

## UNIT-2

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**UNIT-2**

**LISTENING TO AN AUDIO TO CHOOSE THE BEST ANSWER**

**1.Listen to the Audio Script and choose the correct option:**

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

1.Crush proof cars have a system that uses ----- to warn the driver over impending frontal collision.

- a.radars      b.police      c.drivers      d.sensors

2. Drivers in the future could also have the ----- of reading a newspaper, chatting to the passengers will simply watching the passing view

- a. facility    b. luxury      c.ability      d. life

3. This car is followed by \_\_\_\_\_ of other computer control calls that are electronically gathered in the convoy.

- a. succession      b. submission      c. surveillance      d sequence

4. Since we use a minor gap size between the vehicles we will reduce air drag and thereby fuel\_\_\_\_\_.

- a. compression      b. concession      c. consumption      d.condition

1.

2. -----said they'd like to see pedestrian protection technology

- a. 45%      b. 85%      c. 35%      d 50%

**2.Listen to the audio script and type the relevant abstract .**

<https://www.youtube.com/watch?v=T3Y7MPoSf0Q>

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-----  
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## DESCRIBING A PROCESS

### Example

Here is a description of the process of sorting letters.

First of all, letters and packets are collected in bags from pillar boxes, post offices and firms, in post office vans. They are then taken to the sorting office, where the bags are emptied and the letters separated from the packets. Following this step, the letters are put through machines so that the stamps can be cancelled. In this process the date and place of sorting are put over the stamps on each envelope. In the next stage, the sorting of the letters takes place, according to the county they are addressed to. This is done by placing them in the appropriate pigeon hole. Subsequently, the letters are taken from the pigeon holes and placed in baskets, which are then put onto a conveyor belt. While on this conveyor belt, the baskets are directed to the appropriate secondary sorting section by means of coding pegs. At the secondary sorting frames, the letters are put into towns in the county. Later, the letters are tied in bundles and a label is put on showing the towns they are addressed to. Finally, the letter bundles are placed in bags, which have the Post Office seal, Post Office Railway number and Destination Code number on them, and then these are sent to the railway station.

**1.Process of Cement manufacturing- Listen to the audio and underline the passive forms and connectives. Use proper punctuations.**

[https://www.youtube.com/watch?v=dyxL\\_BvkhJg](https://www.youtube.com/watch?v=dyxL_BvkhJg)

Oak Lawn cement is manufactured by the dry process. No matter what they are, they are one way process to dry process. Now let us discuss work processes and dry process in detail. Work processes in the wake of Bruce's first, the clay is purified by washing in a wash mill. The limestone is crushed into small particles mixed with purified clay in proportions to get through or slurry. Dry process in the dry process the raw materials are mixed in proper proportions. The mixture is dried, pulverized, crushed into fine particles and made into units. The resulting powder is called raw material. The roast larry a roll me a

obtained by one of wet dry process called chart charges and two jurors into a rotary killed in a rotary kiln consists of a steel cylinder about 150 meters long and for meter diameter and rotates 30 260 tons per hour at one end of the cylinder a screw conveyer is arranged the slowly laos the charge into the cylinder the other end of the cylinder a burner is arranged call all burning go ill he's doesn't at this end the charge entering the cylinder slowly moves to what's the hotel and at the burning and have the kiln the temperature is around 1700 to 1900 degrees centigrade at this san some chemical reaction takes place between counsel oxide and aluminum silicates mixture of calcium silicates and calcium eliminates is fall the resultant product consists of gray hard balls called link up cement link a cement is cooled ground to fine powder and mixed with two to three percent of gypsum .

**2. Process of Glass manufacturing. Listen to the audio and underline the passive forms and connectives. Use proper punctuations.**

<https://www.youtube.com/watch?v=-z1P2cK9Rro>

Glass industry class is a transparent or translucent material it is non-crystalline or amorphis substance although it appears in assault stay is not resolved it may be considered as a frozen liquid it acquire solid state appearance because it increase in viscosity on rapid cooling so class is described as a super cool liquid manufacture of class the manufactured glass involves three steps: asiana raw materials working with Milton mass and annealing the raw material used for class are soda ash  $\text{Na}_2\text{CO}_3$  rhinestone  $\text{CaCO}_3$  and sent  $\text{SiO}_2$  these materials takin in required proportion and thoroughly mixed and ground to get a powder called bash back is a mixed with some broken glass call collette . Collette helps in lowering the melting temperature up there on materials the whole mass is heated to one thousand degrees centigrade in a furnace the following chemical reaction takes place and gives class in a liquid state impurities called class call rise to the surface and are removed at this stage Salzer added to get colored glass working with molten mass fused mass obtain the above step is allowed to cool but still maintained in a liquid state the liquid glass is poured into molds are required shapes and healing usually class attained by rapid cooling is brittle so class is passed through a high temperature zone any low temperature zone in a long narrow chamber by conveyer belt where cool slowly giving transparent glass this process is

called and kneeling annealing strengthens the class type sunglasses their properties and uses soda glass or soft classes easily fusible and used for window glass and bottles iraq's class is used for laboratory glassware courts class is used in electrical poles and optical instruments flint glass is used in optics our class he's difficulty and is resistant to water and acids it is used for a hard glass apparatus borosilicate glasses at low expansion and is resistant to shock and chemicals is used for baking dishes laboratory glassware and pipelines

### 3.Braking system- **underline the passive forms and connectives.**

The braking system of a car is a good example of how a hydraulic system works. When the brake pedal is pressed a piston operates which forces brake fluid out of the master cylinder and along four narrow pipes to the slave cylinders attached to the brake drums or discs so that the same pressure is applied to the brakes in each wheel. This brings the car to a smooth halt. Provided the system is kept filled with brake fluid, hydraulic brakes work instantly because liquids cannot be compressed to any great extent.

If air leaks into the system, the brakes become much less efficient. This is because, unlike liquids, gases are compressible and some of the movement of the brake pedal is taken up in squeezing the air bubble.

## CLOZE READING

A **cloze test** (also **cloze deletion test**) is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is commonly administered for the assessment of native and second language learning and instruction.

Types:

- COMMON CLOZE TEST
- VOCABULARY CLOZE TEST
- MULTIPLE CHOICE CLOZE TEST
- GAP FILLING CLOZE TEST
- MATCHING CLOZE TEST
- READING COMPREHENSION - CLOZE TEST
- CLOZE CLOZE TESTS

### COMMON CLOZE TESTS

**Read the following closely and fill up the blanks suitably.**

**EX:1**

Can we see (1) ..... the earth is a globe? Yes, we can, when we watch a ship that sails out to sea. If we watch closely, we see that the ship begins (2) ..... . The bottom of the ship disappears first, and then the ship seems to sink lower and lower, (3) ..... we can only see the top of the ship, and then we see nothing at all. What is hiding the ship from us? It is the earth. Stick a pin most of the way into an orange, and (4) ..... turn the orange away from you. You will see the pin disappear, (5).....a ship does on the earth.

1. A. if                                      B. where                      C. that                      D. whether                      E. when

2. A. being disappeared    B. to be disappeared    C. to have disappeared  
    D. to disappear            E. having disappeared
3. A. until                    B. since            C. after            D. by the time            E. unless
4. A. reluctantly            B. accidentally    C. slowly            D. passionately    E. carefully
5. A. the same            B. alike            C. just as            D. by the way            E. similar to

**EX:2**

After months of colder weather, the days get longer, the buds (1) ..... in the trees, birds sing, and the world (2) ..... a green dress. Spring passes (3) ..... summer. Everyone knows that summer will not (4) ..... . The power of all the wisest men and women in the world cannot keep it for us. The corn becomes ripe, the leaves turn brown and then drop to the ground, (5) ..... the world changes its green dress for a dress of autumn colors.

1. A. fall off            B. take up    C. put off            D. come out            E. bring down
2. A. looks after    B. puts on    C. carries on            D. comes round            E. deals with
3. A. into            B. by            C. from            D. on            E. out of
4. A. forego            B. evaluate    C. succumb            D. last            E. evolve
5. A. yet            B. therefore    C. since            D. whereas            E. and

**VOCABULARY CLOZE TEST**

1. At present, the rate of economic growth is very satisfactory, but ..... when foreign competition makes itself felt, this will not be the case.  
 A) enthusiastically    B) eventually    C) considerably    D) effectively    E) preferably
2. The study of the situation covers a great deal of relevant material, but does not tackle the real issues ..... enough.  
 A) disturbingly    B) outrageously    C) vaguely    D) currently    E) adequately
3. As the new field worker will be working in close ..... with several others, make sure you select someone with agreeable personality.  
 A) productivity    B) discretion    C) collaboration    D) suspicion    E) uniformity

4. Serbian ..... in Bosnia has been strongly condemned by the civilised world, but little serious action has been taken against it  
A) settlement    B) conduct    C) treaty    D) investment    E) compliment
5. Many of the pictures sent from outer space are presently on ..... in the public library.  
A) account    b) duty    c) exchange    d) reinforcement e) display
6. Many experts emphasize that the positive effects of declining inflation will ..... expectations.  
A) overcome    B) surpass    C) undermine    D) rectify    E) succeed
7. Dentists strongly suggest brushing teeth using toothpaste to ..... them from decaying.  
A) defer    B) protect    C) guard    D) waste    E) condemn
8. He has recently ..... drawing to make himself relaxed.  
A) adopted    B) relinquished    C) adjusted    D) benefited    E) progressed
9. Lots of ..... crafts like weaving are slowly being revived.  
A) habitual    B) vivid    C) hard    D) proportional    E) traditional
10. I ..... whether our opponent company will make any profit at all.  
A) expect    B) claim    C) doubt    D) admit    E) recommend
11. The rise in the prices ..... her to sell her share for a nice profit.  
A) achieved    B) annoyed    C) meditated    D) advised    E) facilitated
12. Should that company wish to attract workers, it ought to ..... the pay.  
A) lower    B) raise    C) spread    D) rise    E) accrue
13. The kidney transplant operation was ..... complicated, so the operating team had to take special care to ensure its success.  
A) slightly    B) nearly    C) immediately    D) extremely E) probably
14. . Before the invention of refrigeration, the ..... of fish and meat must have been a problem.  
A) treatment    B) maintenance    C) addition    D) presentation E) preservation
15. The police finally arrested the ..... criminal.  
A) famous    B) renowned    C) respectable    D) notorious E) temporary



## **MULTIPLE CHOICE CLOZE TEST**

### **Strategy**

Read the text all the way through to start with before you focus on each gap in turn. While you are reading, try to guess what the missing words are before you start to look at the options. Remember that you are trying to discriminate between words that are very similar in meaning, but that in most cases the answer will be either the strongest collocation of the word which fits into the grammatical structure in the text.

