceable, irresistible, irresponsible, irrational, irreconcilable,

irreparable

dishonest, dislike, disagree, disappear, disgrace, disloyal, disobey, distrust, dissatisfied

non-smoker, non-toxic

de, dis, un, re these indicate reversal of verb's actions – reverse, back, again

defrost, debug, decrease, deport, degrade, delete, detached

disconnect, disinterested, disarm, disable

unwrap, undo, untie, unplug, undress, unpack

return, retell, regain, repaint, retry, redo, replay, reuse, regain, reword, rebuild, remodel...

over, under, sub, mis to indicate something is wrong or bad, under, lowly

oversleep, overpopulated (= too much, excessive)

undervalued, undercooked (= not enough)

substandard, subspecies (= not enough, lowly)

misunderstand, miscalculate, misspell, mistreat, misuse, misbehave, mistake (= bad)

hyper, mega, super, ultra, micro, mini – to indicate size very big, very small, too much

hypermarket, hyperactive

megastore, megabyte

supermarket, supermodel

ultrasound, ultra-modern

microwave, microchip

miniskirt, minibus

mono, uni, bi, tri, multi, semi – to indicate number, frequency, shape

monorail, monologue, monologue, monopoly = (one)

universal, unisex, unicycle, unison, unique, universe = (one, same)

bilingual, bicycle, bifocals, biweekly, biannual = (two)

triangle, tripod, tricycle, trilogy, triple, trio, triplets = (three)

multinational, multicoloured/multicolored (AmE), multicultural, multivitamin, multiplex,

multimedia, multipurpose, multi-storey/multistorey (see hyphens (-) below) = (many)

semicircle, semicolon, semiconscious, semifinal (or semi-final)= (half)

**Suffixes**

The most common suffixes to make Nouns are: **-al,-ance,-tion, -ity, -er, -ness, -ism, -ment, -ant, -ship, -age, -ery.**

The most common suffixes to make Adjectives are: **-al,-ful,-ic,-ical,-ish,-less,-like,-ous,-ly**

Common Adjective Suffixes (Noun → Adjective)

<b>SUFFIX</b>	<b>NOUN – ADJECTIVE</b>	<b>NOUN – ADJECTIVE</b>	<b>NOUN – ADJECTIVE</b>
-AL relating to	accident – accidental region – regional	brute – brutal person – personal	region – regional universe – universal
-ARY relating to quality or place	custom – customary compliment – complimentary	moment – momentary honor – honorary	caution – cautionary diet – dietary
-FUL full of	beauty – beautiful skill – skillful	wonder – wonderful success – successful	awe – awful delight – delightful
-IC having the nature of; caused by	athlete – athletic photograph – photographic	base – basic science – scientific	history – historic rhythm – rhythmic
-ICAL having the nature of	magic – magical practice – practical	logic – logical statistic – statistical	history – historical alphabet – alphabetical
-ISH origin, nature	fool – foolish sheep – sheepish	child – childish pink – pinkish	self – selfish girl – girlish
-LESS without	power – powerless use – useless	friend – friendless home – homeless	worth – worthless penny – penniless
-LIKE like	like – lifelike child – childlike	lady – ladylike bird – birdlike	war – warlike spring – springlike
-LY like	friend – friendly day – daily	cost – costly order – orderly	month – monthly coward – cowardly
-OUS quality, nature	poison – poisonous courtesy – courteous	danger – dangerous mystery – mysterious	nerve – nervous victory – victorious

-Y like	rain – rainy	fun – funny	dirt – dirty
	mess – messy	dirt – dirty	spot – spotty

**Verb to Noun Suffixes**

SUFFIX	VERB – NOUN	VERB – NOUN	VERB – NOUN
-AL condition, quality	arrive –arrival approve – approval attend –	deny –denial propose –proposal	refuse – refusal dismiss – dismissal
-ANCE / -ENCE action, state, condition or quality	attendance accept – acceptance	prefer – preference insure – insurance	refer – reference exist –existence
-ATION / -TION action or resulting state	educate – education inform – information confuse – confusion	eliminate – elimination declare – declaration divide –division	combine – combination immigrate – immigration impress – impression profess–profession
-SION action or resulting state	decide – decision	revise – revision	
-URE action or resulting state	depart – departure erase – erasure	fail – failure enclose – enclosure	press – pressure legislate – legislature
-MENT state, act, condition	agree– agreement pay – payment	employ – employment argue – argument	punish – punishment govern – government
-AGE action, state, process	break – breakage post – postage	pack – package pass – passage	bag– baggage marry – marriage
-ING action, state, process	bless – blessing land – landing	write – writing feed – feeding	end –ending seat – seating
-ERY a business or trade, a behavior, a condition	cream – creamery slave (N) –	bake –bakery brave (Adj) – bravery	brew – brewery machine (N) – machinery

slavery

**Example:****VERB****NOUN****ADJECTIVE**

1. Argue	argument	arguable
2. apply	application	applicable
3. accept	acceptance	acceptable
4. advise	advice	advisory
5. analyse	analysis	analytic
6. act	action	active
7. believe	belief	believable
8. bleed	blood	bloody
9. break	breakage	breakable
10. communicate	communication	communicative
11. compare	comparison	comparable
12. constitute	constitution	constitutional
13. calculate	calculation	calculative
14. classify	classification	classifiable
15. connect	connection	connective
16. conclude	conclusion	conclude
17. conserve	conservation	conservative
18. consume	consumption	consumable
19. circulate	circulation	circulative
20. construct	construction	constructive
21. categorize	category	categorical
22. correct	correction	corrective
23. corrode	corrosion	corrosive
24. compensate	compensation	compensatory
25. conduct	conduction	conductive
26. consider	consideration	considerate
27. contribute	contribution	contributory
28. converge	convergence	convergent
29. decide	decision	decisive
30. define	definition	definite
31. destroy	destruction	destructive
32. dispose	disposal	disposable
33. declare	declaration	declarative

34. decorate	decoration	decorative
35. deduct	deduction	deductible
36. develop	development	developable
37. disagree	disagreement	disagreeable
38. economize	economy	economic/-cal
39. electrify	electrification	electric
40. employ	employment	employable
41. explode	explosion	explosive
42. generate	generation	generative
43. govern	government	governing
44. grow	growth	growing
45. imagine	imagination	imaginative
46. introduce	introduction	introductory
47. involve	involvement	involved
48. insulate	insulation	insulated
49. magnetize	magnetism	magnetic
50. agree	agreement	agreeable

S.No.	Verbs	Nouns	Adjectives	Adverbs
1	accept	acceptance	acceptable	
2	achieve	achievement	achievable	
3	act	action	active	actively
4	act	activity	active	actively
5	act	activeness	active	actively
6	add	addition	additional	
7	adjust	adjustment	adjustable	
8	admire	admiration	admirable	
9	advise	advice	advisable	
10	amass	mass	massive	massively

11	amazed	amazement	amazing	
12	amuse	amusement	amusing	
13	annoy	annoyance	annoying	
14	approach	approach	approachable	
15	attend	attention	attentive	
16	attract	attraction	attractive	
17	avoid	avoidance	avoidable	
18	believe	belief	believable	
19	blacken	blackness	black	
20	bleed	blood	bloody	
21	bore	boredom	boring	
22	bother	botheration	bothering	
23	breathe	breath	breathing	
24	bury	burial	buried	
25	care	care	careful	carefully
26	challenge	challenge	challenging	
27	chase	chase	chasing	
28	cheer	cheerfulness	cheerful	cheerfully
29	choose	choice	chosen	
30	clear	clarity	clear	clearly
31	collect	collection	collective	collectively
32	comfort	comfort	comfortable	comfortably
33	complex	complexity	complex	
34	confuse	confusion	confused	
35	consider	consideration	considerable	considerably



36	console	consolation	consoled	
37	continue	continuity	continuous	continuously
38	craze	craze	crazy	crazily
39	create	creation	creative	creatively
40	credit	credit	creditable	creditably
41	cure	cure	curable	
42	curse	curse	cursed	
43	damage	damage	damaged	
44	deafen	deafness	deaf	
45	decide	decision	decisive	
46	decorate	decoration	decorative	
47	delight	delight	delightful	delightfully
48	demand	demand	demanding	
49	derive	derivation	derivative	
50	deserve	deserve	deserving	
51	destroy	destruction	destructive	destructively
52	develop	development	developing	
53	die	death	dead	
54	differ	difference	different	differently
55	disturb	disturbance	disturbing	
56	dust	dust	dusty	
57	educate	education	educative	
58	embarrass	embarrassment	embarrassing	
59	empower	power	powerful	powerfully
60	empty	emptiness	empty	

61	encircle	circle	circular	circularly
62	encourage	courage	courageous	courageously
63	endanger	danger	dangerous	dangerously
64	enthuse	enthusiasm	enthusiastic	
65	enumerate	number	numerable	
66	envy	envy	envious	enviously
67	evaporate	evaporation	evaporating	
68	expect	expectation	expected	expectedly
69	explain	explanation	explainable	
70	explore	exploration	exploring	
71	fascinate	fascination	fascinating	
72	feed	food		
73	firm	firmness	firm	firmly
74	fly	flight	flying	
75	force	force	forceful	forcefully
76	glorify	glory	glorious	gloriously
77	grow	growth	growing	growingly
78	harm	harm	harmful	harmfully
79	hate	hatred	hateful	hatefully
80	heal	health	healthy	healthily
81	hope	hope	hopeful	hopefully
82	identify	identification	identified	
83	identify	identity	identifying	
84	imitate	imitation	imitative	imitatively
85	impress	impression	impressive	impressively

86	include	inclusion	inclusive	inclusively
87	indicate	indication	indicative	indicatively
88	inform	information	informative	
89	inhabit	habitat	inhabitant	
90	injure	injury	injurious	injuriously
91	inquire	inquiry	inquiring	
92	instruct	instruction	instructive	
93	insult	insult	insulting	insultingly
94	intent	intention	intentional	intentionally
95	interfere	interference	interfering	
96	introduce	introduction	introductory	
97	invent	invention	inventive	
98	irritate	irritation	irritating	irritatingly
99	lead	leadership	leading	leadingly
100	live	life	lively	livingly

### Synonyms

Word	Synonym-1	Synonym-2	Synonym-3	Synonym-4
Amazing	Incredible	Unbelievable	Improbable	Astonishing
Anger	Enrage	Infuriate	Arouse	Nettle
Angry	Wrathful	Furious	Enraged	Indignant
Answer	Reply	Respond	Retort	Acknowledge
Ask	Question	Inquire	Query	Interrogate
Awful	Dreadful	Terrible	Abominable	Unpleasant
Bad	Depraved	Rotten	Contaminated	Sinful
Beautiful	Gorgeous	Dazzling	Splendid	Magnificent
Begin	Start	Open	Launch	Initiate
Big	Enormous	Huge	Immense	Gigantic

Brave	Courageous	Fearless	Dauntless	Intrepid
Break	Fracture	Wreck	Crash	Demolish
Bright	Sparkling	Shimmering	Radiant	Vivid
Calm	Quiet	Peaceful	Unruffled	Tranquil
Come	Approach	Advance	Near	Arrive
Cool	Chilly	Cold	Frosty	Frigid
Crooked	Bent	Twisted	Zigzag	Hooked
Cry	Weep	Wail	Sob	Bawl
Cut	Slice	Carve	Cleave	Slit

***Synonyms for words starting with D, E, F***

Word	Synonym-1	Synonym-2	Synonym-3	Synonym-4
Dangerous	Perilous	Hazardous	Risky	Uncertain
Dark	Shadowy	Unlit	Murky	Gloomy
Decide	Determine	Settle	Choose	Resolve
Definite	Certain	Sure	Positive	Determined
Delicious	Savory	Delectable	Appetizing	Luscious
Describe	Portray	Characterize	Picture	Narrate
Destroy	Ruin	Demolish	Raze	Slay
Difference	Disagreement	Inequity	Contrast	Dissimilarity
Do	Execute	Enact	Carry Out	Finish
Dull	Unimaginative	Lifeless	Tedious	Tiresome
Eager	Keen	Fervent	Enthusiastic	Involved
End	Stop	Finish	Terminate	Conclude
Enjoy	Appreciate	Delight In	Be Pleased	Indulge In
Explain	Elaborate	Clarify	Define	Interpret
Fair	Just	Impartial	Unbiased	Objective
Fall	Drop	Descend	Plunge	Topple
False	Fake	Fraudulent	Counterfeit	Spurious
Fast	Quick	Rapid	Hasty	Swiftly
Fat	Stout	Corpulent	Paunchy	Plump
Fear	Fright	Dread	Terror	Alarm
Fly	Soar	Hover	Flit	Wing

Funny	Humorous	Amusing	Droll	Laughable
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**List of Synonyms – 3***Synonyms for words starting with G, H, I, K*

Word	Synonym-1	Synonym-2	Synonym-3	Synonym-4
Get	Acquire	Obtain	Secure	Procure
Go	Recede	Depart	Fade	Disappear
Good	Excellent	Apt	Marvelous	Qualified
Great	Noteworthy	Worthy	Distinguished	Remarkable
Gross	Improper	Rude	Coarse	Indecent
Happy	Pleased	Contented	Satisfied	Delighted
Hate	Despise	Loathe	Detest	Abhor
Have	Acquire	Gain	Maintain	Believe
Help	Aid	Assist	Succor	Encourage
Hide	Conceal	Camouflage	Shroud	Veil
Hurry	Hasten	Urge	Accelerate	Bustle
Hurt	Damage	Distress	Afflict	Pain
Idea	Thought	Concept	Conception	Notion
Important	Necessary	Vital	Critical	Indispensable
Interesting	Fascinating	Bright	Intelligent	Animated
Keep	Hold	Maintain	Sustain	Support
Kill	Slay	Execute	Assassinate	Abolish

**List of Synonyms – 4***Synonyms for words starting with L, M, N, O, P*

Word	Synonym-1	Synonym-2	Synonym-3	Synonym-4
Lazy	Indolent	Slothful	Idle	Inactive
Little	Dinky	Puny	Diminutive	Miniature
Look	Scrutinize	Inspect	Survey	Study
Love	Like	Admire	Esteem	Fancy
Make	Design	Fabricate	Manufacture	Produce
Mark	Impress	Effect	Trace	Imprint

Mischievous	Prankish	Waggish	Impish	Sportive
Move	Plod	Go	Creep	Crawl
Neat	Trim	Dapper	Natty	Smart
New	Novel	Modern	Current	Recent
Old	Aged	Used	Worn	Dilapidated
Part	Portion	Section	Fraction	Fragment
Place	Space	Area	Spot	Plot
Plan	Region	Location	Situation	Position
Predicament	Quandary	Dilemma	Plight	Spot
Put	Place	Assign	Keep	Establish

### List of Synonyms – 5

#### *Synonyms for words starting with Q, R, S, T, U*

Word	Synonyms-1	Synonyms-2	Synonyms-3	Synonyms-4
Quiet	Tranquil	Peaceful	Calm	Restful
Right	Correct	Accurate	Factual	True
Run	Race	Sprint	Dash	Rush
Say/Tell	Recount	Narrate	Explain	Reveal
Scared	Panicked	Fearful	Unnerved	Insecure
Show	Display	Exhibit	Present	Note
Slow	Unhurried	Behind	Tedious	Slack
Stop	Cease	Halt	Stay	Pause
Story	Tale	Yarn	Account	Narrative
Strange	Odd	Peculiar	Unusual	Unfamiliar
Take	Hold	Catch	Seize	Grasp
Tell	Disclose	Reveal	Show	Expose
Think	Consider	Contemplate	Reflect	Mediate
Trouble	Distress	Anguish	Anxiety	Wretchedness
True	Accurate	Right	Proper	Precise
Ugly	Horrible	Unpleasant	Monstrous	Terrifying

### Antonyms

Against each key word are given five suggested meanings. Choose the word or phrase which is opposite in meaning to the key word.

1. Discrepancy
  - a) inconsistency
  - b) consistency
  - c) inappropriate
  - d) variance
  - e) vagary
2. Disdain
  - a) attitude
  - b) honesty
  - c) admiration
  - d) zeal
  - e) disgust
3. Disheveled
  - a) tidy
  - b) clumsy
  - c) unkempt
  - d) long
  - e) exasperated
4. Disingenuous
  - a) sincere
  - b) sophisticated
  - c) trained
  - d) experienced
  - e) uncomfortable
5. Dismal
  - a) remarkable
  - b) trivial
  - c) reserved
  - d) puzzled
  - e) dislocated

**Answers**

6. Dismay
  - a) intimidate
  - b) mitigate
  - c) soothe
  - d) hearten
  - e) mystify
7. Dispel
  - a) scatter
  - b) gather
  - c) dissipate
  - d) refract
  - e) agonize
8. Disposition
  - a) sparking
  - b) watchfulness
  - c) inclination
  - d) unwillingness
  - e) temperament
9. Dissipate
  - a) vanish
  - b) unite
  - c) dispel
  - d) disappear
  - e) contemplate
10. Disburse
  - a) collect
  - b) gather
  - c) pay out
  - d) discard
  - e) distinguish

1. consistency

11. Keen
  - a) dull
  - b) sharp
  - c) brilliant
  - d) focused
  - e) unnecessary
12. Keep
  - a) protect
  - b) discard
  - c) convert
  - d) celebrate
  - e) avert
13. Kemp
  - a) professional
  - b) successor
  - c) brave
  - d) loser
  - e) atheist
14. Kill
  - a) murder
  - b) execute
  - c) animate
  - d) slay
  - e) throw
15. Kindle
  - a) invoke
  - b) infuriate
  - c) put off
  - d) awaken
  - e) lavish

2. admiration

3. tidy
4. sincere
5. remarkable
6. hearten
7. gather
8. unwillingness
9. unite
10. pay out
11. dull
12. discard
13. loser
14. animate
15. put



**Phrasal Verbs**

Phrasal verb is a combination of a verb and a preposition or an adverb. It has a different meaning than the original verb.

Let's take an exercise of phrasal verbs for its better understanding.

1. The truth finally \_\_\_\_\_ me. (dawned on/dawned about)
2. He \_\_\_\_\_ as if nothing had happened. (carried on, carried through)
3. He \_\_\_\_\_ all struggle. (gave up / gave out)
4. \_\_\_\_\_ the light, please. (Switch on, switch for)
5. She \_\_\_\_\_ her mother. (takes in, takes after)
6. Children \_\_\_\_\_ whatever they hear. (blurt out, blurt about)
7. Junoon has just \_\_\_\_\_ a new winter collection. (brought up, brought out)
8. The Panda is in danger of \_\_\_\_\_. (drying out, drying in)
9. All the tickets of the Barcelona Cup have been \_\_\_\_\_. (sold away, sold out)
10. Why are you \_\_\_\_\_. (looking around, looking for)
11. Please, \_\_\_\_\_ your shoes. (take off, take out)
12. Have the factory workers \_\_\_\_\_ the strike? (called of, called off)
13. He did not \_\_\_\_\_ my request. (accede to, accede for)
14. He \_\_\_\_\_ drinking after his failure in love. (took to, took in)
15. You can \_\_\_\_\_ this deficiency. (make out, make up)
16. Girls \_\_\_\_\_ to greet their favorite teacher. (turned on, turned out)
17. He \_\_\_\_\_ book of all kinds. (deals in, deals of)
18. The government has \_\_\_\_\_ all projects. (cast by, cast aside)
19. All the fruit in the basket has \_\_\_\_\_. (gone off, gone out)
20. His oratory \_\_\_\_\_ the feelings of the crowd. (worked up, worked out)

**Answers**

1.dawned on 2.carried on 3.gave up 4.Switch on 5.takes after 6.blurt out 7.brought out 8.drying out 9.sold out 10.looking around 11.take off 12.called off 13.accede to 14.took to 15.make up 16.turned out 17.deals in 18.cast aside 19.goneoff 20.worked up

## PART B

### Paragraph Writing

#### How do you write a paragraph?

A basic paragraph structure usually consists of five sentences: the topic sentence, three supporting sentences, and a concluding sentence. But the secrets to paragraph writing lay in four essential elements, which when used correctly, can make an *okay* paragraph into a *great* paragraph.

**Element #1:** Unity. Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. In order to write a good topic sentence, think about your theme and all the points you want to make. Decide which point drives the rest, and then write it as your topic sentence.

**Element #2:** Order. Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established. Order helps the reader grasp your meaning and avoid confusion.

**Element #3:** Coherence. Coherence is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words create bridges from one sentence to the next. You can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact). Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

**Element #4:** Completeness. Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your thesis, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

## Example:1

### Field Trip

A field trip or excursion is a journey taken by a group of people to a place away from their usual environment. In education, field trips are defined as visits to an outside area of the normal classroom and made by a teacher and students for purposes of firsthand observation. Do you like field trips? Would you spend a night in a tent? How would you behave if you were attacked by a wild beast? Doubtless, field trip is a specific and original way of spending free time.

Everyone enjoys field trips, because this way of entertainment helps one learn about the peculiarities of the natural environment. Moreover, it is a good chance to spend time with friends and learn how to survive in the wild. I was lucky to spend a week with my classmates in the wild. Our teacher organized a short trip in order to help us work in a team. Furthermore, he wanted to help us develop our leadership skills. I would like to say a few words about our field trip, which united our class and demonstrated our hidden potential.

Our teacher Mr. Chandru decided to organize a trip to the mountains. Our town is situated near numerous picturesque sights; therefore, everyone understood that this short trip would be successful. We had to prepare for the trip in advance. I decided to purchase the most important things, which would help me spend my time in the wild with pleasure. To begin with, I bought a tent. Unfortunately, I have never lived in a tent; therefore, I did not know how to make it correctly. I hoped that Mr. White would help me cope with this challenge. Then, I thought about a sleeping bag.

It was autumn and it was already cold. I realized that one could not purchase food in the forest; so I decided to take a few items for cooking. Of course, I took a large water bucket and thermos, because it is impossible to survive without water. Next, I took a plate, knife, fork, spoon and tongs. I did not forget about a cup and matches. I put on my boots, took a few towels and I was ready for the trip.

We left the town early in the morning and spent three hours in a bus. Then, we went on foot along the mountain river. I admired the picturesque views of the river and the surrounding location. Frankly speaking, it was hard to carry my heavy bag with the whole equipment. Fortunately, my friend Michael helped me carry our tent. He did not bother about his own equipment; therefore, I had to share my stuff with him. I was lucky to learn how to build a campfire professionally. Mr. White taught us how to pick the proper branches and how to make

them burn intensively. Moreover, I got to know how to cook a soup on an open fire. I should say that this soup was tastier than the one cooked in common way. Finally, we learnt how to make a tent. This job is quite complicated and I spent more than an hour to make my tent successfully. I should say that our field trip was educational, because Mr. White planned every day intensively.

