

READING

READING AND UNDERSTANDING TECHNICAL ARTICLES:

GUIDELINES TO READ TECHNICAL ARTICLES:

QUICKLY IDENTIFY WHAT THE AUTHOR IS CLAIMING TO SAY,

- What is the problem?
- Is the problem all that important?

QUICKLY STATE YOUR OPINION ABOUT THE CLAIM

- Is this a significant (radical or revolutionary) insight?
- What is your intuition about whether the proposed insight/solution is likely to work?
- What evidence would convince you?

DETERMINE WHAT EVIDENCE IS PRESENTED TO SUPPORT THE AUTHOR'S CLAIM

- Was the evidence you sought presented?
- If not, what evidence was presented?

DECIDE WHETHER THE EVIDENCE IS CONVINCING

- Was the evidence complete, reasonable, and believable?
- Do you trust the conclusion the author reached based on his data?

DETERMINE THE MAJOR CONCEPTS, KEYWORD, FACTS PRESENTED

- Did the author define any new terms?

- Do you agree with the term definitions?

IDENTIFY THINGS ABOUT THE ARTICLE WITH WHICH YOU DISAGREE

- Is there anything in your experience that would cause you to still disagree with the author?

RE-EVALUATE YOUR OPINION ABOUT THE ARTICLE

- Has your opinion of the article changed?
- What additional information do you need?

IDENTIFY THE WAYS IN WHICH THE ARTICLE HAS INCREASED YOUR UNDERSTANDING OF THE PROBLEM OR OF POSSIBLE SOLUTIONS

- Have you profited from reading this article?
- In what ways?
- List 2-3 new things you learned.

LIST THE IDEAS THAT ARE STILL UNCLER ABOUT THE ARTICLE

- List 2-3 things you still don't understand.
- For each, think about how you would go about resolving the question.
- Paraphrase, in one paragraph, what the article is saying.

DETERMINE THE MAIN IDEA YOU CAN USE FROM THE ARTICLE

- Did you try to apply the articles ideas to a small instance of the problem?
- Could you reach a similar result as the author?
- If not, why do you think you failed?
- Style of paper: Essay, experiment, survey

LANGUAGE DEVELOPMENT

REPORTED SPEECH

In technical and scientific writings indirect speech or reported speech gains importance especially in report writing tasks. While transforming direct sentence into indirect sentence care should be taken to make appropriate changes in the tense forms, persons, pronouns and certain adverbials and demonstratives that show time and place. Some useful hints are given below:

Change in tense forms:

Direct Speech

Indirect Speech

Simple present

simple past

Present continuous

past continuous

Present perfect

past perfect

Present perfect continuous

past perfect continuous

Past tense

past perfect

Past continuous

past perfect continuous

Past perfect

no change

Will/shall/can/may/must

would/should/could/might/must

Changes in persons and pronouns

When a third person reports the direct speech, the pronouns I, we, my, our, us, you, your are changed to he, him, she, her, they them, their etc

Change in adverbials and demonstratives

Direct Speech

Indirect Speech

This

that

These

those

Here

there

Now

then

Ago

before/earlier

Today

that day

| | |
|-----------|--------------------|
| Tonight | that night |
| Last week | the previous week |
| Tomorrow | the next day |
| Yesterday | the day before |
| Next week | the following week |

Reported Verb:

Direct Speech

Indirect Speech

Said/said to

told/ asked/requested/ pleased/exclaimed

Exercises:

Direct & Indirect Speech(statement)

1. My mother said, "I did the work."
2. He says, "I am going to Delhi tomorrow."
3. He said, "I have read this novel."
4. Sheela said, "I don't like Hindi movies."
5. Monica said to her father, "I want to go on a picnic."