### **FLOODS IN CENTRAL EUROPE**

**Read this book extract and choose the word, A, B, C or D, which best fits each gap.**

Following a period of very heavy rainfall, water levels have risen dramatically. Mountain rivers have already flooded hundreds of villages and the big rivers of the region (1) ... the same any minute. The moment water levels (2) ... above 'danger level', the people from the areas bordering the rivers (3) ... . Tonight, an emergency task force set up by five countries of the region (4) ... a possible aid plan for the flooded areas. They have been co-coordinating all rescue operations: 2,500 rescue teams have been sent to the most affected regions so far and at least 500 more rescue teams, including psychologists, (5) ..... by the end of this week. The psychologists (6) the most distressed families to offer counseling and help develop effective stress-coping strategies. However, the most important things now are food and water. The rescue operation coordinator said today: 'Fresh water (7) ... be provided to the flooded areas to prevent water-borne diseases from spreading. If we (8) ... people safe water and food, we (9) ... be facing an epidemic very soon.' Experts say that the flood (10) . ... prevented after the disaster that struck this part of Europe in 1997. An anonymous expert said today: 'The flood (11) ... predicted - it was clear from meteorological evidence that very heavy and long-lasting rain (12) ... over central Europe, I think people (13) ... warned and it was certainly possible to introduce more protection measures. If this (14) ... done, we (15) ... at least some of the tragedy.'

**Choose the correct Answer**

- 1 a) may do b) may have done c) must do d) must have done
- 2 a) rises b) rise c) will rise d) will be rising
- 3 a) will evacuate b) will have evacuated c) will be evacuated d) will be evacuating
- 4 a) will be discussing b) will have discussed c) discuss d) have discussed
- 5 a) will be sending b) will have sent c) will send d) will have been sent
- 6 a) will be meeting b) will have met c) will be met d) are meeting
- 7 a) might b) must c) may d) could
- 8 a) aren't giving b) won't give c) don't give d) wouldn't give
- 9 a) will b) must c) have to d) should
- 10 a) could be b) should be c) could have been d) must have been
- 11 a) should have been b) can't have been c) must have been d) will have been
- 12 a) is going to fall b) was going to fall c) was falling d) will be falling
- 13 a) should have been b) should be c) may have been d) will be
- 14 a) will be b) had been c) was d) is
- 15 a) would avoid b) will have avoided c) will avoid d) would have avoided

## TRANSCODING

### BAR CHART

Bar graphs show evenly spaced bars extending horizontally or vertically. It can present the relationship of numbers in two or three dimensions. In drawing a bar chart one has to

1. Draw the X axis and Y axis and mention what they represent.
2. Represent the Scale factor evenly.
3. Represent the different items by shading in different ways.

While interpreting Bar charts one has to use appropriate expressions for comparison and contrast such as 'while' 'however' 'but' 'yet' 'on the other hand' 'similarly' 'in contrast' etc.

#### Points To Be Noted.

Bar chart is suitable for discrete variables- for data given as per periods, places and timings.

These are represented on base line (x-axis) at regular intervals (equal gaps) and corresponding values or percentage are represented on the ordinate (Y-axis)

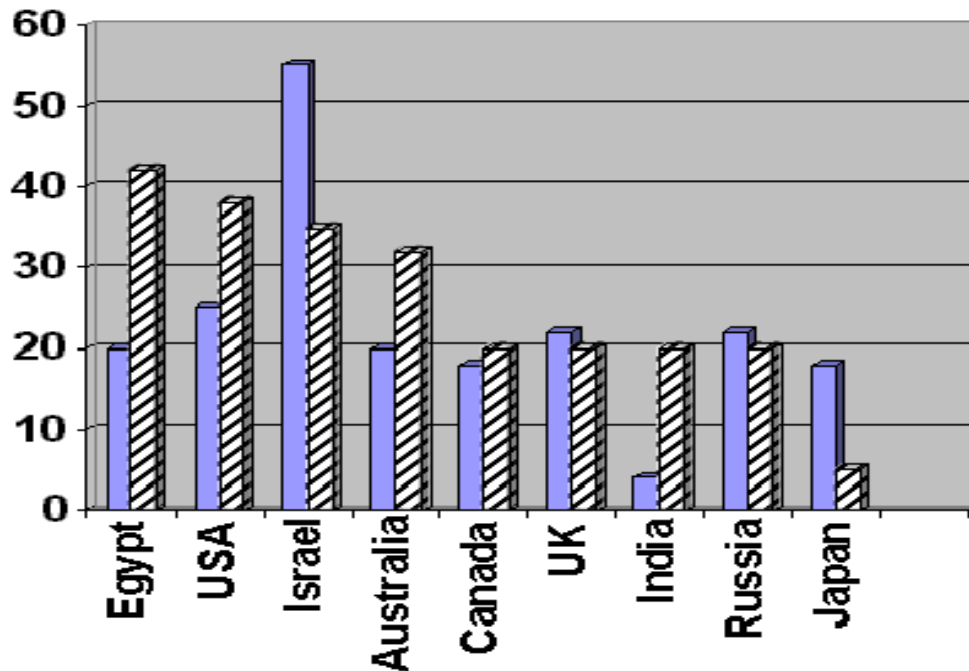
Bars of equal width make the comparison simple.

Bars are differentiated by filling them with dashes and dots.

#### Interpretation of the Data:

- Identify the related figures.
- Note X-axis value and Y-axis value.
- Identify the scale values.
- Interpretation of highest and lowest values. (two extremes).
- The comparison of the data. (comparing 2datas).
- Comparing more than 2 data's.
- Comparing without using comparative degree but by using contrast.
- Statement of inference evaluation.

Look at the following bar chart which describes the expenditure on education and defense of the total expenditure incurred by different countries. Write a paragraph presenting the information contained in it using expressions of comparison. Also give your comments in about 100 words, on defense expenditure and whether you think it is necessary or not. (Total:200 words)



**USE -Topic Sentence-**The given bar chart describes the expenditure on education and defence of the total expenditure incurred by different countries.

**Connectives**

- while'
- ' however'
- 'but'
- ' yet'
- ' on the other hand'
- 'similarly'
- ' in contrast'

## Comparatives

Higher than  
Lower than  
Greater than  
Smaller than  
Maximum  
Minimum

## FLOW CHART

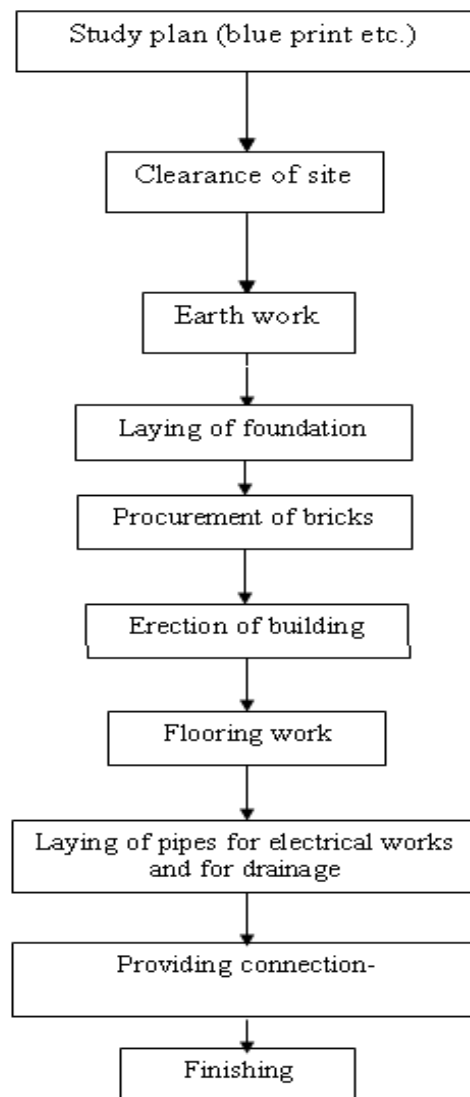
**It** gives step-by-step description of a process.

Points to remember in preparing a flow chart:

- Describe each and every step in a separate block/box.
- Each block should have a verb. Mostly passive form is used e.g. Ore is taken, crushed, mixed, etc.
- It should be in the right sequence of occurrence.

While interpreting a flow chart, care must be taken to use the appropriate connective words such as 'Initially' 'first', 'next', 'then', 'as a result of', 'consequently', 'finally', etc., as the flow chart represents the sequence of a process, in a step-by-step methods. All interpretations of flow chart should be in present passive.

**Exercise :** The flowchart describes various steps involved in the building of a house. Write a detailed description of the flowchart in 200 words using connective and discourse markers.



**USE 1. Topic Sentence** -The given Flowchart describes the various steps involved in the building of a house

**2. Connectives**-At first , next to that, after that, then ,immediately, soon after that,at last,finally ,now

**3. Passive Forms** - is observed,is done,is made,are procured,is laid,is erected,is set,are given,are painted

## TABULAR COLUMN

When there is a long list of items with a number of details, tabular representation of the figures may be more effective than other forms of visual representation of details. The chemical properties like atomic weight, valency, melting point etc of various elements, the maximum and minimum temperature on different days, amounts of rainfall in one or more successive year, and the like are usually presented in the form of tables. The tabular form avoids phrases and sentences. Only the key forms mainly as individual words are used. As in graph, here to, could be found horizontal lines (s) of information and vertical columns of figures. But, no graduation or calculation regarding the spatial plotting of figures is required. Now look at the following table

S.No.	City	Maximum (average) Annual temperature,2014	Minimum (average) Annual temperature 2014
1.	Chennai	40.5°C	20°C
2.	Madurai	42°C	19°C
3.	Trichy	42.5°C	19.5°C
4.	Bombay	39.5°C	20°C
5.	Delhi	43.5°C	17.5°C
6.	Calcutta	41°C	20°C
7.	Bhopal	44°C	18°C

### Answer the Following Questions

1. Which city recorded the lowest minimum average annual temperature?
2. Which city recorded the highest minimum average annual temperature?
3. Which city recorded the lowest maximum annual temperature?
4. Which two cities recorded almost identical highest and lowest average temperatures?
5. What is the peculiar feature of the temperature recorded in Delhi and Bhopal?

6. Fill in the blanks:
- The maximum average temperature of Madurai was \_\_\_\_\_ than that of Calcutta.
  - The minimum annual temperature of Delhi was \_\_\_\_\_ that of Bhopal.
7. Write four sentences comparing the minimum and maximum average annual temperatures of Bombay and Calcutta
2. Observe the given tabular column about the World Ammonia Plant Production in 2013 and 2014 and write a paragraph of 200 words by using expressions of **comparison and contrast**.

