

HS8251 Technical English

A ready reference for Unit I

Part A

Purpose statements

Purpose statements are sentences that indicate the use of a product or the reason for/ the purpose of using a process. It states why a process/ device is used (reason/ purpose) or describes the uses of the process/ device (applications).

The purpose statements use phrases like

1. Using gerunds:

..... for the purpose of + gerund.....

The Government is importing onion for the purpose of reducing the rising price.

..... with a view to + gerund.....

We bought this house with a view to renting it for a good amount.

..... is used for + gerund.....

Compact Fluorescent Lamps are used for saving electricity.

2. Using infinitives:

The aim of + gerund+ is to.....

The aim of conducting examinations is to assess the students' knowledge and understanding.

The purpose of + gerund + is to.....

The purpose of using computers is to complete the work faster.

..... is used to.....

Carpets are used to improve the appearance of the room.

..... in order to

I save money in order to live a peaceful life after retirement.

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.

A compressor

Basic definition

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.

SUBJECT - VERB AGREEMENT

In a sentence, the subject (mostly a noun or a pronoun) and the verb form the crux. These two grammatical items should agree with each other in two aspects.

1. The verb should agree with the subject in Number (as in singular: "The book is"; plural "The books are...")
2. The verb should agree with the Person.

This is also called Subject - Verb agreement or Concord.

	<u>Singular</u>	<u>Plural</u>
I. Person	- I like sweets	We like sweets
II. Person	- You like	You like
III. Person	- • He / She / It likes	They like

Mistakes arise mainly due to 'ingrained speech habits'.

Certain aspects by which one can decide whether the subject is singular or plural are given below:

1. Two or more nouns joined by 'and' take the plural verb.
(e.g) Both Raja and Rani are good at studies.

Two and Two make four.

Swetha and Haritha have come.

But, when two or more nouns refer to one general thing, singular verb is used.

(e.g.) Bread and butter is a wholesome food.

Slow and steady wins the race.

Law and order is an election issue.

2. When two titles / designations are connected by 'and' and used to refer to two different persons, plural verb follows:

(e.g.) The poet and the philanthropist are coming to the function.

But, if the second noun is **not** preceded by the article 'the', singular verb is used because both the designations/ titles refer to one individual.

(e.g.) The poet and philanthropist is coming to the function.

3. The pattern 'one of' is always followed by a plural noun. The verb agrees with 'one', **not** with the plural noun.

(e.g.) One of the teachers has a good sense of humour.

One of the books is missing.

But, when the same phrase occurs in the middle of the sentence as antecedent and is followed by the relative 'who', 'that', 'which', the verb is plural.

(e.g.) John is one of the students, who are dependable in all circumstances.

He is one of the players, who have won a number of medals.

4. When words are added to a singular subject by 'with', 'together with', 'along with', 'in addition to', 'as well as', 'besides' etc., the verb is singular.

(e.g.) The file, with all the papers, is missing.

A citation, along with a cash award, was given.

But, if commas are omitted in written English, the subject is treated as plural and plural verb is used.

(e.g.) The dog along with its master are going for a walk.

5. When two or more nouns or pronouns in the singular are connected by 'or', 'nor', 'either.... Or', 'neither nor', the verb is singular.

(e.g.) Neither Rosy nor her friends has come.

But, if the subject near the verb is plural, then plural verb is used.

(e.g.) Either Ramu or his friends have the book.

Neither Sita nor her well-wishers were present.

6. When 'or', 'nor', 'either.... or', 'neither...nor', joins different Persons, the verb agrees with the nearest subject.

(e.g.) Either he or you are lying.

Neither you nor I am to come.

Neither they nor she is going to the movie.

7. The indefinite pronouns 'each', 'every', 'each one', 'every one', 'everybody', 'anybody', 'either', 'neither', 'no one', 'nobody', take the singular verb.

(e.g.) Each of the books is worth reading

Neither of the answers is correct.

Every day brings goodwill and cheer.

Even if two nouns preceded by 'each', or 'every' are connected by 'and', the verb is singular.

(e.g.) Each boy and each girl has a story to say.

Every man and every woman is prone to death one day.

8. Certain nouns, though singular in form, are considered as plural and take the plural verb.

(e.g.) The cattle are grazing in the field.

The people are waiting for the President.

The police were forced to act.

9. There are several nouns plural in form but singular in meaning and take the singular verb.

(e.g.) Physics is an interesting subject.

Politics is a dirty game.

Measles is an infectious disease.

A few other words under this category are: dynamics, economics, mathematics, innings, billiards, athletics, acoustics, tactics, The United States, Naples, classics, comics, news, etc.

NOTE: Not all plural nouns are taken as singular in form. Care must be taken to use plural verbs after such nouns. For instance, tools and articles consisting of two equal parts are taken as plural nouns.

(e.g.) The clothes in that shop are very expensive.

Her scissors are not very sharp.

The stairs are very steep.

A few other words are: pants, forceps, cards, spectacles, wages, shorts etc. When countability is taken into account, these nouns are to be preceded by 'a pair of

(e.g.) Three pairs of trousers are hanging on the line.

A pair of scissors is there.

10. Certain collective nouns, take the singular or plural verb based on the context. When the noun is taken as a group or collection, it takes the singular verb.

(e.g.) A committee has been set up to probe into the incident.

The Government is working for the welfare of the downtrodden.

The class is going for an industrial visit.

But the same words take the plural verb, when each member is considered as an individual.

(e.g.) The committee believe in stringent action.

The Government want to keep the plan to themselves.

The audience were delighted with the performance.

11. Almost the same principle applies to the class nouns: Some of, most of, a lot of, a great deal of, plenty of, lots of, one-third of, (all fractions) etc. These take the plural verb when they refer to number.

(e.g.) Some of the boys are very intelligent.

Lots of fans have come.

Half of the fruits are not ripe yet.

Plenty of roses are available in the market.

The same nouns take the singular verb, when they refer to quantity.

(e.g.) One-third of the land is still fertile. Some of the sugar is spilt.

Plenty of water is available. Lots of tea has been prepared.

Note:'The majority of' can be used only for number. So the verb is always plural.

(e.g.) The majority of students are not hard-working.

12. Class nouns such as furniture, stationery, food, cutlery, footwear, information, equipment etc. are considered as singular.

(e.g.) The cutlery in the cupboard is elegant.

The footwear you bought yesterday was good.

The furniture in the room needs polishing.

A factory with modern equipment is for sale.

13. 'Many a' and 'more than one' are followed by a singular noun and take the singular verb.

(e.g.) Many a book is interesting.

More than one candidate was absent in the meeting.

But when 'many' and 'more' are used alone refer to number take the plural verb.

(e.g.) Many students were present at the function.

More volunteers are needed.

'A great many' also takes the plural verb.

(e.g.) A great many food items lie unused.

14. Phrases beginning with 'a team of', 'a chain of', 'a flock of', 'a bouquet of', 'a crowd of', 'a series of', 'a set of' etc. take the singular verb though the word after them is plural.

(e.g.) A series of serials is telecast every day.

A team of ministers has come on a visit.

A regiment of soldiers is deployed for election duty.

15. If a sentence begins with 'a number of', the verb is plural; whereas if it begins with 'the number of' the verb is singular.

(e.g.) A number of students are playing in the ground.

Here 'a number of' means many.

But, 'The number of students good at sports is very few'.

16. When the subject of a sentence begins with specific quantity, amount or distance, the verb is singular when considered as a whole.

(e.g.) Three thousand rupees is not a huge amount.

Five years contract is too much.

Four hundred miles is not a big distance.

But, the sum of money or years, when considered separately, the plural verb is used.

(e.g.) Seven years have rolled since we shifted to Chennai.

One lakh rupees were distributed among the victims.

17. Titles or names of books, quotations take the singular verb only.

(e.g.) 'The Discovery Channel' gives vast information.

'Tales from Sherlock Holmes' makes reading interesting.

"Honesty is the best policy" is a saying.

18. Certain adjectives are used with the article 'the' to refer to a group of people in a particular condition; The blind, The youth, The brave, The poor, The unemployed etc. take the plural verb.

(e.g) The destitute are taken care by the organization.

The brave die once.

The unemployed are restless.

The youth of today are the pillar of tomorrow.

19. Singular noun joined by a preposition, takes the singular verb.

(e.g) City after city is captured by the Americans.

Dr. Kalam's speech after speech inspires the youth.

20. Introductory 'there' combination is always followed by a verb which corresponds to the noun following it.

(e.g) There were a number of business men at the party.

There was lots of food on the table.

21. Some nouns have one meaning in the singular and another in the plural.

<u>Singular</u>	<u>Meaning</u>	<u>Plural</u>	<u>Meaning</u>
Advice	- Counsel	Advices	- Information
Good	- Benefit	Goods	- Property
Work	- Job	Works	- Composition; factories -
Quarter	- One fourth	Quarters	Houses
Air	- Atmosphere	Airs	- Proud behaviour

Force	-	Strength	Forces	-	Army
Physic	-	Medicine	Physics	-	Physical sciences

- (e.g.) 1.(a) There is one quarter of the food remaining.
(b) I live in the government quarters.
2. (a) He works for his own good.
(b) The goods in the factory were damaged.
3. (a) Man cannot live without air.
(b) It is not good to put on airs.

Technical vocabulary

A person's vocabulary is set of words within a language that are familiar to that person. Acquiring vocabulary is one of the largest challenges in learning a second language. There are techniques that help to learn new words and build vocabulary. Relatively painless techniques can be employed to boost command of words. Here are 10 of them:

1. Read. Research shows that one of the best vocabulary builders is reading certainly a lot of reading will be done by everyone. Make it a habit to jot down unfamiliar words you come across while researching your paper and learn their definitions and usage. Consider keeping a file of new words with definitions and examples of how to use them in a sentence.
2. Read beyond textbooks. Look for new words when you read for pleasure. Read for pleasure. Read magazines, newspapers, and the Internet. Look for topical words, words in the news.
3. Learn word roots. Sixty percent of the English language comes from Latin. You can learn both Latin and Greek word roots, suffixes, and prefixes, thus giving you the tools to guess out the meanings of words.
4. Sort new words. You can combine techniques 1 through 3 by writing new words you encounter on notes and then applying your knowledge of word roots to sort words based on their common roots, prefixes, and suffixes.

Alternatively, group synonyms together, or make sentences with them. Create a word wall and learn from the relationships among words.

5. Make a new-word list. Vocabulary experts recommend a word list with more than just definitions. He suggests columns for the new word you want to learn, it's part of speech (noun, verb, etc.), its pronunciation, synonyms for the word, its antonyms, its derivation (learning those Greek and Latin roots will help), common meanings of the words, related words, and sentences that illustrate how the word is used. Such a detailed list could be kept in a notebook or even on a spreadsheet on your computer. Investigating all those aspects of

new words is a lot of work, but research shows that multiple exposures to words truly help you learn them.

6. Learn a new word each day. Many tools are available to help you learn a new word every day, including print calendars and Web sites.

7. Determine word meanings from their context. Even before you look a word up, try to figure out what it means by the context in which you find it. You will certainly encounter lots of words in context in your college readings.

Studies show that strategies in which you self-evaluate how you have figured out what words mean reinforce your learning of those words.

8. And then use them in new contexts. Use them in your written assignments. Look for concepts related to the new words you are using.

9. Use new words in conversation. Do not worry about appearing pompous or too smart by using new word you have learned. You will learn the words better, and you might even impress your conversation partners.

10. Cultivate a fascination, affection, and curiosity for words and their histories. If you think of vocabulary improvement as a distasteful chore, you will obviously not get far with it. But if you immerse yourself in words, their meanings, uses, and derivations, you'll develop a life-long facility with words that will serve you well throughout your college years and far beyond.

Compound words

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*.

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

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

Noun	+ Noun	toothpaste
Adjective	+ Noun	monthly ticket
Verb	+ Noun	Bath tub
Preposition	+ Noun	underground
Noun	+ Verb	haircut
Noun	+ Preposition	hanger on
Adjective	+ Verb	dry-cleaning
Preposition	+ Verb	output

Expansion of the compound words

1. Air supply - Supply of air
2. Battery car- a car which runs on battery
3. Cable Television - a television working with signals transmitted through cables
4. Power transmission problems - problems in the transmission of power
5. Jet engine - an engine used to propel a jet
6. Laser printer - a printer that uses laser technology
7. Pedal power - power derived from a pedal device
8. Nickel Alloy- an alloy containing nickel
9. Temperature drop- drop in temperature
10. Pressure valve - a valve used to release excess pressure

Part B

Reading comprehension

Read the following passage and answer the questions below:

Whenever people sell or exchange wild animal and plant resources, this is wildlife trade. It can involve live animals and plant products. Wild trade is easiest to track when it is from one country to another because it must be checked and often recorded, at customs checkpoints.

Why do people trade wildlife? People trade wildlife for cash or exchange it for other useful objects – for example, utensils in exchange for wild animal skins. Driving the trade is the end –consumer who has a need or desire for wildlife products, whether for food, construction or clothing.

What is the scale of wildlife trade? The trade involves hundreds of millions of wild plants and animals from tens of thousands of species. To provide a glimpse of the scale of wildlife trafficking, there are records of over 100 million tons of fish, 1.5 million live birds and 440,000 tons of medical plants in trade in just one year.

Wildlife trade is by no means always a problem and most wildlife trade is legal. However, it has the potential to be very damaging. Populations of species on earth declined by an average 40% between 1970 and 2000- and the second-biggest direct threat to species survival, after habitat destruction, is wildlife trade.

Perhaps the most obvious problem associated with wildlife trade is that, it can cause overexploitation to the point where the survival of a species hangs in the balance. Historically, such overexploitation has caused extinctions or severely threatened species and, as human populations have expanded, demand for wildlife has only increased.

Recent overexploitation of wildlife for trade has affected countless species. This has been well-publicized in the cases of tigers, rhinoceroses, elephants and others, but many other species are affected. This overexploitation should concern us all because it harms human livelihoods and the balance of nature.

Wildlife is vital to the lives of a high proportion of the world's population, often the poorest. Some rural households depend on local wild animals for their meat protein and on local trees for fuel, and both wild animals and plants provide components of traditional medicines used by the majority of people in the world. While many people in developed countries are cushioned from any effects caused by a reduced supply of a particular household item, many people in the developing world depend entirely on the continued availability of local wildlife resources.

In addition to the impact on human livelihoods caused by the over harvesting of animals and plants is the harm caused by overexploitations of species to the living planet in a wider way. For example, over fishing does not only affect individual fishing communities and threat certain fish species, but causes imbalances in the whole marine system. As human life depends on the existence of a functioning planet Earth careful and thoughtful use of wildlife species and their habitat is required to avoid not only extinctions, but serious disturbances to the complex web of life.