Answers:

1. My mother said that she had done the work.
 2. He says that he is going to Delhi the next day.
 3. He said that he had read that novel.
 4. Sheela said that she didn't like Hindi movies.
 5. Monica said to her father that she wanted to go on a picnic.
- I. Direct & Indirect Speech: (Interrogative sentences)
1. I asked Meena, "Where were you last evening?"
 2. He said, "Has she gone?"
 3. Tom said, "Will you come and play ball with me?"
 4. The beggar said to him, "Why are you laughing at me?"
 5. Nisha said to Tom, "Do you recognize me?"

Answers:

1. I asked Meena where she was the previous evening.
2. He asked whether she had gone.
3. Tom asked whether I would go and play ball with him.
4. The beggar asked to him why he was laughing at him.
5. Nisha asked Tom whether he recognised her.

II. Direct & Indirect Speech: (Imperative sentences)

1. The king said, "Hang him."
2. I said to the servant, "Go to the shop and buy a newspaper."
3. He said to me, "Please lend me your camera for a day."
4. He said, "Let's go for lunch."
5. The mother said to her son, "Don't tell lies."

Answers:

1. The king ordered them to hang him
2. I ordered the servant to go to the shop and buy a newspaper.
3. He requested me to lend him my camera for a day.
4. He suggested that we should go for lunch.
5. The mother advised her son not to tell lies.

III. Direct & Indirect Speech: (Exclamatory sentences)

1. He said, "Alas! We lost the match!"
2. She said, "Welcome!"
3. She said to her daughter, "May God grant you a long life."
4. Ashok said, "What a fool Tom is!"
5. He said, "How clever the boy is!"

Answers:

1. He exclaimed with sorrow that they had lost the match.
2. She welcomed me/us.
3. She prayed that God might grant her daughter a long life.
4. Ashok exclaimed that Tom was a big fool.
5. He exclaimed and said that the boy was very clever.

WRITING

REPORT WRITING

1. Suppose you are a manager of a company. Write a report on the fire accident that occurred in your company?

Lulu manufactures Pvt..LTd

27, Sholinganallur, OMR

Chennai-105

M.T Suresh

11/03/2020

The Floor Manager

The General Manager

Lulu Manufactures Pvt..LTd

Sir,

Sub: Report on the accident.

Ref: with reference to your memo no JM/BK/453 dated 3/03/2020,a detailed investigation has been made on 2/03/2020 in the factory premise

On 2/03/2020,the workers were busy in the assembly line, All the work was going smoothly suddenly a sparkling in the place where a robot was welding. It spreads to the gunny bags that were stocked close by. The workers who have working on the floor immediately used the fire extinguishers and tried to put off the fire. In spite of the immediate action, one person faints due to suffocation and he was hospitalized immediately

During the investigation it is found that these had been a short circuit in a part of the robot which had been in operation nearly a year. The person in charge of the unit had gone to have tea as was break time sudden fluctuations in the power supply had led to fire out break

- To avoid such incidents in the future, it is recommended that,
- The workers who had been careless should be punished severely
- The Machines should be maintained every alternative day
- Power supply ought to be cut automatically when there is a disruption
- Flammable materials like gunny bags should be kept separately

If such punitive and preventive measures are taken, such fire accident can be prevented in future

Yours faithfully

(Signature)

M.J Suresh

Floor manager

A Feasibility report on introduction of cosmetics in the Chennai city market for Tamil New Year

Submitted to

The Managing Director

Cosmo Hair Oil Company 20 January 2014

Chennai-600026

By

R. Karman

Chief Executive

20 January 2014

Cosmo hair Oil Company

Chennai-26

The Managing Director

Cosmo Hair Oil Company

Sir,

As intimated by you in the letter, No SM/2551 dated 05-01-2014, a study has been made on the potential of introducing cosmetics in and around Chennai. For the fourth coming Tamil new year

Through there are five popular brands of creams, lotions and talcum powders moving in this area, the real competition for us is only from two brands

We conducted an opinion poll among college girls, working women and house wives regarding their favorite brands and reasons for their preference 70% of and reasons of them said that they reliability 25% of them opined that they are provided with attractive offers now and then. But from their opinion, we could infer that if all the cosmetic items are introduced in a single compact pack at a reasonable price with attractive prize schemes it will be received.