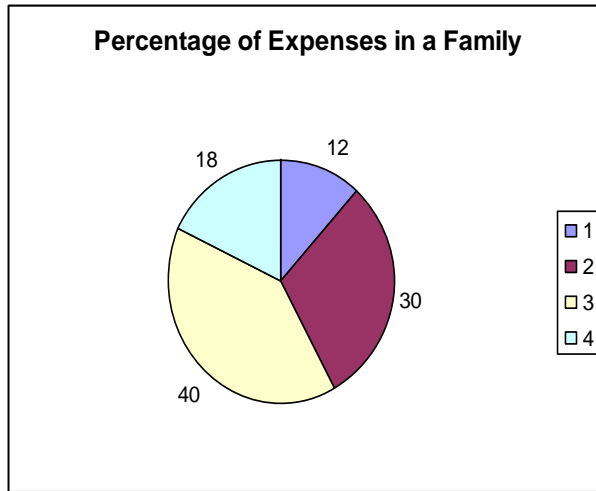
<b>Countries</b>	<b>2013</b>	<b>2014</b>
<b>India</b>	<b>11,800</b>	<b>12,000</b>
<b>Indonesia</b>	<b>5,000</b>	<b>5,100</b>
<b>Iran</b>	<b>2,500</b>	<b>2,500</b>
<b>Japan</b>	<b>1,200</b>	<b>1,200</b>
<b>Netherlands</b>	<b>1,800</b>	<b>1,500</b>
<b>Oman</b>	<b>1,700</b>	<b>1,700</b>
<b>Pakistan</b>	<b>2,450</b>	<b>2,500</b>
<b>Poland</b>	<b>1,700</b>	<b>1,700</b>

## **PIE CHART**

Pie charts are a visual way of displaying data that might otherwise be given in a small table. Pie charts are useful for displaying data that are classified into nominal or ordinal categories. Nominal data are categorized according to descriptive or qualitative information such as county of birth or type of pet owned. Ordinal data are similar but the different categories can also be ranked, for example in a survey people may be asked to say whether they classed something as very poor, poor, fair, good, very good. Pie charts are generally used to show percentage or proportional data and usually the percentage represented by each category is provided next to the corresponding slice of pie. Pie charts are good for displaying data for around 6 categories or fewer. When there are more categories it is difficult for the eye to distinguish between the relative sizes of the different sectors and so the chart becomes difficult to interpret.

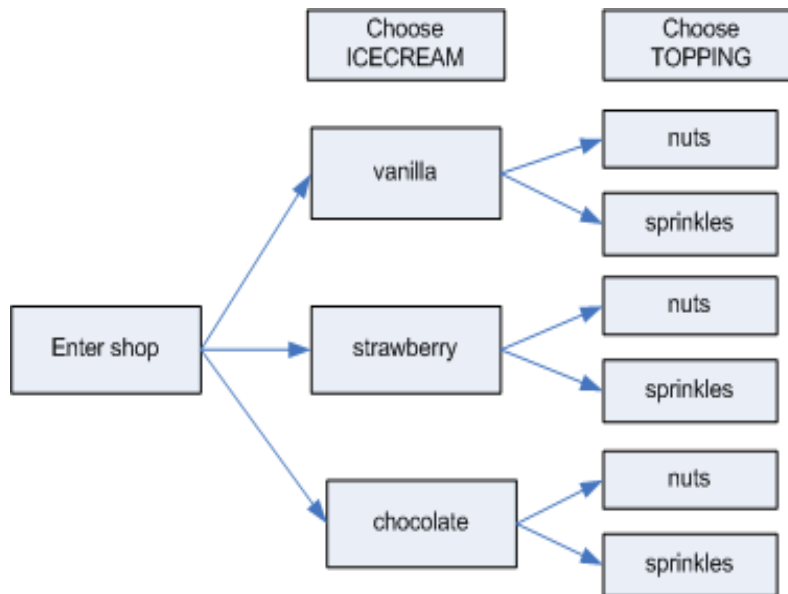


1) Describe the following pie chart which shows the percentage of every month expenses in a family. 12%-food 30% travel 40% education 18% savings.



### TREE DIAGRAM

1) Describe the following network diagram on choosing an ice cream in 200 words



## DEFINITIONS OF TECHNICAL TERMS

### Rules:

There are three parts in definitions.

1. Name of the object/substance
2. The family to which it belongs to
3. The characteristic/ the use of the object

### Eg: Electroscope:

An electroscope is an instrument used for detecting the presence of an electric charge.

### Write definitions for the following in one sentence each.

1. Ammeter
2. Amplifier
3. Barometer
4. Radar
5. Rheostat
6. Transformer
7. Generator
8. Circuit
9. Calorimeter
10. Nanotechnology

### ANSWERS

Ammeter is an instrument for measuring an electric current in amperes.

1. Amplifier is an electronic device that is used to increase the strength of electric signals.
2. Barometer is an instrument used for measuring atmospheric pressure, used especially in weather forecasting.
3. Radar is a method/equipment used for the detection and determination of the velocity of a moving object.
4. Rheostat is an electrical device that resists the flow of electrical current.
5. Transformer is an electrical device by which alternating current of one voltage is changed to another voltage
6. Generator is a machine which converts mechanical energy into electrical energy by electromagnetic induction.

7. Circuit is a closed path through which an electric current flows or may flow.
8. Calorimeter is an apparatus for measuring the heat generated by a chemical reaction
9. Nanotechnology is the branch of engineering that deals with things smaller than 100 nanometers
10. Abacus is a counting device that consists of a frame holding rods on which a specific number of beads are free to move.

**Few interesting definitions:**

**BLOG or WEB LOG**

A blog (short for "web log") is a type of web page that offers a series of posted items (short articles, photos, diary entries, etc.).

**BROWSERS**

Software programs that enable you to view web pages and other documents on the Internet.

**CACHE**

In browsers, "cache" is used to identify a space where web pages you have visited are stored in your computer. A copy of documents you retrieve is stored in cache.

**CGI**

"Common Gateway Interface," the most common way Web programs interact dynamically with users.

**COOKIE**

A message from a [WEB SERVER](#) computer, sent to and stored by your [browser](#) on your computer.

**DOMAIN, TOP LEVEL DOMAIN (TLD)**

Hierarchical scheme for indicating logical and sometimes geographical venue of a web-page from the network.

**DOWNLOAD**

To copy something from a primary source to a more peripheral one, as in saving something found on the Web to a file on your local hard drive.

### **FRAMES**

A format for web documents that divides the screen into segments, each with a scroll bar as if it were as "window" within the window.

### **FTP**

File Transfer Protocol. The Ability to transfer rapidly entire files from one computer to another, intact for viewing or other purposes.

### **HOST**

Computer that provides web-documents to clients or users.

### **HTML**

Hypertext Markup Language. A standardized language of computer code, imbedded in "source" documents behind all Web documents, containing the textual content, images, links to other documents (and possibly other applications such as sound or motion), and formatting instructions for display on the screen.

### **INTERNET** (Upper case I)

The vast collection of interconnected networks that all use the [TCP/IP](#) protocols and that evolved from the ARPANET of the late 60's and early 70's.

### **INTRANET**

An "intranet" is a private network inside a company or organization that uses the same kinds of software that you would find on the public Internet, but that is only for internal use.

### **IP Address or IP Number**

(Internet Protocol number or address). A unique number consisting of 4 parts separated by dots, e.g. 165.113.245.2

### **ISP or Internet Service Provider**

A company that sells Internet connections (examples: aol, Mindspring - thousands of ISPs to choose from; not easy to evaluate).

**JAVA**

A network-oriented programming language invented by Sun Microsystems that is specifically designed for writing programs that can be safely downloaded to your computer through the Internet

**JAVASCRIPT**

A simple programming language developed by Netscape to enable greater interactivity in Web pages.

**LINK**

The URL imbedded in another document, so that if you click on the highlighted text or button referring to the link, you retrieve the outside URL.

**LISTSERVERS**

A discussion group mechanism that permits you to subscribe and receive and participate in discussions via e-mail.

**NESTING**

A term used in [Boolean](#) searching to indicate the sequence in which operations are to be performed.

**PERSONAL PAGE**

A web page created by an individual (as opposed to someone creating a page for an institution, business, organization, or other entity).

**PDF or .pdf or pdf file**

Abbreviation for Portable Document Format, a file format developed by Adobe Systems, that is used to capture almost any kind of document with the formatting in the original.

**PLUG-IN**

An application built into a browser or added to a browser to enable it to interact with a special file type (such as a movie, sound file, Word document, etc.)

**RSS or RSS feeds**

Short for "Really Simple Syndication" (a.k.a. Rich Site Summary or RDF Site Summary), refers to a group of [XML](#) based web-content distribution and republication (Web syndication) formats primarily used by news sites and weblogs (blogs).

**SITE or WEB-SITE**

A "site," properly speaking, is an location or gathering or center for a bunch of related pages linked to from that site.

**SPIDERS**

Computer robot programs, referred to sometimes as "crawlers" or "knowledge-bots" or "knowbots" that are used by search engines to roam the World Wide Web via the Internet.

**SSI commands**

SSI stands for "server-side include," a type of HTML instruction telling a computer that serves Web pages to dynamically generate data, usually by inserting certain variable contents into a fixed template or boilerplate Web page.

**TELNET**

Internet service allowing one computer to log onto another, connecting as if not remote.

**URL**

Uniform Resource Locator. The unique address of any Web document. May be keyed in a browser's OPEN or LOCATION / GO TO box to retrieve a document.

**USENET**

Bulletinboard-like network featuring thousands of "newsgroups."

**WIKI**

A term meaning "quick" in Hawaiian, that is used for technology that gathers in one place a number of web pages focused on a theme, project, or collaboration. Wikis are generally used when users or group members are invited to develop, contribute, and update the content of the wiki.

**XHTML**

A variant of [HTML](#). Stands for Extensible Hypertext Markup Language is a hybrid between HTML and [XML](#) that is more universally acceptable in Web pages and search engines than XML.

**XML**

Extensible Markup Language, a dilution for Web page use of SGML (Standard General Markup Language), which is not readily viewable in ordinary browsers and is difficult to apply to Web pages.

## PREFIX AND SUFFIX

### Affixes and roots

Adding affixes to existing words (the base or root) to form new words is common in academic English. Prefixes are added to the front of the base (*like* → *dislike*), whereas suffixes are added to the end of the base (*active* → *activate*). Prefixes usually do not change the class of the base word, but suffixes usually do change the class of the word.

The most common prefixes used to form new verbs in academic English are: *re-*, *dis-*, *over-*, *un-*, *mis-*, *out-*. The most common suffixes are: *-ise*, *-en*, *-ate*, *-(i)fy*. By far the most common affix in academic English is *-ise*.