Firstly, we learnt how to read a compass and how to use it with advantage. Years ago, I did not understand the usefulness of a compass but now I know how to deal with this item. Secondly, we devoted much time to the study of birds and other small animals, which could be seen nearby. Our teacher told us about hares, partridges, wild boars, deer, falcons and fish. I could not imagine that my native place contains so many species of wild animals and birds. Mr. White said a few words about the protection of these species and informed us how to behave when we saw a boar or a bear.

Although our field trip was very short, I was glad to return home and admire the advantages of civilization. I must admit that it is hard to live in the wildlife and I cannot imagine how our ancestors managed to survive in such challenging conditions.

## **Example:2**

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### **Long Essay on a Visit to a Museum**

A building in which the objects of historical, cultural, artistic, and scientific interest are kept for the public display is known as a museum. It is a house of knowledge that makes us aware of the history, civilization, culture, religious practices, lifestyle, architecture, and art of the country. It lets us peep into the ancient socio-political, economic, cultural, and religious life of the people of a country.

A museum is a house of treasures filled with antiques. It holds the archaeological collectibles and artifacts that define a country's culture and civilization. The historical panorama, the art and architecture, and the religions and relics of a country are curated and displayed in a museum. It can be said that any museum is a miniature reflection of a country's past and ancient times. A vivid picture of the traditions, customs, and conventions of the country is showcased by a museum.

I got a golden opportunity to visit the famous historic National Museum in New Delhi. The museum building is robust and majestic. The museum has various departments that have collectibles and artifacts on different subjects and historical periods on display. I saw numerous

images, articles, sculptures, and scriptures— palm leaf and rock engravings and many other articles of great value and interest as we entered the ground floor of the museum. The entire museum is divided into different departments like the archaeological division, anthropological division, display section, etc.

On going to the first floor we saw paintings, murals, charts amongst the various other things. There were manuscripts in different languages on display. We saw various ancient weapons, robes, and dresses on display. One of the corners is dedicated to the numismatics section. This section has coins from different periods put on display.

There are the realistic paintings of Ellora caves alongside beautiful replicas of the Ajanta frescos in one hall. In addition to these, the paintings depicting the lives of Lord Krishna, Lord Rama, and Lord Buddha through scriptures and charts are also put on display. One could truly discover the glorious history of India after having a look at this section.

We saw the remains of the Indus Valley Civilization on the second floor. There are the excavations from Harappa, Mohenjodaro, Lothal, Kalibanga, and Ropar put on display. The broken pitchers, toys, stones, beads, skulls, etc. reflect a lot about the civilization of those times. We were really surprised to find out how advanced that civilization was.

The third floor belongs to the military equipment section. The weapons from the ancient times, such as the spears and pruning hooks, swords and sheaths, shields and helmets, different types of dresses of the commanders and generals from the past ages are showcased. It was a thrilling experience. Seeing all the equipment and attires of the past heroes of our nation was too inspiring for us.

The whole museum is a treasure trove of the history of India. You learn about the history of great men of India and their morals. The laurels, legends, and historical facts are connected with an entire gamut of literature and the life of India. Whether they were poets or prose writers, scientists or galaxy-gazers, dancers or dramatists, musicians or doctors, songsters or sculptors, lawgivers, or lexicographers, you get to experience their lives from the past through the remains curated and put on display.

The visit to the museum was thrilling as well as an enriching experience for me. It was one of the richest experiences of my life to have seen and experienced all of that in the museum. It was deeply moving to see the vast storehouse of our country's ancient glory. This visit to the National Museum has left a lingering impression on my mind.

**Example:3**

**Give a short write-up on how scientific inventions have changed our lives.**

We live in the age of science. People live, move and think in terms of science. Water, air, time and space have been conquered. Man has harnessed the forces of Nature, to his own use. Science has helped man to lead a better life than ever before. In all walks of life man has made wonderful progress. It has given us very swift means of communication transport. The steam engine, the motor car and now the airplane have conquered time and space. Man can now travel from one place to another in a short time. A journey of weeks and months is now performed in a few hours.

Then there are the telegraph, the telephone and the wireless. The wireless has made it possible to send messages to any part of the world in the twinkling of an eye. The steamers and the aero planes are all fitted with a wireless apparatus so that they can get timely help in danger. The radio has made the dull evenings at home bright. One can hear news, dialogues and speeches from the distant parts of the world while sitting at home. Television, the latest development of Wireless telegraphy, enables people to see the picture as well as hear voices.

Electricity, perhaps the greatest gift of science, has conferred on man many blessings. It is maid-of-all work. It works the fans, cooks food, sweeps floors, irons clothes, air-conditions or warms the houses and offices, washes dishes, lights houses, streets and towns, runs trains and buses, works the mills and factories and diagnoses and cures diseases. Medical science has advanced a good deal. It helps the doctors to locate the disease. Terrible diseases like plague, small-pox, cholera, typhoid and malaria have been brought under control. Plastic surgery can change one's face and complexion. Underground drainage and sanitary schemes have minimized the chances of infection or spread of disease. Science has thus helped man in his fight against disease. The various inventions and discoveries of science have greatly added to the comforts of life.

Science has entered our life so powerfully that we have started thinking in a scientific way. It has all together changed our outlook on life. We now want to know the how and why of things. The age of superstitious beliefs is over. Scientific inventions have not all been for our good. Science has given man deadly weapons. The long-range guns, poisonous gases, atom-bombs and many other destructive weapons of warfare have made the life of man most insecure. Another war, and the whole world will be destroyed in a minute by nuclear weapons.

**Example:4**

**The Most Memorable Experience in My Life**

Since I am a high school student, somebody might say I have my entire life ahead of me, with all of its beautiful experiences. But despite being so young, I already have a personal breathtaking experience, which I am sure I will carry with me until my last days: **my first hike to the mountains.**

Though traveling is not a big deal for me today, before my trip to the mountains, I used to be a homebody. I had friends to hang out with, several hobbies, and I felt completely comfortable spending weeks or even months in my hometown—or sometimes even on my block—without going anywhere. All my demands of novelty were satisfied by the Discovery and National Geographic channels, and I seriously thought there was no difference between seeing something on the TV or with one's own eyes.

The situation changed when one day David, my best pal who always has a couple of colorful bugs in his head (or, in other words, was always carrying out several crazy plans at once) tumbled into my room and proclaimed his disgust for civilization. I will not describe how he managed to persuade me to join him on his journey to the Rocky Mountains; all I will say is we departed in five days.

This was my first time in the mountains, so I was turning my head in all directions. Unfortunately, the weather was foggy most the time, and the higher we got into the mountains, the worse the visibility was. Even despite this fact, I still enjoyed the hike—I felt like I was Bear Grylls, whose show I used to watch with excitement: in the wild, with food and water in my backpack, carrying a flashlight and a knife.

On the first day, we were making our way along the foothills; but the next day, we started to climb on one of the peaks. Though it was not that steep and high, I was still excited. I regularly hastened, and because of that, I ran out of energy long before we got to the top; David, on the other hand was well-paced.

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## **Example:**

### **Cars Are Going Electric. What Happens to the Used Batteries?**

Used electric vehicle batteries could be the Achilles' heel of the transportation revolution—or the gold mine that makes it real. This summer, Dirk Spiers, a tall, rumpled Dutchman-turned-Oklahoman, got a heads-up from General Motors about more problems with the Chevrolet Bolt. Over the previous year, the car model that had once been celebrated as GM's grand victory over Tesla—the United States' first truly mass-market electric vehicle—had begun to look more like a slow-motion disaster. Bolts were being recalled because of a series of rare but destructive fires sparked when drivers left their cars charging overnight. GM had traced the problem to flaws in the lithium-ion battery cells manufactured by South Korea's LG Chem.

Now the automaker was expanding the recall to all 141,000 Bolts sold worldwide since 2017. Fixing them would be a massive operation. Unlike the toaster-oven-sized lead-acid batteries inside most gas-powered vehicles, the lithium-ion battery pack inside the Bolt runs the full wheelbase of the car and weighs 960 pounds. It contains hundreds of battery cells that are



delicate and finicky. When taken apart for repairs, they can be dangerous, and incorrect handling can lead to noxious fumes and fires.

Spiers was a natural person to call for help. His relationship with GM had begun 11 years earlier, when he buttonholed the company's head of development for an earlier electric vehicle, the Volt, about GM's plan for the batteries when they broke or died. It turned out GM didn't really have one. Spiers turned that opening into a business that now handles the logistics of dead and dying EV batteries from every major carmaker that sells in the US, except Tesla. Spiers New Technologies takes flawed batteries and transports, tests, and—when possible—disassembles, fixes, and refurbishes them. “We get our hands dirty,” Spiers says.

When batteries can't be fixed or reused, the company recycles some at its onsite facility. It also stores batteries. Lot of them. SNT's main warehouse in Oklahoma City holds hundreds of electric car batteries, stacked on shelves that jut 30 feet into the air. With the Bolt recall, GM will send SNT many more.

Those batteries and millions more like them that will eventually come off the road, are a challenge for the world's electrified future. Automakers are pouring billions into electrification with the promise that this generation of cars will be cleaner than their gas-powered predecessors. By the end of the decade, the International Energy Agency estimates there will be between 148 million and 230 million battery-powered vehicles on the road worldwide, accounting for up to 12 percent of the global automotive fleet.

The last thing anyone wants is for those batteries to become waste. Lithium-ion batteries, like other electronics, are toxic, and can cause destructive fires that spread quickly—a danger that runs especially high when they are stored together. A recent EPA report found that lithium-ion batteries caused at least 65 fires at municipal waste facilities last year, though most were ignited by smaller batteries, like those made for cell phones and laptops. In SNT's warehouse, bright red emergency water lines snake across the ceilings, a safeguard against calamity.

But seen another way, those old batteries are an opportunity for an even greener automotive future. EVs are more eco-friendly than their gas-burning counterparts, but they still come with environmental costs. Batteries contain valuable minerals like cobalt and lithium, which are primarily extracted and processed overseas, where they cost local communities dearly in labor abuses and vital resources like water and contribute to global carbon emissions. Because of that, unchecked demand for new electric cars will “reduce greenhouse gas emissions in

developed countries and urban centers and sacrifice places” where the materials are mined, says Hanjiro Ambrose, an engineer at the University of California, Davis Institute of Transportation Studies.

In an ideal world, each of those lithium-ion batteries stacked in the Oklahoma warehouse would be reused and recycled, ad infinitum, to create the lithium-ion batteries of 10, 25, even 50 years from now—with little new material required. Experts call this a “circular economy.” To make it work, recyclers are racing to come up with an efficient and planet-friendly way to reduce a used battery to its most valuable parts and then remake them into something new. Entrants include Redwood Materials, a Nevada firm led by former Tesla executives; Europe’s Northvolt; and Toronto-based Li-Cycle. Others plan to squeeze every possible electron from a battery before it’s recycled by offering second or third uses after it comes out of a car.

In theory, according to research done in the lab of Alissa Kendall, a professor of civil and environmental engineering at the University of California, Davis, recycled materials could supply more than half of the cobalt, lithium, and nickel in new batteries by 2040, even as EVs get more popular. The emerging EV industry needs a smart end-of-life process for batteries, alongside widespread charging stations, trained auto technicians, and a fortified power grid. It’s essential infrastructure, key to making our electrified future as green as possible. “We have to control these end-of-life batteries,” says Kendall. “It shouldn’t be a horror stream.”

One thing appears certain: The current way of dealing with cars past their prime won’t cut it. Cars are typically globe-trotters; the average vehicle may have three to four owners and cross international borders in its lifetime. When it finally dies, it falls into a globe-spanning network of auctioneers, dismantlers, and scrap yards that try to dispose of cars as profitably as possible. “These vehicles go to auction and anybody can grab them,” Kendall says. “That’s where the Wild West is.”

Today’s system mostly works because scrap metal has value and there’s a healthy market for conventional auto parts. Dismantlers—including those that fly under the radar of regulators—make a fine art of wringing every penny from a dead car, explains Andy Latham, CEO of Salvage Wire, an auto recycling consultancy in the UK. That includes the lead-acid batteries that start gas-powered cars. More than 95 percent of them are recycled today because consumers can claim deposits when they return the batteries, and they are relatively simple to dismantle. Lithium-ion battery packs are, by contrast, heavy machines with dozens of components and

radically different designs depending on their manufacturer. “The voltages in these batteries are lethal,” says Latham, who trains salvagers just getting started with EVs. “People don’t know the risks involved.”

Extracting the valuable materials from an EV battery is difficult and expensive. The recycling process typically involves shredding batteries, then breaking them down further with heat or chemicals at dedicated facilities. That part is relatively simple. The harder part is getting dead batteries to those facilities from wherever they met their demise. About 40 percent of the overall cost of recycling, according to one recent study, is transportation. EV battery packs are so massive they need to be shipped by truck (*not* airplane) in specially designed cases, often across vast distances, to reach centralized recycling facilities. Handling lithium-ion batteries is so demanding that dealerships have chosen to ship an entire 4,000-pound damaged vehicle to Oklahoma City, just so SNT can extract and repair or recycle the 1,000-pound battery inside.

In all, the journey is so labor- and resource-intensive that it generally exceeds the costs of digging up new materials from the ground. Currently, the only battery material that can be recycled profitably is cobalt, because it’s just that rare and expensive. For the same reason, many battery makers hope to eliminate it from their chemistries soon, threatening to make the value proposition for recyclers even harder. “Recycling is not going to be profitable for everybody. That’s fantasy economics,” says Leo Raudys, CEO of Call2Recycle, a nonprofit that handles recycling logistics for dead batteries. Even cobalt-free batteries are toxic and a fire danger, though they still contain plenty of valuable materials, like lithium and nickel. But recycling them responsibly is simply less profitable.

## **Travelogue**

A travelogue contains vivid descriptions of the place you’re traveling in, descriptions of the subjective experiences of visiting a place (your thoughts, blunders, fears), informed commentary about a place (its history and culture), and accounts of your interactions with local people.

### **First Time Being on a Train in India**

I took a motor rickshaw to the train station in the city of Belapur, the rickshaw chugging along with a moped-like sound. The driver didn’t speak much English, but understood, “Belapur Railway Station.” I had my tabla, a traditional drum from India, my suitcase with my clothes,

and an assortment of accessories, and my backpack with my laptop, writing materials, and other essentials. The feeling of flying by cars in this little machine is priceless: as if you are inside a lawnmower-powered box with tiny wheels, courageously dashing through chaotic traffic.

I arrived at the Belapur Railway Station in one piece, and took a heavy breath as I unloaded my baggage on the tobacco-splattered pavement before the ticket office. I was first taking a local train to Tilak Nagar, my connection to Nagpur, a huge city in the center of India, where I was going to learn traditional vocal music. Standing in line, I counted at least 20 people staring at me because of being a foreigner and my baggage. It is a common occurrence to be stared down in India if you are a foreigner. I bought my ticket, which was 55 cents for a 20 minute train ride. The prices still blow me away.

After carrying my suitcase up stairs and down stairs, bracing the hard plastic tabla bag on my shoulder and the backpack on my back, I already felt I had gone to a gym for half an hour. I got a tip from a scruffy-looking local: I should go to the opposite platform, as a train will come there shortly that will go in the same direction and will be empty, as compared to the train, which will come to the platform I was on, which would be full already. So, I moved my bags again, and noted in my head about how getting advice from locals is important.

When the train came after 15 minutes or so, I got on with beastly speed, as the train only stops for a few seconds. The locals again stared at me because of being a foreigner and my luggage. This was a train people rarely took on more than a backpack, and they rarely saw foreigners on local transport. After a few moments of being on the train, one broad-faced guy asked me if he could talk to me. He wanted to know if I was in a band, because of my drum, and he named a specific group. I stated no, but I love to play tabla. The strain of the conversation switched suddenly and he asked for my Facebook details. I wanted to give him my name on Facebook, as he looked harmless, but I didn't have a pen or a business card. I gave him my email address though by him writing it down on his simple phone. He was a student of engineering with his exams being tomorrow—I wished him good luck for the exams sincerely, as I know what it means to Indian students to get good marks on their exams: their status and livelihood. If students do not get good enough scores, job opportunities will be few in a highly-competitive environment, even for those that achieve the heights of the best students in the country.

During the moments of silence in our conversation, I took a glance around the train: hanging metal fans when it got too hot and iron supports for when the train jostled a bit too hard;

ripped up gray paint; and the locals, almost all men with short, black hair, checkered shirts, and light khaki pants—the mark of a common businessman in India. Some people were hanging out of the train with only one arm clinging onto iron bars near the open entryway. Every time we stopped, either the smell of pee or chewing tobacco reeked.

The student I met helped me unload my luggage as the train reached Tilak Nagar Station through the dramatic pulse of moving bodies in the 5-10 seconds one has to get off the train already filled with people. He shook my hand strongly and glared into my eyes with marks of genuine care and friendship, despite us meeting for only 20 minutes. And naturally, I was swayed emotionally to be as sympathetic towards him, and signaled our momentary companionship to him.

## **Editorial**

The screenshot displays a web browser window with the URL <https://www.thehindu.com/opinion/editorial/>. The page is titled "Editorial" and is dated Wednesday, December 1, 2021. The navigation menu includes Home, News, Opinion, Business, Sport, Entertainment, Crossword, and Science. The main content area features two articles:

**Protect, don't pander: On suppression of free speech**  
 The 'heckler's veto' seems to be winning repeatedly against stand-up comedian Munawar Faruqui. Bengaluru has joined the list of cities in which Mr. Faruqui cannot perform because right-wing Hindutva groups routinely threaten to disrupt his shows, wherever they are scheduled to be held. The Bengaluru city police asked the organisers to put off a show on November 28, alleging that allowing it to go on would create law and order problems and disrupt peace and harmony. Mr. Faruqui was unjustly arrested.

**Sweden's fresh start: On Stockholm's first ever woman PM**  
 In appointing its first ever woman Prime Minister, former Finance Minister and member of the Social Democratic Party Magdalena Andersson, Sweden joined other Nordic nations that have had a woman as a leader. Ms. Andersson's entry was unusually dramatic – she was thrust into the prime ministerial berth for scarcely a few hours last week as she had to resign owing to a coalition partner, the Green Party, quitting government after its budget proposal was defeated in the Riksdag. Nevertheless, she went on to

The page also includes a "TRENDING TODAY" section with "CORONAVIRUS" highlighted, and a "20 NEW" badge next to the "Editorial" link. The browser's taskbar at the bottom shows the time as 5:37 PM on 12/1/2021.

UNIT 3

**PART A**

**Imperatives**

**Adjectives**

**Degrees of comparison**

**Present and past perfect tense**

**Compound nouns**

**Homophones , homonyms**

**Discourse markers-connectives**

**Sequence words**

**Part B**

**Instructions**

**Process description**

**Product description**

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**IMPERATIVES**

Imperatives are **verbs used to give orders, commands, warning or instructions**, and (if you use "please") to make a request. ... You can also use "let's" before the verb if you are including yourself in the imperative. The negative of "let's" is "let's not".

Convert Assertive to imperative

Ex: 1. Asser: • **He** will *play football*.

Imper: • *Let him play football*.

Ex: 2. Asser: • **We** should *go there*.

Imper: • *Let us go there*.

Ex: 3. Asser: • **You** must *do the work*.

Imper: • *Do the work*.

Ex: 4. Asser: • **You** should *give me a glass of water*.

Imper: *Please, give me a glass of water*.

Ex: 5. Asser: • **You** should *never tell a lie*.

Imper: *Never tell a lie.*

Ex: 6. Asser: **You** should *not run in the rain.*

Imper: • *Do not run in the rain.*

### Insert appropriate Imperatives.

(step on, give, run, play, wait, come, go, get, clean, study)

1. Please — in, you don't have to knock.
2. I don't want to see you again, — out of here.
3. What did I tell you? — the blackboard.
4. Come — regularly if you want to be successful.
5. Don't ever — this carpet with your shoes on.
6. Hey, —me your dictionary.
7. Don't — in the corridor.
8. Let's — hide and seek.
9. I have got a lot of homework to do, so don't — for me.
10. Let's — to a cafe and have a drink.

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### ADJECTIVES

An adjective is a word that describes the traits, qualities, or number of a noun.

Descriptive words like “beautiful,” “smooth,” or “heavy” are all adjectives, as are numbers ( “*twelve* eggs”). **Adjectives describe or modify nouns and pronouns.** They may name qualities of all kinds: *huge, red, angry, tremendous, unique, rare, etc.*

**An adjective usually comes right before a noun:**

"a *red* dress," "*fifteen* people."

Some adjectives describe qualities that can exist in different amounts or degrees. To do this, the adjective will either change in form (usually by adding *-er* or *-est*) or will be used with words like *more, most, very, slightly, etc.*: "the *older* girls," "the *longest* day of the year," "a *very strong* feeling," "*more expensive* than that one." Other adjectives describe qualities that do not vary— "*nuclear* energy," "a *medical* doctor"—and do not change form.

- A. The four **demonstrative adjectives**—*this, that, these, and those*—are identical to the **demonstrative pronouns**. They are used to distinguish the person or thing being described from others of the same category or class. *This* and *these* describe people or things that

are nearby, or in the present. *That* and *those* are used to describe people or things that are not here, not nearby, or in the past or future.

B. An ***indefinite adjective*** describes a whole group or class of people or things, or a person or thing that is not identified or familiar. The most common indefinite adjectives are: *all, another, any, both, each, either, enough, every, few, half, least, less, little, many, more, most, much, neither, one* (and *two, three*, etc.), *other, several, some, such, whole*.

C. The ***interrogative adjectives***—primarily *which, what, and whose*—are used to begin questions. They can also be used as *interrogative pronouns*.

*Which* horse did you bet on? = *Which* did you bet on?

*What* songs did they sing? = *What* did they sing?

D. The ***possessive adjectives***—*my, your, his, her, its, our, their*—tell you who has, owns, or has experienced something, as in "I admired *her* candor," "*Our* cat is 14 years old," and "They said *their* trip was wonderful."

**Underline the adjectives in the sentences below.**

1. A rabbit has long ears.
2. Cheetah is a fast runner.
3. A spider has eight legs.
4. My cat has short tail.
5. Bitter gourds taste bitter.
6. A black pencil is on the table.
7. The fox is a clever animal.
8. Rita is beautiful.
9. He is an honest boy.
10. Diya is a nice girl.
11. Those bags are heavy.
12. Our teacher is patient and kind.
13. My kitten is playful.



