

SATHYABAMA UNIVERSITY
FACULTY OF SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH
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ENGLISH FOR SCIENCE & TECHNOLOGY-SHS1101

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UNIT IV

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LISTENING AND CLASSIFYING INFORMATION

Listening is a significant part of communication process. Communication cannot take place until and unless a message is heard and retained thoroughly and positively by the receivers/listeners. Listening is a dynamic process. Listening means attentiveness and interest perceptible in the posture as well as expressions. Listening implies decoding (i.e., translating the symbols into meaning) and interpreting the messages correctly in communication process.

Listening differs from hearing in sense that:

- Hearing implies just perceiving the sounds while listening means listening with understanding whatever you are listening. Both the body as well as mind is involved in listening process.
- Listening is an active process while hearing is a passive activity.
- Hearing is an effortless activity while listening is an act requiring conscious efforts, concentration and interest. Listening involves both physical and psychological efforts.



Effective listening requires both deliberate efforts and a keen mind. Effective listeners appreciate flow of new ideas and information. Organizations that follow the principles of effective listening are always informed timely, updated with the changes and implementations, and are always out of crisis situation. Effective listening promotes organizational relationships, encourages product delivery and innovation, as well as helps organization to deal with the diversity in employees and customers it serves.

To improve your communication skills, you must learn to listen effectively. Effective listening gives you an advantage and makes you more impressive when you speak. It also boosts your performance.

Effective Listening Skills

1. Discover your interests' field.
2. Grasp and understand the matter/content.
3. Remain calm. Do not lose your temper. Anger hampers and inhibits communication. Angry people jam their minds to the words of others.

4. Be open to accept new ideas and information.
5. Jot down and take a note of important points.
6. Work upon listening. Analyze and evaluate the speech in spare time.
7. Rephrase and summarize the speaker's ideas.
8. Keep on asking questions. This demonstrates that how well you understand the speaker's ideas and also that you are listening.
9. Avoid distractions.



10. "Step into the shoes of others", i.e., put yourself in the position of the speaker and observe things from his view point. This will help creating an atmosphere of mutual understanding and improve the exchange of ideas in communication process.

Characteristics of Good and Effective Listener

Good and effective listener tries to give maximum amount of thought to the speaker's ideas being communicated, leaving a minimum amount of time for mental exercises to go off track.

A good listener:

1. **Is attentive-** Good listener must pay attention to the key points. He should be alert. He should avoid any kind of distraction.
2. **Do not assume-** Good listener does not ignore the information he considers is unnecessary. He should always summarize the speaker's ideas so that there is no misunderstanding of thoughts of speakers. He avoids premature judgements about the speakers message.
3. **Listen for feelings and facts-** Good listener deliberately listens for the feelings of the speaker. He concentrates totally on the facts. He evaluates the facts objectively. His listening is sympathetic, active and alert. He keenly observes the gestures, facial expression and body language of the speaker. In short, a good listener should be projective (i.e. one who tries to understand the views of the speaker) and empathic (i.e. one who concentrates not only on the surface meaning of the message but tries to probe the feelings and emotions of the speaker).

4. **Concentrate on the other speakers kindly and generously-** A good listener makes deliberate efforts to give a chance to other speakers also to express their thoughts and views. He tries to learn from every speaker. He evaluates the speaker's ideas in spare time. He focuses on the content of the speaker's message and not on the speaker's personality and looks.
5. **Opportunizes-** A good listener tries to take benefit from the opportunities arising. He asks "What's in it for me?"

To conclude, effective listening enhances the communication quality. It makes all attentive. It encourages optimistic attitude, healthy relations and more participation. It leads to better decision- making in an organization. Effective listening is directly related to our ability to do team work. It must be noted that "We listen at about an efficiency rate of 25 percent maximum, and we remember only about 50 percent of what is delivered during a ten minute speech/lecture/communication."



Every good conversation starts with good listening.

1. **Watch the audio clip and classify the information in a tree diagram**

<https://www.youtube.com/watch?v=BDckapx5hTM>

2. **Listen to the audio and classify the information in appropriate format.(note making)**

<https://www.youtube.com/watch?v=m8U76Bm8kDY>

GROUP DISCUSSION

Group discussion is generally recognized as GD. GD has become an essential part of many competitive and placement exams. It gives the insight of a person on many levels, like, speaking skills, confidence, team spirit, leadership qualities, knowledge, art of conversation and understanding and handling a situation.



Factors Affecting Group Discussion

- Size of the group
- Cliques Within a Group: A clique consists of a few of the group members who become separate group within the larger group.
- Personal Goals of Members: People join groups to achieve some kind of common goal. This goal may be to make a joint decision, to solve a mutual problem, or to share information.
- Physical Environment: Groups should meet in a suitable environment considering temperature, noise, and visual distractions.
- Seating Arrangement: Proxemics should be considered when setting up a group discussion.
- Time for Discussion: Avoid setting group discussions just before lunch or at the end of a busy day.

Guidelines to participate actively in a Group Discussion.

1. Body language: The way of sitting, makes a huge difference. Ya, seriously! Sit straight, never cross your legs or hands and keep your facial expressions calm.
2. Write: You can take a paper and a pen in a group discussion. So make sure you are taking one. It will help you to jot down your ideas as well as the ones given by others.
3. Speak up first: Want some brownie points? Try to be the initiator of the discussion. And if not the initiator, be among the first three speakers (in a group of 8 to 10).
4. Look at the people and not the judges: Always remember in a discussion you are addressing the people of the group and not the panel of judges. So while speaking always look at the members of the group.

5. It's a discussion and not a debate: Many people forget that a group discussion should involve both, the negative and the positive points. You don't have to take sides, rather you should discuss the over all subject. In fact an impressive speaker is the one who discusses both the sides of the coin.



6. Mind your tone: Your tone also defines you a lot. Make sure that neither you are too loud nor too soft while speaking. You should be authoritative while speaking, neither dominating nor yielding.

7. Let others speak: Maybe you know everything about your topic but it's your duty to give chance to others to speak. Also never interrupt anyone while they are presenting their point. Let them

finish and then start with your points and ideas.

8. No no to negative words: Never use negative words like, "I disagree", "This is not right in my view", etc., in the discussion. Always remember it's a discussion, and negative words create a negative impact of your personality.

9. Support, involve and appreciate people: Support and involve others with words like, "my worthy opponent", "as my friend said", "I would like to add my view to John's point", etc. Using the names of people and supporting their points, creates a positive impact and shows that you are attentive and have team spirit.

10. Conclude: Always conclude the group discussion with the significant points in both, favor and against the topic. Try to make it 4 points for each. Also mention and appreciate the people while mentioning their points in the conclusion. This gives you an edge and presents you as a confident leader who always gives the deserved credit to the worthy ones.

Group Discussion may be based on two kinds of topics:-

Types of GD topics

Factual:

These topics require familiarity with facts/information on static/dynamic components of the environment.



Factual Generic - These topics require a basic level of awareness w.r.t the various segments of the environment. They test you more on interpersonal skills and behavior, rather than discrete sectorial information. Examples:-

- Cricket and India.
- Issues of managing diversity in a country like India.
- Honesty is the best policy.
- Living in a joint family is better.
- Guessing is an act of intelligence.

