



COMMUNICATIVE ENGLISH – I

DIPLOMA COURSE IN ENGINEERING AND TECHNOLOGY

FIRST SEMESTER

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Untouchability is a sin
Untouchability is a crime
Untouchability is inhuman

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THE NATIONAL ANTHEM

FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
uchchhala-jaladhi-taranga
Tava Subha name jage, Tava Subha asisa mage,
gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he.

- **Rabindranath Tagore**

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he.

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AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravida, Orissa and Bengal
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee

THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad in wavy seas;
Deccan is her brow crescent-like on which the fragrant 'Tilak' is the
blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme
reigns Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires
awe and ecstasy'.

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ANNEXURE- I
STATE BOARD OF TECHNICAL EDUCATION & TRAINING, TAMILNADU
DIPLOMA IN ENGINEERING / TECHNOLOGY SYLLABUS
N-SCHEME
(Implements from the Academic year 2020 - 2021 onwards)

Course Name : All branches of Diploma in Engineering and Technology and Special Programmes except HMCT and film & TV.
 Subject Code : 40011
 Semester : I
 Subject Title : COMMUNICATIVE ENGLISH – I

TEACHING AND SCHEME OF EXAMINATION

No of weeks per semester: 16 weeks

Subject	Instructions		Examination			Duration
	Hours / Week	Hours / Semester	Marks			
			Internal Assessment	Board Examinations	Total	
COMMUNICATIVE ENGLISH – I	5	80	25	100*	100	3 Hrs.

* Examinations will be conducted for 100 marks and it will be reduced to 75 marks.

Topics and Allocation of Hours

UNIT	Topic	Time
1	Functional Grammar and Usage	17
2	Vocabulary Enrichment	15
3	Situational English	15
4	Creative English	15
5	English for Scholarly Presentation / Fluency	11
Test & Model Exam		7
Total		80 Hrs.

RATIONALE:

- With the advent and supremacy of the Internet, smart phones, e-Commerce and Social Media in global communication, English has metamorphosed itself with new dimensions to get the communicator's thoughts, feelings and interactions dressed in alien colours.
- To execute the tasks in Technical Environment, whether academic, professional or social, proficiency in English plays a vital role and a requisite for communication skills has gained momentum both for e-communication, higher studies abroad and placement in MNCs.
- Amazing and inconceivable developments in technology has led various industries to coin and employ their own new words everyday and hence revision of syllabus, especially to cater to the need for essential updated vocabulary has become inevitable.
- In addition to the retention of certain functional grammar parts to attest accuracy in communication, new components such as vocabulary enrichment, situational English, Creative English and English for Scholarly Presentation have been introduced to equip the learners to cope up with revamping technical scenario.

OBJECTIVES:

At the completion of the study of I and II semesters, the students will be able to

- Apply functional grammar to produce pristine presentations in English
- Carry out effective interaction with the aid of formation of interrogatives
- Enrich his/her vocabulary to cater to the needs of changing linguistic requirements
- Understand and respond to the e-content available elsewhere in academic, professional and social environments
- Understand and review e-books, movies and TV programmes and post his/her reviews online
- Execute dialogues with his/her friends, teachers and colleagues in day-to-day situations
- Describe and interpret visuals, images, machine drawings, events in books and on the Net
- Understand, acquire and employ new structures in scholarly presentations with an exposure to works of Great personalities
- Communicate effectively with idioms and phrases appropriate to real-life situations

40011 COMMUNICATIVE ENGLISH –I

DETAILED SYLLABUS

Contents: Theory

Unit	Name of the Topics	Hours
I	Functional Grammar and Usage Parts of Speech Functional Units Use of Main Verb & Auxiliary Verb Application of Tense Forms (Simple Present, Present Continuous, Present Perfect, Simple Past, Past Continuous, Past Perfect, Simple Future, Future Continuous only) Framing Yes / No Questions Framing Wh- Questions Application of Active Voice and Passive Voice Use of Prepositions	17
II	Vocabulary Enrichment Word Conversion (selective 25 words) Collocation - Noun with Verb, Adjective with Noun (Selective 25 collocations) Homophones (selective 25 homophones) One word Substitutes (Textual) Idiomatic expressions for Daily Life (frequently used 25 expressions) Frequently Used Phrasal verbs (selective 25 phrasal verbs)	15
III	Situational English Dialogue for Day to Day Situations Short Messages for e-Communication Letter Writing for Academic Purpose (Leave Application, Requisition for Bona fide Certificate, Applying for TC) Writing the Essentials Comprehension	15

Unit	Name of the Topics	Hours
IV	Creative English Review Writing (Book / Movie / TV Program) Visual Description Advertisement Writing Word Cloud Transforming Verbal Passage into Graphics	15
V	English for Scholarly Presentation/ Fluency "A Snake in the Grass" by R.K. Narayan "Of Parents and Children" by Francis Bacon "On His Blindness" by John Milton "When I Have Fears" by John Keats	11

Reference Books

Glossaries

<https://www.engineering-dictionary.com/>

<https://techterms.com/definition/>

<http://dictionary.tamilcube.com/>

https://www.lexilogos.com/english/tamil_dictionary.htm

Grammar

1. **Just Enough English Grammar Illustrated**, Gabriele Stobbe, McGraw-Hill Osborne Media, 2008
2. **Visual Guide to Grammar and Punctuation**, DK Publishing, 2017
3. **English Grammar in Use**, Raymond Murphy, Cambridge University Press, 2019
4. **Intermediate English Grammar**, Raymond Murphy, Cambridge University Press, Second Edition
5. **Essential English Grammar**, Raymond Murphy, Cambridge University Press, New edition.

Motivation

1. **An Autobiography; Or, The Story of My Experiments with Truth**, Mahatma Gandhi, Penguin Books, 2001
2. **You Can Win**, Shiv Khera, New Dawn Press, 2004
3. **Chicken Soup for the Soul**, Jack Canfield, Mark Victor Hansen, 2001

COMMUNICATIVE ENGLISH - 1

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	Functional Units	15
	Use of Main Verb & Auxiliary Verb	21
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UNIT – 1

1. FUNCTIONAL GRAMMAR AND USAGE

Objectives:

At the end of this unit, the students shall be able to

- differentiate and use eight parts of speech in their communication
- recognize different patterns of a sentence and make similar structures in speech and writing
- understand the difference between main verb and auxiliary verb and frame sentences using them in day to day contexts
- comprehend the frequently used tense forms in English and use them in their academic, personal and professional contexts
- frame yes/no type questions and use them in their conversations
- understand the structure of Wh questions and employ them in their conversations
- differentiate the structure of active and passive voice and apply the passive forms in their reports, presentations, and research articles
- recognize the different uses of prepositions and avoid common errors in their application

1. PARTS OF SPEECH

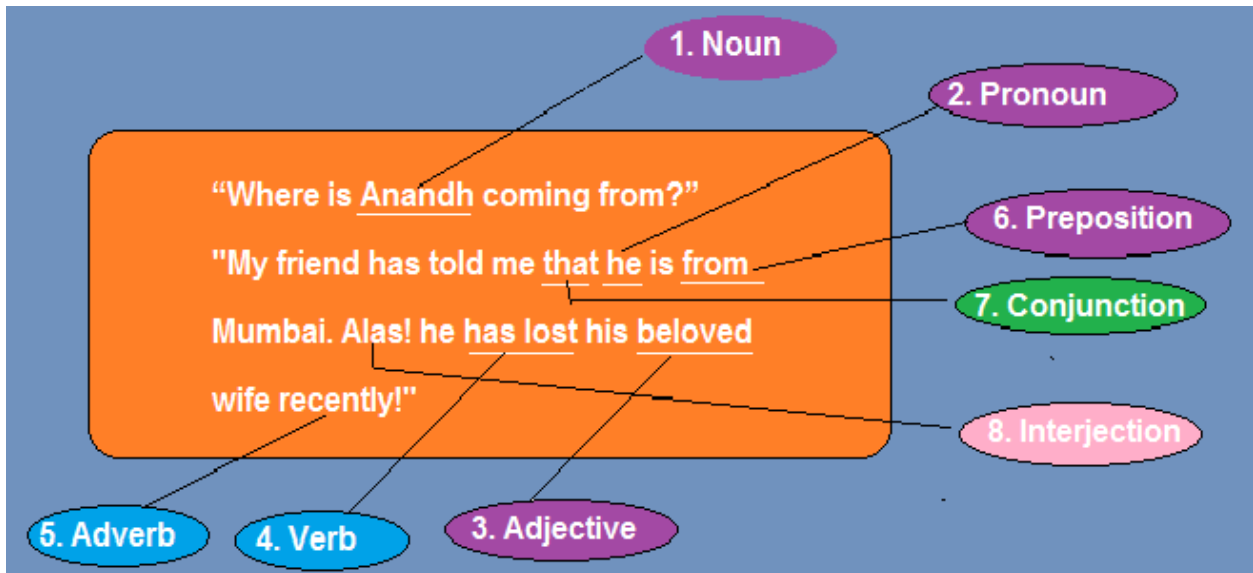
Look at the following sentences:

“Where is Anand coming from?”

“My friend has told me that he is from Mumbai.

Alas! he has lost his beloved wife recently “

The above sentence can be divided into certain group of words with common grammatical properties. These categories of words are called parts of speech. Now look at the picture:



These words with distinct nature and function are called parts of speech.

Exercise

Identify the parts of speech of the other words not underlined in the above example.

- | | | |
|-------------|---|--------|
| 1. Where | - | Adverb |
| 2. is | - | |
| 3. coming | - | |
| 4. my | - | |
| 5. friend | - | |
| 6. has told | - | |
| 7. me | - | |
| 8. Mumbai | - | |
| 9. his | - | |
| 10. wife | - | |

1. Noun:

ACTIVITY

Look around you and tell the name of whatever you see. For example, teacher, board, fan, window...Each one of you should tell minimum 10 words. Let us start.

What is a Noun?

Whatever you have told now is a noun. Yes, the name of your friend (Ranjani?), the name of your place (Classroom) and the name of anything that you know or see is known as a

noun. Imagine, there is no noun in the world. How will you talk about somebody or something?

Types of Nouns:



Specific Names → *Proper noun*

Gandhi, Radha, Chennai, India, Titan, Sony...



Names in general → *Common Noun*

man, woman, place, country, watch, television...



Names of Groups → *Collective Noun*

team, audience, people, herd, flock, committee...



Names of Materials → *Material Noun*

gold, silver, iron, plastic, rubber, paper, glass...

Still there are some more types.

If you can see and touch the things, their names are **concrete nouns**. If you couldn't, then they are **abstract nouns**.

How can you see and touch love, wisdom, foolishness, beauty and laziness? Hence these names of qualities are called **abstract nouns**.

If you can count things, then they will come under the category of **countable nouns**. But how will you count sand, rice, water and sugar? Hence they are called **uncountable nouns**. What do you say? Is God concrete noun or abstract noun?

ACTIVITY

Your friend will say the name of any **three** things or persons and you have to make a sentence using that noun.

Example: 1

Friend 1: book

Friend 2: This book is very useful.

Friend 1: principal

Friend 2: Our principal is coming here.

Friend 1: watch

Friend 2: My watch is not working.

Get it Right

Nouns like furniture, information, advice, luggage and scenery are always used only in singular form.

Therefore, for instance, **it is wrong to say 'furnitures' and 'informations'**.

2. Pronoun

Look at the following sentences:

- Suresh went to canteen. **He** had a cup of coffee with his friends.
- Neela likes to book movie tickets online. **She** finds it easy.
- English is an international language. **It** is also easy to learn.
- My friends attended campus interview yesterday. **They** got selected in top MNCs.

In the above sentences, you can notice that instead of repeating the nouns **Suresh, Neela, English and My friends**, **he, she, it and they** are used. These words used instead of a noun are called **pronouns**. How many times will you repeat the same noun in your speech or in your paragraph? It is looking so awkward, isn't it? Here comes pronoun for your help.

Types of Pronouns:

- Personal Pronouns:** I, we, you, he, she, it, they, me, us, him, her and them

I want **him** here now. **They** called **me** a leader. **She** asked **them** to keep quiet.

- Possessive pronouns:** my, mine, our, ours, your, yours, his, her, hers, its, their and theirs.

Examples: **my** book, **our** teacher, **your** friend, **his** project, **her** bag and it is **mine**.

- Reflexive and intensive pronouns:** myself, ourselves, yourself, himself, herself, itself and themselves

Reflexive : He felt ashamed of **himself**. She was looking at **herself** on the mirror.

Intensive : I **myself** wrote this poem. We **ourselves** selected this branch.

d) **Demonstrative pronouns:** this, these, that and those

This is useful for competitive exams. **That** won't work out.

e) **Interrogative pronouns:** Which, what, who, whom and whose

What is there on the table? **Whom** did you meet? **Which** is your bag?

f) **Indefinite pronouns:** anyone, anybody, someone, somebody, everyone, everybody, none, nobody, anywhere, somewhere, everywhere, nowhere, anything, something, everything and nothing

Someone is knocking at the door. Nobody is ready to help me.

g) **Relative pronouns:** who, which, that, whose and whom

I know the person **who** came here. It is an important work **that** should be done first.

FACT STORE

The word “**that**” is not only a demonstrative pronoun and a relative pronoun, but also a conjunction.

ACTIVITY

Take any page in your English book. Identify and underline the pronouns you find in that page. Replace the pronoun with some other suitable pronoun and make a new sentence of your own for minimum 5 pronouns.

3. Adjective:

A word describing a person, place or thing is called an adjective. Here is a description for you.

This picture shows a cute boy. He has a yellow cap on his head. He looks so soft.

He has three toys around. He is a little bit busy with his toys. He is dressed in red colour.

He has a few repairing tools as well. Each boy is like him. We don't know whose boy he is.



ACTIVITY

The underlined words in the picture belong to different kinds of adjectives. Write what type of adjective each one is. Make a new sentence of similar pattern by substituting some other suitable adjectives.

Types of Adjectives:




- Adjectives of Quality: good, bad, old, new, beautiful, brilliant, colourful...
- Adjectives of Quantity: little, much, more, some, enough, no, whole...
- Adjectives of Number: one, two, first, second, several, many, all, few...
- Demonstrative Adjectives: this, that, these, those and such
- Distributive Adjectives: each, every, either, neither, any and both
- Interrogative Adjectives: What, which and whose

FACT STORE

“What” in “**what** do you want?” is an interrogative pronoun. But, “what” in “**what book** do you want?” is an interrogative adjective.

4. Verb:

Look at the following pictures. What do you understand from them?

What is he doing?	What does she have?	How is he feeling now?
		
He <u>is running</u> .	She <u>has long hair</u> .	He <u>is happy</u> .
Action	Possession	state/ existence

A word that refers to **what somebody does**, **what somebody has**, and **how somebody or something is**—(an action, possession, or status) is called a verb. Action words alone are not verbs.

For example, in the above picture, in the second and third cases, no action is referred through the verbs. Can you make any sentence without a verb? You can't. Because verb is the soul of a sentence just as vowel sound is the soul of a word.



Do you know the shortest sentence in English?

Go. It's an imperative sentence. Of course, all imperative sentences just with verbs are shortest sentences.

Types of Verbs:

1. **Main Verb:** A verb that stands alone or joins with auxiliary verbs to indicate an action or event is called a main verb. (He **runs** fast. She **sent** a mail. We have **cancelled** the ticket.) Each main verb has three forms – present, past and past participle as in “write, wrote and written” or as in “call, called and called.” Some main verbs remain the same in present, past and past participle as in “cut, cut and cut.” The first form is used to frame sentences in simple present. The second form is used to make sentences in simple past whereas the third form is used to make perfect tense forms and passive forms.
 - i. Transitive verbs: A verb which needs an object to describe an action or even is called a transitive verb. (Example: He **submitted** his project.) Sentences with transitive verbs can alone be converted into passive voice.
 - ii. Intransitive verbs: A verb which does not need an object to describe an action or event is called an intransitive verb. (Example: She lives in Chennai.)

Get it Right

It is a general misconception that all sentences can be changed into passive voice. But, sentences with intransitive verbs cannot be changed into passive voice. (e.g. Uma smiled beautifully.)

2. **Auxiliary Verb:** A helping verb that assists a main verb to form tense forms other than simple present and simple past is known as an auxiliary verb. They are also helpful to form passive forms. In some cases, an auxiliary verb can also function as a main verb, as in “He is my friend” and “He did this for me.”
 - i. Be form auxiliaries: am, is, are, was, were, be, been and being
 - ii. Do form auxiliaries: do, does, and did
 - iii. Have form auxiliaries: have, has and had
 - iv. Modal auxiliaries: shall, should, will, would, can, could, may, might, must, ought to, used to, dare to and need

ACTIVITY

Students of each bench can form a team. One team should tell a verb and another team should make a sentence for that. (maximum 5 verbs) Verbs and sentences once used should not be repeated by any team.

Example:

Team 1: speak

Team 2: They speak in Malayalam.

Team 1: like

Team 2: I like to play Cricket.

Team 1: attend

Team 2: She attended the meeting.

Team 1: run

Team 2: He is running fast.

Team 1: share

Team 2: We have shared the message on WhatsApp.

5. Adverb

“Adjectives are the sugar of literature and adverbs, the salt.” – (Henry James)

A word that is used to describe an action is called an adverb whereas a word that is used to describe a person, place or thing is known as an adjective.

Note the Difference:

1. David is a **sincere manager**. (adjective describing a manager)
We **worked sincerely** to complete the project before deadline. (adverb describing the action)
2. The image is **clear**. (adjective)
Speak **clearly**. (adverb)

An adverb adds quality to a verb, adjective or to another adverb. For instance,

They made an **attractive** offer. (used as an adjective)

They presented it **attractively**. (an adverb qualifying a verb)

The product was **very attractive**. (an adverb qualifying an adjective)

They presented it **very attractively**. (an adverb qualifying another adverb)

Get it Right

Remember that it is wrong to say “He ran fastly.” There is no such word as ‘fastly’. In English, ‘fast’ functions as both adjective and adverb. Say “He ran fast.”

Types of Adverbs:

- a) When did an action or event happen? (Adverb of Time) :
yesterday, today, tomorrow, now, later, earlier, recently, soon, sometimes, always and never
- b) Where did an action or event happen? (Adverb of Place):
here, there, near, off, in, out, everywhere, anywhere and nowhere
- c) How did an action or event happen? (Adverb of Manner):
fast, slowly, quickly, neatly, successfully, creatively, carefully and cautiously.
- d) How many times did an action or event happen? (Adverb of Frequency):
often, rarely, seldom, always, never, usually, again and sometimes
- e) To what extent did an action or event happen? (Adverb of Degree):
entirely, completely, totally, extremely, fairly, somewhat, enough, slightly, quite and very.

Exercise

Fill in the blanks by choosing suitable adverbs from the brackets.

- 1) Read _____ the instructions given in the manual. (sometimes, carefully, slightly)
- 2) He _____ made excuses for not doing the work. (quite, slowly, often)
- 3) He received the letter _____. (entirely, yesterday, tomorrow)
- 4) Why are you talking _____? (decently, loudly, cleverly)
- 5) We searched for him _____. (nowhere, fast, everywhere)

6. Prepositions:

Preposition is a grammatical word that is used to denote location, direction and time. It is mostly used before a noun or pronoun and relates it to some other word in the sentence. It often refers to where something is and towards which direction something or somebody moves.

For example.

- a. He is sitting near his sister. (where is somebody?)
- b. The ball is on the table. (where is something?)
- c. He is going to college. (Towards which direction?)



In English, prepositions are used before a noun but in Tamil, they are used at the end of a noun. Compare: **In** Chennai – சென்னையில்

Types of Prepositions:

1. Place Prepositions:

on, above, below, under, near, off, in, out, between and among

Examples: We sat under a tree. It was near a theatre. Don't sit on the floor.

2. Direction Prepositions:

to, from, across, into, through, along, around, up and down

Examples: She was going to the hostel. We had a walk along the road. The boy was running across the road.

3. Time prepositions:

at 5 p.m, at 6 o'clock, on Monday, in March, in 2006, in summer, for two hours, since yesterday, in the morning, at night, on my birthday etc.

Examples: The meeting started at 10 a.m. Meet me on Tuesday. He didn't talk to me since yesterday.

4. Phrasal Prepositions:

according to, in front of, because of, by means of, in addition to, instead of, in spite of, out of, apart from, on behalf of, for the sake of, etc.

Examples: Instead of making a call, meet him in person. Don't park in front of the gate. According to me, this is highly expensive.

ACTIVITY

Look at the picture given below and write 5 sentences describing the location of the objects with suitable prepositions: Two sentences are done for you:

There is a sofa **in** the room. A tea table is **in front of** the sofa.



7. Conjunction:

A word that is used to join two words, phrases or sentences is called a conjunction.

- a) I am talking about Suresh and Praveen. (joining two words)
- b) The book may be in the bag or on the shelf. (joining two phrases)
- c) I offered him a chance but he was not interested. (joining two sentences).

Types of Conjunctions:

a) Coordinating conjunctions:

A conjunction that joins together two sentences or clauses of equal rank is called a coordinating conjunction. It is used to make compound sentences.

Example: He was disturbed and he went away at once. (connecting two sentences of equal rank)

Common Coordinating conjunctions: and, but, so, or, yet, still, whereas and while.

b) Subordinating Conjunctions:

A conjunction that connects a main clause and a subordinate clause together is called a subordinating conjunction. It is used to make complex sentences.

Example: Though the movie was so creative, it didn't reach the audience. (connecting a subordinate clause and a main clause)

Common Subordinating Conjunctions: though, since, as, if, unless, that, as soon as, when, till and than.

- c) **Correlative conjunctions:** Conjunctions which are used in pairs are known as correlative conjunctions.

Example: The manager will select **either** Rani **or** Vani.

Common Correlative conjunctions: either... or, neither...nor, not only... but also, not...but, whether...or and so...that

Get it Right

Subordinating conjunctions can be used either in the beginning or in the middle but not in both places. (e.g. As he was ill, he didn't come to college. He didn't come to college as he was ill. ~~As he was ill, so he didn't come to college.~~)

Exercise

Combine the following sentences with suitable conjunctions given in the brackets:

(So...that, if, not only...but also, because, so)

- a) He came late. He could not attend the interview.
- b) She was creative. She was helpful to others.
- c) You cannot submit the application. The last date is over.
- d) The lesson was difficult. Many students could not understand that.
- e) Pay your fees in the counter. I will issue the receipt to you.

8. Interjection:

Interjection is a word that is used to express sudden feelings and emotions of joy, sorrow, surprise, shock, disappointment and contempt. An exclamation mark (!) usually follows such expressions.

Look at the following sentences:

- i. Hurray! Our college team won the final! (expression of joy)
- ii. Alas! How many people are dying of Corona virus! (expression of sorrow)
- iii. Oh! This is your plan! (expression of surprise at sudden finding)
- iv. Aha! Here is what I'm searching for! (expression of feelings at sudden finding)
- v. Aah! What a lovely place! (expression of surprise)
- vi. Shh! My baby is sleeping! (expression of contempt at somebody's noise)
- vii. Oh my God! I forgot my hall ticket! (expression of shock)

viii. Shit! What nonsense you are doing! (expression of disapproval)

ix. Damn it! I'll kill you! (expression of anger)

Exercise

Make sentences with suitable interjections to the following images.






- 📖 There are eight parts of speech : noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection.
- 📖 The name of a person, place, thing or feeling is known as a noun.
- 📖 Pronouns are words used instead of a noun.
- 📖 Adjectives are words describing a noun.
- 📖 Verbs indicate an action, possession or state.
- 📖 Adverbs qualify a verb, adjective or another adverb.
- 📖 Prepositions are used to denote place, direction and time.
- 📖 Conjunctions connect two words, phrases or sentences.
- 📖 Interjections are words expressing sudden feelings of joy, sorrow, anger, surprise and disappointment.

https://en.m.wikipedia.org/wiki/Part_of_speech



2. FUNCTIONAL UNITS

Look at the following picture:



I love children.

Our new manager is going to the head office.

There are two sentences in the above picture. Group of words that form a sentence can be divided into various grammatical units. The first sentence has three units :

- The first unit – I ⇒ functions as a subject. (S)
- The 2nd unit – love ⇒ functions as a verb. (V)
- The 3rd unit – children ⇒ functions as an object. (O)

Since each unit has a function of its own, they are called **functional units**.

Take the second sentence now. How many units are there? You may think that there are more units but it has only three units:

- The first unit – Our new manager ⇒ functions as a subject. (S)
- The 2nd unit – is going ⇒ functions as a verb. (V)
- The 3rd unit – to the head office ⇒ functions as an adjunct. (A)

ACTIVITY

Take any page in any book that you have. Select any three sentences and write them in your note. Count and write how many units are there in each sentence.

Basic Functional Units and Sentence Patterns:

<p style="text-align: center;">FIVE FUNCTIONAL UNITS</p> <ul style="list-style-type: none"> • SUBJECT • VERB • OBJECT • COMPLEMENT • ADJUNCT 	<p style="text-align: center;">Basic Patterns of Sentences</p> <ul style="list-style-type: none"> • S V • S V O • S V IO DO/ S V DO IO • S V C • S V O C <p style="text-align: center; color: white;"><i>"Adjunct(A) can be added to any of the above"</i></p>
--	--

How to Identify a Functional Unit?

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Units	How to identify?	Example sentences
1. Subject (S)	Ask the question Who?/ Which? to the verb The answer is subject. (S)	<u>Ragu</u> is crying. (Who is crying?) <u>The dog</u> is barking. (Which is barking?)
2. Verb(V)	The verb may be a main verb or an auxiliary verb; it may be one word or a group words referring to action, possession or existence.	My friends <u>submitted</u> the project. (action) He <u>is</u> my friend. (existence) He <u>has</u> two bags. (possession) This machine <u>has been manufactured</u> in Pune.
3. Object (O)	Ask the question-What? / Whom? to the verb The answer is Object. (O)	We booked a <u>movie ticket</u> . (we booked - What?) She contacted <u>the manager</u> at once. (She contacted – whom?)
4. Direct Obeject (DO) and Indirect Object (IO)	When there are two objects in a sentence, one will be direct object and the other, indirect object. Ask the question What? The answer is direct object.	My father gifted <u>a watch</u> to me. My father gifted – what? The answer 'a watch' is a direct object here.

	<p>Ask the question To Whom?/for Whom?</p> <p>The answer is Indirect Object (IO)</p>	<p>My father gifted a watch – to whom? The answer 'to me' is an indirect object here.</p> <p>I bought this book <u>for my sister</u>. – For whom? for my sister = indirect object.</p> <p>Remember: The indirect object can also come before the direct object if we restructure the earlier sentence as: My father gifted me a watch.</p>
5. Complement(C)	<ul style="list-style-type: none"> ✓ That which completes the meaning of a sentence is complement. ✓ What somebody has is complement. ✓ What something has is complement. ✓ How somebody is or appears is complement. ✓ How something is or something appears is complement. 	<p>She is our teacher. (without 'our teacher' the sentence is incomplete)</p> <p>He has two calculators. (Ask What he has and the answer is complement)</p> <p>A dog has four legs. (Ask what the dog has and the answer is complement)</p> <p>Meena is beautiful. / Meena looks beautiful. (Ask how Meena is or how Meena looks, and the answer is complement.</p> <p>It is true / It sounds true. (Ask how something is or how something appears to be, and the answer is complement.</p>
6. Adjunct (A)	<p>Ask the question</p> <ul style="list-style-type: none"> ✓ When? ✓ Where? ✓ Why? ✓ How? <p>towards the verb and the answer is adjunct. (A)</p>	<p>We conducted the meeting yesterday. (When ? Yesterday = adjunct)</p> <p>I met him in Chennai. (Where? in Chennai = adjunct)</p> <p>I met him to get back my mobile. (Why? to get back my mobile = adjunct)</p> <p>He explained the thesis clearly. (How did he explain? clearly= adjunct)</p>

Complement is a mandatory unit but adjunct is an additional unit. Secondly, Complement is focused on a noun or pronoun but adjunct is for describing an action (verb).

Get it Right

Identify whether the third unit is a complement or an adjunct. Uma is in the library. (Remember it completes the meaning of a sentence and at the same time answers the question -Where? that we use to identify an adjunct.)

Exercise

Exercise	Task: Identify the functional units	Write your answer
1. Veena is not here.	Subject	Veena
2. The owner of the shop was at home.	Subject	
3. It is costly.	Verb	
4. She has returned from Bangalore.	Verb	
5. They will have been working in the US after few years.	Verb	
6. They completed the work.	Object	
7. We welcomed the chief guest with a thundering clap.	Object	
8. The project leader assigned me a lot of work.	Direct Object	
9. He gave this appointment for me.	Indirect Object	
10. Our students are creative.	Complement	
11. The problem has become complicated.	Complement	
12. The incident happened here.	Adjunct	
13. Peter attended the training in Chennai last week .	Adjuncts	
14. Children ran fast to catch the kite.	Adjuncts	
15. She made me a secretary .	Complement	

ACTIVITY

Pair with your friend and write the pattern of the following sentences in the boxes given. The first one is done for you.

1. Our college team won the match.

S + V + O =SVO

2. We were watching the programme yesterday.

3. They paid the exam fees for me.

4. I feel happy now.

5. They walked slowly to pass away the time.

6. They selected him the president.

7. She donated blood to the sick person.

8. Every Sunday I meet him at the railway station to collect the parcel.

9. Go fast.

10. You are upset now.

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Exercise

Sl. No	Sentence patterns for you	Write your own sentences here (one is done for you)
1	SVA	He/ came/ late.
2	SV	
3	SVO	
4	SVC	
5	SVIODO	
6	SVOC	
7	ASVO	
8	SVCA	
9	VA	
10	SVOAA	

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- 📖 There are five functional units : subject, verb, object, complement and adjunct.
- 📖 Ask the question Who? or What? to the verb to identify a subject.
- 📖 The functional unit **-verb** may be a single word or a group of words describing an action, possession or existence.
- 📖 The answer to the question “what?” is a direct object whereas the one to the question “to whom?” or “for whom?” is an indirect object.
- 📖 That which completes the meaning of a sentence is a complement.
- 📖 Adjuncts answer any one of the four questions – when? where? why? and how?

<https://www.slideshare.net/mobile/priyamphil123/sentence-pattern-29443218>



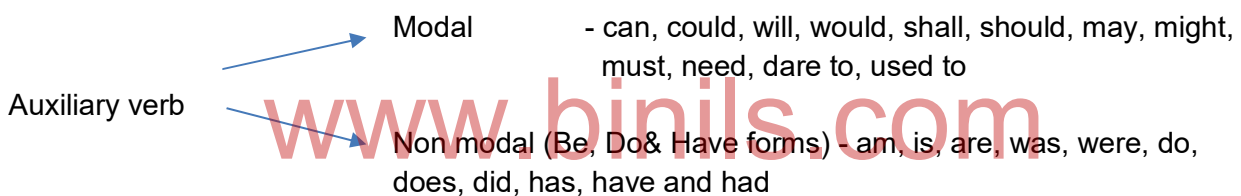
3. USE OF MAIN VERB & AUXILIARY VERB

What is a Main Verb?

Verbs are action words in a sentence that describe what the subject is doing. The subject can be someone or something. The verb shows an action or a state of being. In fact, without a verb the complete thought cannot be properly expressed or conveyed. The verb that shows an action is the main verb. Actually, a verb can be a sentence by itself. Most sentences have the action word as the verb, but in some sentences the verb cannot be identified as action word. For example, in “ I know your name,” **know** is a non-action verb. In order to recognize the verb, one way to know is that the verb follows a subject of the sentence. Another way is to ask the subject the question, what does/do/did the subject(s) do?

What is an Auxiliary Verb?

When a word is used to describe a state or occurrence it is called an auxiliary verb or a helping verb. A sentence may either have a main verb or a helping verb or both.



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Do you know that sometimes auxiliary verbs can also function as main verbs when they are not used with main verbs. For instance, take the sentence – “He is a teacher.” Here the verb is functions as a main verb though it is an auxiliary verb. But the same auxiliary verb is a helping verb when it is used along with a main verb to form tense forms as in “He is running fast.”

Two Types of Main Verbs:

There are two types of verbs: One is transitive verb that requires an object to complete the meaning and the other one is intransitive verb that requires no object.

Examples: The teacher prepared the question paper. (Transitive verb)
Peter cut the cake. (Transitive verb)

Mr. John speaks loudly. (Intransitive verb)
The ship sank into the water. (Intransitive verb)
The department store opens at 6 o'clock. (Intransitive verb)

Regular and Irregular Verbs:

An English verb can be regular or irregular. Regular verbs form their past and past participle forms by adding –ed. Examples are given below.

Walk – walked – walked

Dance – danced – danced

Paint – painted – painted

Work – worked – worked

Irregular verbs form their past and past participle forms in different ways.

There are mainly three types of irregular verbs.

Verbs in which all the three forms are the same (e.g. put – put – put)

Verbs in which two of the three forms are the same (e.g. sit – sat – sat)

Verbs in which all the three forms are different (e.g. drink – drank – drunk)

Some verbs can be both regular and irregular. Examples are:

Burn – burnt – burnt (irregular)

Burn – burned – burned (regular)

Dream – dreamt – dreamt (irregular)

Dream – dreamed – dreamed (regular)

Get it Right

It is incorrect to say: I hanged the picture on the wall. The correct past form is 'hung'. But you can use 'hanged' to refer to the killing of a person. For instance, as per the judgment, he was hanged last week.

Auxiliary Verbs:

Auxiliary verbs are sometimes called *helping verbs* because they are needed to form various tense form. The most frequently used auxiliary verbs are the verbs **to be**, **to do** and **to have**. For example: the auxiliary **to do** is needed to ask questions in the present and past simple tenses. **To be** is needed for the present and past continuous, and all the passive forms. The auxiliary **to have** is used in the present and past perfect tenses. Some tenses, like the present perfect continuous, need more than one auxiliary.

Here are some examples of the common auxiliary verbs:

- **Do** you like German food?
- **Does** your mother speak English?
- **Did** you come to school yesterday?
- Why **are** you talking? You should **be** listening to me!
- I **was** having a bath when you called!
- A new road **is being** laid behind the school.
- **Have** you done your homework?
- My father **has** never visited the USA.
- How long **have** you **been** living in Germany?
- By this time next year I **will have been** learning English for 35 years!

Let's take a look at how to use the auxiliary verbs be, have, and do.

	Past		Present		Future	
Be	I	was	I	am	I	will be
	You	were	You	are	You	will be
	He/She/It	was	He/She/It	is	He/She/It	will be
	We	were	We	are	We	will be
	You	were	You	are	You	will be
	They	were	They	are	They	will be
Do	I	did	I	do	I	will do
	You	did	You	do	You	will do
	He/She/It	did	He/She/It	does	He/She/It	will do
	We	did	We	do	We	will do
	You	did	You	do	You	will do
	They	did	They	do	They	will do
Have	I	had	I	have	I	will have
	You	had	You	have	You	will have
	He/She/It	had	He/She/It	has	He/She/It	will have
	We	had	We	have	We	will have
	You	had	You	have	You	will have
	They	had	They	have	They	will have



To give extra force to the main verb, **do** forms are used as in the sentence "I **did** ask him to wait," instead of the normal neutral usage: "I asked him to wait." This is called emphatic usage. Remember that in such cases, we should always use base form of the verb after do, does and did.

ACTIVITY

Join with your friend and frame your own sentences with any main verbs relevant to the pictures given below:

Task	Pictures	Your sentences with main verb
1		(One is done for you) 1. Children are playing football.
2		
3		
4		

ACTIVITY

Students in each bench may form a group and use suitable be form auxiliary verbs to complete the following sentences: (am, is, are, was, were)

1. Tell me, _____ you coming to the party?
2. What _____ you doing at home yesterday?
3. I _____ ready to do anything for you.
4. America _____ discovered by Christopher Columbus in 1492.
5. It _____ not easy to pass the IAS exam.
6. Mercedes cars _____ made in Germany.
7. What do you say? _____ I right?
8. He said that he _____ not interested in watching movies.
9. There _____ many problems in this project.
10. _____ there any cheque book on the table?

ACTIVITY

Join in pairs and use suitable 'do' form or 'have' form auxiliary verbs to complete the following sentences: (do, does, did, have, has, had)

1. What _____ you do every Sunday?
2. She _____ not want to stay at home.
3. He _____ called me twice.
4. Where _____ they go yesterday?
5. Before the police came, the thief _____ run away from the spot.
6. _____ you published your research article?
7. All the glasses are broken. Who _____ this?
8. What _____ it mean?
9. Where _____ you buy this mobile?
10. Somebody _____ come to see you.

ACTIVITY

All students in the class can be divided into two groups – Group A and Group B. Anyone from Group A can stand and tell a modal auxiliary and anyone in Group B should form a sentence by using the given verb. After this, Group B should tell a modal auxiliary verb and Group A should frame a sentence.

- ✓ Students once participated should avoid taking chances repeatedly so as to enable maximum number of students to do the activity.
- ✓ The sentence once used or given below in the example should not be repeated.
- ✓ Each group should practice minimum 10 words

Example:

Ramesh (from Group A) : can

Suresh (from Group B) : Can I help you?

Amala (from Group A): will

Vimala (from Group B) : I will tell you a story tomorrow.

Nandhini: (from Group A): may

Kalaiselvi: (from Group B): May I know your name?

Kumar : (from Group A): must

Uma: (from Group B): You must bring your record note to the exam.

Gayathri (from Group A): could

Vanathi(from Group B): He could speak well on the stage.

Kannan: (from Group A): would

Karthick: (from Group B): Would you like coffee or tea?

Malathi (from Group A): should

Natesan (from Group B): I should discuss with my father about this.

Balu (from Group A) : might

Raju (from Group B): I thought, he might be free.

Vignesh (from Group A): shall

Sundar (from Group B): Shall I do this work for you?

Banu (from Group A): need

Lalitha(from Group B): We need not bring any books tomorrow.