## EXERCISE

ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE
careful	careless	healthy	sick	shy	outgoing
fat	thin	lazy	hard-working	smart	stupid
friendly	unfriendly	old	young	special	ordinary
funny	serious	polite	impolite	strong	weak
happy	sad	rich	poor	tall	short

- *Fill in the blanks below to complete the sentences. Use the words in the box above.*

1. My friend likes to exercise and eat fruits and vegetable, so he's healthy.
2. A: Are you a lazy person? B: No, in fact, I'm very \_\_\_\_\_.
3. My son Thomas is very \_\_\_\_\_. He's only five years old.
4. He should play basketball because he is \_\_\_\_\_. He's not short.
5. My sister isn't very \_\_\_\_\_. She's shy and doesn't like to meet new people.
6. He worked very hard his whole life and saved lots of money. He's \_\_\_\_\_.
7. I went on a diet last year and lost five kilograms, so now I'm \_\_\_\_\_.
8. Sarah always says, "Thank you". She's a \_\_\_\_\_ person.
9. Of course, I'm very \_\_\_\_\_! I got an A+ on all of my exams!
10. My uncle loves to tell jokes to make us laugh. He's \_\_\_\_\_.
11. My friend can lift 200 kilograms, so he's really quite \_\_\_\_\_!
12. Jennifer and Kelly always look left and right before they cross a busy street. They are \_\_\_\_\_ when they cross a busy street.
13. My classmate always smiles and has many friends. She's \_\_\_\_\_.
14. Nothing seems to make my grandfather sad. He's a \_\_\_\_\_ person.
15. Khaled can make many different animal sounds. Most people can't do that. He's \_\_\_\_\_.

## **DEGREES OF COMPARISON**

To describe, quantify, modify or identify nouns/pronouns, adjectives are used or reused. Adjectives have their own degrees called degrees of adjectives or degrees of comparison that compare one thing/person to another.

### **Adjectives have three degrees of comparison –**

Positive degree – The cat runs fast.

Comparative degree – The cat runs faster than dogs.

Superlative degree – The cat runs fastest of all animals.

There are a few rules that explain this:

For adjectives that are just **one syllable**, add -er to the end (this explains the above example).

For **two-syllable** adjectives not ending in -y and for all **three-or-more-syllable** adjectives, use the form “more + adjective.”

For two-syllable adjectives **ending in -y, change the -y to -i and add -er.**

These simple rules make it easy to tell when you should add -er or -ier and when you should use “more + adjective.”

### **Forming Comparative and Superlatives of Irregular Adjectives**

It's important to note that there are irregular adjectives (and adverbs) that you have to memorize because they don't follow the rules above. They are:

<b>Adjective/Adverb</b>	<b>Comparative</b>	<b>Superlative</b>
good/well	better	best
bad/badly	worse	worst
far	farther, further	the farthest, the furthest
little	less	Least

**Here are some examples of these irregular words as comparatives and superlatives in context:**

Today I had **the best** time touring the city.

I went **farther than** my friend when we walked around the park.

You dance **better than** I do.

You bought **the least** attractive pair of moccasins at the thrift store.

He can run **the farthest** of his classmates, but that's only once around the track.

I do badly in math, but at least I'm not **the worst** .

### Degrees Of Comparison List

Positive Degree	Comparative Degree	Superlative Degree
angry	angrier	angriest
able	abler	ablest
bad	worse	worst
bitter	bitterer	bitterest
big	bigger	biggest
bland	blander	blandest
black	blacker	blackest
bloody	bloodier	bloodiest
bold	bolder	boldest
blue	bluer	bluest
bossy	bossier	bossiest
brief	briefer	briefest
brave	braver	bravest
bright	brighter	brightest
busy	busier	busiest
beautiful	more beautiful	most beautiful
broad	broader	broadest
calm	calmer	calmest
chewy	chewier	chewiest

cheap	cheaper	cheapest
chubby	chubbier	chubbiest
clean	cleaner	cleanest
classy	classier	classiest
clear	clear	clearest
close	closer	closest
cloudy	cloudier	cloudiest
clever	cleverer	cleverest
clumsy	clumsier	clumsiest
cold	colder	coldest
coarse	coarser	coarsest
crazy	crazier	craziest
cool	cooler	coolest
creamy	creamier	creamiest
crispy	crispier	crispiest
creepy	creepier	creepiest
cruel	crueller	cruellest
curly	curly	curliest
crunchy	crunchier	crunchiest
cute	cuter	cutest
curvy	curvier	curviest
damp	damper	dampest
deadly	deadlier	deadliest
dark	darker	darkest
deep	deeper	deepest
dirty	dirtier	dirtiest
dry	drier	driest

dense	denser	densest
dull	duller	dullest
dusty	dustier	dustiest
dumb	dumber	dumbest
easy	easier	easiest
early	earlier	earliest
faint	fainter	faintest
fancy	fancier	fanciest
fair	fairer	fairest
far	further/farther	furthest/farthest
fat	fatter	fattest
fast	faster	fastest
few	fewer	fewest
filthy	filthier	filthiest
fine	finer	finest
fierce	fiercer	fiercest
flaky	flakier	flakiest
firm	firmer	firmest
fresh	fresher	freshest
flat	flatter	flattest
friendly	friendlier	friendliest
funny	funnier	funniest
fit	fitter	fittest
full	fuller	fullest
good	better	best
gentle	gentler	gentlest
grand	grander	grandest

gloomy	gloomier	gloomiest
greasy	greasier	greasiest
grave	graver	gravest
greedy	greedier	greediest
great	greater	greatest
guilty	guilter	guiltiest
gross	grosser	grossest
happy	happier	happiest
hairy	hairier	hairiest
hard	harder	hardest
handy	handier	handiest
healthy	healthier	healthiest
harsh	harsher	harshest
heavy	heavier	heaviest
hip	hipper	hippest
hungry	hungrier	hungriest
high	higher	highest
humble	humbler	humblest
hot	hotter	hottest
handsome	more handsome	most handsome
itchy	itchier	itchiest
icy	icier	iciest
juicy	juicier	juiciest
kind	kinder	kindest
lazy	lazier	laziest
large	larger	largest
likely	likelier	likeliest

late	later	latest
light	lighter	lightest
lively	livelier	liveliest
long	longer	longest
little (amount)	less	least
little (size)	littler	littlest
lovely	lovelier	loveliest
lonely	lonlier	loneliest
low	lower	lowest
loud	louder	loudest
many	more	most
mean	meaner	meanest
mad	madder	maddest
messy	messier	messiest
moist	moister	moistest
mild	milder	mildest
naughty	naughtier	naughtiest
narrow	narrower	narrowest
near	nearer	nearest
nasty	nastier	nastiest
new	newer	newest
neat	neater	neatest
nice	nicer	nicest
noisy	noisier	noisiest
needy	needier	neediest
oily	oilier	oiliest
odd	odder	oddest

old	older/elder	oldest/eldest
popular	more popular	most popular
polite	politer	politest
plain	plainer	plainest
poor	poorer	poorest
proud	prouder	proudest
pure	purier	purest
pretty	prettier	prettiest
quiet	quieter	quietest
quick	quicker	quickest
raw	rawer	rawest
rare	rarer	rarest
ripe	riper	ripest
rich	richer	richest
rough	rougher	roughest
roomy	roomier	roomiest
risky	riskier	riskiest
rusty	rustier	rustiest
rude	ruder	rudest
renowned	more renowned	most renowned
safe	safer	safest
sad	sadder	saddest
sane	saner	sanest
salty	saltier	saltiest
shallow	shallower	shallowest
scary	scarier	scariest
sharp	sharper	sharpest



short	shorter	shortest
shiny	shinier	shiniest
silly	sillier	silliest
shy	shyer	shyest
sincere	sincerer	sincerest
simple	simpler	simplest
sleepy	sleepier	sleepiest
skinny	skinnier	skinniest
slow	slower	slowest
slim	slimmer	slimmest
small	smaller	smallest
smart	smarter	smartest
smelly	smellier	smelliest
smooth	smoother	smoothest
smoky	smokier	smokiest
soon	sooner	soonest
soft	softer	softest
sorry	sorrier	sorriest
sore	sorer	sorest
sour	sourer	sourest
steep	steeper	steepest
spicy	spicier	spiciest
stingy	stingier	stingiest
strict	stricter	strictest
strange	stranger	strangest
sunny	sunnier	sunniest
strong	stronger	strongest

sweet	sweeter	sweetest
sweaty	sweatier	sweatiest
tall	taller	tallest
tasty	tastier	tastiest
thick	thicker	thickest
tan	tanner	tannest
thin	thinner	thinnest
tiny	tinier	tiniest
thirsty	thirstier	thirstiest
true	truer	truest
tough	tougher	toughest
ugly	uglier	ugliest
wealthy	wealthier	wealthiest
warm	warmer	warmest
weird	weirder	weirdest
weak	weaker	weakest
wet	wetter	wettest
wild	wilder	wildest
wide	wider	widest
worldly	worldlier	worldliest
wise	wiser	wisest
worthy	worthier	worthiest
windy	windier	windiest
young	younger	youngest

**EXERCISE:**

1. He is **richer** than his neighbors.
2. The brides were much **younger** than the grooms.

3. He is too **intelligent** to be taught.
4. He is **cleverer** than I thought him to be.
5. When the old woman became **stronger**, she began to move about.
6. He is much **better** now.
7. The offer was too **good** to be true.
8. He fishes with **greater** success than I do.
9. Shakespeare is the **greatest** playwright in English.
10. The **worst** thing of all was that his son was rude to him.
11. Mumbai is **farther** from Kochi than Bangalore.
12. Namita is my **elder** sister.
13. The injured were taken to the **nearest** hospital.
14. Is this the **latest** edition of this book?
15. She is **prettier** than her sister.

**Change the following into positive degree.**

1. Ram is the most talented boy in the class.
2. Mr. Verma is the wisest man in the company.
3. Ram is stronger than Majid.
4. Lucknow is one of the most beautiful cities in India.
5. Mohan is the fattest boy in the family.

**Answers.**

1. No other boy in the class is as talented as Ram.
2. No other man in the company is as wise as Mr. Verma.
3. Majid is not so strong as Ram.
4. Very few cities in India are as beautiful as Lucknow.
5. No other boy in the family is as fat as Mohan.

**Fill in the correct form of the adjectives:**

- a) My brother is ten years \_\_\_\_\_ (old) than my cousin.
- b) Kilimanjaro is the \_\_\_\_\_ (high) mountain of Africa.
- c) Today it is not as \_\_\_\_\_ (windy) as it was yesterday.
- d) This exercise is \_\_\_\_\_ (challenging) than expected.
- e) To my mind spring is the \_\_\_\_\_ (wonderful) season of all.
- f) This film was not as \_\_\_\_\_ (dramatic) as the book.
- g) I think Claire is the \_\_\_\_\_ (clever) girl in my class.
- h) That ice cream tastes really delicious. It's the \_\_\_\_\_ (good) I've ever eaten.
- i) Many people think his speeches were \_\_\_\_\_ (important) than his policy.
- h) We hope there will be \_\_\_\_\_ (little) riots here than last year.
- i) She wore the \_\_\_\_\_ (elegant) dress of all the women at the reception.
- j) Who is \_\_\_\_\_ (healthy), Arnie or Sly? – I don't know.
- k) Unfortunately he took the \_\_\_\_\_ (long) way to the pole.
- l) Mrs Rogers is as \_\_\_\_\_ (nice) as her husband.
- m) They ate the \_\_\_\_\_ (big) hamburgers at the competition.
- n) Which politician will be \_\_\_\_\_ (successful), the old or the new president? – I think we'll find out in four years.
- o) The teacher ran quite fast, but one of his students ran even

**HOMOPHONES**

Homophones are pairs of words that sound the same, but have distinctly different meanings and different spellings. Understanding homophones is an essential part of mastering the English language, both for vocabulary building and spelling.

- **brake/break:** When teaching my daughter how to drive, I told her if she didn't hit the *brake* in time she would *break* the car's side mirror.
- **cell/sell:** If you *sell* drugs, you will get arrested and end up in a prison *cell*.
- **cent/scent:** I won't spend one *cent* on a bottle of perfume until I know that I love the *scent*.
- **die/dye:** If you accidentally drank a bottle of fabric *dye*, you might *die*.
- **flour/flower:** To bake a *flower*-shaped cake, you'll need some *flour*.
- **for/four:** I purchased *four* new pairs of shoes *for* my upcoming vacation.
- **heal/heel:** If the *heel* breaks on your shoe, you might fall. However, your injuries will *heal* over time.
- **hear/here:** I wanted to sit *here* so I could *hear* the singer performing without any distractions.
- **hour/our:** We have one *hour* before *our* appointment with the real estate agent.
- **idle/idol:** Being *idle* makes me unhappy, but listening to my *idol* Taylor Swift makes me happy.
- **knight/night:** The *knight* is on his way to the castle, but traveling at *night* is very dangerous.
- **knot/not:** I do *not* know how she learned to tie the *knot* to make that necklace.
- **poor/pour:** I *pour* drinks at a bar every night. I am *poor* because I have too many bills and not enough money.
- **right/write:** There is no *right* way to *write* a great novel.
- **sea/see:** At my beach house, I love to wake up and *see* the *sea*.
- **sole/soul:** I need to get a new *sole* put on my favorite pair of running shoes. Jogging is good for my *soul*.
- **son/sun:** My *son* is 13 years old. He likes to spend time outside in the *sun*.
- **steal/steel:** Someone who decides to *steal* a car has committed a crime, but auto parts are made of *steel*.
- **tail/tale:** My cat was crazily chasing his *tail* while I read a fairy *tale* to my children.
- **weather/whether:** I don't know *whether* to bring a jacket or not. The *weather* looks unpredictable today.

- **accept/except:** *Accept* is a [verb](#) that means to take or receive. *Except* is used as a [preposition](#) or [conjunction](#) to mean but or exclude.
- **affect/effect:** *Affect* is a verb (in most cases) and indicates influence. *Effect* is a [noun](#) (in most cases) and is the result of an action or change.
- **compliment/complement:** *Compliment* means to say something nice about someone or something. *Complement* means something that enhances or completes.
- **then/than:** *Then* is a versatile word used as an [adverb](#), noun or [adjective](#) to show the order of how things happened. *Than* is a [subordinating conjunction](#) you can use to make comparisons.
- **to/too:** *To* can be a preposition or infinitive when used with a verb. *Too* is an adverb or a synonym for also.
- **you're/your:** *You're* is a contraction for you are. *Your* is a pronoun.

#### EXAMPLE

1. I can't \_\_\_\_\_ your gift.  
a. **accept**                      b. **except**
2. The \_\_\_\_\_ of our school is very tall.  
a. principle                      b. **principal**
3. \_\_\_\_\_ not my fault.  
a. **It's**                              b. Its
4. I \_\_\_\_\_ the food out.  
a. **threw**                              b. through
5. The \_\_\_\_\_ is very good today.  
a. whether                              b. **weather**
6. Everyone walk down this \_\_\_\_\_ please.  
a. **aisle**                              b. isle
7. Which \_\_\_\_\_ are you taking this year?  
a. **course**                              b. coarse
8. This is the \_\_\_\_\_ time that I've told you about this.  
a. forth                              b. **fourth**

9. I love the \_\_\_\_\_ of fresh flowers.  
 a. sent                              b. **scent**
10. He hired a \_\_\_\_\_ to clean his room.  
 a. made                              b. **maid**
11. The \_\_\_ and ice storms in Eastern Canada and the United States left many homes without power.  
 a. **hail**                              b. hale
12. Walking on a tightrope between two high rise buildings is an amazing, dangerous and stupid \_\_\_\_\_.  
 a. **feat**                              b. feet
13. In the huge yard there was a \_\_\_ pine tree in one corner but no other large plants to speak of.  
 a. loan                              b. **lone**
14. It is possible to make cookies taste good \_\_\_ using fresh butter, whole wheat and natural sugars.  
 a. buy                              b. **by**                              c. bye
15. If you paraphrase or quote the words of another it is important to \_\_\_ the reference information.  
 a. sight                              b. site                              c. **cite**

### EXERCISE

1. Which jeans are you going to \_\_\_\_\_?  
 a. wear                              b. where
2. Can you \_\_\_\_\_ some milk for me?  
 a. pore                              b. pour
3. Take a \_\_\_\_\_. You're working too hard!  
 a. brake                              b. break
4. I received \_\_\_\_\_ from my boss.  
 a. mail                              b. male
5. My friends and I want to \_\_\_\_\_ across the lake.  
 a. sale                              b. sail

6. Your face looks very \_\_\_\_\_.  
 a. pail                              b. pale
7. My legs are \_\_\_\_\_ after the 5 mile run.  
 a. sore                                b. soar
8. Why is your \_\_\_\_\_ so long?  
 a. hare                                b. hair
9. I have \_\_\_\_\_ the book ten times.  
 a. red                                 b. read
10. Which \_\_\_\_\_ of shoes should I wear today?  
 a. pair                                b. pear

### COMPOUND NOUNS

A compound word is a combination that is made with two or more words. A compound word is usually [noun + noun] or [adjective + noun], but there are other combinations (see below). It is important to understand and recognize compound nouns. Each compound noun acts as a single unit and can be modified by adjectives and other nouns.

For example:

The words **tooth and paste** are each nouns in their own right, but if you join them together they form a new word - toothpaste.

The word **black** is an adjective and **board** is a noun, but if you join them together they form a new word - blackboard.

Compound nouns can also be formed using the following combinations of words. Compound noun is nothing but combination of noun. Expanding the given noun is gives the detailed meaning about the particular word that is called compound noun.

#### **Expansion of Nominal Compounds**

- |                                |                                                 |
|--------------------------------|-------------------------------------------------|
| Acid nitrate disposition       | - the disposition of acid nitrates              |
| Air quality program            | - a program to maintain the quality of air      |
| Aluminium alloy cylinder block | - a cylinder block made from an aluminium alloy |
| Air craft pilot                | - pilot operating the aircraft                  |
| Air vent                       | - vent for relieving the air                    |



Arithmetic unit	- a unit in which arithmetic is performed
Aircraft engine	- engine of the aircraft
Aluminium extraction	- extraction of aluminium
Air supply	- supply of air
Brass terminal	- terminal made of brass
Belt sander air filter	- filter used to remove the impurities from air
Battery charge indicator	- an indicator that shows a battery charge
Box top	- top of the box
Butt weld	- weld of the type called "butt"
Boiler feed water	- water for feeding the boiler
Blast furnace	- furnace of the type which works by blast
Boat house	- boat used as a house
Code file	- file which contains code
Computer industry	- the industry concerned with computers
Camera platform	- a platform for a camera
Carbon steel rod	- a rod made of carbon steel
Cathode ray tube display unit	- a display unit which uses a cathode ray tube
Computer diagnosis	- a diagnosis to find the problems in computer
Computer design	- a design made using a computer
Circuit diagram	- diagram representing the circuit
Component location	- location of the component
Condenser extraction pump	- pump for the extracting from a condenser
Cooling towers	- towers for the purpose of cooling
Cooling device	- a device for the purpose of cooling
Computer memory	- memory capacity of the computer
Computer fuel testing	- testing the fuel using the computer
Calculation speed	- the speed of making calculations
Carbon di-oxide	- di-oxide of Carbon
Control centre	- centre to control
Copper wire	- wire made of copper
Concrete structure	- structure made of concrete

- Control tower - a tower for the purpose of cooling
- Cylinder walls - walls of the cylinder
- Cylinder head design - design of the head of the cylinder
- Cylinder condensation losses - losses from the cylinder by condensation
- Drinking water - water for drinking purpose
- Diesel engine - engine using diesel
- Dish antenna - antenna in the shape of a dish
- Dam construction - construction of dam
- Engine repair - repair works related to engine
- Engine housing - a housing to protect the engine
- Engine lubricant - something with which engines are lubricated
- Energy source - source wherefrom energy is obtained
- Furnace gases - gases produced or located in a furnace
- Ferrous oxide - oxide of ferrous
- Friction losses - losses caused by friction
- Fire tube boiler inspection door - door for the inspection of boiler of fire tube type
- Gear pump - a pump that operates by means of gears
- Glass fibre - a kind of fibre made from glass
- Gasoline engine - the engine that mixes gasoline with air
- Gear Mechanism - mechanism for the gears
- Grease gun - gun used for injecting grease
- Generator power output - output of the power from a generator
- Gravity feed lubricating system - system of lubrication by feeding by gravity
- Heat content - content of heat
- Heat transfer - transfer of heat
- Heat treatment - treatment with or by heat
- Hot water - water that is hot in condition
- Input file - file which gives input
- Information centre - centre for giving information
- IBM employee - one who is employed by IBM
- Inflation rate - the rate of inflation

Immigration department officer	- officer of the immigration department
Jacking point	- point which provides jack fort
Language code	- code which specifies the language
Long wire antenna	- an antenna in the form of a long wire
Large steel tank	- steel tank which is long
laser printer	- printer that uses laser technology
Leaf protein	- protein contained in a leaf
Letter press	- method of printing using press types
Lock nut	- nut of the kind that locks
Litho plate	- zinc or aluminium plate used in printing
Machine language	- language that operates by machine
Machine tools	- tools for cutting or shaping by machine
Maintenance crew	- crew that does the maintenance work
Mains electricity	- electricity which comes from the mains
Mercury thermometer	- thermometer using mercury
Mercury thermometer	- thermometer using mercury
Metal tubes	- tubes made of metal
Mackintosh computer	- a computer of the type known as mackintosh
Machine testing conditions	- conditions under which a machine is tested
Mild steel	- steel that is mild in nature
Nickel alloy	- alloy containing nickel
Oil pump	- pump for removing oil
Oil temperature	- the temperature of oil
Postscript language	- language to do the post scripting operation
Passenger ship	- a ship whose purpose is to carry passengers
Paper industry	- industry manufacturing paper
Pump removal	- removal of the pump
Pump failure	- failure in the pump
Pump assembly	- the result of assembling a pump
Pump cover	- cover to protect the pump
Power source	- a source of power

- Power cable - cable for producing/generating power
- Petrol engine - engine using petrol
- Power transmission problems - problems of the transmission of power
- Radio telescope - telescope using radio waves
- Radar scan - a scan performed by radar
- Recruitment procedures - procedures for the recruitment
- Research engineer - an engineer who is doing research
- Resource utilization - utilization of resources
- Rice husk - husk from rice
- Rock research - research on rocks
- Research Laboratory - laboratory for doing research
- Roller mill - mill for rolling
- Rubber roller - roller made of rubber
- Space travel - travel in space
- Steam engine - an engine that is operated by means of steam
- Spark ignition - ignition produced by a spark
- Spark plug - plug that emits spark
- Solar cooker - cooker using solar energy
- Steel chain - chain made of steel
- Steam jackets - jackets containing steam
- Steam power plant equipment - equipment for a steam power plant
- Steel chair - chair made of steel
- Stop valve - valve made to stop the passage
- Steam iron - an iron that provides steam for pressing clothes
- Steam consumption - the consumption of steam
- Shoes exporters - exporters dealing with shoes
- Silver extraction - extraction of silver
- Steam chest - chest containing steam
- Steel tubes - tubes made of steel
- Steel bar - bar made of steel
- Steel box - box made of steel

Steel fuel tank	- fuel tank made of steel
Steam jackets	- jackets containing steam
Stock exchange broker	- a broker for exchange of stock
Tamil Newspaper	- paper which gives tamil news
Television mechanic	- mechanic who repair television.
Temperature drop	- drop in temperature
Turret lathe	- lathe having a turret
Toy factory	- factory for making toys
Truck driver	- one who drives truck
Uranium location	- location of uranium
Underground cable	- a cable that is laid underground
Voltage regulation	- regulation of voltage
Video screen	- screen of the video
Water purification system	- a system for the purification of water
Worm gear	- a gear shaped like a worm
Washing machine	- a machine used for washing.
Waste disposal	- disposal of waste
Water power	- power obtained from water.
Water supply	- supply of water
Water truck	- truck containing water
Water tube	- tube containing water
Weather report	- report on the weather
Workshop machinery	- machinery for the workshop

**Fill up the blanks:**

A. *basketball bowling boxing court football golf*  
*ice room studio swimming track wall*

- 1 ..... alley
- 2 ..... course
- 3 athletics .....
- 4 ..... rink
- 5 tennis .....