Particular problems are associated with illegal Wildlife trade, which is usually driven by a demand for rare, protected species which need to be smuggled and/or by a desire to avoid paying duties. In illegal wildlife trade, some species involved are highly endangered, conditions of transport for live animals are likely to be worse and wildlife is more likely to have been obtained in an environmentally

damaging way. The existence of illegal trade is also worrying because it undermines countries efforts to protect their natural resources.

Incidental killing of non-target species, such as dolphins and seabirds, when they are caught in fishing gear is very common. It is estimated that over a quarter of the global marine fisheries catch is incidental, unwanted, and discarded. Incidental killing of animals also happens on land when crude traps are set (for example, for musk deer or duikers). These cause damage and death to a variety of animals besides the intended ones.

Finally...while wildlife trade alone is a major threat to some species, it is important to remember that its impact is frequently made worse by habitat loss and other pressures.

One of the most powerful tools of all for addressing illegal and unsustainable wildlife trade is to persuade consumers to make informed choices when buying wildlife-based products. This includes not just the people buying the end product, but also shop-keepers, suppliers, and manufacturers.

Choose the correct option for the following questions from the choices given:

- a. Wildlife trade is involved in
 - i. Medicinal plants and animals
 - ii. Fish and animals
 - iii. Medicinal plants and live birds
 - iv. Medicinal plants, fish and live birds and animals**
- b. The first biggest threat to the survival of the species is
 - i. Wildlife trade
 - ii. Habitat destruction**
 - iii. Illegal hunting
 - iv. Incidental killing
- c. People in the developed world
 - i. Depend on the traditional medicine
 - ii. Cause the death of many animals
 - iii. Not much affected by the wildlife resources**
 - iv. Exploit the animals
- d. Which of the following is not the result of over-exploitation of wildlife trade?
 - i. Imbalance in nature
 - ii. Extinction of species
 - iii. Survival of species is questioned
 - iv. Increase in the number of animals**
- e. Marine system is affected because of
 - i. Global warming
 - ii. Water pollution
 - iii. Over-fishing**
 - iv. Death of fishes
- f. Trade of wildlife is illegal because
 - i. The species are rare
 - ii. The species are endangered**
 - iii. Transporting live animals is worse
 - iv. All the above
- g. Musk deer are killed incidentally because

- i. The poachers attack them
 - ii. They can be sold for high price
 - iii. They are unwanted animals
 - iv. **They fall in the crude traps set for other animals**
- h. Illegal wildlife trade can be controlled if
- i. **Consumers make a wise choice while buying wildlife based products**
 - ii. Shopkeepers do not sell the wildlife products
 - iii. Manufacturer stop manufacturing
 - iv. None of the above

Writing Checklists

A checklist is a list of important things or actions that have to be made ready or done before doing something to ensure smooth and hassle-free functioning. Checklists help us do every task perfectly. We can also ensure that we do not forget anything.

For official purposes it may be prepared while organizing an event to check if all the arrangements have been made, before leaving for a place or for an event to see that things have been made ready, or before starting a process to make sure that all the necessary precautions have been taken.

It is usually prepared in a table with a column of list of things to be done followed by YES and NO columns. Before we begin the task YES/ NO is ticked.

Sample Checklist

Imagine that you have to go to IIT Bombay for a paper presentation. Make an eight item checklist with a proper title for your reference.

Checklist for IIT Bombay paper presentation

S. no.	Checklist	Yes	No
1.	Have I reserved the tickets?	√	
2.	Have I made arrangements for accommodation?	√	
3.	Have I taken the ID proof?	√	
4.	Have I printed the paper to be presented?	√	
5.	Have I prepared the PPT slides for the presentation?	√	
6.	Have I taken the address of the venue?	√	
7.	Have I withdrawn enough money?	√	
8.	Have I packed the necessary dresses?	√	

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: "Open the valve...", "Press the emergency button...", "Tell your supervisor..."

Work out the right chronological, logical and progressive order for your instructions

Present your writing clearly.

Keep your sentences short, simple and clear as longer instructions may confuse the readers.

Write for your audience and use a level of detail that is suitable to their skill/ knowledge level.

Add a suitable title for the instructions.

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

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.

Writing 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.

Recommendations are prepared by the employees to their higher officials or to their employers. They may also be written to Government authorities to complain about or to bring about a change in the state of something in the society (untidiness of the streets, encroachments in crowded areas in the city).

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.

It is suggested to use modal verbs such as could, should, may...

Sample Recommendations

Recommendations for safety in nuclear plants:

1. Nuclear plants should be suitably located away from densely populated areas.
2. Adequate waste disposal facilities must be made available.
3. The reactor should be surrounded by concrete and steel walls thick enough to prevent any escape of radiation.
4. The working of the reactor should be slowed down by inserting control rods, also known as neutron absorbing rods, into the core.
5. The reactor must be fitted with emergency systems to cope with any accidental of the fuel elements of the cooling system.
6. Workers at the plant must be protected with gloves, overshoes, etc.
7. Radiation measuring instruments have to be used to monitor radiation levels in and around the plants.
8. It should be ensured that all releases into air and water are kept well below permissible levels.

STUCOR APP Joseph is the only one of those students who has lived up to the potential described in the yearbook.

- (b) Politics is sometimes a dirty business.
- (c) Both of the statues on the shelf were broken.
- (d) The Chairman, along with two assistants, plans to attend the meeting.

12. Choose the correct verb form that agrees with the subject:

- (a) Suresh or Joseph is likely to be voted this year's president of the students' union.
- (b) Neither Kumar nor his brother is qualified for the finals.
- (c) An electric computer solves difficult problems quickly.
- (d) Many colleges do not have computers in the language labs.

13. Choose the correct verb form that agrees with the subject.

- i. The driver along with the conductor was (was/ were) arrested for the accident.
- ii. Working for late hours in the night is (are/ is) not good for health.
- iii. Neither the teacher nor the students are (are/ is) interested in the project.
- iv. Engineering Mechanics is (is/ are) an interesting subject.

14. Choose the correct form of verb that agrees with the subject.

- a. The tornadoes that tear through this county every spring is (is, are) more than just a nuisance.
- b. The players as well as the captain, wants (want, wants) to win.

15. Rewrite the sentences making the subject agree with the verb:

- a. A series of lectures were delivered last month.
A series of lectures was delivered last month.
- b. The cost of computers are dropping day by day.
The cost of computers is dropping day by day.

16. Rewrite the sentences in impersonal passive voice.

- 1. RADAR can detect aircrafts hundreds of kilometers away even at night.
Aircrafts can be detected hundreds of kilometers away even at night by RADAR.
- 2. The paragraph is describing the reason behind the occurrence of certain phenomenon.
The reason behind the occurrence of certain phenomenon is being described by the paragraph.

17. Rewrite the sentences in impersonal passive voice.

- a. The cleaning crew vacuums and dusts the office every night.
Every night the office is vacuumed and dusted.
- b. Larry generously donated money to the homeless shelter.
Money was generously donated to the homeless shelter.

18. Change the following sentences into impersonal passive:

- 1. This will prevent metal surfaces from coming into contact.
Metal surface will be prevented from coming into contact.
- 2. The company has introduced several innovations in the design of the latest automobile.
Several innovations have been introduced in the design of latest automobile.

19. Rewrite each of the following into impersonal voice:

- a. Apply science to solve human problems.
Human problems can be solved.
- b. Place the beaker on the desk.
The beaker should be placed on the desk

20. Rewrite The Following Into Impersonal Passive.

- a) They have successfully installed the new machinery in the factory.
The new machinery had been successfully installed in the factory
- b) A skilled operator can carry out operation on a CNC machine.
Operation on a CNC Machine can be carried out by a skilled operator.

21. Match the words in column A with their in column B:

A

B

- 1. appropriate a. allowing light to pass.

For More Visit

- | | |
|----------------|--|
| 2. translucent | b. a place where water is collected and stored |
| 3. feedback | c. repercussion |
| 4. catchment | d. suitable |
| | e. Response |

Ans:1. d., 2.a., 3.e., 4.b

22. In each sentence given below technical vocabulary is underlined. From the given options choose the word / phrase closest in meaning to the underlined part.

- Grouping stars by their constellations is a handy way of mapping the sky.
a) funny b) nice c) **convenient** d) simple
- Centuries ago, a nomadic tribe besieged the temple to loot its treasure.
a) wild b) barbarous c) brave d) **roving**
- It was a momentous moment in the history of the nation.
a) insignificant b) **important** c) sudden d) transient
- This is not an exhaustive list of collocations.
a) **complete** b) tiring c) useful d) adequate

23. In each sentence given below technical vocabulary is underlined. From the given options choose the word / phrase closest in meaning to the underlined part.

- The committee decided to expel the new member.
a) detain b) **remove** c) preserve d) reserve
- The teacher berated his students.
a) praised b) advised c) **reproached** d) supervised
- When the leadership changed, his position in the organization became precarious.
a) secure b) exalted c) **uncertain** d) important
- There was no doubt that the judgment was fair.
a) **upright** b) insincere c) biased d) inconsiderate

Part – B

1. Read the following passage and answer the questions given below.

One of the main reasons of corruption in election today is the lure of power which haunts the politicians so much that they feel no qualms of conscience in adopting any underhand method to come out successful. The Watergate Scandal in the U.S.A. is an eloquent example to testify to the fact how even the top level politicians can stoop to the lowest level in order to maintain themselves in power. Who does not remember how Adolf Hilter rode roughshod over all canons of electoral propriety to capture power? In India also the record of the various political parties is not clean. Corruption thrives in elections because those in the field play on the psychology of the electorate the voters are swayed by the tall promises of the candidates to whose machination they fall an easy prey. They are also susceptible to fall an easy prey to the adulations of the politicians due to their illiteracy. Besides, in the representative democracies today and particularly in big countries the constituencies are quite extensive obviating the possibility of corrupt practices being discovered. Anti- corruption laws are honoured more in their breach than in their observance. Even the code of conduct to be observed by the parties fighting the elections becomes a dead letter in as much as it is jettisoned out of existence and thrown unscrupulous over board by the unfair politicians whose only aim is to maintain them in the saddle.

(i) Write a summary of the above given passage in not more than 100 words.

It's natural to think of elections when we think of political corruption. People or organizations with their own agendas can skew voting. They may secretly give parties big donations. Or parties and candidates can buy votes instead of winning them.

But political corruption isn't just about election rigging. It can lead politicians in office to steer away from good government. Their decisions can benefit those who fund them. The public interest comes second. Political corruption can divert scarce resources from poor and disadvantaged people. This is especially common in countries where democratic institutions are

weak or absent. Private rather than public interests dictate policy. This means an ethical line has been crossed. Governments can't act freely and democracy can't function. Our trust in politicians is damaged. We can turn away from involvement with how we're governed. Then political corruption continues unchecked.

b. Read the following passage and answer the question given below.

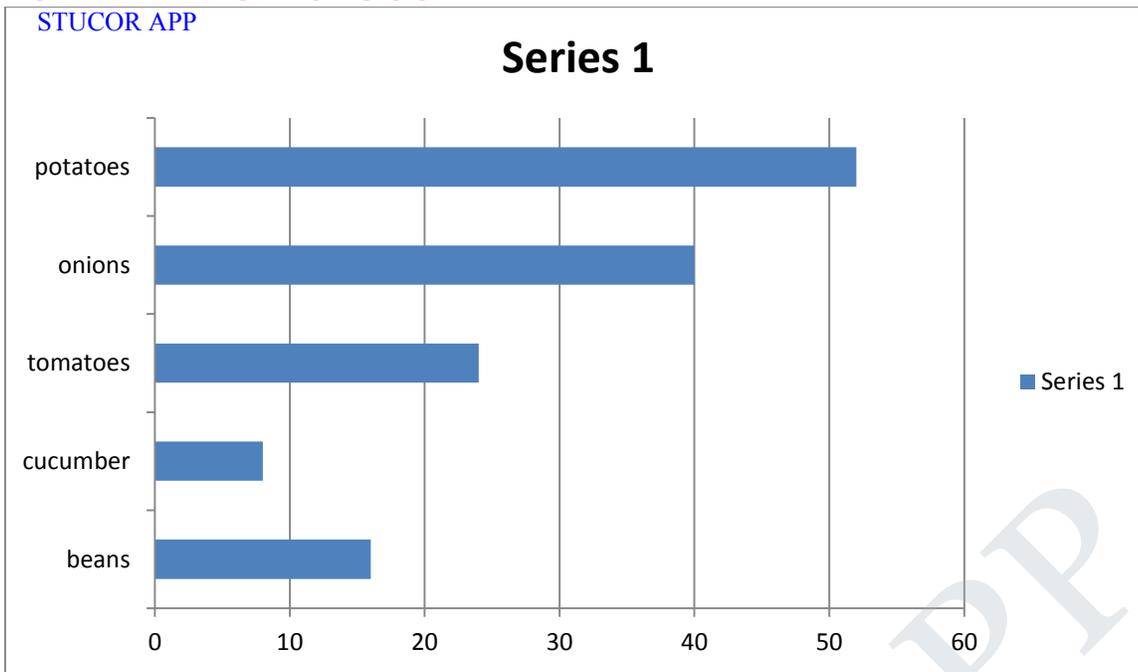
What is immediately needed today is the establishment of a World Government or an International Federation of Mankind. It is the utmost necessity of the world today, and all those persons who wish to see all human beings happy and prosperous naturally feel it keenly. Of course, at times, we all feel that many of our problems of our political, social and cultural life would come to an end if there were one Government all over the world. Travellers, businessmen, seekers of knowledge and teachers of righteousness know very well that great impediments and obstructions are faced by them when they pass from one country to another, exchange goods, get information, and make an effort to spread their good gospel among their fellow – men. In the past religious sets divided one set of people against the other. But today when philosophical light has exploded the darkness that was created by religious difference, and when scientific knowledge has falsified the theory of social superiority and when modern inventions have enabled human beings of all religion views and of all races and colours to come in frequent contact with one of another, it is the government of various countries that keep people of one country apart from those of another. They create artificial barriers, unnatural distinctions, unhealthy isolations, unnecessary fears and dangers in the minds of the common men who by their fellow-men who by their nature want to live in friendship with their fellow-men. But all these evils would cease to exist if there one Government all over the world.

2. Write a short summary of the above given passage in not more than 100 words.

The immediate need of World Government and International Federation of mankind is a philosophical light has exploded the darkness and creates the exposure of religious difference and modern scientific invention. World government is the notion of a common political authority for all of humanity, yielding a global government and a single state that exercises authority over the entire Earth. Such a government could come into existence either through violent and compulsory world domination, or through peaceful and voluntary supranational union.