Exercise

Fill in the blanks with the correct auxiliary verb from the choices given:

1. What _____ the kids doing when you last saw them? (was, were, are, did, been)
2. Chitra _____ always wanted to try skydiving. (was, doesn't, has, is, have)
3. Where _____ you go on your summer vacation? (were, been, are, did, does)
4. She _____ listen to me. (didn't, is, hasn't, has been, have)
5. Arun _____ going to be upset when he hears what happened. (will, don't, is, didn't, has)
6. Shankar _____ want to go to the movies; he wants to stay home instead. (doesn't, isn't, wasn't, hasn't, was not)
7. I _____ appreciate his jokes. They weren't funny. (did, have, been, didn't, haven't)
8. I really like fish but I _____ care for meat. (weren't, been, don't, is, was)
9. Where _____ you going when I saw you last night? (were, was, is, do, did)
10. Swetha _____ called yet; she's late as usual. (are, were, has, hasn't, wouldn't)



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- 📖 There are two types of verbs : main verbs and auxiliary verbs.
- 📖 Main verbs are mostly action words describing what the subject is doing.
- 📖 Auxiliary verbs are helping verbs used along with main verb to form different tense forms.
- 📖 There are four types of auxiliary verbs: be forms, do forms, have forms and modal auxiliaries.
- 📖 Be form auxiliaries are: am, is, are, was and were.
- 📖 Do form auxiliaries are: do, does and did.
- 📖 Have form auxiliaries are: have, has and had.
- 📖 Modal auxiliaries are: can, could, will, would, shall, should, may, might, must, need, dare to and used to
- 📖 Verbs used with object are transitive verbs and those used without object are intransitive verbs.

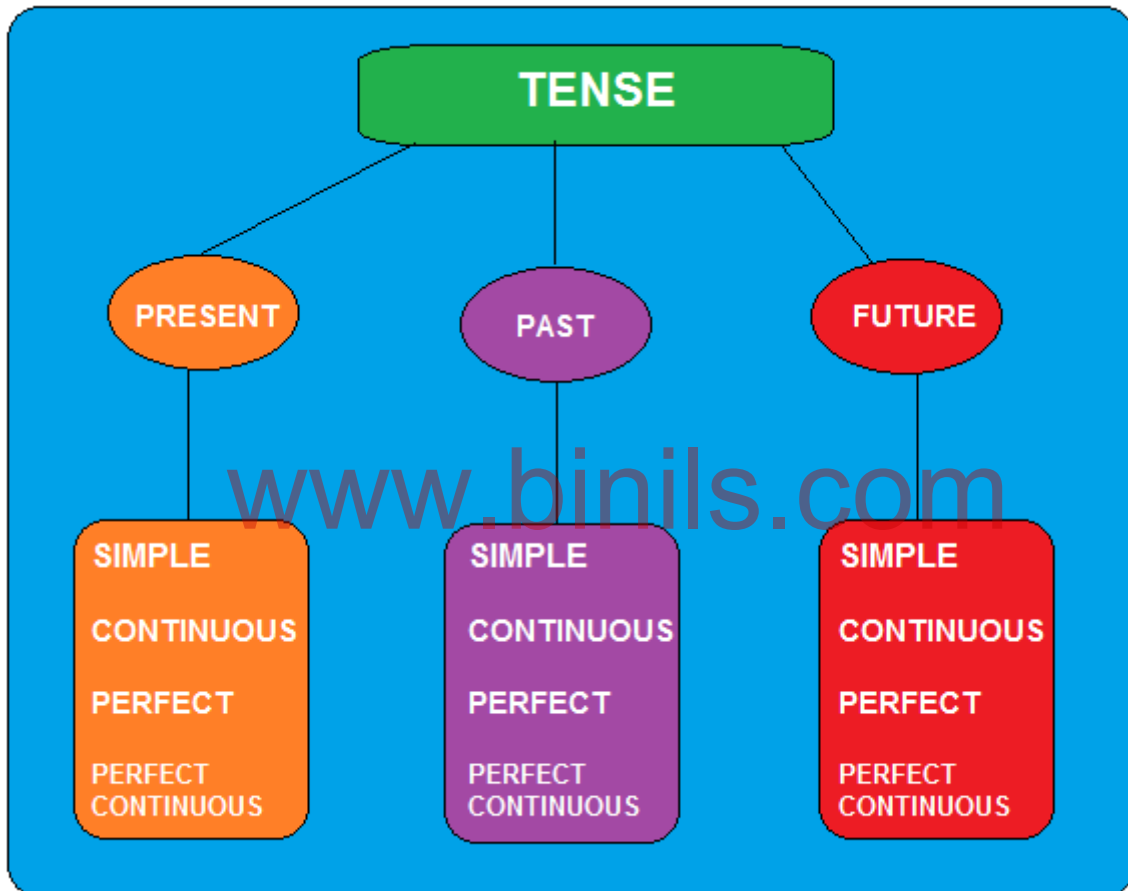
<https://youtu.be/p0oZ3kWjxkc>



4. APPLICATION OF TENSE FORMS

Tense Forms:

The word “tense”, as Oxford Dictionary defines, refers to “any of the forms of a verb that may be used to show the time of action or state expressed by the verb.”



As shown in the picture above, there are three tenses in English : Present Tense, Past Tense and Future Tense and each tense has four forms : simple, continuous/ progressive, perfect and perfect continuous.

All tense forms are useful to refer to actions or events happening at different points of time and let us learn the frequently used nine tense forms here in this lesson.

1. Simple Present:

We use present tense-

- For actions or events that are true, general, factual and universal (e.g.) Nurses look after patients in hospitals. Babies drink milk. The sun sets in the west. The earth goes around the sun.

- For something that happens routinely, habitually and regularly
(e.g.) I usually go away at week ends. brush my teeth twice a day.
I go to college by bus.
- To refer to an action or event that takes place at the time of speaking:
(e.g.) They play football. Your friend goes to library. I want to talk to you.
- To refer to a future action that is certain:
(e.g.) Our college reopens on Wednesday.
He leaves for Chennai tomorrow.
We contact you again next Friday.

2. Present continuous/progressive:

We use it to refer to

- an action or event that is going on at the time of speaking
(e.g.) You cannot see the children because they are hiding.
Why are you worrying about him?
I am feeling well now.
- something that is likely to happen or about to happen in future
(e.g.) I am going to tell you a secret. (likely to happen)
He is going to kill you for this mistake. (about to happen)
It is going to rain. (about to happen)
Your uncle is coming here tomorrow. (about to happen)

3. Present perfect:

It is used

- to denote an action or event recently happened or completed
We have built a new home.(recently)
He has gone to canteen. (just now)
- to talk about our previous experiences
(e.g.) I have already visited this place.
We have seen him before.
Have you ever been to Mumbai?

Get it Right

Present perfect should not be used when you mention a definite point of time in the past. In such cases, simple past should be used.

Compare: I have seen him before. (present perfect) I saw him yesterday.
(simple past)

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Ever, never, already, just, before, recently, yet, and so far are generally used with present perfect:

- (e.g.) I have never hurt anyone like this.
The train hasn't arrived yet.
You are the most intelligent student I have ever seen in my life.

4. Simple Past:

We use it to refer to

- when an action or event took place
(e.g.) I attended a seminar last week.
I published my first book in 2012.
- past habitual actions (here it is equivalent to the usage of 'used to')
During my school days, I spent (=used to spend) two hours a day in the library.
Before marriage, I went (=used to go) to movies every Sunday.

5. Past continuous:

We use it to refer to

- an action or event that was going on sometime in the past
(e.g.) He was playing for Tiger Team.
They were preparing well for their exam.
- an event that was going on at the time of another event
(e.g.) He was studying B.E., when he stayed with me here.
The accident happened when I was going to my office.
- A past action that was interrupted by another action
(e.g.) Somebody knocked at the door when she was cooking.
There was a power cut while we were watching the movie.

6. Past perfect:

- While describing two actions or events happened in the past, we use past perfect to describe the action that happened first.
(e.g.) Before he came to class, the teacher had completed the lesson.
She explained how she had encountered a lot of struggles in life.
When we started our work, we had already collected enough funds.
- it is used in the clauses in the reported speech while reporting in past.
(e.g.) He complained that no one had helped him.
The company announced that they had shut down the plant in Delhi.

7. Simple Future:

It is used to

- talk about something that will happen in future
(e.g.) They will certainly take you to the site.
We will send you a mail if there is a change in our programme.
- To offer predictions
(e.g.) The share prices will fall after the election result.
There will be heavy rain tomorrow.

FACT STORE

“Shall” used in question normally refers to suggestions or seeking permission rather than expressing a question.

(e.g.) Shall I carry your bag? Shall we go now? Shall I see this book?

8. Future Continuous:

It is used to

- denote an action or event that will be in progress in future
(e.g.) This time next week, we shall be travelling to our native place.
Next Monday, TCS will be conducting its campus interview here.

Get it Right

It is incorrect to say that it will be raining when you will reach Ooty. Future continuous can be used to refer to an action that will be happening before another action in future but the second action in future is described only in present tense.

- (e.g.) I will be raining when you reach Ooty.
I will be waiting till you come.

9. Future Perfect:

It is used to represent

- actions that will be completed before a specific time in future.
(e.g.) We shall have finished our record note before the last working day.
They will have completed half the work by next Sunday.

Here is the table that will help you understand the different tense forms and their structure.

TENSES	PAST	PRESENT	FUTURE
SIMPLE	I played You Wrote He/she/it went We/they sang [V (Past form)]	I play You write He/she/it goes We/they sing [V/Vs]	I will play You will write He/she/it will go We/they will sing [will + V]
CONTINUOUS	I was playing You were playing He/she/it was going We/they were singing [was/were + V ing form]	I am playing You are writing He/she/it is going We/they are singing [am/is/are + V ing form]	I will be playing You will be writing He/she/it will be going We/they will be singing [will be + V ing form]
PERFECT	I had played You had written He/she/it had gone We/they had sung [had + V (past participle form)]	I have played You have written He/she/it has gone We/they have sung [has/have + V (Past participle form)]	I will have played You will have written He/she/it will have gone We/they will have sung [will have + V (Past participle form)]

Exercise

Frame a sentence for the given verb in each of the nine tense forms you have learnt now. One is done for you.

Verb – send	Your answer here	Verb – call	Your answer here
(e.g.) Simple Present	They send the parcel.	(e.g.) Simple Present	He calls his friend.
Present Continuous		Present Continuous	
Present Perfect		Present Perfect	
Simple Past		Simple Past	
Past Continuous		Past Continuous	
Past Perfect		Past Perfect	
Simple Future		Simple Future	
Future Continuous		Future Continuous	
Future Perfect		Future Perfect	

ACTIVITY

Join with your friend and choose the right tense form from simple present, present progressive or simple past to complete the description of an event given below.

A Day at the Zoo

Every summer, our class _____ (go) on a short trip. Last year we _____ (go) to a zoo. Our teacher _____ (take) us with motherly care. She _____ (warn) us not to tease the animals. I _____ (take) lots of photos of a baby elephant with my cell phone. "This baby elephant _____ (look) so beautiful", my friend _____ (say). "What _____ you _____ (do) there? Come to me!" our teacher _____ (call). We _____ (enjoy) a great day at the zoo and we _____ (return) late in the evening.

Exercise

Add suitable tense forms of the verbs given in brackets.

1. I usually _____ (go) to office by car
2. Yesterday morning I _____ (get) up at 5.30 a.m.
3. We needed some money, so we _____ (sell) our car.
4. " _____ (have) she ever _____ (be) to Spain?"
5. "What _____ (be) Prakash _____ (do) now?"
6. I _____ (study) for my online degree.
7. Water _____ (boil) at 100 degrees Celsius.
8. Sita often _____ (argue) with her father.
9. Now Rajesh _____ (phone) Gita again. It _____ (be) the third time he _____ (phone) her this evening.
10. It _____ (rain) now. It _____ (begin) raining two hours ago.

ACTIVITY

Narrate a story you like the most or a funny event happened in your life in the past tense, not exceeding one minute.

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- 📖 There are nine frequently used tense forms : simple present, simple past, simple future, present continuous, past continuous, future continuous, present perfect, past perfect and future perfect.
- 📖 Simple present : general, universal, habitual and routine actions/events
- 📖 Simple past: actions or events happened in the past
- 📖 Simple future: actions or events that will happen in future
- 📖 Present continuous: an action or event that is going on at the time of speaking
- 📖 Past continuous: an action or event that was going on sometime in the past
- 📖 Future continuous: an action or event that will be progressive in future
- 📖 Present Perfect: an action or event recently happened or completed
- 📖 Past Perfect: first of the two actions happened in the past
- 📖 Future Perfect: actions that will be completed before a specific time in future
- 📖 Auxiliary verb is a must for all tense forms except simple present and simple past.

<https://youtu.be/hk4MjcRdTgc>



5. FRAMING YES / NO QUESTIONS

Two types of questions:

- Yes or no questions
- Wh questions

YES OR NO QUESTIONS

Yes or no questions are questions that are answered either "yes" or "no". It means, when we are asking yes/no questions, we are expecting the answer, "yes" or "no".

FORMING YES/NO QUESTIONS

Yes / No questions are made, using **the verb** (am, is, are, was, were, have, had, do, does, did, can, will, should etc.) **at the beginning of a sentence**. Namely, subject and verb change their position in statement and question.

Examples:

Affirmative	Yes or No Question
They are students	Are they students?
She is a teacher	Is she a teacher?

Making Yes/No Questions With Be Form Auxiliaries:

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

(Be as a main verb)

Sentence	Question
I am a teacher.	Am I a teacher?
He is from Coimbatore.	Is he from Coimbatore?
We are happy.	Are we happy?
She was ready.	Was she ready?
They were the same.	Were they the same?

Exercises

Convert the following affirmative sentences into questions: (One is done for you)

1. Ragu is selected in the campus interview.
Is Ragu selected in the campus interview?
2. You are working here.
3. They are going to install the machine tomorrow.
4. I am wasting my time unnecessarily in chatting.
5. You were in the library yesterday.
6. Nalini was absent.
7. This book is very useful for engineers.
8. We are able to complete the project before deadline.
9. It is easy.
10. His friends were searching for him everywhere.

(Be as an auxiliary verb)

Sentence	Question
I am doing my homework.	Are you doing your homework?
He is watching a serial.	Is he watching a serial?
We are working in an organization	Are you working in an organization?
She was waiting at the bus stop.	Was she waiting at the bus stop?
They were coming to take me away.	Were they coming to take you away?

Questions and Short & Long Answers

- **Yes + Subject + Auxiliary Verb (+ ...)**
- **No + Subject + Auxiliary Verb + Not (+)**

Question	Answer (Short -Long)
Am I arrogant?	Yes. / Yes, you are . / Yes, you are arrogant.
Is she coming?	No. / No, she isn't . / No, she isn't coming.
Are they married?	Yes. / Yes, they are . / Yes, they are married.
Was he happy?	No. / No, he wasn't . / No, he wasn't happy.
Were you visiting your family?	Yes. / Yes, we were . / Yes, we were visiting our family.
Has the statue been painted?	No. / No, it hasn't . / No, it hasn't been painted.

Making Yes/No Questions with Do Form Auxiliaries

- The verb “Do” has two forms in the present; **do** and **does**.
- The verb “Do” has one form in the past; **did**.

Subject	Present Form “Do”	Past Form “Do”
I, You, We, You, They	Do	Did
He, She, It	Does	Did

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

Sentence	Question
I play cricket on weekends.	Do you play cricket on weekends?
He gets up early in the morning.	Does he get up early in the morning?
You like to spend time at home.	Do you like to spend time at home?
They write letter once a week.	Do they write letter once a week?
We went to a shopping mall.	Did you go to a shopping mall?
He completed his homework	Did he complete his homework?



Questions like - Did you go to Ooty or Kodaikanal? may look like yes or no questions but not . They are rather called ‘choice questions’. The answer may be Ooty or Kodaikanal (any one of the two choices.)

The same applies to the polite question. Would you like coffee or tea? These choice questions are also known as ‘alternative questions.’

Making Yes/No Questions with Have Form Auxiliaries

The verb “Have” has two forms in the present; **have** and **has**.

The verb “Have” has one form in the past : **had**

Subject	Present Form “Have”	Past Form “Have”
I, We, You, They	Have	Had
He, She, It	Has	Had

Have (as an auxiliary verb) + Subject + Main Verb +

Sentence	Question
I have studied English.	Have you studied English?
He has finished his homework.	Has he finished his homework?
The film had started.	Had the film started?
We had locked the room.	Had we locked the room?

Making Yes/No Questions with Modal Auxiliaries:

There are many modal verbs in English. Here are some:

Can	Will	Shall
Could	Would	Should
May	Must	Ought to

Modal + Subject + Main Verb +

Sentence	Question
I may visit you tomorrow.	May I visit you tomorrow?
I can do it.	Can you do it?
She will pass the exam.	Will she pass the exam?
We should stay here.	Should we stay here?
They might come.	Might they come?

Get it Right

It is incorrect to ask – Can you able to bring your book tomorrow? ‘Can’ and ‘able to’ both mean the same. Therefore you should use only one of them, both in the statement and in questions. The right way to ask is either – “Can you bring your book tomorrow?” or “Are you able to bring your book tomorrow?”

ACTIVITY

Teacher should call a student and may show any selected picture to him. Students in each bench should frame a yes or no type question to identify what the picture is about and its content. The student with picture will just say yes or no. Based on the right guess, students may ask further questions to identify its content. For each right guess, the group will be awarded with five points.

(e.g.) Is the picture with scenery?

No.

Is it about Children?

No.

Are there animals in the picture?

No.

Are there human beings in the picture?

Yes.



Exercise

Frame Yes or No type questions for the following situations. One is done for you:

1. Talking to your friend about submitting assignments.

Have you submitted your assignments?

2. Talking to your father about availing leave next week.
3. Talking to your sister about watching TV serial.
4. Talking to your mother about having dinner.
5. Talking to your classmate about preparing for the seminar.
6. Talking to your friend about inviting friends for his birthday party.
7. Talking to your friend about buying vegetables at market.
8. Talking to your friend asking his opinion about the latest mobile phone.
9. Talking to your friend about watching a movie tonight.
10. Talking to your friend about visiting a picnic spot next week.
11. Talking to your friend about using his dictionary.
12. Talking to your brother about the usefulness of a Spoken English course.



- 📖 There are two types of questions – Yes or No questions and WH questions.
- 📖 Questions for which the answer is either yes or no are called yes or no questions.
- 📖 Yes or No questions can be formed with be form, do form, have form and modal auxiliaries.
- 📖 Yes or No type questions are mostly formed by interchanging the subject and verb in the statements.
- 📖 Do and does are used in present tense and did is used in past tense while forming Yes or No type questions with do forms.
- 📖 Have and has are used in present tense and had is used in past tense while forming Yes or No type questions with have forms.

<https://youtu.be/xznMJLV3u58>



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6. FRAMING “WH” QUESTIONS

“Judge a man by his questions, not by his answers.”

– Voltaire, French Writer

Two Types of Questions

A question is an utterance that functions as a request for seeking information. There are two types of questions in English. They are:

- Yes/No questions and
- WH-question.

Get it Right

Most of the people, especially Indians pronounce the word question as /kwestin/ but the actual pronunciation is /'kwɛstʃən/

WH Questions:

WH-questions are those questions which require specific answers. They are questions starting with “WH” letters that include:

- *what,*
- *when,*
- *where,*
- *who,*
- *whom,*
- *which,*
- *whose,*
- *why,*
- *how,*
- *how many,*
- *how much,*
- *how long,*
- *how far.*

Below is a list of question words and example sentences:

Question words	Usages	Examples
What	Used to ask about things	- What is he doing? - What do you think about the serial?
When	Used to ask about time	- When will the movie start? - When are they leaving?
Where	Used to ask about places	- Where's my computer? - Where does he live?
Who	Used to ask about people	- Who do you love the most in your family? - Who told you that secret?
Whom	Used to ask about people (object of verb)	- Whom did you meet in the morning?
Which	Used to ask about choices	- Which pen do you like?
Whose	Used to ask about possession	- Whose car is that? - Whose books are these?
Why	Used to ask about reasons/ causes	- Why did they go to Chennai? - Why is he weeping?
How	Used to ask about manner/ process	- How was your exam? - How can I get there?
(how + adj/adv) how far	distance	How far is Madurai from Coimbatore?
how long	length (time or space)	How long will it take to complete the task?
how many	quantity (countable)	How many story books do you have?
how much	quantity (uncountable)	How much do the apples cost?
how old	to ask about age	How old are you? How old is your father?

How to Frame WH-Questions:

We usually form *wh*-questions with *wh*- + an auxiliary verb (*be*, *do* or *have*) + subject + main verb or with *wh*- + a modal verb + subject + main verb:

Be: Where are you going?	Who's been repairing the wash basin?
Do: Where do they live?	Why didn't you call me?
Have: What has she done now?	What have they decided?
Modal: Who would she stay with?	Where should I park my vehicle?

Get it Right

It is incorrect to say – Tell me what is your name? and I don't know Where is he? In subordinate clause (also relative clause), verb follows the subject without a question mark. But in Question, subject follows the verb with a question mark at the end. So the expressions are: Tell me what your name is and I don't know where he is.

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Exercise

Fill in the blanks with suitable "Wh" words:

1.did you see earlier today?
2.did you go last weekend?
3.will she leave?
4.is your friend now?
5.gave you this gift?
6.computer is this?
7.did he not come?
8.suitcase is yours?
9.did it take to make such a big cake?
10.was the weather on Monday?
11.luggage do you have?
12. is the bus stand from here?

ACTIVITY

Look at the picture given below. Use your imagination and creativity to frame any five suitable WH questions that the persons in the picture may have asked.

- (e.g.) 1. Why did you hide this from me?
2. Who asked you to login my personal mail?



ACTIVITY

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Join with your friend and ask four questions each to the following people you contact: One is done for you.

1. To the librarian
How many books can I borrow?
Where can I find story books?
Who is the author of the book?
What is your opinion about this novel?
2. To your classmate
3. To your uncle
4. To a bank clerk
5. To a shopkeeper
6. To your class teacher
7. To your favourite actor
8. To your favourite national leader
9. To your village friend
10. To your brother /sister



- 📖 WH – questions are those that require specific answers.
- 📖 WH questions begin with the letters “WH”.
- 📖 What, when, where, why, who, whom, whose, which, why, how, how many and how much are frequently used to frame WH questions in English.
- 📖 The structure of a WH question is – WH word + Aux. verb + Sub + Main verb.
- 📖 Adjective or adverbs are used along with the Wh word –how to ask questions about distance, time, space, quantity and age.

<https://youtu.be/mLefVAvKsRk>



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7. APPLICATION OF ACTIVE VOICE & PASSIVE VOICE

What is Voice?

The **voice** of a verb tells whether the subject of the sentence performs or receives the action.

- i) He **wrote** a poem.
- ii) A poem **was written** by him.

Types of Voice:

Active Voice: the subject performs the action expressed by the verb.

Passive Voice: the subject receives the action expressed by the verb.

Passive voice is generally used in research works, articles, formal letters, projects, news reports as well as when the doer of the action is unknown or not to be revealed.

Steps for Converting Active into Passive Voice:

1. Identify the subject, the verb and the object: S+V+O
2. Change the object into subject
3. Put the suitable helping verb or auxiliary verb
4. Change the verb into past participle of the verb
5. Add the preposition "by"
6. Change the subject into object

Example:

Active Voice: **Sankar wrote a letter.**

(Subject) + (verb) + (object).

Passive Voice: **A letter was written by Sankar.**

(Object) + (auxiliary verb) + (past participle) + (by subject).

Some Common Rules for Active and Passive Voice:

1. Subject is changed into object and vice versa.
2. Pronouns get changed when they change their positions as given in the box below.
3. Only Verb III (past participle form) is used in Passive Constructions.
4. While changing active voice into passive voice, aux. verb is a must.

I	↔	Me
We	↔	Us
You	↔	You
He	↔	Him
She	↔	Her
It	↔	It
They	↔	Them

Get it Right

It is incorrect to use the preposition 'by' while converting all active sentences into passive. The preposition may change according to the verb used.

Active : The fire burnt the house.
 Passive (incorrect) : The house was burnt by the fire.
 Passive (correct) : The house was burnt in the fire.

Active : Your performance pleased him.
 Passive (incorrect) : He was pleased by your performance.
 Passive (correct) : He was pleased with your performance.

Active and Passive Voice

(Tense-wise) Simple Present

Active Voice - Sub + V1 + s/es + Obj .

Passive Voice - Obj + is/am/are/ V3 + by + Sub.

Example:

She helps the poor.

The poor are helped by her.

Simple Past

Active Voice - Sub + V2 + Obj.

Passive Voice - Obj + was/were + V3 + by + Sub.

Example:

They played cricket in the evening.

Cricket was played by them in the evening.

Simple Future

Active Voice - Sub + will/shall + V1 + Obj.

Passive Voice - Obj + will/shall + be + V3 + by + Sub.

Example:

We will complete the task now.

The task shall be completed by us now.

Present Continuous

Active Voice - Sub + is/am/are + V1 + ing + Obj.

Passive Voice - Obj + is/am/are + being + V3 + by + Sub.

Example:

She is singing a beautiful song now.

A beautiful song is being sung by her now.

Past Continuous Tense

Active Voice - Sub + was/were + V1 + ing + Obj.

Passive Voice - Obj + was/were + being + V3 + by + Sub.

Example:

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My father was reading a novel.

A novel was being read by my father.

Present Perfect

Active Voice - Sub + has/have + V3 + Obj.

Passive Voice - Obj + has/have + been + V3 + by + Sub.

Example:

Children have taken their breakfast.

The breakfast has been taken by children.

Past Perfect

Active Voice - Sub + had + V3 + Obj.

Passive Voice - Obj + had + been + V3 + by + Sub.

Example:

I had completed the assignment.

The assignment had been completed by me.

Future Perfect

Active Voice - Sub + will/shall+ have + V3 + Obj.

Passive Voice - Obj + will/shall+ have + been + V3 + by Sub.

Example:

She will have completed her project.

The project will have been completed by her.

Voice Related with Modals

Active Voice - Sub + any Modal + V 1 +Obj.

Passive Voice - Obj + same Modal + be + V3 + by + sub.

Examples:

Active : She can speak English.

Passive : English can be spoken by her.

Active : You should not read this book.

Passive : The book should not be read by you.



Remember that all sentences, especially the following can't be changed into Passive voices

Present Perfect Continuous

Past Perfect Continuous

Future Perfect Continuous

Future Continuous

Sentences having intransitive verbs

Exercise

**Fill in the blanks with suitable active or passive forms of the verbs given in brackets:
A few has been done for you.**

The servant _____ by the master (punish)

Ans. : is punished (Passive Voice)

She _____ a letter now (write)

Ans.: Is writing (Active Voice)

1. My teacher _____ English. (teach)

2. Meal _____ by my mother every day. (cook)

3. A house _____ by them. (build)
4. I _____ the job. (finish)
5. The report _____ by me yesterday. (send)
6. My grandfather _____ this house in 1971.(build)
7. The cleaner _____ the office. (clean)
8. A lot of money _____ by her. (pay)
9. The door _____ by him. (open)
10. He _____ by the professor not to talk in class. (tell)

Exercise

Sl. No	Active Voice	Passive Voice with Errors	Identify the error and write your correct answer here
1	He submitted Maths assignment.	Maths assignment was submitted by him.	
2	Mother calls you.	You are called by her.	
3	She will wash the clothes on Sundays.	The clothes will be washed by her on Sundays.	
4	Uma has bought a smart phone.	A smart phone has been bought by Uma.	
5	She attended the seminar last week.	The seminar were attended by her last week.	

ACTIVITY

Join with your friend and write relevant active or passive voice sentence against each picture.





- 📖 Voice is decided by whether the subject performs or receives the action.
- 📖 Subject is the doer of the action in active voice whereas it is the receiver of the action in passive voice.
- 📖 Only eight tense forms can be changed into passive voice.
- 📖 Four tense forms cannot be changed into passive voice: Future continuous, present perfect continuous, past perfect continuous and future perfect continuous.
- 📖 Atleast one Aux. verb + past participle (V3) is a must for passive voice.
- 📖 Passive voice is generally used in formal letters, reports and research works and in situations when the doer of the action is unknown or not intended to be revealed.
- 📖 In passive voice, 'being' is used in progressive tenses whereas 'been' is used in perfect tenses.

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https://youtu.be/-K_eKC76jn4



8. USE OF PREPOSITIONS

What is a Preposition?

Preposition is one of the eight parts of speech. **Cambridge Online Dictionary** defines **Preposition** (UK /,prep.ə'zi:ʃ.ən/ US /,prep.ə'zi:ʃ.ən/ as a word that is used before a noun, a noun phrase, or a pronoun, connecting it to another word. They are commonly used to show a relationship in space or time or a logical relationship between two or more people, places or things.

Look at the following sentences.

*We jumped **in** the lake.*

*She drove slowly **down** the track.*

The words “in” and “down” are prepositions.

What do prepositions do?

- In a sentence, they indicate relationships between other words.
- They tell us where something is or when something happened.
- Most prepositions have several definitions and hence the meaning changes depending upon the contexts.

Prepositions are most commonly followed by a noun phrase or pronoun (as the underlined ones in the following sentences).

- *The last time I saw him he was walking **down** the road.*
- *I'll meet you in the cafe **opposite** the cinema.*
- *It was difficult to sleep **during** the journey.*
- *It was the worst cyclone **since** the 1990s.*
- *Give the book **to** me.*

FACT STORE

Do you know that the word preposition comes from the Latin word – Praeponere. In Latin, Prae means ‘before’ and ponere means ‘to put’. In Latin, Greek and English (not in Tamil, Hindi and Japanese), prepositions are put before a noun or a pronoun and therefore they are named so.

Common Prepositions in English:

There are many prepositions in English. The most common single-word prepositions are:

<i>About</i>	<i>Beside</i>	<i>Near</i>	<i>to</i>	<i>above</i>	<i>between</i>
<i>Of</i>	<i>Towards</i>	<i>Across</i>	<i>beyond</i>	<i>against</i>	<i>within</i>
<i>Off</i>	<i>Under</i>	<i>After</i>	<i>by</i>	<i>on</i>	<i>without</i>
<i>At</i>	<i>From</i>	<i>Along</i>	<i>behind</i>	<i>before</i>	<i>in</i>
<i>Inside</i>	<i>Outside</i>	<i>Among</i>	<i>below</i>	<i>With</i>	<i>for</i>

Types of Prepositions

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

- **Direction** : Look **to** the left and you'll see our destination.
- **Time** : We've been working **since** this morning.
- **Location** : We saw a movie **at** the theater.
- **Space** : The dog hid **under** the table.




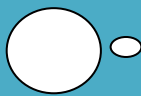



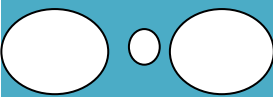
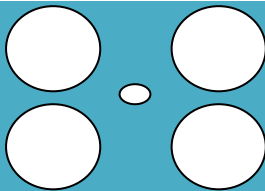
Get it Right

It is incorrect to use the preposition 'to' after the verbs let, make and help as follows : I don't **let** my friends **to** copy my notes. We **made** him **to** pay for the ticket. They **helped** me **to** complete the task.





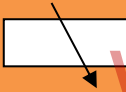
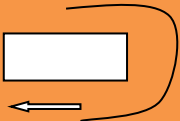
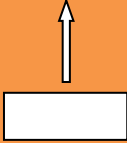
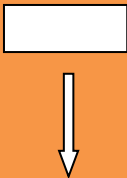

The verbs – let, make and help are causative verbs that won't take verb with 'to'. Hence the correct expressions are: I don't let my friends copy my notes. We made him pay for the ticket. They helped me complete the task.

But other verbs with equal meaning of let, make and help can take infinitive with 'to' after them. For example, I don't **permit/allow** my friends to copy my notes. We **forced** him to pay for the ticket. They **aided** me to complete the task.

How to Use Location/ Space Prepositions?

Location/ Space	Prepositions	Example Sentences
	On	<ol style="list-style-type: none"> 1. The book is on the table. 2. He put his hand on my head.
	Above	<ol style="list-style-type: none"> 1. The fan is above my head. 2. The flight was flying above the building.
	Under	<ol style="list-style-type: none"> 1. He was sitting under a tree. 2. What is under the pillow?
	Near	<ol style="list-style-type: none"> 1. The bus stop was near the college. 2. Stand near the window.
	In	<ol style="list-style-type: none"> 1. Students are in Hall No.6. 2. We are living in Tirunelveli.
	With	<ol style="list-style-type: none"> 1. God is with you. 2. I'm with you. Don't worry. 3. He is with a pen.
	Without	<ol style="list-style-type: none"> 1. She is without the hall ticket. 2. They were left without money.
	Between	<ol style="list-style-type: none"> 1. Lokesh was standing between Vignesh and Deepak. 2. The river was in between two villages.
	Among	<ol style="list-style-type: none"> 1. The leader was addressing standing among the employees. 2. How will you find him among the crowd?

How to Use Direction Prepositions?

Directions	Prepositions	Example Sentences
	To	<ol style="list-style-type: none"> 1. She is going to library. 2. I was transferred to Delhi.
	From	<ol style="list-style-type: none"> 1. The manager is coming from Pollachi. 2. We are expecting favourable reply from head office.
	Into	<ol style="list-style-type: none"> 1. The teacher came into the class. 2. You cannot get into his room without permission.
	Along	<ol style="list-style-type: none"> 1. We were walking along the road. 2. Let's move along the river.
	Across	<ol style="list-style-type: none"> 1. The little boy was running across the road. 2. Dark clouds were passing across the sky.
	Around	<ol style="list-style-type: none"> 1. The earth is rotating around the sun. 2. He had a kerchief tied around his head.
	Up	<ol style="list-style-type: none"> 1. We were climbing up the ladder. 2. My share prices were going up this week.
	Down	<ol style="list-style-type: none"> 1. The stone was rolling down the hill. 2. Her tears ran down her face.
	Through	<ol style="list-style-type: none"> 1. They went through the forest. She watched the accident through the window.

How to Use Time Prepositions?

Time References	Prepositions	Example Sentences
Days	On	<ol style="list-style-type: none"> 1. He will come back on Monday. 2. My birthday falls on 26th October.
fixed time/ a specific point of time	At	<ol style="list-style-type: none"> 1. The meeting will start at 10 a.m. 2. The train will reach Chennai at 6 O' clock.
parts of the day	in / at	<ol style="list-style-type: none"> 1. I met him in the morning/afternoon/evening. 2. We made a call to him at night.
duration of time	For	<ol style="list-style-type: none"> 1. We have been waiting here for two hours. 2. He was staying here for two weeks.
Weekend	At	<ol style="list-style-type: none"> 1. Where are you going at the weekend? 2. She will be available here at the weekend.
Month	In	<ol style="list-style-type: none"> 1. I was born in November. 2. They will call for interview in March.
Year	In	<ol style="list-style-type: none"> 1. India got freedom in 1947. 2. The company was started in 2003.
Decade	over/ for	<ol style="list-style-type: none"> 1. Our country has changed a lot over the past decade. 2. The impact of this disease will last for decades.
Century	In	<ol style="list-style-type: none"> 1. The Industrial Revolution started in the 18th C. 2. Both the World Wars took place in the 20th C.
throughout a particular period	During	<ol style="list-style-type: none"> 1. During my school days, I participated in many games. 2. During the lockdown, workers of daily wages suffer a lot.
Seasons	In	<ol style="list-style-type: none"> 1. Many coaching classes were conducted in summer. 2. Tourists come here in winter.

Phrasal Prepositions:

A group of words without a subject and predicate is called a phrase. Phrasal prepositions are those which are regularly used along with a noun, pronoun, verb or adjective and form a fixed phrase. They can be learnt only with reference to dictionary and by usage. Such frequently used phrasal prepositions are given below for your ready reference.

ACTIVITY

Do the following activity in a pair. Frame sentences for the given phrasal prepositions:

Phrasal Prepositions	Sentences	Phrasal Prepositions	Sentences
by chance	I met him in the market by chance.	on the way	
fond of	She is fond of music.	not at all	
on behalf of		at once	
in favour of		at regular intervals	
lack of		at my best	
out of		agree with	
interested in		disagree with	
in haste		angry with	
in advance		argue with	
meant for		find fault with	
looking for		stay with	
best remembered for		compromise with	
on leave		at any cost	
depend on		good at	
on campus		look at	
on foot		waiting for	
impact on		responsible for	

Exercise

Fill in the blanks with suitable prepositions:

1. Raja is playing cricket _____ Sunday.
2. My brother's birthday falls _____ the 5th of November.
3. I live _____ Chennai.
4. He is going to see his parents _____ the weekend.
5. My friend has been living in Chennai _____ two years.
6. I have been waiting for you _____ seven o'clock.
7. I will have finished this essay _____ next week.
8. Stop worrying _____ examination.
9. Stop concentrate _____ your work.
10. Mothers always worry _____ their children.
11. A lot of people borrow _____ the bank
12. She hung a picture _____ the wall
13. He graduated _____ MK University _____ 2000.
14. He goes _____ college by car.
15. He poured the tea _____ mug.



- 📖 Preposition is a grammatical word used before a noun, a noun phrase, or a pronoun, connecting it to another word.
- 📖 Prepositions are used in relation to location, space, directions and time.
- 📖 Phrasal prepositions are those which are regularly used along with a noun, pronoun, verb or adjective and form a fixed phrase.
- 📖 The preposition 'in' is used before morning, afternoon and evening but 'at' is used before night.
- 📖 The preposition 'to' is not used after the causative verbs such as let, make and help.