Factual Specific - These topics assess you on specific challenges in gathering and analyzing information on select areas. A thorough understanding of current affairs can ensure a high comfort level in handling such topics. Examples:-

- WTO and its impact on the Indian Economy.
- The Jasmine revolution and implications for the Arab world.
- GAAR
- The Euro crisis: issues and challenges.
- Coalgate

Abstract:

Such topics are based on your perception. The way you look at the topic decides your subsequent participation and performance. The challenge here is to put forth multiple implications of the topic and then evoke a discussion on some of them. Idea generation and ability to add a tangible angle to an otherwise abstract topic are the hallmarks of success here.

Examples:-

- Pigs can fly.
- And the clock struck 13!
- Pink pyjamas over the Red Fort.
- Red is red, blue is blue and never the two shall meet.
- Black

What are the ways of handling factual GD topics?

Factual Topics:

The first step towards approaching factual topics is to look at the topic from various perspectives. Try to get the reasons and causes behind the topic or issue. This would help in reaching and covering more areas about the Topic. It is highly recommended that one should

not take a pre-mediated stand before the start of the topic, as it may restrict one to contribute new ideas to the topic and also the discussion becomes more of a debate.

Factual Topics can further be classified into the following categories.

<i>Current Affairs</i>	<i>Economic</i>	<i>Education</i>
<i>Environment</i>	<i>IT</i>	<i>Management</i>
<i>Political</i>	<i>Social</i>	<i>Sports</i>

Successful Group Discussion

- **Having a clear objective:** The participants need to know the purpose of group discussion so that they can concentrate during the discussion and contribute to achieving the group goal. An effective GD typically begins with a purpose stated by the initiator.
- **Motivated Interaction:** When there is a good level of motivation among the members, they learn to subordinate the personal interests to the group interest and the discussions are more fruitful.
- **Logical Presentation:** Participants decide how they will organize the presentation of individual views, how an exchange of the views will take place, and how they will reach a group consensus. If the mode of interaction is not decided, few of the members in the group may dominate the discussion and thus will make the entire process meaningless.
- **Cordial Atmosphere:** Development of a cooperative, friendly, and cordial atmosphere avoid the confrontation between the group members.
- **Effective Communication skills:** The success of a GD depends on an effective use of communication techniques. Like any other oral communication, clear pronunciation, simple language, right pitch are the pre-requisites of a GD. Non-verbal communication has to be paid attention to since means like body language convey a lot in any communication.
- **Participation by all candidates:** When all the members participate, the GD becomes effective. Members need to encourage each other in the GD.
- **Leadership Skills:** Qualities like initiation, logical presentation, encouraging all the group members to participate, summarizing the discussion reflect the leadership qualities.

Preparing To Participate In A Group

Choose A Topic: The first step in making a discussion a success is to choose a suitable topic. A topic for group discussion should be interesting, significant, and manageable.

Decide What Type of Question to Discuss: After an interesting, significant, and manageable topic has been chosen, it should be worded in the form of a question.

Word the Question Carefully: As soon as a question is chosen, someone needs to narrow it down by wording it in clear, concise, and unbiased language.

Prepare an Outline: A discussion outline is a necessary guidance to keep the group moving toward its goal.

Research A Topic: All members of a group should prepare for discussion by doing research on the topic.

Leading A Group

In most groups, certain members exercise greater degrees of influence than do others. Such influence is referred to as group leadership. Each group possesses a personality, this is called syntality.

Different Forms of Leadership

In some discussion groups, all the leadership tasks are handled by a single group member. This is called being the appointed leader. Usually the appointed leader is a very busy person. Some discussion experts suggest dividing the functions of the leader among several, or even among all of the group leaders. One may begin the discussion, another may keep participation balanced and the discussion moving toward its goal. A third party may tone down arguments that arise. Another may watch the time limit and conclude the discussion. There is another form of leadership where some group members handle each function of leadership as the need for it arises during the discussion. Their leadership duties aren't necessarily appointed. This is called emergent leadership.

Leadership Roles

A discussion has three (3) basic parts. A beginning, a middle, and an end. Whenever any group member fulfills one of the functions of beginning the discussion, regulating communication, or concluding it, he or she will be acting as a leader at that particular moment.

Beginning the Discussion: The introduction of group members to each other and to the audience, if the discussion is public, is of primary concern at the beginning of the discussion. Effective leadership and group cohesiveness depend on members being acquainted with each other. After introductions, the next thing to do is to begin the group discussion by introducing the discussion topic. The topic should be worded, and the question should be repeated to the group to prevent uncertainty.

Regulating Communication: Keeping participation balanced during discussion is another leadership task. In any group some members are going to talk more than others. The leader must make sure no one "monopolizes" the discussion. A leader must also be prepared to step in when two or more members begin to argue. Arguments stop progress. Leaders are also expected to keep the discussion on track. This can be done by inserting brief summaries for the group after they finish discussing each major part of the outline.

Concluding the Discussion: There are two major concluding functions of leadership. First, when leaders feel the group has adequately covered the discussion question or a preset time limit has almost been reached, leaders should summarize the major ideas and outcomes of the discussion. At the same time they must be careful not to overload the summary with their own ideas. Second, leaders should save enough time for group members to disagree with the summary or to insert a minority opinion if they wish.

Handling Conflict in Groups

Ideally groups make decisions by members' sharing ideas through calm and reasoned communication. When conflict arises in groups, success in handling it depends largely on how well you can apply several communication skills. Below lists what to do when conflict arises:

- Identify the Opposition or the Opposing points of view.
- Explain the Warrants of Your Position
- Respect Your Opponents' Interests
- Work for a Reasonable Solution
- Maintain Dialogue

Outcomes of Discussion

In a decision making group, a problem is solved or a decision reached. A group can do all of this in one of the following ways. All of the members can agree on a solution or decision called a consensus. A decision can be reached when the members agree to compromise. A majority vote is the third way of reaching a decision. The solution or decision favored by over half of the members becomes the solution or decision for the entire group.

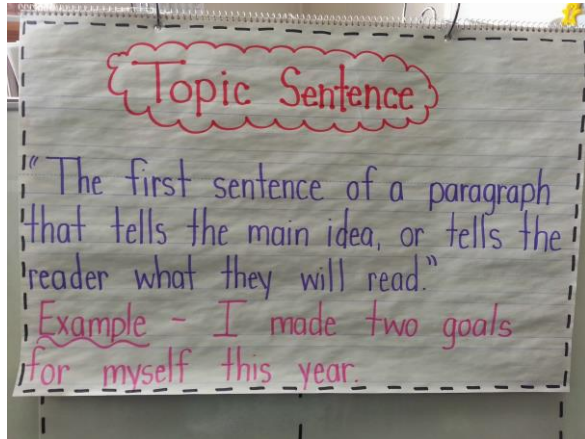
Listen to the audio on GD

<https://www.youtube.com/watch?v=JmhQ3QmPqhM>

IDENTIFYING THE TOPIC SENTENCE

The following definitions give a clear picture about what a topic sentence is.

- Every paragraph should comprise a *topic sentence* that identifies the main idea of the paragraph.
- A well-ordered paragraph supports or develops a single controlling idea, which is expressed in a sentence called the *topic sentence*.
- A *topic sentence* is a sentence that captures the meaning of the entire paragraph or group of sentences.