### Verbs

e.g. prefix + verb → verb

Prefix	Meaning	Examples
<i>re-</i>	again or back	restructure, revisit, reappear, rebuild, refinance
<i>dis-</i>	reverses the meaning of the verb	disappear, disallow, disarm, disconnect, discontinue
<i>over-</i>	too much	overbook, oversleep, overwork
<i>un-</i>	reverses the meaning of the verb	unbend, uncouple, unfasten
<i>mis-</i>	badly or wrongly	mislead, misinform, misidentify
<i>out-</i>	more or better than others	outperform, outbid
<i>be-</i>	make or cause	befriend, belittle



<i>co-</i>	together	co-exist, co-operate, co-own
<i>de-</i>	do the opposite of	devalue, deselect
<i>fore-</i>	earlier, before	foreclose, foresee
<i>inter-</i>	between	interact, intermix, interface
<i>pre-</i>	before	pre-expose, prejudge, pretest
<i>sub-</i>	under/below	subcontract, subdivide
<i>trans-</i>	across, over	transform, transcribe, transplant
<i>under-</i>	not enough	underfund, undersell, undervalue, underdevelop

e.g. Suffix used to form verbs with the meaning "cause to be".

<b>Suffix</b>	<b>Example</b>
<i>-ise</i>	stabilise, characterise, symbolise, visualise, specialise
<i>-ate</i>	differentiate, liquidate, pollinate, duplicate, fabricate
<i>-fy</i>	classify, exemplify, simplify, justify
<i>-en</i>	awaken, fasten, shorten, moisten

## Nouns

The most common prefixes used to form new nouns in academic English are: *co-* and *sub-*. The most common suffixes are: *-tion*, *-ity*, *-er*, *-ness*, *-ism*, *-ment*, *-ant*, *-ship*, *-age*, *-ery*. By far the most common noun affix in academic English is *-tion*.

e.g. prefix + noun → noun

Prefix	Meaning	Examples
<i>anti-</i>	against	anticlimax, antidote, antithesis
<i>auto-</i>	self	autobiography, automobile
<i>bi-</i>	two	bilingualism, biculturalism, bi-metalism
<i>co-</i>	joint	co-founder, co-owner, co-descendant
<i>counter-</i>	against	counter-argument, counter-example, counter-proposal
<i>dis-</i>	the converse of	discomfort, dislike
<i>ex-</i>	former	ex-chairman, ex-hunter
<i>hyper-</i>	extreme	hyperinflation, hypersurface
<i>in-</i>	the converse of	inattention, incoherence, incompatibility
<i>in-</i>	inside	inpatient,
<i>inter-</i>	between	interaction, inter-change, interference
<i>kilo-</i>	thousand	kilobyte

<i>mal-</i>	bad	malfunction, maltreatment, malnutrition
<i>mega-</i>	million	megabyte
<i>mis-</i>	wrong	misconduct, misdeed, mismanagement
<i>mini-</i>	small	mini-publication, mini-theory
<i>mono-</i>	one	monosyllable, monograph, monogamy
<i>neo-</i>	new	neo-colonialism, neo-impressionism
<i>out-</i>	separate	outbuilding,
<i>poly-</i>	many	polysyllable
<i>pseudo-</i>	false	pseudo-expert
<i>re-</i>	again	re-organisation, re-assessment, re-examination
<i>semi-</i>	half	semicircle, semi-darkness
<i>sub-</i>	below	subset, subdivision
<i>super-</i>	more than, above	superset, superimposition, superpowers
<i>sur-</i>	over and above	surtax
<i>tele-</i>	distant	telecommunications,

<i>tri-</i>	three	tripartism
<i>ultra-</i>	beyond	ultrasound
<i>under-</i>	below, too little	underpayment, under-development, undergraduate
<i>vice-</i>	deputy	vice-president

e.g. Suffix added to a verb (V), noun (N) or adjective (A) → noun

Suffix	Meaning	Examples
<i>-tion</i> <i>-sion</i>	action/instance of V-ing	alteration, demonstration expansion, inclusion, admission
<i>-er</i>	person who V-s something used for V-ing	advertiser, driver computer, silencer
<i>-ment</i>	action/instance of V-ing	development, punishment, unemployment
<i>-ant</i> <i>-ent</i>	person who V-s	assistant, consultant student
<i>-age</i>	action/result of V	breakage, wastage, package
<i>-al</i>	action/result of V	denial, proposal, refusal, dismissal
<i>-ence</i> <i>-ance</i>	action/result of V	preference, dependence, interference attendance, acceptance, endurance
<i>-ery/-ry</i>	action/instance of V-ing	bribery, robbery, misery

	place of V-ing	refinery, bakery
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Suffix Meaning Examples *-er* person concerned with N astronomer, geographer *-ism* doctrine of N Marxism, Maoism, Thatcherism *-ship* state of being N friendship, citizenship, leadership *-age* collection of baggage, pluma

Suffix Meaning Examples *-ity* state or quality of being A ability, similarity, responsibility, curiosity *-ness* state or quality of being A darkness, preparedness, consciousness

*-cy*

state or quality of being A

urgency, efficiency, frequency

### Adjectives

Many adjectives are formed from a base of a different class with a suffix (e.g. *-less*, *-ous*). Adjectives can also be formed from other adjectives, especially by the negative prefixes (*un-*, *in-* and *non-*).

The most common suffixes are *-al*, *-ent*, *-ive*, *-ous*, *-ful*, *-less*.

e.g. Suffix added to verbs or nouns → adjective

Suffix	Example
<i>-al</i>	central, political, national, optional, professional
<i>-ent</i>	different, dependent, excellent
<i>-ive</i>	attractive, effective, imaginative, repetitive
<i>-ous</i>	continuous, dangerous, famous
<i>-ful</i>	beautiful, peaceful, careful
<i>-less</i>	endless, homeless, careless, thoughtless

-able	drinkable, countable, avoidable,
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e.g. negative + adjective → adjective

Prefix	Examples
<i>un-</i>	unfortunate, uncomfortable, unjust
<i>im-/in-/ir-/il-</i>	immature, impatient, improbable, inconvenient, irreplaceable, illegal
<i>non-</i>	non-fiction, non-political, non-neutral
<i>dis-</i>	disloyal, dissimilar, dishonest

### Mixed

e.g. base with both prefix and suffix

Adjectives: uncomfortable, unavoidable, unimaginative, inactive, semi-circular

Nouns: disappointment, misinformation, reformulation

### Word formation

Formal written English uses nouns more than verbs. For example, judgement rather than judge, development rather than develop, admiration rather than admire.

There appeared to be evidence of differential *treatment* of children.

This is reflected in our *admiration* for people who have made something of their lives, sometimes against great odds, and in our somewhat disappointed *judgment* of those who merely drift through life.

All airfields in the country would be nationalised, and the government would continue with the *development* of new aircraft as recommended by the Brabazon Committee.

Associated with nominalisation is the occurrence of prepositional phrases, introduced by *of*:

judgment *of* those

treatment *of* children

development *of* new aircraft

*-tion* is the most common suffix used in this way. For example: *alteration, resignation*.

However others are: *-ity* ability, similarity, complexity; *-ness* blindness, darkness, preparedness; *-ment* development, encouragement; *-ship* friendship; *-age* mileage; *-ery* robbery, bribery; *-al* arrival; *-ance* assistance, resemblance.

Prefix	Definition
ab	away, from
ad	to, toward
ante	before
be	complete, around
bi	two/twice
cent	one hundred
circum	around
com	with, together
contra	against
de	down, from
dis	not/opposite of
en	in, put into, cover with
fore	before
il	not/opposite of
in	in, within, intro
inter	between
intra	within
ir	not/opposite of
kilo	one thousand
mid	in the middle
milli	one thousandth of
mono	one
op	against
per	through
post	after

pre	before
re	again, back
se	aside, apart
semi	partly/half/twice
super	beyond, above
trans	across
tri	three/three times
ultra	beyond, above
un	not/opposite of
uni	one

PREFIX DEFINITIONS ALPHABETIZED

Definition	Prefix
Across	trans
After	post
again, back	re
Against	anti
Against	contra
Against	op
Around	circum
aside, apart	se
away, from	ab
back, again	re
Before	ante
Before	fore
Before	pre
Between	inter
beyond, above	super



beyond, above	ultra
complete, around	be
down, from	de
in favor of, forward	pro
in the middle	mid
in, put into, cover with	en
in, within, intro	in
not/opposite of	dis
not/opposite of	il
not/opposite of	ir
not/opposite of	un
One	mono
One	uni
one hundred	cent
one thousand	kilo
one thousandth of	milli
out, out of, formerly	ex
partly/half/twice	semi
three/three times	tri
Through	per
to, toward	ad
two/twice	bi
with, together	com
Within	intra

ROOT WORD DEFINITIONS ALPHABETIZED

SUFFIXES ALPHABETIZED

Suffix	Definition	Suffix	Definition
able	able to be	ice	state of being
age	state of being	ie	little/much loved
Al	act of / pertaining to	ier	one who
An	one who	ily	in what manner
ance	act or state of	ish	having tendency to / like
ant	one who	ism	state or act of being
Ar	pertaining to or tending to	ist	one who
ard	one who	itis	inflammation of
art	one who	ity	state of condition of
ary	pertaining to or tending to	ive	have tendency to
ate	to become, have	ize	make or become
cide	kill	kin	little
cle	little	less	without
dom	state or rank of	let	little
Ee	one who	ling	little
eer	one who	ly	in the manner of / like
En	make or become	ment	act or state of being
ence	act of state of	meter	measure
ent	one who	ness	state or quality of
Er	comparative	ol	alcohol
Er	one who, that which	ology	study or science of
ess	one who (female)	ory	pertaining to / a place
est	comparative	ose	full of
ette	little	ous	have much
eur	one who	s	more than one

ful	having/full of	ship	state, rank, or skill of
Fy	make or become	ster	one who
gram	letter/writing	tion	act or state of being
graph	letter/writing	ure	act or process of
hood	state of being or belonging	wise	in the manner/like
ian	one who	y	full/state of, having, somewhat
Ic	pertaining to, resembling	yer	one who

## AFFIXES

### a) Write noun forms of the following words:

(i) suburban (ii) continue (iii) retract (iv) vigourously (v) manage

### b) Add suitable prefixes/suffixes according to the given meanings:

(a) .....hale = expel gas or vapor.

(b) .....edible = not suitable to eat.

(c) Merge = keep something below water level.