There has never been nor is there currently a worldwide executive, legislature, judiciary, military, or constitution with global jurisdiction. The United Nations is limited to a mostly advisory role, and its stated purpose is to foster cooperation between existing national governments rather than exert authority over them.

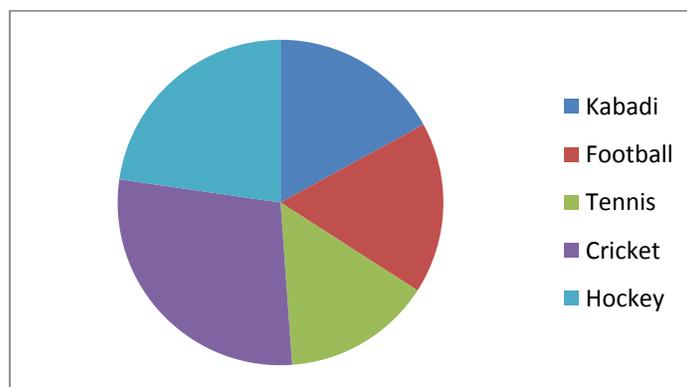
3. Look at the sample of a simple bar chart below. It shows the weight in kilograms of a day in a local vegetable market. We can see that 52 kg of potatoes, 40 kg of onions, 24 kg of tomatoes, 8kg of cucumber and 16 kg of beans were sold.



The given bar chart is a pictorial representation of the price of vegetables sold in a local market. The consumers of potato are maximum in the society because we can see that nearly 52 kg are sold in the market. The next vegetable consumed is onion with nearly 40 kg being sold. Only 24 kg of tomatoes are sold in a day with 24 kg of beans and a very less cucumber of 8 kg being sold in the market. In any part of our country people prefer potatoes and most of the dishes have potatoes as a part of the recipe so the sales of potatoes are more in number than other vegetables. Most of the dishes are prepared using potatoes. Potato has remained a favourite food of both the young and the adult. Onions are also most sought after vegetable which acts as a main vegetable in many dishes. But comparatively onions are consumed less than potatoes because there are many people who avoid onions. Again tomatoes are easy to grow and many consume this vegetable even as raw and some prefer the soup made of it. Beans are a healthy vegetable which adds the taste of the dishes. The least tasted vegetable which is the down the line is cucumber. The usage of cucumber is very less but its sales increases during summer. People consume it as it is a watery vegetable which quenches thirst of the people.

OR

b) The Pie chart given below shows the spending of a country on various sports during a particular year. The total amount spent is hundred crores of rupees. Study the chart and interpret the data in 250 words.



For More Visit : [@12%](#)

Cricket=25%

Football=15%

Tennis=13%

Kabaddi=15%

Hockey=20%

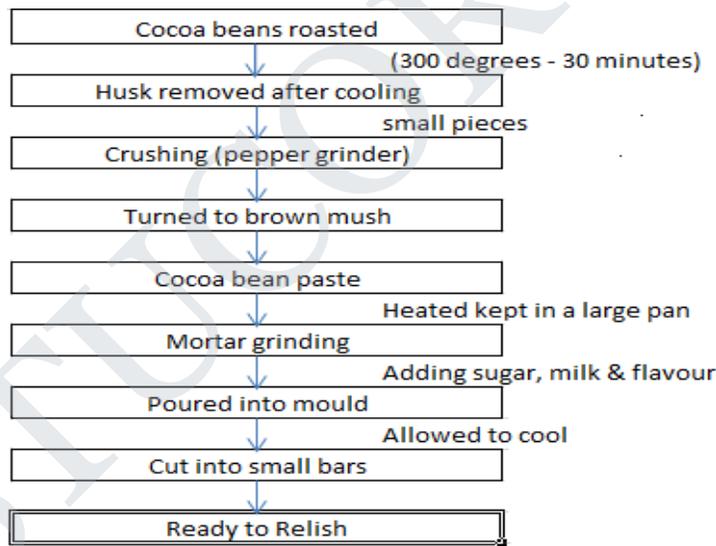
The pie chart reveals the spending of a country on various sports during a particular year.

Overall, there are many differences in terms of sport activities. The money spent on sports over a hundred crore, how much more money was spent on hockey than on football? However, boys and girls both prefer doing the same activities: cricket, football, kabaddi, hockey, tennis.

Turning to the chart, it illustrates that activities prefer playing cricket than taking other activities by 12%. Playing football comes as the third popular leisure works by fifteen percent. Compared to football, it is hockey participation followed by 20%. Then tennis and others are less preferable activities.

A closer look at the chart, a similar proportion of kabaddi and football goes through 15% respectively. The percentage of cricket interested in playing hockey shows fifteen percent, while 13% is Tennis. In marked contrast, sports activities for others s12%, which is smaller than other activites, with twelve percent. Statistically, the total number of cricket represents 34%. This is twice as large as that of football, with only 15%percent. Roughly one quarter of sports like playing basketball and listening to music comes as the smallest. These activities reach the equal proportion.

4. Write a paragraph on the given flowchart.



Chocolate is a known favourite among people of all age group. The process of preparing chocolate is an age old method. The main ingredients required for the preparation of chocolate is cocoa. Initially the cocoa beans are first roasted in a temperature of 300 degree for 30 minutes. Then these cocoa beans are felt for cooling. Then the husk from these beans is removed. The cocoa beans are made into small pieces which are crushed using pepper grinder. Next these crushed particles are turned into brown mush. After which the cocoa bean paste is made ready.

Then this coca bean paste is heated in large pan which is then grinded through mortar grinding. Next sugar, milk and flavor is added which is poured into mould of desired shape and size. At last this is left to cool which is cut into small bars. Finally they ready to serve and eat.

5. Read the following table and answer the questions that follow it:

Registered Motor Vehicles in Metropolitan Cities (in thousands)

YEAR	KOLKATTA	CHENNAI	MUMBAI	TOAL (K+C+M)	NEW DELHI
1986	339	228	480	1047	961
1991	475	544	629	1648	1813
1994	545	689	608	1842	2239
1998	664	975	860	2499	3033

Well, there's a good reason for it. Most of India's major cities now are home to more than a million vehicles, all of which contribute to traffic congestion, high road accidents and pollution, according to a Barclay's report titled 'Megatrends: Accelerating urbanization in India'.

In the report, the company's equity strategy team notes that India's transportation infrastructure is unable to keep up with the country's rapid urbanisation rates.

A growing urban population means rising incomes, which translates into a burgeoning number of vehicles on the road. However, the pace of road network expansion has been slow and the state of public transportation is poor, leading to a host of problems for the Indian cities.

In 1998, Delhi had the maximum number of cars in the country at 961, followed by kolkatta(339), Chennai (228), Hyderabad (3.3 million) and Mumbai (480). Surprisingly, Mumbai doesn't make the cut, coming in sixth with a little over 2 million cars.

6. Checklists:

Your younger brother has got an admission in a Medical College and he is going to stay in the hostel. Write a set of eight items that he should check before he goes to the hostel.

S.No	Items that should be checked	Yes	No
1	Have I kept my admission card with a Xerox copy for reference?	yes	
2	Have I packed my clothes for the college?	yes	
3	Have I taken the ATM card?	yes	
4	Have I updated all the certificates ?	yes	
5	Have I shared my address to my family and relatives?	yes	
6	Have I scanned all my certificates and photos?	yes	
7	Have I confirmed about my date of joining and the tickets for travel?	yes	
8	Have I assured my parents on my safe and secure stay in the campus?	yes	

Imagine that you have to go to Pune to appear for an interview. Make an eight item checklist with a proper title for your reference (8)

S.NO	CHECKLIST FOR INTERVIEW	YES	NO
1	Have I booked my tickets?	yes	
2	Have I packed my clothes?	yes	
3	Have I taken all my certificates?	yes	
4	Have I photocopied my certificates for further referecne?	yes	
	ked my hotel for accommodation?	yes	

For More Visi6: .

6	Have I enquired about the company and other particulars of the place?	yes	
7	Have I arranged for my transport on the day of interview?	yes	
8	Have I called the company for a confirmation?	yes	

7. Instructions:

Write a set of Instructions to give first aid to a victim of a road accident.

1. Remove the victim to the side of the road, if possible to a sheltered place.
2. Try to stop the bleeding by applying pressure on the bleeding side
3. Give artificial respiration if the victim is struggling to breathe
4. Handle the victim carefully, in case of fractures or minor dislocations.
5. Do not crowd round the victim and prevent airflow.
6. Send a SOS call for ambulance / police etc., or transfer the victim to a nearby hospital
7. Reassure the victim to be cool and happy by giving confidence.
8. Slightly tilt the head to a raised position to have good blood flow to the nervous system.

Write a list of eight instructions to keep the surrounding Pollution free.

1. Avoid using plastic carry bags during shopping.
2. Use only paper bags which are biodegradable.
3. Abide by the rules of the government against the use of non- biodegradable waste.
4. Create awareness among the public about the products which are environment friendly.
5. Say NO to plastics always.
6. Teach children about the evil effects of which spoil the environment.
7. Identify better alternatives for plastic products used in the day- to- day life.
8. Buy products made out of paper, cloth, etc.

8. Recommendations:

Write a set of eight important recommendations to save Energy.

Recommendations To Save Energy

- i. More energy – efficient appliances should be used for domestic purposes.
- ii. Phantom load of an appliance should be checked before purchase.
- iii. Bulbs and Tubes have to be replaced with CFL bulbs.
- iv. Programmable thermostat should be used to maintain low temperature at homes.
- v. Planting trees and shrubs should be increased to avoid high temperature during summer.
- vi. It is necessary to save energy by turning off the electrical appliances when not in use.
- vii. It is necessary to minimize the usage of water and unnecessary wasting of water.
- Viii. Cycles must be used instead of motor vehicles for short distance.

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

Recommendations To Be Followed In Nuclear Power Plants

- i. Emergency planning requirements must be updated.
- ii. Rules and regulations should be followed to avoid unexpected accidents.
- iii. A timeliness goal has to be established for resolving safety issues.
- iv. Renewal of licenses for the reactors and other equipments used in the power plants should be checked.
- v. New reactor designs should be safer than existing reactors against terrorist attacks.
- vi. It is necessary to review fire protection regulations and it must be updated regularly.
- vii. Safety jackets used by the workers should be checked periodically.
- viii. Measuring radiation in and out of the nuclear plant must be helpful to avoid accidents.

St. JOSEPH'S COLLEGE OF ENGINEERING
St. JOSEPH'S INSTITUTE OF TECHNOLOGY
St. Joseph's Group of Institutions, OMR, Chennai - 119
Department of English
HS8251 Technical English
A ready reference for Unit II
Part - A
Voices

'Voice' is the form of a verb in a sentence which shows whether a noun indicated by the subject does the action or something is done to the subject. When the subject of a sentence does the action the verb is said to be in active form. Hence it is called Active voice. If something is acted upon the subject the verb is said to be passive. Therefore it is called passive voice.

Structure of a passive construction

Noun/pronoun (the object in the active brought to the subject place)+ a form of 'be' or 'have' (+been) + past participle.

Look at the following table:

Tense	Active Voice	Passive Voice
Present Simple	give/s	is / are given
Present Continuous	am/is/are giving	am/is / are being given
Present Perfect	has/ have given	has/ have been given
Past Simple	gave	was / were given
Past Continuous	was/were giving	was / were being given
Past perfect	had given	had been given
Future Simple	will give	will be given
Future Perfect	will have given	will have been given
Modal	Can, could, may, might, shall, should, will, would, dare, ought (to) need give.	Modal + be + given (ought to + be + given)

Examples: *Priya ate apples.*

The sentence given above is in active voice, because the subject of the sentence (Priya) is doing the action (ate – eating).

Apples are eaten by Priya.

The sentence given above is in passive voice as the subject of the sentence (Apples) is being acted upon (eaten by Priya).

The normal word order of the active sentence can be changed so that the sentence will no longer be active.

To change the sentence from active to passive the ways given below can be used: *Priya (Noun) ate (Verb) apples (Direct object).*

1. Move the active sentence's direct object into the sentence's subject slot.

Priya ate apples. - Apples....

2. Place the active sentence's subject into a phrase beginning with the preposition by

Priya ate apples. - Apples..... by Priya

3. Add a form of the auxiliary verb 'be' to the main verb and change the main verb's form

Priya ate apples. - Apples are eaten by Priya

Passive voice is more frequently used in technical or scientific writings to produce an objective and impersonal effect.

Rewrite the following into passive voice:

1. He sings a song.

Ans: A song is sung by him. (Active verb – sings; passive verb – is sung)

2. The boy killed the spider.

Ans: The spider was killed by the boy. (Active verb – killed; passive verb – was killed)

3. Help him.

Ans: Let him be helped. (Imperative sentences in the passive voice begin with let.)

4. Farmers sow maize in the rainy season.

Ans: Maize is sown in the rainy season. (Active verb – sow; passive verb – is/are sown)

5. Are you writing a letter?

Ans: Is a letter being written by you? (Active verb – is/are writing; passive verb – is/are being written)

IMPERSONAL PASSIVE

Impersonal passive is a sentence where the action done is given priority and the doer of the action is ignored or well-known due to the context. The sentence will never have the representation of doer of the action as it is mentioned in normal passive sentences.

For example, the sentence '*He did this*' should be written as '*This was done*' in impersonal passive omitting '*by him*'. Here, the work done is given importance than who did it.

Rewrite the following into impersonal passive:

1. The manager summoned the peon for not attending the tables.

Ans: The peon was summoned for not attending the tables.

2. A team of archaeologists are examining the structures of ancient remains to mark the civilization.

Ans: The structures of ancient remains are being examined to mark the civilization.

3. The department has provided us with an exclusive laboratory for the research.

Ans: We have been provided with an exclusive laboratory for the research.

4. To live long, bring up the child in a healthy environment.

Ans: To live long, let the child be brought up in a healthy environment.

5. Clean the room atleast once in a day.

Ans: Let the room be cleaned atleast once in a day.

Numerical Expressions

In certain cases, the representation of numbers can be used to qualify nouns. They are termed as **numerical expressions** or **numerical adjectives**. When they are used before nouns to qualify them, the numerical expressions are used in their singular form. The article used before the adjective should correspond to the sound of the adjective.

For Example:

'*A seminar for two days*' can also be represented as '*A two-day seminar*', where the plural form '*two days*' is written in its singular form as '*a two-day*'.