<https://youtu.be/1Ex0sBf18i4>



UNIT – 2

Vocabulary Enrichment

Objectives:

At the end of this unit, the students shall be able to

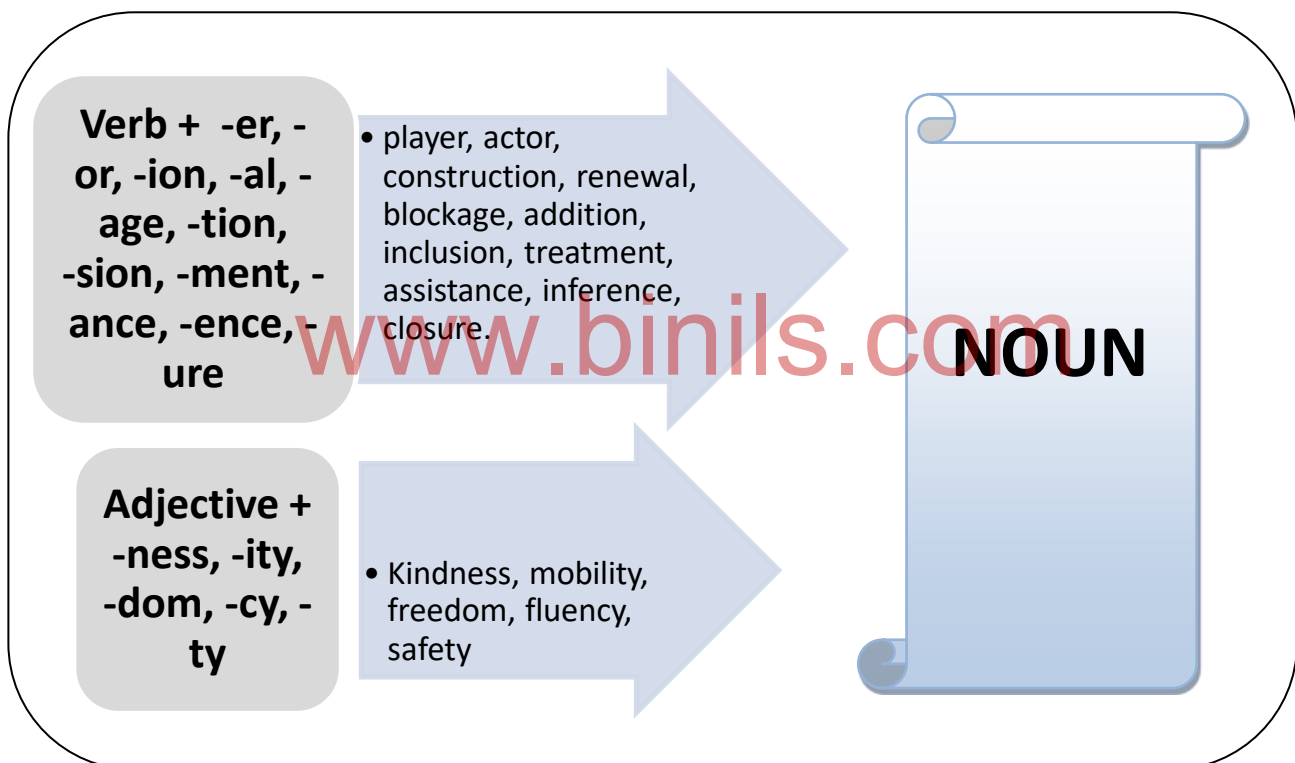
- recognize and use the derivatives of a word and thereby enrich their vocabulary
- understand different types of collocations in English and apply them in their speech and writing
- differentiate the frequently used homophones in English and frame sentences by using them in day to day contexts
- comprehend the importance of using one word substitute in the place of long expressions and use them in their academic, personal and professional contexts
- differentiate idiomatic expressions and ordinary sentences
- make sentences with frequently used idioms in their spoken English
- differentiate phrasal verbs from other common verbs
- frame sentences by employing phrasal verbs

1. WORD CONVERSION

What do you mean by 'Word Conversion'?

Word conversion is a nice tool for vocabulary enrichment. Grammatically noun, verb, adjective and adverb are grouped together as 'Content Words'. These words can be transformed from one grammatical category to another by simply affixing suitable suffixes to them. Suffixes thus added are called as 'Class Changing Suffixes' as they tend to change the grammatical word class of the word to which they are affixed. Under rare circumstances prefixes are also used to change the class of the word. Normally prefixes are added to a given word to form the antonyms.

1. Word Conversion – Noun Formation

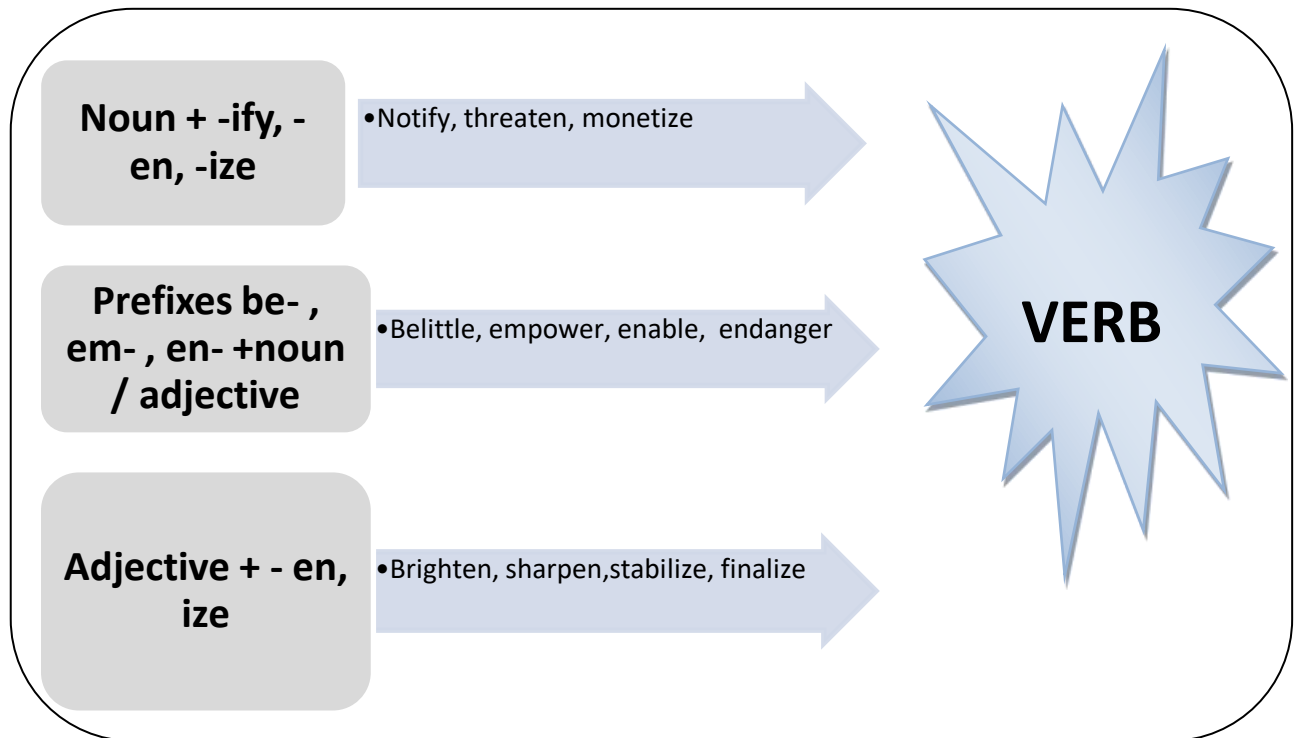


FACT STORE

Do you know that Shakespeare was an expert in word conversion. Of 17677 words used by him across his works, about 1700 words are his own creations most of which emerge from word conversion. e.g. accommodation, assassination, exposure and radiance.

(Source: www.nosweatshakespeare.com)

2. Word Conversion – Verb Formation



3. Word Conversion – Adjective Formation



Get it Right

Zero conversion or null conversion is said to have taken place when the same word is used as noun and verb or adjective and verb, In such cases, it is incorrect to pronounce both classes of the word with same pronunciation. See the difference in pronunciation and stress change:

- 1 . Conduct (verb) /kən'dʌkt/ and Conduct (noun) /'kɒndʌkt/
2. Frequent (adj) -/'fri:kwənt/ and frequent (verb) - /fri'kwent/.

ACTIVITY

Look at the list of words below. Are they nouns, verbs or adjectives? Join with your friend and tick in the correct box

WORD	NOUN	VERB	ADJECTIVE
Gigantic			
Pizza			
Shelter			
Swim			
Big			
Jump			
Beautiful			
Freedom			
Wrap			
Additional			

Exercise

Match each group of words with its group meaning.

1	credible, incredible, incredulous, credit, credential, credulity	write
2	graphic, polygraph, biography, graphite, autograph	believe
3	attract, tractor, traction, extract, retract, subtract, protract, contract	turn or roll
4	evolve, revolve, devolve, evolution, evolutionary, evolutionist	bend
5	flexible, reflection, deflect, flex, reflex, inflexibility, reflective	pull or take

ACTIVITY

Work in a group and complete the table. Include all possible derivatives you can think of. (One is done for you.)

Act	active, actively, activate, react, reacting, reacted, reaction, proactive, interact, interacting, interacted, interaction, interactive, deactivate
Difference	www.binils.com
Place	
Pose	
Excite	
Able	

Exercise

Fill in the blanks with suitable word form using the clue given in the brackets

- The bus journey was (exhaust).
- The project has been brought to a (success) conclusion.
- Geetha is very (excite) about the wedding.
- The (teach) gave us the task.
- His (popular) is enormous.
- They discussed the (develop) of science.
- I wish I had (magic) powers.
- That girl had a (love) voice.

9. Your (explain) is wrong.
 10. She was (anger) about the rumours.

ACTIVITY

(Selective 25 Word Conversions)

Work in a pair and complete the table given below with appropriate form of the word.

S. No	NOUN	VERB	ADJECTIVE	ADVERB
1.		Use	useful	usefully
2.	beauty		beautiful	beautifully
3.	life	Live		lively
4.	creation	Create	creative	
5.		Destroy	destructive	destructively
6.	clarity		clear	clearly
7.	drama	Dramatize		dramatically
8.	reliance, reliability	Rely	reliable	
9.		Connect	connective	connectively
10.	violence	Violate		violently
11.	suggestion	Suggest	suggestive	
12.	success	Succeed		successfully
13.	respect		respectful	respectfully
14.		Remark	remarkable	remarkably
15.	attraction		attractive	attractively
16.	relative	Relate		relatively
17.	power	Empower	powerful	
18.		Possess	possessive	possessively
19.		Produce	productive	productively
20.	completion		complete	completely
21.	suspicion	Suspect		suspiciously
22.	wonder		wonderful	wonderfully
23.	nation	Nationalize		nationally
24.		Locate	local	locally
25.	impression	Impress		impressively



- 📖 Changing one word class into another by adding prefix or suffix is called word conversion.
- 📖 Changing one word class into another without any change is called zero conversion or null conversion.
- 📖 The primary word conversions are of three kinds: noun formation, verb formation and adjective formation.
- 📖 Verbs are converted into nouns by adding the prefixes such as –er, -or, -ment, -tion, -ance, -al, -age and –ure.
- 📖 Noun formation is done by adding the suffixes such as –ness, -ity, -dom, -cy and –ty.
- 📖 Verb formation is done by adding the suffixes –ify, en-, -ize, be-, em-, en-, either to a noun or to an adjective.
- 📖 Adjectives are formed by adding the suffixes –ful, -less, -ive, -al, -ly, -ish, -y, -ic, -some, -like and –en, -able and –ous either to a verb or to a noun.

<https://www.youtube.com/watch?v=RuXv2vyPPZY>



2. COLLOCATION

What is Collocation?

A man is known by the company he keeps. The same can be said for words too. This relationship between words is called as Collocation. A collocation refers to a combination of words taking place when two or more words naturally go together and sound correct together. Collocations are unique to that language and are difficult to translate into other languages. They are generally learnt by usage rather than by rules.

We say 'a pretty girl' and 'a handsome boy'
but not 'a pretty boy' or 'a handsome girl'.

In the first set, the combination of words sounds 'NATURAL'. On the other hand, in the second set, the word strings sound 'WRONG'.

More examples

Natural English	Wrong Usage
The fast train Fast food	The quick train quick food
A quick shower A quick meal	A fast shower A fast meal



Do you know? In the book "English Collocations in Use", Applied Linguistics scholars state that a key element of natural fluency in English is mastery of collocations in both their oral and written forms. Nowadays, many dictionaries like Oxford Dictionary provide collocations along with the definition of a word.

Collocations – Model 1

Sl. No	Noun	With Noun
1.	Interest	Rate
2.	Quality	Control
3.	Staff	Turnover
4.	Brand	Awareness
5.	Advertising	Campaign
6.	Human	Resources
7.	Job	Satisfaction
8.	Market	Share
9.	Company	Policy
10.	Chocolate	Milkshake

Collocations – Model 2

Sl. No	VERB	WITH NOUN
1.	Have	a coffee
2.	Go for	a walk
3.	Listen to	music
4.	look up	a word
5.	come up with	a solution
6.	bottle up	your emotions
7.	pick up	languages
8.	keep up with	the latest fashions
9.	set out on	a journey
10.	make	a call

Collocations – Model 3


Sl. No	ADJECTIVE	WITH NOUN
1.	Nice	weather
2.	Long	way
3.	Opening	hours
4.	Balanced	diet
5.	Tight	schedule
6.	Strong	supporter
7.	Heavy	traffic
8.	Deep	thought
9.	Painful	memory
10.	Great	power

Collocations – Model 4

Collocations with HAVE & BREAK	
 HAVE	fun lunch dinner a fight a baby a party a meeting a headache an interview an argument a conversation an appointment something in common
	the news to someone someone's heart a promise a record the rules a habit the ice the law a leg free

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Collocations – Model 5

Collocations with MAKE & DO	
 MAKE	 DO
a difference a promise a mess noise sense money progress friends a profit a toast a point a fortune a mistake a phone call a suggestion an appointment	somebody a favor something wrong your homework something right the dishes damage laundry harm good

Collocations with CATCH & SAVE	
	fire a bus a ball a cold a chill the flu a thief a glimpse some rays one's breath someone's eye sight of (something)
	
	time space money energy electricity one's strength someone's life someone a seat oneself the trouble
	

Get it Right

Here are some collocations widely used wrongly in emails.
The given table shows how to get them right.

Incorrect expressions	Correct expressions
1. Solve this issue	Resolve this issue
2. To show my dissatisfaction	To express my dissatisfaction
3. I made the order	I placed the order
4. extra assistance	further assistance
5. our records display	our records show/ indicate
6. neglect this message	disregard / ignore this message
7. a good customer	a loyal customer
8. deeply appreciated	greatly appreciated
9. searching a new position	seeking / looking for a new position
10. feel free to be in touch with us	feel free to get in touch with us

ACTIVITY

Work in a pair. Identify and underline the Collocations used in the given sentences

<u>Sl.No</u>	<u>Exercises</u>
1.	He has been asked to give a presentation about his work.
2.	We entered a richly decorated room.
3.	Are you fully aware of the implications of your action?
4.	He was writing on the ground in excruciating pain.
5.	Let's give Mr. Arumugam a round of applause.

Exercise

A selective list of 25 Collocations is given below. Choose any ten collocations and make use of them in your own sentences.

<i>Noun with Verb</i>	<i>Adjective with Noun</i>
bottle up your emotions	heavy rain
make a difference	fast food
have a headache	hot news
break a record	tight schedule
make a call	heavy traffic
listen to music	balanced diet
have an appointment	high standard
break the law	opening hours
do harm	nice try
make noise	alphabetical order
save money	big deal
lose your temper	bright future
go to bed	

One is done for you:

Due to my **tight schedule**, I could not spend time with my family members.

ACTIVITY

The following visuals represent Collocations with the verb 'BREAK'. Find the Noun that goes with the verb and represent a collocation. The first one is done for you.



Break the ice



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ACTIVITY

The following visual represents your characteristics according to your month of birth. Have fun going through it. The collocations are marked in bold letters. Work in a group, list out the collocations and explain them in table given below. The first one is done for you.

<p>January You are good company¹ but you may have a selfish streak².</p>	<p>July Although you can be painfully shy in social situations, at work you give the impression of being supremely confident.</p>
<p>February You have an outgoing personality and a good sense of humour.</p>	<p>August You have a tendency to make snap decisions⁴.</p>
<p>March You have a vivid imagination, but you tend to lose your temper too easily.</p>	<p>September You have a strong sense of responsibility and always keep your word⁵.</p>
<p>April You are highly intelligent with a razor-sharp mind.</p>	<p>October You are good at keeping secrets and never bear a grudge⁶.</p>
<p>May You set high standards for yourself and are fiercely³ loyal to your friends.</p>	<p>November You find it hard to keep your temper⁷ if you think someone is making a fool out of you⁸.</p>
<p>June The best aspect of your personality is the way you always put others first.</p>	<p>December You can be brutally honest⁹ and sometimes hurt others' feelings.</p>

Sl. No	Collocations	Meaning
1.	Good company	People enjoy being with you
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

ACTIVITY

Match the verbs in the verb grid with the nouns in the noun grid.

VERB GRID			
WASH	DO	MAKE	PLAY
GO	WATCH	DO	GO
SURF	GO	STUDY	READ
VISIT	DO	HAVE	ARRIVE
GO	COOK	TAKE	GO

NOUN GRID			
CYCLING	FRIENDS	THE INTERNET	TO SCHOOL / WORK
DINNER	THE GARDENING	TO THE CINEMA	TV

TO BED	BREAKFAST	THE CAR	HOME WORK
A SHOWER	LUNCH	ENGLISH	SOME EXERCISE
SHOPPING	HOME	A NEWSPAPER	FOOTBALL

Example: Wash the car



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- 📖 A combination of words naturally going together is called collocation.
- 📖 Generally a noun a verb an adjective joins with a noun and form collocations.
- 📖 Have, break, make, do, catch and save are frequently used verbs in the formation of collocations.
- 📖 Collocations are unique to a particular language and it is difficult to translate them into other languages.
- 📖 They are generally learnt by usage rather than by memorising rules.

<https://www.youtube.com/watch?v=CqRloBkygQs>



3. HOMOPHONES

What do you mean by homophones?

Homophones are two words that sound the same, but have different meaning and spelling. (The term “homo” means “same” and “phone” means sound.) Homophones add flavor to your language and enrich your vocabulary as well. Though learning homophones is fun and an interesting one, they remain source of confusion for learners of English language.

Look at the following sentences:

1. “Be a bee” is the principle of our principal.
2. I knew what was new there.
3. See the sea. How beautiful it is!



Homonyms are different from homophones. They are same in spelling but different in meaning and pronunciation. (e.g.) wait a **minute**. Say in **minute** details. **Live** with me. It is a **live** programme.

Frequently Used Homophones:

1. Allowed - Aloud
Students are not allowed to use mobile phones inside the class room.
The pain made him cry aloud.
2. Be - Bee
Be quiet!
A bee is buzzing around.
3. Bored - Board
When he got bored, he left.
He is writing on the board.
4. Cite - Sight / Site
Abhinathan was cited for bravery.
My grandma’s sight is very good
The Committee has chosen a new site for the factory.
5. Coarse - Course
This material is very coarse.
This diploma course is for three years.
6. Die - Dye
He died last year.
It takes only 10 minutes to dye your hair.

7. Knight - Night
The knight was so brave.
I met him at night.
8. Knew - New
I wonder if he knew of the plan.
The hardest part of this job is understanding the new technology.
9. Lessen - Lesson
The doctor gave her an injection to lessen the pain.
She has learnt her lessons well.
10. Cell - sell
Change your cell phone.
They sell them at low price.
11. Dear - deer
She is dear to me.
The deer was beautiful.
12. Passed - Past
They passed the post office on their way to the store.
Question papers of the past exams are used for revision.
13. Peace - Piece
I wish she would just leave me in peace.
The glass was broken into pieces.
14. Fair - fare
She was fair.
The bus fare was not reasonable.
15. Principal - Principle
The principal hoisted the national flag.
It was the basic fundamental principle.
16. Red - Read
We painted the door bright red.
I was shocked when I read of his death.
17. Rode - Road
They rode in silence through the forest.
The child ran down the road to see what was happening.
18. Role – Roll
Internet plays an enormous role in connecting people.
Tears rolled down from her cheeks.
19. Heal – heel
No doctor could heal that patient.
I choose slippers with heels.
20. Whole – hole
The whole project was completed.
The hole in the boat frightened everyone.

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21. Know – no
I know his name.
I have no idea about that.
22. Stare – Stair
The girl continued to stare at her friend.
The second stair creaks when you step on it.
23. Stationary — Stationery
The car collided with the stationary vehicle.
He went to the stationery stores.
24. None – nun
None came for rescue.
She became a nun.
25. Son –sun
My son wants to become an engineer.
Who won't like to see the rising sun?

Get it Right

In the sentence, “**they’re** waiting **there** for **their** friends” all the words in bold are homophones. Though they are pronounced alike, they differ in meaning. **They’re** – is the short form of they are; **there** means in that place; **their** means ‘belonging to them.’

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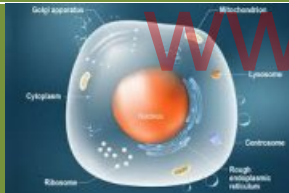
Exercise

Choose the correct homophone and fill up the cloze

1. Weather/Whether you choose to study hard or not is up to you.
2. “One day, I will rain/rein/reign over the entire universe,” said Alexander
3. What time do you want to meat/meet at the mall on Saturday?
4. It’s/Its going to rain today.
5. You must use common scents/sense when making important decisions.
6. What will be built on that site/sight?
7. How many write/right/rite answers did you score on the quiz?
8. To make the best biscuits, knead/need the dough before rolling it out.
9. What are you going to where/wear for Senthil’s wedding?
10. What is the knew/new Principal’s name?

ACTIVITY

Join with your friend and try to identify the Homophones in the given visuals and write them near.



ACTIVITY

Complete the following cloze with the apt homophone.

1	<ul style="list-style-type: none">• There are 7 days in a -----• She has been sick and is still -----
2	<ul style="list-style-type: none">• What do you want ----- lunch?• I have ----- chocolates in my bag.
3	<ul style="list-style-type: none">• I can't believe I----- the whole Pizza!• There are ----- cars in the parking lot.
4	<ul style="list-style-type: none">• Did you ----- the teacher?• The ship travels on the -----.
5	<ul style="list-style-type: none">• I use ----- to make cookies.• I put the ----- in the vase.

ACTIVITY

Correct the errors in the use of homophones given below:

- Can you find ~~ate~~ mistakes in these sentences?
- Please ~~weight~~ for me.
- The ~~son~~ is very bright today.
- Do you ~~no~~ its name?
- I ~~knead~~ a ~~knew~~ pair of shoes.



- 📖 Homophones are words sounding the same but having different meaning and spelling.
- 📖 They are tools for enriching your vocabulary.
- 📖 Homonyms are words same in spelling but different in pronunciation and meaning.
- 📖 The word 'ate' generally mispronounced has the pronunciation as same as 'eight'.
- 📖 Homophones can be used to create fun and add flavour to your expressions as in 'be a busy bee'.

https://www.youtube.com/watch?v=gzcz_nFNaV8



4. One Word Substitutes (Textual)

What is One Word Substitute?

“Brevity is the soul of wit,” says Shakespeare. To be precise is to be scholarly, isn’t it? Instead of saying, “I am a person who doesn’t believe in God”, you may precisely and directly say, “I’m an atheist.” This is what generally meant by one word substitution which leads to effective communication.

One word substitution can be defined as the process of employing a single relevant word in the place of a group of words that may be a phrase or clause. It is a powerful tool for vocabulary enrichment.

Examples:

1. Phrase : Beginning or origin of something
One word substitute: Genesis
2. Clause : a person who uses the internet a lot
One word substitute: netizen



Do you know? Some one word substitutions follow a certain pattern and emerge from a root word such as “cide” and “ible”. Homicide – killing of a human being, infanticide – killing of an infant, parricide- killing of father, suicide- killing one’s own self, indelible –not erasable, inaudible – not able to hear, illegible- not readable and inevitable – not avoidable are some typical examples.

Textual One Word Substitutes:

1. in a hurried and disorganized manner
2. rest or sleep in the early afternoon
3. statements which are ordinary, uninteresting and unimportant
4. an argument between two or among more members expressing different and opposing opinions on a particular matter
5. not believing that something good will happen or that something is important
6. based on situations or ideas which are possible and imagined rather than real and true
7. the feeling of not being interested in or enthusiastic about something, or things in general
8. seeming evil or dangerous and making you think something bad will happen
9. an African or Asian snake that takes a hood when disturbed
10. an area of grass near to a house cut regularly to keep it short
11. any plant that grows along the ground, around another plant, or up a wall by means of extending stems or branches.
12. clothing, food or money that is given to poor people

13. to behave in an annoying manner towards someone by doing or asking for something repeatedly
14. a channel or pipe carrying off surplus liquid, especially rainwater or liquid waste
15. an unfortunate condition or event
16. the state or quality of lasting for ever
17. all future generations of people
18. a sum of money paid regularly to a person to meet needs or expenses.
19. the excessive amount of something
20. effort to match or surpass a person or achievement, typically by imitation
21. a rule for action or behaviour, especially obtained from moral thought
22. the most favourable situation or level for growth, reproduction, or success
23. a person's inherent qualities of mind and character
24. make (something bad) less severe, serious, or painful
25. an animal, especially a large or dangerous four-footed one

The Answers:

1. frantically
2. siesta
3. banalities
4. debate
5. cynical
6. hypothetical
7. apathy
8. sinister
9. cobra
10. lawn
11. creeper
12. alms
13. pester
14. drain
15. misfortune
16. perpetuity
17. posterity
18. allowance
19. surfeit
20. emulation
21. precept
22. optimum
23. disposition
24. mitigate
25. beast

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Do you know? There are as much as 34969 one word substitutions ending with – ology as cited by Wikipedia that has arranged them in alphabetical order from A to Z. The root –ology refers to the study of something. For example, the one word substitution ‘cardiology’ stands for the study of heart and its diseases.

ACTIVITY

Identify and circle one word substitute words in the box below:

R	E	N	U	T	R	O	F	S	I	M	L	B
E	E	R	E	P	E	E	R	C		Y	A	A
T	M	U	M	I	T	P	O		L	T	C	N
S	U		T	S	A	E	B	L	R	I	I	A
I	L	Y	H	T	A	P	A	A	E	R	T	L
N	A	A	R	B	O	C		C	T	E	E	I
I	T											
S	I	E	S	T	A			N	E	S	T	I
	O		N					Y	P	O	O	E
	N	A	L	M	S			C		P	P	S
	R	D	R	A	I	N	N	W	A	L	Y	
F	P	E	R	P	E	T	U	I	T	Y	H	
A	L	L	O	W	A	N	C	E				
P	R	E	C	E	P	T	I	E	F	R	U	S
		N	O	I	T	I	S	O	P	S	I	D
E	T	A	G	I	T	I	M					
			D	E	B	A	T	E				

ACTIVITY

Write a suitable one word substitute against each picture given below:



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Exercise

Rewrite the following sentences after applying one word substitutes.

1. He used to prepare his project by lying on the **area of grass in front of his house**.
2. **The unfortunate event** in his life taught him new lessons.
3. Having **a sleep in the early afternoon** gathers fat to your body.
4. Though he prepared well, he presented his paper **in a hurried and disorganized manner**.
5. Before death, you should do something that **the future generations of people** will remember.
6. When we grow angry, **the large dangerous animal** within us jumps out of us.
7. **The amount of money given to him regularly** for his travel was not sufficient for him.
8. The government took several steps **to make** the unemployment problem **less severe**.
9. She **frequently asked for something or other and disturbed** me a lot.
10. The workers started cleaning **the pipe carrying off rain water**.



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- 📖 Application of a single word in the place of a group of words in expression is called one word substitution.
- 📖 One word substitutions are useful to express our ideas precisely, effectively and directly.
- 📖 One word substitute is a powerful tool for vocabulary enrichment.
- 📖 Most of the one word substitutes emerge from root words such as 'cide' and 'ible'.
- 📖 The widely used root to form thousands of one word substitutes is – 'ology'

<https://www.youtube.com/watch?v=uBJXPGAL2hQ>



5. Idiomatic Expressions for Daily Life

Read the following dialogue:

Friend 1: My grandfather kicked the bucket yesterday.

Friend 2: Was he so angry?

Friend 1: What I'm saying is just a piece of cake. Why don't you understand?

Friend 2: Where is the cake you are talking about? Let me see that first.

Friend 1: You are making me hit the ceiling.

Friend 2: Here there is no building, no ceiling. Are you mad?

Friend 1: My God! You don't know even ABC of idioms.

Friend 2: Teach me all and I'll learn quickly.

Friend 1: Rome was not built in a day.

Friend 2:?!

This is the difficulty idiom creates if a person is new to it. Can you guess what is wrong with Friend 2?

Idioms and phrases are treasures of long heritage and are very powerful mechanism to drive home your message in communication. They make you emphatic, stylistic, extraordinary, something special and rich in your expressions.

An idiom is defined as a group of words, a phrase or an expression established by long usage whose meaning is different from what they literally mean. It is a figurative use of language. Most of the idioms have also undergone the process of folk etymology, that is, change in their original form.

Frequently Used Idioms and Phrases:

1. The ball is in somebody's court

Meaning: It is somebody's responsibility to take the decision/action next

Examples:

- I feel that he won't be suitable for our company. Now, the ball is in your court.
- Though we have all decided to take up this project, the ball is in his court now.

2. Beat about the bush

Meaning: To talk about something for a long time without coming to the main point

Examples:

- Tell me what you want. Why do you beat about the bush?
- I have a lot of works to do. Get to the point and don't beat about the bush.

3. A blessing in disguise

Meaning: Something looking like a problem first but yielding good results at the end.

- Each failure is a blessing in disguise if we turn it a stepping stone for success.
- Initially he had only loss in his business but soon, with huge profits, it became a blessing in disguise.

4. Cry over spilt milk
Meaning: To worry about what has happened about which nothing can be done
 - a) Don't worry about your failure in the exam. There is no use of crying over spilt milk.
 - b) When the two year old son dropped the mobile into the water-tank, his mother started crying over spilt milk.
5. Hit the nail on the head
Meaning: To say or do what is exactly right.
 - a) Whatever he speaks, he always hit the nail on the head.
 - b) By saying, "Mobile phones are now the masters of men" she hit the nail on the head.
6. Let the cat out of the bag
Meaning: To tell a secret or confidential information unknowingly or accidentally
 - a) We wanted our treat to be a surprise one but Ram let the cat out of the bag.
 - b) I told you not to talk about our plan. Why did you let the cat out of the bag?
7. Miss the boat
Meaning: To lose a chance especially by responding to it slowly or late
 - a) He didn't enroll his name for competition till the last date and finally he missed the boat.
 - b) Apply for this job today itself, otherwise you will miss the boat.
8. Once in a blue moon
Meaning: happening rarely; not very often
 - a) You can't meet him here because he comes here once in a blue moon.
 - b) He goes to movies once in a blue moon.
9. Pull someone's leg
Meaning: To tell someone a false one just to tease or play a joke on them
 - a) Did you really believe what I said? I just pulled your leg.
 - b) Soon he understood that his friends were just pulling his leg.
10. Not somebody's cup of tea
Meaning: To say that something is not the interest of somebody
 - a) Everybody likes cricket. But it's not my cup of tea.
 - b) She never watched any TV serial since it was not her cup of tea.
11. Actions speak louder than words
Meaning: Doing is more important than just talking about that
 - a) Great achievers speak less because they know, actions speak louder than words.
 - b) Do it first if you really believe that actions speak louder than words.
12. A laughing stock
Meaning: a person looking ridiculous because of what they have done
 - a) To wear this dress would surely make him a laughing stock.
 - b) With little practice, I became a laughing stock on the stage.
13. At the eleventh hour
Meaning: at the last possible moment
 - a) What can I do if you ask for money at the eleventh hour?
 - b) He always paid his electricity bill only at the eleventh hour.

14. With flying colours

Meaning: very well; with high marks/grade

- a) Teacher wished him to pass with flying colours.
- b) I'm sure, you will play the match with flying colours.

15. Window shopping

Meaning: the activity of merely looking at goods displayed rather than having an intention to buy.

- a) Let's go to the mall and enjoy window shopping.
- b) The sale in the exhibition was not satisfactory since many people did window shopping.

16. To be in somebody's good/ bad books

Meaning: to be with good/ bad opinions in others' mind; to be pleased /annoyed by somebody

- a) I was in my teacher's good books soon after getting first mark in the class.
- b) Due to my poor sales, I was in the bad books of my manager.

17. Achilles heel

Meaning: weakness of a person

- a) Stage fear is his Achilles heel.
- b) I don't want to reveal my Achilles heel to anyone.

18. A fish out of water

Meaning: a person feeling uncomfortable in a new and unusual situation

- a) He felt a fish out of water in his new school.
- b) After his transfer to Delhi, he was a fish out of water at his workplace.

19. Play games with somebody

Meaning: To try to deceive somebody

- a) Tell me the fact. Don't play games with me.
- b) The old man was angry because the vendor played games with him.

20. in seventh heaven

Meaning: extremely happy

- a) After getting placement in TCS, he was in seventh heaven.
- b) The good news put her in seventh heaven.

21. Move with the times

Meaning: To change yourself according to present situations/ changes in the society

- a) His business became a great failure because he didn't move with the times.
- b) Computer field has changed a lot always moving with the times.

22. Burn the midnight oil

Meaning: to study / work till late at night

- a) Veena burnt the midnight oil on the eve of her semester exam.
- b) Great writers always burn the midnight oil.

23. at your finger tips

Meaning: To have the required things readily available to use it easily

- a) She had all formulas at her finger tips.
- b) The lawyer kept all details at his finger tips.

24. a million dollar question

Meaning: a question that is very important but very difficult to answer

- a) Whether we can live without a mobile phone nowadays is a million dollar question.
- b) It's a million dollar question- "Will machines replace men?"

25. Turn over a new leaf

Meaning: To change your way of life and turn into a better person

- a) He turned over a new leaf by giving up smoking after his marriage.
- b) After reading the book of Gandhi, She turned over a new leaf.

FACT STORE

Do you know? There are as much as 25000 idioms in English and everything has its own origin from an interesting event. For example, the idiom “pull someone’s leg” has originated from a method used by street thieves in 18th and 19th century London. They used to trip up their victims on the road with a wire or rope. One thief would pull the victim’s leg and the remaining would rob everything.

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Get it Right

It is incorrect to translate an idiom literally word by word into one’s mother tongue. For example, the idiom, “stop ironing my head” has no relationship with putting hot iron box on someone’s head. Rather, it simply means “stop annoying me.” Don’t be tricked by their outward meaning as in the case of “fall off the back of a lorry” that doesn’t mean accident but “to have stolen things.”

ACTIVITY

Write the suitable idiom against each picture given below:

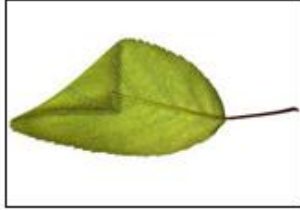
















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Exercise

Match the following facts/events with relevant idioms:

- | | | |
|---|---|---------------------------------|
| 1. Deepan knows everything. | - | the ball is in somebody's court |
| 2. Uma was one of the Jackpot winners. | - | window shopping |
| 3. Addiction to mobile games is the weakness of children. | - | miss the boat |
| 4. The boss had a good opinion about her. | - | achilles heel |
| 5. Sheela didn't speak even a single word about the loss. | - | at finger tips |
| 6. Now her father has to decide about her tour. | - | in Seventh heaven |
| 7. His grandma was not able to use the smart phone. | - | cry over spilt milk |
| 8. His absence made him escape from the accident. | - | to be in somebody's good books |
| 9. Ramesh never takes his purse while going out. | - | move with the times |
| 10. His teacher scolded him for missing the golden opportunity. | - | blessing in disguise |

Exercise

Complete the following sentences with suitable idioms:

1. Gayathri got first mark in the exam because she _____.
2. After that incident, the thief _____.
3. Everybody expected her to dance _____ but all got disappointed.
4. Her hostel life made her feel herself _____.
5. His reply irritated everyone because he just started _____.
6. She loved to read books but to her friends, it was _____.
7. With little knowledge about the subject, his speech made him _____ in public.
8. Many students in his class submitted the assignment _____.
9. Whether technology is a boon or curse is _____.
10. Her parents were _____ while she got employed in an MNC.



- 📖 Idiom is a group of words, phrase or an expression meaning differently from what they literally mean.
- 📖 It is a powerful mechanism to drive home your ideas or message and make you stylistic and rich in communication.
- 📖 It is a figurative use of language.
- 📖 Idioms have interesting origins and have undergone changes in their original form by long usage.
- 📖 They cannot be translated into one's mother tongue word by word.

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<https://www.youtube.com/watch?v=ajA0NK5x8R4>



6. Frequently Used Phrasal Verbs

What is a Phrasal Verb?

A group of words (phrase) consisting of a main verb and a preposition/adverb or both is known as a phrasal verb. The meaning of the main verb gets modified here while joining with a preposition or adverb and sometimes to a great extent, with no trace of actual meaning of the verb. Thus the phrasal verb “carry out” does not mean “to carry something out of a place” and the verb “pass” in pass away has no connection with the exam. Phrasal verb is also a powerful tool for enriching your vocabulary. To figure out the phrasal verbs and to use them both in writing and speech, here is a short list of frequently used Phrasal Verbs with instances:

Phrasal Verbs:

1. Put up with - tolerate, endure
 - a) I can't put up with his misbehaviours anymore.
 - b) They needed a great patience to put up with the inordinate delay of their promotion.
2. Carry on -to continue doing something
 - a) Why did you stop? Now you can carry on your speech.
 - b) After the phone call, she carried on her kitchen work.
3. Figure out -to understand or solve something; to calculate an amount
 - a) We couldn't figure out the riddle till now.
 - b) Have you figured out the total amount we need for the project?
4. Go through - to look at or examine closely; to study in detail
 - a) Go through the passage for 5 minutes and then ask your doubts.
 - b) If you go through these documents, you can find enough evidence.
5. Give up - to stop doing something; to stop having relationship with somebody
 - a) To improve your health, you should first give up smoking.
 - b) Why don't you give him up?
6. Go on -to continue; to happen
 - a) What is going on here?
 - b) Even after the bell, he went on describing the events.
7. Look after - to be in charge of something; to care for something/somebody
 - a) In my absence, he will look after the company.
 - b) Who looks after the fund positions here?

8. Take care of- to be in charge of something; to care for something/somebody
 - a) A mother knows well how to take care of her child.
 - b) Who will take care of your aged parents?
9. Call off - to cancel something
 - a) They called off the meeting.
 - b) The trip was called off due to heavy rain.
10. Put on - to wear
 - a) She put on her new dress and got ready for the function.
 - b) Put on your specs first and then read the mail.
11. Get along with-to have a friendly relationship with somebody
 - a) He got along with all his colleagues.
 - b) He was a rude person and nobody could get along with him.
12. Hold on -to tell somebody to wait or stop
 - a) She asked him to hold on a minute and talked to somebody over phone.
 - b) Hold on! Tell me where you are coming from.
13. Break down-to cease to function; to collapse in distress
 - a) His bike suddenly broke down and he was looking for help.
 - b) After hearing of her son's death, she broke down in tears.
14. Get together-to collect people in one place socially
 - a) We have all planned to get together at Ratna Residency.
 - b) They usually get together at the weekend.
15. Log in/ log out -to enter /exit a restricted area on a computer
 - a) He forgot his username and password to login his email account.
 - b) After sometime, I logged out Facebook.
16. Carry out-to complete a task/ assignment/order,etc.
 - a) We are looking for a suitable person to carry out this project.
 - b) He collected fund to carry out his research.
17. Get over-to recover from an illness, shock, or upsetting experience
 - a) She is just getting over from her fever now.
 - b) They could not still get over from the loss in the last year.
18. Look forward to-to expect something
 - a) I'm looking forward to your favourable reply in this regard.
 - b) We are looking forward to 20% rise in profit this year.
19. Put off -to postpone, delay or cancel something
 - a) The wedding ceremony was put off till next year.
 - b) They put the meeting off to a later date.

