SATHYABAMA UNIVERSITY

FACULTY OF SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

SYLLABUS PLAN & STUDY MATERIALS B.E/B.Tech (2015–16)

ENGLISH FOR SCIENCE & TECHNOLOGY-SHSX1001

CONTENTS

LISTENING AND GAP FILLING

1. Listen to the Audio Script and fill up the blanks suitably .

https://www.youtube.com/watch?v=cAjTsIkTq0M

In fusion welding with a _____ plastic welder, you will have to identify the type a plastic you're working with and select the right kind of welding rod. There are many types of plastics but only a few are used on _____.. This section of the video will help you select the right kind of welding rod for the project you're working on. About 95 percent of late model car offers are _____from polypropylene blends. These are _____ thermoplastic materials. These are usually black or dark gray, but sometimes they can be white. They will usually have a pp symbol moulded into the _____. These plastics are sometimes _____ as TEO or TPL they are always able in a polypropylene _____ and other fillers and the proportions very depending on the _____manufacturer and the application. These pp blend plastics can be welded with our polypropylene or TPL _____. Since this is the most common plastic, we have many _____ of rods to match different _____ Your weather comes with three different profiles of natural polypropylene rod – round, narrow ribbon and wide ribbon. You also have a selection of black polypropylene rod and also some _____. More varieties and colors are available from your things fly company. Some uppers are still made a polyurethane. This is a popular material years ago and is still used a few applications today. They're usually yellow on the backside but not always. You'll see the ID symbol where it says porrim.

Polyurethane is a_____ plastic meaning that it is not known to be the solid is formed by reacting two liquid components which crossed like in the mall. You will not be able to use the nitrogen welder on this type of plastic. You can repair it with the airless plastic welder. _____ for this type of repair are shown in a later section this instructional _____. Most other plastics used on cars are thermoplastics or _____ plastics. In this case plastic pellets from Milton and injected into the mould the plastic bin cools Henry solidifies. Thermoplastics can be welded with _____ Common types are polyethylene ABS, nylon and _____. . Polyethylene is often used on overflow and washing bottles. Nylon is used on _____ tanks, core supports and other under head parts. Polycarbonate is used on body panels and poppers. See the plastics I D chart

that came in the _____with your welder for more details. We're going to focus on this video on welding polypropylene. Census is the most common _____ of plastic, you'll be dealing with. What you learn how to well polypropylene _____you be able to identify the other Types of plastics so well with those as well.

2. Listen to the Audio Script and fill up the blanks suitably .

https://www.youtube.com/watch?v=z4-bDKlX1z4

I don't know about you but I love roller coasters. However you'd never get me or my kids on a _____. If I knew that only some other passenger _____ worked. The risk for me my family is just far too great. Now this risk holds true for your cars. well how. well you have a lot of cool _____ equipment that's _____to provide you a safe enjoyable ride at any speed. You don't want to risk losing important safety features such as active blindside assessed _____ avoidance _____ and lane departure just because a radar detector do you. Well, we don't either and K-forty will customize and tailor your radar to work with your car not against it giving you the companies to drive your _____ with peace of mind and without any _____. If you want to be free to dry call us one of our personal _____ will explain in very simple terms how it works. _____more and nothing less. Reach out to us at 1 800 323 5608 and we'll take it from there. Thanks for visiting we look forward to helping you make another smart _____.