The First sentence is the Topic sentence in the following paragraph.

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

Read the Paragraphs and write a topic sentence that communicates the main idea.

a) The history of science shows that, to understand the chemistry and physics of materials, researchers generally have begun by studying large and complex structures and then later investigated smaller fundamental building blocks of these structures. However, *scanning probe microscopes*, which permit observation of individual atoms and molecules, make it possible to manipulate and move atoms and molecules to form new structures and thus design new materials that are built from simple atomic-level constituents, an approach called 'materials by design'. This ability to arrange atoms provides opportunities not otherwise possible to develop and study mechanical, electrical, magnetic and other properties.

b) The Moller Volantor can operate up to three metres above any surface: land, water, sand, snow, swamp, and grasslands. It is a vertical-take-off-and landing vehicle(VTOL). It has a maximum speed of 160 Kph. The vehicle uses state-of-the art fly by wire computer technology to monitor control, and maintain stability of the vehicle. This technology means that it is simple and easy to operate.

c) Helicopters are known as rotary-wing craft because of the rotating blades or wings. The main rotor is mounted on the top of the helicopter. The blades have an aerodynamic shape and as they spin they provide lift. A gas-turbine or petrol engine below the shaft provides power for the rotor, which also provides thrust. Most helicopters also have a tail rotor attached to a tail boom. This provides thrust in a sideways direction and prevents the helicopter from spinning. The pilot controls direction using both hands and feet. He / She can change the angle of each blade so that they produce more thrust on one side than on the other. This creates a difference in lift and so causes the helicopter to tip and move forward, backwards and sideways.

1.Listen to the audio and identify the topic sentence

<https://www.youtube.com/watch?v=9I7JqonyoKA>

2.Listen to the audio and identify the topic sentence

<https://www.youtube.com/watch?v=SbKvhHzn4hQ>

PROJECT PROPOSAL

A written proposal is often required in order to gain sponsorship or to get a grant for a proposed project. Research proposals may also be written by students who are hoping to explore a given subject, or by professionals who want to expand their horizons within their field by studying a specific issue. All written proposals should contain some essential elements within them in order to ensure that serious consideration is given to the idea.

Write a Proposal for the Project on the Feasibility of Using Solar Panels on Cars to Power the Onboard Air Conditioning Unit.

Title Page

<p style="text-align: center;">Project Proposal On</p> <p style="text-align: center;">Feasibility of Using Solar Panels on Cars to Power the Onboard Air Conditioning Unit.</p> <p style="text-align: center;"><i>In part of the fulfillment of Degree</i></p> <p style="text-align: center;">Submitted to</p> <p style="text-align: center;">Department of Automobile Engineering Sathyabama University</p> <p style="text-align: center;">Research Supervisor Dr. Augustine</p> <p style="text-align: center;">Submitted by Albina Dept of Automobile Engineering Reg No.2348643 Sathyabama University</p> <p style="text-align: center;">On 15th October 2015</p>
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To: Dr. Augustine

From: Albina, Student

Date: 15th October 2015

Subject: Project Proposal

Proposed Research Topic:

The proposed project analyzes the feasibility of utilizing solar panels on the roofs of cars in order to provide power for the onboard air conditioning (AC) unit.

Purpose:

The project will consist of several phases, the first being an investigation into the variety of AC units that are used in different cars and how much power is required for each of them. The second phase will look into the available types of solar panel technology and how the theoretical power generation of each of these technologies compares to the power required for each AC unit. The following phase will survey sunlight and available power across the United States to determine which areas of the country would represent the worst case scenario. The next phase will determine if additional onboard batteries are required during nighttime travel, cloudy days, or periods of excessive usage. The final phase will compile results from the previous phases to determine if this design is feasible.

Background

Nearly every car manufacturing today comes standard with air conditioning. Air conditioning process is demonstrated by the refrigeration cycle .

Scope:

The power to run the car's onboard air conditioner normally comes from the battery which is recharged by the alternator which is in turn connected to the car's crankshaft. Therefore the more the air conditioner is used the more gasoline is being burned to produce electricity. The electricity to run the air conditioning could instead come from a "green" source such as solar panels. This represents a fuel savings to the vehicle owner and fewer greenhouse gases introduced into the atmosphere. Global warming has become a hot topic in the forefront of modern day science and politics. Research furthering non-fossil fuel energy technology has been steadily increasing and consumers view these "green" energy technologies as opportunities to both reduce their carbon footprints as well as save money.

Theoretical framework:

This project will determine if it is feasible to supply the energy required to run a car's air conditioning unit from solar panels mounted on the car's roof. This alternate energy source would represent a fuel savings to the consumer and a slightly smaller reliance on fossil fuels as a whole. Solar panels, or possibly a solar paint could be used to charge a battery or battery chain which is then in turn used to power the air conditioning on demand. Various solar cell technologies will be analyzed to determine which is the most suitable for this specific application.

Methodology

Major Phases

1. Investigation into the variety of AC units that are used in different cars and how much power is required for each of them
2. Available types of solar panel technology and how the theoretical power generation of each of these technologies compares to the power required for each AC unit
3. Survey sunlight and available power across India to determine which areas of the country would represent the worst case scenario. The incident angle of the sunlight on the solar panel and the average amount of sunlight play heavily into the energy storage required in the form of batteries
4. Determine if additional onboard batteries are required during nighttime travel, cloudy days, or periods of excessive usage
5. Compile results from the previous phases to determine if this design is feasible. If it is not feasible determine what sort of changes are necessary and find the one which is the most realistic to improve upon.

Timetable:

- Prepare proposal by 15th October
- Complete literature review by 25th October
- Install Instruments by 1st November
- Complete fieldwork by 31st November
- Complete analysis by 10th December
- Give presentation on 11th December
- Complete final report by 15th December

Limitations:

The resources that will be required to complete this project include:

- Microsoft Office, including Word, Excel and PowerPoint
- Published Papers available online via the Cole Library
- Various Textbooks and Class Notes
- Google Books and Google Scholar.

Delimitations:

The study will be made only with the help of Air conditioning Technology Services, The centre for Solar Technology and Automobile Safety Services. It is expected that enough power can be generated by solar panels on space available on the roof of the car to meet the demands of all air conditioners studied.

References:

- a) John Andrews, Nick Jelley; Energy Science Principles, Technologies, and Impacts; Oxford; 2007
- b) Deborah Kaminski, Michael Jensen; Introduction to Thermal and Fluids Engineering Second Edition; Wiley; 2011
- c) John Twidell, Tony Weir; Renewable Energy Resources Second Edition; Tay

WRITING INSTRUCTIONS

Students should be familiar with the art of writing instructions. Instructions as a rule, should be readable, accurate and easy to follow. They must be in the command form of the verb known as imperative. They are of two types.

- i) Formal Instructions
- ii) Informal Instructions

i) Formal Instructions

Instructions given in formal sense are called formal instructions

Example :

Write you name in BLOCK Letters

No Smoking please

Don't touch the plants

ii) Informal Instructions

Instructions used in our daily life expressing informal sense are called informal instructions.

Obey your parents

Do what I say

Don't waste your time

Instruction Must Start with the Verb

Giving / writing instructions in an important activity in professional career. One may happen to give instructions to one's sub-ordinates for various purposes such as time management, installing new machinery, career guidance public relations and so on.