20. Work out-to develop or end successfully
- a) Do you think that this idea will work out?
 - b) He tried at his best to work out his plan.
21. Bring up-to look after a child till it becomes an adult
- a) He was brought up in a village.
 - b) A person's character is determined by how he or she is brought up.
22. Check out-to leave a lodge after a stay
- a) When will you check out from here?
 - b) They decided to check out in the evening.
23. Get rid of-to send away the annoying persons/ to throw away the unwanted things
- a) His friend suggested him to get rid of the old tape recorder first.
 - b) You will come up in life if only you get rid of her.
24. Do away with - to kill somebody/ to destroy or dispose of something
- a) If he comes out, his enemies will do away with him.
 - b) These are worn out shoes. When will you do away with them?
25. Pass away -to die
- a) Abdul Kalam passed away in 2015.
 - b) She inherited her father's property when he passed away.

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Remember that compound verbs are different from phrasal verbs. Two verbs join together and make a single compound verb whereas only one verb joins with preposition and/or adverb in phrasal verb. In compound verbs, the first verb reveals how the action mentioned in the second verb is carried out. Some examples for compound verbs are: kick-start, force-feed, double-click and stir-fry.

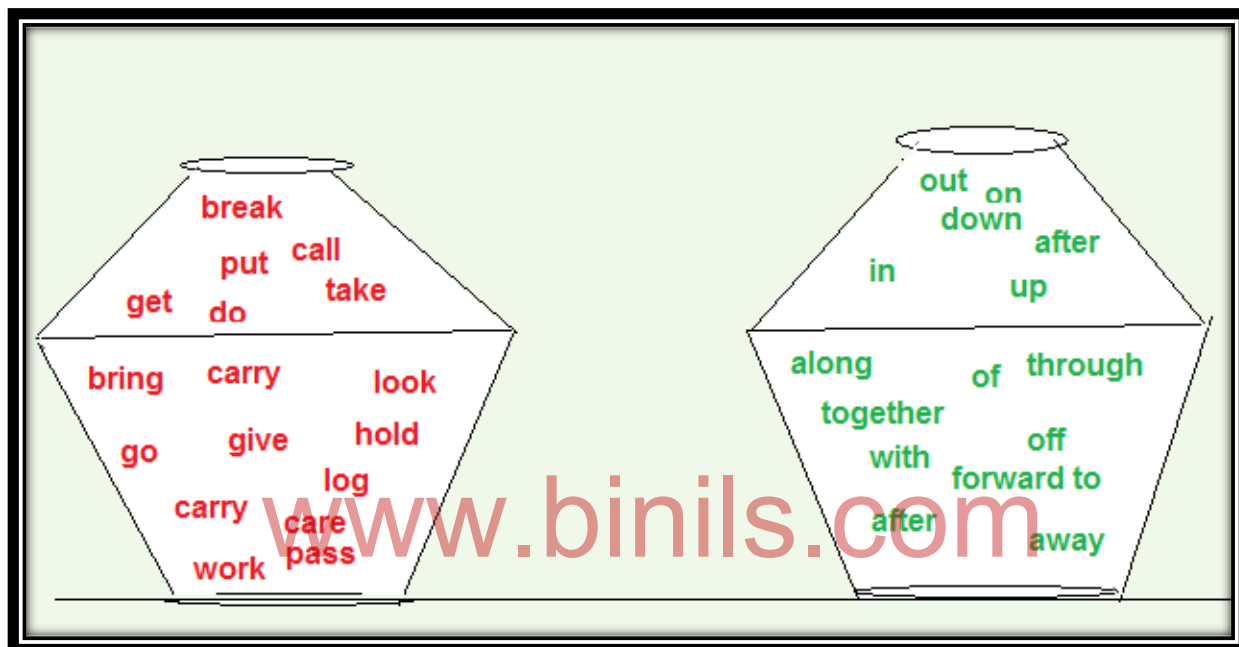
Get it Right

It is incorrect to use the phrasal verb 'look forward to' with infinitive as in the following: "I'm looking forward to meet you again." This phrasal verb should be followed by verb + ing. Hence the correct usage is : I'm looking forward to meeting you again. However, it does not apply to all phrasal verbs. For example, the phrasal verb "turn out" is followed by infinitive, not by verb + ing: She turned out to be an engineer.

ACTIVITY

Here are two pots. You should take one word from the first pot and another from the second one to form a meaningful phrasal verb. The more phrasal verbs you make, the more you will get the points. You will get one point for each phrasal verb you make. Let's start playing.

Note: Before starting this activity, students may be allowed to go through the phrasal verbs study material for 2 minutes.



ACTIVITY

(Duration: 20 minutes)

Let's play the Charades:

Teacher will keep a bowl of ten pieces of folded papers and each paper will consist of a phrasal verb with meaning. The student who wishes to participate has to take a piece of paper and act and convey the meaning of the phrasal verb without using words. The one who identifies the phrasal verb rightly is the winner. Both the students who mime and those who answer may be awarded with 10 points.

Suggested phrasal verbs for this round: 1. go through, 2. put on, 3. hold on, 4. get together, 5. carry out, 6. give up, 7. put off, 8. log in, 9. break down, 10. figure out.

ACTIVITY

(Duration: 20 minutes)

Let's Play the Game Find Your Partner:

Teacher will maintain 15 cards with prewritten phrasal verbs and another 15 cards with meanings of those phrasal verbs defined as brief as possible (mostly synonyms). One card only is to be distributed to one student. Each student taking a phrasal verb card should look for his partner who has the exact meaning of it. When everyone finds his pair, the teacher may check and award marks for the right pairs.

Exercise

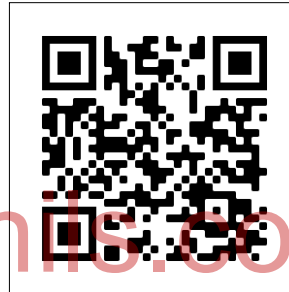
Find out suitable phrasal verbs for the following situations / facts and rewrite the sentence with the identified phrasal verbs.

1. Neela wants **to wear** jeans for the party.
2. He decided **to study** the legal document **carefully** once again.
3. Two great leaders **died** in that particular year.
4. Prem wanted **to stop** chatting with her.
5. The coordinator **cancelled** the programme at once.
6. It is so evident that somebody has **accessed** her computer.
7. We have **to wait** till she calls back to us.
8. Rani suggested **to throw away** the old bag.
9. They were **expecting** an order from the reputed company.
10. After watching the train accident on TV, she **fainted**.



- 📖 Phrasal verb is a group of words in which a verb joins with a preposition or/and an adverb.
- 📖 The meaning of the verb in the phrasal verb is getting modified while joining with preposition or adverb. It doesn't carry the actual meaning the verb conveys.
- 📖 It is a powerful tool for enriching your vocabulary.
- 📖 Compound verbs are formed by two verbs with or without a hyphen.
- 📖 Some phrasal verbs are followed by infinitive and some others are by verb + ing.

<https://www.youtube.com/watch?v=JntXxLHT05U>



UNIT – 3

Situational English

Objectives:

At the end of this unit, the students shall be able to

- understand the structure of a dialogue
- hold a dialogue with people whom they meet in different situations
- use suitable thought fillers in their dialogue
- understand the components of a short message
- draft short messages both in formal and informal contexts
- comprehend the format of academic letters and the polite expressions used in it
- carry out written communication in various situations
- recognize the essentials for good placement, ordering things required, opening an account and becoming a leader
- Understand the difference between reading and reading comprehension
- attend successfully different kinds of comprehension exercises in competitive examinations

1. DIALOGUE FOR DAY TO DAY SITUATIONS

Conversation– Part and Parcel of Life:

“Face to face conversation is the most human and humanizing thing we do,” says Sherry Turkle in her book “Reclaiming Conversation – The Power of Talk in a Digital Age”. Conversation is a key to language development, the exchange of thoughts and ideas and building relationship with others.



Tips for Building Better Conversation:

- ❖ Begin with a wish or greeting (hi, hello, Good morning, How are you?, Pleased/Nice to see you here, Mr. Kumar, I'm fine, I'm getting on well,)
- ❖ End with proper leave taking expressions (Bye, Goodbye, See you later, Take care, Sorry, I have to go now, welcome, Call you later, It's my pleasure)
- ❖ Ask open ended questions relevant to the context (When will you come back? Where is your office? Why are you going there? How much is the price? What about the price? How many times did you try? What do you want?)
- ❖ Listen and give brief reply. (I would return next Monday. It's at Gandhipuram. I have to meet my uncle. It's costly. Five times. I am looking for a branded tab.)
- ❖ Use thought fillers to make your conversations natural (**Okay**, tell me the place. **I think**, it won't work out. **I hope**, he won't deny. **I'm afraid**, dad may not like this. **You know**, it's my ambition. **Well**, it's time to wind up our discussion now. **I mean**, public may be affected by this. **You see**, I don't know anything about this. **Believe me**, only your father told me this. **By the way**, if you see Peter, tell him I am here. **Excuse me**, I've an idea.
- ❖ Mostly use contracted forms which are more suitable for conversations. (I'm – not I am, It's – not It is, They're- not they are, They'd – not They would, He'll – not he will)
- ❖ Be respectful to the other speaker and use polite expressions. (May I know your good name, please? Avoid: What is your name?)

Useful Starters for your Conversations:

- Do you know why he _____? Do you know where she _____?
- What about its _____? what about going to _____?
- What do you mean by _____?
- May I know _____?
- Could you please tell me _____?
- Where can I _____?
- Where is _____? When will you _____?
- When did you _____?
- Do you have any _____?
- How much did you _____?
- What do you think about _____?

Sample dialogue :

Context: A dialogue between two friends

- A: Hi, What a surprise? You are here.
- B: Hi, My home is here. Welcome to my place.
- A: By the by, what is this? Have you bought a new camera?
- B: Yes, I have. In fact, it's my gift for my sister.
- A: Oh, I see. When did you buy it?
- B: I bought it just now.
- A: It's looking nice. How much did you pay for it?
- B: I paid Rs.5,000/-
- A: Does it work well?
- B: Yes, it works quite well.
- A: Oh my God. I've to leave now to pick up my kids from the railway station. Bye.
- B: It's ok. See you later.

ACTIVITY

Complete the following with proper beginning and end:

Context	Beginning and end
Between friends	Hi, how are you? _____ Thank you.
Between Manager and clerk	Good morning Divya. _____ Sir.

Between Customer and Salesman	Thank you very much for your kind service. _____
Between two friends	Sorry bro, I've to go now. See you later. _____.
Between student and teacher	_____ Welcome.

ACTIVITY

Complete the following dialogue with suitable expressions given below.

At the tourist information centre

(Fifty rupees, Sure, It is, Good morning, You can take)

Tourist: Good morning!

Receptionist: _____. How can I help you?

Tourist: I'd like to visit Meenakshi temple. How far is it from here?

Receptionist: _____ five kilometer away from here.

Tourist: How can I reach there?

Receptionist: _____ an auto.

Tourist: How much will be the auto fare?

Receptionist: It is _____.

Tourist: Can you arrange one for me?

Receptionist: _____ I'll arrange our regular auto for you.

Tourist: Thank you very much for your help.

Receptionist: No mention please. You are welcome. Enjoy your stay in Madurai.

ACTIVITY

Frame suitable questions for the following replies taken from different dialogues:

_____ ? I want a monthly calendar.
_____ ? I live in Coimbatore.
_____ ? I go to Ram academy for placement training.
_____ ? I have two books.
_____ ? I spend my holidays by watching movies.
_____ ? He works at Infosys.
_____ ? I went there last week.
_____ ? They conducted the interview yesterday.

ACTIVITY

Supply suitable answers for the following questions taken from different dialogues:

Where are you going now? _____
May I know where your manager is? _____
Could you please tell me the name of the programme you watched? _____
How can I cancel my online purchase order? _____
When will they provide fund for our project? _____
How many days did you attend the training? _____
What about tomorrow? Is it a working day? _____

ACTIVITY

Complete the following conversation:

(About sending an email)

Raju: Hi Hari, How are you?

Hari: _____.

Raju: _____?

Hari: Yes. I'm sending a mail.

Raju: Are you sending a mail for your job?

Hari: _____.

Raju: How often do you send mails?

Hari: _____. What about you?

Raju: I don't send mails to any company. But I chat with my father on WhatsApp everyday.

Hari: Then how do you communicate with your relatives and friends?

Raju: _____.

Hari: Well, I really enjoy sharing my messages with them on Facebook. By the way, would you mind sharing the study materials to my email address?

Raju: _____.

Hari: Thank you very much.

<https://www.youtube.com/watch?v=OzKYDbnRNcY>

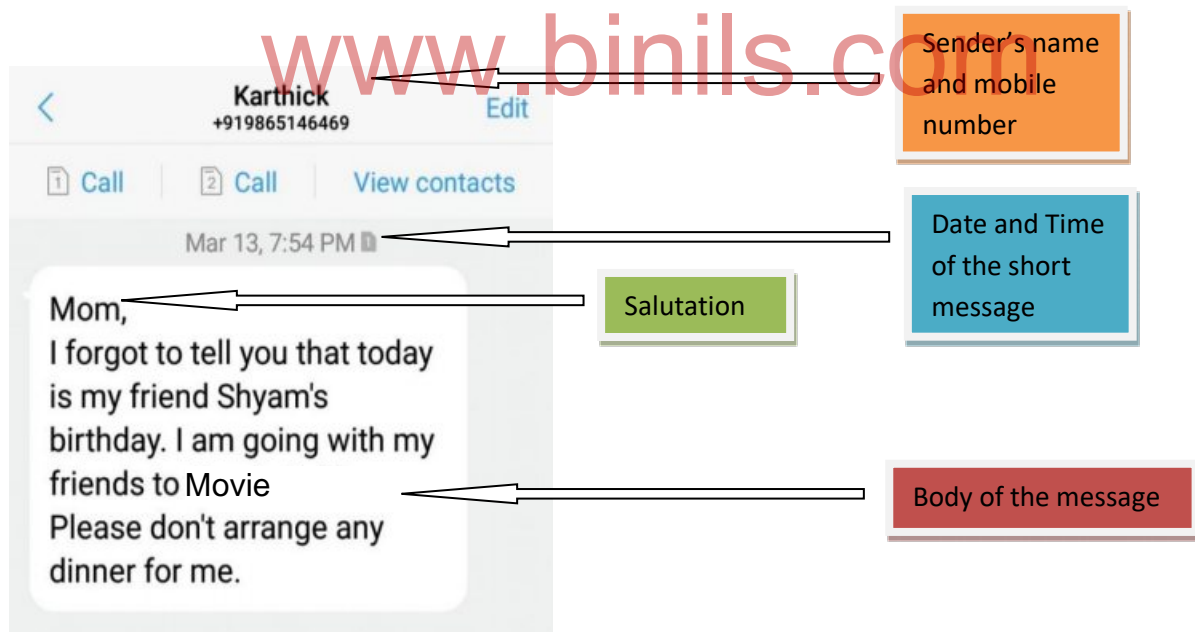


2. SHORT MESSAGES FOR E-COMMUNICATION

We are living in the world of Mobile and Internet and sending short messages has become the beans and rice of our daily life. We wake up before the sun to see “Good Morning” from our friend and go to bed, without forgetting to WhatsApp “Goodnight” to our beloved ones. Technology has reduced the distance between any two persons and sending short messages to different people for various purposes, either through electronic devices or online is indispensable nowadays.

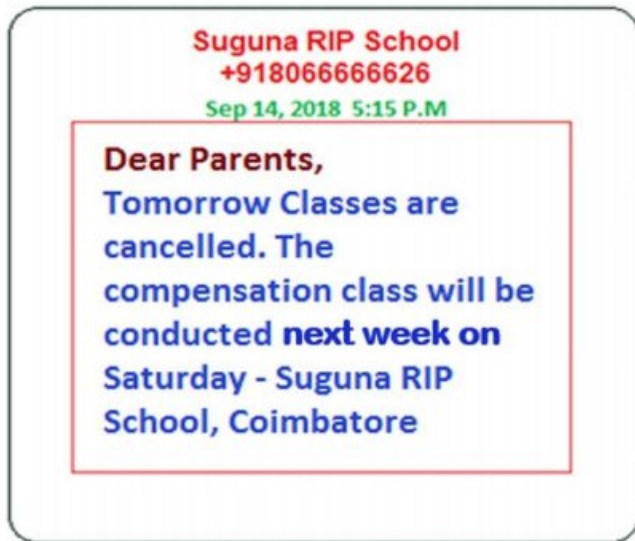
A short message may be defined as a message sent or received briefly from one mobile subscriber to another one through the Short Message Service (SMS) without internet facility or through mobile apps and desktop sites such as WhatsApp and Facebook with internet facility. Maximum limit for a short message on mobiles is 160 characters and the same for WhatsApp is 65536 characters. As for Facebook, the limitation is 63206 characters.

The Components of a Short Message:



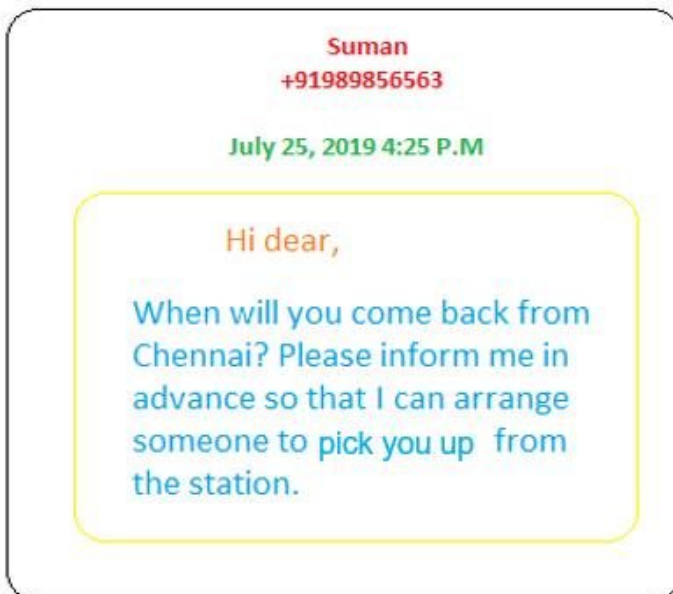
Types and Objectives of Short Messages:

(i) **To provide information**



(ii) **To ask for information**

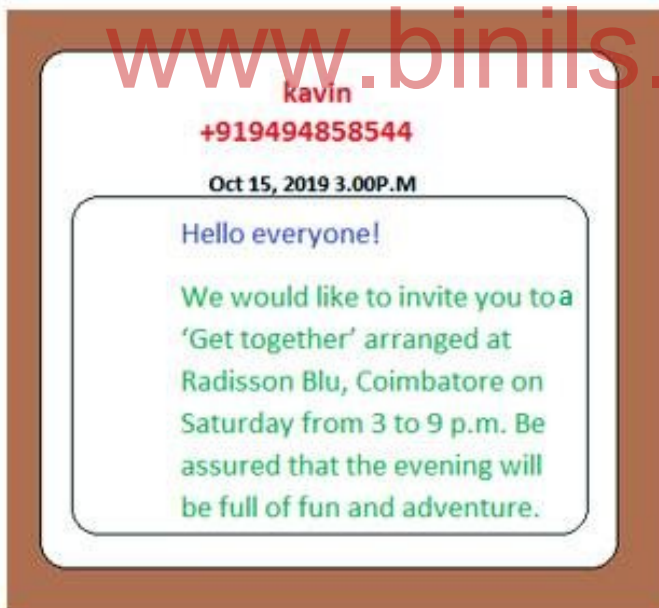
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(iii) To seek permission



**(iv) To invite somebody
(Informal)**



(Formal)



(v) *To seek apology* www.binils.com

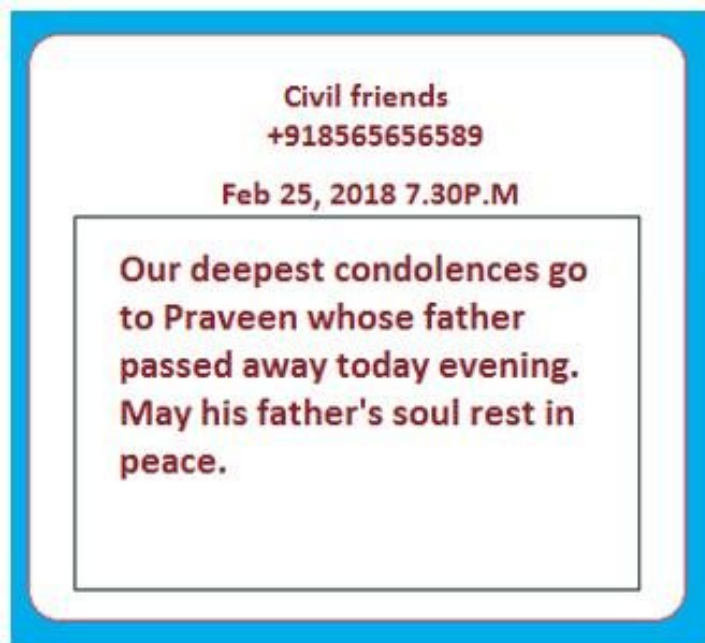


(vi) *To make wishes/greetings*



(vii) *To express condolence:*

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ACTIVITY

Read the starters / expressions below and identify the situations related to the short messages. Two are done for you.

Sl. No	Starters / expressions	Situations/ Contexts
1	Have a nice trip.	Making a wish
2	How about joining us on Sunday for shopping?	Inviting Someone
3	If you don't mind, could you please resend the mail?	
4	May I know when the goods will be....	
5	RIP	
6	Would you mind if I go early today madam?	
7	Wish you all the best.	
8	We deeply apologize for...	
9	The meeting is postponed to next week Monday.	
10	We deeply regret any inconvenience caused ...	
11	We would be pleased if you could attend...	
12	Congratulations on your...	
13	We are extremely sorry for	
14	Hats off to Mr. Kumar/ Kudos to everyone who arranged for the function	
15	Please inform us at once if there is any change in...	

ACTIVITY

Complete the following short message to your father asking him for fund transfer towards remittance of exam fees.

_____ 6.00 P.M

Hi _____,
I checked my _____. Yet I
didn't _____. I
have to submit my _____ to
madam on Monday.
Resend _____ to my email
address: _____

ACTIVITY

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Complete short message to your friend asking him to resend the study materials to your mail.

_____ 6.00 P.M

Hi _____,
I checked my _____. Yet I
didn't _____. I
have to submit my _____ to
madam on Monday.
Resend _____ to my email
address: _____

ACTIVITY

Write a short message to your project team members informing the postponement of meeting:

Dear _____,
Due to my urgent visit
to _____, the meeting
already scheduled is _____ to
_____. I deeply regret
for _____.
Thank you.

ACTIVITY

Write a short message to your friend asking him to send you the details of the date and venue of the interview announced by your teacher.

ACTIVITY

Write a short message to your teacher to know the reopening day of your college and semester timetable.

<https://www.youtube.com/watch?v=OG09lndxo5c>

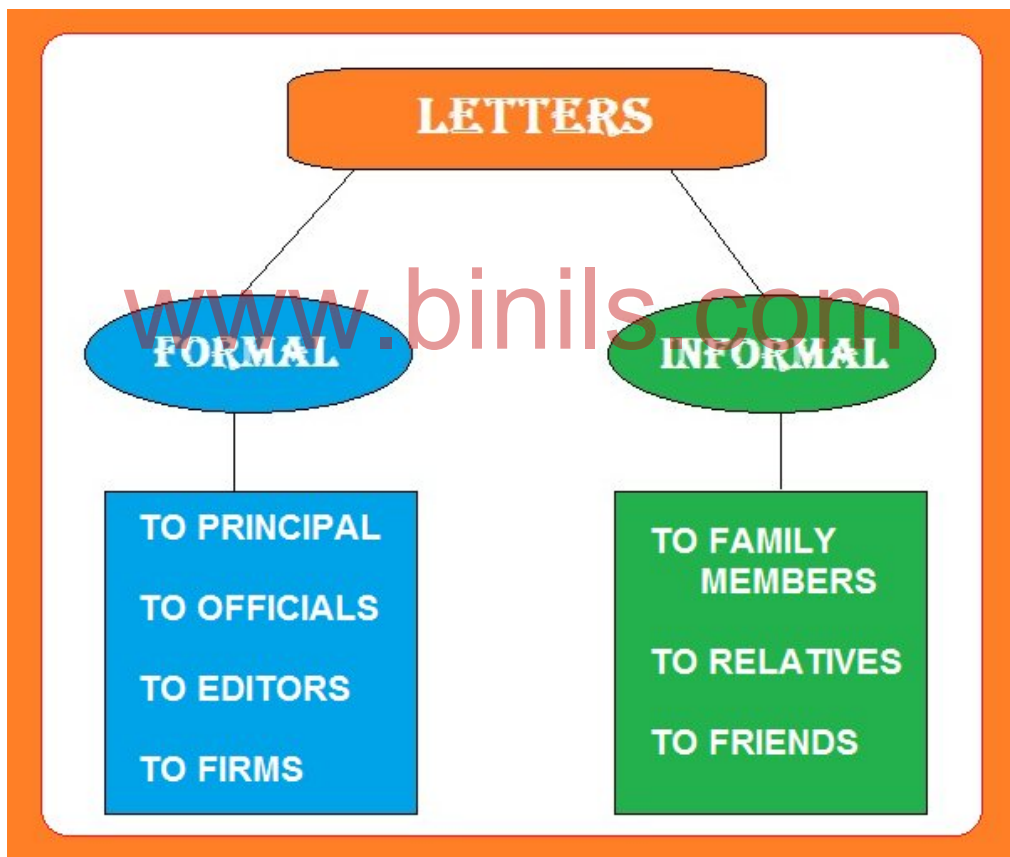


3. LETTER WRITING FOR ACADEMIC PURPOSE

What is a Letter?

A letter is one person's written message to another pertaining to some matter of common concern. It is a form of written communication. Are you writing a letter to your father or relative nowadays? Do you know anything about inland letter? The internet along with the wide use of electronic gadgets for e-communication has made the habit of writing personal letters wither out without any hopes for rebirth. But it is true that writing impersonal letters especially in academic contexts and professional environments is still alive.

Types of Letters:



What we are going to study in this lesson is how to draft academic letters under different circumstances in your college life. Remember that all academic letters are formal both in format and content.

Format of a Formal Letter

The following points need to be considered while writing a formal letter.

A Formal Letter

- should strictly follow the prescribed format
- must avoid colloquial words, abbreviations and slang language
- needs to be precise and to the point
- should have a subject line

The Components of a Formal Letter

- ❖ **Sender's address**
- ❖ **Receiver's address**
- ❖ **Salutation**
- ❖ **Subject line**
- ❖ **Body of the letter (a maximum of 3 paragraphs)**
- ❖ **Complimentary close**
- ❖ **Sender's name and signature**
- ❖ **Date and place (left hand margin)**

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Specimen Letters:

Leave Letter

From

**Name,
Register No.,
Year,
Name of the institution.**

To

**The Head of the Department,
Name of the Department,
Name of the institution.**

Respected Sir/Madam,

As I am suffering from viral fever, I am not able to attend the classes for the next 4 days. Please accept my request and kindly grant me leave from (start date) to (end date).

Thanking you.

Date :

Yours obediently,

Place :

**Signature
(Name in capital letters)**

Medical Leave

From
Name,
Register No.,
Year,
Name of the institution,
place.

To
The Head of the Department,
Name of the Department,
Name of the institution,
place.

Respected Sir/Madam,

It is respectfully stated that I am running a high fever and doctor diagnosed my condition with malaria. I feel drowsy and going through severe headache and body pain. My doctor has advised me to take bed rest for a week. Hence, I humbly request that I may be granted medical leave for a week from (date) to (date). In this regard, I am enclosing herewith the medical certificate issued by the Registered Medical Practitioner for your kind perusal. I hope to recover soon and make up for the lost work.

Thanking you.

Date :

Yours obediently,

Place :

signature
(Name in capital letters)

Asking for a Bona fide Certificate

From

**Name,
Register No.,
Year,
Name of the institution.**

To

**The Principal,
Name of the institution.**

Respected Sir/Madam,

Sub.: Bona fide Certificate – Requested – Regarding

I am a student doing I year Diploma in (branch of study) in our institution. As my technical paper has been selected for presentation in the State Level Technical Symposium to be held at (Name) Polytechnic College, Madurai on (date), I humbly request you to issue me a bona fide certificate. I hope that you will gratify my request and issue me the certificate at your earliest.

Thanking you,

Date :

Yours obediently,

Place :

**signature
(Name in capital letters)**

Letter Of Apology For Misbehavior

From

**Name,
Register No.,
Year,
Name of the institution.**

To

**The Principal,
Name of the institution.**

Respected Sir/Madam,

Sub.: Letter of Apology

I extend my sincere apologies to your kind office for not following the rules and regulations of our polytechnic college. I understand that my behaviour was inappropriate and I apologize for behaving with my teacher in such a bad manner. I now realize that rules are for the betterment of students and it is the duty of every student to follow them. I promise that this type of behaviour and carelessness won't be repeated in future. Once again, I feel sorry for my behaviour and humbly request that you pardon me.

Thanking you,

Date :
Place :

Yours obediently,

signature
(Name in capital letters)

Try Yourself:

1. Draft a letter to your Head of the Department requesting him / her to grant leave citing health reasons.
2. Write a letter to your Principal asking him to issue you a bona fide certificate for the purpose of participating in a cultural event organized by another polytechnic college.
3. Draft an apology letter to the Principal of your polytechnic college for your misbehavior at college hostel.
4. Write a letter to the Head of the Institution requesting him / her to issue your Transfer Certificate.

<https://www.youtube.com/watch?v=YFJWfVRbspq>



4. WRITING THE ESSENTIALS

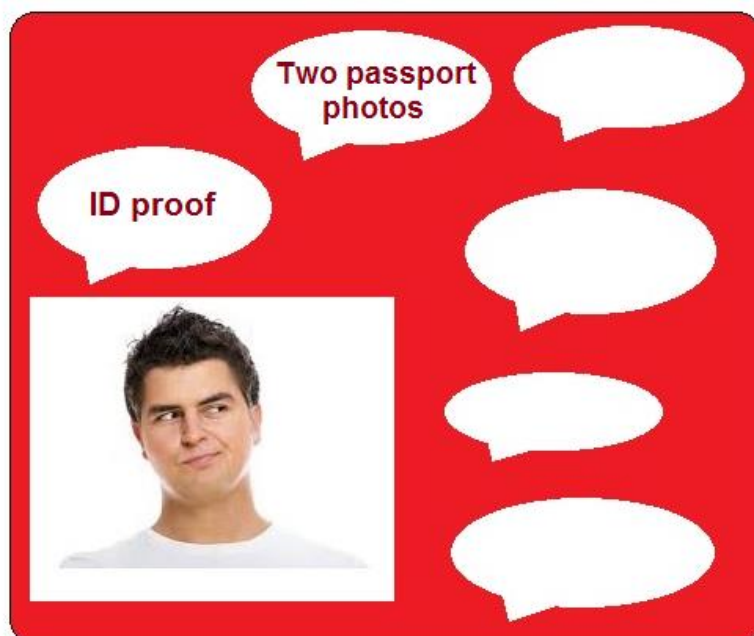
Desires and needs operate the whole humanity, don't they? Everybody wants a comfortable life, needs a good placement, looks for a matching partner, craves for owning a home, requires one or two bank account for their savings, fancies for a branded mobile phone, computer or a laptop, longs for a powerful position in the society. The list goes on... How many desires and needs we have! Planning how to get our desires fulfilled and how to attain the basic needs of life is more important than the requirements themselves. This lesson guides you as to how to identify the essentials for accomplishing such goals or tasks.

How to obtain a good placement?

Steps	Essentials
1	Identify the job that suits your nature and offers you handsome salary
2	Acquire the knowledge and skill required for the job
3	Improve your soft skills through placement training
4	Prepare an appealing resume highlighting your qualification, skills and core competencies
5	Attend on- campus and off- campus interviews and job fairs

ACTIVITY

Your friend wants to open a bank account. Look at the following picture and suggest him /her essentials for opening such an account in the empty box.



ACTIVITY

The basic needs for a comfortable life are presented below through pictures. Choose any five among them and write them in your own sentences.



- 1.
- 2.
- 3.
- 4.
- 5.

ACTIVITY

Your father wants to buy a new Smartphone. He is asking you how to select a good mobile. Write the essentials that you would suggest to your father in the box given below:



1. battery life minimum
5000 mAh

2. internal memory
128GB

3.

4.

5.

6.

www.binils.com

ACTIVITY

Join with your friend in pairs. Discuss the essentials for becoming a leader. Write those essentials in your note.

<https://www.wikihow.com/Choose-a-Smartphone>



5. COMPREHENSION

What do we mean by Comprehension?

According to Cambridge Dictionary, **Comprehension** is the ability to understand completely and be familiar with a situation, facts, etc..

What is Reading Comprehension?

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

(Source: https://en.wikipedia.org/wiki/Reading_comprehension)

The importance of Reading Comprehension

Having excellent reading comprehension skills is crucial for academic and professional achievements. It increases the enjoyment and effectiveness of reading and helps not only academically but also professionally. Being able to understand the meaning behind the text helps students develop themselves intellectually, socially and professionally.

Difference between “Just Reading” and “Reading Comprehension”

Although many children can read, reading and reading comprehension are two different things. While reading involves translating and decoding text into sounds and spoken words, reading comprehension involves taking what was just read and deriving meaning from those words.

What should a good reader do?

A good reader should be able to:

- ✓ Draw on prior knowledge (To correlate the prior knowledge and experience)
- ✓ Draw inferences (To read between the lines)
- ✓ Self-monitor (To assess the level of understanding and adjust reading speed)
- ✓ Summarize and retell (To determine what is important)

Steps in Reading Comprehension

- Read the given passage two or three times
- Try to understand the important points in the passage
- Make sincere attempt to understand the questions
- Find out the answers for the questions from the passage



FACT STORE

One in two Indian students can't read books meant for three classes below - ASER (Annual Status of Education Report) 2016

Concept Map Strategy

A concept map is a visual organizer that can enrich students' understanding of a new concept.

Why a concept map?

- It helps readers organize new information.
- It helps readers to make meaningful connections between the main idea and other information.

Using Concept Map to comprehend a passage:

A Passage on Civil Engineering: https://simple.wikipedia.org/wiki/Civil_engineering

Civil engineering is the term for the work of designing and building infrastructure. It usually means large structures, like bridges, dams, buildings, and tunnels. It also covers complicated networks such as water, irrigation and sewerage networks. It also covers the construction of houses and homes. Civil engineers can be involved in all stages in the life of infrastructure, from planning and construction to maintenance and demolition. Civil engineering often overlaps with architecture.

Civil engineering has many different areas or disciplines. Some important areas are geotechnical, structures, environmental, construction management, hydrology, transportation and materials. It is important for civil engineers to have an understanding of all these disciplines as projects often involve many of them at the same time.

Civil engineers are responsible for lots of the things that are required for a society to function properly. Safe water supplies, sewage treatment, roads, railways and buildings are all part of civil engineering.

To work in civil engineering requires training. Construction workers will train at a center and 'on the job' (training while doing the job), sometimes with apprenticeship.

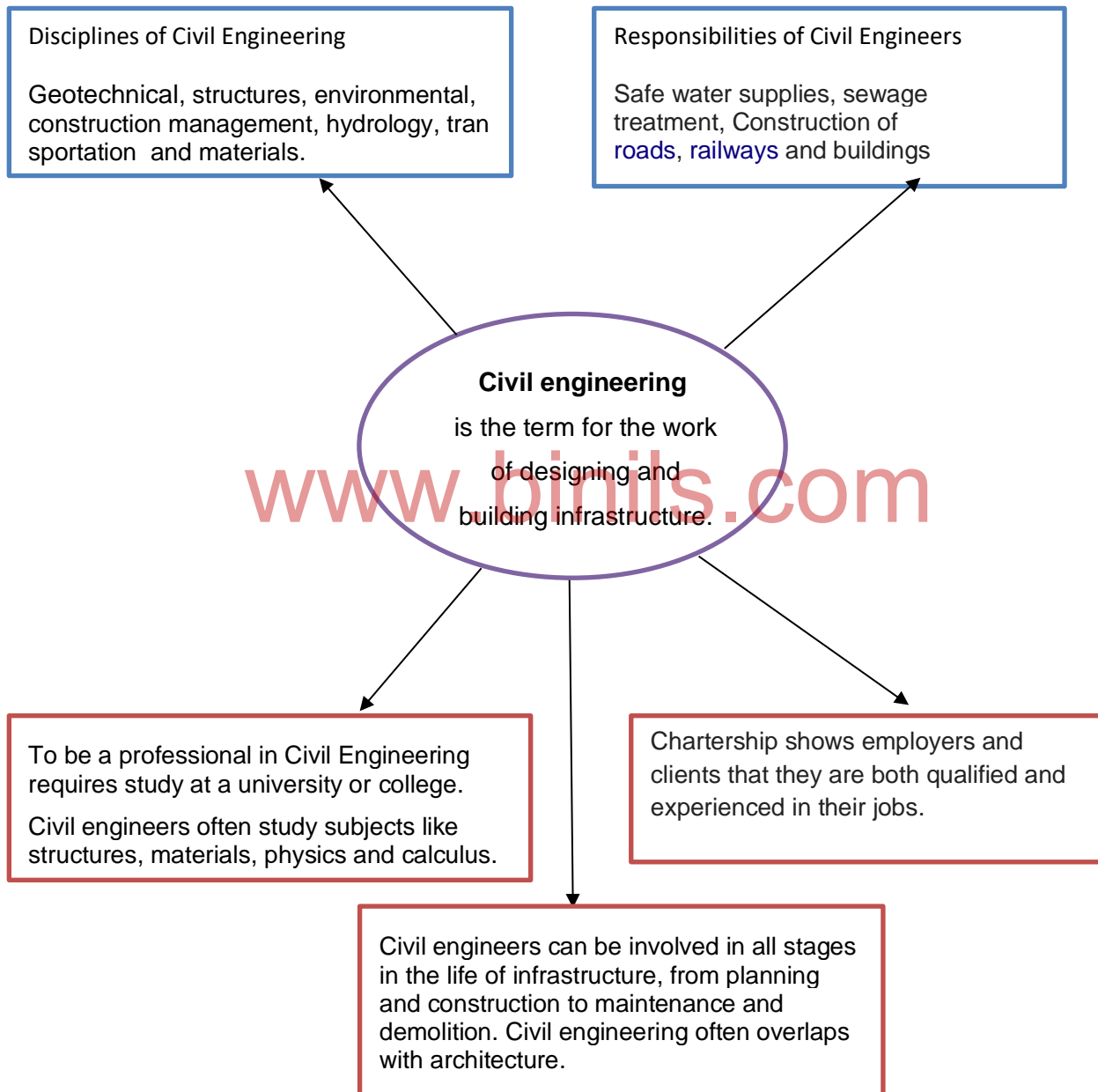
To be a professional in civil engineering requires study at a university or college. Civil engineers often study subjects like structures, materials, physics and calculus.