(d) \_\_\_\_\_ structure (above)

(e) techno \_\_\_\_\_ (fear of technology)

### c) In the sentences below complete each word with a prefix chosen from the following list.

{ *re- post- over pre- super-* }

1. We hope the bus won't be \_\_\_\_\_ crowded.

2. Do you think the Mayor will be \_\_\_\_\_ elected for a second time?

3. After he got a Ph.D. in Chemistry, he did \_\_\_\_\_ doctoral work at Oxford University.

4. He took \_\_\_\_\_ cautions against burglary by installing an alarm.

5. He added a \_\_\_\_\_ script at the end of the letter.

### d) Write the opposite of the underlined words using proper prefixes:

1. The proposal for the new bridge is acceptable.

2. The discussion ended up with most people in agreement.

3. You have spelt many words.

4. The phone company will connect your telephone soon.

5. Due to the deaths of several patients, a lawyer was sent to investigate the doctor's practice.

**e) Put the word in brackets into the correct form using suitable suffix:**

1) The team that he supported were able to win the \_\_\_\_\_ (champion)

2) He wants to be a \_\_\_\_\_ when he grows up. (mathematics)

3) You need to be a highly trained \_\_\_\_\_ to understand this report. (economy)

4) There were only a \_\_\_\_\_ of people at the symposium. (hand)

5) Rithish needed to \_\_\_\_\_ the temperature (regular)

## CONNECTIVES & DISCOURSE MARKERS

Connectives are effective tools of expressing consent, disagreement, contrast, argumentation, persuasion, reservation and conclusion. They connect two parts of a sentences, two clauses, a phrase and a clause, a phrase and a phrase and a word and another word.

### 1. Conjunctions: “and” “further” in addition to “ are used to express idea of addition and inclusion

1. The fuel is pulverized **and** forced into the furnace..
2. Coal **and** petrol are used as fuels.
3. The new machine saves fuel consumption. **Further** it is easy to operate.
4. **In addition to** the increase in wages, the workers got a month’s salary as bonus (besides).
5. The manager **as well as** the accountant verified the accounts.
6. The Germans succeeded in building an aero plane The British **too** succeeded in the same effort almost.

### 2. Contrasting Relations: ‘But’ ‘yet’ still’ although ‘ in spite of’ are used to express contrasting ideas.

1. An insufficient air supply will prevent complete combustion, **but** excess of air will reduce the temperature of combustion.
2. The strike has been withdrawn, **yet** the work has not begun.
3. **In spite of** its raining , I am going for a walk.
4. Education has made him gentle, it could **still** make him gentler.
5. **Though** the engine performs well, it is too expensive to be purchased .
6. **While** a labourer earns Rs150/- a day , a skilled craftsmen earns Rs750/- a day.
7. The production of food grain increases only in arithmetic proportion **whereas** the population in the country increases in geometric proportion .
8. He is hyper active. **As a contrast**, his brother is lazy.

### 3. Time : ‘after’ ‘when’ ‘before’ ‘ while’ indicate the time of occurrence

1. **When** steam is superheated , it may not cause cylinder condensation.

2. **After** the construction of the plant, several modifications were suggested.
3. The engine was tested **before** it was fitted.

**Exception: ‘However’ ‘except’ – they don’t express contrast but exception in general**

1. The college remains closed. **However**, the teachers are excepted to be present.
2. The new version of the machine is better than the old one in all respects except in its production of unsteady flow of energy

### **Exercises –Connectives**

1. The machinery was damaged. It was being installed. (While)
2. All the aspects of the machine recommend it to consumers but not its price tag,. (except)
3. The working of the machine in complex. It requires a technician to operate it. (so.....that)
4. Bearings which are lubricated develop no friction Bearings that are not lubricated develop friction (on the other hand)
5. You are young, you can not understand the implications of today’s event. (too.....to)
6. The looks thin. He is powerful (but)
7. He has read a lot. He cannot express himself well. (yet)
8. Coal is used as a fuel. Petrol is used as a fuel. Diesel is used as a fuel (and)
9. The sky was cloudy. We cancelled the plan of a match (As)
10. In cassette based language lab system, the exercises are done by aural medium. In the CALL system audio- visual medium is used (whereas)

## **DISCOURSE MARKERS**

A *discourse marker* is a word or phrase used in a conversation to signal the speaker's intention to mark a boundary:

"Anyway, I'll have to be going now." e.g. 'You know,' 'I mean,' 'Anyway'

The function of *anyway* is to signal a change in the direction of the conversation, in this case to finish it, so *anyway* is a *discourse marker* here. They can be used to focus, clarify, contrast, change the subject, show agreement or disagreement, etc.

"Speakers, particularly in conversational exchanges, tend to use **discourse markers** . . . as a way of indicating orientation to what is happening in the discourse. The discourse markers have little explicit meaning but have very definite functions, particularly at transitional points. . . . In the written language, equivalents are expressions such as *however*, *on the other hand*, *on the contrary*, which are used in the transition from one sentence to another.

<b>Type of relationship</b>	<b>Sentence connectors</b>	<b>Position within clause/sentence</b>
<b>Adding something</b>	Moreover; In addition; Additionally; Further; Further to this; Also; Besides; What is more.	Initial position
<b>Making a contrast between two separate things, people, ideas, etc.</b>	However; On the other hand; In contrast; Yet.	Initial position
<b>Making an unexpected contrast (concession)</b>	Although; Even though; Despite the fact that; In spite of the fact that; Regardless of the fact that.	Initial position Starts a second/ subordinate clause
<b>Saying why something is the case</b>	Because; Since; As; Insofar as.	Initial position Starts a second/ subordinate clause
<b>Saying what the result of something is</b>	Therefore; Consequently; In consequence; As a result; Accordingly; Hence; Thus; For this reason; Because of this.	Initial position
<b>Expressing a condition</b>	If; In the event of; As long as...; So long as...; Provided that...; Assuming that...; Given that....	Initial position Starts a second/ subordinate clause
<b>Making what you say stronger</b>	On the contrary; As a matter of fact; In fact; Indeed.	Initial position

## CONNOTATIONS

### **Importance of Connotation**

Understanding a word's literal (denotative) and suggestive (connotative) meanings is important for every speaker and writer. There are certain circumstances when you might want to deliberately use a word that carries less than a positive connotation; however, you may want to avoid mistakenly using a word with a negative or misleading connotation.

Depending on the context, the connotation of a word choice can change the meaning of a sentence considerably. For example, using the words "chick" or "babe" to refer to a woman often carry a negative connotation, especially if women are part of the audience.

Below are groups of words which are often used to describe people. What are the connotations of the words?

1. Childlike, Youthful, Childish, Young
2. Disabled, Crippled, Handicapped, Retarded
3. Relaxed, Laid-back, Lackadaisical, Easy-going
4. Slim, Skinny, Slender, Thin
5. Cheap, Frugal, Miserly, Economical
6. Young, Immature, Juvenile, Youthful
7. Inquisitive, Interested, Curious, Convivial
8. Confident, Secure, Proud, Egotistical
9. Lovely, Knockout, Beautiful, Stunning
10. Talkative, Conversational, Chatty, Nosy

Task: create quia activity based on the task given before

### ***Positive and Negative Connotations***

Words may have positive or negative connotations that depend upon the social, cultural and personal experiences of individuals. For example, the words childish, childlike and youthful have the same denotative but different connotative meanings. Childish and childlike have a negative



connotation as they refer to immature behavior of a person. Whereas, youthful implies that a person is lively and energetic.

Below are a few connotation examples. Their suggested meanings are shaped by cultural and emotional associations:

- A dog connotes shamelessness or an ugly face.
- A dove implies peace or gentility.
- Home suggests family, comfort and security.
- Politician has a negative connotation of wickedness and insincerity while statesperson connotes sincerity.
- Pushy refers to someone loud-mouthed and irritating.
- Mom and Dad when used in place of mother and father connote loving parents.

**Linkers:**

Take the test at

[http://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-although.php](http://www.myenglishpages.com/site_php_files/grammar-exercise-although.php)

**Describe your house- speaking/writing**

- Where is your house?
- Is it big or small?
- How many rooms does it have?
- What furniture is in your living room?
- How many bedrooms?
- What furniture is in your bedrooms?
- Does your house have a yard?
- Do you have a garden?
- Do you like your house?  
Why or why not?

## Template for writing about: My house

My House has four bedroom, two bathroom, one kitchen, one living room, two gardens and a garage. In My bedroom is big, I have one bed, one dresser, with a mirror, two closet, bookshelf, Medium TV, two nightstands and a bathroom. My bathroom has a toilet, shower and tub. My living room, I have sofa, one love seat a television, a stereo, floor lamp, Coffee table and I have a big mirror. My kitchen is big. I have a counter, a stove, two refrigerators a sink and a Kitchen table. Thanks for visiting my house.



- **Task: Create a page like the above and mail to be [languagelab@gmail.com](mailto:languagelab@gmail.com)**
- **Task: Introduce yourself based on the write up and record on skype**
- **Task: Create a listening task for your friends using quia**

### How to record your Skype Conversations

Requirements: PC, Free Software Audacity, Skype and Powergramo (tutorial follows)

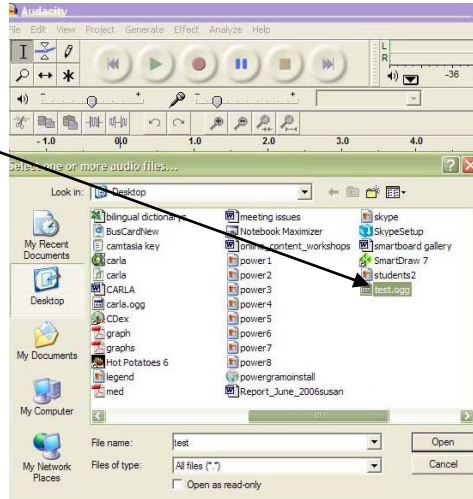
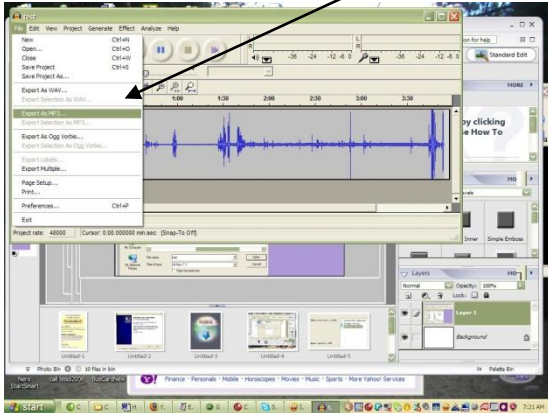
- 1) Download Powergramo at <http://www.powergramo.com>. Please click on download.
- 2) Once you have downloaded it, find the installer and double click it to start installing the program. Follow the instructions to install the program.
- 3) Make sure to add a shortcut to the desktop to make sure you can find the program. I suggest you uncheck **Start with Windows** and click next
- 4) Now you are ready to record from Skype. Open Skype and next be sure to open Powergramo. If Powergramo is not open the recording will not work.
- 5) Now have your phone conversation and hang up when you are done. Powergramo has automatically recorded your file.
- 6) You will get a message from Powergramo with an authorization message. Just check OK.