The following guidelines shall be observed in this regard.

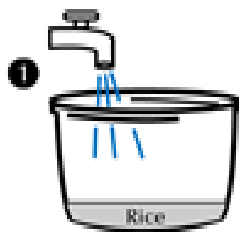
- Use always the imperative form (e.g) Service the vehicle regularly.
- Maintain logical sequence in presentation
- Avoid verbose language and use simple and crystal clear expressions
- Wherever necessary use words such as Note, caution, Warning, hints, tips etc., to highlight the significance of the information.
- Form each step in such a way that it concentrates on a single issue.

- Enumerate each step to avoid ambiguity and ensure the correct order of presentation.
- If numbering seems to be impossible, you can use expressions such as 'first', 'second', 'next', 'then', 'finally' and 'at last' to show the sequential order.
- Don't simply write 8 sentences. You can better give a suitable sub-heading and write on that particular aspect in brief.
- Write a minimum of two pages on the foolscap answer book.
- Leave enough space between the thoughts.
- Review your statements for grammatical and technical accuracy.

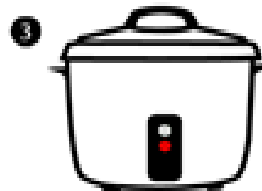
Example:

Instructions to be followed to cook rice.

RICE COOKER METHOD



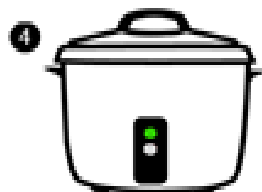
1 Rinse rice once and drain.



3 Set the rice cooker on cook mode.

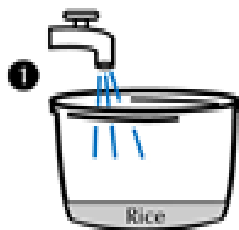


2 Put rice and water into the pot.

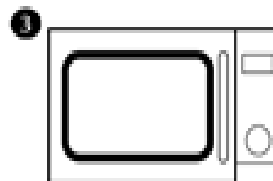


4 Leave it on warm mode for 10 minutes before serving.

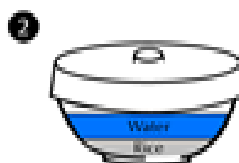
MICROWAVE METHOD



1 Rinse rice once and drain.



3 Cook on high (800W) for 5 minutes, then medium (450W) for 7 minutes.



2 Put rice and water into the bowl. Cover the bowl.



4 Leave it covered for 5 minutes before serving.

**1 cup of uncooked rice requires 1½ cups of water. This will yield 3 bowls of rice.*

Instructions to be followed in a computer Laboratory

- Keep the environment always clean.
- Remove your footwear outside the laboratory.
- Keep the system, key boards and the monitor clean and dust free for ever.
- Maintain strict silence in the lab.
- Concentrate on your work and don't interfere with the work of other students.
- Operate the systems gently.
- Always keep the mouse on the mouse pad to avoid the damage.
- Follow the regular procedures for log in and log out.
- Save your programmes often.
- Keep your laboratory and systems immuned from virus.
- Check your CDs and pen drives with the help of virus scanners before use.
- Avoid exploiting the systems by playing games and watching obscene movies.
- Always have a vigil on the air conditioner.
- Keep the environment of the laboratory enticing.
- Use perfumes to give a pleasant odour.

Instructions to be followed while washing a water proof jacket

WATERPROOF JACKET WASH CARE INSTRUCTION:

<ul style="list-style-type: none">• Washing your waterproof jacket regularly will help maintain the DWR (Durable Water Repellency) coating.• Can be washed in a standard washing machine.• Fasten all zippers and velcro before washing.• Cold wash on a gentle wash setting.	<ul style="list-style-type: none">• DO NOT USE FABRIC SOFTENER!• Rinse it twice after washing.• You can use a tumble dryer but on a low heat only, or hang it in the shade.• Do not dry clean or iron.• Do not bleach.• Reapply the DWR after every 10 washes. <small>We recommend Nikwax TX. Direct®</small>
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Instructions to be followed while driving a car



WRITING RECOMMENDATIONS

Students must practice to write recommendations for a given situation while writing recommendations, we have to follow some key words. They are

- Should be
- Must be
- Need to be
- Ought to be
- Have to be
- It is necessary
- Must
- Should



Recommendations to be followed to save water.

- A system for redistribution of water from more plentiful areas to less plentiful areas should be followed.
- Desalination of seawater must be adopted to save large amount of water conservation of water ought to be done in the necessary areas to avoid shortage of water.
- To proceed this, the existing supplies have to be saved promptly. Construction of better storage facility like tanks, barrels need to be done.
- It is necessary to prevent the seepage (leakage) in storing areas. We must reduce the amount of water running of the fields.
- People need to be encouraged to use water economically in their homes, so that water can be saved from being wasted.
- Apart from this, Dams, lakes and reservoirs should be constructed.
- People ought to reuse the wastewater by pouring it to the plants and trees.
- Rain water Harvesting must be done by each and every citizen of the country.
- Enough number of wells can be dug in the places where water is sufficient.

Exercise:

1. Give a set of eight recommendations to be followed by a driver for preventing road accidents.
2. Give a set of eight recommendations to be followed by pedestrians.



REWRITING INSTRUCTIONS AS RECOMMENDATIONS

Besides instructions, recommendations are also made to enable people to organize and manage situations so there is a need to convert instructions as recommendations by using expressions like it is necessary should be, must, ought to, need to, have to.

For the proper maintenance of two wheelers instructions / recommendations to be followed are given below.

Instructions	Recommendations
1. <u>Check</u> the brakes every day before you take the vehicle	The brakes <u>should be</u> checked every day before you take the vehicle
2. <u>Check</u> the brake cable for cracks	The brake cable <u>should be</u> checked for cracks
3. <u>Lubricate</u> the brake cable with cable lubricant	The brake cable <u>ought to be</u> lubricated with cable lubricant
4. <u>Make</u> sure that brake arm spring and fasteners are in a good condition	It <u>must be</u> made sure that brake arm spring and fasteners are in a good condition
5. <u>Check</u> the tyres for cuts, sharp objects and nails	The tyres <u>have to be</u> checked for cuts, nails and other sharp objects
6. <u>Check</u> the pressure of the tyre once in a week	The tyre pressure <u>need to be</u> checked once in a week.
7. <u>Encounter</u> speed breakers and pot holes at a low speed	<u>It is necessary</u> to encounter speed breakers and pot holes at a low speed
8. <u>Keep</u> the spark plug in a perfect condition	The spark plug <u>should be</u> kept in a perfect condition
9. <u>Clean</u> the spark plug at least once in 15 days	The spark plug <u>should be</u> cleaned atleast once in 15 days.
10. Always <u>have</u> a spare spark plug	<u>It is necessary</u> to have a spare spark plug
11. <u>Ensure</u> that the vehicle is not put to use with the spark plug's side electrode eroded	Care <u>must be</u> taken to ensure that the vehicle is not put to use with the spark plug's side electrode eroded
12. <u>Dispose</u> the damaged spark plug, immediately	The damaged spark plug <u>should be</u> disposed, immediately

Exercise:

Rewrite the following into should statements:

1. Get in or out of the bus only when it comes to a complete halt.
2. Don't run after a bus, which has already left the stop.
3. Get ready to alight before your stop arrives.
4. Never board or get out of the bus t intersections.
5. Always form a queue for getting into the bus leaving way for people to get down.
6. Look out for vehicles coming from behind while getting down.
7. Don't keep your elbow or head out of the window.
8. Don't lean out of the bus to wave. You could hit a pole.
9. Walk on the pavement
10. Keep to the extreme left of the road.
11. Use subways; though long, they are absolutely safe.
12. Avoid crossing suddenly.
13. Don't walk on road dividers.
14. Follow traffic, signals properly
15. Avoid playing on the roads.
16. Avoid being careless while crossing one road.
17. Cooperate with the drivers of the vehicles .
18. Don't be a cause for obstruction of traffic.
19. Don't use mobile.
20. Respect both the law and life

MANUAL WRITING

Writing a manual on an important function at work which can demonstrate your abilities to your superiors. It demonstrates your ability to complete a project on your own.