Professional engineers often choose to become Chartered Engineers. Chartership implies that both employers and clients qualified and experienced in their jobs. Civil engineers usually have to write a big essay and take an interview with a panel of experienced engineers to gain chartership.

Questions:

1. Can Civil Engineers be involved in all stages in the life of infrastructure?
2. What are Civil Engineers responsible for?
3. What subjects do Civil Engineers study?
4. What do you mean by the word Chartership?
5. Civil Engineers are involved in _____ and _____.

Concept Map



Answers:

1. Yes, they can be involved in all stages in the life of infrastructure.
2. They are responsible for safe water supplies, sewage treatment and construction of roads, railways and buildings.
3. They study subjects like structures, materials, physics and calculus.
4. Chartership implies that both employers and clients are qualified and experienced in their jobs.
5. Civil Engineers are involved in designing and building structures.

ACTIVITY

**Use the above concept map to comprehend the following passage.
Pair with your classmate and complete the task.**

Mechanical engineering is an engineering discipline that combines engineering physics and mathematics principles with materials science to design, analyze, manufacture and maintain mechanical systems. It is one of the oldest and broadest of the engineering disciplines.

The Mechanical Engineering field requires an understanding of core areas including Mechanics, Dynamics, Thermodynamics, Materials Science, Structural Analysis, and Electricity. In addition to these core principles, Mechanical Engineers use tools such as Computer-Aided Design (CAD), Computer-Aided Manufacturing (CAM), and Product Lifecycle Management to design and analyze manufacturing plants, industrial equipment and machinery, heating and cooling systems, transport systems, aircraft, watercraft, robotics, medical devices, weapons, and others. It is the branch of engineering that involves the design, production, and operation of machinery.

Mechanical Engineering emerged as a field during the Industrial Revolution in Europe in the 18th century; however, its development can be traced back several thousand years around the world. In the 19th century, developments in physics led to the development of Mechanical Engineering Science. The field has continually evolved to incorporate advancements; today mechanical engineers are pursuing developments in such areas as Composites, Mechatronics, and Nanotechnology. It also overlaps with Aerospace Engineering, Metallurgical Engineering, Civil Engineering, Electrical Engineering, Manufacturing Engineering, Chemical Engineering, Industrial Engineering, and other engineering disciplines to varying amounts. Mechanical Engineers may also work in the field of biomedical engineering, specifically with Biomechanics, Transport phenomena, Biomechatronics, Bionanotechnology, and Modelling of biological systems.

- (Source : https://en.wikipedia.org/wiki/Mechanical_engineering)

Questions:

1. When did Mechanical Engineering emerge as a field of study?
2. Name the fields that are interrelated with Mechanical Engineering.
3. Mechanical Engineering is one of the oldest and broadest of the engineering disciplines – True or False
4. What branch of engineering overlaps with Mechanical Engineering?
5. What are the core areas of Mechanical Engineering?

Exercise

1. Read the passage below and answer the questions that follow:

Electrical engineering is an engineering discipline concerned with the study, design and application of equipment, devices and systems which use electricity, electronics, and electromagnetism. It emerged as an identifiable occupation in the later half of the 19th century after commercialization of the electric telegraph, the telephone, and electrical power generation, distribution and use.

Electrical engineering is now divided into a wide range of fields including, Computer Engineering, Power Engineering, Telecommunications, Radio-frequency Engineering, Signal Processing, Instrumentation, and Electronics. Many of these disciplines overlap with other engineering branches, spanning a huge number of specializations including Hardware Engineering, Power Electronics, Electromagnetics and Waves, Microwave Engineering, Nanotechnology, Electrochemistry, Renewable energies, Mechatronics, and Electrical Materials Science.

Electrical engineers typically hold a degree in Electrical Engineering or Electronic Engineering. Practising engineers may have professional certification and be members of a professional body or an international standards organization. These include the International Electro technical Commission (IEC), the Institute of Electrical and Electronics Engineers (IEEE) and the Institution of Engineering and Technology (IET) (*formerly the IEE*). The IEC prepares international standards for Electrical Engineering, developed through consensus, thanks to the work of 20,000 electro technical experts, coming from 172 countries worldwide.

Electrical engineers work in a very wide range of industries and the skills required are likewise variable. These range from circuit theory to the management skills of a project manager. The tools and equipment that an individual engineer may need are similarly variable, ranging from a simple voltmeter to a top end analyzer to sophisticated design and manufacturing software.

(Source :https://en.wikipedia.org/wiki/Electrical_engineering)

Questions:

1. Did Electrical Engineering emerge as an identifiable occupation during the 19th century?
2. Name the fields that originated from Electrical Engineering.
3. List out the fields of study that overlaps with Electrical Engineering.
4. Do the practicing Electrical Engineers require a professional certification?
5. Name the skills required for Electrical Engineers.

2. Read the passage below and answer the questions that follow:

Electronic Engineering (also called Electronics and Communications Engineering) is an electrical engineering discipline which utilizes nonlinear and active electrical components (such as semiconductor devices, especially transistors, diodes and integrated circuits) to design electronic circuits, devices, VLSI devices and their systems. The discipline typically also designs passive electrical components, usually based on printed circuit boards. Electronics is a subfield within the wider electrical engineering academic subject but denotes a broad engineering field that covers subfields such as Analog Electronics, Digital Electronics, Consumer Electronics, Embedded Systems and Power Electronics. Electronics Engineering deals with implementation of applications, principles and algorithms developed within many related fields, for example solid-state physics, radio engineering, telecommunications, control systems, signal processing, systems engineering, computer engineering, instrumentation engineering, electric power control, robotics, and many others.

The Institute of Electrical and Electronics Engineers (IEEE) is one of the most important and influential organizations for electronics engineers based in the US. On an international level, the International Electro technical Commission (IEC) prepares standards for Electronics Engineering, developed through consensus and thanks to the work of 20,000 experts from 172 countries worldwide.

(Source : https://en.wikipedia.org/wiki/Electronic_engineering)

Questions:

1. Electronic Engineering is a field that does not come under the wide Electrical Engineering subject – True or False
2. Define the term “Electronics Engineering”.
3. What does Electronics Engineering deal with?
4. Which is considered as the most influential organization for Electronics Engineer?
5. Who prepared the standards for Electronics Engineering?

3. Read the passage below and answer the questions that follow:

Information technology (IT) is the use of computers to store, retrieve, transmit, and manipulate data or information. IT is typically used within the context of business operations as opposed to personal or entertainment technologies. IT is considered to be a subset of Information and Communications Technology (ICT). An information Technology system (IT system) is generally an information system, a communication system or, more specifically speaking, a computer system – including all hardware, software and peripheral equipment – operated by a limited group of users.

Humans have been storing, retrieving, manipulating, and communicating information since the Sumerians in Mesopotamia developed writing in about 3000 BC, but the term *information technology* in its modern sense first appeared in a 1958 article published in the *Harvard Business Review*; authors Harold J. Leavitt and Thomas L. Whisler commented that "the new technology does not yet have a single established name. We shall call it Information Technology (IT)".

The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones. Several products or services within an economy are associated with information technology, including computer hardware, software, electronics, semiconductors, internet, telecom equipment, and e-commerce.

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(Source :https://en.wikipedia.org/wiki/Information_technology)

Questions:

1. Humans have been storing information for more than 5000 years – True or False
2. Who coined the term “Information Technology”?
3. The term “Information Technology” was first used in _____.
4. What do you mean by Information Technology?
5. Name the products and services that are associated with Information Technology.



- 📖 Comprehension is the ability to understand completely and be familiar with a situation, facts, etc.
- 📖 Reading comprehension is the ability to process text, **understand** its meaning, and to integrate with what the reader already knows.
- 📖 Having excellent reading comprehension skills is crucial for academic and professional achievements.
- 📖 A concept map is a visual organizer that can enrich students' understanding of a new concept.
- 📖 Being able to understand the meaning behind the text helps students develop themselves intellectually, socially and professionally.

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https://www.youtube.com/watch?v=w_N2-366hL4



UNIT – 4

Creative English

Objectives:

At the end of this unit, the students shall be able to

- understand the structure of review writing
- write reviews for the books they read, movies they watch and the programmes they watch
- describe visuals and develop their creative English
- understand the components of an advertisement
- make advertisements for the products to be launched by their firms
- enrich their vocabulary related to their engineering field through word cloud
- use apt words in their speech and writing in their professional environment being trained in word cloud
- recognize the difference between verbal presentation and graphical presentation of their projects
- convert verbal data into graphical representation

1. REVIEW WRITING (BOOK, MOVIE, T.V PROGRAMME)

What is a Review?

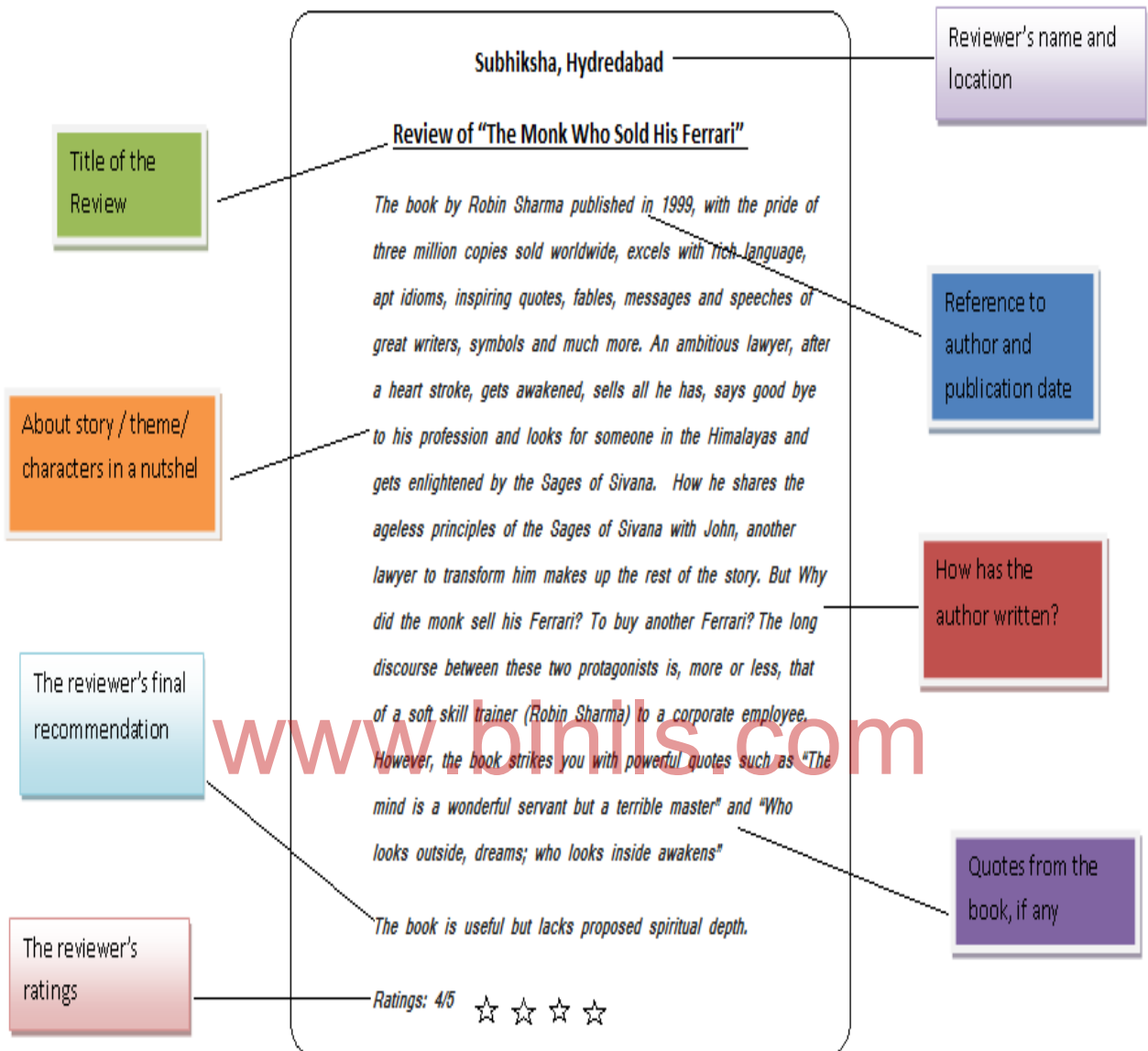
Review writing is an art of writing or presenting a report in a newspaper or magazine, or on the internet, television or radio consisting of somebody's opinions about a book, movie, TV programme, product, etc. The reviewer also rates it with stars and awards points at the end. Though not fully reliable, comprehensive and genuine reviews throw light on the new product, usually listing out its salient features or specifications. Since the reviews are the reflections, perspectives and experiences of the reviewer, they may be either concise in one or two sentences, or may extend to a passage or page.

The Structure of a Book Review:

Book reviews are very useful for those who wish to select best books for their reading. The following elements generally appear in a book review:

- Reviewer's name and location
- Title of the review mentioning the name of the book
- Reference to author of the book and publication date
- About theme in nutshell
- How it is written
- Quotes from the book, if any
- The reviewer's final recommendation
- The ratings

Look at the components of following book review on “*The Monk Who Sold His Ferrari*”.



ACTIVITY

Identify the elements of the following book review and write them in the boxes given below:

John Antony, Chennai

Review of **The Power of Your Subconscious Mind**

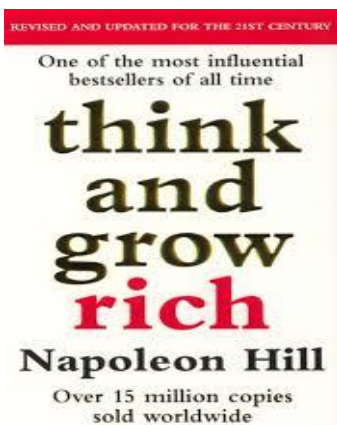
This book authored by Joseph Morphy in 1963, divided into 20 chapters and translated into 17 major languages of the world, explores the power of your subconscious mind and guides how you can use it to improve the quality of your daily life. With practical and easy-to-understand techniques suggested in this book, you can cure yourself, get rid of your fears, improve your finances, your well-being, your relationships and the more. This book contains the fruits of the author's years of research on the world's major religions and the Great Power underlying all spiritual life. "As you sow in your subconscious mind, so shall you reap in your body and environment," says Joseph Morphy.

It is an enlightening book for people in distress. Ratings: 4/5

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ACTIVITY

Use the following hints about a famous book and write its review:



Written in 1937- result of author's 20 years of interview with the richest and the most successful - full of concise principles for unprecedented success - useful not only in money making but also in all walks of life- 13 principles, short stories, live examples, new concepts and effective methods - "You are the master of your destiny" - "A quitter never wins-and-a winner never quits" - inspiring and useful- 4/5

ACTIVITY

1. **Discuss with your teacher the famous book “My Experiments with Truth” written by Mahatma Gandhi and write a review of your own and post it on any book sellers site.**

Movie Reviews:

ACTIVITY

Read the following review and complete the sentences given below:

1. **Review of “Annihilation” (2018)
by Anitha Ramkrishnan, Trichy.**



Annihilation is a science fiction horror movie directed by Alex Garland and released by Paramount Pictures in 2018, starring Natalie Portman along with Jennifer Jason Leigh, Gina Rodriguez, Tessa Thompson, Tuva Novotny and Oscar Isaac. The story centers on Natalie Portman's venture into a mysterious and quarantined land of mutated animals and persons - "Shimmer" along with four other military scientists to find out what happened to her lost husband Oscar Isaac. The terror and tension cranked up Garland keeps the audience engaged and motionless. Kudos to the heartbreaking performance of the cast. With challenging but rewarding story, grossing \$43 million, it has been listed by former president Barack Obama as one of his favourite films of 2018.

*A gateway to immersion in a new world!
Ratings: 8/10*

Complete the following:

1. The film was _____ Alex Garland and _____ Paramount Pictures in _____.
2. Shimmer is a _____.
3. The main cast of the movie is _____.
4. The ratings offered by the reviewer is _____.
5. The greatness of the film is that it _____.

ACTIVITY

Watch a movie of your own interest and come prepared for discussing the salient features of the movie in English in the next class.

Reviews of TV Programmes:

- (i) **Gold Rush**
By Uma Ranganathan, Bangalore.



Gold Rush is a reality TV series being telecast on Discovery Channel ever since December 3rd, 2010. As of now, 9th Season 20th episode is over on 15th March 2019. As per the report by www.statista.com, Gold Rush: Parker's Trail (season 2) is the most viewed TV programme in the U.K. (299 out of 1000 viewers watch this programme). The first season begins with six recession-hit patriots starting their journey from Oregon to Alaska to dig for gold to save themselves from the financial ruin. Brimming with can-do spirit, it presents tense moments of absorbing drama. Most impressive of the cast is 18-year-old Parker Schnabel who, with exceptional maturity leading the crew, turns the grandfather's gold mining hobby into a business. There is an allure of the gamble of mining throughout the season. With its own distasteful level of bullheadedness, relentless narration and few flaws in the story, it still remains a jaw-dropping show.

Interesting, entertaining and worth watching!

Ratings: 7/10

ACTIVITY

Use the following words/phrases to pass your opinions and rewrite the review of the above TV programme or write your own review of any of your favourite TV programmes. (Two are constructed for you)

Sl. No	Words/ Phrases for Review	Your Constructions
1	In my opinion,	In my opinion, Gold Rush is just like any other hunting expedition for treasure.
2	As far as I am concerned,	As far as I'm concerned, Parker Schnabel is the most impressive of all characters in the show.
3	I'm sure that	
4	I'm of the view that	
5	It seems to me that	
6	As a matter of fact,	
7	Perhaps, the director wants to say that...	
8	To be frank with,	
9	If you ask me, I'd say that...	
10	On the one hand.... on the other hand...	

(ii) **Neeya Naana**
By Riya, Viluppuram



Neeya Naana is a talk show being aired on Star Vijay since 7th May 2006. Gopinath Chandran, an Indian television anchor, a journalist and a writer is hosting this light-hearted debate between two opposite group members who offer their points of view on the selected issues and each, by this way, trying to outsmart the other one. Apart from the general arguments between the two groups, the show will also have celebrity and expert visits and Gopinath would express his own personal observation while concluding the show.

It attracts a worldwide viewers by dealing with real life issues and practical examples from the participants. Hats off to Gopinath who anchors the programme, coordinates divergent participants, passes his own observations that is so astonishing- logical, practical and unbiased. The whole credit goes to Director Antony who controls and manages everything being the brain behind this show, though hardly noticed by anybody.

The show is nothing but everlasting search for solutions in the whirlpool of life.

Ratings: 8/10

ACTIVITY

Bring a copy of review of any TV programme posted online and underline frequently used phrases in reviews just as it is done in the above review. Make use of the underlined phrases for passing your own opinions about a well known TV programme of your choice.

<https://www.youtube.com/watch?v=IhYF3v3zTeo>



2. VISUAL DESCRIPTION

Little tasks for you.

- Read a page in any short story or novel. Think of how a short story writer or novelist brings to your mind the characters and incidents so lively. What are they actually doing in their work?
- You may not have visited some of your friends' house. Ask such a friend to describe his house, all that is in and around. Check it on the next day by visiting his house or by asking him to bring a snapshot whether you were able to visualize rightly.
- Find a person. Describe a photo or painting to him? After your description, ask yourself- Will the image you created in his mind match with the photo in your hand?

What is Visual description?

Giving a detailed account of a picture, photo or painting in words orally or in writing is what is meant by "visual description." For a successful description, you may focus on -

- ❖ What is it about?
- ❖ How many people/birds/animals /things are in the picture?
- ❖ Where are they in the picture– in the middle, on the left or on the right and so on?
- ❖ What is happening in the picture? What are they doing?
- ❖ How are they –tall or short, big or small, aged or young? In what color?

You may start describing each and everything in order - from left to right or from front to back, from general to particular and need not panic if you don't know the name of something. Just skip over or describe the other way you know, putting it in the known words to you.

Useful Phrases for Picture Description

- ✓ *The picture showcases / shows...*
- ✓ *There is / there are here.*
- ✓ *On the left / right of the picture, we see...*
- ✓ *In the middle of the picture, there is / there are...*
- ✓ *At the top / bottom of the picture...*
- ✓ *Next to / in front of / behind / near / under*
- ✓ *People are ...ing / A person is...ing*
- ✓ *There is a big... in the middle / There are two aged... lying on / walking on...*
- ✓ *(if you couldn't understand...) May be, it's a... / It looks like a... / It might be a... / I think, he / she is...*

The above phrases or starters are generally used in picture description. You can make use of them to make your own visual description.

ACTIVITY

Look at the following picture and answer the questions in a word or two:
(A few are done for you)



Sl. No	Questions	Your Answer
1	What is the picture about?	A Birthday Party
2	How many children are there in the picture?	Seven

3	<i>How many balloons are there?</i>
4	<i>Who is standing on the left?</i>
5	<i>What is the boy on the right having in his hand?</i>
6	<i>What is there in front of them on the table?</i>
7	<i>What is there at the rear side?</i>
8	<i>What are they doing? What are they wearing on the head?</i>
9	<i>How are they dressed in?</i>
10	<i>Where are they now? Can you guess?</i>

ACTIVITY

Complete the following picture description:

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1. The picture showcases a park.
2. It is _____ time.
3. There are _____ kids playing _____.
4. On the left of the picture, we see _____.
5. In the middle of the park, there is _____.
6. In the front, a lady is _____.
7. I could see _____ in the sky.
8. There is also _____ dressed in _____.
9. _____ sitting _____.
10. At the rear side, _____.

ACTIVITY

The teacher may collect few long size note books from the students and ask some students to describe the photo on the cover page without showing it to the audience. Finally the students may be allowed to see the picture and describe the things left out during the description.

ACTIVITY

Creativity Skill Test: Describe the picture below and imagine what they may be talking?

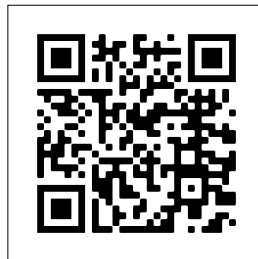


ACTIVITY

Describe the following picture especially commenting on their appearance and talk.



https://www.youtube.com/watch?v=ihIQ8_-49Fo



3. ADVERTISEMENT WRITING

Warm up Exercise:

- ✓ Bring to the class any piece of colourful advertisement taken from the recent newspaper and talk about the ad for a minute to students.
- ✓ Copy in your pen drive any advertisement taken from TV channels and play it in the class with the help of teacher. Discuss how the advertisement has been prepared.

What is advertising?

Advertising is described as something that is trying to influence a person to “buy” a product, a service or an idea. The general purpose of advertisement is to “sell” something by persuading the readers or viewers creating an urge or desire for that.

Aims of advertising is to

- ✓ sell a product or idea
- ✓ increase the sales of a product or service.
- ✓ create or maintain a brand identity.
- ✓ communicate a change in an existing product line.
- ✓ introduce a new product or service
- ✓ convey socially relevant messages.

Display advertisement is an important type of advertisement. It is a visual treat to the eyes. It appears in various sizes on most pages throughout the newspaper. They contain artwork and other information that informs the customer about a business, a product or a service. These advertisements are designed for commercial purposes.

The way in which images and words are positioned on an advertisement is called a layout and it is very important. While drafting an advertisement, always pay attention to fonts. Never underestimate the power of a good font to complement art direction.

Use Persuasive language with adjectives, puns, alliteration, assonance, exaggeration, repetition, rhetorical questions, commands, slogans and catchy phrases like –

Amul	The Taste of India
Rasna	I love you Rasna.
Boost	Boost is the secret of our energy.
Pudhiya Thalaimurai	Unmai Udanukudan.
Complan	I am a complan boy.

Remember also the target audience. The target audience (also called target population) refers to a particular group of people, identified as the intended recipient of an advertisement or message.

Remember the following points while designing a display advertisement

- ❖ Attractive, eye-catching and visually appealing presentation
- ❖ Brief and carefully worded text to give complete information.
- ❖ Figurative language. (alliteration and metaphors especially)
- ❖ Proportionate spacing of fonts with different sizes
- ❖ Catchy slogans, punch lines, witty expressions, pictures or sketches
- ❖ Details of special offers or discount, if any.
- ❖ Name, contact number, email, website details and address of the advertiser.

Check whether your advertisement is ready for publishing.



ACTIVITY

Join with your friend. Discuss the features of the following advertisement. Say any two things which attracted you much.



ACTIVITY

Read carefully the following advertisement and answer the questions below:

**EXHIBITION CUM
SALE**

We are the largest manufacturers of
**HANDMADE PAPER BAGS
(ECO FRIENDLY) AND
HANDMADE PAPERS**

AMOL PAPER MILLS PVT. LTD.
Readymoney Terrace, 167, Dr. Annie Besant Road,
Worli, Mumbai - 400018. Tel.: 91 22 24970303 / 24973344
Fax: 91 22 24935752 Email: worli@amolpaper.com
Website: www.amolpaper.com

FASTEST GROWING COMPANY
SINCE 1904
114
YEARS

www.binils.com

- ✓ What is it about? _____
- ✓ Who is advertising here? _____
- ✓ How many years old company is it? _____
- ✓ What is something special with the ad? _____
- ✓ Have they used any slogan? _____

ACTIVITY

Students can be divided into two groups. Any one from Group A should ask a question about the following advertisement and anyone in Group B may answer the question. (minimum 5 questions)

Himalaya
SINCE 1930

BABY CARE

WALK IN INTERVIEW @ Hyderabad

We are looking for experienced candidates for the following posts:

- Medical Sales Representatives, Business Development Managers, and Regional Managers (with Pharma background)
- Team Leaders (Females preferred with FMCG background for Rural Sales)
- Sales Officers (with FMCG background) for all major towns in Telangana and Andhra Pradesh.

E-mail your RESUME to:
muthupandi.s@himalayawellness.com or sathya.namdev@himalayawellness.com

Venue : Aditya Park-A Sarovar Portico Hotel, Aditya Trade Center, Ameerpet, Hyderabad-38
Contact : 040-6678 8888
Date : 22 December 2017 Time: 9.00 a.m. to 5.00 p.m.

The Himalaya Drug Company
Makali, Bengaluru 562 162, India

ACTIVITY

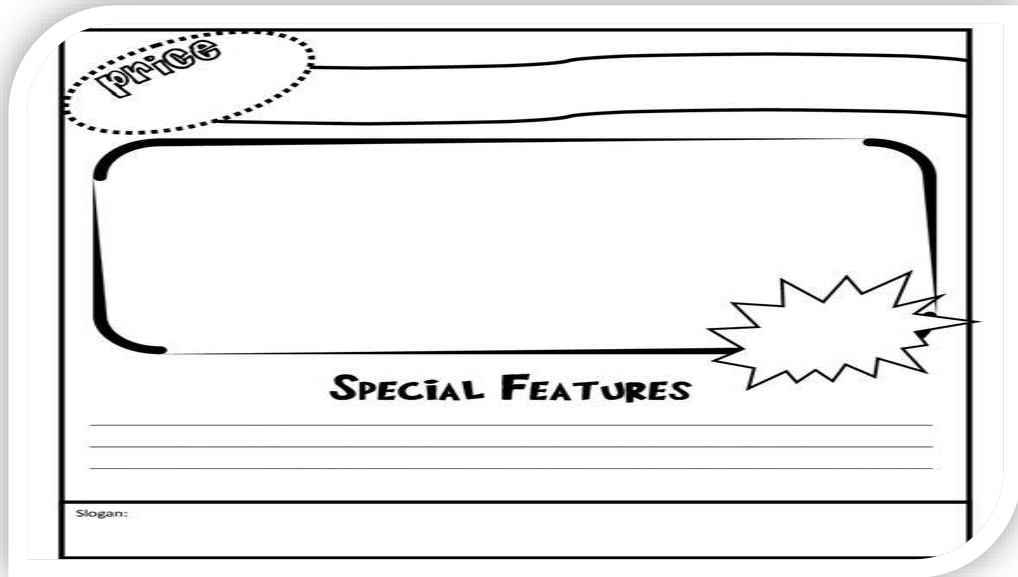
www.binils.com

A simple phrase can be a powerful brand cue. Match the brands with their famous taglines and slogans.

The taste of a new generation.	 YELLOW PAGES ™
The best a man can get.	 JAGUAR
Don't dream it. Drive it.	Gillette ™
Let your fingers do the walking.	NOKIA
Connecting People	 pepsi

ACTIVITY

Prepare an advertisement for a fairness cream. If needed, make use of the layout given below.



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ACTIVITY

Try anyone of the following.

- ✓ Enumerate the salient features of a washing machine and prepare an advertisement for the same.
- ✓ Draft an advertisement for a vegetarian South Indian restaurant in your city opening shortly. You can design your own layout for the advertisement.

<https://www.youtube.com/watch?v=j2uyFJGIFUM>



4. WORD CLOUD

Words are the lifeline of a language and thereby are important in communication. Word clouds (also called as text clouds or tag clouds) are data visualisation highlighting important words pertaining to a particular topic. The word cloud gives greater prominence to words that have to appear more frequently in the text. Generally a text can be transformed to word cloud or vice versa. Each profession has its own specific words that may not be used in other professions. An engineer, for effective communication, needs to know the words pertaining to his own engineering field just as a doctor does. Word clouds are useful storehouses that supply apt words relevant to the topic you are elaborating.

ACTIVITY

The given word cloud highlights important key words related to Social Media. See in the next box how a passage has been developed by using these words. Underline the words used from word cloud. A few are done for you.



SOCIAL MEDIA

Social media is the latest heart throb of the youngsters. It has helped many people around the world to connect and group together. Facebook, Twitter and Instagram keep people linked. They help one to bond with anybody from their best friends to far away relatives by sharing personal thoughts, photos, videos, blogs and links. Pinterest and Wordpress are popular among the educated to share their views. Social media is also useful for marketing.

ACTIVITY

Make use of the words in the word clouds and write a short paragraph of about 50 words and give a suitable title



ACTIVITY

Select words from the given word cloud and prepare your own one minute speech on the topic "Friendship"



<https://prowritingaid.com/art/425/What-the-Heck-is-a-Word-Cloud-and-Why-Would-I-Use-One.aspx>



5. VERBAL PASSAGE INTO GRAPHICS

(i) Verbal Presentation Vs Graphical Presentation:

When you work in a firm, how will you present your data – in verbal mode or through graphics? What is the difference? When to choose verbal mode? When to go for graphics?

Verbal representation	Graphical representation
Suitable for describing a product	suitable for statistical data about the product
Suitable for explaining your findings and submitting your report	suitable for comparing data belonging to different products, years, performances, etc.
language plays a vital role	numbers, colours and charts play a vital role
ability to understand the language required	easy to understand even without language efficiency
takes much time to grasp the data	easy to grasp the data
difficult to assess progress, rise or fall of the items discussed	easy to assess the progress, rise or fall
consumes time	saves time
presents facts	presents results of a research or an analysis

(ii) Comparison of Verbal and Graphical Data:

Compare the following two kinds of data representation. Which one quickly takes home the data and helps for better understanding?

Verbal	Graphical												
<p style="text-align: center;">Placement in My College</p> <p>There are 5 branches in my college: Civil Engg., Mechanical Engg., Electronics and Communication Engg., Electrical and Electronics Engg. and Computer Engg. The students who got placement in the above courses are 45, 55, 53, 40 and 36 respectively.</p>	<p style="text-align: center;">Placement</p> <table border="1"> <caption>Placement Data</caption> <thead> <tr> <th>Branch</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Civil</td> <td>45</td> </tr> <tr> <td>Mech.</td> <td>55</td> </tr> <tr> <td>ECE</td> <td>53</td> </tr> <tr> <td>EEE</td> <td>40</td> </tr> <tr> <td>Computer</td> <td>36</td> </tr> </tbody> </table>	Branch	Number of Students	Civil	45	Mech.	55	ECE	53	EEE	40	Computer	36
Branch	Number of Students												
Civil	45												
Mech.	55												
ECE	53												
EEE	40												
Computer	36												

(iii) Kinds of Graphs:

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<p>Bar Chart</p>	<p>Pie Chart</p>
<p>Line graph</p>	<p>Venn Diagram</p>
<p>Tree Diagram</p>	

ACTIVITY

Convert the following passage into a pie chart.

The construction cost of a house has risen to a great extent as follows: You have to pay 25% of the amount for labour charges. The cost of steel and bricks is equally 20% for the proposed construction. The cement, another important material used for construction, also swallows 18% of your budget amount. Timber cost is about 10% and the estimated expense for other materials is about 7%.

ACTIVITY

Convert the following verbal passage into a bar chart:

The new vehicle sales by major companies in DEC-2019 has been reported as follows: Maruti Suzuki has sold 1,25,000 units and for the same period Tata Motors has reported the sale of 44000 units. The sale of Mahindra and Mahindra and that of Hundai is almost the same, that is, about 30,000 units. Toyota has seen a great fall in the sales and its total no. of units sold for the period is about 6500. The above sales include the export of the industry.

ACTIVITY

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Convert the following data into a suitable graphical chart / diagram.

In a factory, Machines A, B, C are used to make biscuits. They produced 10000, 15000 and 20000 biscuits respectively. Among the biscuits produced by Machine A, about 200 biscuits were broken. The broken biscuits for Machine B and C amounted 250 and 300 respectively. The broken biscuits from Machine A were equally collected and disposed by employee D and E. Similar work was carried out by F and G for the Machine B, and by H and I for the Machine C.

<https://www.youtube.com/watch?v=fV5JKt7jsPO>



UNIT – 5

English for Scholarly Presentation / Fluency

Objectives:

At the end of this unit, the students shall be able to

- enrich their vocabulary
- increase their background knowledge of literature and different structures which would be useful in all content areas
- amplify their understanding of human behavior and empathize with others
- gain mastery over the grammar rules inductively
- learn the usage of coherence and cohesion in connected speech
- moralize themselves with ethical values from these scholarly presentations
- enhance their creativity by getting exposed to these creative works

FIRST SEMESTER

"A Snake in the Grass" by R.K. Narayan
"Of Parents and Children" by Francis Bacon
"On His Blindness" by John Milton
"When I Have Fears" by John Keats

A SNAKE IN THE GRASS

R.K. Narayan

On a sunny afternoon, when the inmates of the bungalow were at their siesta a cyclist rang his bell at the gate frantically and announced: "A big cobra has got into your compound. It crossed my wheel." He pointed to its track under the gate, and resumed his journey.

The family consisting of the mother and her four sons assembled at the gate in great agitation. The old servant Dasa was sleeping in the shed. They shook him out of his sleep and announced to him the arrival of the cobra. "There is no cobra," he replied and tried to dismiss the matter. They swore at him and forced him to take an interest in the cobra.

"The thing is somewhere here. If it is not found before the evening, we will dismiss you. Your neglect of the garden and the lawns is responsible for all these dreadful things coming in." Some neighbours dropped in. They looked accusingly at Dasa: "You have the laziest servant on earth," they said, "He ought to keep the surroundings tidy."

"I have been asking for a grass-cutter for months," Dasa said. In one voice they ordered him to manage with the available things and learn not to make demands. He persisted. They began to speculate how much it would cost to buy a grass-cutter. A neighbour declared that you could not think of buying any article made of iron till after the war. He chanted banalities of war time prices. The second son of the house asserted that he could get anything he wanted at controlled prices. The neighbour became eloquent on black-market. A heated debate followed. The rest watched in apathy.

At this point the college-boy of the house butted in with: "I read in an American paper that 30,000 people die of snake-bite every year." Mother threw up her arms in horror and arraigned Dasa. The boy elaborated the statistics. "I have worked it out, 83 a day. That means every twenty minutes someone is dying of cobra-bite. As we have been talking here, one person has lost his life somewhere." Mother nearly screamed on hearing it. The compound looked sinister. The boys brought in bamboo-sticks and pressed one into the hands of the servant also. He kept desultorily poking it into the foliage with a cynical air.

"The fellow is beating about the bush," someone cried aptly. They tucked up their dhoties, seized every available knife and crow-bar and began to hack the garden. Creepers, bushes, and lawns, were laid low. What could not be trimmed was cut to the root. The inner walls of the house brightened with the unobstructed glare streaming in. When there was nothing more to be done Dasa asked triumphantly, "Where is the snake? "

An old beggar cried for alms at the gate. They told her not to pester when they were engaged in - hunt. On hearing it the old woman became happy." You are fortunate. It is God Subramanya who has come to visit you. Don't kill the snake".

Mother was in hearty agreement: "You are right. I forgot all about the promised Abhishekam. This is a reminder." She gave a coin to the beggar, who promised to send down a snake-charmer as she went. Presently an old man appeared at the gate himself as a snake-charmer. They gathered around him. He spoke to them of his life and activities and his power over snakes. They asked admiringly: "How do you catch them?" "Thus," he said, pouncing upon a hypothetical snake on the ground.

They pointed the direction in which the cobra had gone and asked him to go ahead. He looked helplessly about and said, "If you show me the snake, I'll at once catch it. Otherwise what can I do? The moment you see it again, send for me. I live nearby." He gave his name and address and departed.

At five in the evening, they threw away their sticks and implements and retired to the veranda to rest. They had turned up every stone in the garden and cut down every grass-blade and shrub, so that the tiniest insect coming into the garden should have no cover.

They were loudly discussing the various measures they would take to protect themselves against reptiles in the future, when Dasa appeared before them carrying a water-pot whose mouth was sealed with a slab of stone. He put the pot down and said :

"I have caught him in this. I saw him peeping out of it. . . .I saw him before he could see me." He explained at length the strategy he had employed to catch and seal up the snake in the pot. They stood at a safe distance and gazed on the pot. Dasa had the glow of a champion on his face.

"Don't call me an idler hereafter," he said. Mother complimented him on his sharpness and wished she had placed some milk in the pot as a sort of religious duty. Dasa picked up the pot cautiously and walked off saying that he would leave the pot with its contents with the snake-charmer living nearby. He became the hero of the day. They watched him in great admiration and decided to reward him adequately.

It was five minutes since Dasa was gone when the youngest son cried: "See there! "Out of a hole in the compound wall a cobra emerged. It glided along towards the gate, paused for a moment to look at the gathering in the veranda with its hood half open. It crawled under the gate and disappeared along a drain. When they recovered from the shock they asked, "Does it mean that there are two snakes here?"

The college-boy murmured: "I wish I had taken the risk and knocked the water-pot from Dasa's hand; we might have known what it contained".