7) You will then see all the information about your recorded message from Powergramo. Click **file**→**export** to export your file to an .oog file. Make sure to give it a name you can remember.

8. Now open Audacity and click **File**→**Open**.

9. Find your file with the **.oog** and open it.

10. Click on File and Export as **MP3**



## Assignment : Lab work

### Quia Creations



#### Skills Focus:

Team Work, problem solving

#### Outcome:

Website creation related to finance

#### Language Focus:

Instructions and Imperatives

#### Paragraph writing

### 1. Warm up: Frame three questions after reading the write up below:

Quia is a Web site that allows people to create home pages, games, surveys and quizzes online.

You don't have to know how to make Web pages. Your job is to enter the content (information)

and with a few clicks of the mouse, Quia will turn your ideas into Web pages. You can also access activities that others create with Quia.

After learning how to use Quia, you will form groups. Each group will create a "class page" (home page) with a group photo, information about yourselves, and links to Web sites. Your group will then create online activities and an online survey. All the class' activities will then be accessible from one master Web page that you can show to your classmates, friends and family.

This project will teach you how to use "click and build" Web sites like Quia, will give you practice using the Web to find information, help you teach others about a topic that is interesting to you, and will give you many opportunities to use your English language skills!

## **2. Read to discuss the following instructions with your team mates:**

### **What am I supposed to do?**

#### **Assignments:**

- Assignment 1: Learning about Quia
  - Assignment 2: Checking out the Quia Directory
  - Assignment 3: Free 30 day trial. Creating an activity and a class page.
1. **Learning about Quia**

You should learn basic information about Quia by looking at the Quia Web site.

**1.\*\*Task\*\*** Go to Quia. Look in the bottom left corner of the Quia home page. Click on "About QuiaWeb."

Answer the questions.

Then check your answers with a partner.

#### **A. Questions:**

- 1) What are the things you can do at Quia?
- 2) What will you find in the Quia Directory?
- 3) Do you have to pay money to join Quia to use the Directory?
- 4) How many types of "activity creation templates" are there?
- 5) Try samples of each activity creation template. Which one do you like the best? Which one do you like the least?
- 6) When you make a quiz using Quia, how many different types of questions can you use?
- 7) What are some things you can include on "class pages" (home pages) you make using Quia?

- 8) What is the starting point for creating and maintaining your Quia activities?
- 9) If you want to subscribe to Quia, how much will it cost?
- 10) True or False - you can try Quia for 30 days for free!

**Checking out the Quia Directory** - Find out what free Quia activities are available in the Quia Directory. This will give you an idea how to play the activities and also what kind of activities you can create yourself!

**B.\*\*Task\*\*** Go to Quia. Click on "Subject Categories." Play several games or quizzes. Try different types. Find one activity that you would like to share with the class. After playing your activity, click on the link at the top right, "E-mail to a friend."

Complete the boxes:

- 1) Enter your name
- 2) Enter your email address
- 3) Enter your friend's email address (use [belanguagelab@gmail.com](mailto:belanguagelab@gmail.com) )
- 4) Write at least five sentences explaining why you think the class will be interested in the game/quiz you found.
- 5) Click the "Send email" button.

**C. Signing up for a free 30 day trial. Creating an activity and a class page** - You can use Quia free for 30 days. You can create activities, quizzes, surveys and class pages (home pages).**NOTE: After 30 days everything you create will disappear!**

**B. \*\*Task\*\*** Go to <http://www.quia.com/web>

**C.** Click on "Get a free 30-day trial ...". Provide the requested information and click "Create my 30 day trial account." You will now be in the Quia "Instructor Zone." NOTE: Write down your username and password! Don't lose it! Now click on the "Start Trial" button.

**B. \*\*Task\*\*** In the Instructor Zone, you will see "Create a new activity." The menu will say "matching, flashcard, concentration, word search." Click "Go." Think of 10 words in your language that you would like to teach someone else. (You will use the Roman alphabet).

**In Section 1:** Complete the Title: Business Collocations

**D. \*\*TASK \*\*** Look up the following links:

<http://www.ecenglish.com/learnenglish/lessons/business-english-collocations>

the above link has collocations related to business

<http://www.ieltsbuddy.com/collocation.html>

the above link has collocations explanation, and general collocations

Choose 10 new collocations

Create an activity to match the words

You will see "Your activity has been created. The URL of your activity is:  
<http://www.quia.com/jg/> . . .

Write down the URL of your activity. Click the link to play your activity. After playing, click on "Email to a friend." **Send your activity to [belanguagelab@gmail.com](mailto:belanguagelab@gmail.com)**

**E. \*\*Task\*\*** Create a class page by following these steps:

1) If necessary, go to <http://www.quia.com/web> and login.

At the Instructor Zone, click the "Class" tab. You will see "Create a new class page." Click "Go".

2) Click on "View a Sample Page" to see what a class page might look like. Click the "Back" button on your browser.

3) Fill in the text boxes with the information for your class page. Don't worry if you are not sure of the exact information you want on your page. You can edit it easily at any time.

4) In Section #6 "Your Quia Activities," you will see the vocabulary activity you created in

**B.\*\*Task\*\*** above by clicking on the "Choose from list" pull down menu. Add a description of your activity in the "Description" box. When your Class Page is done, you'll have a link to your activity.

5) In Section #7, you can add links to any Web resources you want by typing in the URL. Add the ESL Independent Study Lab at

[www.lclark.edu/~krauss/toppicks/toppicks.html](http://www.lclark.edu/~krauss/toppicks/toppicks.html)

6) When you finish, click on "Preview changes." When you are satisfied with your class page, click on "Save changes." You will see "your page has been created." You will see the Web address (URL) of your Quia class page. **Write it down!**

7) Click on the link to see your class page. Click on "Email to a friend." **Send your class page URL to [belanguagelab@gmail.com](mailto:belanguagelab@gmail.com)**

**Class work:**

1. Brainstorm and write a list of collocations in the space given below:
  
  
  
  
  
  
  
  
  
  
2. Write a list of instructions to your friend on how to create an activity on quia. (Share you're your difficulties too and how to avoid them if possible)

Compare your instructions with your team mates, and add points or make changes if needed

**Evaluation rubric for team work:**

Team work assessment	Exceeds expectations	Meets expectation	Does not meet expectation
<b>Roles and responsibilities</b>	All team members carried out roles without reminder	Most team members carried out roles with few reminders	Most team members not carry out their roles or needed to be reminded several times
<b>Participation</b>	Most team members offered more than one idea and encouraged participation	All team members offered at least one idea	Most team members did not offer any ideas
<b>Accuracy</b> The group report / presentation was	Complete, accurate and eloquent use of phrases at least one or two	Complete and grammatically accurate	incomplete, or inaccurate or both

**Follow up on quia:**

**Create 16 types of games and learning activities including:**

Matching

Jumbled Words

Concentration

Ordered List

Word Search

Picture Perfect

Flashcards

Pop-Ups

Challenge Board

Scavenger Hunt

Columns

Cloze

Hangman

Rags to Riches

Patterns

Battleship



## QUESTIONS FOR PRACTICE

### Part-A

**Read the following closely and fill up the blanks suitably.**

1. The postal service is the government agency (1) ----- handles the mail. Its job is (2) ----- letters and packages to people and businesses all over the world. Its goal is to see that your mail gets to its destination (3) ----- possible. People (4) ----- the postal service to deliver important letters and even valuables, (5) ----- time and to the right person.

1. A. the fact that    B. whether    C. of which    D. that    E. in that
2. A. being delivered    B. to be delivered    C. to have delivered    D. having delivered    E. to deliver
3. A. less quickly    B. too quickly    C. so quickly that    D. as quickly as    E. the most quickly
4. A. back out    B. check out    C. come in    D. figure out    E. rely on
5. A. to    B. for    C. at    D. on    E. over

2. Petroleum, or crude oil, is one of the world's (1) ----- natural resources. Plastics, synthetic fibres, and (2) ----- chemicals are produced from petroleum. It is also used to make lubricants and waxes. (3) -----, its most important use is as a fuel for heating, for (4) ----- electricity, and (5) ----- for powering vehicles.

1. A. as important    B. most important    C. so importantly    D. less importantly    E. too important
2. A. much    B. a lot    C. plenty    D. many    E. Less
3. A. Therefore    B. However    C. Moreover    D. Hence    E. Rather
4. A. generated    B. to generate    C. being generated    D. generate    E. generating
5. A. decisively    B. exclusively    C. especially    D. favourably    E. notably

**3. Fill the blanks in the paragraph on 'Motivated Learner' with the words given in the help box:**

<i>responsibility</i>	<i>seeking</i>	<i>guidance</i>	<i>to recognise</i>
<i>opportunity</i>	<i>personal</i>	<i>instructions</i>	<i>through</i>

The first strategy of achievement is \_\_\_\_\_ that you are responsible for your own learning. The ‘independent learner’ shows a greater \_\_\_\_\_ for their own learning. You respond to the external pressures, but you are also \_\_\_\_\_ personal satisfaction and what to learn as much as you can. Although your tutors have given \_\_\_\_\_ on resources you need, you happily seek out your own resources. You are keen to develop \_\_\_\_\_ strategies for learning. You are keen to reflect on what and how you learn. The “dependent learner” responds to the pressures of the system \_\_\_\_\_ deadlines, penalties & marks. The content and resources are determined by your tutors. You follow your tutors \_\_\_\_\_ to letter and don’t go much beyond it. You find whatever you are learning is sufficient. You do not reflect on your learning and find little \_\_\_\_\_ in your studies to do this and you may not be encouraged to do it either.

#### **4.Fill the blanks with an appropriate word of your choice:**

##### *Setting goals*

The second strategy of achievement refers to you \_\_\_\_\_ challenging, but attainable goals, and breaking down tasks \_\_\_\_\_ manageable, bite size chunks. In studies, your assignment \_\_\_\_\_ are set by the tutor, but you have \_\_\_\_\_ control on HOW to break the task down \_\_\_\_\_ manageable sub goals. Are you doing this?