Rewrite the following as numerical expressions:

- | | |
|---|-------------------------------|
| 1. A presentation for 2 hours | - A two-hour presentation |
| 2. A documentary running for 30 minutes | - A thirty-minute documentary |
| 3. A cloth measuring 8 meters | - An eight-meter cloth |
| 4. A walk of 10 kilometers | - A ten-kilometer walk |
| 5. A stamp with value of 6 rupees | - A six-rupee stamp |

PART - B

Interpreting Charts & Graphs

Graphics are visual representations of objects, numbers and data in the form of graphs, pie charts, bar charts, flow charts etc. The graphics are used with a purpose to provide information in a visual materials which helps us to understand the data easily at a glance.

Bar chart

A bar chart or bar graph is a chart or graph that presents categorical data with rectangular bars with heights or lengths proportional to the values that they represent. The bars can be drawn vertically or horizontally. A vertical bar chart is sometimes called a line graph.

Pie chart

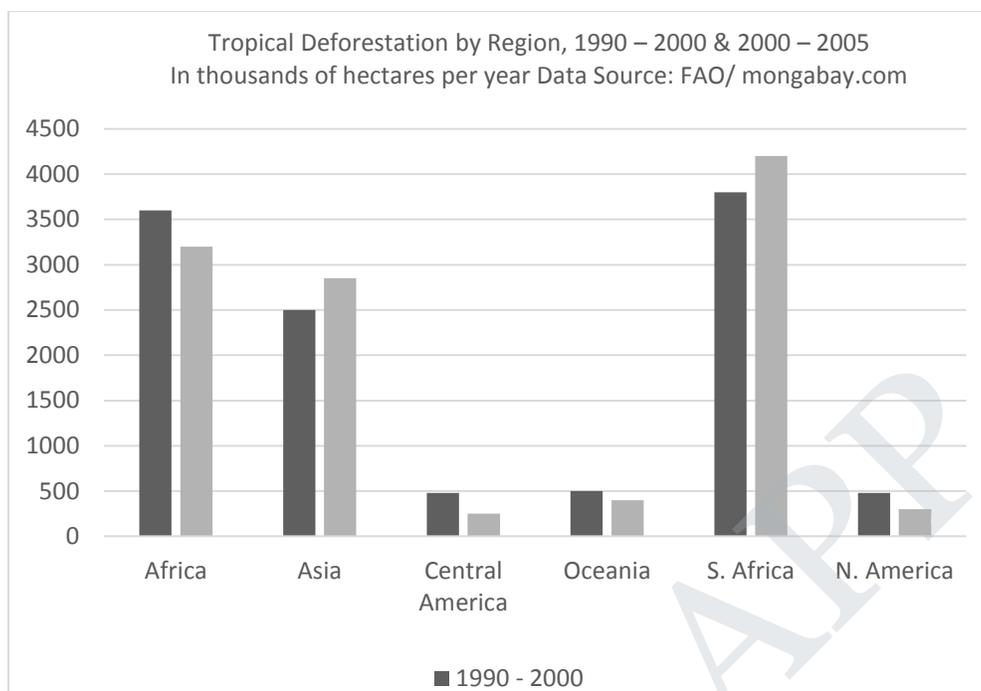
A pie chart is a partitioned circle each representing a percentage or proportion. The partitions are drawn from the center to the top of the circle. The segments, arranged in a clockwise direction, are made distinct with different colours or designs.

Flow chart

A flow chart is a diagrammatic representation of a process. It helps to show the order of steps that are involved in a process. The steps of a process are represented within various shapes such as rectangle, triangle, parallelogram, etc. A flow chart uses pointers to indicate the flow of a process.

Sample:

Write a paragraph comparing tropical deforestation that occurred in different geographical regions based on the data given below. Interpret the data.



Answer:

This bar chart gives details about the deforestation occurred in different countries during two time zones.

In the bar chart, the range at which the deforestation that took place between 1999 - 2000 and 2000 - 2005 in various countries is given. In the first time zone, three thousand and six hundred hectares of forest were cleared in Africa. Two thousand and five hundred hectares were cleared in Asia. Four hundred and eighty hectares of forest were cleared in Central America whereas five hundred hectares were destroyed in Oceania. In contrast, three thousand and eight hundred hectares were cleared in South Africa. The deforestation activity in North America was noted to be four hundred and eighty hectares. Thus the study for the year 1999 - 2000 shows that compared to Africa, Central and North America and Oceania are noted to be better while the deforestation in Asia seems to be equal to the African countries.

In the time zone between 2000 - 2005, it is noted that except for Asia and South Africa, all the other countries had tried to reduce their deforestation activity. Africa is found to have reduced to three thousand and two hundred hectares - four hundred hectares less than the previous time zone. Asia is observed to have increased its destruction activity by three hundred and fifty hectares raising the total to two thousand eight hundred and fifty hectares. In Central America, only two hundred and fifty hectares were destroyed and in Oceania, four hundred hectares were destroyed, South Africa is seen to have increased the destruction to four thousand and two hundred - four hundred hectares increase. In North America, three hundred hectares only saw deforestation. Thus, it is

noted that most countries have understood the ill effects of deforestation and have tried to reduce this activity. All the countries should try to follow this trend and make our earth a beautiful place to live in.

Paragraphing

When a message is conveyed through writing, it has to be delivered in such a way that any reader can understand the message without any ambiguity. The ideas should be presented coherently which may require a careful planning and effort. Presenting everything without any break in between one and the other idea in a series of ideas may create problem in the understanding. The reader may also lose interest to proceed further. Thus, it is not always necessary to present them without any indentations or space between a series of ideas. The method that provides the reader a space to think between ideas and correlate them in a series in the correct order is called paragraphing.

Usually an essay or prose is divided into paragraphs. A paragraph may be a single or group of sentences collectively dealing with a central idea said in the topic sentence. It will be developed and supported by the supplementary ideas related to it in the correct order. Suitable connectives can be supplied to bring out the coherence in a paragraph or between paragraphs.

Example:

1. 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 aeroplanes 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 complexion⁶. 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.

(Source: <http://www.publishyourarticles.net/knowledge-hub/essay/essay-on-how-scientific-inventions-have-changed-our-lives/5023/>)

2. Give a short write-up on the impacts of online games among children.

Peer pressure

Among schoolchildren, the biggest problem is peer pressure. "If one child gets a mobile phone as a gift on her/his birthday, the entire class comes under pressure to get one. The pressure on their parents is immense. Some parents try to postpone buying a phone or gaming device, connecting the purchase to their child's performance at school," Madhavan Ramakrishnan, Director Strategy, Swears Technologies Ltd., points out.

There are several ways to curb and restrict gaming and tech addiction among children. The easiest method is to promote gaming that can actually help with the brain's development and restrict games that are violent or too competitive in nature. The paradox is that the shooting and racing games are the most popular genre among children.

"Parents can consider app locks or Internet locks on their children's devices. There are dedicated apps like 'Family Time', which will allow parents to keep track of their children's gaming and browsing habits, especially if they are addicted to their phones and tablets and laptops. In the case of gaming consoles, it's slightly tricky. It is important for the parents to be involved while the child sets up their gaming accounts

on Play Station or Xbox so that they can monitor their activities at a later stage," Mr. Ramakrishnan says.

K.M. Manzoor, chief medical officer and psychiatrist, District Ayurveda Hospital, Kozhikode, feels that online games with a content of aggression need not necessarily make the children aggressive, but concedes that there could be specific groups that must be under greater care.

"Vulnerable children who do not have a pleasant family atmosphere, children of separated parents and those living in contexts of family conflicts should always be monitored," he says.

A disease

Internet addiction, he says, is nowadays not considered as a bad habit, but a disease. "For every disease, prevention is better than cure. Children should be encouraged to make more use of libraries. Reading habits should be encouraged and every house must have a small library. Newspaper reading among children is much less compared with earlier days. This is one of the area, every parent can use for these types of behaviour formation," Dr. Manzoor says.

Elders' anxieties notwithstanding, gaming is fun and relaxation for a majority of young people. "E-sports has always just encouraged me to appreciate high quality visuals, fantasy and boost my valiance as a person. I believe it has taught me to a great extent not to give up on myself. In games, one can always replay and learn to be better, which is unlike real life," Akshay Raj, student of the English and Foreign Languages University, Hyderabad, says.

An avid gamer, Mr. Raj, who started with video game consoles connected to television and then moved on to personal computers, online games and recently to Android and iPhone apps, says that there have been instances of certain games being banned in certain countries owing to their aggressive or hostile nature.

"I've played these games only to enjoy it to the core. It's important to know and keep in mind that these are games," he says.

He says that most of the gamers play seriously as if it's their job or because of high dedication to the games.

Multiplayer games

Recent advances in Massively Multiplayer Online Role-Playing Games (MMORPGs), where a large number of players interact with one another within a virtual world,

require this dedication from players “because you game with other players online who count on you to do your part for the next one hour or so.”

Generally, gaming can be really addictive, but children tend to start observing a career in the field, which has not really been appreciated by society at large.

“E-sports might have a huge potential at the international level, but it is better not to invest time and money in online e-sports sacrificing all other possibilities. It’s not worth playing ambitiously. It should rather be seen as a pastime that can make you a better solver of problems and also drive your adrenalin a notch up,” Mr. Raj points out.

Source: An extract from:

<http://www.thehindu.com/news/national/kerala/good-games-bad-games/article19435738.ece>

Vocabulary used in formal letters, emails and reports

The following words, phrases and expressions can be used for a better and easy communication when the ideas are transferred through emails, letters, etc. It helps us save time and convey the message as simple and direct as possible.

When you’re initiating email contact with someone new

Very formal

“Might I take a moment of your time...” *(to begin the email)*

“Please may I introduce myself...” *(to begin the email)*

“Many thanks again for your time.” *(to end the email)*

More informal/friendly

“I’m just emailing to ask...” *(to begin the email)*

“I’m a friend of Bob’s...” *(to begin the email)*

“Just let me know if you have any questions.” *(to end the email)*

“Drop me an email, or give me a ring, if you want any more information.” *(to end the email)*

When you’ve answered someone’s question(s)

Very formal

“I trust the above resolves your queries. Should you have any further questions, please do not hesitate to contact me.”

More informal/friendly

“I know that’s a lot to take in, so let me know if anything I’ve said doesn’t make sense.”

“Hope the above helps, but email again if you’re still having any difficulties.”

When you’re asking the recipient to take some action

Very formal

"I would appreciate your help in this matter."

More informal/friendly

"Could you look into this?"

"Would you mind checking it out for me?"

"Thanks in advance."

"Can you get back to me once you've had a chance to investigate?"

"I'd love to hear your advice on this one."

When you need a response (but not necessarily any action taking)

Very formal

"I await a response at your earliest convenience."

More informal/friendly

"Can you drop me a quick word so I know you've received this?"

"Look forward to hearing from you."

When you've heard nothing back and want to chase up a reply

Very formal

"In reference to my email of June 20th ..."

More informal/friendly

"Just wondered if you got my email (June 20th)?"

"When you get a moment, could you drop me a line about my last email?"

Common Email Abbreviations

To Tell Your Status

- ADBB - All Done Bye Bye
- BBL - Be Back Later
- BFN - Bye For Now
- BRB - Be Right Back
- CUL8R - See You Later
- L8R - Later
- LTNS - Long Time No See
- TAFN - That's All For Now
- TTYL - Talk To You Later
- WB - Welcome Back

General Email Abbreviations

- 2nite - Tonight
- 4ever - Forever
- ASAP - As soon as possible
- AYPI - And Your Point Is?

- B4 - Before
- DUR? - Do You Remember?
- NFC - No Further Comment
- NRN - No Reply Necessary
- NTM - Not To Mention
- OBTW - Oh, By The Way
- P&C - Private and Confidential
- RTM - Read The Manual
- SITD - Still In The Dark
- WFM - Works For Me

Emoticons

When people communicate face to face, they rely on facial expressions to enhance the meaning of what the other person is saying. Also, when a person talks, the tone of voice can have a lot to do with the meaning of the words. Therefore, when you email someone, it is hard to get your meaning across with just words. Then came the birth of emoticons: combinations of keystrokes that make a picture that represents an emotion.

- :) or :-) - smiley face
- O:-) - angelic smile
- 8-) - big-eyed smile
- ;-(- crying face
- :-> - grinning
- :-| - indifference
- :-)) - laughing
- :-(- sad face
- :-D - shock or surprise
- :-& - tongue tied
- :-[- vampire smiley
- ;-) - winking
- :-O - yelling

Sample: (e-mail)

1. Send an e-mail to your friend asking him to send the document you left in his home to your company.

From: praveen30@gmail.com

To: prem01@gmail.com

Subject: Sending the document left - regarding.

My dear Prem,

Greetings! Apology for not responding to your last message. I am sending this mail just to inform you that I had left a document in your home when I came there last time. I was reminded of that document only when it was needed yesterday. If you don't mind, can you please send me the document to our company as soon as possible by any means that is convenient to you? See you soon.

Thank you, Praveen.

2. Send a mail to your classmate reminding him of the last date for the submission of your project sample.

From: sabarish19@gmail.com

To: vishal22@gmail.com

Sub: Last date for the project sample submission – reg.

Dear Vishal,

I hope you won't mind me disturbing you early in the morning. Actually, I am supposed to remind you of the deadline for the submission of our project sample. You know, it is tomorrow! I will be pleased to have atleast a discussion on it before it is submitted. So, can you please come to my home this evening? We shall have a discussion over a cup of coffee. Besides, I too want to show you how I have rehearsed for the submission of the sample. Don't forget to drop me a word after seeing this message. See you then!

Thank you,

Sabarish

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UNIT III NOTES

Reported Statements

When do we use reported speech? Sometimes someone says a sentence, for example "I'm going to the cinema tonight". Later, maybe we want to tell someone else what the first person said.

Here's how it works:

We use a 'reporting verb' like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

- Direct speech: I like ice cream.
- Reported speech: She **says** (that) she **likes** ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: I like ice cream.
- Reported speech: She **said** (that) she **liked** ice cream.

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream.
present continuous	I am living in London	She said (that) she was living in London.
past simple	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.
past continuous	I was walking along the street	She said (that) she had been walking along the street.
present perfect	I haven't seen Julie	She said (that) she hadn't seen Julie.
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before.
will	I'll see you later	She said (that) she would see me later.

would*	I would help, but..	She said (that) she would help but...
can	I can speak perfect English	She said (that) she could speak perfect English.
could*	I could swim when I was four	She said (that) she could swim when she was four.
shall	I shall come later	She said (that) she would come later.
should*	I should call my mother	She said (that) she should call her mother
might*	I might be late	She said (that) she might be late
must	I must study at the weekend	She said (that) she must study at the weekend OR She said she had to study at the weekend

* doesn't change.

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

- Direct speech: The sky is blue.
- Reported speech: She said (that) the sky **is/was** blue.

How can we make the reported speech here?