In conclusion, our survey proves that there is a good scope for marketing our cosmetics as we have already well established our brand name among the public. Thus it is recommended that before marketing the new cosmetics items, we should ensure that our products are

- Reasonably priced
- Reliable
- Wrapped in attractive and compact price
- Provided with price schemes

Yours Faithfully,

(Signature)

R. Karman

Chief Executive

Report on industrial visit

Rohini college of Engineering and Technology

Palkulam-629401

Balan13/3/2020

The class representative

First year Mechanical. A

The Head of the Department

Mechanical engineering

RCET

Dear Sir,

Sub: Report on one day Industrial visit

On receiving the letter from MRF tyres limited, Manadi,30 students with two faculty members went to an industrial visit to the factory on 6-03-2020.

We all assembled at the college at 8am and left the college in van we reached the factory at 10am .An engineer in charge of production received us at the entrance and gave a brief introduction to the factory we were given masks to be worn then he took us around from one section to the next and explained the process involved in making of tyres. The workers are doing the work concentrated. Everyone was wearing mask. He showed how oxygen would be supplied in case of any toxic leaks, etc. A few robots are also employed to do contain repetitive operations. A visit came to an end at 2:30pm we left the premises at 3pm

It was an informative, interesting and a successful visit As students of Mechanical engineering we learned a few applications of polymers

We express our thanks to the HOD who permitted us to go on the visit, faculty members who accompanied us and the officials who explained the various developments

Thanking you,

Yours faithfully

Sd.

The Class Representative

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 our society. The national survey of 1500 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.

SPEAKING

PARTICIPATION IN A GROUP DISCUSSION

DEFINITION:

Group Discussion- A group of individuals, who share a common interest forms a group to discuss ideas, solve problems, and exchange information to achieve a common goal.

The term **Group discussion** is commonly known as “GD”, and many institutions or organizations expect their candidates should be excelled in Interpersonal communication skills, confidence in public speaking, team spirit, leadership qualities and problem solving skills.

Advantages of group discussion:

- Easy to set up
- Fast and relatively inexpensive
- Stimulates dialogues and new ideas (Chaining/ Cascade effect)
- Opportunities for disclosure among similar
- Very flexible
- Socially oriented ‘Synergism’ and ‘Snowballing’ of ideas.

Benefits of Group Discussion:

- Everyone gets a chance to voice out their opinions
- You can improve communication skills
- Cultivate divergent thinking
- Improve your analytical skill
- Improve People handling skill
- You learn negotiating skill
- Enhances language skill
- Develops team work

DO'S IN A GROUP DISCUSSION:

- First impression is the best impression. As for GD, Enter the discussion with a strategical point rather than a random point.

- Address group members with respect and dignity.
- You should understand the difference between starting and initiating the discussion.
- Establish eye contacts with the participants.
- Use a louder voice, strong diction and correct grammar.
- Take counter arguments in a positive way, and display good listening skill.
- When asked to conclude, summarize the main points of discussion.
- Maintain serenity throughout the discussion that exposes your ability of managing stress effectively.

DONT'S IN A GROUP DISCUSSION:

- Don't start for the sake of starting; this may project you as a person with a lack of planning and organizing skills.
- Don't be arrogant or aggressive
- Don't show a lack of attention
- Don't indulge in cross discussion when the main discussion is in progress
- Don't project informal body language
- Don't scream or shout to prove your point.
- All the qualities of the group discussions cannot be developed at once, but rather it should be cultivated gradually.

CONCLUSION:

GD should have a natural setting where you can raise a question, gather various answers or ideas to that question and bring a perfect solution to that question.

VOCABULARY DEVELOPMENT

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

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