- 6 ..... ring
- 7 ..... court
- 8 dance .....
- 9 climbing .....
- 10 ..... pitch
- 11 weights .....
- 12 ..... pool

**Match the words on the left with the words on the right to form compound words. Write them in the blanks. The first one has been done for you.**

1. Hot	plate	a) <u>Hotdog</u>
2. Paper	lights	b) _____
3. Piggy	set	c) _____
4. Coffee	pepper	d) _____
5. Traffic	oil	e) _____
6. Orange	station	f) _____
7. Tea	bank	g) _____
8. Green	dog	h) _____
9. Petrol	beans	i) _____
10. Olive	juice	j) _____

B. (course track road alley range rink pitch)

- 1 Do you have to be a member of the club to play on their golf .....
- 2 The new world champion ran around the athletics ..... as the crowd stood up and cheered.
- 3 The main ..... to the stadium is closed to traffic on the days when there's a match.
- 4 Last Saturday, we played a few games at the bowling ..... before going out for dinner.
- 5 We don't often go skiing as the nearest mountain ..... is over 300 km away.
- 6 They're building a new ice ....., so we'll be able to go skating in the future.
- 7 The match has been cancelled because the football ..... is flooded.

## CONJUNCTION

A conjunction is the glue that holds words, phrases and clauses (both dependent and independent) together.

There are three different kinds of conjunctions --

**coordinating, subordinating, and correlative** -- each serving its own, distinct purpose, but all working to bring words together.

**Coordinating conjunctions** are what come to most people's minds when they hear the word "conjunction." They join together words, phrases, and independent clauses.

There are seven of them, and they're easy to remember if you can just think of the acronym "FANBOYS."

- **For** - Explains reason or purpose (just like "because")
- **And** - Adds one thing to another
- **Nor** - Used to present an alternative negative idea to an already stated negative idea
- **But** - Shows contrast [www.EnggTree.com](http://www.EnggTree.com)
- **Or** - Presents an alternative or a choice
- **Yet** - Introduces a contrasting idea that follows the preceding idea logically
- **So** - Indicates effect, result or consequence

### **EXAMPLE:**

1. I go to the park every Sunday, **for** I love to watch the ducks on the lake.
2. I watch the ducks on the lake **and** the shirtless men playing soccer.
3. I don't go for the fresh air **nor** for the ducks; I just like soccer.
4. Soccer is entertaining in winter, **but** it's better in the heat of summer.
5. The men play on two teams: shirts **or** skins.
6. I always take a book to read, **yet** I never seem to turn a single page.
7. I'm dating one of the players, **so** I watch the soccer game each week.

A **Subordinating conjunction** always introduces a dependent clause, tying it to an independent clause. A dependent clause is a group of words that cannot stand alone as a complete sentence. An independent clause, by contrast, can stand alone as a complete sentence.

In English, there are lots of subordinating conjunctions.

although	as	because
before	how	if
once	since	than
that	though	until
when	whenever	where
whether	while	why

#### **EXAMPLE**

1. **Because** of him, I learned how to start my own business.
2. Everything will fall into place **if** you start at the beginning,
3. **Until** you try, you'll never know.
4. I add a new entry to my gratitude journal **when** I wake in the morning,
5. **As** I write this letter, I know I must say goodbye.
6. Life's been so happy **since** I moved to Chile.

**Correlative conjunctions** are tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. These conjunctions work together (co-) and relate one sentence to another. Correlative conjunctions connect two equal grammatical terms. So, if a noun follows "both," then a noun should also follow "and."

Common pairs include:

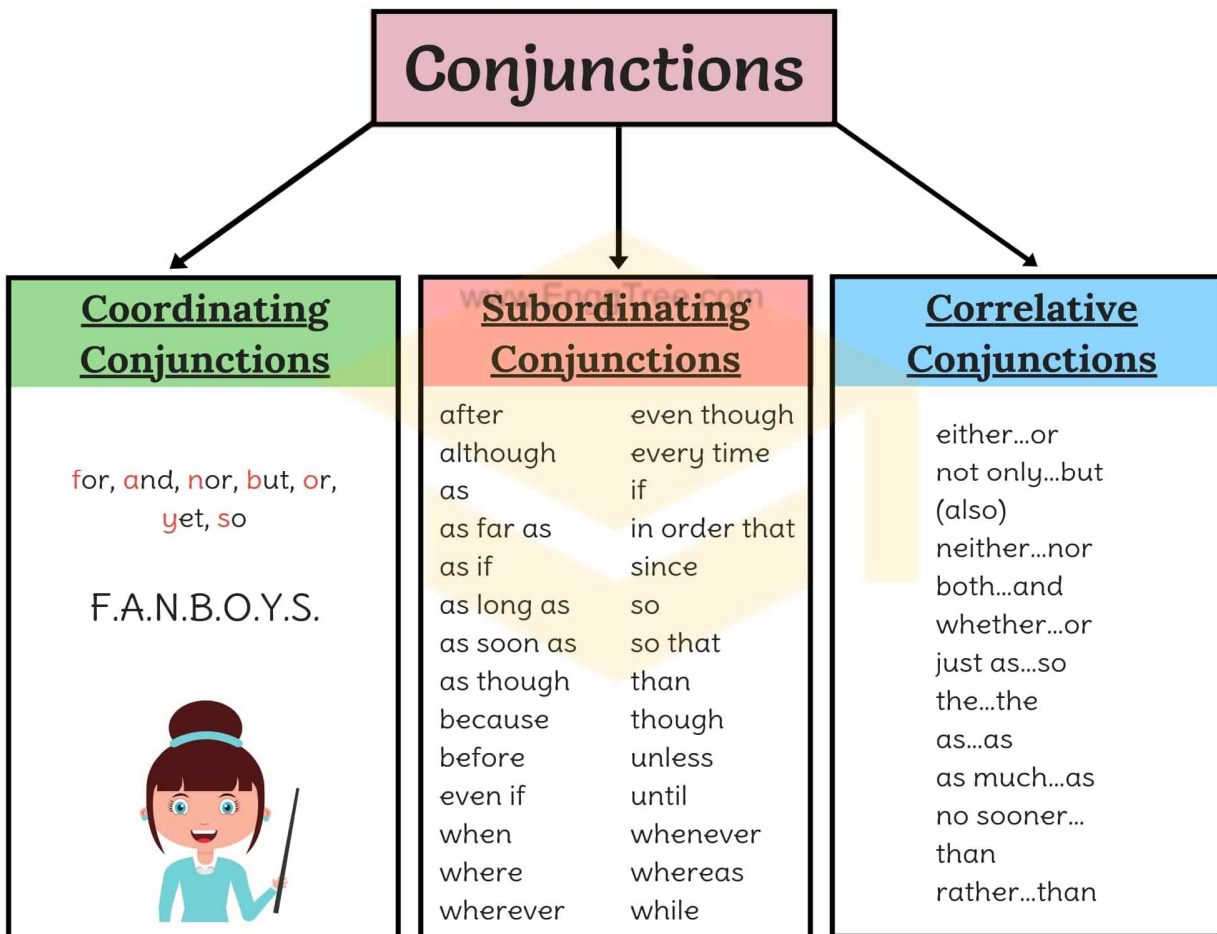
- both/and            whether/or
- either/or            neither/nor
- not/but            not only/but also



EXAMPLES:

1. I want **either** the pink sofa **or** the purple one.
2. I'll study **both** English literature **and** art history.
3. I didn't know **whether** you'd want milk **or** cream, so I grabbed both.
4. Why do you want to visit **neither** Ireland **nor** Scotland?
5. I took **not only** the pink sofa **but also** the Tiffany lamp.
6. **Not** the cheeseburger for me, **but** definitely the fries.

## Types of Conjunctions in English



**EXAMPLES:**

01. **Though** he is a busy, he spends time with his family.
02. She is **neither** intelligent **nor** hard working.
03. Raju will play today **if** he gets a chance.
04. You can't succeed **unless** you work hard.
05. We must reach there **before** anyone else.
06. Sam is either a fool **or** a stupid.
07. I fell asleep **while** I was watching TV.
08. He is **not only** intelligent **but also** hard working.
09. Samuel was eating food **when** the postman arrived.
10. I was very angry, **still** I didn't argue.
11. She was unhappy, **although** she was rich.
12. I like him very much **since** he is my best friend.
13. I can't believe you **until** you speak the truth.
14. Liola is **as tall as** Sweety.
15. We don't know **why** Suma failed in the examination.

**EXERCISE**

1. I trust her ----- she is honest.
2. A month has passed ----- he got this job.
3. Walk fast ----- you would miss the bus.
4. Robert is rich ----- he is not happy.
5. She is talented ----- she is lazy.
6. Do you have been told ----- you will be punished.
7. We were afraid ----- he should get there too late.
8. He was hungry ----- he didnot demand food.
9. It is long ----- I saw him.
10. ----- the water was cold, I had a bath.

## EXTENDED DEFINITIONS

While a definition provides a reader with the concise meaning of a term, an extended definition provides the reader with a discussion of a term in a way that it can be understood clearly. Hence, extended definition can also be called detailed definition.

An **extended definition** usually contains the following information: the basic definition, physical description, examples, applications, how the object or product works, and details about characteristics.

Basic definition:

**1.A compressor** is a machine that decreases the volume of air or gas by the application of pressure.

Extended definition:

A compressor is a machine that decreases the volume of air or gas by the application of pressure. Compressor types range from the simple hand pump and the piston-equipped compressor used in gas stations to inflate tyres to machines that use a rotating, bladed element to achieve compression. Compressed air exerts an expansive force that can be used as a source of power to operate pneumatic tools or to control devices like brakes.

Basic definition:

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

Extended definition:

A computer is a digital electronic machine that can be programmed to carry out sequences of arithmetic or logical operations (computation) automatically. Modern computers can perform generic sets of operations known as programs. These programs enable computers to perform a wide range of tasks.

Basic definition:

**3.Robot** is a machine resembling a human being and able to replicate certain human movements and functions automatically.

Extended definition: Robot, any automatically operated machine that replaces human effort, though it may not resemble human beings in appearance or perform functions in a humanlike manner. By extension, robotics is the engineering discipline dealing with the design, construction, and operation of robots.

Basic definition:

**4.Sewing machine** is a machine with a mechanically driven needle for sewing or stitching cloth.

Extended definition:

Any of **various foot-operated or electric machines for sewing** or making stitches, ranging from machines with a shuttle for a spool of thread and a needle for sewing garments to industrial machines for sewing leather, book pages together, etc.

Basic definition:

**5.Transformer** is an apparatus for reducing or increasing the voltage of an alternating current.

Extended definition:

An electric device consisting essentially of two or more windings wound on the same core, which by electromagnetic induction transforms electric energy from one set of one or more circuits to another set of one or more circuits such that the frequency of the energy remains unchanged while the voltage and current usually change.

Basic definition:

**6.A photocopier** is an electronic machine that makes copies of images and documents. *Photocopiers* were once single-function devices.

Extended definition:

A photocopier (also called **copier** or copy machine, and formerly Xerox machine, the generic trademark) is a machine that makes copies of documents and other visual images onto paper or plastic film quickly and cheaply. It is an electrically operated machine using a photographic method, as the electrostatic process, for making instant copies of written, drawn, or printed material

**SEQUENCING WORDS**

We use the sequence adverbs "first", "next", "then" and "finally" to describe the order in which two or more actions happen.

First	second	third	In the first place	also	lastly
In the beginning	To begin with		To start with	Initially	
After	Afterwards	As soon as	at this point during this time		At first
At last	Before long	Finally	In the meantime		Later
Meanwhile	Next	Soon	Then	Before	
Subsequently	Eventually	Ultimately		In the end	

**Example:**

Making an omelette  
 "First, I break the eggs. Then, I heat the butter in a pan. Next, I add the eggs. Finally, I eat the omelette with toast."

We use a comma after "first", "next", "then" and "finally" when they introduce the sentence that describes the action.

**"first": for an action that happens before any others. We can also use "first" at the end of the sentence.**

"I have a lot of work to do. First, I will make a cup of tea."

"I will make a cup of tea first."

"next" and "then" can both be used for an action that happens after another action but we usually use:

**"next": for an action that happens immediately after another action, or as soon as possible.**

**We can also use "next" at the end of the sentence.**

"I went to Bolivia on holiday. "Next", I want to go to Brazil."

"I'm eating breakfast now. I will clean the kitchen "next"."

**"then": for an action that happens after another action if it's not immediate. We can use "and then" without a comma.**

"Sarah is doing her degree. Then, she wants to be a lawyer."  
Sarah will probably not be a lawyer immediately after she gets her degree.

"They went shopping in the morning and then they went to the zoo."  
We don't know if they went to the zoo immediately after they went shopping.

**"finally": for the action that happens at the end, after any others, or after a long time. We can use "finally" before the verb without a comma.**

"I worked all evening. Finally, I went to bed at 11pm."

"I worked all evening and I finally went to bed at 11pm."

"After five years, I finally sold the house."

**Complete the sentences with the correct answer:**

1.If you want to pass your exams, you must study very hard \_\_\_\_ .

first    next            then            finally  
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2.David woke up late and \_\_\_\_ he was late for work.

first    next            then            finally

3.Michael \_\_\_\_ finished the project last week.

first    next            then            finally

4.When you cook vegetables, you should wash them \_\_\_\_ .

first    next            then            finally

5.James was ill for a week before he \_\_\_\_ went to the doctor.

first    next            then            finally

6.Tom and Sarah travel a lot. They don't know where to go \_\_\_\_ .

first    next            then            finally

**1. Rearrange the sentences in correct order with the help of sequence words.**

- A. 1. Choose the type of account that is right for you.  
2. Finally, provide your information and fund your account.  
3. First choose the bank in which you want to start the account.  
4. Next visit the bank branch or website.

Ans: 3, 4, 1, 2

- B. 1. Now shade the drawing.  
2. Finally, consider for error correction and refinement.  
3. Then, prepare the sketch for a preliminary drawing.  
4. First, create a simple sketch.

Ans: 4, 3, 1, 2

- C. 1. Use a roller to paint the rest of the wall.  
2. First clean walls to remove dust, dirt and grease spots.  
3. Then start by painting corners and around the tim.  
4. After that clean up and dispose unnecessary materials.

Ans: 2, 3, 1, 4

**2. Fill in the blanks with appropriate sequence of words.**

1. I lost my chain somewhere in my house. \_\_\_First\_\_\_, we looked in my room. \_\_\_Then\_\_\_ we checked in my brother's room. \_\_\_Next\_\_\_ I went and searched in the portico. We \_\_\_finally\_\_\_ found out in the backyard.
2. \_\_\_At first\_\_\_ he dreamt of becoming a surgeon. \_\_\_Then\_\_\_ he aspired to become an Engineer. \_\_\_Now\_\_\_, he works hard to become a chartered accountant.
3. \_\_\_First\_\_\_, switch it on. \_\_\_Next\_\_\_, search for the channel, and \_\_\_Then\_\_\_, adjust the volume.
4. \_\_\_At first\_\_\_ mix the flour and salt together in a bowl. \_\_\_Then\_\_\_ add required water and knead it. \_\_\_Next\_\_\_ divide the dough into lemon sized balls and roll them flat. \_\_\_At last\_\_\_ place it in the skillet on the stove until it becomes golden brown.

5. \_\_\_\_\_ First \_\_\_\_\_ Sam and Tom were classmates. \_\_\_\_\_ Then \_\_\_\_\_ they became close friends. \_\_\_\_\_ After that \_\_\_\_\_ they fought for mean issues. \_\_\_\_\_ Now \_\_\_\_\_ they are friends again after solving their issues.

### PRESENT PERFECT TENSE

#### **Present perfect:**

The present perfect is formed by using 'has' or 'have' and the past participle of the verb. For example, "I have watched the movie" or "She has watched the movies."

We use the present perfect to describe the past when it affects the present, for example talking about past experiences for something that began in the past and is still true describing changes.

#### **EXAMPLE**

1. I have been to that restaurant twice.
2. Emily has worked in the city for many years.
3. Your hair has grown since last year.

We use the present perfect when we are talking about an event that started in the past and the event still has some influence in the present. This influence could be something that you have experienced in your life that still has an impact on your life. It could also be used for things that have changed over a time, or a task that was unfinished in the past and will be completed in the future. Let's take a look at each example:

An experience: "I have been to India."

Change over time: "Her English has improved since she joined EF English Live."

An unfinished task: "He has not finished cleaning the house. "

All of these tasks started in the past, but something about them still applies in the present time. Something about them could change in the present or future.

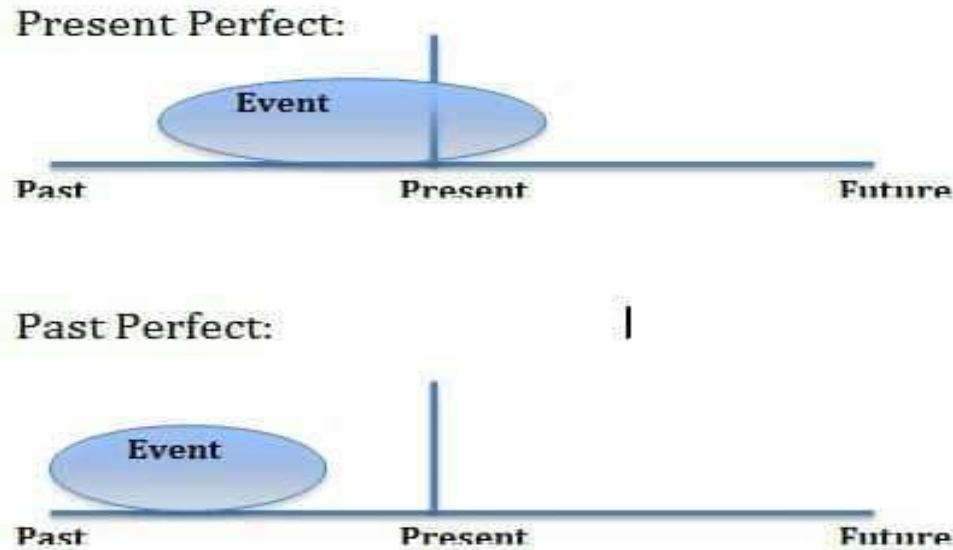
#### **Past perfect:**

This is formed by combining 'had' with the past participle of the verb.

The past perfect is very similar to the present perfect because the event also started in the past. However, the difference between the events is that the past perfect event also ended in the past.



This can be used with a specified time. For example, “I had studied in China last year”. This also implies the event happened a long time ago. This diagram may help to explain further:



Also, a confusion that students tend to have is when they see ‘have had’ placed together in a sentence. For example, “I have had a cold”. So is this the present perfect because of ‘have’, or is the past perfect because of ‘had’? In order to identify the correct tense, always look at the first ‘have’ or ‘had.’ In this sentence, we first used ‘have’, therefore this sentence is the present perfect.

### Fill in the blanks with Present Perfect or Past Perfect Tenses

1. I never get up from the table before others ---- (finish).
2. It is already 9:30 pm and I ---- (wait) here for over an hour. If John does not get here in the next five minutes, I am going to leave.
3. Did you hear that Ben was fired last month? He ---- (work) for that import company for more than ten years and he ---- (work) in almost every department.
4. I ---- (see) many pictures of the pyramids before I went to Egypt last summer. Pictures of the monuments are very misleading. The pyramids are actually quite small.
5. Sarah ---- (climb) Mount Everest, ---- (sail) around the world, and ---- (go) on safari in Kenya. She is such an adventurous person.

6. Susan ---- (climb) Mount Everest, ---- (sail) around the world, and ---- (go) on safari in Kenya by the time she was twenty-five. She ---- (experience) more by that age than most people do in their entire lives.
7. Before my trip lo Paris two years ago, I ---- (never be) to France.
8. When we finally stopped him, the squirrel ---- (already eat) five cookies.
9. Ben ---- (try) to open his own restaurant for the last few years. He ---- (just finish) the painting, but he ---- (not do) the decorating yet.
10. You look tired. How long ---- (run)?

### Answers

1. have finished
2. have been waiting
3. had been working, had worked
4. had seen
5. has climbed, has sailed, has gone
6. had climbed, had sailed, had gone, had experienced
7. had never been
8. had already eaten
9. has been trying, has just finished, hasn't done
10. have you been running

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1. When I went to the car park, I found that my car **had been stolen** .(to steal)
2. John **had been living** in Paris for 4 years before he could speak French fluently. (to live)
3. I **have been learning** English for 5 years now. (to learn)
4. The locals were amazed because they **had never seen** a horse before. (never, to see)
5. They wouldn't let him in because he **had forgotten** his membership card. (to forget)
6. They said : 'You can't come in because you **have forgotten** your membership card.' (to forget)
7. **Have you seen** the new film by Spike Lee? (you, to see)
8. They **had drunk** a lot of champagne by the time the party ended. (to drink)
9. They were angry because they **had been waiting** for too long. (to wait)

## PART B

### **INSTRUCTIONS**

In Technical English, Instructions are used to give directions as to how a process should be performed. They tell the how to do something, the dos and don'ts of a process or the ways of doing something well/ properly.

**Remember the following instructions while writing instructions.**

Start each instruction with a verb that tells the reader to do something.