In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence. A bit confusing? Maybe this example will help:

- Direct speech: Where do you live?
- Reported speech: She asked me where I lived.

Do you see how I made it? The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

- Direct speech: Where is Julie?
- Reported speech: She asked me where Julie was.

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question	Reported Question
Where is the Post Office, please?	She asked me where the Post Office was.
What are you doing?	She asked me what I was doing.
Who was that fantastic man?	She asked me who that fantastic man had been.

So much for 'wh' questions. But, what if you need to report a 'yes / no' question? We don't have any question words to help us. Instead, we use 'if':

- Direct speech: Do you like chocolate?
- Reported speech: She asked me **if** I liked chocolate.

No problem? Here are a few more examples:

Direct Question	Reported Question
Do you love me?	He asked me if I loved him.
Have you ever been to Mexico?	She asked me if I had ever been to Mexico.
Are you living here?	She asked me if I was living here.

There's more! What if someone asks you to do something (in a polite way)? For example:

- Direct speech: Close the window, please
- Or: Could you close the window please?
- Or: Would you mind closing the window please?

All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use '**ask me + to + infinitive**':

- Reported speech: She asked me to close the window.

Here are a few more examples:

Direct Request	Reported Request
Please help me.	She asked me to help her.
Please don't smoke.	She asked me not to smoke.
Could you bring my book tonight?	She asked me to bring her book that night.
Could you pass the milk, please?	She asked me to pass the milk.
Would you mind coming early tomorrow?	She asked me to come early the next day.

To report a negative request, use 'not':

- Direct speech: Please don't be late.

- Reported speech: She asked us **not** to be late.

Reported Orders

And finally, how about if someone doesn't ask so politely? We can call this an 'order' in English, when someone tells you very directly to do something. For example:

- Direct speech: Sit down!

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

- Reported speech: She told me to sit down.

Direct Order Reported Order

Go to bed! He told the child to go to bed.

Don't worry! He told her not to worry.

Be on time! He told me to be on time.

Don't smoke! He told us not to smoke.

Sometimes when we change direct speech into reported speech we have to change time expressions too. We don't always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech.

For example:

It's Monday. Julie says "I'm leaving **today**".

If I tell someone on Monday, I say "Julie said she was leaving **today**".

If I tell someone on Tuesday, I say "Julie said she was leaving **yesterday**".

If I tell someone on Wednesday, I say "Julie said she was leaving **on Monday**".

If I tell someone a month later, I say "Julie said she was leaving **that day**".

So, there's no easy conversion. You really have to think about when the direct speech was said.

Here's a table of some possible conversions:

now	then / at that time
today	yesterday / that day / Tuesday / the 27th of June
yesterday	the day before yesterday / the day before / Wednesday / the 5th of December
last night	the night before, Thursday night
last week	the week before / the previous week
tomorrow	today / the next day / the following day / Friday

Direct and Indirect Speech

1. Rewrite the following Sentences into Indirect Speech

a. Tony said to his teacher, "Please give me another day to complete my work."

Ans: Tony requested his teacher to give him another day to complete his work.

b. "Let the old people, the women and the children be allowed to go unharmed," said the Pilot.

Ans: The pilot requested the old people, the women and the children to leave unharmed.

c. "How fortunate it is that you are here!" Said Vasanth to his brother.

Ans: Vas

d. "Don't eat fruits and vegetables without first washing them", said Lalitha to Us.

Ans: Lalitha advised us not to eat fruits and vegetables without first washing them.

e. She said, "I am going to college."

Ans: She said that she was going to college.

2. Rewrite the following Sentences into direct Speech

1. I asked my sister what she was doing then.

Ans: I asked my sister, "What are you doing now?"

2. The teacher asked the boy why he was late.

Ans: "Why are you late?" the teacher asked the boy.

3. She requested me to lend her my Atlas. (I.S.)

Ans: She said, "Please, Lend me your atlas".

4. He asked me whether I played cards.

Ans: He asked, "Did you play cards?"

5. Shah said that his mother would leave the next day.

Ans: Shah said, "My mother will leave tomorrow".

Sequence words

Sequence words are words that help us understand the order of events that are happening in a long process or even a story.

They tell us things like what happened first, what happened next, and what happened that was unexpected. Think of them as signal words that help us identify the next event in a story or a process and the end of them.

- First... second... third...
- In the first place... also... lastly
- In the beginning
- To begin with

- | | |
|--------------------|-------------------|
| ➤ To start with | ➤ Finally |
| ➤ Initially | ➤ In the meantime |
| ➤ After | ➤ Later |
| ➤ Afterwards | ➤ Meanwhile |
| ➤ As soon as | ➤ Next |
| ➤ at this point | ➤ Soon |
| ➤ during this time | ➤ Then |
| ➤ At first | ➤ Subsequently |
| ➤ At last | ➤ Eventually |
| ➤ Before | ➤ Ultimately |
| ➤ Before long | ➤ In the end |

I. 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

II. 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.

1. Fill in the blanks with correct sequencing words

a. To reduce weight ____ **first** ____ create low – calorie eating. Plan. ____ **then** ____ do rigorous exercise.

b. Half an hour past but there was no sign of bus. ____ **then** ____, we decided to go home. ____ **After that** ____ the rain started in torrents.

2. Fill in the blanks with correct sequencing words.

Production of coins at the mint is a complex process. **First**, it starts with the buying of unmixed metals. **Then** the metals are alloyed in furnaces and cast into ingots. They are **then** reheated for hot rolling and gradually passed into rollers until they form a thin sheet. **Finally**, they are stamped with the design of the

3. Fill in the blanks with correct sequencing words

To build a tree house, ____ **first** ____, choose a sturdy tree. ____ **next** ____, you should design the tree house before you begin to build. ____ **Then** ____ you should start with the floor. ____ **After that** ____, you build the walls. ____ **Finally** ____, you can build a roof.

4. Fill in the blanks with correct sequencing words

First, some tea is put in a pot, then; the water is boiled, next, the mint and the tea are rinsed in hot water, after that, the sugar is added; finally, the pot is filled With boiling water.

5. Fill in the blanks with correct sequencing words

First, eggs and sugar are mixed. Then, the butter is added. Next, the flour is poured. After that, the paste is baked for 40 min.

Misspelled Words

1. Words ending in consonants are doubled at the end to form present and past participles, comparatives and superlatives form.

Plan – Planning

Thin- Thinner

2. In words of more than one syllable, the final consonant is doubled if it is a stressed syllable.

Omit- Omitting

Remit- Remitted

3. Certain words that end in *er, ar, or* are usually always misspelt.

Compressor

Linear

Transmitter

Calendar

4. Words ending with *ent* and *ant* are frequently misspelt.

Permanent

Relevant

Intermittent

Stimulant

5. Words that end with single "l" are mostly written as double "l"

Careful

Cheerful

6. There is always a confusion in the usage of *ie* and *ei*.

Receipt

Conceit

Belief

Greif

7. There is always a confusion in the usage of words ending with *ence* and *ance*.

Permanence

Eminence

Maintenance

Perseverance

Misspelled Words List

Wrong spelling	Correct spelling
tommorow	tomorrow
tuely	truly
seperate	separate
neccesary	necessary
alright	all right
maintenance	Maintenance
recieve	receive
beleive	believe
opurtunity	opportunity
ocassion	occasion
previlege	Privilege
buisness	business
fullfill	fulfil
guidence	guidance
que	Queue
writting	Writing
twelth	twelfth

1. Rewrite the sentences with correcting the misspelled words.

a. The doctor suggested that the patient should take a vaccation.

The doctor suggested that the patient should take a **vacation**.

b. She went to the stage to recieve her diploma.

She went to the stage to **receive** her diploma.

c. He planned to study medeval literature in graduate school.

He planned to study **medieval** literature in graduate school.

d. He didn't know the proper pronounciation of hypocrite.

He didn't know the proper **pronunciation** of hypocrite.

e. She knew it was a privilege to meet the president in the White House.

She knew it was a **privilege** to meet the president in the White House.

Verbal Analogies

At its most basic, an analogy is a comparison of two things to show their similarities. Sometimes the things being compared are quite similar, but other times they could be very different. Nevertheless, an analogy explains one thing in terms of another to highlight the ways in which they are alike.

Examples of Analogies in Speech and Writing

Many analogies are so useful that they are part of everyday speech. These are often known as figures of speech or idioms. Each analogy below makes a comparison between two things:

- **Finding a good man is like finding a needle in a haystack:** As Dusty Springfield knows, finding a small needle in a pile of hay takes a long time, so the task at hand is likely to be hard and tedious.
- **That's as useful as rearranging deck chairs on the Titanic:** It looks like you're doing something helpful but really it will make no difference in the end.
- **Explaining a joke is like dissecting a frog. You understand it better but the frog dies in the process:** E.B White's famous analogy shows that sometimes it's better not to know too much.
- **That movie was a roller coaster ride of emotions:** While you're not flying through the air, the twists, turns and surprises of a movie plot can leave you feeling like you've been through quite an experience.
- **Life is like a box of chocolates – you never know what you're gonna get:** An often-used analogy from *Forrest Gump* shows that life has many choices and surprises, just like a box of chocolates. Writers use many forms of analogies in their work to make a comparison that is memorable and helps the reader better understand their point. Consider these examples of analogies from famous writers and public figures:

Examples of Word Analogies

You will find word analogies, or verbal analogies, used in standardized tests and sometimes in job interviews where you must show the relationship between two objects or concepts using logic and reasoning. These analogies are set up in a standard format. For example:

tree: leaf :: flower : petal

This analogy is read aloud as:

Tree is to leaf as flower is to petal.

This analogy highlights the relationship between the whole (a tree and a flower) and its parts (a leaf and a petal). On tests of logic, one portion of the analogy is left blank and students are left to choose an answer that makes sense to complete the comparison. For example:

dog : puppy :: cat : _____

To solve the analogy, you must first determine the relationship between dog and puppy. Once you realize that a puppy is a baby dog, you can find the corresponding relationship for a cat. A baby cat is a kitten, so the completed analogy is

Dog : puppy :: cat : kitten

Though there is no limit to the possibilities when it comes to word analogies, here are some examples to familiarize yourself with the concept:

- hammer : nail :: comb : hair
- white : black :: up : down
- mansion : shack :: yacht : dinghy
- short : light :: long : heavy
- bees : hive :: bears : den
- speak : sing :: walk : dance
- chef : food :: sculptor : stone
- like : love :: dislike : hate

1. GRAIN: SALT

- a) Shard: pottery
- b) Shred: wood
- c) Blades: grass
- d) Chip: glass**

2. THRUST: SPEAR

- A. mangle: iron
- B. scabbard: sword
- C. bow: arrow
- D. fence: epee**

3. PAIN: SEDATIVE

- A. comfort: stimulant
- B. grief: consolation**
- C. trance: narcotic
- D. ache: extraction

4. PORK: PIG

- A). rooster: chicken
- B). mutton: sheep**
- C). steer: beef
- D). lobster: crustacean

5. AFTER: BEFORE

- A). first: second
- B). present: past
- C). contemporary: historic
- D). **successor: predecessor**

Embedded Sentence

It is a clause (a group of word that includes a subject and verb) that is within main clause, usually marked by a comma. It is an information related to the sentence topic, it is put into the beginning, middle and end of the sentences to give the reader more information and enhance the sentence.

They are introduced by markers that, when, which, who, where, whose

Eg. The blue umbrella, which my mother gave was lost.

Main Clause Embedded Clause Main Clause

Identify the embedded sentences in the following.

1. Manila Bay presents magnificent sunset experience that will last a life time.
2. The place is often crowded in the early morning and late afternoon when people try to get glimpse of its world famous sunrise and sunset.

Combine the pairs of sentences as embedded sentence.

1. The people queued to buy a bargain. They were pushing and shoving

The people who were pushing and shoving queued to buy a bargain.

2. The bus was empty. It speeds down the street.

The bus which was empty speed down the street.

3. The loaf of bread was mood. He bought last week.

The loaf of bread which he bought last week was moody.

4. The singer was in the stage. He sang to the audience.

The singer who was in the stage sang to the audience.

5. The young girl skipped happily to the woods. She finished her chores.

The young girl skipped happily to the woods when she finished her chores.

Identify the Embedded Clauses in the following sentences

1. The boy, who was only seven, could play the piano.

The boy, who was only seven, could play the piano.

2. The beach, which was very crowded, was hotter than ever.

The beach, which was very crowded, was hotter than ever

3. The ball, which was kicked by the goal keeper, flew through the air.

The ball, which was kicked by the goal keeper, flew through the air.

4. Could you let me know what time the train is leaving?

Could you let me know what time the train is leaving?

5. The man whose car we crashed into called the police.

The man whose car we crashed into called the police.

READING COMPREHENSION

Read the following passage and answer the questions given below:

For skydivers, the sky isn't the limit. It's just the beginning. Thousands of people each year try the sport of skydiving. Some only jump once, while others go on to experience lifelong adventures, maneuvering and flipping through the air. "Skydiving is not for everyone. But, if you enjoy the challenge of learning to perform in a completely new environment, are willing to make the effort to do it safely, and can overcome your fears to make the first few jumps – the rewards can be tremendous," says skydiver Bill von Novak. He has jumped around 5,500 times, is a full-time instructor at Perris Valley Skydiving in California, and sometimes teaches a free fall course to Navy SEALs at Tac-Air.

There are three options for your first jump. However, before you can make any attempts at skydiving, a ground course on safety and equipment is required. The length and complexity of the course depends on the jump you choose. The most popular first-jump technique is tandem. Tandem has the shortest ground course, and is the easiest to complete. You and the instructor are strapped together in a double harness (the instructor behind, with you in front). Your instructor wears the tandem rig, which contains a main and a reserve parachute. You jump out of the plane together, and the instructor takes care of opening the parachute at the appropriate altitude. The second technique is accelerated free fall or AFF. Accelerated refers to the learning process. You jump out of the plane while being held by two instructors, on either side. They hold onto you until you open your parachute. The third technique is called Static line. The static line is connected to the rip cord on your parachute and to the plane. After jumping out, you will experience free fall for a second or two. Then the weight of your body will pull the line tight, opening the canopy. For each of these three methods, an instructor is there to coach you in the air with hand signals or with a radio.

When someone says parachute, huge round circles might come to mind. It's more common today to use a rectangle canopy called a Ram-air. When they are opened, the forward speed fills cells in the parachute with air, keeping it stable. Skydivers also wear jump suits, helmets, and gloves to help protect other

areas of their bodies. Face shields or goggles are also commonly worn. This helps with visibility, an important consideration, since you are falling toward the Earth at the rate of 100-200 mph.