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<https://www.youtube.com/watch?v=dSkVvadUDk0>



OF PARENTS AND CHILDREN

Francis Bacon

The joys of parents are secret; and so are their griefs and fears. They cannot utter the one; nor they will not utter the other. Children sweeten labors; but they make misfortunes more bitter. They increase the cares of life; but they mitigate the remembrance of death. The perpetuity by generation is common to beasts; but memory; merit, and noble works are proper to men. And surely a man shall see the noblest works and foundations have proceeded from childless men; which have sought to express the images of their minds, where those of their bodies have failed. So the care of posterity is most in them that have no posterity. They that are the first raisers of their houses are most indulgent towards their children; beholding them as the continuance not only of their kind but of their work; and so both children and creatures.

The difference in affection of parents towards their several children is many times unequal; and sometimes unworthy; especially in the mother; as Solomon saith, *A wise son rejoiceth the father, but an ungracious son shames the mother.* A man shall see, where there is a house full of children, one or two of the eldest respected, and the youngest made wantons; but in the midst some that are as it were forgotten, who many times nevertheless prove the best. The illiberality of parents in allowance towards their children is an harmful error; makes them base; acquaints them with shifts; makes them sort with mean company; and makes them surfeit more when they come to plenty. And therefore the proof is best, when men keep their authority towards their children, but not their purse. Men have a foolish manner (both parents and schoolmasters and servants) in creating and breeding an emulation between brothers during childhood, which many times sorteth to discord when they are men, and disturbeth families. The Italians make little difference between children and nephews or near kinsfolks; but so they be of the lump, they care not though they pass not through their own body. And, to say truth, in nature it is much a like matter; insomuch that we see a nephew sometimes resembleth an uncle or a kinsman more than his own parent; as the blood happens. Let parents choose betimes the vocations and courses they mean their children should take; for then they are most flexible; and let them not too much apply themselves to the disposition of their children, as thinking they will take best to that which they have most mind to. It is true, that if the affection or aptness of the children be extraordinary, then it is good not to cross it; but

generally the precept is good, *optimum elige, suave et facile illudfacietconsuetudo* [choose the best—custom will make it pleasant and easy]. Younger brothers are commonly fortunate, but seldom or never where the elder are disinherited.



<https://www.youtube.com/watch?v=Cp-u8uasEkM&list=PLnm5PUvR7mRzRH6yUP7msm88SmnB5MvgO>



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ON HIS BLINDNESS

John Milton

When I consider how my light is spent
Ere half my days, in this dark world and wide,
And that one talent, which is death to hide,
Lodged with me useless, though my soul more bent

To serve therewith my Maker, and present
My true account, lest he returning chide:
“Doth God exact day-labor, light denied?”
I fondly ask; but Patience, to prevent

That murmer, soon replies, “God doth not need
Either man’s work, or his own gifts. Who best
Bear his mild yoke, they serve him best. His state
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Is kingly; thousands at his bidding speed
And post o’er land and ocean without rest.
They also serve who only stand and wait



<https://www.youtube.com/watch?v=MjrnY0Y4DKs>



WHEN I HAVE FEARS THAT I MAY CEASE TO BE

John Keats

When I have fears that I may cease to be
Before my pen has gleaned my teeming brain,
Before high-pilèd books, in charactery,
Hold like rich garnerers the full ripened grain;

When I behold, upon the night's starred face,
Huge cloudy symbols of a high romance,
And think that I may never live to trace
Their shadows with the magic hand of chance;

And when I feel, fair creature of an hour,
That I shall never look upon thee more,
Never have relish in the faery power
Of unreflecting love—then on the shore

Of the wide world I stand alone, and think
Till love and fame to nothingness do sink.



<https://www.youtube.com/watch?v=bushx07yIVs>



LESSON 1 : QUESTIONS AND ANSWERS

1. Explain the irony at the end of the Snake in the Grass.

The servant Dasa claimed to have caught the snake in a water-pot. Before leaving, he said that he would hand over the pot to the snake-charmer living nearby. Everyone in the family admired him. Before Dasa returns, the family could see a cobra emerging from a hole in the compound wall. Whether there were really two snakes or Dasa had cleverly cheated them all is a mystery. It is not answered in the story. This is the irony at the end of the story.

2. Elucidate the narrative skill of R.K. Narayan with reference to the short story you studied.

R. K. Narayan is best remembered for his narrative skill and dealing with real life Indian scenes in his works. He begins the story with the entry of snake into the compound to draw the interest of the readers. How the family got scared of the snake, the servant's indifference and the neighbours search to catch the snake are beautifully narrated. As in his other stories, the ending is with inconclusive notes – whether Dasa really caught the snake? Humour and suspense are maintained from the beginning to the end.

3. Bring out the features of the character Dasa.

Dasa is an old servant in the family. He is lazy, insincere, indifferent and irresponsible in his work. He is found sleeping when the snake is reported to have entered the compound. Neighbours also accuse him in their words – “You have the laziest servant on the earth.” But he is clever and cunning. He knows very well that he will be dismissed from the job if the snake is not caught. So he convinces everyone to have caught the snake in a pot. Thus he becomes the hero of the day. His character is typically of Indian servants.

4. What superstitions or rituals are indicated in the story?

A beggar woman at the gate says that Only God Subramaniya has entered the house in the form a snake, and suggest not to kill the snake. Mother accepts this and remembers the forgotten abhishekam to God. Abhishekam to God is a typical Indian ritual done as a token of thanks to God for his grace in a difficult situation, though its impact on the expected events is still not scientifically proved. Again, killing a snake, especially a cobra is a sin in Indian context. That is why, the servant goes to leave the snake to the snake-charmer.

5. Bring out the humour in the story Snake in the Grass.

When the whole family is worried about the snake, the servant is found to be sleeping. They wake him up and reports of the snake. But he simply says, “there is no cobra.” and tries to settle the matter with these words. It really produces humour. The way in which the college-boy of the house works out the snake-bite per day as 83 alarms everyone and makes them sweat a lot in search. Dasa's pretension to have caught the snake and his behavior as the champion both make fun of the situation, especially when another snake appears on the compound wall.

LESSON 2 : QUESTIONS AND ANSWERS

1. Bring out the observations of Bacon on the duties and responsibilities of Parents towards Children.

Bacon says that some parents are not liberal in providing pocket money to children. But it is 'a harmful error.' It makes them join with bad company and become immoral. Therefore parents should not tighten their purse but keep the children under their control. He also says that it is the duty of the parents to choose a career themselves for their children. Another responsibility of the parents is not to treat children with partiality.

2. Bacon wants the parents to choose a profession for their children. Do you agree with this? Explain your views.

Bacon says that parents should choose a profession and course of study for their children. He may be right if he thinks that children are immature and not able to have long term assessments and perspectives of their job. But he also says that parents should not choose a career for their children keeping in mind the interest and nature of the children. We are to disagree with the writer here since modern children do not continue their study or career if it is against their choice and being forced upon them. In fact, they learn more than their parents and have their own choices in opting their study and profession.

3. What are the similarities and dissimilarities between humans and animals according to Bacon?

According to Bacon, both humans and animals may be similar in nature in reproduction and in taking care of their children. But there are major dissimilarities between them. Humans are bestowed with great thinking. It is only humans who have produced great literature and scientific inventions, not animals. Humans may not be able to fly with wings like birds but they fly better by airplanes and even launch satellites. They may not swim like fish and whales but learnt by their merit to swim by submarines. Thus, memory (great thinking), merit and noble works belong only to humans, not to animals.

4. What are the disadvantages of having children as said by Bacon?

Married men with children have a lot of commitments and responsibilities. They are left with no free time for making great achievements. Therefore, Bacon says that noblest works and great achievements have always emerged only from childless men. The word posterity refers to future generations. Bacon says that impotent men who could not make future generations generally make great treasures potentially for future generations. His view is autobiographical as Bacon himself was a childless man and at the age of 40, he had married a 14-year-old girl.

5. How does Bacon criticize the unequal affection of parents towards their elder and younger children?

Bacon says that the favours of the parents generally go to the eldest children and the youngest ones lose a lot. Though treated by parents partially, it is only the youngest children who prove to be the best of all other children. Not only parents, but also schoolmasters and servants show partiality in treatment between brothers. It greatly affects them in the later part of their life. Bacon asks people to take Italians as role models because Italians treat equally both their own children and the nephews. It is to be noted that Bacon, being youngest son, inherited only a meager share in his own life.

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POEM 1: QUESTIONS AND ANSWERS

1. **How does Milton arrive at the conclusion – “They also served who only stand and wait.”?**

It is generally believed that God helps good people in times of danger. Those virtuous people during relief feel that this person helping me is really an angel sent from God. Milton wanted to serve like an angel but unfortunately he lost his eye sight. His total blindness made him so helpless. However he consoles himself by saying that he is one of those angels who only stand and patiently wait though not called for duty. It means that they also served.

2. **Bring out the moral in the story of the Bags of Gold with reference to Milton’s poem.**

According to the story of the Bags of Gold, a master gives five bags of gold to his first servant, two bags to his second servant and one bag to his third servant, before his journey. The first two servants doubled the money by investing but the last servant dug a hole and hid the one bag of gold in the ground. On his return, the master appreciated the first two but rebuked the last one. Milton compares himself with the last servant and considers God as his master. The bag of gold here is Milton’s poetic talent. Due to his blindness, he may not be able to use his Master’s gift and one day he will be scolded by Him.

3. **Justify “On His Blindness” as an autobiographical poem.**

Milton became completely blind in 1652 and the poem “On His Blindness” was written after his blindness. The loss of his eyesight is attributed to his restless late night work to serve the Commonwealth Government. The first line of the poem reveals this. Now he feels upset, depressed, frustrated and helpless for being left in the dark wide world. His talent of writing great works remains useless. He is also worried that God may scold him for not using God’s gift. Thus the whole poem deals with the experiences of Milton after blindness and remains a typical autobiographical poem.

4. **Explore Milton’s grievance in the poem.**

Milton’s chief complaint is that God has taken away his eyesight when he is ready to serve and present his true account. He indirectly chides God why He has made him useless. To him, to hide his talent is death. However his wavering mind soon settles in. Patience starts flowering and his religious faith is strengthened in course of the poem. He thinks that he

may not be one of those angels who are serving now but he is definitely one of those angels who stand and wait patiently for the command of God to serve. It is this faith that made him to produce the great epics “Paradise Lost” and “Paradise Regained” after the loss of eyesight.

5. Explain the personification of Patience in the poem.

The act of giving human quality or characteristic to something non-human is called personification. In the poem, On His Blindness, Patience is personified. When Milton grows upset and frustrated and goes almost to the verge of losing faith in God, suddenly he hears the voice of Patience within him. Patience says that God is omnipotent and he does not need anybody’s service. He never expects man to return his own gifts offered to him. It says that one who patiently accepts his present burdensome state also serves God – “Who best bear his mild yoke, they serve him best.” It is Patience that seeds faith into the heart of Milton and makes him realize the grandeur of God.

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POEM 2 : QUESTIONS AND ANSWERS

1. Explain by listing out the fears that Keats refers to in his poem.

Keats had so many fears before his death and they are clearly expressed here in this poem that was written few years before his death. The first fear of Keats is about his poetic achievements. He longs to produce 'high-piled books' of poetry but he is afraid that death may be a hindrance on his way. His second fear is that death may prevent him from seeing his ladylove for ever. The third fear of Keats is about the impermanency of his fame and love. According to him, it is nothingness that overrules everything and swallows everything at the end. Thus his fears are connected with his longings and lack of chances for the fulfillments.

2. Explain nihilism expressed at the end of Keats' poem.

Nihilism refers to the rejection of all religious and moral principles and is centered on the belief that life is meaningless and all values are false. It is an extreme form of pessimism. The concluding lines of Keats' poem too express the same idea. The first part of the poem reveals his disappointment in love and his unfulfilled desires of poetic achievements. But at the end, he says that he will stand alone on the shore of wide world and think like this only till all love and fame disappear by sinking into nothingness. He means that we think of love and fame to be more valuable than anything but we have them only to lose it to be swallowed by nothingness.

3. Justify "When I have Fears" as an autobiographical poem.

John Keats, an aspiring Romantic poet died of tuberculosis at the young age of 25. This poem was written just few years before his death and reveals all the depressions and fear he had. At the age of 8, he lost his father and at the age of 14, his mother. His brother Tom Keats also died three years before his death. In the third stanza, he refers to his fear of not meeting again his ladylove – "fair creature of an hour". In real life, after his brother's death, he moved to his friend Charles Brown's house where he met and fell deeply in love with Fanny Brawne. On doctor's advice, when he left for Rome, he permanently left her without any chance of meeting her again. Thus the poem is a typical autobiographical one.

4. How does Keats' poem excel in form and images?

John Keats has written his poem "When I Have Fears" in the form of Shakespearean sonnet in 14 lines. It is beautifully written with the rhyme scheme – abab cdcd efef gg and three quatrains followed by the rhyming couplet. The poem is also very rich in images such as 'teeming brain', 'high -piled books' and 'rich garner.' He compares his poetic ideas to fully ripened grain, and his books carrying those ideas to granaries. He also personifies night to have a starry face, and beholds the high romance of huge clouds in the sky. The time he spent with his lady love is only for a short duration in his life and therefore he aptly calls his sweetheart as a 'fair creature of an hour.'

5. Why is Keats' poem described as a poem of life and death?

"When I have fears" written by Keats reveals his deep longings for life and at the same time expresses his fears about the early arrival of death which is an obstacle on his way. Keats had already produced great poetry such as **Ode on a Grecian Urn**, **Ode to a Nightingale**, **Endymion** and **The Eve of St. Agnes** but his ambitious spirit still longed to accomplish 'high-piled books'. Thus the first half of the poem reveals how much he values life. But the end of the poem reveals his realization of truth that all our achievements are of no avail because death makes everything into nothing. Thus throughout the poem, longing for life and fears of death are vividly expressed by the poet.

MODEL QUESTION PAPER

COMMUNICATIVE ENGLISH – I

Time – 3 Hours [Maximum Marks: 100]

I. Answer any TEN of the following:

10x4=40

1. Frame a sentence by using the parts of speech given below:
 - a) Adjective: brilliant
 - b) Verb: live
 - c) Noun : office
 - d) Adverb: well

2. Frame a sentence for the first two patterns and write the patterns of the last two:
 - a) S+V+O+A
 - b) S+V+C+A
 - c) She was tired.
 - d) People elected him the new president.

3. Make use of each of the following main verb or auxiliary verb to make four sentences of your own.
 - a) bring
 - b) have
 - c) discuss
 - d) is

4. Frame four sentences by using the subject - Children and verb - play in the following tense forms:
 - a) Simple Present
 - b) Past Continuous
 - c) Present Perfect
 - d) Simple Future

5. Frame four Yes/No questions for the given situations:
 - a) Context: Talking to your friend about next week exam
 - b) Context: Talking to your sister at home
 - c) Context: Talking to your teacher about weekend classes.
 - d) Context: Talking to your uncle about his arrival

6. Ask four WH questions to the following people you contact:
 - a) To the bus conductor
 - b) To your HOD
 - c) To your mother
 - d) To your college librarian

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7. Fill in the blanks by writing suitable active or passive form of the verb given in bracket:
- The report _____ to the Head of the Committee. (submit)
 - He has _____ from Delhi. (return)
 - The data on computer _____ by somebody in his absence. (access)
 - About 150 injured people _____ in the hospital. (admit)
8. Fill in the blanks by using suitable prepositions:
- The meeting will be held _____ Tuesday.
 - His continuous lecture _____ three hours bored everyone.
 - Candidates _____ hall ticket will not be permitted into the exam hall.
 - I will be available here _____ Monday _____ Friday.
9. Write down any four possible derivatives of the following word.
- Collect
10. Match the following and form collocations:
- Heavy - Ambassador
 - Fast - a record
 - bottle up - News
 - Make - Food
 - Have - your emotions
 - Break - a difference
 - Hot - Rain
 - Brand - a headache
11. Frame a sentence for the homophones given below:
- Peace – piece
12. Write one word substitutes for the following:
- Rest or sleep in the early afternoon
 - Statements which are ordinary, uninteresting, and unimportant
 - Future generations especially the descendants of a specific person
 - an undesirable event such as an accident
13. Frame a sentence for each of the following idioms:
- Once in a blue moon
 - At the eleventh hour
 - Beat about the bush
 - A fish out of water
14. Frame a sentence for each of the following phrasal verbs:
- Take care of
 - Log in
 - Go through
 - Call off

II. Answer any FOUR of the following:

(4x5=20)

1. Complete the Dialogue:

- Friend 1 : Hi Ranjani, _____ ?
- Friend 2 : I didn't expect a heavy traffic. Sorry for coming late.
- Friend 1 : _____ as we planned?
- Friend 2 : Sure! I'm very much interested in shopping. But Where is Geeta? _____ ?.
- Friend 1 : _____
- Friend 2 : What happened to her? Anything serious?
- Friend 1 : Her father is not feeling well and has been admitted in the hospital.
- Friend 2 : _____ Shall we go to the hospital now?
- Friend 1 : That sounds right. It's Vijaya Hospital just a mile away from here.

2. Write a short message to your friend asking him to send study materials for the forthcoming examinations.

3. Draft a letter to your HOD requesting him to issue bona fide certificate for opening a savings bank account.

4. Write the essentials for the purchase of a mobile phone.

5. Read the passage below and answer the questions that follow.

Information technology (IT) is the use of computers to store, retrieve, transmit, and manipulate data or information. IT is typically used within the context of business operations as opposed to personal or entertainment technologies. IT is considered to be a subset of Information and Communications Technology (ICT). An information Technology system (IT system) is generally an information system, a communication system or, more specifically speaking, a computer system – including all hardware, software and peripheral equipment – operated by a limited group of users.

Humans have been storing, retrieving, manipulating, and communicating information since the Sumerians in Mesopotamia developed writing in about 3000 BC, but the term *information technology* in its modern sense first appeared in a 1958 article published in the Harvard Business Review; authors Harold J. Leavitt and Thomas L. Whisler commented that "the new technology does not yet have a single established name. We shall call it Information Technology (IT)".

The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones. Several products or services within an economy are associated with information technology, including computer hardware, software, electronics, semiconductors, internet, telecom equipment, and e-commerce.

Questions:

1. Humans have been storing information for more than 5000 years – True or False.
2. Who coined the term “Information Technology”?
3. The term “Information Technology” was first used in_____.
4. What do you mean by Information Technology?
5. Name the products and services that are associated with Information Technology.

III. Answer any Four of the following : (4x5=20)

1. Write a review of the book “ My Experiments with Truth” in about 50 words.
2. Describe the picture below in about 50 words.



3. Write an advertisement for a Home Appliances Show Room highlighting Diwali festival offers.
4. Frame 5 sentences using any five words from the given word cloud.



5. Read and transform the following passage into a pie-chart.

A survey was conducted to study people using different browsers in Europe. Five browsers – Firefox, Chrome, Opera, Safari and Internet Explorer were selected for this purpose to see the impact of browsers on the Internet Users. It was found that as much as

37.9 % people used Firefox that was the highest of all other browsers accessed through the Net. Next came the Internet Explorer that was used by 36.9% of people, a little less than that of Firefox. Next to Internet Explorer, Chrome was accessed by 15.5% of the internet users. The number of users of the remaining two browsers equally fell around 4.55%. It was also found that all other browsers were used by less number of people who were around less than 1 percentage.

IV. Answer any FOUR of the following in about 50 words.

(4 x 5 = 20)

1. Bring out the observations of Bacon on the duties of Parents towards children.
2. How does Milton arrive at the conclusion-“They also serve who only stand and wait.”?
3. Explain the irony at the end of “The Snake in the Grass”.
4. Explain by listing out the fears that Keats refers to in his poem?
5. Elucidate the narrative skill of R. K. Narayan with reference to the short story you studied.

ANNEXURE- I
STATE BOARD OF TECHNICAL EDUCATION & TRAINING,
TAMILNADU DIPLOMA IN ENGINEERING / TECHNOLOGY SYLLABUS
N-SCHEME

(Implements from the Academic year 2020 - 2021 onwards)

Course Name : All branches of Diploma in Engineering and
 Technology and Special Programmes except HMCT
 and film & TV.

Subject Code : 40001

Semester : I Circuit Branches
 II Non-Circuit Branches

Subject Title : COMMUNICATION SKILL PRACTICAL

TEACHING AND SCHEME OF EXAMINATION

Subject	Instructions		Examination			Duration
	Hours / Week	Hours / Semester	Internal Assessment	Board Examinations	Total	
COMMUNICATION SKILL PRACTICAL	2	32	25	100*	100	3 Hrs.

* Examinations will be conducted for 100 marks and it will be reduced to 75 marks.

Topics and Allocation of Hours

Sl.No.	Topic	Duration (Hrs)
1	Listening Skill	10
2	Reading Skill	6
3	Speaking Skill	10
4	Writing Skill	6
Total		32

RATIONALE:

- “The quality of your life is in the quality of your communication” opined Antony Robins. Language is the means of self-expression and one of the prime most tools for communication. Communicative fluency augments one’s personal, academic, social and professional life.
- The present syllabus, focusing on four Communication Skills, viz. Listening, Reading, Speaking and Writing, enables the students at Diploma level gain confidence and fluency in communication which in turn would enhance them face their career commitments with globalized standards.

OBJECTIVES:

At the completion of the study, the students will be able to

- Improve their auditory skills to attentively listen, effectively comprehend and to identify important information and keywords.
- Fine tune their reading skills and make them articulate lucidly with proper stress and intonation
- Perfect their reading comprehending skills using the techniques like Skimming to get the general idea and scanning to grasp specific information.
- Pronounce words with renewed confidence.
- Express their needs, obligations, suggestions, gratitude and apology with poise and conviction.
- Introduce themselves and others in a self-assuring manner.
- Partake in face to face conversation with skilled agility.
- Emphatically write and complete the missing parts.
- Acquire a sound knowledge on the usage of non-verbal communication.

40001 COMMUNICATION SKILL PRACTICAL DETAILED SYLLABUS

Contents: Practical

Unit	Name of the Topic	Hours
I	Listening Skill Listening to Speeches by Great Speakers/ TV News (Assessment Through note taking) Listening to Short Stories (Assessment by Vocabulary Check) Listening to Indian / British / American English (Assessment by Cloze)	10
II	Reading Skill Stress & Intonation Tongue Twisters / Tongue Modulators Frequently Mispronounced Words Reading Newspaper – (Skimming & Scanning)	06
III	Speaking Skill Polite Expressions (Greeting, Requesting, Thanking, Apologizing, Opinions, Suggestions) Introducing Yourself/ Friends/ Family Recite - quotes of Leaders/ Scholars/Scientists Face to Face Conversation	10
IV	Writing Skill Thought Fillers Completing an Incomplete Story How to prepare PPT Non-Verbal Communication	06

BOARD PRACTICAL EXAMINATIONS

Note:

1. The students should be given proper practice in all the exercises. All the exercises should be completed before the examinations.
2. The students should maintain a record notebook. The record note book should be submitted during the Board Practical Examinations.
3. The external examiner should verify the availability of the facility for the batch strength before the commencement of Practical Examination.
4. PART D should be conducted first for all the students. Part A, Part B and Part C can be conducted by both examiners by dividing the students into two groups.

Part A - Listening (No. of Exercises: 3, Duration:45 min.)

Question No.1: The examiner shall play either the audio of the speech of a great speaker or that of TV news running from 3 to 5 min. The audio can be played twice. The candidates may be given 10 minutes to take notes as directed in the question paper.

Question No.2: A short story selected by the external examiner shall be played only once without transcript. The objective of this exercise is to test the Listening ability of the candidate and therefore questions should be framed accordingly in the pattern of question and answer. The time to complete this exercise is 5 minutes.

Question No.3: Any one of the audios (British English, American English or Indian English) may be selected by the external examiner and the same shall be played only once. Maximum of 5 questions for filling in the blanks may be given and the candidates may be provided maximum of 10 minutes to answer the questions.

This part shall be completed within 45 minutes including the time used for playing listening audios.

Part – B – Reading (No. of Exercises 3, Duration: 45 min.)

Each batch may be divided into two. Both examiners may engage all the students.

Question No. 1 – Readout the tongue twister.

Question No. 2 - A passage from newspaper can be given for reading.

Question No. 3 - Pronounce the words correctly. Part B shall be completed within 45 minutes.

Part – C – Speaking (No. of Exercises: 4, Duration: 45 min)

Divide the students to make it convenient for conversations in English by a pair. Both examiners can handle.

Question No. 1: Polite expressions for the context provided. Question No. 2: Self-introduction for the interview.

Question No. 3: Any five quotes can be recited from the given list of quotes of Leaders, Scholars and Scientists.

Question No. 4: The candidates have to speak as directed by the concerned examiner. All the questions are mandatory. Part C shall be completed within 45 minutes.

Part D – Writing (No. of Exercises: 3, Duration: 45 min.)

All students should appear for this part.

Question No. 1: Five questions with blanks shall be asked based on a list of 25 frequently used thought fillers already trained during lab classes.

Question No. 2: Shall consist of an unknown incomplete story providing scope for further development and application of imagination. (minimum 3 lines for completion with suitable title and moral)

Question No. 3: Questions can be taken from a list of ten important questions covering the core areas of non-verbal communication. (Five out of eight questions to be answered.)

Students shall be provided maximum of 30 minutes to complete Part-D.

DETAILED ALLOCATION OF MARKS

Sl. No	Detailed Allocation of Marks	Maximum Marks	Marks Awarded
A	Listening	30	
B	Reading	20	
C	Speaking	30	
D	Writing	20	
	Total	100	

Guidelines for Conduct of Practical Classes and Writing Record Note:

There are 13 exercises in total equally distributed to each skill as follows:

Sl. No	Name of the exercise	Minimum Exercises to be Practiced / written in Record Note
Listening Skill		
1	Listening to Speeches by Great Speakers/ TV News	Each One exercise
2	Listening to Short Stories	Minimum of two exercises
3	Listening to Indian / British / American English	Minimum of two exercises
Reading Skill		
4	Reading Tongue Twisters	A list of 25 tongue twisters
5	Reading English Newspapers	Minimum 2 passages from any English Newspaper
6	Frequently mispronounced words	List of 25 words
Speaking Skill		
7	Making Polite Expressions	Polite expressions - Greeting, Requesting, Thanking, Apologizing, Opinions, Suggestions
8	Introducing oneself / friends/family	Minimum two exercises for introducing oneself and introducing others
9	Reciting quotes	Quotes of Leaders/Scholars/Scientists (List of 25 quotes)
10	Face to face conversation	Minimum two exercises
Writing Skill		
11	Use of Thought Fillers	A list of 25 frequently used thought fillers
12	Completing an Incomplete Story	Minimum of two exercises. (conclusion – minimum 3 lines, title & moral)
13	Non-Verbal Communication	A list of 10 questions and answers relating to non- verbal communication.

Notes:

1. Each exercise shall be awarded 20 marks and the total marks secured in all exercises shall be averaged to 20 marks.
2. Attendance mark shall be calculated for 5 marks as per the given norms below:

Attendance Percentage	Attendance Mark
80 – 83 %	1 mark
84 – 87 %	2 marks
88 – 91 %	3 marks
92 – 95 %	4 marks
95 – 100 %	5 marks

3. Total internal mark is 25 (Record 20 marks + Attendance 5marks)
4. Observation note is not applicable for this practical.
5. Listening Skill exercises:

For each exercise under Listening Skill, minimum exercise should be provided for practice and should be recorded in the record note (as per the tabular column)

Open sources available online on the sites

such as www.youtube.com,

<https://learningenglish.vaonews.com/z/1581>

<http://www.bbc.co.uk/learningenglish/english/features/6minute-english> and <https://esl-lab.com/>

can be utilized for sessions on improving listening skill.

Note:

Since there is no observation note for English Communication Practical, the worksheets practiced by the students should be preserved along with the Record Note.

BOARD EXAMINATIONS
Model Question Paper
40001 – Communication Skill Practical

Time: 3 Hrs

Maximum marks: 100

PART A: LISTENING (30 Marks)

I Answer the following:

1. Listen to the speech of a Great Speaker / TV News played to you and take notes. (10)
2. Listen to the Short Story / conversation read out/played to you and answer the questions. (10)
3. Listen to the following American English / British English / Indian English Audio and Fill in the blanks. (10)

PART B: READING (20 Marks)

II Answer of the following:

1. Read out the following tongue twisters as fast as possible: (10)
 - a. Find a kind mind to wind and bind you with the kind mind like a wind.
 - b. How many cookies could a good cook cook if a good cook could cook cookies?
 - c. We should fight for our rights as fight is might.
 - d. Can you can a can as a canner can can a can?
 - e. Lesser leather never weathered wetter weather better.
2. Read the given newspaper passage with proper intonation. (5)
3. Pronounce the following commonly mispronounced words rightly. (5)
a)pizza b) dengue c) bury d)asthma e)Wednesday

PART C: SPEAKING (30 Marks)

III. Answer the following:

1. Make polite expressions for the contexts provided: (5)
 - a. Request your teacher for a book.
 - b. How will you politely apologize for coming late to the meeting?
2. Introduce yourself /friend/family member as a candidate appearing for the interview. (10)
3. Recite any five quotes of Leaders/scholars/Scientists. (5)
4. Attempt a face to face conversation with your friend about the addiction to mobile phone by youngsters.(5 exchanges) (10)

PART D: WRITING (20 Marks)

IV. Answer the following:

1. Fill in the blanks with suitable thought fillers given in the brackets. (5)

(look, I mean, you know, well, anyway)

- a. I can't tell her name, _____, she may grow angry.
- b. _____ What do you want me to do for that?
- c. Nobody told me about this marriage, _____ no one even in my own department.
- d. _____ as I said, I'm going to talk to the manager to cancel this meeting.
- e. _____ it is not the way to talk to your senior.

2. Complete the following story by adding three more lines and give a suitable title to it. (5)

Once upon a time there was a poor farmer in a village. He had two sons and a daughter. Both sons were lazy whereas the daughter was so intelligent. One day the father was sick at bed. The daughter who went to market in the morning did not return till late night...

3. Answer any FIVE of the following in about 50 words: (5x2=10)

Questions from Non Verbal Communication

LABORATORY REQUIREMENT:

1. An echo-free room.
2. A Projector.
3. A minimum of two computers with internet access.
4. DVD player with home theatre.
5. P.A system with two nos. of wired/wireless mike.
6. Any Two Standard English Newspapers.
7. A White Board with Markers.
8. Comics / Story books – 2 Nos.

I. LISTENING

What is Listening?

Listening is a conscious effort to understand something. It is one of the four primary communication skills. Listening and reading are receptive skills whereas speaking and writing are productive skills because during listening one receives what is delivered to him by speaking. Listening and hearing do not mean the same. Hearing is our accidental response to any sound that is heard such as the sound of airplanes, creaky fan and closed door but listening is our focused attention to understand the linguistic sounds and music. Hearing is involuntary and effortless but listening is voluntary and concentrated.

Two Kinds of Listening:

There are two types of listening: Listening for specific information and listening for general information (gist). Listening to railway announcements, instructions and weather forecast falls under the first category while listening to a short story, lecture or sermon belongs to the second category. Active listening leads to effective responses to what you have listened to. The more you listen consciously, the more you can speak fluently.

Guidelines for Improving Listening Skill:

If you don't understand well in the first attempt, repeat listening to the same passage few times. If you don't know the meaning of some words, guess the meaning of those words in the given context. If you couldn't follow foreign accent, first, practice with transcript, then listen without transcript. Maintain a positive listening environment with noise free room and effective audio devices. Ignore accidental distractions around you and listen attentively focusing on the key ideas delivered to you.

Open sources available online on the sites such as www.youtube.com,

<https://learningenglish.vaonews.com/z/1581>

<http://www.bbc.co.uk/learningenglish/english/features/6minute-english> and

<https://esl-lab.com/>

can be utilized for sessions on improving listening skill.

II. READING

Reading Aloud	Reading and Comprehending
Sentence Stress and Intonation	
Tongue Twisters / Modulators	Reading Newspaper
Frequently Mispronounced words	

Reading is an indispensable skill in communication that keeps the learners energized about learning. Reading aloud and articulating deals with the appropriate articulation of sounds, fitting connected speech, suitable stress pattern, accent, modulation and intonation.

1. THE NEED TO STRESS ABOUT STRESS

English is considered a stressed language. All words have their individual stress in isolation. While speaking or reading aloud, the speaker places more stress on certain words while quickly glides over the other less important words. The meaning of the sentence decides which words are to be stressed and which are not stressed. **Stressing different words in a sentence gives the sentence different meanings.** The last stressed word in the sentence receives the strongest stress with the help of a falling or rising tone.

Usually Content words like

- Nouns
- Main verbs
- Adjectives
- Adverbs
- Negatives (can't, don't, nothing, nowhere)
- Words expressing quantities (a lot of, a few, many) take stress in speech.

Function words such as

- Determiners
- Auxiliary verbs
- Prepositions
- Conjunctions
- Pronouns
- Verbs "have" and "be" even when used as main verbs are non-stressed words.

Articulate the following sentences with apt stress. (The stressed words are marked in Bold italics)

1. *They*'ve been *working here* since *2002*.
2. *They* have *nothing to do* this *weekend*.
3. The *Board examinations* may begin in the *second* week of *April*.
4. It is *he* who has *done* the *work*.
5. *None* was *wounded* in the *accident*.
6. *Drunken driving* is *prohibited*.
7. *Smoking* is *injurious* to *health*.
8. *Good books* are our *best friends*.
9. *Life* is a *game* of *chance*.
10. I'm *not supposed* to *tell you* that.

INTONATION

Intonation adds richness to the language. It is the melody of the sentence. Intonation makes one speaker sound bored and another interested even if they use exactly the same words. Intonation describes how the voice rises and falls in speech.

Intonation is created by changes in

- the pitch of the voice (the voice goes higher, lower or remains on the same level)
- by sentence stress (strong stress on important words; weak or no stress on less important words)
- by rhythm (stressed syllables occur at more or less equal intervals)

Rising Intonation

Rising intonation is used to express various emotions such as non-finality, incompleteness, question, surprise, doubt, hesitation, interest, request and suggestion, politeness, readiness to continue the conversation, lack of confidence, and even insecurity. Upward slash “/” indicates Rising Intonation. Rising Intonation is used in -

- Yes / Questions - Have you read this / book?
- Introductory phrases – If he / calls, ask him to come.
- First part of alternate questions (before “or”) – Would you like / coffee or tea?
- Second part of tag questions (sure of getting an affirmative answer) – it is easy, / isn't it?
- Direct address – Mr. / Siva, Could you help me please?
- Enumerating / Listing out – She brought / onion, / tomato, / cabbage and potato

Falling Intonation

Falling intonation is used for asking and giving information. At the same time, falling intonation conveys certain emotions, such as completion, finality, confidence. Falling intonation sounds more categorical, confident, and convincing than rising intonation. Downward slash “/” indicates Falling Intonation. Falling Intonation is used in -

- Statements - They left for Delhi \ yesterday.
- Asking questions - What are you \ reading?
- Imperative sentences - Close your books and \ listen.
- Exclamatory sentences - How \ nice of you!
- Second part of alternate questions (after “or”) - Do you want /coffee or \ tea?
- Tag questions (first part of tag questions) Nice \weather, /isn't it? (The speaker thinks that the weather is nice but asks for your opinion and confirmation).

Articulate the following sentences with proper intonation

1. You're a new student / aren't you?
2. Do you have any / magazines? Which of them do you \ prefer?
3. Nice to meet \ you.
4. Do you sell / stamps?
5. The view is beautiful, / isn't it?
6. Where do you \ work?
7. I'll be back in a \ minute.
8. She doesn't live here \ anymore.
9. May I borrow your / dictionary?
10. Mohan wants to change his \ car.
11. We should work together more \ often
12. Do you like your new / teacher?
13. Have you finished / already?
14. I'm going for a walk in the \ park.
15. Write your name \ here.
16. That's a \ surprise!
17. She's such a nuisance, isn't \ she?
18. Take that picture \ down.
19. Put your books on the \ table.
20. Take your hands out of your \ pockets.
21. We've met already, / haven't we?

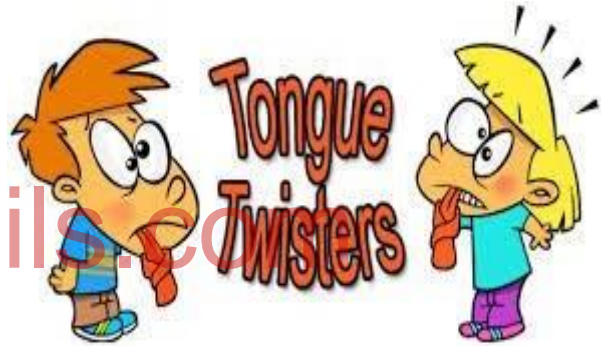
22. When does the shop \ open?
23. How many books have you \ bought?
24. Which coat is \ yours?
25. Ram thinks he's so clever, doesn't \ he?

2. TONGUE TWISTERS

Tongue twisters are a great way to practice and improve pronunciation and fluency. A sentence or series of words that is hard to say correctly is called a tongue twister. For the learners of English, tongue twisters are a fun way to work on one or two sounds at a time to get the pronunciation just right. Start by saying the tongue twister slowly, then try to speed up. Once you can say a tongue twister through, try to say it twice or three times in a row for a bigger challenge.

1. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

2. There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher.



3. A big black bug bit a big black dog on his big black nose!
4. How many cookies could a good cook cook If a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
5. Mr. Tongue Twister tried to train his tongue to twist and turn to learn the letter "T".
6. How many cans can a cannibal nibble if a cannibal can nibble cans?
As many cans as a cannibal can nibble if a cannibal can nibble cans.
7. I saw a saw that could out saw any saw I ever saw saw. If you happen to see a saw that can out saw the saw I saw saw I'd like to see the saw you saw saw.

8. If you notice this notice,
you will notice that this notice is not worth noticing.

9. If you understand, say "understand".
If you don't understand, say "don't
understand". But if you understand and say
"don't understand".
how do I understand that you understand. Understand!?

10. How much dew does a
dewdrop drop If dewdrops do
drop dew?
They do drop,
they do As do
dewdrops drop
If dewdrops do drop dew.

TONGUE MODULATORS

Modulation is the professional skills which make your voice sound better and more professional. It basically helps you to intonation in your voice. Tongue modulators enhances your ability to articulate.

Read aloud the following poem and story modulating your voice
accordingly

It's not too late

☞ It's not too late... the angel
said. Even though the
world's a mess... Even
though you're not as young...
Even though you've made mistakes and have been afraid

☞ It's not too late...
And then I saw the world through the angels'
eyes... I saw the colors I could paint
The bridges I could
build The lives that I
could touch
The dreams that could still come true

☞ And it became very clear to me...
That it's not too late.