Examples:

1. "Open the valve...", "Press the emergency button...", "Tell your supervisor..."
2. Work out the right chronological, logical and progressive order for your instructions.
3. Present your writing clearly.
4. Keep your sentences short, simple and clear as longer instructions may confuse the readers.
5. Write for your audience and use a level of detail that is suitable to their skill/ knowledge level.
6. Add a suitable title for the instructions.
7. Use the simple present tense.

**Write instructions from the Start action to the Stop or Finish action/ process.**

**Avoid using 'should' while writing instructions.**

Examples

1. Do not touch .....
2. Shut down .....
3. Handle with .....
4. Avoid touching .....
5. Keep .....

**A. Write a set of eight instructions to be followed in your college library.**

1. Deposit your bags at the personal belongings counter.
2. Produce valid library cards to borrow books.
3. Verify the physical condition of the books before borrowing.
4. Return the books on or before the due date.
5. Renew the books in time.
6. Observe silence inside the library.
7. Switch off the lights and fans when not in use.
8. Do not tear the pages.

**B. Write important Instructions to be followed in the Chemistry laboratory to avoid unforeseen accidents.**

1. Wear Shoes and lab coats while entering a Chemistry lab.
2. Use gloves and apron while using concentrated solutions.
3. Wash all apparatus with distilled water before and after use.
4. Avoid washing glass apparatus in cold water when it is heat.
5. Keep the test tube in a slanting position away from the face.
6. Use test tube holders while heating or adding concentrated acids.
7. Avoid sneeze the salt or eating inside the lab.
8. Switch of burners when it is not in use.

**C. Write a list of eight instructions to write a computer programme**

1. Analyse the problem first
2. Analyse the requirement of problem
3. design the needed concept
4. Develop a flow chart
5. Write a coding to get input for getting the corresponding data.
6. Process the problems like arithmetic operations and other things.
7. Produce output after calculation
8. Display the output device.

**D. Write a set of eight instructions to be followed by a student while writing an examination.**

1. Occupy the seat before 15 minutes.
2. Check whether the hall ticket and the identity card are taken with you.
3. Write the register number and other particulars as soon as received the answer booklet.
4. Start answering the familiar question first.
5. Underline the important points using colour pen.
6. Draw the diagram neatly
7. Avoid writing your name and register number in the answer booklet.
8. Verify all the answer after completing the examination.

**E. Write a set of eight instructions to be followed by us to maintain the bike in good condition.**

1. Tune the engine regularly to help reduce pollution.
2. Get the bike service at an authorized service station.
3. Use quality oil to keep the engine fit and the environment healthy.
4. Avoid pressure horns and faulty silences.
5. Check the motorcycle once in three months
6. Switch off the engine while waiting at traffic signals to save fuel and reduce pollution.
7. Ride the motorcycle with limited speed to save us
8. Use break when it is needed.

**F. Write a set of eight instructions you would like to give a foreigner who wants to visit Chennai. Give your instruction related to food, stay, travel, etc.,**

1. Visit all the important places
2. Take food only in hygienic hotels.
3. Hire only state-run vehicles during the visit.
4. Stay in decent lodges.
5. Drink only mineral water
6. Take photos and videos for the important place.
7. Note down the important cultural traits of the Indians
8. Ask any help only the guides

**G. Write a set of eight instructions to maintain the computer in good condition.**

1. Create an emergency start up diskette.
2. Back up all the important documents on a weekly basis
3. Scan the hard drive for error.
4. Defragment the hard drive to improve the performance
5. Protect the computer from virus
6. Use UPS to avoid loss of data.
7. Clean the computer case, key board, screen and mouse often.
8. Shut down the computer in proper way.

**H. Write eight Instructions that are followed by the citizens of India in order to preserve the environment.**

1. Make all the areas litter-free zones.
2. Divert the waste water to the trees and gardens.
3. Grow grass to beautify the places.
4. Encourage the rain water harvesting.
5. Minimise using products made of plastics.
6. Don't allow the cattle to roam about the streets.
7. Conduct awareness program for preserving the environment.
8. Deepen the rivers to restrict their flow to islands during the rainy seasons.

**I. Write a list of eight Instructions for a student going to attend the campus interview.**

1. Equip him/her with good communication skills.
2. Involve himself in the training offered by the Training and placement cell
3. Be ready for answering the questions related to the technical areas.
4. Be confident of attending the personal interview.
5. Keep the copies of the statements of marks and other co-curricular activities.
6. Prepare himself with any topics for facing the group study round
7. Attend the interview in proper dress.
8. Gather all possible information about the company conducting the interview

**J. Write a set of eight Instructions for a student preparing for the University examination.**

1. Collect all the University question papers relating to the subject before appearing the exam.
2. Check whether materials are available for all papers.
3. Maintain a record of what he has studied.
4. Have group study with regard to different topics.
5. Read all the topics at least 15 days before the commencement of the examinations.
6. Get the doubts and clarified with your teachers.
7. Write all the formulae of the different subjects in a separate note book.
8. Know the date of the issue of hall tickets from the office.

**K. Write eight Instruction that must be followed in order to maintain safety in temporary structures such as shamiana and pandal.**

1. Keep the fire extinguishers ready.
2. Avoid burning inside the shamiana or pandal.
3. Check whether the structure is strong.
4. Maintain the distance between kitchen and shamiana and pandal.
5. Don't keep any highly inflammable items inside.
6. Check whether the electrical wires do not touch the structure.
7. Don't allow anyone to smoke inside the pandal.
8. Nominate one or two persons exclusively for checking the safety arrangements.

**L. Write eight instructions to use mobile phone in public.**

1. Speak softly on a cell in a public area.
2. Turn off the cell phone when entering a theatre, conference room or place worship.
3. Avoid talking mobile when you are driving.
4. Do not use mobile phone inside the hospitals.
5. Do not have emotional conversations in public.
6. Avoid disturbing others with the help of your mobile
7. Put your mobile phone into silent mode in your work place
8. Handle your mobile phone with care and soft.

**M. Write eight Instructions that should be followed by the public when they are riding motor cycle.**

1. Know the rules and regulation before riding the bike
2. Always wear helmet when you are riding.
3. Don't speak mobile phone when your riding a bike
4. Follow the traffic rules strictly.
5. Stop your bike when the red signal is on in the signals.
6. Maintain the speed limit.
7. Avoid drunk and drive.
8. Start early, drive slowly and reach safely.

### **PROCESS DESCRIPTION**

In a process description, the first step is to begin with an overall functioning of the process and then move on to the step by step performance of specific stages.

### **RULES**

1. Process description should be in the objective and impersonal style.
2. It must be written in the passive construction.
3. Words should be specific and concrete.
4. Present tense is used.

### **1. Description of the process of Rice Husk Cement production:**

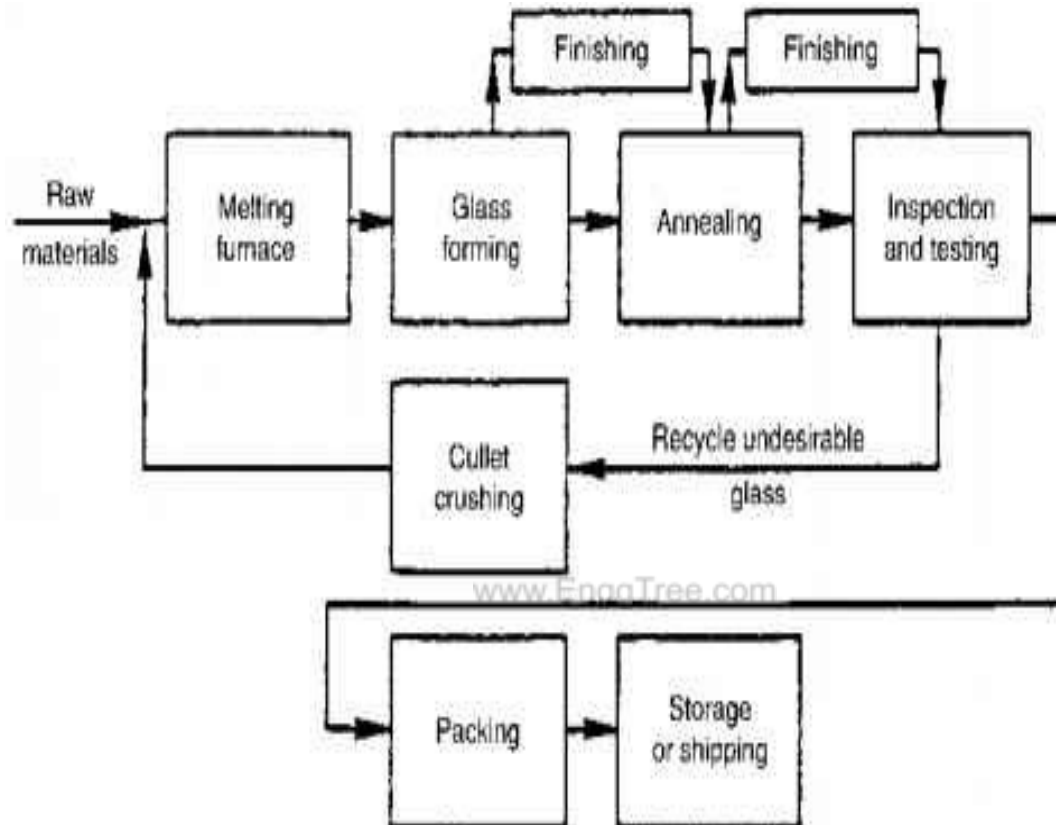
Rice Husk is produced in such a huge quantity in rice mills that its disposal becomes a serious problem. A new process has been evolved to convert it into cement by following a few steps in the process of conversion.

Rice husk and lime sludge are mixed together in equal quantity. The mixing is done so thoroughly that the ingredients cannot be easily separated. Secondly, the mixed substance is made into cakes and dried sufficiently in sunlight. Next, it is burnt in the open in a furnace and as a result, reactive ash is formed which can be ground to powder. The powder is mixed with lime. Now it has acquired the properties of cement. The cement thus obtained may not have the usual



compressive strength of Portland cement. It can, however, be used for constructing small houses in rural areas.

## 2. The Glass Making Process



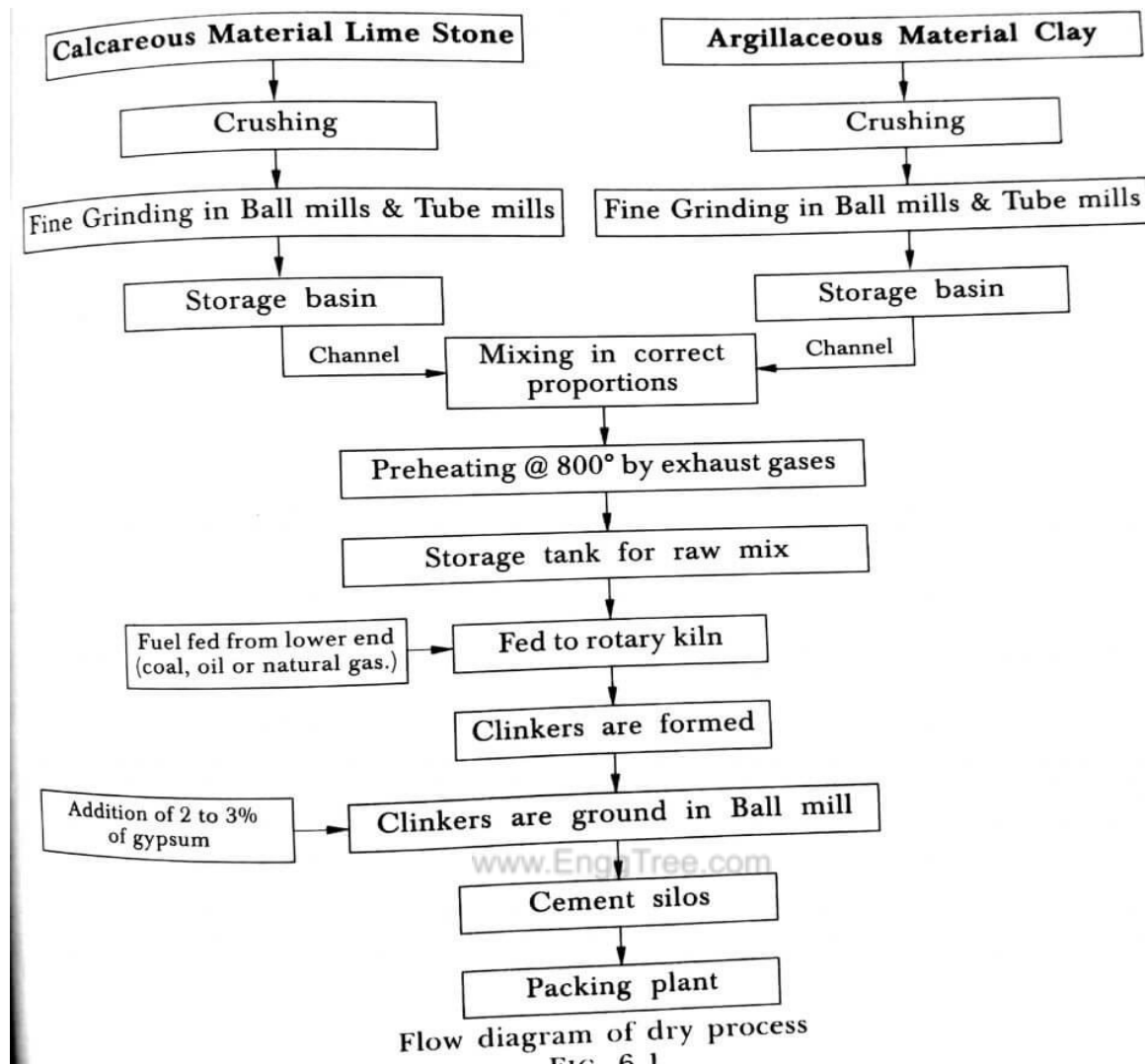
Glass can be made from three ingredients. Silica, the most prevalent ingredient in the Earth's crust, is found as quartz and sand. Soda ash, or sodium carbonate, is also used to make glass. This material can be obtained from the ashes of certain plants and from processing salt. Calcium oxide, also known as lime, is another key ingredient of glass and is found in limestone. Silica, soda ash and lime are the main ingredients in glass, but many other chemicals can be added to the mixture to create certain properties. For example, barium is sometimes used to increase glass' brilliance, and boron can be added to increase heat resistance. Chemicals that reduce the melting point of the silica are also frequently used. Sometimes recycled glass, called cullet, is also added. The desired ingredients are mixed and then melted into liquid in large furnaces.

Once glass has been melted, it can be shaped and used in various ways. When blowing glass, a ball of melted glass is placed on the end of a hollow iron tube. Air is then blown into the tube to shape the glass on the other end. Air can be blown in manually or by machine. The glass is reheated often during this process so that it stays pliable. When the glass blower is finished with the piece, it is allowed to cool and is then broken free from the blowing tube. In the pressing method of glass making, the liquid glass is poured into a mold and then pressed into shape by either a machine or a special tool. This is how bowls and ashtrays are made. Glass drawing is used to make flat and tubular pieces, such as glass for windows and test tubes. To make the glass flat, it is placed into a tank along with melted tin. The glass floats on top of the tin. Because the tin has a very smooth surface, the glass floats on top and forms sheets. Tube-shaped glass is poured into a spinning mold. Air is blown through the mold as it spins to keep the cooling glass on the outside edge of the tube.

Once the glass is finished, it goes through an annealing or tempering process to increase its strength. The annealing process involves making the glass hot again and then allowing it to cool slowly. When glass is tempered it is also reheated, but tempered glass is cooled very quickly with air. Depending on the desired properties, the finished glass can be coated with different materials to further increase strength, reduce glare or add other desired traits.

#### **4.Cement Preparation**

Portland cement is the basic ingredient of concrete. Concrete is formed when portland cement creates a paste with water that binds with sand and rock to harden. Cement is manufactured through a closely controlled chemical combination of calcium, silicon, aluminum, iron and other ingredients. Common materials used to manufacture cement include limestone, shells, and chalk or marl combined with shale, clay, slate, blast furnace slag, silica sand, and iron ore. These ingredients, when heated at high temperatures form a rock-like substance that is ground into the fine powder that we commonly think of as cement.



The most common way to manufacture portland cement is through a dry method. The first step is to quarry the principal raw materials, mainly limestone, clay, and other materials. After quarrying the rock is crushed. This involves several stages. The first crushing reduces the rock to a maximum size of about 6 inches. The rock then goes to secondary crushers or hammer mills for reduction to about 3 inches or smaller.

The crushed rock is combined with other ingredients such as iron ore or fly ash and ground, mixed, and fed to a cement kiln. The cement kiln heats all the ingredients to about 2,700 degrees Fahrenheit in huge cylindrical steel rotary kilns lined with special firebrick. Kilns are frequently as much as 12 feet in diameter—large enough to accommodate an automobile and longer in

many instances than the height of a 40-story building. The large kilns are mounted with the axis inclined slightly from the horizontal.

The finely ground raw material or the slurry is fed into the higher end. At the lower end is a roaring blast of flame, produced by precisely controlled burning of powdered coal, oil, alternative fuels, or gas under forced draft. As the material moves through the kiln, certain elements are driven off in the form of gases. The remaining elements unite to form a new substance called clinker. Clinker comes out of the kiln as grey balls, about the size of marbles. Clinker is discharged red-hot from the lower end of the kiln and generally is brought down to handling temperature in various types of coolers. The heated air from the coolers is returned to the kilns, a process that saves fuel and increases burning efficiency.

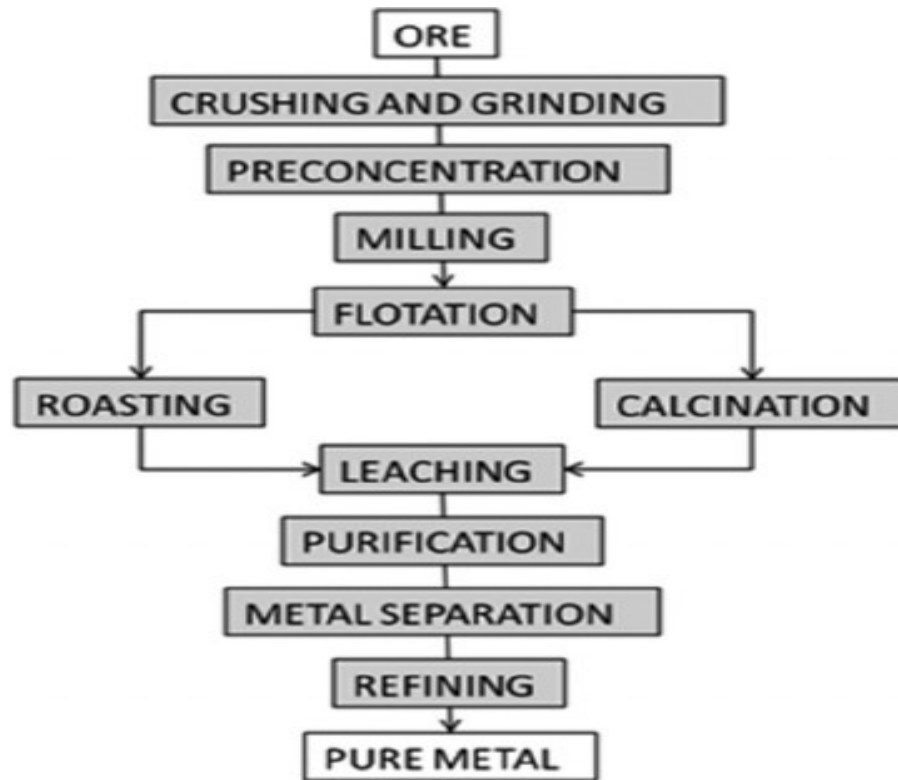
After the clinker is cooled, cement plants grind it and mix it with small amounts of gypsum and limestone. Cement is so fine that 1 pound of cement contains 150 billion grains. The cement is now ready for transport to ready-mix concrete companies to be used in a variety of construction projects. Although the dry process is the most modern and popular way to manufacture cement, some kilns in the United States use a wet process. The two processes are essentially alike except in the wet process, the raw materials are ground with water before being fed into the kiln.

### **EXERCISE**

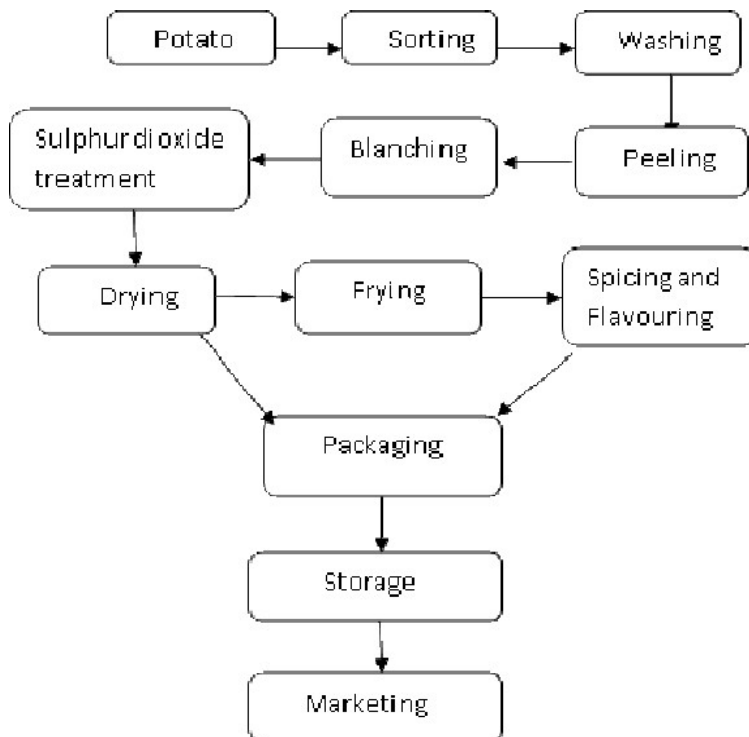
Describe the process of

1. Operating a bicycle pump and pumping air into a cycle tube.
2. Booking a train ticket at a Reservation Counter.
3. Extraction of gold.

4.



5.



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## **PRODUCT DESCRIPTION**

A product description is **a form of marketing copy used to describe and explain the benefits of your product**. In other words, it provides all the information and details of your product on your ecommerce site. These product details can be one sentence, a short paragraph or bulleted. It is used to describe and explain the benefits of your product. In other words, it provides all the information and details of the product .on your ecommerce site.

### **1.Working of air conditioner**

An air conditioner is a system or a machine that treats air in a defined, usually enclosed area via a refrigeration cycle in which warm air is removed and replaced with cooler air.