3. **Listen to the Audio Script and fill up the blanks suitably .**

https://www.youtube.com/watch?v=89I9e4f381Q

The wonder how clean care water comes faster. The watery drink isn't naturally pure.It's unsafe for human use, it must go through _____ purification process. To begin, water to supply the treatment that must be collected from the environment. Here water is collected from the surface of a pond ._____ cover the _____ event lives decreases and turn in _____the cost. From here, the raw water is pumped to get _____ This process is designed to provide as much air water contact as possible along with itself cast _____ escape. After that, the water goes through _____. Another health risk hard-working 'cause undesirable mineral build-up _____a mixture of special lime in soda ashes was added to the waters _____calcium and magnesium too hard water causing minerals.Next the water goes through the coagulation process makes into the water is _____ a chemical that balances the negative electron charge of the _____ allowing them to join together in heavy _____. The actual confirmation process is called flocculation and the constant cell _____. Afterwards the water flows slowly through the next day for the process of _____ In this process clock created during the _____ and flocculation stages of his life to settle to the bottom of the tank. After the settled out the water is sent to the next stage filtration. Here at the water _____through a filter interstate c_n_n_ gravel the different _____work together to any small particles that may have been --------by the plot. The water must now go through the _____ stays to eliminate _____micro-organisms. Several processes continues with this but the most common is chlorination. Chlorine gas is dispersed into the water forming _____ to destroy dangerous bacteria and viruses The -------------- is then left in contact with the water for a while to allow for thirty-some caption many wonder if you decide to use that _____ amounts of _____ be treated water for the health benefits provides The water is now ready to use. From here the water is distributed through the city's _____, to your house to your tap, _____clean and safe today.

SELF INTRODUCTION

Speaking -SAMPLE

Good morning Sir/Mam,

I am Guru. Presently, I am staying in Chennai   but my native is Hyderabad.

I had completed my schooling in Hyderabad with 72% aggregate marks.

Now I have joined in Sathyabama University.

I want to become a computer engineer.

After finishing my graduation, I will do my P.G.

My family consists of 4 members including me. My father is a businessman and my mother is

a homemaker and I have one younger brother , studying 10th std.

My hobbies are playing cricket, listening songs, helping to needy people.

My strengths are quick learning, handling difficult situation and self motivation.

My short term goal is to complete my B.E degree with good percentage of marks and my long

term aim is to get a good and respectable position in an IT company.

I have self-confidence and faith in hard work.

My life style is very simple

I'm very much interested in animation course. It is very difficult and requires a tremendous

amount of patience and hard work. I hope that I'll be able to meet these challenges, and that my

dream will come true.

As for now I'm only focusing my attention on enjoyment. I'm being my true self with the values,

dreams and goals that I have........

so this is 'Me' standing in front of all of you. Thank you......

Self introduction: Pair work

- What is your name? How many brothers and sisters do you have?
- Where are you from? Where do your brother and sisters live?
- Where do you live? How do you feel about your family?

- What is your mother's name?
- What is your father's name?
- Where do your parents live?
- What are your hobbies & interests?
- How do you spend your free time?
- What are your future plans?

READING COMPREHENSION

What is Comprehension?

Comprehension is a highly complex cognitive process and it is the ability to grasp something mentally and the capacity to understand ideas and facts.

What is Skimming and **Scanning**?

Skimming and Scanning are very rapid reading methods in which you glance at a passage to find specific information.

Skimming is a pre-reading technique in which reader quickly goes through the text in order to get the 'gist' and general idea or information. While skimming we pick out the keywords in every sentences. It helps us in understanding the overall purpose, central idea, organizational pattern etc.

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring irrelevant information.

The most common types of questions asked in comprehension passages are:

A. Factual Questions:

These questions ask for information, examples or supporting details stated directly in the passage.

B. Inference Questions:

These questions do not ask about directly stated facts. They require you to infer or draw conclusions from opinions or ideas suggested by the author. These are usually the most difficult questions for test takers.

C. **Main Theme Questions:**

Main idea questions ask the test taker to identify the passage overall the theme, as opposed to supporting facts and arguments. The goal is to find the main idea, thesis or the primary purpose of the passage.

D. Style or Tone Questions:

These questions often ask for you to describe the passage tone or mood. The tone or mood of the passage gives information on the authors attitude. This is revealed in the type of language he uses. These questions might also ask about the author's logic, reasoning, writing style or persuasive techniques.