If you decide to try skydiving, just remember that there are very real risks involved. For some, the risk is the draw. When I asked Bill von Novak what his favourite thing about skydiving is, he said, “The freedom. For a few minutes there is absolutely nothing holding you to a spot on the planet, or in an airplane. You’re completely free to fly around the sky and to choose your own orientation, speed, and trajectory.”

Since skydiving is a risk sport, you must be eighteen years old to jump out of a plane at skydiving schools or areas called drop zones. But, there is an alternative if you are not yet of age – vertical wind tunnels. Vertical wind tunnels simulate the feeling of free fall. They are used by professional skydivers and competitors to practice their routines or tricks. Bill von Novak says, “The wind tunnel is a great way for younger aspiring jumpers to see what free fall is like.”

If you decide after your first jump or a visit to a vertical wind tunnel that skydiving is a sport you would enjoy, you might want to look into the various types of sky sports and competitions. Each sport and competition has its own set of rules, and challenges. There is also a long list of people who have set or broken records. Bill von Novak is one of these people. His first world record was as part of a 300-person formation in Arizona in 2002. He was also one of the people that set the world records in Thailand for formations. In 2004, they made a formation of 357 people, then went back in 2006 to break that record with a formation of 400.

On August 16, 1960, a man named Joseph Kittinger did something that no one would ever dream was possible. He went up in a polyethylene plastic helium filled balloon called, Excelsior III. He reached an altitude of 102,800 feet. He fell for four minutes and thirty-six seconds, reaching a speed of around 614 mph, before opening his parachute. Kittinger set records that still stand today. These records include: the highest balloon ascent; the highest parachute jump; the longest free fall; and the fastest speed by a man through the atmosphere of 614 mph.

With new innovations of equipment and knowledge, there are endless possibilities to where the future of skydiving will lead. If you are eager to try something challenging and would love to feel the freedom of flying, skydiving might be an adventure for you. Who knows? With risk and excitement mixed together, skydiving might just change your life.

a. Choose the correct answers for the questions:

1. What is not true of Bill von Novak?

- i. He set a world record in Thailand
- ii. A full time instructor in a skydiving institute

iii. **First world record was a formation with 300 divers**

iv. He holds a record for the highest parachute jump.

2. Who was Joseph Kittinger?

i. the first person to parachute from an airplane.

ii. the person who organized the record 300-person skydiving formation in Arizona

iii. the person who holds the record for parachuting from the lowest altitude

iv. **the person who made the highest ascent in a balloon.**

3. When would a skydiver pull the rip cord?

i. when he or she wants the parachute to open

ii. **when the main parachute fails to open**

iii. when he or she reaches the ground

iv. when he or she first puts on a parachute.

4. What is a vertical wind tunnel ?

i. **a wind storm that skydivers jump into**

ii. a machine that produces wind to make people feel like they are skydiving

iii. an area below the airplane that skydivers should avoid

iv. a place where skydivers store their gear

b. Give short answers:

1. Describe a tandem parachute jump.

ANS:Tandem skydiving or tandem parachuting refers to a type of skydiving where a student skydiver is connected to a harness attached to a tandem instructor. The instructor guides the student through the whole jump from exit through free fall, piloting the canopy, and landing. The student needs only minimal instruction before making a tandem jump with the instructor.

2. How is an Accelerated Free Fall different from Static line?

Ans: Throughout the world, the AFF and Static line systems are used by people who have decided that they would like to learn to skydive. Both methods are well established and have their own pluses and minuses.

c. Prepare a check list of FOUR pieces of equipment that a diver should take for sky diving.

S.No.	Checklist for Sky Diving	Yes	No
1.	Have I checked my Parachute with experts?	yes	
2.	Have I decided my landing point?	yes	
3.	Have I taken all necessary equipment in case of emergency?	Yes	
4.	Have I learnt rules and regulations for safe dive ?	yes	

REPORT WRITINGS (ACCIDENT AND SURVEY REPORT)

You are the safety engineer of a tyre manufacturing company. A major fire accident has taken place in the factory and 12 workers have sustained severe burnt injuries. The Managing Director of the Company has asked you to prepare a detailed report on the accident, together with your recommendations for averting similar accident in the future. Your report should not exceed 250-300 words.

ACCIDENT REPORT

The manager

Safety Engineering Dept.

Tyre Manufacturing Unit,

The managing Director

Tyre Manufacturing Unit,

Chennai.

Sir,

Sub: Report on Fire Accident

Ref: Your memo dated on 1st march 2018

With reference to your memo, a detailed report is submitted on the accident that took place a couple of days ago in our factory .

On 1st March, a fire broke out around 8.30 a.m. in the electrical circuit. It spread quickly and engulfed a vast area, consuming a large number of gas cylinders in the process. Moreover, the labourers working in the following station sustained burn injuries. Fortunately, as it occurred during early morning not many had come to work.

The fire service was called immediately and the fire was extinguished after half an hour. People with burnt injuries were sent to the hospital. About 12 workers are badly injured , and people with minor burns are recovering slowly.

Investigations are going on. To avoid such incidents in future certain recommendations are provided:

1. It is recommended to provide gloves and helmets for the employees.
2. It is suggested to give hands on training to escape from such mishaps in the near future
3. It is decided to fix fire extinguishers and fire alarms in every block.
4. It is suggested to appoint a team to have continous check on safety measures in the company
5. The wiring in all places should be regularly checked.
6. A fire extinguisher should be installed in the gas filling department.
7. The employees should be rained to deal with emergency situations.
8. It is instructed to all the employees to work only with safety gloves and helmets.

Yours sincerely,
XXXXX

Safety Engineers.
Tyre Manufacturing Unit,
Chennai.

SURVEY REPORT

As a Executive Director of an organization, conduct a national survey on oceans and their importance in the present scenario. Submit the report to the Chair person of your organization with detailed analysis and descriptions. Give certain recommendations to safe guard oceans and to give enlightenment for the society on oceans.

The Executive Director
Aquatics Control
Chennai-103

The Chair Person
Aquatics Control
Chennai-103

Sub: Report on Safeguarding Oceans

Ref: Your memo no. 123/54/18 dated on 12/03/2018 on safeguarding oceans and.

Anne Platt McGinn illustrates in her book, *Safeguarding the Health of the Oceans*, the damage humanity has caused oceans and the potential destruction to come. Currently, most commercial fish species are fully or overexploited. More than half of the world's coastlines are threatened by development and pollution, and coral reefs are dying from cyanide poisoning, pollution, and global warming.

In a national telephone survey for The OCEAN Project, explored the public's connections, values, attitudes, and knowledge relating to the oceans. Our goal was to better understand what needs to be communicated to build awareness and to increase our concern about the health of the oceans.

Before embarking on the survey, Institute of Ocean Technology conducted six focus groups among people who have visited an aquarium, zoo, or science museum in the last two years. The focus group analysis, which identified values and beliefs that are decisive when discussing ocean protection, contributed greatly to our understanding of public attitudes and to the crafting of relevant questions for the poll.

The national survey for The OCEAN Project was conducted among 1,500 adults in the our society. The national survey of 1,500 adults from our state from July 24 to August 8 were asked dozens of questions on their attitudes toward the oceans. This section provides an overview and summary of key analytical points of the survey. As we found in the focus group phase of this research, aquariums, zoos, and science museums have a unique opportunity to educate the public about the importance of oceans. At the moment, we are not generally concerned about the health of the oceans, and we find the public possesses only a very basic understanding of the oceans, their functions, and their connections to human survival. However, communicating to the public with facts alone is not likely to increase the saliency of these issues. To raise concern and urgency, we must link factual information about the oceans and the threats to them with people's personal connection to the oceans, their values, and everyday lives. Our analysis of the survey data identifies key points about public attitudes toward the oceans that will inform how aquariums, zoos, and science museums can strengthen commitment to ocean protection.

Oceans are viewed as powerful, vast, relaxing, and fun. Large majorities of the general public connect the oceans with a number of positive words and phrases. As we heard in the focus groups, the oceans are viewed as: powerful; vast; relaxing; and fun. To a lesser extent, they are seen as important for emotional well-being and frightening.

The public possesses little awareness of ocean health, especially of the oceans beyond the beach. When asked about the health of the open, deep oceans, close to half of the public report that they do not know enough about these oceans to give an opinion and slightly over a quarter say so for coastal waters. Americans who live within a two-hour drive of the ocean are more familiar with coastal waters, but four in ten of them are still unable to offer an opinion about the deep oceans.

Protecting the oceans is not an urgent issue. At the moment, the oceans are not perceived to be in immediate danger, and the need for action to protect the oceans is not readily apparent. Lack of urgency about oceans' health is demonstrated by the plurality of four in ten people who rate the health of coastal waters and ocean beaches as "only fair;" close to a quarter say it is good or excellent; and only one in ten says poor. When we look at the seriousness of a number of environmental problems, damage to the oceans is considered a second tier environmental problem. Threats to the oceans are seen as less serious than air and water pollution and toxic waste, and about as serious as global climate change, species extinction, and overconsumption of resources in the state.

Recommendations

- It is recommended to bring awareness on this issue to every citizen in the country.
- It is suggested to recycle the water from various industries and not to pollute the oceans.
- It is advised to have strong bond with the oceans, when people use it as a recreational environment.

- It is requested that every citizen have a serious responsibility to impart knowledge to the youngsters to save oceans
- It is advised that the fisheries and coastal organizations stop all harmful practices in the ocean to save those aquatics.

MINUTES OF MEETING

MINUTES OF THE SUPER HIGH SCHOOL SCHOOL SITE COUNCIL MEETING NOVEMBER 15, 2018

The Super High School, School Site Council met in regular session on Tuesday, November 15, 2018, at 5:00 p.m. The meeting was held at Super High School, 801 Glenwood Ave., Atlanta, GA 30316 in the library.

School Council Members present:

Sharonda Murrell
Kolandra Henry
Amy Feng

School Council Members absent:

Dr. Shirlene Carter
Herschel Knox
Pricilla Ponder
9 members were present, representing a quorum.

1. Call to Order

Vice Chairperson, Arlesia McCullough called the meeting to order at 5:21 p.m.

2. Roll call

Arlesia McCullough called the roll.

3. Approval of Agenda

Council member, Sharonda Murrell distributed the agenda which had been presented via email. Ramiro Garcia made a motion to amend the agenda which was seconded by Leslie Grant. 8 members were in favor, 1 member, A. McCullough opposed Super High, School Site Council November 2018

VOTE: Agenda was approved with a few additions: Compliance checklist, updated contact information, update norms. The majority ruled and the agenda was approved.

4. Approval of Minutes

Council member, Sharonda Murrell displayed the minutes from the October 18, 2018 meeting on the projector for those who may not have received them via email.

Moved, seconded, and carried that the school council approve the minutes of the October 18, 2018 meeting.

MOTION: McCullough; SECOND: Garcia MOTION CARRIED

5. Recognize visitors

The council recognized our visitor, Mr. Chris Murphy, parent of a 9th grader at Super High School. Mr. Murphy expressed his concern about not receiving or having access to the

notification of the election for School Site Council.

The council acknowledged Mr. Murphy's concerns and agreed to look into the election procedure in more detail. The council wanted to review exactly what the election process was? Was it followed? The council agreed to do an inquiry and come back to address Mr. Murphy's concerns.

6. Presentation to School

Council Chair report – Bylaws review

The council discussed looking into the bylaws again to determine the necessary steps for membership. It was discussed as the various ways of communicating meetings to the general public. The council agreed that the bylaws needed to be reviewed overall.

7. Report of Principal

Mr. Murdock, principal, discussed the school Discipline Plan and the fact that Super High is a pilot school for the program. Mr. Murdock shared that PBIS (Positive Behavior & Intervention Support) allowed Super High to no longer be disproportionate where discipline is concerned. Super High, School Site Council November 2018

8. Old Business

Review and approve change in SPSA. Team has determined not to order Great Math Program and purchase the Really Great Math Program. This will increase cost by \$2200. MOTION: McCullough; SECOND: Garcia MOTION CARRIED

9. New Business

Ms. Murrell shared that Maynard Jackson is currently trying to increase the enrollment in the gifted program. Ms. Feng just administered testing to about 19 students who based on their EOCT scores in math and reading were selected to be tested. Ms. Murrell went on to share the Title 1 Budget and also a Title 1 presentation.

10. Review the meeting dates (February 21, March 20 and April 17)

It was decided that there would be an additional meeting on May 13, 2018.

11. Adjournment

With no further business to come before the school council, the meeting was adjourned at 6:34p.m. MOTION: Leslie Grant; SECOND: Ramiro Garcia MOTION CARRIED

[The next meeting of the Super High-School Site Council will be held on February 21, 2019 at 5:00 p.m. at Super High School.]

St. Joseph's College of Engineering

St. Joseph's Institute of technology

UNIT IV NOTES

Clause

A clause is a group of words that has both a subject and a predicate. Every complete sentence is made of at least one clause.

Michael bought a new computer. (One sentence, one clause)

Michael bought a new computer, but he still has the old one. (One sentence, two clauses)

Although he still has his old one, Michael now has a new computer. (One sentence, two clauses)

Definition:

An independent clause (or main clause) makes sense by itself. It expresses a complete thought.

Michael bought a new computer. (One independent clause)

Michael bought a new computer, but he still has the old one. [Two independent clauses (Coordinating conjunctions don't count as part of the clause.)]

Although he still has his old one, **Michael now has a new computer.** (Only the second clause is independent.)

Definition:

A dependent clause (or subordinate clause) does not make sense by itself. It does not express a complete thought.

Although he still has his old one. (Without the independent clause, a dependent clause is a sentence fragment.)

A dependent clause usually begins with a subordinating conjunction, a relative pronoun, or some other word that causes it to become dependent. A dependent clause will make sense only when attached to an independent clause.

Although he still has his old one. (*Although* is a subordinating conjunction.)

He still has his old one. (Without the conjunction, the clause becomes independent.)

Michael now has a new computer **although he still has his old one.** (Combined with an independent clause, the dependent clause makes sense.)

Simple, Compound, Complex

Simple Sentences

A simple sentence contains a subject and a verb.
It expresses a single complete thought that can stand on its own.

Examples:

1. The baby cried for food.

Compound Sentences

A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. Basically, a compound contains two simple sentences.

These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

Examples:

1. The shoplifter had stolen clothes; so he ran once he saw the police.
 2. They spoke to him in Spanish, but he responded in English.
- This is also a compound sentence that uses a conjunction to separate two individual clauses.

Complex Sentences

A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought.

A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

Examples:

After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.

Mention whether the following sentences are simple, complex or compound.