ALWAYS BE PREPARED FOR THE WORST

Once a fox was roaming around in a forest looking for food. Suddenly, he saw a pig rubbing his tusks against the trunk of a tree.

The fox looked about carefully but couldn't see any danger for the pig anywhere. Despite being so clever, he couldn't understand why, the pig was doing that.

He couldn't control himself, went to the pig and asked, "The hunters are not out today, nor can I see any other danger, then why are you doing that?"

The pig replied, "Dear! We live in a forest where enemies are there at every step. Who knows when I'll have to face them and use my tusks against them? So, if I don't do it now, I may not get time to sharpen my tusks when I need them the most."

This story teaches us that always be ready for the bad times to come. Read out the following poem.

If you can pronounce correctly every word in this poem, you will be speaking English better than 90% of the native English speakers in the world. After trying the verses, a Frenchman said he'd prefer six months of hard labour to reading six lines aloud. Try them yourself.

Dearest creature in
creation, Study English
pronunciation. I will
teach you in my verse
Sounds like corpse, corps, horse, and
worse. I will keep you, Suzy, busy,
Make your head with heat grow dizzy.

Tear in eye, your dress
will tear. So shall I! Oh
hear my prayer.
Just compare heart, beard, and
heard, Dies and diet, lord and
word,
Sword and sward, retain and
Britain. (Mind the latter, how
it's written.)

Now I surely will not plague
you With such words as plaque
and ague. But be careful how
you speak:
Say break and steak, but bleak and
streak; Cloven, oven, how and low,
Script, receipt, show, poem, and toe.

Hear me say, devoid of
trickery, Daughter, laughter,
and Terpsichore, Typhoid,
measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and
cigar, Solar, mica,
war and far;

One, anemone, Balmoral,
Kitchen, lichen, laundry,
laurel;
Gertrude, German, wind and
mind, Scene, Melpomene,
mankind.
Billet does not rhyme with
ballet, Bouquet, wallet,
mallet, chalet.

Blood and flood are not like
food, Nor is mould like should
and would. Viscous, viscount,
load and broad, Toward, to
forward, to reward.

And your pronunciation's
OK When you correctly
say croquet,

Rounded, wounded, grieve and
sieve, Friend and fiend, alive
and live.
Ivy, privy, famous; clamour
And enamour rhyme with
hammer. River, rival, tomb,
bomb, comb, Doll and roll
and some and home.

Stranger does not rhyme with
anger, Neither does devour
with clangour. Souls but foul,
haunt but aunt,
Font, front, wont, want, grand, and
grant, Shoes, goes, does. Now first
say finger, And then singer, ginger,
linger,

Real, zeal, mauve, gauze, gouge and gauge,
Marriage, foliage, mirage, and age.
Query does not rhyme with
very, Nor does fury sound

like bury.
Dost, lost, post and doth,
cloth, loth. Job, nob, bosom,
transom, oath.

Though the differences seem
little, We say actual but
victual.
Refer does not rhyme with
deaffer. Foeffer does, and
zephyr, heifer. Mint, pint,
senate and sedate; Dull,
bull, and George ate late.

Scenic, Arabic, Pacific,
Science, conscience,
scientific.
Liberty, library, heave and
heaven, Rachel, ache,
moustache, eleven. We say
hallowed, but allowed,
People, leopard, towed, but
vowed.

Mark the differences,
moreover, Between mover,
cover, clover; Leeches,
breeches, wise, precise,
Chalice, but police and
lice; Camel, constable,
unstable, Principle,
disciple, label.

Petal, panel, and canal,
Wait, surprise, plait, promise,
pal. Worm and storm, chaise,
chaos, chair, Senator, spectator,
mayor.
Tour, but our and
succour, four. Gas, alas,
and Arkansas.

Sea, idea, Korea,
area, Psalm, Maria,
but malaria.
Youth, south, southern, cleanse and
clean. Doctrine, turpentine, marine.
Compare alien with
Italian, Dandelion
and battalion.

Sally with ally, yea, ye,
Eye, I, ay, aye, whey, and
key. Say aver, but ever,
fever, Neither, leisure,
skein, deceiver. Heron,
ranary, canary.
Crevice and device and aerie.

Face, but preface, not efface.
Phlegm, phlegmatic, ass,
glass, bass. Large, but target,
gin, give, verging,
Ought, out, joust and scour,
scouring. Ear, but earn and
wear and tear
Do not rhyme with here but ere.

Seven is right, but so is even,
Hyphen, roughen, nephew
Stephen, Monkey, donkey,
Turk and jerk, Ask, grasp,
wasp, and cork and work.
Pronunciation (think of
Psyche!)
Is a paling stout and spikey?

Won't it make you lose
your wits, Writing groats
and saying grits? It's a dark
abyss or tunnel:
Strewn with stones, stowed, solace,
gunwale, Islington and Isle of Wight,
Housewife, verdict and indict.

Finally, which rhymes with enough,
Though, through, plough, or dough, or
cough? Hiccough has the sound of cup.
My advice is to give up!!!
.....

3. FREQUENTLY MISPRONOUNCED WORDS

English words don't always sound as you would expect them to. This is one of the toughest problems any learner of English faces. The problem arises from the fact that English is not a phonetic language. There is no one to one correspondence between spelling and pronunciation. English is a combination of so many other languages. For Indians, English is a foreign language. We tend to mispronounce certain words because of the interference from our mother tongue.

Here is a list of 25 frequently mispronounced words. Have a look at them, correct the mistakes, if you make any, while pronouncing these words.

Sl. No.	Word	Wrong Pronunciation	Right Pronunciation
1.	Liable	Lie bull	Li a ble
2.	Niche	Nit ch	Nee sh
3.	Pizza	Pi za	Peet zah
4.	Often	Of ten	Off en
5.	Pronunciation	Proh nun citation	Pro noun ciation
6.	Dengue	Den geu	Den gee
7.	Sour	Saar	Sower
8.	Regime	Rah geem	Ray geem
9.	Data	Daa ta	Day ta
10.	Video	Wee dio	Vid i yoh
11.	Transient	Tra zee end	Tran shent
12.	Bury	Beu ry	Bery
13.	Coupon	Cou pun	Cou pon
14.	Picture	Pitch er	Pic shur
15.	Asthma	As tha ma	Az ma
16.	Women	Woo men	Wih men
17.	Debris	Debriss	Debree

Sl. No.	Word	Wrong Pronunciation	Right Pronunciation
18.	Monk	Mawnk	Muhngk
19.	Mischievous	Mis chee vee us	Mis che vus
20.	Receipt	Re cept	Re ceet
21.	Determine	Deter mine	Deter min
22.	Breakfast	Bray k fast	Brek fust
23.	Wednesday	Wed nes day	Wenz day
24.	Debut	Di boo	Dey byoo
25.	Zebra	Zeb ra	Zee bra

.....

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4. READING FOR COMPREHENDING (SKIMMING & SCANNING)

Reading for comprehending effectively and efficiently involves many activities. Efficient readers determine beforehand why they are reading a particular selection and they decide which strategies and skills they will use to achieve their goals. A list of such activities is detailed below

USE BACKGROUND KNOWLEDGE 	ASK QUESTIONS 	IDENTIFY THE AUTHOR'S PURPOSE 	IDENTIFY THE MAIN IDEA 
RECOGNIZE SEQUENCE 	RECOGNIZE CAUSE AND EFFECT 	MAKE INFERENCES 	MAKE PREDICTIONS 
SUMMARIZE 	DISTINGUISH BETWEEN FACT AND OPINION 	FIND FACTS AND DETAILS 	RECOGNIZE COMPARE AND CONTRAST 
MAKE CONNECTIONS 	VISUALIZE 	REREAD FOR CLARITY 	ADJUST YOUR PACING 

SKIMMING

Skimming is a prime most reading activity. It is a good way to get the general idea of the given passage. Skimming is done by

- Quickly read through the given passage
 - Pick up important ideas
 - Get the main idea of the passage
- Model: Read the following passage and identify the main idea.

1. *Before the introduction of the computer search, library research was a long and tedious task. Now, instead of spending long hours looking through the card catalogue and periodical indexes for books and articles on your subject, you can have a computer do the looking for you. All you need to do is give your subject to the computer. This is not as easy as it sounds, however, because you must know exactly what your subject is, searches its memory for books and articles about your subject. It takes less than a second for the computer to complete its search. Finally, it prints a bibliography—a list of the authors and titles of the books and articles it has found—for your subject.*

What is the main idea of this paragraph?

- a. Library research is a long and tedious task.
- b. A bibliography is a list of authors and titles of books and articles.
- c. A computer can find books and articles for you
- d. A computer search can save time in library research.

2. *The Chola dynasty was one of the longest-ruling dynasties in history. The earliest datable references to this Tamil dynasty are in inscriptions from the 3rd century BCE left by Ashoka, of the Maurya Empire (Ashoka Major Rock Edict No.13). As one of the Three Crowned Kings of Tamilakam, the dynasty continued to govern over varying territory until the 13th century CE. The heartland of the Cholas was the fertile valley of the Kaveri River, but they ruled a significantly larger area at the height of their power from the later half of the 9th century till the beginning of the 13th century. The whole country south of the Tungabhadra was united and held as one state for a period of three centuries and more between 907-1215 AD.^[2] Under Rajaraja Chola I and his successors Rajendra Chola I, Rajadhiraja Chola, Virarajendra Chola and Kulothunga Chola I the dynasty became a military, economic and cultural power in South Asia and South-East Asia.^[3] The power of the new empire was proclaimed to the eastern world by the expedition to the Ganges which Rajendra Chola I undertook and by the naval raids on cities of the maritime empire of Srivijaya, as well as by the repeated embassies to China.^[4] The Chola fleet represented the zenith of ancient Indian sea power.*

What is the main idea of this paragraph?

It's hard to imagine what things were like before there was money, but such a time did exist. During these times people exchanged goods using the barter system. The word barter means to trade. People using the barter system traded things instead of buying and selling them. So if you were a rice farmer, you would trade your rice with many people to get all the things that you wanted or needed. Unfortunately, the people from whom you needed things might not want your rice. Isn't it nice to just go to the store and buy candy instead of having to trade rice for it?

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

 An appropriate title:

SCANNING

Scanning is yet another reading skill that emphasizes on locating specific information while reading. Scanning is also a critical test-taking skill that allows students to read questions carefully and know how to look back in the text quickly to find the answer. Practice in scanning will help them learn to skip over unimportant words so that they can read faster. To scan effectively

- Decide exactly what information you are looking for
- Think about the form it may take
 - to know when something happened - look for a date
 - to find out who did something - look for a name
- Do not read every word, only the words that answer your question.

1. You are in the look out to buy a Two wheeler. Scan the Advertisements in the newspaper and select the apt one for your requirement

FOR SALE	FOR SALE
AVAILABLE Maruti 800 DX , 2010 Model in excellent condition. Blue, scratch less, self driven, sparingly used. Average 18 km a litre. Driven 17000 km. All accessories intact. Owner transferred. Prices negotiable. Contact : Peter, Phone 9840098400	AVAILABLE a black PULSAR, 2014, with disc brakes and 4 stroke engine 180 cc , installed with self start Technology. Alloy wheel, digital meter, average around 40kmpl, complete documents. Excellent condition, self driven. Price negotiable. Contact: Ramesh, 15, South car street, Madurai, Ph: 8425871201

2. Scan the info graphics and answer the following

- How many polar bears can be found in the world today?
- How far can a polar bear swim without resting?
- When was the polar bear named a “threatened species”?
- What does the polar bear’s scientific name mean in English?



POLAR BEARS
DID YOU KNOW?

Polar bears live in Arctic coastal areas and on sea ice.

Polar bears do spend time in the water and on land, but they hunt for food, rest, and raise their cubs on the sea ice.

Aa **SCIENTIFIC NAME**
Ursus maritimus; “sea bear”

WEIGHT
800 – 1,500 pounds (360 – 590 kg)

HEIGHT
6 – 10 feet (1.8 – 3 m)

POPULATION
22,000–31,000

POLAR BEARS CAN SWIM more than 60 miles (100 km) without rest TO FIND FOOD.

WILL THAT BE FAR ENOUGH IF SEA ICE KEEPS MELTING?

In 2008, these marine mammals were listed as a threatened species under the U.S. Endangered Species Act because their habitat is being lost due to climate change.

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4. READING NEWSPAPER

Read aloud the following editorial from Newspaper Coronavirus: It is a health emergency

Be vigilant. Desist from giving or following unscientific advice

EDITORIALS

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Updated: Jan 30, 2020 19:14 IST

Hindustan Times



Medical staff at the Rajiv Gandhi Government General hospital, Chennai, January 29, 2020. The high population density and mobility in India make it one of the world's hotspots for emerging infectious diseases, much like China which is witnessing the biggest-ever global lockdown that has confined 56 million people in affected provinces to their homes. (REUTERS)

A student in Kerala became India's first case of the new coronavirus, which has infected close to 8,000 people in at least 20 countries within three weeks. Ever since China reported the virus in its Hubei province, there has been growing global concern over the possible spread of the virus and its impact on public health and the economy. Following the biggest single-day jump in deaths that took the number of fatalities from 132 to 170 on Thursday, it is clear that the coronavirus is an international public health emergency. This is belated, but welcome, recognition of the scale of the crisis. This puts the outbreak on a par with H1N1, zika, polio and ebola, which, apart from taking a toll on lives, devastated livelihoods, public health systems and economies throughout the world, with less developed countries being hit the hardest.

The high population density and mobility in India make it one of the world's hotspots for emerging infectious diseases, much like China which is witnessing the biggest-ever global lockdown that has confined 56 million people in affected provinces to their homes. Confirmed person-to-person transmission in China and three other countries makes the risk of a pandemic high, including in India.

There is no room for complacency as the chance of the disease being missed is high because only one out of five infected individuals develops severe illness, including pneumonia and respiratory failure, resulting in death in some cases. Unscientific advisories, such as the one from the ministry of Ayush, giving people unproven disease prevention and management tips against a virus that did not exist some weeks ago, put lives at risk by confusing and even misleading people. Instead, what is needed is for everyone, including asymptomatic people, with a travel history to mainland China since January 15, including to unaffected provinces, to be tested for the coronavirus in India, in accordance with a new health ministry guideline on Thursday. The earlier advisory only asked travellers to have no unprotected contact with family and friends for 14 days, and get tested if they develop symptoms. Follow science to stay safe.

EDITORIAL

Water equity: On Cauvery verdict
FEBRUARY 17, 2018 00:02 IST

“The Hindu”

States, Centre should accept the finality of the Supreme Court’s decision on the Cauvery. By upholding the approach of the Cauvery Water Dispute Tribunal, while slightly modifying its award, the Supreme Court has boosted the prospects of a viable water-sharing arrangement among the riparian States. That it has reduced the Tribunal’s allocation for Tamil Nadu and raised Karnataka’s share does detract from the fairness of the decision. It has underscored that no single State has primacy in accessing water resources and that rivers are national assets. This is a significant recognition of the principle of equitable distribution of inter-State rivers. The Supreme Court’s message is that the Centre should get down to creating a legal and technical framework to implement the Tribunal’s award, as modified by the judgment. This is the strongest affirmation so far of a basin State’s right to its share of water on a regular basis without having to rush to the court for *ad hoc* orders to open the sluices of reservoirs during monsoon-deficit years. It may be possible for either side to cavil at the judgment, questioning the reduction in quantum or the obligation to adhere to specified monthly release targets, but these would be exercises in political partisanship rather than legitimate grievances warranting legal redress. Tamil Nadu, as a State that has seen agrarian distress in its delta districts, ought to be satisfied with any prescribed allocation being met as per a schedule. Karnataka can take heart from the reduction in its mandatory release target and the additional share for Bengaluru. Neither State, in any case, should be aggrieved by the stipulation that equity is at the heart of a water-sharing arrangement.

Resolving an inter-State water dispute is mainly about balancing the competing genuine demands and interests of each State and coming up with a pragmatic sharing arrangement. Rather than looking at the court’s decision from the narrow prism of the quantum of allocation, the parties would do well to see this as the culmination of a fair and scientific adjudicative process. They should pose no further impediment to the smooth implementation of the order and be prepared, for the next 15 years, to share both the bounty and distress caused by nature. By dithering, the Centre has not covered itself in glory throughout this protracted dispute. It took six years to notify the award, and even in the final hearing argued it was not obliged to frame a scheme for implementation. The argument was deservedly rejected. It should comply with the court’s direction and set up the Cauvery Management Board and Water Regulation Committee as part of the scheme. It will be unfortunate if the States and the Centre are reluctant to accept this verdict and refuse to acknowledge its finality. There is ample judicial wisdom in the country to adjudicate complex and emotive inter-State disputes, but the question is whether there are enough conscientious and cooperative parties to make judgments work.

III. SPEAKING

1. STANDARDIZED EXPRESSIONS FOR VARIOUS OCCASIONS

I. Greetings and Conversation Openers: There are a number of greetings we use when meeting people. These greetings depend on whether we are meeting people, leaving people or meeting people for the first time.

- Hello good morning: **(before 12 noon)**
 - Good afternoon: **(12 noon to 6 pm.)**
 - Good evening: **(after 6pm)**
 - Good night: **(when you are saying goodbye in the evening, not when you are saying 'hello'.)**
 - Good morning. Good morning sir. Good morning Hari. Good morning to everybody.
 - Good afternoon. Good evening.
- ✓ How do you do? How are you? Hello Mr. Ramesh. How do you do?
- ✓ I am fine. Thank you. And how are you? I am O.K. Thank you very much.
- ✓ By the way I am Ramesh, a new resident of your colony.
- ✓ That is good. You are most welcome. Wish you a happy stay.
- May I know your good name please?
 - May I have the pleasure of knowing your good name please?
 - May I introduce myself to you?

Sample Dialogues:

- ❖ Hello Radha, may I introduce my cousin Govind to you?
- ❖ Govind, this is my friend Radha.
- ❖ Hello Radha, glad to meet you.
- ❖ Hello Govind, it is a pleasure to meet you. How are you?
- ❖ I am fine. Thank you.

- **Madhan:** Hello, Arjun.
- **Arjun:** Hello, Madhan.
- **Madhan:** Have you met my cousin Ram from Canada?
- **Arjun:** No, I haven't. **(They shake hands)**
- **Ram:** Hello.
- **Arun:** Hello. Pleased to meet you.

- How do you do?
- I am fine. Thank you.
- How are your parents?
- They are fine. Thank you.
- Please convey my enquiries and regards to them.
- Oh sure. Thank you.

- Where is your brother now?
- He is in Chennai.
- What is he doing now?
- He is doing business. He is working in an office.
- Where are your parents now?
- They are in my native village.
- What is your father doing?
- He is an agriculturist.
- What are you doing now?
- I am working in an industry.

Greetings

- ✚ Hello, .../ Hi, ... Good morning/ afternoon/ evening.
- ✚ Good/ Nice to see you again.
- ✚ I'm glad/ happy/ pleased to see you.
- ✚ How are you? - Fine, thanks. And you?
- ✚ How have you been? - Very well. And you?
- ✚ How are things? - Not too bad, thanks.
- ✚ How is your mother? - She's fine.

Saying ' Goodbye'

- Goodbye. See you later.
- Goodnight. See you around.
- I would better be going. My father will wonder where I am.
- I must go now, or I will be late for the function.
- Well, I would better be off. I have a lot of work tomorrow.
- I am afraid I have to leave now. My train leaves at nine.
- I (really) must be going.
- I must be off.
- I'm afraid I've got to go.
- It's getting (very/ rather) late. I'll miss my bus.
- I've got some things to prepare for
- I've got a lot to do this afternoon.
- I want to get away before the traffic gets too bad.
- I've enjoyed talking to you.
- It's been a very useful meeting/ nice afternoon.
- Thanks for everything.
- Thank you for your help.
- Thank you for coming.
- I look forward to our next meeting.
- I look forward to seeing you again.
- I look forward to seeing you when you're next in Chennai.

II. Making requests: making a request for something or some action from other people.

Asking others to do things – making requests

Asking	Saying Yes	Saying No
Can you...?	Yes, sure.	Well, I'm afraid + reason
Could you...? Is it all right if you...? Do you think you could...? Will you...? Would you...?	Yes, of course. Certainly.	Well, the problem is Sorry, but...
Do you mind – ing ...? Would you mind –ing...?	No, not at all Of course not.	

Note : Use 'Would you mind if I ...? Could I possibly ...? Do you think you could ...?' to sound more polite.

Will/Would/Can/Could you please...

Do you mind...?

Do you think you could...?

Do you think it would be possible to...?

Would it be possible for you to...?

Would there be any possibility of...

Would you be kind enough to...?

Would you mind...?

Can/could you... for me, please?

Could you possibly...

I'd appreciate it if you could...

Can/Could I ask you to...?

Examples:

- ❖ **Can you** give me the book?
- ❖ **Could you please** take off your raincoat?
- ❖ **Could you please** take me to the dentist?
- ❖ **Would you mind** opening the window for me, please?
- ❖ **Would you be kind enough to** repair my computer?
- ❖ **Do you think you could** take me to the supermarket?
- ❖ **Could I ask you to** take me home?
- ❖ **Can you** tell me what happened?
- ❖ **Would you** come to my birthday party?
- ❖ **Would it be possible for you to** come here at 8 A.M?

Accepting Requests:

- Sure, I'd be glad to...
- I'd be happy to ...
- Sure. Just a moment.
- No problem.
- Of course
- Certainly.
- All right.

Refusing Requests:

- I'm sorry, I can't.
- I'm sorry, but ...
- I'd loved to, but ...
- Sorry to say that ...
- It sounds great, but ...

III. Saying Thanks - Saying thank you is a simple and often overlooked way to show someone how much they mean to you.

- *Thanks*
- *Many thanks*
- *Thanks a lot*
- *Thank you very much*
- *It's very kind of you*
- *Thank you for everything*
- *I really appreciate your help*
- *I'm so grateful*
- *Thanks a million*
- *Thanks for everything*
- *A million thanks to you*
- *Thanks a ton*
- *How thoughtful of you!*
- *Please accept my deepest thanks*
- *You're too kind*
- *You have my gratitude*
- *You saved my day*
- *You're great*
- *Accept my endless gratitude*
- *All I can say is, Thanks!*
- *I don't know what to say!*
- *I humbly thank you*
- *Please accept my best thanks*
- *I'm grateful for your assistance*

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- *I'm really grateful for your help*
- *It is hard to find words to express my gratitude*
- *I thank you from the bottom of my heart*
- *Words can't describe how thankful I am*
- *My gratitude knows no bounds.*

IV. Expressing Apologies: *To apologize is to tell someone that you are sorry for having done something that has caused him inconvenience or unhappiness:*

Examples:

- **I must apologize** to Rani for my late arrival.
- **I'd like to apologize** for my trouble making.
- Train No. 12661 Podhigai Superfast Express is running late by 15 minutes. **We apologize** for any inconvenience caused.

Here are some expressions you can use to make and respond to apologies

Making apologies:

- ✓ I do apologize for...
- ✓ I must apologize for...
- ✓ I apologize for...
- ✓ I'd like to apologize for...
- ✓ I am so sorry for...
- I shouldn't have...
- It's all my fault.
- I'm ashamed of...
- Please forgive me for...
- Excuse me for ...
- I'm terribly sorry for...
- Pardon me for this...
- Please forgive me for my....
- Please accept my apologies for...

Accepting apologies:

- That's all right.
- Never mind.
- Don't apologize.
- It doesn't matter.

- Don't worry about it.
- Don't mention it.
- That's OK.
- I quite understand.
- Forget about it.
- Don't worry about it.
- No harm done.

V. Offering Opinions: To express your opinions about someone or something

1. Giving Opinions:

- As far as I'm concerned ...
- In my opinion ... In my view ...
- From my point of view ...
- To my mind ...
- Well, I reckon (that) ...
- I (strongly) believe (that) ...
- I (honestly) think (that) ...
- I (really) feel (that) ...
- Personally speaking, I believe ...
- In my opinion/In my humble opinion
- I reckon/suppose
- I know
- If you ask me
- If I were you
- To be honest
- I could be wrong, but
- I'm no expert, but
- Personally

2. Asking Opinions:

- What do you think/reckon?
- Do you see what I'm getting at?
- Do you know/see what I mean?
- Do you agree with me?
- Would you go along with that?
- Would you agree with me that ... ?

- What are your thoughts on that?
- Don't you think (that) ... ?

3. Agreeing:

- I (totally) agree with you / that.
- I couldn't agree more.
- I'd go along with that.
- I feel the same.
- You're absolutely right.
- Absolutely / Definitely / Exactly.
- No doubt about it.
- That's a good point. / I see your point.
- I see where you're coming from.

4. Disagreeing:

- I'm afraid I disagree.
- I don't agree with you / that.
- I'd be inclined to disagree.
- That's not the way I see it.
- I don't think so. / I don't feel the same.

5. Partly agreeing:

- I see your point but ...
- I agree with you to an extent, however, ...
- You make a good point, but ...

VI. Suggestions

The following English phrases and expressions are all used to make suggestions to people.

Making suggestions:

- Let's revise our schedule.
- What about going to a temple today evening?
- How about watching a movie?
- Why don't we do our homework?
- Couldn't we invite your friend to our party?
- Shall we have a walk along the river?
- What would you say to a cup of tea?
- Don't you think it is a good idea to watch TV?
- Does it matter if I use your pen?

Accepting suggestions:

- Ok. Yes, let's.
- Yes, I'd like to.
- Yes, I'd love to.
- What a good idea!
- Why not?
- Yes, with pleasure.
- Yes, I feel like taking a walk.
- That sounds like a good idea.

Refusing suggestions:

- No, let's not.
- No, I'd rather not.
- I don't feel like it.
- I dislike going for a walk.
- What an awful / bad idea!

Things to remember about suggestions:

1. The verb "suggest" can be followed by either:

- **should + verb**
I suggest (that) we **should go** to the theatre.
- **a verb (in the subjunctive form (refers to actions which are possibilities rather than facts))**
I suggest (that) **we go** to the movies.

2. "That" is optional:

- "I suggest **that** we should visit Chennai."
- "I suggest we should visit Chennai."

Example:

Two friends talking about where to go this evening:

Arun: You know Ram, ***why don't we go to the cinema to watch "Zero"?***

Ram: ***No, let's not.*** We've seen the film many times before. ***What about going to the library?*** We have to finish our college project!

Arun: That sounds like a good idea. But when we finish ***let's go to the café.***

Ram: Yes, I'd love to.

2. INTRODUCING YOURSELF, YOUR FRIEND, YOUR FAMILY.

1. Introducing Yourself

Good morning to one and all. I am so happy to introduce myself to you. I

am S. Kala.

I am coming from Pollachi.

I am doing my Diploma Course in Civil Engineering at Govt. Polytechnic College for Women, Coimbatore.

My strength is self-confidence and my weakness is spending too much of time in browsing to know new things.

My short term goal is to secure first class in my diploma study.

My long term goal is to carry out some innovative projects in Civil Engineering.

My hobbies are reading books, playing cricket and watching T.V.

After completing my diploma, I would like to join B.E.

My ambition in life is to become an engineer in a multi-national company.

2. Introduce your friend.

My hearty welcome to all. I am so delighted to introduce my friend Menaka to you. This is my friend Menaka.

She is coming from Saibaba colony.

She is studying with me in the same branch, Civil Engineering.

Her father is Mr. Ravi Chandran, working as a teacher at Govt. school.

Her mother is also a teacher. She is working at a private school.

My friend has no brothers and sisters.

She is good at Chess. I have played with her many times.

She is also fond of reading books. Whenever I have doubt, I ask my friend. She is always helpful to others. She is punctual in attending the classes.

She is a role model to others. I am so proud of my friend. Thank you.

3. Introducing Your Family

I am so pleased to introduce my family members to you.

My beloved father is Mr. K.G. Dhanapal. He is working as a teacher at Govt. Higher Secondary School, Pollachi.

My beloved mother is Mrs. D. Meenakshy. She is a home-maker. She is good at cooking and her hobby is watching T.V. serials.

Palani is my dear brother. He is doing his diploma in Mechanical Engineering at Hindustan Polytechnic College, Coimbatore.

He is an average student but he is good at cricket.

Our family is an ideal family and we maintain friendly relationship with our neighbours and relatives.

Thank you.

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3. QUOTES OF LEADERS/ SCHOLARS/SCIENTISTS

1. Dream is not that you see in sleep, dream is that does not allow you to sleep.
2. Learning gives creativity. Creativity leads to thinking. Thinking provides knowledge. Knowledge makes you great.
3. To succeed in your mission, you must have single-minded devotion to your goal.
- **A.P.J. Abdul Kalam**
4. The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.
- **Helen Keller**
5. Nothing is particularly hard if you divide it into small jobs.
6. Coming together is the beginning, keeping together is progress, working together is success.
- **Henry Ford**
7. What we know is a drop. What we don't know is an ocean.
8. To every action there is always an equal and opposite or contrary reaction. - **Sir Issac Newton**
9. Intelligence plus character - that is the goal of true education
10. Happiness is when what you think, what you say, and what you do are in harmony.
- **Martin Luther king**
11. Be the change that you wish to see in the world.
12. A man is but a product of his thoughts. What he thinks, he becomes.
- **Mahatma Gandhi**
13. If man neglects education, he walks lame to the end of his life. - **Plato**
14. I have not failed. I've just found thousand ways that won't work. - **Thomas Alva Edison**
15. A man who dares to waste one hour of time has not discovered the value of life.
- **Charles Darwin**
16. Anything that makes weak- physically, intellectually and spiritually, reject it as poison.
17. Arise! awake! and stop not till the goal is reached. - **Swami Vivekananda**
18. A man is not poor without a rupee but a man is really poor without a dream and ambition.
19. Success is not final, failure is not fatal: it is the courage to continue that counts.
- **Winston Churchill**
20. Failure comes only when we forget our ideals and objectives and principles.
- **Pandit Jawaharlal Nehru**

4. CONVERSATION:

A conversation can be defined as a talk between two or more people involving exchange of information, ideas, opinions and sharing of experiences. There are formal and informal situations and the decorum and choice of words for both differ. Conversations may take place between any two persons in any place about anything under the sun but mostly they fall into the pattern of enquiries, questions and answers.

A Conversation Between Doctor and Patient :

Patient : Good morning doctor.

Doctor : Good morning. What's your problem?

Patient : I've been suffering from fever for the last days.

Doctor : How is your appetite?

Patient : I couldn't take any food as I used to.

Doctor : Let me take your temperature first. It's 101 degree.

Patient : Anything serious doctor?

Doctor : There is nothing serious. It's a normal seasonal fever only. Take an injection and the tablets I prescribe. You'll be alright in a couple of days.

Patient : Can I go to work doctor?

Doctor : No, take a rest for two days. If the fever persists, a blood test may be required.

Patient : What's your consultation fees doctor?

Doctor : It's hundred rupees.

(For more practice, choose any day-to-day context and make use of the available worksheets)

IV. WRITING

1. THOUGHT FILLERS

Thought Fillers

A thought filler is a word or group of words or expressions used primarily to fill the gap in continuous speech. Some of the fillers have meanings but others don't. In fact, thought fillers simply serve you to assist when you think what to speak next. They are generally used in conversations, public speeches, short stories, web series and novels. They are your best friends and come for your assistance when you are caught up with emotions and struggle for words. They also imply your mood, patience, feelings and emotions but make your speech natural without awkward gaps.

Examples :

1. You know/ you see = showing that something is already understood by the listener You know, I never did anything just for money.
2. You mean = used to clarify or confirm something. You mean, there is no hope for recovering from this loss.
3. I'm afraid = used while foreseeing the danger It's a creative idea but, I'm afraid, the chief guest may feel a little bit hurt.
4. Of course = yes / emphasizing truth in somebody's statement Of course, what he says is correct.
5. By the way / by the bye = used while talking unrelated matters Bye the bye, where is Ramesh whom we left out completely?

1. Well,...
2. So,...
3. You know,... / ..., you see, ...
4. I mean,...
5. You know what I mean,...
6. What I mean is...
7. Do you see what I mean?
8. ... if you see what I mean...
9. Well, what I'm trying to say is...
10. How can I say this,...

11. I've got it on the tip on my tongue,...
12. Now, to get back to what I was saying...
13. Let's see,...
14. Let me think,... / Er, let me see...
15. Give me a second,
16. just a moment
17. How shall I put it?
18. ..., now, what's the word.....?
19. Anyway, the point is...
20. Mind you, I'd also like to say...

21. Oh, that's an interesting question.
22. Actually,
23. You know, I am not an expert in art, but I suppose that...
24. I'm not really sure what I think about that, but...
25. I've got mixed views on the issue of
26. In fact,
27. Well, on the whole I tend to think that...
28. To be honest,
29. The way I see it is that...
30. Oh, that's a difficult question.
31. Well, let me think about it
32. When it comes to me, I believe that...
33. As a matter of fact,
34. The key thing is,
35. Now, let me think how I can put this...
36. I've never thought about it, but I could say that...
37. That really depends on the situation...
38. That...
39. Just...
40. Only...
41. Really...
42. Slightly...
43. Almost...
44. Perhaps...
45. Maybe...
46. Simply...
47. Sort of...
48. Basically
49. Apparently...
50. Somehow

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2. COMPLETING THE INCOMPLETE STORIES

“The Beach Trip”

Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

I had a fun day today. I went to the beach with my family. It was my first time I had gone to the beach in North Carolina.

We woke up early and drove for two hours until we reached the beach. There was a lot of traffic. We finally found a parking spot and walked to the sand. It was pretty outside and the beach was very crowded. There were a lot of kids playing.

My dad set up a big umbrella. I laid my towel out on the sand. My mom helped me put on sunscreen. I didn't want to get sunburned.

I walked down to the water and stuck my toes in. The water was warm. It felt good. I walked back to my family and told my brother to come swimming with me. “I

don't want to,” he said.

“Why not?” I asked.

“I'm afraid of sharks,” he said.

“Summer Camp”

Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

Today was my first day at summer camp! I had a lot of fun. I had to wake up very early. My dad dropped me off at the park and I met my counsellor. Her name was Jamie. There were nine other people in my group.

The first thing that we did was go on a nature hike. The hike was long. We walked through the entire park. I saw two squirrels and a rabbit. I was afraid that I was going to see a snake. It was hot and I got a lot of bug bites.

After the hike, we had arts and crafts. I made a bookmark to take home with me. I coloured it blue and used a lot of glitter.

After arts and crafts, we played my favourite game!

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“The Birthday Party”

Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

Today is my birthday. I am having a big party at my house. I invited everyone in my class. I hope that they all come.

My doorbell is ringing. I answer it. Three of my friends are at the door! The rest of my friends arrive. It is time for the party to begin.

First, we play games. We play pin the tail on the donkey. Jasmine wins. My mom gives her a prize. She is very happy. I am happy that my friends are having fun. We also play tag and musical chairs.

Next, we eat cake. My favourite kind of cake is chocolate with vanilla icing. My mom made a special cake for me. She wrote “Happy Birthday” on it in red icing. Mom lights the candles. My friends sing the birthday song. I make a wish and blow out my candles.

Now it is time to open presents. Jack hands me the first present. I unwrap it and open the box.

“The Fair”

Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

Today is the opening day of the state fair. I am going with my dad. We go together every year. I always have fun at the fair.

We wait until the evening, when it is cooler outside. Then, we get in the car and drive to the fairgrounds. We have to park far away because it is very crowded. We walk for a long time. Then, we finally arrive at the fair!

We are both very hungry. We look for someone selling food. Then, we find someone selling hamburgers. I eat a hamburger and my dad eats a slice of pizza. I want an ice cream cone, too. But, my dad tells me to wait until later.

Next, we go to the petting zoo. I pet a sheep and a goat. I ride a pony around a ring. It is scary at first, but I have a lot of fun.

Now it is time to ride the carnival rides. Which one should I ride first!

“The Snow Day”

Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

My sister woke me up early this morning. She ran into my room before the alarm clock went off.

“Look outside!” she yelled.

I got out of bed and looked out the window. All that I could see was white snow! There was a man shovelling the sidewalk in front of our house.

Mom came into the room. She brought us each a mug of hot chocolate. “No school today!” she said. I was very happy. My sister was happy, too.

Mom left the room to find our snow clothes. She gave me my blue snowsuit. She also gave me a hat and mittens.

“What are you going to do today with no school?” she asked.

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3. How to Prepare a PPT?

What is a PPT?

PPT is a widely-used presentation or slideshow software developed and integrated into Microsoft Office as one of its components along with word and excel. PPT stands for “Microsoft PowerPoint” and it is frequently used in official and educational environments. Before PPT, Overhead Projector was used to project points written on transparent slides but it was so expensive and much time consuming. You will be surprised to know that there are more than 500 million PowerPoint users worldwide and about 300 million presentations are created per day.

The Advantages of Power Point Presentation:

- Useful for teachers for presenting the main ideas in the lesson effectively and attractively.
- Essential one for students for the conduct of seminars and presenting their research articles and projects.
- Much useful for business people and salespersons to take their points home with effective images, graphics and charts of comparison of products and sales.
- one can create slideshows with numerous images accompanied by music and make powerful presentations.
- Not only images, but also tables, shapes, videos, slide transition and animation can be added to the ppt.
- In addition to using it on desktop and laptop, one can simply download and install power point app from Play Store for preparing effective presentations.

The Features in Microsoft PowerPoint 2019:

- text highlighter under home tab to highlight important texts during presentations.
- new zoom effect to see one or all slides at a glance and choose any slide that you want to present

- new insert option to insert 3D models from online sources and align the model to fit your slide
- features to add live or online videos to your slides from sites such as YouTube or Vimeo
- after preparation, you can export and convert your ppt into a high definition video format(HD) to play on large screens.

Steps to Prepare a PowerPoint Presentation:

Steps	What to do?
Step 1	To use your laptop or desktop, download and install Microsoft Office 2019 if it is not already available on your system. To use your Smartphone, download and install Microsoft PowerPoint app.
Step 2	Open PowerPoint and select blank presentation
Step 3	Click New Slide under Home and select the desired lay-out
Step 4	Click Title and type the title you want to add to your presentation
Step 5	To add the next slide, again click new slide and select "title and content" layout
Step 6	To add a picture, table or chart, click insert and select the desired one
Step 7	To add a theme for your slides, click design and select the desired theme to make all your slides impressive
Step 8	To add transition, first select the slide you want to add transition and then click transitions tab to choose the desired transition
Step 9	To insert a web video, locate your desired video in the browser and then copy the URL from the address bar. Come back to your slide and click insert tab ----video ---- online video----- paste it in the online video dialogue box and then click insert.
Step 10	To start your presentation, click the slideshow tab and then click "from the beginning."

4. NON-VERBAL COMMUNICATION

1. What is the definition of nonverbal communication?

Nonverbal Communication has been defined as communication without words. It includes apparent behaviours such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people.