Read the passage given below and answer the questions that follow:

Ozone,a molecule made up of three atoms of oxygen, comprises a layer of the atmosphere that absorbs harmful ultraviolet radiation from the sun. chlorine atoms, mainly from man made chloroflurocarbons or CFCs, break apart ozone molecules. Chlorine compounds used in human activities such as electronics, manufacturing and refrigeration are aprimary cause of the ozone hole. A large area of intense ozone depletion occurs annually over Antartica during late August through yearly October. The hole typically breaks up as ozone levels increase in late November.The atmospheric ozone layer over Antarctica declined to record low levels this year due to the combination of an usually cold winter and the continued presence of man made chlorine chemicals reported by US scientists. The surface area covered by the so called, 'ozone hole' in 1993 over 23 million square kilo metres or about twice the size of the Antarctica land mass, was nearly as large as the record 1992 ozone hole.

INSTRUMENT, a Russian satellite orbiting the earth, measured the concentration of ozone over a region Nearthe south pole at less than 100 dobson units. This measurements made at the center of the ozone hole was confirmed by balloon and ground based instrumentsA Dobson unit is a measure for the physical thickness of the ozone layer. The balloon born measurements also indicated that the Antarctica ozone layer was totally destroyed between the altitudes of 13.5 and 19 kilo metres, creating an ozone void of 5.5 kilo metre thickness. Deep ozone holes will continue to form annually into the next century. Herman an American

8

scientist, said,'this situation will persist until the stratospheric chlorine levels decrease'. The ozone layer is expected to heal itself and become thicker as a result of CFC cutbacks, mandated by an international treaty called the Montreal Protocol.

(a) State whether the following statements are True or False :

(1) Ozone is helpful in the process of absorbing certain radiation creating bad effect.

(2) Ozone depletion never takes place in the universe.

(3) The 1993 Ozone hole is considered to be the largest as per the world record.

(4) Dobson units are used for measuring the effects of danger of ozone.

(b) Choose the best answer.

(5) Ozone layer is found

      (i) Near the north pole   (ii) Near the south pole

      (iii) As a sheet of the atmosphere   (iv) At both south pole and north pole .

(6) The Ozone molecules break apart due to

      (i) The ultra violet radiation   (ii) The heat of the sun

      (iii) The planetary movements   (iv) The levels are intermediary

(c) Choose the meaning which best fits the following words as they are used in the text :

(7) Radiation

    (i) Gathering   (ii) spreading out   (iii) Accumulating   (iv) penetrating

(8) Depletion

    (i) Production (ii) removal   (iii) Moisturisation   (iv) reduction

(9) Decline

    (i) becoming weaker (ii) becoming thicker (iii) becoming stronger (iv) becoming rough
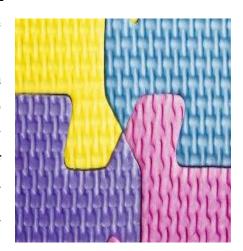
(10) Altitude

     (i) length   (ii) breadth   (iii) height   (iv) circumference

Read the following passage to answer the questions that follow:

Team Roles Model

Belbin identified nine team roles and he categorized those roles into three groups: Action Oriented, People Oriented, and Thought Oriented. Each team role is associated with typical behavioral and interpersonal strengths. He also gives characteristic weaknesses that tend to accompany each team role. He called the characteristic weaknesses of team roles the "allowable" weaknesses; as for any behavioral weakness, these are areas to be aware of and potentially improve.

The nine team roles are:

Action Oriented Roles

Shaper (SH)

Shapers are people who challenge the team to improve. They are dynamic and usually extroverted people who enjoy stimulating others, questioning norms, and finding the best approaches for solving problems. The Shaper is the one who shakes things up to make sure that all possibilities are considered and that the team does not become complacent.

Shapers often see obstacles as exciting challenges and they tend to have the courage to push on when others feel like quitting. Their potential weaknesses may be that they're argumentative, and that they may offend people's feelings.