What is a Manual?

A user guide or user's guide, is commonly known as a manual, which is a technical communication document intended to give assistance to people using a particular system. It is usually written by a technical writer, although user guides are written by programmers, product or project managers, or other technical staff, particularly in smaller companies. User guides are most commonly associated with electronic goods, computer hardware and software.

Contents of a user manual

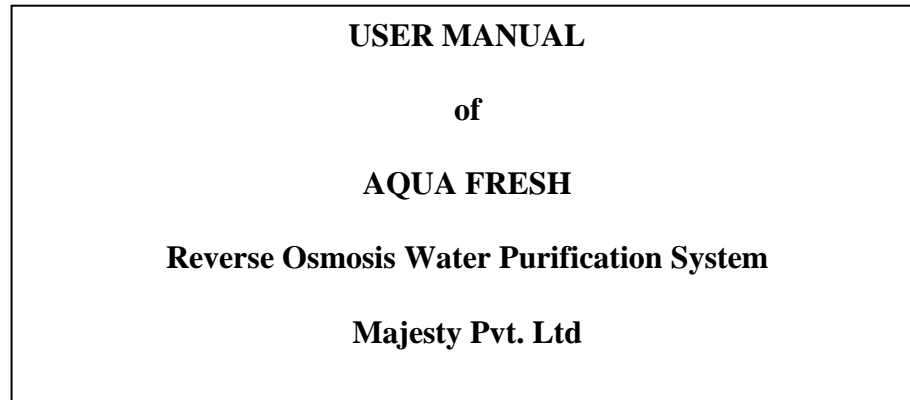
The sections of a user manual often include:

- A cover page
- A title page and copyright page
- A preface, containing details of related documents
- and information on how to navigate the user guide
- A contents page
- A guide on how to use at least the main functions of the system
- A troubleshooting section detailing possible errors or problems that may occur, along with how to fix them
- A FAQ (Frequently Asked Questions)
- Where to find further help, and contact details
- A glossary and, for larger documents, an index

Although "user guides" are most often thought of in terms of computer software manuals, user manuals also accompany computers and other electronic devices such as televisions, stereos, telephone systems, and MP3 players, as well as household appliances and lawn and garden equipment. Good user manuals educate users about the product's features while teaching them how to use those features effectively and are laid out to be easily read and referred to. When creating effective content for and designing the layout of a user manual the following rules are to be followed.

Prepare a user manual for any product you like.

Title page



Product Description

Aqua Fresh RO system removes almost all hardness, toxic heavy metals and other chemical contaminants and makes the water totally safe to drink and cook. Aqua Fresh uses a unique purification process that revives the taste of water lost due to heavy metal contaminants like Arsenic, Lead and Mercury. Aqua Fresh RO system is the result of years of research that is designed to provide not only microbiologically safe water but also chemically potable water. Its unique purification process also reduces pesticides in the scaling on vessels that ensure the purest water ever.

User Friendly Features

- Aqua Fresh RO system has an eight liter storage capacity
- Compact transparent storage tank to see the level of Purified water
- Easily replaceable filter cartridges
- The weight sensor control to avoid overflow of water
- Closed Storage Tank that protects the water from dust and other foreign objects
- Auto Reject Water avoids water wastage by shutting off the reject water automatically
- Inbuilt auto flush system to clean RO membrane thus ensuring longer life

Important Safety Instructions

DO'S

- Change filters regularly for clean water
- Drain the water in the tank if it hasn't been used for over two days
- Open the top cover and push up the lever to drain the tank
- Discard the first filling of the water from storage tank after cleaning
- Wipe the inside of the tank with a soft cloth

DON'TS

- Do not place any heavy or sharp object on the top of the purifier as it might damage the product
- Do not pull or push the water dispensing lever with excessive force.
- Do not tilt the purifier more than 10 degree.
- Do not by mistake interchange the inlet and outlet of the filter.
- Do not install the purifier where water or rain could leak into it(Outdoor etc)

Troubleshooting (Problems& Solutions)

1. Why does water taste bad, is it time to change filters?

Initially clean the storage tank and dispose of water. If the purified water still tastes bad call our service department to change filters.

2. Why too much or too little water being purified?

Either the Filters may be clogged or damaged. It depends on the tap water value that might require change or rectification.

3. How to clean the pre-filter?

Close the tap water valve, hold the top of the filter, push downward and separate it from the cold water pipe. It is always advisable to clean the pre-filter by back flushing.

4. How to backflush the pre-filter?

Connect the tube from the tap to the outlet nozzle. Turn the tap on to maximum pressure and allow the water flow into the sink for about 10 minutes with that it is ready to use the purifier once again

5. What's the quickest way to stop water leakage?

After checking the inside of the product, close the tap water valve, unplug the power cord and call our service department if trouble persists.

Service Advantage

The service contract entitles some attractive benefits:

1. One year warranty for the product with an option of entering into an annual Maintenance service
2. Routine maintenance service every four months during the term
3. Facility of having water tested at the company's fully equipped state-of-the-art testing centre
4. All parts will be replaced except for the glassware's, if damaged during the contract period
5. A vast network of service centers manned by experienced service representatives

For Queries Contact:

AQUA FRESH
Reverse Osmosis Water Purification System
Majesty Pvt. Ltd
Nungambakkam
Chennai-10
9978213425
044-26273456
www.aquafreshchennai.com

ABBREVIATIONS & ACRONYMS

Abbreviation is a shortened form of a word or phrase. Abbreviations are usually formed using the **most recognizable letters** from the word or expression. This makes easier to remember, and easy to read. It's almost like the letters are **clues** that point to the original word or expression. Some of the common abbreviations are

- Be consistent in their use
- Write the abbreviations in capitals if the full form is capitalized
- Don't begin a sentence with an abbreviation form of quantity or movement unless it follows numerals.

Eg:

IRBM – Intermediate Range Ballistic Missile .

.Abbreviations are shortened form of word or a phrase – reduction in length

.Abbreviations - eg .- example

ex -exercise

AICTE

DBMS –

UPS

EPROM

UAE

UGC

Here the letters are pronounced separately

ACRONYMS

Indian Satellite - INSAT

United Nations Educational Scientific and Cultural Organisation – UNESCO

Here the term is pronounced as full word. So called acronyms.