##### *Leaving things to the last minute*

When you are having difficulty with assignments you \_\_\_\_\_ probably find yourself procrastinating regularly, if this \_\_\_\_\_, then you need to think why you are \_\_\_\_\_ this how you can overcome it. It might \_\_\_\_\_, as indicated above, because you don’t chunk assignments \_\_\_\_\_ exercises into smaller bits and create sub goals. \_\_\_\_\_ a large assignment as the only goal would \_\_\_\_\_ a very daunting task indeed. There may of \_\_\_\_\_ be other reasons for procrastination

##### *Reflecting.....*

The third strategy for achievement refers to your active involvement in your learning and if you are using at least half of the above strategies then you are well on your way to being actively engaged in your learning. A very important aspect of active learning is your ability to reflect on your work .

**5. Write definitions for the following in one sentence each.**

1. Abacus
2. Laboratory
3. Computer Program
4. Printer
5. Modem
6. A turbine
7. Spanner
8. Dynamo
9. Lathe
10. Fuse

**6. Form different parts of speech by adding suitable suffixes .**

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>
1. clear	_____	clear
2. signify	_____	_____
3. _____	generation	generative
4. simplify	_____	simple
5. require	requirement	_____

**7. Add Prefix / Suffix to the following words in accordance with the meaning given against them:**

1. a. \_\_\_\_\_ rail : cause to leave the rails  
b. \_\_\_\_\_ pollution : against pollution  
c. \_\_\_\_\_ sonic : just below the level of audibility  
d. \_\_\_\_\_ heat : heat above boiling point without causing vaporization
2. a. \_\_\_\_\_ conductivity: the property of having zero electrical resistance  
b. \_\_\_\_\_ saturate: add to solution beyond saturation point.  
c. \_\_\_\_\_ continent : large land mass, but not large enough to be called continent

- d. \_\_\_\_\_ national : going beyond or above the national limits, consideration
3. a. \_\_\_\_\_ rational : produce the opposites
- b. \_\_\_\_\_ locate :
- c. \_\_\_\_\_ conduction :
- d. \_\_\_\_\_ possible :
4. a. assassin \_\_\_\_\_ : to kill a person violently for political reason
- b. author \_\_\_\_\_ : to give authority
- c. believe \_\_\_\_\_ : that we can believe
- d. \_\_\_\_\_ responsible : lack in sense of responsibility
5. a. endure \_\_\_\_\_ : that we can endure
- b. defend \_\_\_\_\_ : which can be defended
- c. depend \_\_\_\_\_ : which we can depend on
- d. \_\_\_\_\_ guide : guiding in a wrong way
6. a. feed \_\_\_\_\_ : response
- b. \_\_\_\_\_ dispensable : necessary
- c. \_\_\_\_\_ formal : not methodical
- d. transact \_\_\_\_\_ : affair
7. a. \_\_\_\_\_ conventional: informal
- b. \_\_\_\_\_ methodical : not conventional nor formal
- c. comprehend \_\_\_\_\_ : understandable
- d. comprehend \_\_\_\_\_ : complete
8. a. ecology \_\_\_\_\_ : person concerned
- b. genetics \_\_\_\_\_ : person concerned
- c. fell \_\_\_\_\_ : cutting down
- d. \_\_\_\_\_ forestation : expansion of forest

### 8. Rewrite the following as directed ( Use Connectives)

1. Practicing is better than preaching. (use infinitive)
2. Virus is too minute to be dissected and analyzed. (so...that)
3. To deceive your best friend is disgraceful. (use gerund)
4. The dam collapsed. As a result \_\_\_\_\_. (complete using as a result of)
5. I am taking a taxi to reach the airport in time. (the purpose of...)
6. We use a radiator to reduce the heat generated in the engine. (with a view)
7. \_\_\_\_\_ Newspapers can report the complex foreign issues in great depth; the electronic media gives just capsule bit of information. (use of contrast)
8. The gober gas plant is a simple apparatus. \_\_\_\_\_ a nuclear reactor is far more sophisticated. (contrast)
9. Some companies are not even able to pay their employees \_\_\_\_\_. Some others are having surplus funds. (contrast)
10. In the past, sellers use to direct consumers \_\_\_\_\_. Now consumers are the kings. (contrast)
11. Priya browsed the internet. He collected materials related to his project. (purpose expression)
12. We use a radiator to reduce the heat generated, in the engine. (with a view)
13. Vertical boilers have been installed in the factories, Only limited floor space is available. ( because/so)
14. John has inadequate qualifications. He was offered a job. (in spite of)
15. We aim at winning the first prize.(use infinitive)
16. To manage children is not easy.( use gerund)
17. Pine feed water is used to prevent formation of deposits. (express purpose)
18. As the shaft expands and contracts, axial movement takes place. (because of)
19. To save is to earn. (use gerund)
20. The fuse had blown. The electrician turned off the power supply. ('before' time link)
21. The electrician felt a shock run up his arm. He was repairing the faulty cable.(while)
22. A drum of petrol is left in the sun. it may explode. (cause and effect)
23. If I knew his address \_\_\_\_\_

24. An experiment: to demonstrate a principle \_\_\_\_\_ (use purpose) constructing bypass road: reduces traffic congestion.
25. If the drivers do not follow traffic rules \_\_\_\_\_.
26. The heavy loss of life in the train accident is the result of human error. (as a result of)
27. Glass beakers easily, glass has many useful properties (use connective)
28. Unless there is a power breakdown, the emergency generator will not be switched on. (If)
29. The technicians inspect the equipment regularly. They want to avoid a breakdown. (Use expression of purpose)
30. The fuel travels along the conveyor chain. The fuel burns. (Join time link)
31. Wrought iron contains 0.02% of carbon; it contains 0.02% of manganese. (Compare and contrast)
32. The journey takes four hours by day. It takes five hours at night. (Compare and contrast)
33. The steam was invented. Water could not be pumped out of coal mines. (Time link)
34. The Second World War was over. Jet engines were in common use. (Use time link)
35. Increased speed: improves the cooling system in the engine.
36. Production is started. Extension tests must be made. (before)
37. The cutting tools should be sharpened. The roughing cut is taken. (after)
38. Because the steam is wet, it must be super heated. (because of)
39. Because the temperature rises, the gas expands. (because of)
40. If global temperature rises, \_\_\_\_\_.

**9. Underline the connectives and discourse markers in the given passage.**

1. A domestic refrigerator uses the cooling effect of an evaporating liquid. A refrigerant liquid (such as Freon, a compound of carbon, fluorine and chlorine) is pumped through cooling coils (the evaporator) in which it expands (evaporates) and absorbs heat from the surroundings. The evaporator is formed into the ice-making compartment of the refrigerator. After passing through the cooling coils in the evaporator, the vapour is then compressed by a compressor (usually driven by an electric motor) and condensed back to a liquid when the absorbed heat is given out. The cycle of events is then repeated over and over again. The refrigerator is really a heat engine working in reverse. In order to take heat out of the low-temperature interior of the refrigerator

and transfer it to the higher temperature of the surrounding air, work must be done. If it is to work continuously, a refrigerator must be supplied with energy from outside. This external energy is usually electricity, which operates the electric motor driving the compressor, but it could be a gas flame. In the food chamber of a domestic refrigerator the temperature is just above the freezing point of water, about 1° or 2°C: in the ice-maker and in the deep-freeze it is usually around

2. A steam engine utilizes the energy contained in steam under high pressure. The energy that is released when steam expands is made to produce rotary motion which can be used for the driving of machinery. The steam from the boiler is admitted into the cylinder in which there is a piston and in which the steam expands, causing the piston to move. When the piston has travelled to the end of the cylinder and thus completed its stroke, the now expanded steam is allowed to escape from the cylinder. At the same time the steam is changed over, live steam under pressure being admitted to the other side of the piston, causing the latter to travel back, past its starting point until it has reached the other end of its stroke. A steam engine of this kind is called "double-acting" because the force of the steam is applied alternately on two sides of the piston. While the piston is being forced in one direction by the expanding steam, the spent steam is pushed out of the cylinder on the other side of the piston. Reversing, i.e., the change-over of the steam supply so as to ensure the admission of live steam to the appropriate side of the piston and the discharge of the spent steam on the other side, is effected automatically by a control device called a slide valve.

10. For each pair of words and a phrase, list the one that is positive in the "Positive Connotation" category, the one that is negative in the "Negative Connotation" category, and the phrase that is a more neutral definition for both words in the "Denotation" column.

1. gaze, look steadily, stare
2. fragrance, odor, a smell sensed by the olfactory nerve
3. brainwash, persuade, influence one way or another
4. delayed, not on time, tardy
5. somewhat interested, nosy, curious

6. lazily, without haste, leisurely
7. ask of someone, demand, request
8. gathering, a large group, mob
9. slim, skinny, less than average build
10. discuss with others, debate, argue
11. observe, watch, spy
12. a young age, youthful, immature
13. not having a care, irresponsible, carefree,
14. unique, not commonly found, strange
15. find, detect, snoop
16. inexpensive, fairly priced, or cheap
17. isolation, privacy, having an opportunity to be alone
18. assertive, firmly confident, pushy
19. extravagance, generosity, giving much,

	<i>Positive Connotation</i>	<i>Denotation</i>	<i>Negative Connotation</i>
1			
2			
3			
4			
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## QUESTIONS FOR PRACTICE

### Part-B

#### Transcoding:

#### Exercises:

a) **Draw a bar chart**, presenting the information given in the passage. Indian coals are generally characterized by high ash content and low sulphur content. The occurrence of coal in our country is mainly confined to one quadrant and a typical analysis of Indian coal reveals the real position. Considering the stability of Indian coal, it is observed that the approximate composition of eight factors constitute Indian coal. They are Carbon, Hydrogen, Nitrogen, Sulphur, Ash, Oxygen, Volatile and Moisture. The maximum composition in Indian coal is ash and the minimum composition is sulphur. The composition of Carbon is lower than the composition of ash but higher than the composition of Volatile and Moisture, which are equally present in the coal. It is true that the percentage of sulphur that occurs is lower than any other property. The percentage of Nitrogen is higher than Sulphur but lower than Oxygen whereas the percentage of Oxygen is lower than Hydrogen and higher than Nitrogen. The percentage of Hydrogen is higher than Oxygen but lower than volatile and moisture.

b) Read the following paragraph that describes the process of purification of water. **Draw a flow chart** presenting the information contained in it and give a suitable title.