1. That irritating man is fortunate to have such a patient wife. (Simple sentence)
2. He held her close and swore never to forsake her. (Compound sentence)
3. This was a fashionable restaurant in former days. (Simple sentence)
4. It takes lot of fortitude to sail around the world alone. (Simple sentence)
5. In spite of being very intelligent, Mohit does not score good marks. (Simple sentence)
6. All the passengers were impatient to know when the train would arrive. (Complex sentence)

IF CONDITIONALS

Type	Condition
I	Condition possible to fulfill
II	Condition in theory possible to fulfill
III	Condition not possible to fulfill (too late)

1. Form

Type	If-clause	Main clause
I	Simple Present	Will + V1
II	Simple Past	would + V1
III	Past Perfect	would + have + Past Participle(V3)

2. Examples (if-clause at the beginning)

	Main clause	
	I will pass the exam.	
	I would pass the exam.	
	I would have passed the exam.	
	long forms	short/contracted forms
I	If I study, I will pass the exam.	If I study, I'll pass the exam.
	If I study, I will not fail the exam.	If I study, I won't fail the exam.
	If I do not study, I will fail the exam.	If I don't study, I'll fail the exam.
	If I studied, I would pass the exam.	If I studied, I'd pass the exam.
II	If I studied, I would not fail the exam.	If I studied, I wouldn't fail the exam.
	If I did not study, I would fail the exam.	If I didn't study, I'd fail the exam.
	If I had studied, I would have passed the exam.	If I'd studied, I'd have passed the exam.
III	If I had studied, I would not have failed the exam.	If I'd studied, I wouldn't have failed the exam.
	If I had not studied, I would have failed the exam.	If I hadn't studied, I'd have failed the exam.

Complete the sentences using appropriate clauses.

1. If you set your mind to a goal, you'll eventually achieve it.
2. If I inherited a billion dollars, I would travel to the moon.
3. If you had told me you needed a ride, I would have left earlier.
4. If I'd had time, I would have cleaned the house.
5. If you rest, you will feel better.

Match the Words with their Meanings:

1. PRUDENT - (adjective) = Avoiding risks and uncertainties – careful

2. MIMICRY - (noun) = The practice of imitating
3. LANGUID - (adjective) = Moving or speaking slowly with little energy
4. INGENIOUS - (adjective) = Very clever and skillful
5. ABOLISH - (verb) = To end an activity to custom officially
6. RECRUITMENT - (noun) = The process of finding people to work for a company
7. RECYCLE - (verb) = To collect and treat waste to produce useful materials which can be used again
8. INFORMANT - (noun) = Someone who gives information to another person
9. HAUNT - (verb) = To cause repeated suffering or anxiety
10. BRASH - (adjective) = Showing too much confidence and too little respect
11. DEPOSE = To remove someone important from a powerful position
12. DISORDER = A state of untidiness or lack of organization
13. UTILISE = Make use of something in an effective way
14. FRUGAL = Careful when using money or food
15. DISPIRITED = Not feeling hopeful about a particular situation
16. GRANDIOSE = Impressive or grand in appearance or style
17. GRACIOUS = Behaving in a pleasant, polite, calm way
18. STRIFF = Violent or angry disagreement
19. RECKON = To think or believe
20. ERODE = To rub or be rubbed away gradually
21. SQUAD = A small group of people trained to work together
22. EXTINCT = No longer living
23. SQUASH = To crush something into a flat shape
24. HERMIT = A person who lives alone and away from society
25. MIGRATE = To go from one country or region or place to another
26. PHONEY = Not sincere or not real
27. FRAIL = Weak or unhealthy

28. ADORN = To add something decorative to a person or thing
29. GRIN = A wide smile
30. MELLOW = Mature or easy going and pleasant

SYNONYMS

Find the suitable synonyms of the following sentences replace the underlined word with another word that means the same. Choose your answers from the options given below.

(rattling, churlish, changeable, circumvent, camouflage, typical, circumference, caliber, clemency, candor)

1. Windy days are typical of December.

Windy days are **characteristic** of December.

2. Her moods are as changeable as the weather.

Her moods are as **flighty** as the weather.

3. He tends to be ill-tempered before he has had breakfast.

He tends to be **churlish** before he has had breakfast.

4. We sailed around the entire boundary of the island.

We sailed around the entire **circumference** of the island.

5. The swindler tried to evade the law.

The swindler tried to **circumvent** the law.

6. We heard the pots and pans clanking in the kitchen.

We heard the pots and pans **rattling** in the kitchen.

7. The defendant was grateful for the judge's kindness.

The defendant was grateful for the judge's **leniency**.

8. His character was of the highest merit.

His character was of the highest **caliber**.

9. A chameleon disguises itself by changing color.

A chameleon **camouflages** itself by changing color.

10. A good critic must be a man of great honesty.

A good critic must be a man of great **candor**.



PART B

1. **Read the following passage and answer the questions given below:**
When Hard Work and Self Belief You Can Innovate Too!

We humans have evolved a lot. From the Stone Age to the Silicon Age, we have not only transformed our life style but also the world we live in. This was possible only because of our understanding of our surroundings and the components of our environment. The modern world is a dynamic one. Its face keeps changing because of the developments made possible by science. What were once considered fantasy and figments of the imagination are now reality. The Mars expedition, diseases- resistant crops, mobile phones, satellite communication, cloning – all these and much more are the offshoots of advances in science and technology.

I will not be exaggerating if I say that the successful research endeavors of the last century play a major role in the way we lead our lives now. No one can categorically say what technology will define, transform, and revolutionize in the coming years. But we can make a well-thought-out conjecture.

Considering the kind of impact computers and computational systems have on almost all of our ventures like education, communication, vocation, entertainment and media, it cannot be denied that they will play a key role in this century too. It should be mentioned that almost all fields of knowledge are interlinked. Interdisciplinary research is done more than ever now. In fact it is the best thing that could have happened for the frontiers of science.

Individual who have a passion for their subjects can always apply what they specialize in to any form or genre of knowledge. A golf enthusiast may find ways to hit a ball by using kinematics- a branch of classical mechanics that describes motions in terms of position, velocity and acceleration. A cricket crazy individual can help a bowler fine-tune the reverse swings by helping him understand the applications of fluid dynamics. A nanotechnologist can flawlessly modify car windscreens' surfaces into super- hydrophobic surfaces and ensure an easy drive even during a deluge.

These are just a few example of how technocrats can apply technology to make life easy and comfortable for us and also find solution to larger problems like depleting fuel resources, melting of glaciers, unpredictable weather condition and extinction of life forms.

All said and done, I wonder why as students we do not understand or appreciate these innovations and do not even make any attempt to apply what we learn.

“When you start in science, you are brainwashed into believing how careful you must be, and how difficult it is to discover things. There’s something that might be called the ‘graduate student syndrome’; graduate students hardly believe they can make a discovery” said professor Francis Henry Compton Crick. As youngsters and students you may be under the belief that you need to possess extraordinary skills and talent to innovate and discover. But in reality it is not so. If you do a bit of thinking you will agree with my statement. Individual who have contributed through inventions and discoveries were normal people like you and me. But they believed in themselves and work hard. Failure did not stop them from trying. Scientist like Edison stands as examples. You need to be creative and look at things in a different way. Lateral thinking is a skill that you need to develop. Several people must have observed a fruit falling from a tree. But it

was only Newton who thought about why it should go down perpendicularly and further inquiry into the issue helped us understand what gravity is.

So see beyond and further, and with that sense of self belief, you could also innovate.

a) Say whether the following statement are True or False

- | | |
|--|--------------|
| i) Science has not really altered the world we live in. | True |
| ii) The author categorically says computer will play a major role in this century as well. | True |
| iii) One need not have extra- ordinary skills to innovate. | False |
| iv) Common people cannot innovate or discover. | False |

b) Choose the best answer from the choices given:

i) 'But we can make a well-thought-out conjecture.' Means:

- a. we can make a clever inference
- b. we can make a hasty decision
- c. we can get confused

ii) What is the best thing that has happened for the advancement of science?

- a. inter disciplinary research
- b. invention of computers,
- c. research in nanotechnology

iii) Scientist like Edison stand a example for

- a. extraordinary skill and talent
- b. **self-belief and hard work.**
- c. lethargy and creativity

iv. What differentiated Newton from others?

- a. he was the one who watched a fruit fall
- b. he was not extraordinary talented
- c. **he inquired why the fruit should fall perpendicularly**

Write a short summary of the above given passage in not more than 100 words.

Hard work and self-belief do not necessarily represent what is true or factual. Our beliefs are based on perceptions of reality, which are shaped by our experiences and culture. The power of each belief or thought stems from within the individual believer. In this sense, whatever you believe in your heart to be true is a reality in your life. As a result, you then attract events, experiences and people in your life to match your 'loves' or 'beliefs'. This is demonstrated in my parents' relationship where my mom always says that what attracted her to my father was their shared belief in meditation, God and spirituality.

Coming from a background of engineering and medicine, I was taught to question every belief, even the proven theories in medicine. So, how can I believe in the ideas of a soul and of God that have never been scientifically proven? Well, it is simple. It is my conviction that they exist, thus making them real and alive. It is not sufficient to just think the thought with the mind, however, as it must be felt in the heart for positive effect. This is the concept behind prayer, meditation and positive thinking: a simple

thought that is felt by the heart. A true belief or prayer resonates both in the heart and mind

Paraphrasing

A paraphrase is

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by accurate documentation) to borrow from a source.
- A more detailed restatement than a summary, which focuses concisely on a single main idea.

Steps for Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Examples

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result, they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

A legitimate paraphrase:

In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim

Paraphrasing Sentences

Here are some sentences that have been paraphrased:

- Original: Her life spanned years of incredible change for women.
- Paraphrase: Mary lived through an era of liberating reform for women.

- Original: Giraffes like Acacia leaves and hay and they can consume 75 pounds of food a day.
- Paraphrase: A giraffe can eat up to 75 pounds of Acacia leaves and hay every day.

- Original: Any trip to Italy should include a visit to Tuscany to sample their exquisite wines.
- Paraphrase: Be sure to include a Tuscan wine-tasting experience when visiting Italy.

Job Application Letters

A job application letter comprises of two parts

1. Cover letter
2. CV or Resume

Cover letters are one-page documents that you send with your resume when applying for a job. It is meant to:

1. **Introduce yourself to the hiring manager**
2. **Argue why you'd be a good fit for the job**
3. **Fill in places your resume cannot describe**
4. **Further explain other aspects of your resume**
5. In the first paragraph, **begin by telling the employer the position you are applying for and how you learned about the opportunity.**
6. The rest of this paragraph should briefly present basic information about yourself, including: degree, area of study/expertise, and your career goals in terms of how they align with the goals of the company.
7. **Sell Yourself-** The second paragraph should respond directly to the job description written by the hiring manager. **Describe how your previous job experiences, skills, and abilities will allow you to meet the company's needs.** To make that easier, you can (and should) literally include words and phrases from the job description in your cover letters.
8. To go the extra mile, do some research about the company, and try to find out what they are doing — and why — given the current state of their industry. In a third paragraph, explain how you can fit into that schema, and help push the company forward and achieve any goals you suspect they may have.
9. **Conclusion**
10. The final paragraph is called the “call to action.” Inform them that you'd love to get interviewed. Thank them for spending the time to read your letter.

Your Name
Street Address

City, State Zip Code Phone Number

Date

Individual's Name

Job Title

Name of Organization Street Address

City, State Zip Code

Dear Mr./Ms. _____:

First Paragraph: State the reason for writing. Name the specific position or type of work for which you're applying. Mention how you learned of the opening.

Second Paragraph: Explain why you're interested in working for this employer and specify how you fit this position. Don't repeat the information on your resume. Include something special or unique about yourself that will benefit the employer. Remember, the reader will consider this an example of your writing skills.

Third Paragraph: Mention that your resume is enclosed and indicate your desire to meet with the employer. You may want to suggest alternate dates and times, or simply advise them of your flexibility to meet. Include day and evening contact information. Include a statement or question that will encourage the reader to respond. Be sure to communicate your plan to follow up. You might state that you'll be in the area on a certain date and would like to set up a meeting, or you'll call on a certain date to set up a meeting. Finally, thank the employer for his/her time.

Sincerely, (Your Signature in blue or black ink) Your name

Enclosure

•

Software Engineer Cover Letter

Your Name
Your Address
Your City, State, Zip Code
Your Phone Number
Your Email

Date

Company Name
Address
City, State, Zip Code

Dear HR Manager:

With a Bachelor's Degree and Master's Degree in computer science, numerous years of hands-on experience creating and implementing software applications, and the ability to troubleshoot and solve problems in a timely and accurate manner, I confidently express my interest in your posting on LinkedIn for an experienced software engineer.

I have been involved in numerous large-scale software releases and understand the importance of time management and open communication. While it may be easy to focus on the technical side of work, I've found that being able to express concerns, roadblocks, and alternative solutions to colleagues of varying technical backgrounds has been invaluable in my professional development.

Over the course of my career as a software engineer I have:

- Become a certified Software Development Associate and Professional.
- Led two successful software releases as the Java, team leader.
- Increased team efficiency by implementing agile methodologies.

I truly believe in continued education and research and continue to seek new software and methods to assist with product development. I hope to bring my knowledge, and future knowledge, to your organization.

Attached is a copy of my resume that further explains my background and technical skills.

I can be reached anytime via my cell phone, 555-555-5555 or via email at name@email.com. Thank you for your time and consideration. I look forward to speaking with you more about this opportunity.

Yours sincerely,

Your Signature (*hard copy letter*)

RESUME

RESUME FORMATTING TIPS

A professionally formatted resume always catches the right eyes. These simple rules can help you make your resume better:

- Use left margin justification i.e. keep all text in the main body left-aligned.
- Use single line spacing between the lines.
- Use straight lines to break sections and also to give an outline to the resume, if you wish to.
- Simple bullet points under each category head give a neat format.
- For a hard copy, print on plain white or cream paper.
- A resume should ideally be two pages in length, and a cover letter strictly one page.

RESUME CONTENT AND LAYOUT TIPS

A good resume is defined by the format used and content layout. Here are some things to keep in mind while writing your resume.

- There are three types of resume layouts; Chronological, Functional, and Combination. Based on the job and application type along with your profile and experience, you can select anyone. Resume formats are defined accordingly.
- Chronological layout presents the content with a timeline, usually from the latest to the oldest, giving emphasis on work experience and achievements. Recommended for people with more than 2 years of industry experience.
- Functional layout presents the content with skills and learning as the prime focus and neutralizes the lack of work experiences in the relevant field. Recommended for freshers and professionals switching between industries. Professionals with cross-industry profiles and experience can also gain an advantage with it.
- Combination layout is a custom layout for specialized needs and combines both, chronological and functional layouts to bring the best of both. Recommended for professionals with a variety of skills and experience and also for individuals with less experience and more skills.
- Content should be crisp, clear, and targeted towards the application and job requirements.
- Content should clearly present the skills, their relevance to the job, and their previous application if any.
- Use relevant keywords and keyphrases for digital and targeted information.