In construction, a complete system of heating, ventilation, and air conditioning is referred to as HVAC. Whether in homes, offices or vehicles, its purpose is to provide comfort by altering the properties of the air, usually by cooling the air inside.The main function of air conditioner is to change adverse temperature.

## HISTORY

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In the 19th century British scientist and inventor Michael Faraday discovered that compressing and liquefying ammonia could chill air when the liquefied ammonia was allowed to evaporate.

In 1842, American physician Dr. John Gorrie used compressor technology to create ice, which he used to cool air for his patients.[source?] He hoped eventually to use his ice-making machine to regulate the temperature of buildings and even considered cooling entire cities with a system of centralized air conditioning units.

## REFRIEGATION CYCLE

In the refrigeration cycle, a pump transfers heat from a lower temperature source into a higher temperature heat sink. Heat will naturally flow in the opposite direction. This is the most common type of air conditioning. A refrigerated air conditioning system works in much the same way pumping heat out of the room in which it stands.

This cycle takes advantage of the universal gas law  $PV = nRT$ , where P is pressure, V is volume, R is the universal gas constant, T is temperature, and n is the number of molecules of gas (1 mole =  $6.022 \times 10^{23}$  molecules).

The most common refrigeration cycle uses an electric motor to drive a compressor. In an automobile the compressor is driven by a pulley on the engine's crankshaft, with both using electric motors for air circulation. Since evaporation occurs when heat is absorbed, and condensation occurs when heat is released, air conditioners are designed to use a compressor to cause pressure changes between two compartments, and actively pump a coolant around an enclosed system. The cooling liquid, or refrigerant is pumped into the cooled compartment (the evaporator coil). Low pressure then causes the refrigerant to evaporate taking the heat with it. In the other compartment (the condenser), the refrigerant vapour is compressed and forced through another heat exchange coil, condensed into a liquid which then rejects the heat previously absorbed from the cooled space.

## **2.Laptop**

In a way, the skyrocketing popularity of laptop computers is ironic. They're completely portable, and they use less power and make less noise than desktop models. But, they're often a little slower and have less graphics and sound processing power, although these differences can be too small for most users to notice.

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Laptops are also more expensive than desktops. The price gap is closing, though -- laptop prices are falling faster than desktop prices, and laptop PCs actually outsold desktop models for the first time in May of 2005. How can all the equipment found in a desktop tower fit into such a small package? And how can laptops be efficient enough to run on power alone?

Overall, laptop and desktop computers are very similar. They have the same basic hardware, software and operating systems. The primary difference is how their components fit together. A desktop computer includes a motherboard, video card, hard drive and other components in a large case. The monitor, keyboard and other peripherals connect wirelessly or with cables. Whether the case sits vertically or horizontally, it has lots of space for add-in cards, cables and air circulation.

A laptop, however, is much smaller and lighter than even the most compact PC tower. Its screen is an integrated part of the unit, as is its keyboard. Instead of a spacious case with lots of room for air circulation, a laptop uses a small, flat design in which all the pieces fit together

snugly. Because of this fundamental design difference and because of a laptop's inherent portability, components have to: Fit into a compact space, Conserve power and Produce less heat than desktop components.

Often, these differences make the components more expensive, which can contribute to higher laptop prices. In the following sections, we'll examine how laptops handle these differences. Some laptops use desktop CPUs that are set to run at lower clock speeds. Although this can improve performance, these laptops typically run much hotter and have a significantly reduced battery life. Laptops usually have small fans, heat sinks, heat spreaders or heat pipes to help dissipate the heat from the CPU. Some higher end laptop models reduce heat even further with liquid coolant kept in channels alongside the heat pipe. Also, most laptop CPUs are near the edge of the unit. This allows the fan to move the heat directly to the outside instead of across other components.

A laptop displays its graphics on a (LCD) screen. Most screens measure between 12 and 17 inches, and the size of the screen affects the overall size of the laptop. In addition, laptop screens can be: Black-and-white (16 grayscale) or color (65,536 colors), **Active** or **passive** matrix and **Reflective** or **backlit**.

Active matrix displays have sharper images and are easier to read, and backlit screens are better for low-level lighting conditions. Most laptops also have sound cards or integrated sound processing on the motherboard as well as small, built-in speakers. However, there is generally not enough space inside a laptop for a top-of-the-line sound card or a high-quality speaker. Gaming enthusiasts and audiophiles can supplement their laptops' sound capabilities with external sound controllers, which use USB or fire wire ports to connect to the laptop.

#### **EXERCISE**

Describe the working process of

1.Refrigerator

2.Computer

3.Wind mill

### **UNIT 4**

#### **PART A**

#### **Articles**



**Pronouns-Possessive & Relative Pronouns**

**Collocations**

**Fixed/semi fixed expressions**

**PART B**

**Recommendations**

**Transferring Information from Charts/ Graphs**

**Note Making**

**PART A**

**ARTICLES**

A/an” and “The” are the two types of English articles. There are rules to help you decide which one to use, but first, you need to know what type of noun you are using.

Basically, articles are either definite or indefinite. They combine to a noun to indicate the type of reference being made by the noun.

The definite article is the.

The indefinite article is a / an.

The article a / an is used when we don't specify the things or people we are talking about:

I met a friend.

I work in a factory in New York.

I borrowed a pencil from a passenger sitting next to me.

The indefinite article a is used before a consonant sound:

a dog.

a pilot

a teacher.

a university

NOTE: Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound /ju:.niv3:..si.ti/

The indefinite article **an** is used before a vowel sound:

an engineer.

an elephant.

an athlete

The definite article **the**:

It's used when the speaker talks about a specific object that both the person speaking and the listener know.

1. The car over there is fast.
2. The president of the United States is giving a speech tonight.

When we speak of something or someone for the first time we use **a** or **an**, the next time we repeat that object we use the definite article **the**.

1. I live in a house. The house is quite old and has four bedrooms.
2. I ate in a Chinese restaurant. The restaurant was very good.

**No article:**

1. Do not use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "The United States".

1. He lives in Washington near Mount Rainier.
2. They live in Northern British Columbia.
3. They climbed Mount Everest.

2. We do not normally use an article with plurals and uncountable nouns to talk about things in general.:

1. He writes books.
2. She likes sweets.
3. Do you like jazz music?
4. She ate bread with butter in the morning

**Grammar rule 1**

When you have a single, countable English noun, you must always have an article before it. We cannot say “please pass me pen”, we must say “please pass me the pen” or “please pass me a pen” or “please pass me your pen”.

Nouns in English can also be uncountable. Uncountable nouns can be concepts, such as ‘life’, ‘happiness’ and so on, or materials and substances, such as ‘coffee’, or ‘wood’.

### **Grammar rule 2**

Uncountable nouns don’t use ‘a’ or ‘an’. This is because you can’t count them. For example, advice is an uncountable noun. You can’t say “he gave me an advice”, but you can say “he gave me some advice”, or “he gave me a piece of advice”.

Some nouns can be both countable and uncountable. For example, we say “coffee” meaning the product, but we say “a coffee” when asking for one cup of coffee.

### **Grammar rule 3**

You can use ‘the’ to make general things specific. You can use ‘the’ with any type of noun – plural or singular, countable or uncountable.

“Please pass me a pen” – any pen.

“Please pass me the pen” – the one that we can both see.

“Children grow up quickly” – children in general.

“The children I know grow up quickly” – not all children, just the ones I know.

“Poetry can be beautiful”- poetry in general.

### **More uses of English articles**

Here are some more rules for when we use English articles “a/an” and “the” – or when we omit the article:

Rivers, mountain ranges, seas, oceans and geographic areas all use ‘the’.

For example, “The Thames”, “The Alps”, “The Atlantic Ocean”, “The Middle East”.

Unique things have ‘the’.

For example, “the sun”, “the moon”.

Some institutional buildings don’t have an article if you visit them for the reason these buildings exist. But if you go to the building for another reason, you must use ‘the’.

“Her husband is in prison.” (He’s a prisoner.)

“She goes to the prison to see him once a month.”

“My son is in school.” (He’s a student.)

“I’m going to the school to see the head master.”

“She’s in hospital at the moment.” (She’s ill.)

“Her husband goes to the hospital to see her every afternoon.”

**Musical instruments** use ‘the’.

“She plays the piano.”

**Sports** don’t have an article.

“He plays football.”

**Illnesses** don’t have an article.

“He’s got appendicitis.”

But we say “a cold” and “a headache”.

**Jobs** use ‘a’.

“I’m a teacher.”

**Countries**

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We don’t use ‘a’ if the country is singular. “He lives in England.” But if the country’s name has a “plural” meaning, we use ‘the’. “The People’s Republic of China”, “The Netherlands”, “The United States of America”.

**Continents, towns and streets** don’t have an article.

“Africa”, “New York”, “Church Street”.

**Theatres, cinemas and hotels** have ‘the’.

“The Odeon”, “The Almeida”, “The Hilton”.

**Abbreviations** use ‘the’.

“the UN”, “the USA”, “the IMF”.

We use ‘the’ before **classes of people**.

“the rich”, “the poor”, “the British”

**EXAMPLE:**

1. She goes to work by x bike.
2. Who is the lady in the picture?
3. Look at the sea!
4. I work as the only English teacher at this school.
5. Harry fixed the car, so we can go to the lake.
6. Jamy likes x music, he plays an instrument.
7. We have a small house in a village in the Netherlands.
8. The book is about a man who lives on a small island.
9. I visited x South Africa last summer.
10. Marie enjoys eating x Swiss cheese.
11. Are you coming to the party next Saturday?
12. I bought a new TV set yesterday.
13. I think the man over there is very ill. He can't stand on his feet.
14. I watched the video you had sent me.
15. She was wearing an ugly dress when she met him.
16. I am crazy about reading x history books.
17. She is a nice girl.
18. Do you want to go to the restaurant where we first met?
19. He is an engineer.
20. He thinks that x love is what will save us all.

1. I have **a** horse of my own. I call her Pretty Girl. She is **an** intelligent animal, but she is not **a** thoroughbred horse. I could never enter her in **a** race, even if I wanted to. But I do not want to. She is **a** companion, for my own pleasure. I took her swimming **a** day or two ago.

2. Most working people have fewer hours to give to time-consuming activities of clubs than they used to have, but most people in **a** small town belong to **a** club or two. One of the clubs is likely to be **a** social and benevolent organization, such as **the** Rotary or Elks. Business people are likely to belong, also to either **the** Kiwanis Club or **the** Lions. Such business people's organizations may meet as often as once **a** week in one of **the** private dining rooms of **the** town's leading hotel

for lunch. They have **a** good lunch, hear **a** good program, and continue their fundraising program for **a** worthy organization, such as **a** local hospital.

## **PRONOUNS**

A pronoun is **a word that is used instead of a noun or noun phrase**. Pronouns refer to either a noun that has already been mentioned or to a noun that does not need to be named specifically.

**Possessive pronouns** show ownership or possession of a noun.

Ex: mine, yours, his, hers, its, ours, and theirs.

**Indefinite pronouns** don't point to particular nouns. We use them when an object doesn't need to be specifically identified. There are singular indefinite pronouns that function as singular nouns, and plural indefinite objects that function as plural nouns.

Ex: anybody, anyone, anything, each, everybody, everyone,  
everything, little, much, nobody, no one, nothing, one,  
somebody, someone, something

both, few, many, several

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**Interrogative pronouns** have the same form as relative pronouns, but they ask a question. Some people confuse interrogative pronouns with interrogative **determiners**, which come before a noun. However, like all pronouns, interrogative pronouns must replace a noun.

Ex: who, whom, which, what, whose

whoever, whomever, whichever, whatever

**Reflexive pronouns** replace the object of a sentence when it refers to the same person or item in the subject. They usually follow the verb in the sentence, but can also follow a preposition. These pronouns end in *-self* (singular reflexive pronouns) or *-selves* (plural reflexive pronouns).

Ex: myself, yourself, himself, herself, itself, yourselves, ourselves, themselves

**Demonstrative pronouns** take the place of a noun that's already been mentioned. Demonstrative pronouns can be singular or plural. There are five of them, and they can also function as **demonstrative adjectives**.

Ex: this, that, such, none, neither, these, those

A relative pronoun is **a word that introduces a dependent (or relative) clause and connects it to an independent clause**. A clause beginning with a relative pronoun is poised to answer questions such as Which one? How many? or What kind?

Ex: Who, whom, what, which, and that.

The following sentences contain examples of relative pronouns. The relative pronoun in each example is italicized.

1. The cyclist *who* won the race trained hard.
2. The pants *that* I bought yesterday are already stained.
3. The four team leaders, *whoever* the committee selects, will be at tomorrow's meeting.
4. Spaghetti, *which* we eat at least twice a week, is one of my family's favorite meals.
5. Where did you buy the dress *that* you wore last week?
6. The book, *when* it was finally returned, was torn and stained.
7. The store on the corner, *where* we usually buy all of our art supplies, burned to the ground.

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Here are some examples of dependent possessive pronouns in sentences:

1. Does this key open *my* door or *your* door?
2. I will bring *my* favorite beer to the party.
3. She could not believe *her* friend.
4. *His* shoes were old and worn.
5. They promised to do *their* project.
6. Amazon sent an email to *its* customers.
7. In the following examples, demonstrative pronouns have been italicized for ease of identification.
8. *This* was my mother's ring.
9. *That* looks like the car I used to drive.
10. *These* are nice shoes, but they look uncomfortable.

Personal pronouns	Demonstrative pronouns	Interrogative Pronouns	Indefinite pronouns	Distributive Pronoun
e.g. I, we, you, he, she, it, they.	e.g. This, that, those, these etc.	e.g. How, who, which, what, where etc.	e.g. few, some, everyone, all etc.	e.g. Each, either, neither etc.
Possessive Pronouns	Reciprocal Pronouns	Relative Pronoun	Reflexive Pronoun	Intensive Pronoun
e.g. My, your, his, hers etc.	e.g. Each other, one another etc.	e.g. whom, whomever, that, (Sometimes), what.	e.g. Himself, itself, ourselves etc.	The <b>intensive/reflexive pronouns</b> include myself etc.

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	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
<b>1st person singular</b>	<b>I</b>	<b>Me</b>	<b>My</b>	<b>Mine</b>	<b>Myself</b>
<b>2nd person singular</b>	<b>You</b>	<b>You</b>	<b>Your</b>	<b>Yours</b>	<b>Yourself</b>
<b>3rd person singular (male)</b>	<b>He</b>	<b>Him</b>	<b>His</b>	<b>His</b>	<b>Himself</b>
<b>3rd person singular (female)</b>	<b>She</b>	<b>Her</b>	<b>Her</b>	<b>Hers</b>	<b>Herself</b>
<b>3rd person</b>	<b>It</b>	<b>It</b>	<b>Its</b>	<b>Its</b>	<b>Itself</b>
<b>1st person (plural)</b>	<b>We</b>	<b>Us</b>	<b>Our</b>	<b>Ours</b>	<b>Ourselves</b>
<b>2nd person (plural)</b>	<b>You</b>	<b>You</b>	<b>Your</b>	<b>Yours</b>	<b>Yourselves</b>
<b>3rd person (plural)</b>	<b>They</b>	<b>Them</b>	<b>Their</b>	<b>Theirs</b>	<b>Themselves</b>



**EXERCISE**

1. The festival, \_\_\_\_\_ lasted all day, ended with a banquet.
  - A. That
  - B. Who
  - C. Which
  - D. What
  
2. I am looking for someone \_\_\_\_\_ can watch my dog while I go on vacation.
  - A. Which
  - B. Who
  - C. Whom
  - D. Whoever
  
3. The police needed details \_\_\_\_\_ could help identify the robber.
  - A. Who
  - B. Whatever
  - C. That
  - D. What
  
4. I'd like to take you to a café \_\_\_\_\_ serves excellent coffee.
  - A. What
  - B. Whatever
  - C. Which
  - D. Whichever
  
5. The clubhouse, in \_\_\_\_\_ the dance was held, housed about 200 people.
  - A. Which
  - B. Where
  - C. That
  - D. Whom
  
6. You can choose one person, \_\_\_\_\_ you like, to share the cruise with you.
  - A. Whomever
  - B. That
  - C. Which

- D. Whom
7. I saw the shoes \_\_\_\_\_ you bought last week on sale for less this week.
- A. When
  - B. That
  - C. Who
  - D. Whom
8. The winners, \_\_\_\_\_ known, will receive money and other prizes.
- A. Whoever
  - B. Who
  - C. When
  - D. That
9. This is the place \_\_\_\_\_ we met.
- A. When
  - B. Where
  - C. Who
  - D. That
10. The baby, \_\_\_\_\_ nap had been interrupted, wailed loudly.
- A. Whose
  - B. Whomever
  - C. Whom
  - D. Who

1. \_\_\_\_\_ did you see there? (who/whom)
2. They wished to avenge \_\_\_\_\_, on their enemy. (themselves/their selves)
3. \_\_\_\_\_ do you trust the most? (who/whom)
4. The two brothers help \_\_\_\_\_ in their business. (each other/one another)
5. Time and tide will wait for \_\_\_\_\_. (no man/none)
6. I know the person \_\_\_\_\_ you suspect. (who/whom)
7. \_\_\_\_\_ being a naughty girl, was often whipped by my mother. (I/me)
8. \_\_\_\_\_ of my friends gave me a present. (each / every)
9. Where is the person \_\_\_\_\_ you wanted to see. (which/whom)

10. Her house is situated opposite to \_\_\_\_\_. (me/mine)
11. Only \_\_\_\_\_ who are intelligent, will pass the test. (they/those)
12. One should not waste \_\_\_\_\_ time in idle talks. (his / one's)
13. This is their house and the one at the end of the street is also \_\_\_\_\_. (their/theirs)
14. His appointment is in the morning; \_\_\_\_\_ is in the evening. (her/hers)
15. There is no one but \_\_\_\_\_. (I/me)

## COLLOCATIONS

**Collocations** are particular word combinations that exist in English. Test your understanding of collocations with this vocabulary exercise. Each sentence given below contains an incomplete collocation. Complete the collocation by supplying a suitable word.

**Choose your answers from the options given below each question.**

1. My grandfather was a **heavy smoker**, so few people were surprised when he died of oral cancer.

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- a) serial      b) heavy      c) big

2. She was a **devoted wife** who loved her husband more than anything else in the whole universe.

- a) devoted      b) sincere      c) intelligent

3. I always avoid his company because he is a **crashing bore**.

- a) bore      b) nuisance      c) guy

4. It is a **golden opportunity**. If you miss it, you will regret it.

- a) chance      b) opportunity      c) offer

5. She seemed quite interested in buying that house, but at the last moment, she **changed her mind**.

- a) mind      b) thoughts      c) offer

6. Although I was **slightly annoyed** by her attitude, I said nothing.

- a) moderately      b) lightly      c) slightly

7. Could you **check** the oil?

- a) inspect      b) check      c) test

**Fill in the blanks using appropriate verbs that would complete the collocation.**

1. If you park there, you will have to ..... a fine.  
a) pay                      b) take                      c) have
2. He .....no attention to my requests.  
a) paid                      b) took                      c) had
3. I ..... a cough to catch her attention.  
a) gave                      b) paid                      c) took
4. Although the doctors tried hard, they couldn't ..... his life.  
a) save                      b) bring                      c) take
5. Abbreviations ..... space and hence they are very common in newspaper headlines.  
a) catch                      b) save                      c) take
6. Do you ..... a diary?  
a) keep                      b) have                      b) save
7. Few people can ..... a secret.  
a) keep                      b) save                      c) have
8. He still .....in touch with most of his old school mates.  
a) keeps                      b) saves                      c) take
9. I asked her what her problem was but she ..... quiet.  
a) kept                      b) took                      c) saved
10. They ..... close to hitting each other.  
a) came                      b) took                      c) brought

**Answers**

1. If you park there, you will have to **pay a fine**.
2. He **paid no attention** to my requests.
3. I **gave a cough** to catch her attention.
4. Although the doctors tried hard, they couldn't **save his life**.
5. Abbreviations **save space** and hence they are very common in newspaper headlines.
6. Do you **keep a diary**?
7. Few people can **keep a secret**.
8. He still **keeps in touch** with most of his old school mates.
9. I asked her what her problem was but she **kept quiet**.
10. They **came close** to hitting each other.

**FIXED and SEMI FIXED EXPRESSIONS**

A fixed expression is **a collection of words (a phrase) which has one specific meaning**. It's a phrase that has a very specific meaning that can't be expressed any other way and also can't be deduced just by considering the sum of its parts.

Examples : **in short, by and large, every which way**, all of a sudden , come / spring to mind ,fall in line , I can assure you , so to speak , surf the web ,

To have/get a flat tire	Plenty of...
To break up with sbdy.	Under stress
In connection with	It doesn't matter that...
To be in conflict with...	The whole story/picture
Compared to/with...	To be drawn toward/to
To stop for...	Sense of decency
On the side of the road	Right to privacy
To feel threatened (by)	Under attack
To score a goal (sports)	To sentence sbdy to...
To apply for a job	Life in prison
Really?	The death penalty
Out for lunch/dinner	To be acquitted (of)
To fall in love with...	To face facts
In alphabetical order	smthg.
To fail at+gerund	to barely/hardly be able to do smthg.
It sounds good/bad	In/out of use
A turn for the worse	To feel inferior to...
In that case,...	At the moment,...
In the event that...	Living situation
A long way to go	In need of...
To sing to sbdy.	The ability to...
To think about	To move on (from)
For dinner/for breakfast	In/out of shape
The cause for	To stay in shape
A strange turn of events	To be accepted to/at

To resist temptation	To have contempt for...
Sometimes I wonder,...	All things considered
To live in fear of..	A means to do smthg.
There's no reason that...	To come up with the money (for)
To be compensated for	to feel like doing smthg.
To render sbdy. speechless	Apology accepted!
A shining example of..	To drag one's feet (fig)
To set smthg in stone	Out and about
A change of heart	Never mind!
At a glance	To stand in the way of progress
At first glance	Work in progress
To make excuses (for)	In the process of...
To show respect (for)	In the middle of...
In the mail	To remind sbdy of smthg.
To put to the side	A particular place and time
On the side	A lack of common sense
To have good/bad manners	Due to...
To mind one's own business (about)	To make a good/bad impression on sbdy.
Law and order	Compared to/in comparison with...
a traffic jam	To have an advantage over sbdy.
Figure of speech	A first impression of...
A good night's sleep	To have power over...
A night of drinking	In public
To be up all night	It is beyond all understanding why...
A hard day's work	To go in the direction of
To find out for one's self (about)	It's your turn!
To find out that...	It's nice to....for a change...
To be far along (with)	A change of scenery
In memory of...	In the wild
To have hard feelings about smthg.	Instead of+gerund
To breed contempt	To apologize for...