River water contains large amounts of suspended solids. It is sent to the Purification Plant for Coagulation process with the addition of coagulant chemicals ferric sulphate and polyelectrolyte. After the raw water has been coagulated, it is gently mixed by large mechanical paddles in a process called flocculation. The flocculated water then travels into primary settling basins or clarifiers for sedimentation. The settled particles form a sludge layer on the bottom of each primary settling basin. This sludge is periodically removed from the basins and returned to the River through a permitted discharge. After the clarified water leaves the settling basins, the disinfection process begins with the addition of chlorine. Ammonia is added following the chlorine addition, producing chloramine. The next step in the process is adjustment of the pH of the water. Lime, is added in this step to achieve the desired target pH. A small amount of polyphosphate solution is also added with the lime. In the treatment process, a small dose of

fluorosilicic acid is added to the drinking water to aid in the prevention of dental cavities. The final step in the purification process is filtration through rapid gravity filters. Any particles remaining in the water adhere to the filter media and are removed from the water. After filtration, the purification process is complete. Filtered water is collected from many filters in service and is sent to pumping stations located on the plant grounds, where it is pumped and delivered to our customers to provide water for drinking and other purposes

c) Read the following passage and **draw tree diagram** based on the information contained in it .

Computers are available in different shapes, sizes and weights, due to these different shapes and sizes they perform different sorts of jobs from one another. They can also be classified in different ways. All the computers are designed by the qualified computer architectures that design these machines as their requirements. A computer that is used in a home differs in size and shape from the computer being used in a hospital. Computers act as a server in large buildings, while the computer also differs in size and shape performing its job as a weather forecaster. A student carrying a laptop with him to his college is different in shape and size from all the computers mentioned above. Here we are going to introduce different classifications of computers one by one. We will discuss what are in classifications and what job they perform.

**Super computer**-The biggest in size, the most expensive in price than any other is classified and known as super computer. It can process trillions of instructions in seconds. This computer is not used as a PC in a home neither by a student in a college. Governments specially use this type of computer for their different calculations and heavy jobs. Different industries also use this huge computer for designing their products. In most of the Hollywood's movies it is used for animation purposes. This kind of computer is also helpful for forecasting weather reports worldwide. **Mainframes**-Another giant in computers after the super computer is Mainframe, which can also process millions of instruction per second and capable of accessing billions of data. This computer is commonly used in big hospitals, air line reservations companies, and many other huge companies prefer mainframe because of its capability of retrieving data on a huge basis. This is normally too expensive and out of reach from a salary-based person who wants a computer for his home. This kind of computer can cost up to thousands of dollars. **Minicomputer**-This computer is next in the line but less offers less than mainframe in work and performance. These are the computers, which are mostly preferred by the small type of business personals,

colleges, etc. Personal computers-Almost all the computer users are familiar with the personal computers. They normally know what the personal computer is and what are its functions. This is the computer mostly preferred by the home users. These computers are lesser in cost than the computers given above and also, small in size; they are also called PCs in short for Personal computers. This computer is small in size and you can easily arrange it to fit in your single bedroom with its all accommodation. Today this is thought to be the most popular computer in all. Notebook computers-Having a small size and low weight the notebook is easy to carry to anywhere. A student can take it with him/her to his/her school in his/her bag with his/her book. This is easy to carry around and preferred by students and business people to meet their assignments and other necessary tasks. The approach of this computer is also the same as the Personal computer. It can store the same amount of data and having a memory of the same size as that of a personal computer. One can say that it is the replacement of personal desktop computer

**d) Read the following passage and draw pie charts** using the information given in it.

The pie charts compare the highest level of education achieved by women in Someland across two years, 1945 and 1995. It can be clearly seen that women received a much higher level of education in Someland in 1995 than they did in 1945. In 1945 only 30% of women completed their secondary education and 1% went on to a first degree. No women had completed post-graduate studies. This situation had changed radically by 1995. In 1995, 90% of women in Someland had completed secondary education and of those, half had graduated from an initial degree and 20% had gone on to postgraduate studies. At the other end of the scale we can see that by 1995 all girls were completing lower secondary, although 10% ended their schooling at this point. This is in stark contrast with 1945 when only 30% of girls completed primary school, 35% had no schooling at all and 35% only completed the third grade. In conclusion, we can see that in the 50 years from 1945 to 1995 there have been huge positive developments to the education levels of women in Someland.

**e) Prepare a table** using the details given in the following paragraphs.

Laptop versus desktop is a dilemma for many users when come the times to buy a new computer. Until recently the issue about choosing between a tower/workstation and a laptop depended on the price you can afford to pay. And then you need to compare laptop and desktop

to define a choice. PCs towers have always been the cheaper alternative –usually half the price for the same specs according to the statistics. Since the difference in the price is currently not so big, you should pay more attention to the advantages and disadvantages of each type of system in the laptop versus desktop debate.

The main advantage of the laptop is definitely its portability. You can put it into your bag and carry it everywhere. Besides, it has internal power source, i.e. you are not restricted to one place. Since the introduction of wireless broadband, you do not even need a fixed line connection. The laptop can be taken in the office, in bed, on vacation. The drawback that the size has is that the display screens on laptop are usually only 15 inches (17” max). Another disadvantage of the laptops is that they haven’t got enough room for internal fans to cool the main CPU. With the creation of the dual-core CPU laptops can be expected to suffer failures because of overheating most often.

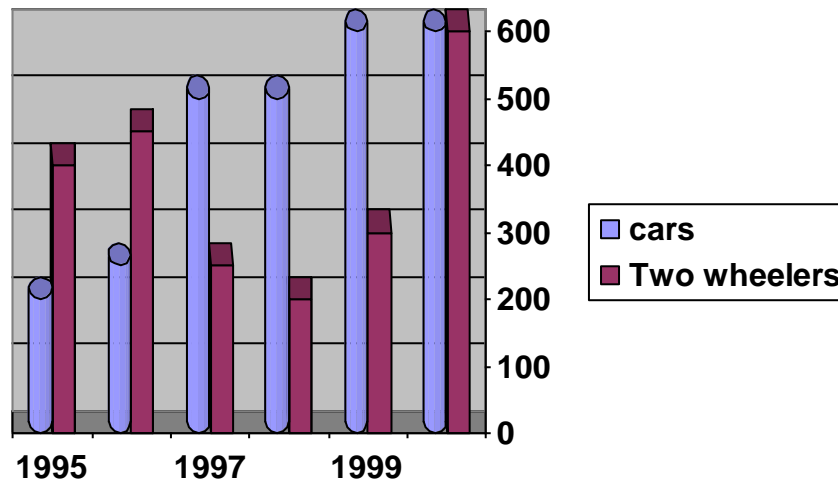
Apart from the convenient size and portability, laptops and notebooks have some other significant characteristics which may make you prefer them to towers. First comes the power supply. Desktop computers always have to be plugged into an AC Power outlet. In contrast to them, laptops are equipped with a rechargeable lithium, nickel-cadmium, or nickel-metal hydride battery, which adds to the advantage of portability. Laptop displays are very different from those of desktops since they make use of LCD technology, not a picture-tube. The displays of notebooks are smaller and usually have lower screen resolution but offer better color quality.

The integration of input devices also makes a difference when you compare laptop versus desktop computer. The keyboard, you’ll use with a notebook, is situated into the body of the machine. This again contributes to portability but a damaged keyboard can be quite a problem. In fact, the main purposes for which desktop computers and laptops are created are different. Many business people really need to possess a notebook. The major inconvenience with towers is that they are situated at a defined workplace. One benefit certainly is that you can choose the size of the display screen. Moreover, you are free to add whatever extras you want, such as a [speaker](#) sound system, a joint printer/fax/copier scanner, a digital camera, DVD system. Another essential feature of a tower is that it is easy to upgrade. Laptops can be upgraded only by an expert, although there is not much space to add more components. On the contrary, you don’t need any expertise to upgrade a tower.

**Diagram to Paragraph:**

1) Look at the following bar chart that describes the number of cars and two wheelers sold in a city over six successive years. Write a paragraph presenting information contained in it using expressions of comparison and contrast.

**Number of Cars and Two Wheelers sold in 6 Years**

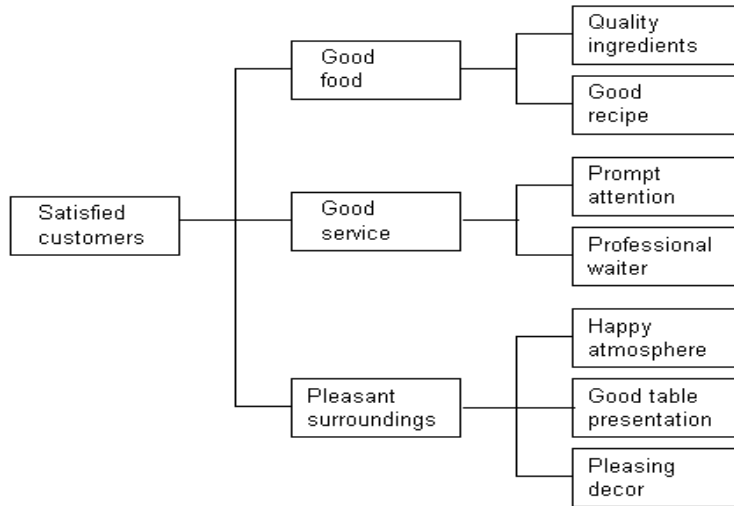


2) Interpret the following table in 200 words. Describe the data using compare and contrast key words.

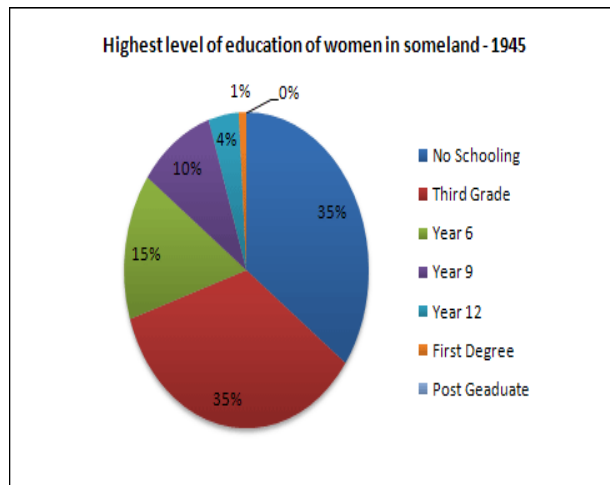
<b>CHARACTERS</b>	<b>HUMAN BRAIN</b>	<b>COMPUTER</b>
1. Energy source	Blood glucose	Electricity
2. Temperature needed	Fairly steady	Not very sensitive to change
3. Memory	Probably unlimited capacity	Limited by technology
4. Speed	Slow	Extremely fast
5. Accuracy	Normal	Very good

3) Interpret the following tree diagram in 200 words .

**Example of restaurant owner finding how to satisfy customers**



4. Describe the following pie chart which shows the highest level of education of women in someland in 1945



5. Study the following flowchart and write a paragraph in 150 words describing the process of making Washing Soap.