EXAMPLES

.Abbreviations and Acronyms [used in]

- a. Science and Technology
- b. Computer
- c. General
- d. Dictionary
- e. at

a) SCIENCE AND TECHNOLOGY

A.C. = alternating current.

A.P. = arithmetic progression.

A.W.	= atomic weight.
b.p.	= boiling point.
c.c.	= cubic centimetre
c.g.s.	= centimetre – gramme – second
C.R.T.	- cathode – ray tube
D.C.	=direct current
D.D.T.	= dichloro – Diphenyl – Trichloro ethane
D.N.A.	= deoxyribonucleic acid
E.C.G.	= electrocardiogram
E.C.T.	= electro – convulsion therapy
E.E.G.	= electro – encephalogram.
E.H.P.	= effective horse power.
E.M.F.	= electromotive force
F.M.	= frequency modulation
f.p.	= freezing point
F.P.S.Unit	= foot – pound – second unit
G.M.T.	= Greenwich Mean Time
G.W.	= guided weapon.
H.C.F.	= highest common factor
H.E.	= highest explosive
H.P.	= horse power
H.T.	= high tension
I.C.B.M.	= inter – continental ballistic missile
I.F.	= intermediate frequency
I.H.P.	= Indicated horsepower
I.Q.	= intelligence quotient
I.R.B.M.	= intermediate range ballistic missile.
L.C.M.	= lowest common multiple.
L.T.	= low tension
m.p.	= melting point
N.T.P.	= normal temperature and pressure
P.D.	= potential difference
P.E.	= probable error.
R.A.	= right frequency
R.F.	= radio frequency
R.M.S.	= root mean square
R.N.A.	= ribonucleic acid
S.D.	= standard deviation
S.G.	= specific gravity
s.t.p.	= at standard temperature and pressure
C	= calcium
ft	= feet
Km	= Kilometre
Kg	= Kilogram
Cm	= centimetre
M	= metre
Mm	= millimetre
Hr	= hour

b) COMPUTER

VIRUS	= Vital information resource under size.
MIPS	=Million instruction per second
MOPS	=Million operations per second
OOPS	=Object oriented programming system
DBMS	=Data base management system.
RDBMS	=Relational data base management system
BASIC	=Beginners al purpose symbolic instruction code.
FORTTRAN	=Formula translator.
COBOL	=Common business oriented language
LISP	=List processing
APL	=A Programming language
ALGOL	=Algorithmic language
UPS	=Uninterrupted power supply
PC	=Personal computer
PC-AT	=Personal computer advanced technology
PC-XT	= personal computer extended technology
MSI	= Medium scale integration
LSI	= Large scale integration
VLSI	= Very large scale integration
CPU	=Central processing unit
ALU	=Arithmetic and logic unit
RAM	=Random access memory

C) GENERAL

w.e.f	= with effect from
f.b.o.	= forwarded by order
E &O.E.	= errors and omissions excluded
J.E.	= Junior Engineer
A.E.E.	=Assistant Executive Engineer
S.E.	= Service Regular
G.O.	= Government Order
A.G.	= Accountant General
F.E.	= Fundamental rules
M.L.	=Medical leave, Master of Law
C.L.	= Casual leave
E.L.	= Earned Leave
T.A.	= Travelling allowance
D.A.	= Dearness allowance
H.R.A	= House rent allowance
P.O.	= Postal order
D.D.	= Demand draft
D.C.E	= Director of Collegiate Education
D.T.E.	= Director of Technical Education
P.W.D.	= Public work Department
L.I.C.	= Life Insurance Corporation
G.I.C.	=General insurance Corporation
ONGC	= Oil and Natural Gas Commission.
NLC	= Neyveli Lignite Corporation

SAIL	= Steel authority of India Limited
E.B.	= Electricity Board.
TWAD	= Tamilnadu Water and Drainage Board.
HUDCO	= Housing and Urban Development
FCT	= Food Corporation of India
SBI	= State Bank of India.
TANSI	= Tamilnadu Small Industries Corporation Ltd.
TIDCO	= Tamil Industrial Development Corporation Ltd.
TANCOF	= Tamilnadu Co - Operative Oilseeds Growers
IIT	= Indian Institute of Technology
IIM	= India Institute of Management
ITI	= Industrial Training Institute
IID	= Indian Institute of Design.
GLRI	= Central Leather Research Institute
CECRI	= Central Electrochemical Research Institute
GATE	= Graduate Aptitude Test in Engineering
UGC	= University Grants Commission
AICTE	= All India Council for Technical Education
USIS	= United State Information Service
CIEFL	= Central Institute of English and Foreign Language
ASRC	= American Studies Research Centre.
UPSC	= Union Public Service Commission
TNPSC	= Tamilnadu Public Service Commission.
TTTI	= Technical Teachers Training Institute
REC	= Regional Engineering College.
IAS	= Indian Administration Service
IPS	= Indian Police Service
IFS	= Indian Forest Service
JRF	= Junior Research Fellowship
ISRO	= Indian Space Research Organisation
CBI	= Central Bureau of Investigation
UNO	= United Nation Organisation
WHO	= World Health Organisation
UAE	= United Arab Emirates
OPEC	= Organisation of Petroleum Exporting Countries
KVIC	= Khadi and Village Industries Commission
PSLV	= Polar Satellite Launching Vehicle
ICICI Limited.	= The Industrial Credit and Investment Corporation of India
IIPA	= Indian Institute of Public Administration
ALA	= American Library Association
AIR	= All Indian Radio.
FM	= Frequency Modulation
NCERT Training	= National Council for Education Research and
AMTF	= American Music Theatre Festival
INTACH	= Indian National Trust for Art and Cultural Heritage
MIDS	= Madras Institute of Development Studies

AGM	= Annual General Meeting
LPG	= Liquefied Petroleum Gas.
RCD	= Residual Current Device.
EEC	= European Economic Community
CU	= Consumers Union.
IDBI	= Industrial Development Bank of India.

D) DICTIONARY

n	= noun
vt	= transitive verb
vi	= intransitive verb
adv	= adverb
adj	= adjective
conj	= conjunction
int	= pronoun
prep	= preposition
art	= article
colloq	= colloquial
pl	= plural
L	= Latin
Sb	= somebody
Sth	= something
Esp	= especially
Pp	= past participle
Pt	= Past tense
Sing	= singular
Fig	= figurative
GK	= Greek
Prest	= present tense
Pred	= predicate
Usu	= usually
Sl	= slang
Indef art	= indefinite article
Eg	= example
Opp	= opposite
Vulg	= vulgar
Rel pron	= relative pronoun

E) PROJECT WORK AND RESEARCH PAPERS

p.	= page
pp.	= pages
univ.	= university.
rpt.	= reprint
Bk	= book
Vol	= volume
Ibid	= 'ibidem' in the same place.
Opo. Cit	= opposite citation
Ed.	= edition
n.d	= no date
n.pag	= publisher name not printed

sec.	= section
MS	= Manuscript
Cols.	= Columns
Trans.	= translation
Assn.	= association
Bibliog..	= bibliography
Ch.chs.	= Chapter, chapters
Et al.	= and others
Et, seq	= and the following
Fn.	= foot note
i.e.	= that is
illus.	= illustrated
introd.	= introduction
Loc.cit	= 'Ioco citato' in the place (passage) cited' i.e, in the same passage referred to in a recent note.
n.nn	= note(s)
N,B.	= 'nota bene' take notice, mark well.
Par,pars,	= paragraph(s)
Pref.	= preface
Pt.,pts.	= parts)
viz	= (with or without a period; usage various) videlicet – namely'.
vs.	= versus, against.