For the duration of...	To lift weights
To talk on the phone (with sbdy.)	To look forward to...
To be angry with sbdy.	At the thought of...
In good/bad taste	To pride one's self in/on...
To have good taste (in)	To lose consciousness
To react to smthg/sbdy.	I welcome the opportunity to...
On one's knees	To accept a/the challenge
On foot	Lend me your ear!
In good/bad health	It will only take a moment/minute/second
To go barefoot	In the scheme of things,...
A sense of decency	To scheme/plot to do smthg.
It is a sign that...	To keep smg as a pet
To be opposed to...	To put out a fire
Back then,...	To keep/prevent smthg from happening (to)
In a nutshell,...	To happen to sbdy.
To spend money on...	The moral of the story is...
To have the potential to/for...	To make/lose a bet
To wreak havoc on...	To declare war
To come up with/devise a plan	

Semi-fixed expressions are **phrases or idioms that retain the same basic word order throughout**. In semi-fixed expressions word order and composition are strictly invariable, while inflection, variation in reflexive form and determiner selection is possible.

But some semi-fixed expressions can change some of their parts.

For example, in the idiom kick the bucket, separate meanings of words will not give the meaning of the whole idiom.

**Example: Rains cats and dogs, the lion's share, turn a deaf ear to, in a nutshell, caught red-handed, break the ice, a storm in a tea cup, bag and baggage, burn the midnight oil, in the long run.**

1. I'm afraid that's never ----- (come into /*entered* ) my mind.
2. He's -----( so /*as* )happy as a clam since he met Linda.
3. You decide. It's up ----- (for /*to*) you.
4. Could you put in a good ----- (sentence /*word* ) for me with the boss?
5. What ----- (of /*in*) the world do you mean?
6. I can assure you that it is a ----- (happiness/ *pleasure*) to deal with you.
7. Jack feels very ----- (strong /*strongly*) about the need for a new park in town.
8. It has ----- (showed /*come* ) to our attention that your daughter has missed five classes.
9. I'd like to thank you ----- (for /*on* ) behalf of our company.
10. That ----- (listens /*sounds*) like a wonderful opportunity!
11. He's got mixed feelings ----- (with /*about* )his new school.
12. I'm sorry. I didn't ----- (keep/ *catch* ) that. What did you say?
13. Thank you -----as *so* much for inviting me to the party!
14. Could you hold ----- (up /*on*) a moment, please?

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1. My daughter said I should take my umbrella, and ----- (just as good /just as lucky/ just as well) too. While I was out it started pouring with rain.
  2. I can't promise he'll listen to me and change his mind, but I'll ----- ( see what I will do/ see what I can do / see that I may do ) .
  3. I moved to New York in 2010, and my life has been great ----- (ever after/ ever more/ ever since) .
  4. My friends don't believe in life after death. They say there's ----- (no true thing/ no real thing/ no such thing) as heaven and hell.
  5. I know you don't really like basketball, but we got the tickets for free so we ----- (should as well/ must as well/ may as well) go.
  6. Your family will always be there to help you, ----- (no matter what/ no matter which/ no matter that).
  7. I'm cutting down on alcohol, so ----- (from now on/ for now on/ since now on) I'm only drinking light beer.



8. It's often said that there's a ----- ( **a thick line/ a fine line/ a long line** ) between genius and madness.
9. In the village where I grew up, everyone survived by helping ----- ( **one another/ one or other/ one other** ) through the hard times.
10. There's only one diving board, but if we ----- ( **take goes/ take turns / take tries** ) diving everyone will have plenty of dives.

### **Answers**

1. just as well
2. see what I can do
3. ever since
4. no such thing
5. may as well
6. no matter what
7. from now on
8. a fine line
9. one another
10. take turns

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### **PART B**

#### **RECOMMENDATIONS**

Recommendations are suggestions or advice of a person or a committee on what is the most suitable thing for a problem/ critical situation. Recommendations are obtained to improve the performance/ production/ condition of something in an institution.

Unlike Instructions they need not be followed by the addressed/ receiver. It is for the receiver to opt for it or ignore it based on the relevance, feasibility, affordability and efficiency of the Recommendations made. They should be written in the impersonal passive voice. Suggestive, and not authoritative, tone should be used.

**A. Write a set of eight important recommendations to save Energy.**

Recommendations to Save Energy

- i. It is recommended to use more energy – efficient appliances for domestic purposes.
- ii. It is recommended to check phantom load of an appliance before purchase.
- iii. It is suggested to replace Bulbs and Tubes with CFL bulbs.
- iv. It is recommended to use programmable thermostat to maintain low temperature at homes.
- v. It is advised to increase planting trees and shrubs to avoid high temperature during summer.
- vi. It is recommended to It is necessary to save energy by turning off the electrical appliances when not in use.
- vii. It is mandatory to minimize the usage of water and unnecessary wasting of water.
- Viii. It is suggested to use Cycles instead of motor vehicles for short distance.

**B. Write a set of eight important recommendations to be followed in Nuclear Power Plants.**

Recommendations to be followed in Nuclear Power Plants

- i. It is recommended to update Emergency planning requirements to maintain the nuclear power plants.
- ii. It is mandatory to follow the Rules and regulations given for the safety of the workers to avoid unexpected accidents.
- iii. It is recommended to establish a timeliness goal for resolving safety issues of the power plant.
- iv. It is suggested to check the renewal of licenses for the reactors and other equipments used in the power plants.
- v. It is advised to check the safety of the new reactor designs than existing reactors against terrorist attacks.
- vi. It is mandatory to review fire protection regulations and it must be updated regularly.
- vii. It is suggested to check the safety jackets used by the workers periodically.
- viii. It is recommended to install measuring radiation in and out of the nuclear plant to avoid accidents.

## **2. TRANSFERRING INFORMATION FROM CHARTS/ GRAPHS**

Charts and graphs are often used to summarize data. They make it easy to see trends and the amount of variation in the information being studied. Technically, graphs are one kind of chart. (Other kinds of charts include diagrams and tables. Charts include any way to visually summarize and compare data.)

### **Useful phrases to interpret a graph**

As every graph tells a story, the creator has to be a good story teller. She or he needs basic knowledge in creating and interpreting the graphs produced. Also the person trying to understand the story, needs some basic knowledge about graphs.

I'd like you to look at ...

This graph shows...

Let me show you ...

The diagram outlines...

Let's have a look at ...

This table lists...

Let's turn to...

This chart represents...

To illustrate my point let's look at...

This chart depicts...

As you can see from these...

This chart breaks down...

If you look at ... you'll see/notice/understand...

### **Some vocabulary you need to know:**

To go up:	increase, rise, rocket, climb, lift, grow, go up, jump, surge, shoot up, soar, rocket, a rise, an increase, growth, an upward/rising/increasing trend, an improvement, a jump, a surge, extend, expand, push/put/step up, progression
To go down	decrease, drop, decline, fall, go down, slump, plummet, a fall, a decrease, a decline, a downward/falling/decreasing trend, a slump
No change	Remain stable/constant/steady at, stay at the same level, stabilize, keep stable, hold constant
Indicating a change in direction	of level out/off, stand at, stop falling/rising, stop falling and start rising, stop rising and start falling, change

Frequent change

Fluctuate, fluctuation

At the top

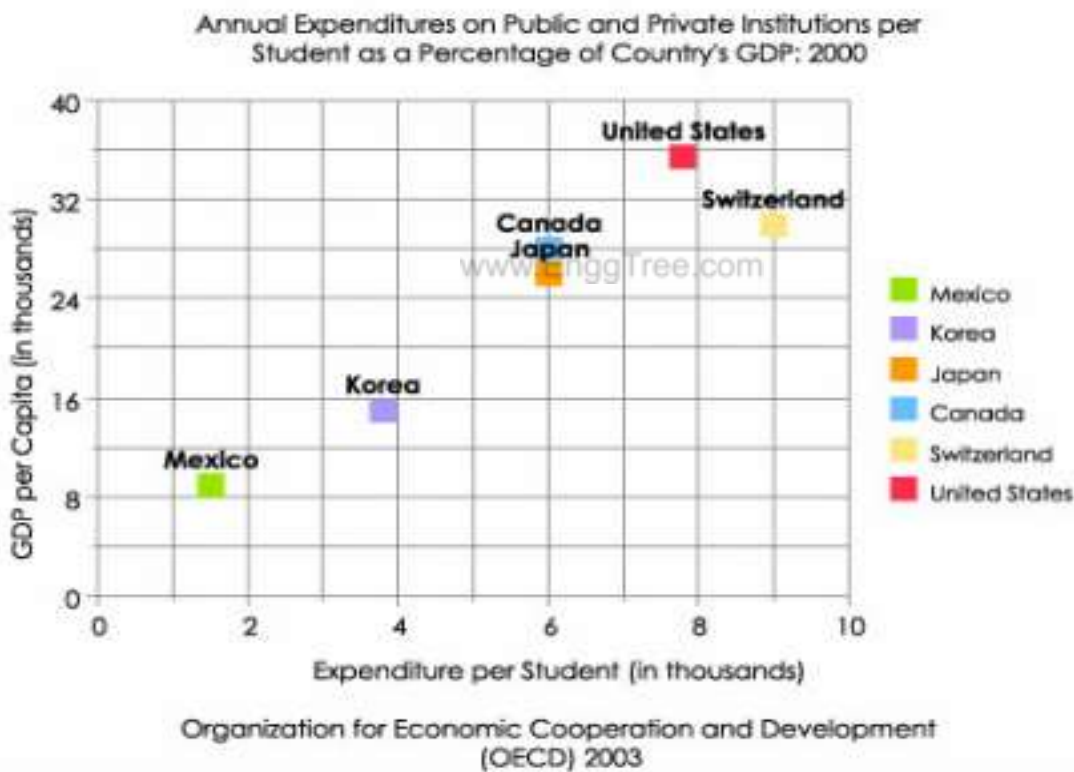
Reach a peak, peak, reach its/their highest point

At the bottom

Reach/hit a low (point), hit/reach its/their lowest point

Graphs communicate important quantitative information in a visual format and are often used to communicate health and medical information. Using this form of representation, students must: know how to interpret graphs, to elicit key information, extract the basic information, draw conclusions, compare and contrast and provide recommendations.

### Exercise

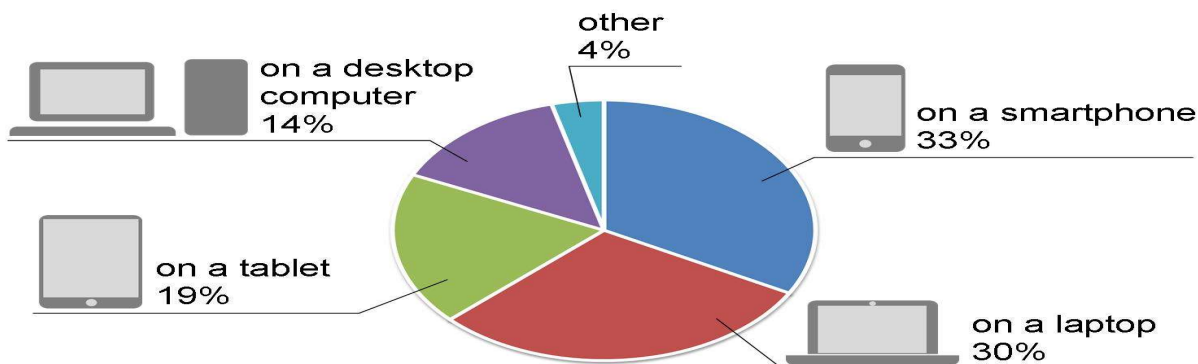


## Pie Chart

### Exam question

The pie chart below illustrates how internet users aged 16+ prefer to access the internet at home and in other places.

Summarise the information in the pie chart by selecting and reporting the main features.



This graph shows the results of a survey in which people aged 16 and over were asked about their preferred devices for accessing the internet. The question referred to going online at home and in other places. Participants mentioned four main devices in their answers: a smartphone, a laptop, a tablet and a desktop computer.

From the pie chart it is clear that the majority of participants prefer to use smartphones and laptops, with just three per cent difference between the two. Nearly a third of participants prefer to go online with a smartphone. Thirty per cent like to use a laptop. A desktop computer accounts for fourteen per cent of users' preferred devices. Only a small minority prefer a device other than these main four.

In conclusion, since mobile and portable devices are the most popular choices, it is clear that many participants are accessing the internet outside their homes. The desktop computer is the least popular of the four main devices. In future, we can probably expect to see more and more people accessing the internet with smartphones as their preferred choice.

## Top Tips for writing

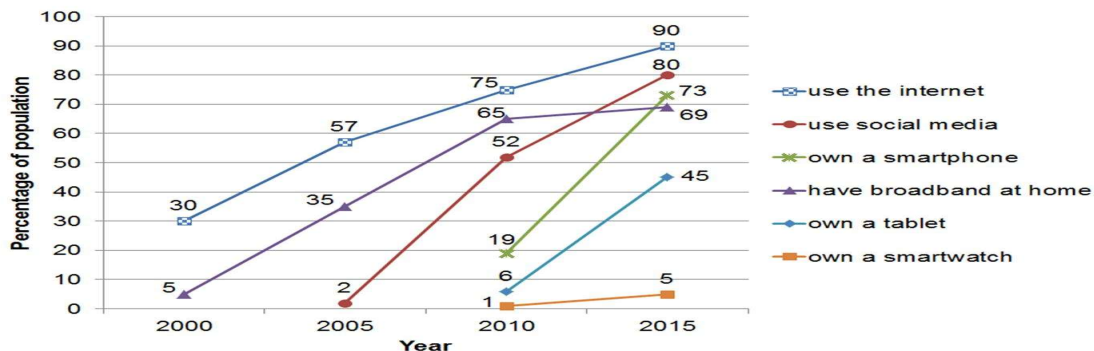
1. Start by saying exactly what the pie chart shows. Avoid copying words in the question – use other words with the same or similar meanings.
2. Mention the survey question that participants answered.
3. Explain what the different sections of the pie chart refer to.
4. Describe the key findings shown in the chart.



## Line Graph

### Exam question

The graph shows information about technology usage in the UK over time. Summarise the information by selecting and reporting the main features. Make comparisons where relevant.



The graph shows the rate at which British people adopted new technology over a 15-year period from 2000 to 2015. The figures are given as percentages of the population.

Overall, there was widespread adoption of new technology during these years. Nearly nine out of ten people in the UK were online by 2015. The figures for having broadband in the home, ownership of a smartphone and use of social media platforms were all high that year too, at around 70 to 80 per cent, and nearly half the population owned a tablet. The only exception to this is smartwatch ownership, which remained comparatively low at 5 per cent.

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If we look at the trends over time, we can see that the uptake of new technology increased dramatically in this period. For example, internet usage tripled and social media usage grew strikingly by 78 percentage points. Smartphones and tablets appeared in 2010 and, similarly, these followed a steep upward trajectory. However, for some products, the graph shows that growth slowed down noticeably after an initial surge. Social media usage, for instance, was near zero in 2005 and shot up to 52 per cent in 2010, before climbing more slowly to 80 per cent in 2015. Also, broadband subscriptions rose steadily by 30 percentage points every five years to 2010, but by a modest 4 percentage points after then. In contrast, the newer technologies such as tablets showed no sign of levelling off.

Ownership of all the technologies was increasing; it will be interesting to see when it peaks.

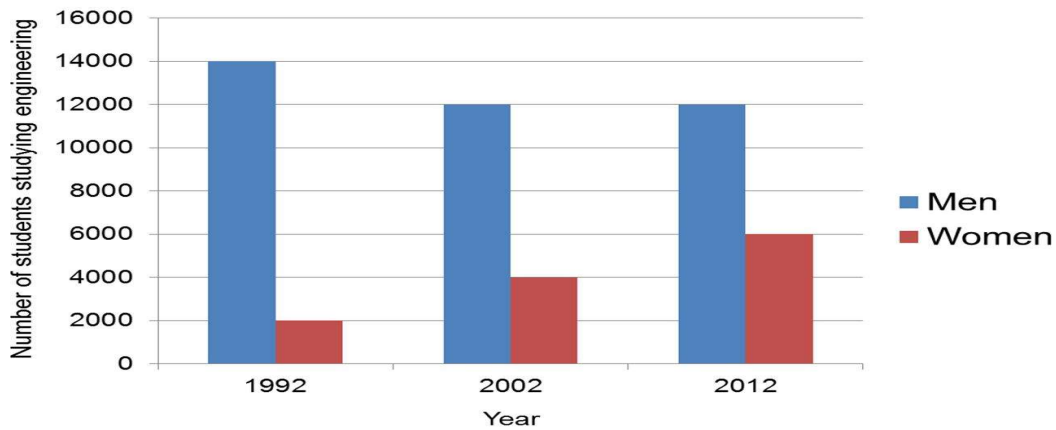
### Top Tips for writing

1. Give a brief introduction in paragraph 1 and a summary in paragraph 2. You can also give the summary in your final paragraph.
2. Use adverbs and adjectives to give opinions or comment on how big changes are. These often collocate with verbs and nouns for trends.
3. Make generalised descriptions of the data. These are sometimes easier to make sense of than exact percentages.
4. Use specific verbs and nouns for describing trends.
5. Make comparisons between different features of the graph.

### Exam question

The bar chart below shows the number of men and women studying engineering at Australian universities.

Summarise the information in the chart by selecting and reporting the main features. Make comparisons where relevant.



The bar chart illustrates the number of men and women studying engineering at Australian universities between the years 1992 and 2012 at 10-year intervals.

It can be seen that the number of male students fell slightly from 14,000 in 1992 to 12,000 in 2002, and then remained level through the following decade. The number of female students is relatively low, starting at 2,000 in 1992. However, while the number of men decreased, the number of women increased. Female students grew steadily by 2,000 each decade. This led to a rise in the total number of engineering students from 16,000 to 18,000 in this period.

Men continue to make up the majority of students. However, the proportion of female students increased sharply in this period. In 1992 there was one woman to every seven men, but by 2012 this had narrowed to one woman to every two men.

Overall, we can see a clear upward trend in the number of female engineering students in Australian universities, while the number of male students seems to have levelled off.

## Top Tips for writing

1. Start by saying exactly what the chart shows, and the time period.
2. Describe the changes as precisely as you can. Use data and numbers from the bar chart.
3. Compare the information. Talk about differences or similarities between the groups shown.
4. Conclude by saying what the main trends or changes are.



Read the information given in the following table. Write two short paragraphs based on it. Give a suitable title to it.

Nos.	Electric Vehicles	Non-electric Vehicles
1.	Run on electric energy	Run on fuels
2.	Cause no pollution	Cause air pollution
3.	Low maintenance/high mileage	High maintenance, low mileage
4.	Need good roads	Can run on rough roads
5.	Can run low speed	Can run high speed

### A2. Verbal to Non-verbal:

Read the following information and present it in the tree diagram as below. Give a suitable title to it:

Rocks are not all the same. The three main types, or classes of rocks they are sedimentary, metamorphic and igneous. Sedimentary rocks are formed from particles of sand, shells, pebbles and other fragments of material. Generally, sedimentary rock is fairly soft and break apart or crumble easily. It is usually the only type that contains fossils. Examples of this rock type include conglomerate and limestone.

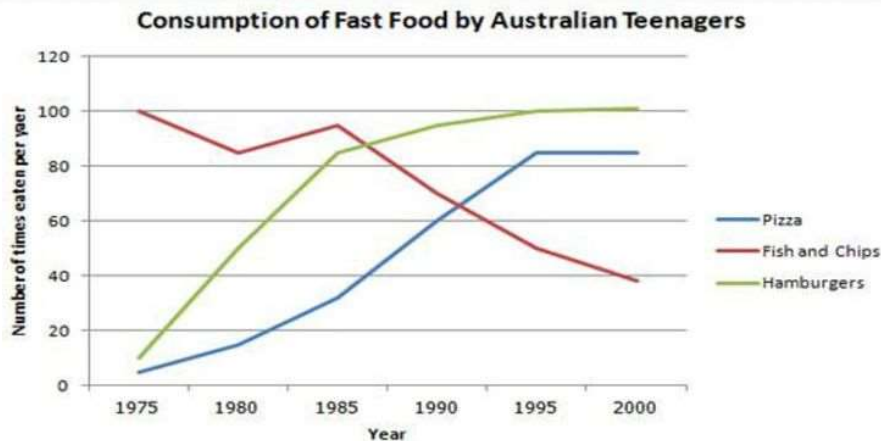
Metamorphic rocks are formed under the surface of the earth from the change that occurs due to intense heat and pressure. The rocks that result from these processes often have ribbon like layers and may have shiny crystals, formed by minerals growing slowly over time, on their surface. Examples of this rock type include gneiss and marble.

Igneous rocks are formed when magma cools and hardens. Sometimes the magma cools inside the earth, and other times it erupts



## Introduction Paragraph

### 2) Give an Overview



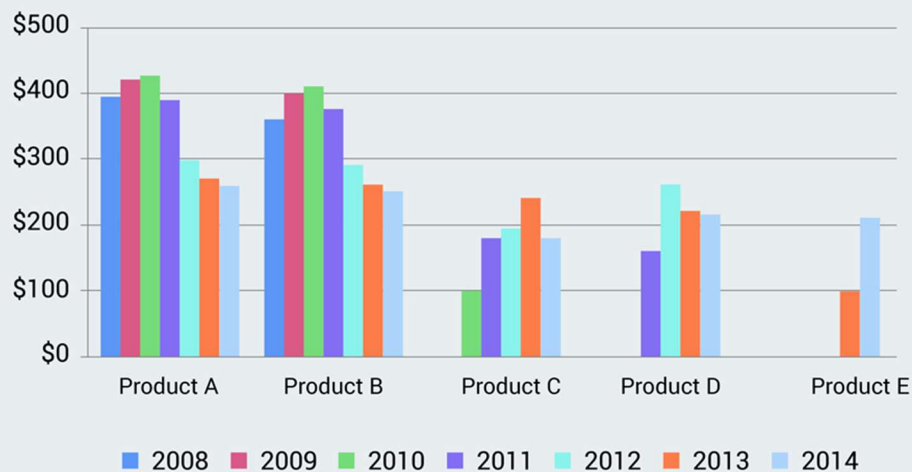
- You also need to state what the main trend or trends in the graph are. Don't give detail such as data here – you are just looking for something that describes what is happening overall.
- One thing that stands out in this graph is that one type of fast food fell over the period, whilst the other two increased, so this would be a good overview. Here is an example:

***Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.***

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### Exercise

### Average Retail Product Price per Year



Source: Storytelling With Data by Cole Nussbaumer Knaflic

### **3.NOTE MAKING**

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

Note making is not just about writing down everything you hear or read.