2. What does good eye contact mean?

When you look a person in the eye, you communicate confidence and belief in your point of view. One of the most powerful means of communicating confidence and conviction is sustained, focused eye contact. Sustained, focused eye contact makes you feel more confident and act more assertively.

3. Why is body language important?

It's highly important to have proper body movements and posture while speaking on stage in front of an audience. Body language is very important in all forms of communication. It helps to break the barrier of unfamiliarity and helps to form a better connect with the recipient of information.

4. What are the Types of Nonverbal Communication

Eye contact, Facial expressions, Gestures, Posture and body orientation, Body Language, Space and Distance, Voice, Visual Communication, Touch, Silence, Personal Appearance.

5. What is the difference between verbal and non- verbal communication?

Verbal communication is the use of auditory language to exchange information with other people. It includes sounds, words, or speaking. The tone, volume, and pitch of one's voice can all contribute to effective verbal communication.

Non-verbal communication is communication between people through non- verbal or visual cues. This includes gestures, facial expressions, body movement, timing, touch, and anything else that communicates without speaking.

6. State some negative body language characteristics?

Types of negative body language include:

Avoidance of eye contact, Staring, Crossed arms, Overuse of hands, Looking at watch, Poor posture, Frowning, Sweating.

7. What is the importance of non-verbal communication?

Non-verbal communication is used to show emotions like happiness, anger, sadness, interest, curiosity, hurt, annoyance, anxiety, embarrassment, pleasure, hope, etc. People show these emotions unconsciously most of the times. They express their empathy through non-verbal communication.

8. What is personal distance?

The distance surrounding a person forms a space. The space within intimate distance and personal distance is called personal space. The space within social distance and out of personal distance is called social space.

9. What makes an effective listener?

Effective listening is actively absorbing the information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received.

10. How can I improve my verbal and nonverbal communication skills?

Ways to Improve Your Non-verbal Communication Skills Pay

close attention to what the person says. ...

Maintain comfortable eye contact....

Maintain an open body position....

Sit down, even if the person is standing. ...

Sit alongside and angled toward the person rather than directly opposite them.

Avoid fidgeting.

40001 COMMUNICATION SKILL PRACTICAL

INDEX

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Writing Skill					
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12		Completing an Incomplete Story			
13		Non-Verbal Communication			

LISTENING

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Ex.No.1

Listening to Speeches by Great Speakers

Date

A. "India's Car Industry" by RATAN TATA

Listen to the following audio played to you and take down notes.

Audio Transcript

It's a great pleasure and a great privilege to be here this evening. A little overwhelming, if I may say so. And I'm overwhelmed. Let me just say that on all the years in the varying, varying capacities that I've tried to work in, in India, the most fascinating period of time that I had is in the automotive area.

The automobile business is truly an emotive and tremendously rewarding business. It has more excitement than any other business. I've been involved in. The greatest pleasure I've had is trying to do something that everybody says could not be done. I'll just share perhaps, perhaps a, a moment in time, which I will always cherish. I decided that India could produce its own car. Everybody my friends overseas in the automobile business said that this couldn't be done. We had to go through collaboration to get know how to get technology that we undertake to produce this car. You saw images of it in the video. It was called the IndyCar and we produced it in India, totally of Indian content. As we got close to putting in the market my friends in India somewhat distanced themselves from me, otherwise known as distancing yourself from failure. And when the car came out I suddenly felt that I didn't have a friend in the world and all the warnings that people had given me were probably going to come true.

But the car did come out. It did earn a 20% market share. And we showed that we could do something throughout the time I've been involved in business, there hasn't been anything that has equaled the excitement, the reward and the exhilaration that the car industry has provided and can provide.

It gives, as has been said earlier, an opportunity to test new technologies, new building methods. But above all, it has helped in the transformation of the Indian economy, to mobile economy. And a great deal of what has happened in India's happened right here in Detroit. The world was a great deal to the United States for doing what it did to get the car industry to be taken for granted the rest of the world as it has over the years.

It's a great pleasure to be involved in the industry, and very humbling recognition to receive the award that's been bestowed today. I owe this to my colleagues in the company who have transformed this business and I would like to thank the automotive who put together this award and to say how much I cherish, cherish that being included in the Hall of Fame. Thank you so much.

Ref: <https://youtu.be/m7-tKX7aZXM>

Note Taking

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B. Indian Rafales practise mountain night flying for Ladakh

Listen to the following News passage played to you and take down notes.

News Transcript

India's newly-acquired five Rafale fighters are practising night flying in the mountainous terrain of Himachal Pradesh so that the Golden Arrows squadron with its Meteor beyond visual range air-to-air missile and SCALP air-to-ground stand-off weapon will be ready if the situation deteriorates on the 1,597 km-long Line of Actual Control (LAC) in the Ladakh sector, people familiar with the matter said.

The first batch of Rafale fighters, which landed at the Indian Air Force air base at Ambala on July 29, are "fully operational" with the first 18 platforms to be placed in Ambala and the next 18 fighters to be based in Hasimara air base near the border with Bhutan. India has contracted to purchase 36 jets made by Dassault Aviation, South Block officials said.

Military aviation experts, however, say that Rafales can also be used for training in Ladakh sector as all these fighters are equipped with programmable signal processors (PSP) or the capacity to change signal frequencies in the event of hostilities.

The Rafale jets are armed with Meteor beyond visual range air-to-air missiles, MICA multi-mission air-to-air missiles and Scalp deep-strike cruise missiles — weapons that will allow fighter pilots to attack air and ground targets from standoff ranges and fill a significant capability gap.

Ref: <https://www.hindustantimes.com/india-news/indian-rafales-practise-mountain-night-flying-for-ladakh-in-himachal-pradesh/story-4pQA6tKKXDsgHYLYaKdq1H.html>

A. The Elephant Rope

Listen to the following short story played to you and answer the questions given below.

Story Transcript

As a man was passing the elephants, he suddenly stopped, confused by the fact that these huge creatures were being held by only a small rope tied to their front leg. No chains, no cages. It was obvious that the elephants could, at anytime, break away from their bonds but for some reason, they did not.

He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away. "Well," trainer said, "when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them. As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free."

The man was amazed. These animals could at any time break free from their bonds but because they believed they couldn't, they were stuck right where they were.

Like the elephants, how many of us go through life, hanging onto a belief that we cannot do something, simply because we failed at it once before?

Failure is part of learning; we should never give up the struggle in life.

Questions

1. Give a suitable title to the story

2. Why was the man confused?

3. "... they are they are conditioned to believe they cannot break away."

What does the word "conditioned" mean? Choose the appropriate word from the options given below

- a) ready b) process c) adapt d) accustomed to
-

4. "...The man was amazed".

Give the antonym of the word "amazed" mean? Choose the appropriate word from the options given below

- a) unsurprised b) surprised c) astounded d) stunned
-

5. State the moral of the story

B. Toothpaste Recant

Listen to the following short story played to you and answer the questions given below.

Story Transcript

One night in July at an all-girls summer camp, the campers were gathered around in a circle for their nighttime devotions. The counselor asked if any of the girls wanted to share something that had happened that day that impacted them. One camper raised her hand and said a girl from another camp cabin had said something that hurt her feelings and she was really upset about it.

The camp counselor went to the bathroom to grab a tube of toothpaste. She took the tube and squeezed it just a bit so some toothpaste came out. She then tried to put the toothpaste back in the tube, but it just created a mess. Then she squeezed the tube even more, pushing more toothpaste out and creating even more of a mess, but none of it would go back into the tube.

The counselor then told the campers, "this toothpaste represents the words you speak. Once you say something that you want to take back, it's impossible and it only creates a mess. Think before you speak, and make sure your words are going to good use before you let them out."

Questions

1. Give a suitable title to the story

2. What did the counselor ask the students to narrate?

3. "... She took the tube and squeezed it."

What does the word "squeezed" mean? Choose the appropriate word from the options given below

- a) pinched b) pressed c) opened d) gripped

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4. "...this toothpaste represents the words you speak."

Give the antonym of the word "represents" mean? Choose the appropriate word from the options given below

- a) mean b) show c) imitate d) differ

5. State the moral of the story

A. The medicine of coronavirus

Listen to the following audio played to you and fill in the blanks with appropriate words

Audio Transcript

Neil : Hello. This is 6 Minute English from BBC Learning English. I'm Neil.

Georgina : And I'm Georgina.

Neil: Covid-19 has changed everyday life for people in countries around the world. But coronavirus wasn't the first pandemic to cause mass sickness and disrupt daily life.

Georgina: Between 2002 and 2004 an outbreak of the disease known as SARS or 'severe acute respiratory syndrome' caused hundreds of deaths in southern China before spreading to other parts of the world.

Neil: The virus that caused SARS survived by mutating - changing as it reproduced itself in the bodies of infected people and this caused the virus to create **strains** - slight variations of the original.

Georgina: Covid-19, the disease caused by the strain of the original SARS virus we are experiencing now, has been called SARS 2.

Neil: In this programme, we'll be looking at the origins of Covid-19 and hearing new evidence about the scale of the threat we face from the disease. Now, Georgina, you mentioned that the disease spreading across the world today wasn't the first Covid-19-type disease.

Georgina: That's right. In fact a recent research project in China has identified over 700 different types of coronavirus carried by bats. Some of these virus **strains** are thought to have already crossed over to humans.

Neil: Dr Peter Daszak of New York's *Eco-Health Alliance* thinks that new **strains** of the virus have the potential to cause future pandemics. He spent years in the Chinese countryside looking for the coronaviruses that could jump from bats to humans.

Georgina: Here he is talking to the BBC World Service programme, *Science in Action*...

Dr Peter Daszak: It would have been great to have found the **precursor** to SARS 2, but what would have been even better was to have found it before SARS 2 emerged and raise the **red flag** on it and stop the outbreak. But we didn't do that. What we were looking for were... at the time ... our **hypothesis** was that SARS 1, the original SARS virus which we all thought had disappeared , was still out there in bats - and that was what we were looking for. So we found a lot of SARS 1-related viruses.

Neil: Covid-19 may have been contained if scientists had known more about the disease's **precursor** - that's a situation which existed before something and led to the development of that thing. Here, the **precursor** of Covid-19 was the original SARS 1.

Georgina: Researchers used the idea that the virus have passed to humans from bats as their **hypothesis** - possible explanation for something which has not yet been proved true. Knowing about new **strains** is increasingly important as we find out more about how coronavirus attacks the body's **central nervous system** - the brain and spinal cord, which in some patients can cause **seizures** - sudden, violent attacks of an illness, especially affecting the heart or brain.

Neil: So try to stay safe, wash your hands and remember to join us again soon. Bye for now!

Georgina: Bye!

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Cloze:

It would have been great to have found the _____ to SARS 2, but what would have been even better was to have found it before SARS 2 emerged and raise the _____ on it and stop the outbreak. But we didn't do that. What we were _____ for were... at the time ... our _____ was that SARS 1, the original SARS virus which we all thought had disappeared , was still out there in bats - and that was what we were looking for. So we found a lot of _____ related viruses.

B. Smartphone Glass

Listen to the following audio played to you and fill in the blanks with appropriate words

Audio Transcript

How many times has your heart sunk after dropping your smartphone and worrying if you smashed the glass? There may be an answer to reduce that feeling. The glass used to make the screens on many of the world's smartphones just got tougher. Corning, the company that makes the glass, has just made a stronger version. It is called *Gorilla Glass* and has been used in smartphones for many years. Corning has greatly improved the glass to make it more difficult to scratch, crack or smash. The new product is called *Gorilla Glass Victus*. It can survive drops of up to two metres without any signs of damage. It is also two times more scratch-resistant than other glass.

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Corning spokesperson John Bayne told reporters about the new product. He said: "Dropped phones can result in broken phones, but as we developed better glass, phones survived more drops. However, they also showed more visible scratches, which can impact the usability of a device." He said it was important to develop a new glass that could survive drops from greater heights and be more difficult to scratch. He added: "Instead of...asking our technologists to focus on a single goal (making the glass better for either drop or scratch), we asked them to focus on improving both drop and scratch, and they delivered with *Gorilla Glass Victus*." The glass is set to debut on Samsung products "in the near future".

Cloze:

The glass used to make the _____ on many of the world's smartphones just got tougher. Corning, the _____ that makes the glass, has just made a _____ version. It is called _____ and has been used in smartphones for many years. Corning has greatly improved the glass to make it more difficult to _____, crack or smash. The new product is called *Gorilla Glass Victus*. It can survive drops of up to two metres without any signs of damage.

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READING

Ex.No.4

Reading Tongue Twisters

Date

Read out the following tongue twisters as fast as possible

1. "Surely Sylvia swims!" shrieked Sammy surprised. "Someone should show Sylvia some strokes so she shall not sink."
2. A really leery Larry rolls readily to the road.
3. Rory's lawn rake rarely rakes really right.
4. Lucky rabbits like to cause a ruckus.
5. I looked right at Larry's rally and left in a hurry.
6. Round and round the rugged rocks the ragged rascal ran.
7. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
8. Imagine an imaginary menagerie manager managing an imaginary menagerie.
9. Rory the warrior and Roger the worrier were reared wrongly in a rural brewery.
10. Send toast to ten tense stout saints' ten tall tents.
11. I scream, you scream, We all scream for ice cream.
12. If you notice this notice, you will notice that this notice is not worth noticing.
13. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
14. A big black bug bit a big black dog on his big black nose!
15. Mr. Tongue Twister tried to train his tongue to twist and turn to learn the letter "T".
16. Find a kind mind to wind and bind you with the kind mind like a wind.
17. How many cookies could a good cook cook if a good cook could cook cookies?

18. We should fight for our rights as fight is might.

19. Can you can a can as a canner can can a can?

20. Lesser leather never weathered wetter weather better.

21. You know New York, you need New York, you know you need unique New York

22. I saw a kitten eating chicken in the kitchen

23. If a dog chews shoes, whose shoes does he choose?

24. I thought I thought of thinking of thanking you

25. I wish to wash my Irish wristwatch

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Read the given newspaper passages with proper intonation.

A. Coronavirus: How govt's new app ArogyaSetu works

By Vikash Aiyappa | Updated: Friday, April 3, 2020, 11:22 [IST] New Delhi, Apr 03:

The new ArogyaSetu application launched by the government will help assess and also alert people about the coronavirus patients. The application would alert authorities if people have come in close contact with an infected person.

How it works: The app will detect only fresh cases and will send out alerts to only those who have been nearby the infected person. "The App, called 'AarogyaSetu', joins Digital India for the health and well-being of every Indian. It will enable people to assess themselves the risk of getting infected with coronavirus. It will calculate this based on their interaction with others, using a cutting edge bluetooth technology, algorithms and artificial intelligence," an official statement said.

User friendly: If a person is clinically tested positive with coronavirus infection, the mobile number of the infected person is included in the register maintained by the Health Ministry and will be updated on the app as well. Govt's ArogyaSetu app will alert people about coronavirus patients Once installed in a smartphone through an easy and user-friendly process, the app detects other devices with AarogyaSetu installed that come in the proximity of that phone. The app can then calculate the risk of infection based on sophisticated parameters if any of these contacts are tested positive.

Privacy: The App will help the government take necessary- and timely steps for assessing the risk of spread of COVID-19 infection, and ensuring isolation where required. The government said that privacy is priority for the app users and the personal data collected by the app is encrypted and will stay secure on the phone till it is needed for facilitating medical intervention. Available in 11 languages, the App is ready for pan-India use from day-1 and has highly scalable architecture.

B. Friendship Day 2020: The History And Significance Of This Day

By Prerna Adition August 1, 2020

The arrival of August brings a much-awaited festival that is celebrated across the world on different dates. Yes, we are talking about Friendship Day. In India, the first Sunday of August is observed as the National Friendship Day. This year the date falls on 2 August 2020. The day symbolises the friendly and platonic bond shared by people.

History :

The first-ever Friendship Day was proposed by Paraguay in 1958 and it was observed as International Friendship Day. However, people claim that this observance originated in 1930 from Hallmark Cards by Joyce Hall. It was promoted by the greeting card manufacturing companies and was intended to be observed on 2 August every year. Finally, the United Nations declared 30 July as the International Friendship Day. Since then people celebrate Friendship Day to acknowledge the bond shared with their friends. However, different countries decided their own dates for observing this day. In India, it is celebrated on the first Sunday of August.

Significance Of Friendship Day :

- On Friendship Day 1998, Nane Annan, the wife of UN Secretary-General Kofi Annan named Winnie the Pooh, a fictional teddy bear as the world's brand ambassador of Friendship.
- People on this day, tie friendship bands on their friends' wrists. They also send gifts to each other.
- They also share greeting cards with each other.
- Every year some companies release jingles and songs to celebrate this festival in a memorable way.
- This year due to the coronavirus pandemic, people may not be able to celebrate the day as they used to.

Ex.No.6

Frequently Mispronounced Words

Date

Pronounce the following commonly mispronounced words rightly.

Liabile
Niche
Pizza
Often
Pronunciation
Dengue
Sour
Regime
Data
Video
Transient
Bury
Coupon
Picture
Asthma
Women
Debris
Monk
Mischievous
Receipt
determine
Breakfast
Wednesday
Debut
Zebra

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SPEAKING

Ex.No.7

Making Polite Expressions

Date

Make polite expressions for the contexts provided:

a. Request your teacher for a book.

b. Politely apologize for coming late to the meeting

c. Congratulate your friend on his / her success

d. Offer suggestions to maintain social distancing

e. Thank your neighbour for his / her timely help

14. I have not failed. I've just found thousand ways that won't work.
- **Thomas Alva Edison**
15. A man who dares to waste one hour of time has not discovered the value of life.
- **Charles Darwin**
16. Anything that makes weak- physically, intellectually and spiritually, reject it as poison.
17. Arise! awake! and stop not till the goal is reached. - **Swami Vivekananda**
18. A man is not poor without a rupee but a man is really poor without a dream and ambition.
19. Success is not final, failure is not fatal: it is the courage to continue that counts.
- **Winston Churchill**
20. Failure comes only when we forget our ideals and objectives and principles.
- **Pandit Jawaharlal Nehru**
21. "The first step toward success is taken when you refuse to be a captive of the environment in which you first find yourself."
- **Mark Caine**
22. "When I dare to be powerful - to use my strength in the service of my vision, then it becomes less and less important whether I am afraid."
- **Audre Lorde**
23. "Let us always meet each other with smile, for the smile is the beginning of love."- **Mother Teresa**
24. "Remember that the happiest people are not those getting more, but those giving more
- **H. Jackson Brown, Jr.**
25. "Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma - which is living with the results of other people's thinking."
- **Steve Jobs**

Ex.No.10

Face to face conversation

Date

A. Attempt a face to face conversation with your friend about the addiction to mobile phone by youngsters. (5 exchanges)

You:

Your Friend:

You:

Your Friend: www.binils.com

You:

Your Friend:

You:

Your Friend:

You:

Your Friend:

B. Attempt a face to face conversation with your class teacher about the educational scholarship offered by the government

You:

Your Class teacher:

You:

Your Class teacher:

You: www.binils.com

Your Class teacher:

You:

Your Class teacher:

You:

Your Class teacher:

WRITING

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Date

Fill in the blanks with suitable thought fillers

1. _____ fine, you can borrow my car.
2. _____ I like the yellow dress better!
3. _____, I like the pink bag but I think I'll buy the black one instead.
4. _____, the last Batman movie was **seriously** exciting!
5. _____, roses are really cute!
6. _____ you didn't see me, even though I was **literally** in front of your face.
7. I was going to try the app, but **you see**, I ran out of space on my phone.
8. We stayed at that hotel, **you know**, the one down the street from Times Square.
9. When the elevator went down, I got that weird feeling in my ears, _____ ?
10. _____, he's a great guy, I'm just not sure if he's a good doctor.
11. The duck and the tiger were awesome but scary. _____, the tiger was scary, not the duck.
12. The cave is two thousand _____ twenty thousand years old!
13. I really like that girl, _____ **what I mean?**
14. _____, we're all just humans, and we all make mistakes.
15. _____, I didn't want this tiny house, but it was the only one I could afford.

16. _____, *this is the cheapest, tiniest house ever!*
17. *I was going to eat dinner at home, but _____ I can go eat at a restaurant instead.*
18. *The cake uses two sticks of butter and ten eggs, _____ like that.*
So what are you doing next weekend?
19. _____ *we're going to need to buy supplies for our trip this weekend.*
20. _____, *so let's prepare a list of all the things we'll need.*
21. _____, *that's exactly what he told me too.*
22. I can't tell her name, _____, she may grow angry.
23. _____ What do you want me to do for that?
24. Nobody told me about this marriage, _____ no one even in my own department.
25. _____ as I said, I'm going to talk to the manager to cancel this meeting

Complete the following stories by adding five more lines each and give suitable titles to them

A. “Senthil, it’s time for you to get up!” my mom called as she pounded on my bedroom door. I looked at the clock on my dresser. It was six in the morning, and I was very lazy. I stayed up late writing an assignment last night and I did not go to sleep until midnight. “Okay Mom, I’ll be out in a minute,” I said. I got out of my bed and took a quick shower. I got dressed and packed my books into my backpack. “Senthil, you are going to be late!” Mom yelled up the stairs. “I’m coming!” I yelled back. I hurried down the stairs. Mom handed me a banana and a bagged lunch as I walked out the door.

As I was walking to the bus stop, I spotted a green piece of paper ahead of me on the sidewalk. When I reached it, I picked it up and realized that it was Rs 500/- ! I looked around to see if any of my neighbors were outside. There was no one in sight. I stuck the rupee into my back pocket and ran to the bus stop. I got there just as the bus was arriving. I got on the bus and sat in the second-to-last seat with my friend Vetri. “Hey, Vetri. What’s up?” I said. “Oh, nothing.” Vetri said sadly. “What’s wrong?” I asked. “My mom gave me Rs. 500 /- to buy the cricket bat I wanted” he said. “So...that’s great!” I exclaimed. “Yeah, but I think I lost it. I can’t find it anywhere.” He replied.

B. Rahul was alone at home. Suddenly the phone rang. He hesitated for a moment but then picked up the receiver. Though he said 'Hello', there was no response from the other side. He repeated 'Hello' but still no one replied from the other end. The phone rang again but this time somebody asked if his father was at home. When Rahul asked who was calling, the caller refused to identify himself and kept on asking his parents' whereabouts. When Rahul refused to answer, the line was disconnected.

After some time, the door bell rang. As Rahul peeped through the key hole, he found a tall man with a beard outside the door. Rahul got scared and quickly ran towards the phone and called up his father's friend who lived in their colony and told him about the incident.

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1. What is the definition of nonverbal communication?

Nonverbal Communication has been defined as communication without words. It includes apparent behaviours such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people.

2. What does good eye contact mean?

When you look a person in the eye, you communicate confidence and belief in your point of view. One of the most powerful means of communicating confidence and conviction is sustained, focused eye contact. Sustained, focused eye contact makes you feel more confident and act more assertively.

3. Why is body language important?

It's highly important to have proper body movements and posture while speaking on stage in front of an audience. Body language is very important in all forms of communication. It helps to break the barrier of unfamiliarity and helps to form a better connect with the recipient of information.

4. What are the Types of Nonverbal Communication

Eye contact, Facial expressions, Gestures, Posture and body orientation, Body Language, Space and Distance, Voice, Visual Communication, Touch, Silence, Personal Appearance.

5. What is the difference between verbal and non- verbal communication?

Verbal communication is the use of auditory language to exchange information with other people. It includes sounds, words, or speaking. The tone, volume, and pitch of one's voice can all contribute to effective verbal communication.

Non-verbal communication is communication between people through non-verbal or visual cues. This includes gestures, facial expressions, body movement, timing, touch, and anything else that communicates without speaking.

6. State some negative body language characteristics?

Avoidance of eye contact, Staring, Crossed arms, Overuse of hands, Looking at watch, Poor posture, Frowning, Sweating

7. What is the importance of non-verbal communication?

Non-verbal communication is used to show emotions like happiness, anger, sadness, interest, curiosity, hurt, annoyance, anxiety, embarrassment, pleasure, hope, etc. People show these emotions unconsciously most of the times. They express their empathy through non-verbal communication.

8. What is personal distance?

The distance surrounding a person forms a space. The space within intimate distance and personal distance is called personal space. The space within social distance and out of personal distance is called social space.

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9. What makes an effective listener?

Effective listening is actively absorbing the information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received.

10. How can I improve my verbal and nonverbal communication skills?

Ways to Improve Your Non-verbal Communication Skills -

- Pay close attention to what the person says. ...
- Maintain comfortable eye contact. ...
- Maintain an open body position. ...
- Sit down, even if the person is standing. ...
- Sit alongside and angled toward the person rather than directly opposite them.
- Avoid fidgeting.



GLOSSARY

GARMENT TECHNOLOGY TECHNICAL WORDS

S. No.	ENGLISH WORDS	TAMIL MEANING
1.	FIBRE	இழை
2.	YARN	நூலிழை
3.	FABRIC	துணி
4.	WEAVING	நெசவு
5.	KNITTING	பின்னல்
6.	TEXTURE	அமைப்பு
7.	SELVEDGE	துணிக்கரை
8.	WARP	தொகுப்பை
9.	WEFT	ஊடு
10.	BIAS	ஒருபக்கம் சாய்தல்
11.	SYNTHETIC	செயற்கை
12.	DESIZING	கஞ்சி நீக்கம்
13.	WORSTED	ஒருவித கம்பளி நூல்
14.	YARN CRIMP	நூல் நெளி
15.	CALENDERING	மினுக்கூட்டுதல்

S. No.	ENGLISH WORDS	TAMIL MEANING
16.	SPINNING	நூற்பு
17.	CELLULOSE	மரநார்
18.	DEGUMMING	பசை நீக்கம்
19.	WEIGHING	எடையுள்ள
20.	PERMEABILITY	ஊடுருவு திறன்
21.	DEGRADATION	இழிந்த பொருள்
22.	SILHOUETTE	நிழல்
23.	TENSILE	இழுவிசை
24.	EMBELLISHMENTS	அழகுபடுத்தல்
25.	CONTOUR LINE	விளிம்பு வரி
26.	CROCHET	கொக்கிப்பின்னல்
27.	TINT	நிறம்
28.	BODICE	ரவிக்கை
29.	VISCOSE	பாகு நிலையில் இருக்கும் மரக் கூழ்
30.	EMPHASIS	வலியுறுத்தல்
31.	YARN BRAIDING	நூல் பின்னுதல்
32.	DRAFTING	திட்டக்குறிப்புக்கான
33.	HUE	வண்ணச்சாயல்
34.	SEAM	தையல் தழும்பு

S. No.	ENGLISH WORDS	TAMIL MEANING
35.	NOTCH	ஒரு காடி வெட்டு
36.	LINGERIE	உள்ளாடை
37.	LEISURE WEAR	ஓய்வு உடைகள்
38.	TENACITY	விடாப்பிடி
39.	COSTUME	ஆடை
40.	ATTIRE	உடுத்து
41.	JACQUARD	சித்திர நெசவு
42.	FILAMENT YARN	கம்பியிழை நூல்
43.	GAUZE	மென்மையான துணி வகை
44.	SKEIN	நூற்கண்டு
45.	STRAND	நூல் இழை

ICE TECHNICAL WORDS

S. No.	ENGLISH WORDS	TAMIL MEANING
1.	BOILER	கொதிகலன்
2.	TURBINE	விசையாழி
3.	GENERATOR	மின்இயக்கி
4.	CONDENSER	மின்தேக்கி
5.	PRESSURE	அழுத்தம்
6.	FLOW	ஓட்டம்
7.	ATTERNATOR	மின்னியக்கி
8.	SOLAR	சூரியசக்தி
9.	INSTRUMENTATION	கருவியியல்
10.	SOLENOIDES	வரிச்சுருள்கள்
11.	REGULATORS	சீரியக்கிகள்
12.	TRANSMITTER	பரப்பி
13.	REMOTE DEVICE	தொலைஇயக்கி
14.	AUTOMATIC	தானியங்கி
15.	TRANSFER FUNCTION	பரிமாற்ற செயல்பாடு
16.	ANALOG	தொடர்முறை
17.	DIGITAL	இலக்கமுறை

S. No.	ENGLISH WORDS	TAMIL MEANING
18.	SYSTEM	அமைப்பு (அ) முறை
19.	OPEN LOOP CONTROL	திறந்த விளைய கட்டுப்பாடு
20.	ALGORITHM	வழிமுறை
21.	MECHANISM	இயந்திரநுட்பம்
22.	CLOSED LOOP SYSTEM	மூடிய விளைய அமைப்பு
23.	CONTROLLER	கட்டுப்படுத்தி
24.	OSCILLATOR	அலையியற்றி
25.	CONTROL VALUE	கட்டுப்படுத்தும் தடுக்கிதழ்
26.	MEMORY	நினைவகம்
27.	ARCHITECTURE	கட்டமைப்பு
28.	ADDRESS BUS	முகவரிப்பாதை
29.	ENCODER	குறியீடாக்கி
30.	DECODER	குறியீடு மாற்றி / குறிவிளக்கி
31.	FLIP FLOP	இருநிலை மாறி
32.	INTEGRATOR	தொகைப்பான்
33.	DIFFERENTIATOR	வகையிடுவமைவு
34.	MOTOR	விசைப்பொறி
35.	SEVEN SEGMENT DISPLAY	ஏழு துண்டுக்காட்சி
36.	LIQUID CRYSTAL DISPLAY	நீர்மப் படிகக் காட்சி

S. No.	ENGLISH WORDS	TAMIL MEANING
37.	LIGHT EMITTING DIODE	ஒளி உமிழ்வு இருமுனையம்
38.	BREAD BOARD	சோதனைப் பலகை
39.	THYRISTOR	வளிம மும்முனையத் திரிதடையம்
40.	TRIGGER CIRCUIT	தொடக்கு மின்சுற்று
41.	ENERGY BAND	ஆற்றல் பட்டை
42.	INVERTER	மாறு திசையாக்கி / தலை கீழாக்கி
43.	FABRICATION	கட்டுருவாக்கம்
44.	DISTILLATION	வடித்தல்
45.	HEAT EXCHANGES	வெப்பபரிமாற்றி
46.	DIODE	இடுமுனையம்
47.	TRANSISTOR	திரிதடையம்
48.	NETWORK	வலையமைப்பு
49.	RESONANCE	ஒத்திசைவு
50.	BANDWITH	பட்டை அகலம் / கற்றை அகலம்
51.	FREQUENCY	அதிர்வெண்
52.	RECTIFIER	நேர்படுத்தி / திடுத்தி
53.	TRANSFORMER	மின்மாற்றி

S. No.	ENGLISH WORDS	TAMIL MEANING
54.	INTEGRATED CIRCUIT	தொகுப்புச்சுற்று / ஒருங்கிணைந்த சுற்று
55.	OSCILLOSCOPE	அலைக்காட்சி / அலைகாப்பு
56.	CHARACTERISTICS	தனிச்சிறப்பு
57.	AMPLIFIER	ஒலிபெருக்கி
58.	FITTER	வடிப்பான்
59.	FUNCTION GENERATOR	சார்பு ஆக்கி
60.	THEOREMS	தேற்றம்
61.	INDUCTOR	மின்தூண்டி
62.	SPECTROPHOTOMETER	நிறமாலை ஒளிமானி
63.	DENSITY	அடர்த்தி
64.	VISCOSITY	பாகுமை

CIVIL ENGINEERING TECHNICAL WORDS

S. No.	ENGLISH WORDS	TAMIL MEANING
1.	Hydraulics	நீரியல்
2.	Hydrostatics	நீர் நிலையியல்
3.	Hydrodynamics	நீர் செயலியல்
4.	Hydro kinematics	நீர் இயக்கவியல்
5.	Fluid	பாய்மம்
6.	Specific volume	நிகர் கன அளவு
7.	Relative density	ஒப்படர்த்தி
8.	Cohesion	சக ஈர்ப்பு
9.	Adhesion	பிற ஒட்டுமை
10.	Surface tension	பரப்பு இழுப்பு
11.	Capillarity	நுண்புழைமை
12.	Viscosity	பாகியல்
13.	Static	நிலைத்த
14.	Sluice	மதகு
15.	Conduit	குழாய்
16.	Friction	உராய்வு
17.	Spillways	வழிகால்கள்

S. No.	ENGLISH WORDS	TAMIL MEANING
18.	Absorption	உறிஞ்சுதல்
19.	Percolation	ஊடுருவுதல்
20.	Aqwer	நீர்புகு படிவுகள்
21.	Aquicludes	நீர்புகா படிவுகள்
22.	Aquifuge	நீரில்லாப் படிவுகள்
23.	Reciprocating	ஈரியக்க
24.	Rotary	சுழலியக்க
25.	Casing	கவச உறை
26.	Centrifugal	மையவிலக்கு

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Electronics and Communication Engineering Technical Words

S. No.	ENGLISH WORDS	TAMIL MEANING
1.	Potential	மின்னழுத்தம்
2.	Calibration	அளவீடு
3.	Doping	மாசு ஊட்டல்
4.	Threshold	தொடக்கநிலை
5.	Eddy current	சுழிப்பு மின்னோட்டம்
6.	Semiconductor	குறை கடத்திகள்
7.	Conductor	கடத்திகள்
8.	Insulator	மின்காப்பி
9.	Impedance	மின்தடுப்பு
10.	Resistor	மின்தடை
11.	Capacitor	மின்தேக்கி
12.	Inductor	மின்தூண்டி
13.	Chopper	இடைநிலை பிளவுபடுத்தி
14.	Triggering	தொடக்கல்
15.	Relay	நிலைஉணர்த்தி
16.	Propagation	பரவுதல்
17.	Transformer	மின்மாற்றி

S. No.	ENGLISH WORDS	TAMIL MEANING
18.	Modulation	அலைக்குறிப்பேற்றம்
19.	Amplifier	ஒலிபெருக்கி
20.	Logic gates	ஏரணவாயில்
21.	Etching	உருப்பொறித்தல்
22.	Electrodes	மின்முனை
23.	Electrocardiogram	இதயத்துடிப்பலைப் பதிவு
24.	Integrated circuits	ஒருங்கிணைந்த சுற்றுகள்
25.	Encoder	குறியீடாக்கி
26.	Decoder	குறிமுறைநீக்கி
27.	Oscillators	அலைஇயற்றி
28.	Frequency	அதிர்வெண்
29.	Radiation	கதிர்வீச்சு
30.	Synchronization	ஒத்திசைவு
31.	Electron beam	மின்னணுக்கற்றை
32.	Generators	மின்னாக்கி
33.	Motor	மின்.....
34.	Back electromotive force	எதிர் மின்னியக்கு விசை
35.	Monochrome	ஒற்றை அலையுடைய
36.	Harmonica	ஒத்திசைகள்

S. No.	ENGLISH WORDS	TAMIL MEANING
37.	Processor	செயலகம்
38.	Polarisation	ஒளிமுனைவாக்கல்
39.	Bandwidth	ஒலிக்கற்றை அகலம்
40.	Inverter	அலைமின்மாற்றி
41.	Antenna	அலைவாக்கி
42.	Satellite	செயற்கைகோள்
43.	Radar	மின்காந்த இலை கருவி
44.	Converter	நேர்மின்மாற்றி
45.	Diode	இருமுளையம்
46.	Sensor	உணர்வி
47.	Rectifier	நேர்ப்படுத்தி
48.	Electromagnetic waves	மின்காந்த அலைகள்
49.	Magnetic field	காந்தப்புலம்
50.	Electrolyte	மின்பகுளி

MECHANICAL ENGINEERING TECHNICAL WORDS

S. No.	ENGLISH WORDS	TAMIL MEANING
1.	Composite	கலப்பு
2.	Elasticity	நெகிழ்ச்சி
3.	Masticity	உருமாறும்
4.	Viscosity	பாகுத்தன்மை
5.	Temperature	வெப்பநிலை
6.	Thermometer	வெப்பமானி
7.	Friction	உராய்வு
8.	Orifice	திறப்பு
9.	Machine	இயந்திரம்
10.	Density	அடர்த்தி
11.	Vibration	அதிர்வு
12.	Conventional	வழக்கமான
13.	Resources	வளங்கள்
14.	Metals	உலோகங்கள்
15.	Engine	இயந்திரம்
16.	Production	தயாரிப்பு
17.	Combustion	எரிப்பு
18.	Fuel	எரிபொருள்
19.	Alternative	மாற்று
20.	Engineering	பொறியியல்

S. No.	ENGLISH WORDS	TAMIL MEANING
21.	Mechanical	இயந்திரவியல்
22.	Department	துறை
23.	Strength	வலிமை
24.	Fluid	திரவம்
25.	Mechanism	பொறிமுறையை
26.	Mechanics	இயக்கவியல்
27.	Manufacturing	உற்பத்தி
28.	Thermal	வெப்ப
29.	Thermodynamics	வெப்பவியக்கவியல்
30.	Renewable	புதுப்பிக்கத்தக்க
31.	Design	வடிவமைப்பு
32.	Tool	கருவி
33.	Industrial	தொழில்துறை
34.	Process	செயல்முறை
35.	Automation	தானியங்கல்
36.	Force	விசை
37.	Pressure	அழுத்தம்
38.	Load	சுமை
39.	Tensile	இழுவிசை
40.	Brittle	உடையக்கூடிய
41.	Hardness	கடினத்தன்மை

COMPUTER ENGINEERING TECHNICAL WORDS

S. No.	ENGLISH WORDS	TAMIL MEANING
1.	Algorithm	நெறிமுறை
2.	Anti-virus	நச்சுநிரற்கொல்லி / நச்சுநிரல் எதிர்ப்பான்
3.	Application software	பயன்பாட்டு மென்பொருள்
4.	Artificial intelligence	செயற்கை நுண்ணறிவு
5.	Batch processing	தொகுதி செயலாக்கம்
6.	Browser	உலாவி
7.	CD player	இருவட்டு இயக்கி
8.	Central processing unit (CPU)	மையச்செயலகம்
9.	Cloud computing	முகிலக்கணிப்பு
10.	Compiler	தொகுப்பி
11.	Computer network	கணினி வலையமைப்பு
12.	Computer resources	கணினி வளங்கள்
13.	Cookie	நினைவி
14.	Cyber	மின்வெளி
15.	Database	தரவுத்தளம்
16.	Desktop	முகத்திரை
17.	Domain Name System	கொற்ற பெயர்க் கட்டகம்
18.	Download	பதிவிறக்கம்
19.	Firewall	தீயரண்
20.	Internet	இணையம்
21.	Memory unit	நினைவகப் பகுதி
22.	Operating system	இயங்குக் கட்டகம்
23.	Processor	செயலி
24.	World Wide Web (WWW)	வைய விரிவு வலை
25.	Website	இணையத்தளம்