EDITING

Editing prepares a written work for publication. An Editor checks for completeness, accuracy, consistency, word choice, writing style and spelling errors. While a writer may accept, negotiate or reject individual edits, the efforts of an editor always enhance the final product. Sometimes the writer doubles as the editor. However, a professional editor with no previous knowledge of a work usually produces better results. An editor with no pride invested in a composition brings fresh insights with eyes tuned to enhance and refine.

Procedures for Editing.

Editing is the method that the writers use to catch errors typical to their own writing. Because editing focuses on problems that are particular to an individual writer and that occur again and again effective editing requires that you know the types of errors you typically make and that you have specific strategies for finding those errors.

1. *Read the paper aloud as if you are reading a story.* Listen for errors. If you listen carefully, you will be able to correct any errors that you hear. Listen for incomplete phrases, sentences and ideas, as well as things that “sound funny.”
 - Stop and change anything you wish as soon as you see it – punctuation, spelling, and sentence structure. Move through the paper at a reasonable rate.
 - Read the entire paper. Listen for spots that aren’t readable, that feel or sound awkward, or that don’t seem clear. Mark these spots. Then, when you’re done reading the whole paper, go back to fix them.
 - Allow yourself some time between writing your paper and editing. Ideally, wait a day; this allows the writing to “get cold,” giving you an opportunity to "see" the errors. If you can’t wait a day, go away and do something else for a while – work for another class, cleaning, eating – so that you can return to your work with a fresh mind and fresh eyes.
2. *Read one sentence at a time.*
 - Using a sheet of clean paper, cover all the text except the first sentence. Read this sentence carefully. Does it sound and look correct? Does it say what you want it to say? Continue down the page in the same way.

3. *Look for patterns of error.*

- *Personal patterns:* All writers make mistakes that are typical of their writing. If you always forget commas, check for commas. If you always have trouble with transitions, look for transitions. If you work on wordiness, look for this. Bring your essays to the writing center! A tutor can help you to locate the patterns of error.
- *List:* Keep a list of your “trouble spots.” Use this as a checklist and refer to it as you edit.

4. *Know your grammar and punctuation rules or know where to look them up.*

- Study the rules of grammar and punctuation. Review the ones you don't know. If you have a writing handbook or handouts, keep them out when you write. Refer to them when you have questions as you write and edit.

Read the paragraphs. Rewrite all the sentences. Correct the mistakes.

1) did you no that bats are mammals. we no they are mammals just lik us becaus they are warm blooded they are the only mammals that no how to fly bats are Nocturnal which means thay sleep during the day and are awak at nite?

2) bes are intresting anumals. the honey be can fly at a sped of 15 miles per houre a hive of honey bees has about 40,000 bees in it? the honey bee has five eyes! a worker bee will mak 1/12th of a teaspoon of honey over it's lifetime? Bees have been makeing honey for about 150 million years

3) did you no that a person can live with out food for more than a hole month a person can only live four about won week with out water we need water more then we need food. 97 % of earths water is in the oceans. Just 3 % of the earths water can bee used four drinking water. 75 % of the worlds fresh water is frozen in the North and South polar ice caps?

4) January 21, 1976 was an historic day. On that day, two supersonic Concorde aircraft made there first flights. One took of from London and the other from paris. Later that year, the first Concorde flew to New York. The flight from London to New York took about three ours. Other planes took twice the time to make that flight! The fleet of Concorde's was retierd in 2003. Over the years, the planes had carryed more then 2.5 million passengers.

5. Do you know wear the longest rode on Earth can be found. The Pan-American Highway begins in alaska. It passes through Canada the United States and Mexico. Than it continues down the west coast of South America all the way to Chile. Altogether, the highway passes through 12 countrys. It passes through jungles and mountains the road is about 16,000 miles long. At this time, only one 54 - miles stretch of the road remains to be completed.

IDIOMS AND PHRASES

Idioms

Oxford Advanced Learners Dictionary describes an idiom as “a group of words whose meaning is different from the meanings of the individual words : ‘let the cat out of the bag’ is an idiom meaning ‘to tell a secret by mistake’. Here are given some commonly used idioms and their meanings.

A hot potato : Speak of an issue (mostly current) which many people are talking about and which is usually disputed

Actions speak louder than words : People's intentions can be judged better by what they do than what they say.

Ball is in your court : It is up to you to make the next decision or step

Beat around the bush : Avoiding the main topic. Not speaking directly about the issue.

Let the cat out of the bag : To share information that was previously concealed

Once in a blue moon : an event that happens infrequently

Fill in the blanks with appropriate Idioms

1.The best of both worlds 2.Speak of the devil 3.See eye to eye 4.Once in a blue moon
5.When pigs fly 6.To cost an arm and a leg 7.A piece of cake 8.Let the cat out of the bag
9.To feel under the weather 10.To kill two birds with one stone 11.To cut corners 12.To add insult to injury 13.You can't judge a book by its cover 14.Break a leg 15.To hit the nail on the head

1. I can't afford this purse! It _____ I won't be able to pay my rent!
2. His birthday was supposed to be a surprise! I can't believe you ____ Now he knows!
3. Ha! Vinoth has been promising to paint the house for five years... May be when _____.
4. Yeah, it'll ___ I need to sign some papers at John's school anyway so I'll pick her up for you too.
5. I don't really like going out to hotels anymore. I only go _____.
6. I'm sorry I can't come into work today. I'm _____ I have a sore throat and runny nose.
7. They tried _____ when installing the pipes for the house and now we have leaks only one month after purchasing it!
8. We missed our flight to Paris because the connecting flight was late and to _____ they made us pay for a new ticket as if it was our fault!
9. I can't wait to see you perform on stage tonight! _____!
10. Kavitha is just never on time to work, it's really annoying. O wow, _____ here she comes...

11. So we're going to London, then Munich, then we will fly out of Athens, right? Great.
I'm so glad to be traveling with someone I _____ with.
12. Wow, she found her dream man and has now landed an amazing job. She really does
have _____.
13. OK, she might not be the most attractive but _____. I'm sure she is a sweetheart.
14. I have been trying to figure this out for ages. Thanks so much, you're right. You
_____.
15. I can't believe that was our test. I think it was easier than some of our homework! It
was a _____.

PHRASE

A **phrase** is a small group of words that adds meaning to a sentence. A **phrase** is not a sentence because it is not a complete idea with a subject, verb and a predicate.

Example : It is very difficult to put up with indifferent behaviour. (tolerate)

A committee has been set up to look into the problem (examine)

The melodious songs took away his depressed feeling (to make something disappear)

The students brought out a new magazine recently (to produce)

Write down the meanings of the following phrases.

- 1.kept on 2.take up 3.agree with 4.backed up 5.put on 6.look after 7.give away 8.get through
9.turn on 10.come across.