An excellent resume has the power to open doors.

Your resume describes your qualifications and what makes you unique. To stand out among other applicants, you need a resume that markets your strengths and match for the job.

A great resume:

- Grabs the attention of employers and recruiters
- Sells your strongest skills and accomplishments
- Shows how you're a match for a position or project
- And most importantly, gets you a job interview!

Highlight your best points in the resume

It's easy to create a resume that looks like everyone else's. But to win that interview, you need to go beyond the standard approach. Here are four strategies that will get your resume noticed:

- Sell yourself
- Identify your transferable skills
- Highlight your accomplishments
- Use keywords effectively

Resume

FirstnameLastname

6 Kent Street

Warren, MI 48088

Home 555-555-5555 | Cell 555-123-4567

lastname.firstname@email.com

Career Objective

To gain superior knowledge of computer systems, design, and analytical projects, along with first-hand experience with all phases of product development lifecycle.

Education

Master of Science, University of ABC, Dearborn, MI

Anticipated May 20XX

Major: Computer Science

Bachelor of Science, University of ABC, Ann Arbor, MI

May 20XX

Major: Computer Science

Experience

Software Engineer, Varys, Detroit, MI
June 20XX - Present

- Analyze, troubleshoot and solve problems in a timely and accurate manner.
- Produce automated test scripts and define environments to conduct test activities
- Extend SDK functionality to new platforms and partners.
- Write clear, concise, and thorough specifications and documentation.

Software Engineer - Intern, Summit Technology, Detroit, MI
December 20XX - May 20XX

- Designed and implemented algorithms for indexing and searching documents.
- Worked with team members to investigate design approaches and evaluate feasibility.
- Developed software architectures and designs based on product requirements.
- Helped improve the reliability and efficiency of Summit's core systems.

Technical Skills

Languages: C++, Java, C#, Net, JavaScript

Applications: MS Visual Studio, Eclipse

Application Server: JBoss, Tomcat

Operating Systems: Windows, Unix, Linux

Database Systems: SQL Server, MySQL, Ingres

Personal Profile

Date of Birth : 10 Sept 1991

Passport number : F 1020347

Languages Known : English, Tamil, Hindi and German (speak and read)

Marital Staus : Unmarried

Nationality : Indian

Reference

•
Dr. Vijaya Rajesh

Training Manger

Department of Computer Sciences

University of ABC

Ph: 045555-6666

Place:

Date :

Signature
Name

Job Application

(Cover Letter & Resume)

As *Hard Copy*

Write a job application for the following application published in "Times of India" dated 15th March, 2018

SSAP project Inc. is currently recruiting talented Project Managers to join our growing Project management team with in our centrally located Chennai office.

To apply for the project management position, you must meet the following requirements :

A Relevant Under Graduate Degree in Engineering or Equivalent.

A must or other relevant post graduate qualification in either project Management or Engineering would be highly beneficial; all other skills required for a managerial position.

Right from day one you will be given the opportunity to work in some important and challenging projects. You will work in a team to support the delivery of projects on time, cost and quality; and produce project programmes. we expect dynamic and in vogue personality.

Apply to SSAP projects Inc. PO.Bag#1, Chennai - 600 001, Tamil nadu, India.

Cover Letter

Mr. Hemnath Kumar

4, Big street
Anna Nager
Chennai-40

The HR Manager

SSAP Projects Inc.
PO.Bag# 1,
Chennai -600 001

Dear Sir

Sub: Applying for the Post of Project Manger – reg.

Ref: The Hindu Newspaper dated 15/03/2018

Sir with reference to your advertisement in the Hindu newspaper, I am applying for the post of Project Manger. I have completed Mechanical Engineering at Anna University with 8.1 CGPA. I graduated in the year 2015. I always wanted to be a part of your esteemed organization and contribute for its success and I find this as an appropriate opportunity to prove myself.

Along with this letter I am enclosing my resume, photo copies of my certificates and also two passport size photographs. I will be most excited if a chance is given to prove my excellence.

Awaiting to sit for an interview.

Thank you

25/9/2017

Yours faithfully

CHENNAI

(Mr. Hemnath Kumar)

Mr. Hemnath Kumar
hemanth95@gmail.com
4, Big Street
Anna Nagar
Chennai - 40

e-mail:

Mobile: 9597126629

POSITION SOUGHT

- Junior Production Engineer

CAREER OBJECTIVE

- To obtain an entry-level position as a Project Manager with SSAP Projects Inc, allowing me to utilize my education and internship experience while gaining valuable work experience in a team **oriented environment**.

EDUCATIONAL DETAILS

- Completed B.E in Mechanical Engineering with 8.1 CGPA from Anna University in the year 2016.
- Completed +2 with 95% from Vedavalli Vidyalaya HSS during the year 2012.
- Completed tenth standard from Vedavalli Vidyalaya SSS during the year 2010 with 10 points.

AREA OF INEREST

- Manufacturing technology
- Automobile engineering

SKILLS

- Fast learner and independent with strong leadership and critical thinking skills
- Good in designing.
- Efficient in handling situations.
- Innovative spirit with ideas.
- Proficient in designing new locomotives and engines
- Capable of completing the task on time.
- Skilled in Solid Works, Math CAD, Matlab, MS Office, PLC programming and machining Knowledgeable in Mechanical Engineering Sciences: Fluid Mechanics, Strength of Materials, Dynamic Systems Analysis, Vibratory Motion, Thermodynamics and Heat Transfer.

ACCOMPANISHMENTS

- Conducted a National Conference at Anna University on “Nano Tech.” with Dr. Babu, Creative Head SRP Motors during the year 2014.
- Organised a Workshop for three days at Anna University on “Recent Trends in Mechanical Engineering” with Dr. Sivam, Production Engineer during the year 2015.

ACHIEVEMENTS

Participated and won the first place in “Engine Designing”, organized by the Automobile Society of India at New Delhi during the year 2014.

Won a second place in a Quiz competition on “Science & Technology” at Young India Brains organized by the Lion’s Club of India during the year 2013.

Presented a paper on “Power Production through Bladeless Turbine” Conducted in Anna University during the year 2012.

ACTIVITIES

Society of Automotive Engineers (SAE), 2014-Present

MINI PROJECT

Undertook the final year project on “Manufacturing Technology” with a project title named as “Design and Fabrication of Reciprocating Saw” and the software that was used for designing was Solid Work 2014. The project came out successfully.

MAIN PROJECT

The main project was undertaken on Design of Transmission System with project title as “Design Analysis and Fabrication of Modular Case Climber” and the software that was used for designing was Solid Work 2016. The software used for analyzing was Ansys 15. The project was guided by Mr. Anil, ME, Phd, department of mechanical engineering

IMPLANT TRAINING

- Attended a 7-day implant training at Ashok Leyland which helped me to gain knowledge on various machine process during the year 2015.

INDUSTRIAL VISIT

- Integral Coach Factory
- Karnataka Turned Components, Hosur.

PERSONAL TRAITS

- Creative and logical.
- Problem solving ability

PASS-TIME

- Interested in updating the latest news on automobiles
- Fond of playing football
- Good in drawing

PERSONAL DETAILS

NAME : Mr. Hemnath Kumar
FATHER'S NAME : Ram Kumar
AGE, DOB : 22, 28/3/1995
PERMANENT ADDRESS : 4, Big street
Anna Nager
Chennai-40
PHONE NUMBER : 9597126629
EMAIL ID : hemanth95@gmail.com
NATIONALITY : Indian

REFERENCE

- Mr. Balaji
Head of Mechanical Department
Anna university 9846469436.
- Mr. Murugan
Team Head
Ashok Leyland Pvt. 9647974149.

(Signature)

(NAME)

25/9/2017
CHENNAI

Fond of travelling

References

Ms.Sheeba

Tech Sols

Kanpur

Declaration

I hereby declare that the above details are true to my knowledge.

Yours Sincerely

(Name)

Analytical Essays

Analytical essay is a kind of an essay, which focuses on the detailed interpretation, or examination of a certain subject, such as a book report, an event, or any work of art or literature. The aim of the writer is to present a careful investigation into the details of the subject and to provide readers a comprehensible view of it.

Its objective statement is to give an analysis of the important elements, such as the characters of a book, the plot, as well as the author's way of writing. It offers a comprehensive understanding of the core of subject to gain more knowledge from it.

- 1. Develop a strong topic sentence.** Each topic sentence in each body paragraph of your analytical essay outline should tell the reader exactly what that section is going to be about.
- 2. Make your claim.** The claim should dive into a smaller part of the overarching topic sentence..
- 3. Provide evidence from various sources to back up your claim.** You can't just go around making claims without any support. You can use quotes or paraphrase parts of the text or statistical data to add evidence.
- 4. Tie that evidence to the topic sentence.** You have to make it clear why you included the evidence. If you do not, your analytical essay runs the risk of being a summary.
- 5. Conclude it with a well-rounded idea.** After you've built up all of your body paragraphs, given the appropriate evidence to back your claims, and tied that evidence to your topic sentences, you're ready to wrap it all up.

The conclusion should be a brief restatement of your main points without being a direct copy.

Nowadays Obesity is a terrible illness in children that provokes many problems in their lives. This problem is very common and some people think that is not important for us, but we need to take care of that. Children who are overweight in the future they will have more problems than the ones they can imagine. Obesity can provoke many problems in children if the parents do not take care of the feeding of them, but this problem has some solutions.

Obesity is a big problem that is noticeable in little children. They cannot see all the problems that this illness can give them. First, they can have physical problems because they are discriminated for being obese. Another issue is in the children's health because they can have childish diabetes and high pressure. Sometimes children do not pay attention to that, but they are exposed to have some of these problems because of obesity.

Good news is that this problem has many solutions, but children need the help of their parents to be better. One solution is that they have to go with a psychologist to receive help in their traumas due to this problem because in the school the children's partners can call them "Fat" for example. Another possibility is that children can do exercise like walk in the evenings, play basketball, football or another sport.

A final very important alternative is that children need to go with a nutriologist who gives them a special diet. Because obesity comes from bad feeding and a good feeding is a clue for reducing the rate of obese children because most of the times they do not eat fruit or vegetables, and the food that they eat is not nutritious. Parents need to help in their children's feeding because they do not think about the problems that obesity can provoke them.

Obesity is a horrible in children because through the years, they can have several problems. Parents need to know more about these problems because they affect in some ways to children who have obesity; but it has some alternatives to be solved like going to a psychologist, doing exercise, and going to a nutriologist. If obese children have a good feeding and do exercise, their life can change in a good way.

Essay Writing

Analytical Essay

Failure of rainfall is one of the crises faced by the people in our country. Write an essay of about 300 words on the causes and effects of poor rainfall in our country and few ideas to overcome this problem.

A country's economy is dependent on Industrial sector and agriculture. India is mainly an agricultural country with over 70% of its people directly related to farming. To sustain agriculture the land requires adequate rainfall each season. Hence, annual rainfall is of prime importance. South –West monsoon typically arrives in the Indian sub-continent sometime in end May/early June and continues until September. The country receives major share of rain in this period. The North East monsoon arrives in December in the Southern hemisphere of India

mainly as cyclonic storms. The country's economy gets a boost and it is able to maintain its GDP in the wake of a good monsoon. However, if monsoon gets delayed by even a fortnight it can spell disaster and it becomes difficult for India to maintain growth in GDP.

The year is at its fag end and the rainfall so far has been normal so far. The Meteorological Department has declared a poor show by the monsoon which has given rise to concerns. Poor monsoon is a result of El Niño, a climatic occurrence in the Pacific Ocean that happens every few years and affects the monsoon in this part of the planet.

The figures given out by the meteorological department show over 12% deficits in rainfall this season. It is a cause for concern as a huge deficit is recorded in major agricultural states of India, namely Haryana and Punjab.

Argumentative Essay

Write an essay of 300 words comparing the print media over the electronic media. Which do you find to be more effective? Support your arguments with necessary examples.

Print Media vs Electronic Media

The word media conjure up images of newspapers, magazines, radio, television, and internet along with reporters and correspondents with their recording devices and cameras running after celebrities. There was a time when the world of media was dominated by newspapers, and the owners of newspapers were moguls in their own right. The invention of radio and television opened up a world of possibilities and the media got divided into print and electronic versions. The recent emergence of the internet has added strength to electronic media in no uncertain terms. For those aspiring to make a career in the world of media, it is important to understand the differences between print media and electronic media. Let us take a closer look.

Print Media

For nearly a century, media was synonymous with print media as newspapers and magazines were the only sources of communication and for dissemination of information. Books, periodicals, newspapers etc were a great medium in the form of paper and text, printed using ink. People had very few means of entertainment and relied a great deal upon information provided by print media, to make opinions. People started their mornings with newspapers to get their daily dose of information from the world of politics, entertainment, sports, and about their city and the world at large.

The information being in printed form, it is possible to carry newspapers to all places and read them anytime one desires. However, uneducated and illiterate people cannot make use of print media as they cannot read. In print media, reporters and writers have no face and they are behind the scenes, living a life of anonymity. Print media is not available at all times and gets published at regular intervals so that one has to wait for the fresh edition to arrive in the market.

Electronic Media

Electronic media includes all mediums of sharing information that are not in print form. Therefore, radio, television, and the internet make up this form of media. People can listen on radio and see live pictures of events and calamities along with the comments, opinions, and remarks of correspondents and experts who are now in front of the camera and not behind the scenes. All this has made electronic media a much more powerful version of media as it has visual appeal and more convincing power. Live pictures can be very moving, turning the opinions of people much more easily than printed text. Electronic media, especially television, has been instrumental in taking not just information but also transforming the world of entertainment.

With electronic media, we have 24 hours news channels beaming programs that are live. This means that one can get access to the latest breaking news anytime of the day and he need not wait till morning to know what happened last evening. Live telecast of events has made the world a small place to live in as people can enjoy sporting events being held thousands of kilometres away while being able to watch political summits and other important events. Who can forget the live images of Pentagon and World Trade Centre being attacked by terrorists on 9/11? Similarly, natural calamities are beamed right when they take place to all parts of the world making people aware of what is happening in remote corners of the world.

What is the difference between Print Media and Electronic Media?

Print media is the earlier of the two types of media, and it ruled the scene for nearly a century. Print media is available at regular intervals, and it is not possible to get to the fresh edition when one desires while electronic media is available 24X7 and one can get access to breaking news in all parts of the world through live pictures. One can get to electronic forms of newspapers anytime of the day on their computers through internet. Print media thus has a presence online, and the thin dividing line between print and electronic media has become blurred.