It is a **process of reviewing, connecting and synthesizing ideas from your lectures or reading.**

Making notes helps you to: stay active and engaged during your lectures, reading and revision, be selective and identify key ideas.

#### **Note Making Format**

The diagram illustrates a hierarchical note-making format on a green background. It starts with a main heading, followed by three levels of sub-headings. Each sub-heading is followed by a list of points or sub-points. A watermark 'www.EnggTree.com' is visible in the center of the diagram.

**HEADING or TITLE**

- 1. Sub-heading A**
  - a. Point
  - b. Point
  - c. Sub-Sub-heading
    - i. Sub-point
    - ii. Sub-point
    - iii. Sub-point
  - d. Point
- 2. Sub-heading B**
  - a. Point
  - b. Point
  - c. Point
  - d. Sub-sub-heading
    - i. Sub-point
    - ii. Sub-point
- 3. Sub-heading C**
  - a. Point
  - b. Sub-sub-heading
    - i. Sub-point
    - ii. subpoint

## The Procedure of Note Making

- Read the passage provided
- Underline the important sentences. It helps to make headings and subheadings
- Make a rough note first so as to get an idea
- Organize them in logical order or sequence for the final note
- Use the appropriate note making format
- Do not change the idea or the message of the passage

## Points to Remember for Note Making Format

- Avoid using long sentences as heading or title
- Never lose the main idea of the passage
- Ignore information which is less important
- Be brief, clear, and specific
- Use logical sequencing and Use proper indentation
- Leave no spaces to avoid confusion
- Do not include your own version or understandings
- Use abbreviations
- Make your note more memorable by adding colors, drawings, and symbols

### Outline

Shakespeare
• Playwright
• 39 plays
• Comedies
• As You Like It
• Much Ado About Nothing
• Histories
• English
• King John
• Roman
• Julius Caesar
• Antony and Cleopatra
• Tragedies
• Romeo and Juliet
• Hamlet
• English
• Born 1564 Strafford-upon-Avon

## Body Language and Oral Presentations

Traditional  
Format

### I. BODY LANGUAGE (conveys your state of mind)

#### A. Movement

1. Strive for natural movement.
2. Control distracting mannerisms. (pacing, pen clicking).
3. Develop natural style
  - (a) Move forward to stress points.
  - (b) Step back and focus attention on screen.
4. Hold objects so audience can see them.  
(Never pass them around)
5. Avoid excessive and uncontrolled movement.

#### B. Facial Expressions

1. Smile. [www.EnggTree.com](http://www.EnggTree.com)
2. Appear relaxed and friendly.

#### C. Gestures

1. Use natural gestures to emphasize what you're saying.
2. Integrate and coordinate gestures with text.
3. Examples
  - (a) number of fingers = number discussed.
  - (b) sizes, shapes - tall, short
4. Use gestures to help pace yourself.
5. Use gestures based on audience size.

#### D. Posture

1. Practice good posture.
2. Don't prop up against wall or desk.
3. Don't sit unless it's part of presentation.

## **Reading Comprehension**

### **1. Read the passage given below and answer the questions that follow**

Flexibility and mobility are essential not only to reduce the risk of injuries but to generally feel better. Living a nine to five desk life can be demanding on health and wellness. Here is how you can keep the most common problems at bay. Even if you are not exercising you need to make sure that you maintain correct posture and sit at your desk in the right way. It is important that your chair is placed correctly and your legs are not left hanging. Proper alignment ensures that your neck and back are not strained. Exercises and abdominal crunches two to three times a week can strengthen the core. It will help take the pressure off your back and will make it easier to maintain good posture. Chairs with a back that support your upper back are preferable for those who work long hours in front of screens.

Constant typing, writing reports, and answering e-mails can exert your wrists leading to long-term damage. The frequency of your use and how you position your wrists at your keyboard can be a reason. The telltale signs of exertion would be a tingling sensation or numbness. One should not ignore initial signs. Make sure that you rest your wrist at regular intervals. To relieve tension quickly fold your hands in a NAMASTE in front of your chest with elbows moving out and lower your hands till you feel a good stretch in your wrists. Also rotating your fists inside and outside provides much relief to strained wrists.

Since those who work on desks spend a lot of time looking at a computer screen, they are at a risk of straining their eyes. This may also lead to dry eyes and fatigue. Poor eyesight is the result of continued and improper exposure to screens. Keeping the computer screen at an optimal distance helps a lot in minimising strain to eyes. The screen shouldn't be too close or too far. To ease eye strain use good lighting and make it a point to look at a distance away from your screen every twenty to thirty minutes.

(a) On the basis of your reading of the above passage make notes on it using headings and subheadings.

Use recognisable abbreviations and a format you consider suitable. Also, supply a title to it.

(b) Write a summary of the passage in not more than 80 words using the notes made.

**Answer:**

### **Health and Wellness for Desk users**

1. Correct posture

1.1 Place chair correctly for neck and back

1.2 Don't hang legs

1.3 Excises & abdominal crunches

1.4 Choose chairs with support from upper back

2. Maintaining wrist flexibility

2.1 Wrong position can cause wrist damage, cause tingling

2.2. Relax wrists reg'ly in Namaste position and stretch

2.3 Rotate wrists inside and outside.

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3. Preventing eye strain

3.1 Eye strain can cause dry eyes and fatigue

3.2 Keep computer screen at an optimal distance to prevent poor eyesight

3.3 Use good light'g

3.4 Look at a distant spot every 20-30 minutes.

### **Key to the Abbreviations Used**

1. corr'ly – correctly

2. ex'cises – exercises

3. abdom'l – abdominal

4. damg – damage

5. reg'ly – regularly

6. light'g – lighting

**(b) Summary**

Desk users are at risk of losing flexibility, mobility, and wellness due to long working hours. Good selection of office chairs and proper posture are essential for neck and back health. Damage to the wrists can be prevented by exercising them frequently. Eyes too are at a risk due to looking at the computer screen for long. Optimal distance from the screen will prevent fatigue, dry eyes and poor vision. Good lighting is essential. One should look away from the screen every 20-30 minutes.

2.

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and to concentrate on understanding what has been heard. Incompetent listeners fail in a number of ways. First, they may drift. Their attention drifts from what the speaker is saying. Second, they may counter. They find counter-arguments to whatever a speaker may be saying. Third, they compete. Then, they filter. They exclude from their understanding those parts of the message which do not readily fit with their own frame of reference. Finally, they react. They let personal feelings about the speaker or subject override the significance of the message which is being sent.

What can a listener do to be more effective. The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message, his chances of success are high! It may need determination. Some speakers are difficult to follow either because of voice problems or because of the form in which they send a message. There is then a particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness but also positioning of the body, the limbs, and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note taking, by trying to capture the critical headings and subheadings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested to take notes, the patterns of eye contact when the note taker looks up can be very positive; and the speaker's timing is aided he can see when a note-taker is writing hard and can then make effective use of pauses.

Posture too is important. Consider the impact made by a less competent listener who pushes his chair backward and slouches. An upright posture helps a listener's concentration. At the same time, it is seen by the speaker to be a positive feature amongst his listeners. Effective listening skills . have an impact on both the listener and the speaker.

(a) On the basis of your reading of the above passage make notes on it using headings and subheadings. Use recognizable abbreviations wherever necessary and also suggest a suitable title.

(b) Write a summary of the passage in not more than 80 words using the notes.

**Answer:**

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### **Effective Listening Leads to Effective Speaking**

#### 1. Incompetent listening

- (a) attention drifts
- (b) lis'nr counters arguments and competes
  - (i) filters msgs
  - (ii) reacts to the msg

#### 2. How to listen effectively

- (a) concentration is needed
  - (i) alertness helps in concentration
  - (ii) physical fitness → mental alertness



- (b) Note-taking aids effective listening
  - (i) lis'nr tries to capture the main pts
  - (ii) note-taking helps the spkr too
  
- (c) Determination is needed to
  - (i) overcome voice and other peculiarities
  - (ii) decipher the form of the msg
  
- (d) Posture helps
  - (i) upright posture of lis'nr helps in concentration
  - (ii) helps the spkr

### 3. Conclusion

#### **Effective listening impacts the lis'nr and the spkr**

Key to abbreviations:

	<a href="http://www.EnggTree.com">www.EnggTree.com</a>		
lis'nr	—		listener
msg	—		message
tkg	—		taking
pts	—		points
spkr – speaker			

#### (b) Summary:

Good listening can aid the speaker and can lead to good speaking. Incompetent listeners disturb good speaking by countering the speaker or by competing with him.

For good listening concentration on receiving the message is needed. Determination to receive the message, mental alertness and good posture help. Taking notes is also an aid to concentration and good listening. Good listening helps the speaker through eye contact. An attentive posture of the listener increases the speaker's confidence.

**UNIT-5**

**PART A**

**Future Tenses**

**Punctuation**

**Negation (Statements & Questions)**

**Simple, Compound & Complex Sentences.**

**Cause & Effect Expressions**

**Content vs Function words.**

**PART B**

**Essay Writing (Descriptive or narrative)**

**Paragraph writing (Short Report on an event ,field trip etc.)**

**PART A**

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**Future Tense**

The Future Tense agenda includes any action that is scheduled to occur in the Future. Future Tense, like any other Tense, can be identified by the verb form and auxiliaries utilized.

**Simple Future Tense Rules**

When describing an action that will take place in the Future, the Simple Future Tense is employed. It expresses assurance and facts. The following is an example of how to use this Tense: Subject + will/shall + V1 + Object

**Example:**

- We'll relocate to another city.
- He'll arrive in New York tomorrow.

**Future Continuous Tense Rules**

The Future Continuous Tense portrays an action that will most likely occur in the future and last for a predetermined amount of time. It's made up of the words 'will+be+past participle.' The following Tense is used:

Subject + will be/shall be + ing + V1 + Object

**Example:**

- I'll be sleeping till around 6 a.m. tomorrow.
- They'll be playing at this time the next day.

**Future Perfect Tense Rules**

The Future Perfect Tense is used to indicate an action that will take place at a Future date and time. The Tense is generated by combining the words "will" and "have" with the verb's past participle. It's used for:

Subject + will have/shall have + V3 + Object

**Example:**

- I plan to finish the homework by Monday.
- Before her father arrives, she will have cleaned the house.

**Future Perfect Continuous Tense Rules**

The Future Perfect Continuous Tense describes an action that will last until a Future date. It's made up of the participle will+have+been+present. It's used for:

Subject + will have been + V1 + ing + Object

**Example:**

- He'll have run for an hour on the treadmill the next day.
- We'll have spent the entire winter soaking in the afternoon sun.

**Future Tense Rules**

The Future Tense is used to represent Future occurrences that haven't happened yet but may happen in the Future. It's a Future-Tense version of the verb that doesn't exist right now.

**Example:**

- She'll be performing her dance to classical music.
- We'll be moving to the house in upstate New York first thing tomorrow morning.
- In ten minutes, the train will depart.

**Exercise**

1. The bus -----( to arrive) at 12:30.
2. We -----( to have) lunch at mountain top café.
3. Rohit -----( to fly) to New Delhi on Wednesday evening.

4. Are you still reading that book? If you----- (to finish) by 4 pm we can go out for ice cream.
5. I----- (to see) my mother in May.
6. Look at the weather. It ----- (to rain) in a few minutes.
7. Wait! I ----- (to drive) you to the airport.
8. I'm sorry but you need to stay in the office until you \_\_\_\_\_ (to finish) your work
9. I don't think you \_\_\_\_\_ (to have) any problems when you land in Boston

**Answers-**(Arrives/are going to have/is flying/finish/am going to see/is going to rain/ will drive/have finished/will have)

### **Punctuation**

Punctuation is the tool that allows us to organize our thoughts and make it easier to review and share our ideas. The standard English punctuation is as follows: **period, comma, apostrophe, quotation, question, exclamation, brackets, braces, parenthesis, dash, hyphen, ellipsis, colon, semicolon.**

**Punctuate the following sentences using comma, semi colon and the colon:**

1. The Gita says life is action.
2. Man is mortal God is eternal.
3. To err is human to forgive divine.
4. Bacon says reading maketh a full man.
5. Pope says little knowledge is a dangerous thing.
6. A thing of beauty is a joy for ever Its loveliness increases.
7. Shakespeare's four great tragedies are King Lear Hamlet Othello and Macbeth.
8. The two great books of Nehru are The Discovery of India and My Autobiography.
9. He wants money to spend on books to read horses to ride and a palatial house to live in.
10. The rain fell in torrents the sky was dark the roads were deep in mud the way was long the weary travellers plodded on in silence.

## Answer

1. The Gita says: Life is action.
2. Man is mortal; God is eternal.
3. To err is human: To forgive is divine.
4. Bacon says: Reading maketh a full man.
5. Pope says: Little knowledge is a dangerous thing.
6. A thing of beauty is a joy forever; its loveliness increases.
7. Shakespeare's four great tragedies are: King Lear, Hamlet, Othello and Macbeth.
8. The two great books of Nehru are: The Discovery of India and My Autobiography.
9. He wants money to spend; on books to read, horses to ride, and a palatial house to live in.
10. The rain fell in torrents; the sky was dark, the roads were deep in mud, the way was long, the weary travellers plodded on in silence.

Punctuation			
.	Full Stop	End a sentence	Mary rode her bike to the playground.
,	Comma	Separate items in a list Show a break in a sentence	I like reading books, listening to music, and studying English. As the day came to an end, the fire fighters put out the last spark.
?	Question Mark	Ask a question	Where are you from?
!	Exclamation Mark	Emphasis a strong feeling	Wow! Today has been awesome!
;	Semi-Colon	Link elements of a sentence	My daughter is a teacher; my son is a doctor.
:	Colon	Introduce a list	You have two choices: finish the work today or lose the contract.
" "	Quotation Marks	Show what is said	"I work in Italy" said Jimmy.
'	Apostrophe	Show ownership or missing letters	Sean's performance at school has greatly improved. They're going to the movies tonight.
-	Hyphen	Join words together	My eight-year-old boy loves reading.
( )	Brackets	Set off less important details	The two brothers (Richard and Sean) were learning how to play guitar.
...	Ellipsis	Show that parts of sentences are left out	To be continues...

### **Negation (Statements & Questions)**

The most common way to make a phrase negative is by using "**not**." Generally, "not" follows an auxiliary verb ("to be", "to do") or a modal (shall, must, might, will, etc.) even if the verb adds no meaning to the sentence. When no modal is present or appropriate, we use the verb "to do"

#### **Examples:**

**They are working hard.**

**They will be working hard.**

**They had worked hard.**

**They have been working hard.**

**They might have been working hard.**

We make negatives by putting **not** after **the first part of the verb**:

They **are not** working hard.

They **will not** be working hard.

They **had not** worked hard.

They **have not** been working hard.

They **might not** have been working hard.

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In spoken English, we often reduce *not* to ***n't***:

They **aren't** working hard.

They **won't** be working hard.

They **hadn't** been working hard.

They **haven't** been working hard.

They **mightn't** have been working hard.

### **Negative Questions**

What about using "not" in questions? Negative questions are possible, but they aren't commonly used. Tell your students that they might hear or use negative questions to show surprise or to get confirmation.

- Are you **not** feeling well today?  
(e.g., ask this if your friend is quieter than usual)
- Do you **not** like pizza?  
(e.g., ask this if your friend isn't eating pizza when everyone else is)
- Have you **not** seen this movie?  
(e.g., ask this if your friend isn't joining in a discussion about a popular film)
- Negative: *Aren't you going to English class tomorrow?*  
Positive: *Are you going to English class tomorrow?*
- Negative: *Doesn't she know that the report is due today?*  
Positive: *Does she know that the report is due today?*
- Negative: *Do you mind if I drink the last can of Coke?*  
Positive: *May I drink the last can of Coke?*
- Negative: *Didn't you wash the dishes yesterday?*  
Positive: *Did you wash the dishes yesterday?*

### **Simple, Compound & Complex Sentences**

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**A dependent clause contains a subject and a verb, but no complete thought.**

- A SIMPLE SENTENCE has one independent clause. ...
- A COMPOUND SENTENCE has two independent clauses joined by. ...
- A COMPLEX SENTENCE has one dependent clause (headed by a subordinating conjunction or a relative pronoun ) joined to an independent clause.

### **Simple Sentences**

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

**Examples of simple sentences include the following:**

1. Joe waited for the train.

"Joe" = subject, "waited" = verb

2. The train was late.

"The train" = subject, "was" = verb

3. Mary and Samantha took the bus.

"Mary and Samantha" = compound subject, "took" = verb

4. I looked for Mary and Samantha at the bus station.

"I" = subject, "looked" = verb

5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.

"Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb

A simple sentence can also be referred to as an independent clause. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

### Compound Sentences

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

♣ For ♣ And ♣ Nor ♣ But ♣ Or ♣ Yet ♣ So

**Examples of compound sentences include the following:**

1. Joe waited for the train, but the train was late.
2. I looked for Mary and Samantha at the bus station, but they arrived at the station before noon and left on the bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, and they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, so I did not see them at the bus station.

### Complex Sentences

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

**Examples of dependent clauses include the following:**

- ♣ because Mary and Samantha arrived at the bus station before noon
- ♣ while he waited at the train station



♣ after they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions. Below are some of the most common subordinating conjunctions:

♣ after

♣ though

♣ although

♣ unless

♣ as

♣ until

♣ because

♣ when

♣ before

♣ whenever

♣ even though

♣ whereas

♣ if

♣ wherever

♣ since

♣ while

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

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Tip: When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

**Read the following sentences and state whether they are simple, complex or compound.**

A simple sentence consists of just one clause.

A complex sentence consists of one independent clause and one or more dependent (subordinate) clauses. A compound sentence consists of two or more coordinate (independent) clauses.

### Exercise

1. We were playing in the garden when the guests arrived.
2. She put on her coat and went out.
3. I can't figure out what he wants.
4. You don't look happy to see me.
5. The cat saw the puppies playing in the garden.
6. She leaned out of the window.
7. You shouldn't have done this to me.
8. They tried very hard but they couldn't win the match.
9. Who let the cat in?
10. Although it was raining, we went for a walk.

### Answers

1. We were playing in the garden when the guests arrived. (Complex sentence)
2. She put on her coat and went out. (Compound sentence)
3. I can't figure out what he wants. (Complex sentence)
4. You don't look happy to see me. (Simple sentence)
5. The cat saw the puppies playing in the garden. (Simple sentence)
6. She leaned out of the window. (Simple sentence)
7. You shouldn't have done this to me. (Simple sentence)
8. They tried very hard but they couldn't win the match. (Compound sentence)
9. Who let the cat in? (Simple sentence)
10. Although it was raining, we went for a walk. (Complex sentence)

### Cause & Effect Expressions

When we talk about a situation that makes another situation happen, we talk about **cause and effect**.

We often use some words and expressions such as **because, since, due to, as, thanks to, therefore**, so to talk about cause and effect.

Example:

1. I help you **because** I like you.

2. I study hard **because** I want to pass the exam.
3. We have to go home **since** we have no idea where to go next.
4. You need to hurry up **since** it's very late now.
5. I can't go out **as** it's raining.
6. I can't run fast **as** I'm too fat.
7. I love you, **so** I will do everything to make you happy.
8. I didn't eat anything, **so** I'm very hungry now.
9. We had to cancel the picnic **because** of bad weather.
10. I did it **because** of you.
11. The flight was **canceled** due to the storm.
12. I came home late **due to** the traffic jam.
13. He didn't work hard **as a result**, he was fired.
14. I was busy this evening **therefore**, I couldn't come to your party.

### Content vs Function words

Content Words vs. Function Words. **Function words include determiners, conjunctions, prepositions, pronouns, auxiliary verbs, modals, qualifiers, and question words.** Content words are words with specific meanings, such as nouns, adjectives, adverbs, and main verbs (those without helping verbs.)

### **Content Words vs. Function Words**

- **Content** = information, meaning
- **Function** = necessary words for grammar

Featured Video

Identical Words in Spanish and English

In other words, content words give us the most important information while function words are used to stitch those words together.

**Content Word Types** :Content words are usually nouns, verbs, adjectives, and adverbs. A noun tells us which object, a verb tells us about the action happening, or the state. Adjectives give us details about objects and people and adverbs tell us how, when or where something is done. Nouns, verbs, adjectives and adverbs give us important information required for understanding.

- **Noun** = person, place or thing
- **Verb** = action, state
- **Adjective** = describes an object, person, place or thing
- **Adverb** = tells us how, where or when something happens

**Other Content Words** -These include negatives like no, not and never; demonstrative pronouns including this, that, these and those; and question words like what, where, when, how and why.

### Function Word Types

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Function words help us connect important information. Function words are important for understanding, but they add little meaning beyond defining the relationship between two words. Function words include auxiliary verbs, prepositions, articles, conjunctions, and pronouns. Auxiliary verbs are used to establish the tense, prepositions show relationships in time and space, articles show us something that is specific or one of many, and pronouns refer to other nouns.

- Auxiliary verbs = do, be, have (help with conjugation of tense) do,does,did, has, will
- Prepositions = show relationships in time and space (in, at, though, over, between, under)
- Articles = used to indicate specific or non-specific nouns
- Conjunctions = words that connect (and, but, as, so, since)
- Pronouns = refer to other nouns (I,you,him,us,ours,she..)

Knowing the difference between content and functions words is important because content words are stressed in conversation in English. Knowing the difference between content and function words can help you in understanding, and, most importantly, in pronunciation skills.

**Exercise**

Decide which words are function and content words in the following sentences.

1. Mary has lived in England for ten years.
2. He's going to fly to Chicago next week.
3. I don't understand this chapter of the book.
4. The children will be swimming in the ocean this time next week.
5. John had eaten lunch before his colleague arrived.
6. The best time to study is early in the morning or late in the evening.
7. The trees along the river are beginning to blossom.
8. Our friends called us yesterday and asked if we'd like to visit them next month.
9. You'll be happy to know that she's decided to take the position.
10. I won't give away your secret.

**Answers :**

1. **Mary** has **lived** in **England** for **ten years**.
2. He's going to **fly** to **Chicago** **next week**.
3. **I don't understand this chapter** of the **book**.
4. The **children** will be **swimming** in the **ocean** at **five o'clock**.
5. **John** had **eaten lunch** before his **colleague** **arrived**.
6. The **best time** to **study** is **early** in the **morning** or **late** in the **evening**.
7. The **trees** along the **river** are **beginning** to **blossom**.
8. Our **friends** **called** us **yesterday** and **asked** if we'd like to **visit** them **next month**.
9. You'll be **happy** to **know** that she's **decided** to **take** the **position**.
10. I **won't** **give away** your **secret**.