Classify the words below into the following three categories:

Camber, Clapper, Pavement, Well, Dam, Drainage, Lock, Underdrain, Crown, Lift, Pothole, Main, Culvert, Arch, Flume, Bascule, Kerb/Curb, Manhole, Sewer, Cantilever, Barrage, Metal, Soft Shoulder, Crossover, Span, Viaduct, Suspension, Macadam, Pedestrian, Crossing, Suspender, Cable, Dike, Paddle, Pier, Swing, Sluice, Watercourse, Weir, Tarmac, Footbridge, Aqueduct, Water main.

ROADS	BRIDGES	WATERWAYS

Questions for Practice

Part-A

1. Watch the following video and write down answers for the following questions.

<https://www.youtube.com/watch?v=yQf8f3vqqP0>

- What are types of welding discussed in the video ?
- Describe the welding processes explained in the video.
- What are materials used in the welding process ?

2. Watch the following video and write a short note on the flow of atomic particles called electrons.

<https://www.youtube.com/watch?v=EJeAuQ7pkpc>

3. Watch the following video: “What do civil engineers do?”

<http://www.youtube.com/watch?v=p1nTeN8SDD4>

Make a list of the words that you hear following these categories:

JOBS:
STRUCTURES :

4. Write the meaning of the following Idiomatic expressions. Use the idioms in your own sentences.

1.has a heart of gold, 2.as hard as nails, 3.as good as gold, 4.a cold fish, 5.in high spirits, 6.as fit as a fiddle, 7.has green fingers, 8.have a quick meal, 9.Rise and shine, 10.red letter day

5. Edit the following

Are you familiar with the work of Marie Curie. Born in Warsaw Poland, on November 7, 1867, Curie was a Chemist and physicist. She and her husband, Pierre won the Nobel Prize in 1903 for there discovery of the element radium. In 1911, Marie becomes the first person to win the nobel Prize twice she won the second award for her study of radioactivity. Marie died in 1934 from cancer cause by her long contact with radiation.

6. Write abbreviations for the following

ROM
PROM
MOS
DOS

EPROM
BCD
LAN

EAROM
EBCDIC
WAN

7. Identify the topic sentence

Warm-blooded animals have elaborate physiological controls to maintain constant body temperature (in humans, 37° C). Why then during sickness should temperature rise, apparently increasing stress on the infected organism? It has long been known that the level of serum iron in animals falls during infection. Garibaldi first suggested a relationship between fever and iron. He found that microbial synthesis of siderophores -- substances that bind iron -- in bacteria of the genus Salmonella declined at environmental temperatures above 37° C and stopped at 40.3° C. Thus, fever would make it more difficult for an infecting bacterium to acquire iron and thus to multiply. Cold-blooded animals were used to test this hypothesis because their body temperature can be controlled in the laboratory

PART-B

1. Convert the following instructions into recommendations

1. Wear eye protection.
2. Do not remove this extinguisher.
3. Switch off this machine before servicing.
4. Clean up spillages.
5. Do not unload vehicles here.
6. Click the button that says “Create an account” on the bottom right box.
7. Carefully fill out all the fields on the form
8. Click “I accept. Create my account”
9. Convert this information into a bar Chart.
10. Tell the whole world the truth.
11. Wipe the glass very carefully.
12. Never lose patience.
13. Wear uniform during working hours.
14. Repair the damage before it's too late.
15. Make one more attempt.
16. Switch off all the lights before locking the door.
17. Wear goggles during welding.
18. Submit the filled application with a DD for Rs. 800/-.
19. Complete the assignment and submit it next Friday.
20. Record these songs into this CD.
21. Wash the clothes and dry them.
22. Relieve her of her duties immediately.
23. accept the transfer without protest.
24. Continue the treatment for another week.
25. Recover the loan without fail.
26. Finish the job by tomorrow.
27. Treat this patient with more care.
28. Open the windows to let fresh air in.
29. Store the cylinders in an upright position.
30. Use glass rod for stirring chemical substance.

2. Each sentence given below may contain one or more mistakes. Rewrite the sentences correcting the mistakes.

1. Doctor suggested patient to take vacation.
2. Learning the French isn't easy.
3. I need good sleep.
4. We had great time on the top of mountain.
5. I am going to hospital to see a friend who has undergone the operation.
6. More you read less you understand.
7. On a way home, I saw old beggar accompanied by child.
8. Will you please lend me copy of 'Old Man and Sea'?
9. A man who knocked at a door was stranger.
10. What is difference between these cars?
11. Give me another pen.
12. Honest man is noblest work of the God.

3. Match the idioms in column A with their meanings in column B

	A		B
1	beat about the bush	a	at the last possible moment
2	throw cold water on	b	something one can be proud of
3	keep one's ear to the ground	c	to discourage
4	at the eleventh hour	d	to hope for good luck
5	turn a blind eye to something	e	to approach a subject in an indirect way, not coming to point
6	a feather in one's cap	f	loud protest
7	cross one's fingers	g	exactly; following every detail
8	hard and fast	h	To pretend not to see or notice.
9	a hue and cry	i	That can never be changed or ignored.
10	to the letter	j	to pay attention to, and to keep oneself well informed

4. Practice writing project proposals on the following.

1. Write a project proposal on Designing a Wall Climbing Robot.
2. Write a project proposal on automation of library.
3. Write a project proposal on manufacturing cheap motor bikes.
4. Write a project proposal on purifying the room air.
5. Write a project proposal on solar powered Airconditioners.

5. Practice on the following topics for Group Discussion.

- 1) Commercialization of Medical services - Good or bad?
- 2) Technology Creates Income Disparities
- 3) Celebrities should be welcomed in politics
- 4) Winning is what matters, whatever may be the cost
- 5) B-Schools should aim at creating entrepreneurs
- 6) A room without books is like a body without soul
- 7) Increasing no. of Engg. Colleges is a boon to society
- 8) Educated Indians lack national commitment
- 9) Facebooking : A time pass activity
- 10) Should Capital punishment be abolished?

6. Edit the following passage on the “Process of making paper” with respect to spelling grammar and punctuation.

The process of making paper have not changed – at least fundamentally – since its discovery. But with almost two centuries of improvements and refinements, modern papermaking is a fascinating, high tech industry. Typically, trees used for papermaking is specifically grown and harvested for that purpose. To begin the process logs are passed through a debarker, where the bark is removed, and through chipers, where spinning blades cut the wood into 1 pieces. Those wood chips are then pressure-cooked with a mixture of water and chemicals in a digester. Used paper is another important source of paper fiber. We recover 40% of all paper used in America for recycling and reuse. The paper is shredded and mixed with water. The pulp is washed, refined, cleaned and sometimes bleached, then turned to slush in the beater. Color dyes, coatings and other additives are mixed in, and the pulp slush is pumped onto a moving wire screen. Computerized sensors and state of the art control equipment monitors each stage of the process. As the pulp travels down the screen, water is drained

away and recycled. The resulting crude paper sheet, or web, is squeezed between large rollers to remove most of the remaining water and ensure smoothness and uniform thickness. The semidry web is then run through heated dryer rollers to remove the remaining water. Waste water is carefully cleaned and purified before its release or reuse. Papermakers carefully tests for such things as uniformity of color and surface, water resistance, and ink holding ability. The finished paper is then wound into large rolls, which can be 30 feet wide and weigh close to 25 tons. A slitter cuts the paper into smaller, more managable rolls, and the paper is ready for use.