Implementer (IMP)

Implementers get things done and turn the team's ideas and concepts into practical actions and plans. They are typically conservative, disciplined people who work systematically and efficiently and are very well organized. These are the people who you can count on to get the job done. On the downside, Implementers may be inflexible and can be somewhat resistant to change.

Completer-Finisher (CF)

Completer-Finishers are the people who see that projects are completed thoroughly. They ensure there have been no errors or omissions and they pay attention to the smallest of details. They are very concerned with deadlines and will push the team to make sure the job is completed on time. They are described as perfectionists who are orderly, conscientious and anxious. However, a Completer-Finisher may worry unnecessarily, and may find it hard to delegate.

People Oriented Roles

Coordinator (CO)

Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team, excellent listeners and they are naturally able to recognize the value that each team member brings to the table. They are calm and good-natured, and delegate tasks very effectively. Their potential weaknesses are that they may delegate away too much personal responsibility, and may tend to be manipulative.

Team Worker (TW)

Team Workers are the people who provide support and make sure that people within the team are working together effectively. These people fill the role of negotiators within the team and they are flexible, diplomatic and perceptive. These tend to be popular people who are very capable in their own right, but who prioritize team cohesion and helping people get along.

Their weaknesses may be a tendency to be indecisive, and to maintain uncommitted positions during discussions and decision-making.

Resource Investigator (RI)

Resource Investigators are innovative and curious. They explore available options, develop contacts, and negotiate for resources on behalf of the team. They are enthusiastic team members, who identify and work with external stakeholders to help the team accomplish its objective. They

are outgoing and are often extroverted, meaning that others are often receptive to them and their ideas.

On the downside, they may lose enthusiasm quickly, and are often overly optimistic.

Thought Oriented Roles

Plant (PL)

The Plant is the creative innovator who comes up with new ideas and approaches. They thrive on praise but criticism is especially hard for them to deal with. Plants are often introverted and prefer to work apart from the team. Because their ideas are so novel, they can be impractical at times. They may also be poor communicators and can tend to ignore given parameters and constraints.

Monitor-Evaluator (ME)

Monitor-Evaluators are best at analyzing and evaluating ideas that other people (often Plants) come up with. These people are shrewd and objective, and they carefully weigh the pros and cons of all the options before coming to a decision.

Monitor-Evaluators are critical thinkers and very strategic in their approach. They are often perceived as detached or unemotional. Sometimes they are poor motivators who react to events rather than instigating them

Specialist (SP)

Specialists are people who have specialized knowledge that is needed to get the job done. They pride themselves on their skills and abilities, and they work to maintain their professional status. Their job within the team is to be an expert in the area, and they commit themselves fully to their field of expertise.

This may limit their contribution, and lead to a preoccupation with technicalities at the expense of the bigger picture.

From "Belbin Team Roles" published online at Belbin.com.

Figure 1: Belbin's Team Roles

Action Oriented Roles	Shaper	Challenges the team to improve.
	Implementer	Puts ideas into action.
	Completer Finisher	Ensures thorough, timely completion.
People Oriented Roles	Coordinator	Acts as a chairperson.
	Team Worker	Encourages cooperation.
	Resource Investigator	Explores outside opportunities.
Thought Oriented Roles	Plant	Presents new ideas and approaches.
	Monitor-Evaluator	Analyzes the options.
	Specialist	Provides specialized skills.

Note:

To find out which team roles you naturally fulfil, or to profile your team, visit www.belbin.com.

Task: Follow up:

You're building an entirely new sort of software, something so radically different that all you're not sure yet what roles you want on the team: all you do know is that you're going to need people with these skills:

- finding out what users want
- finding out about the context that users work in
- designing visually attractive screens
- technical architecture design

- choosing words that people can understand
- creating video to demonstrate features
- writing instructions
- coding UIs
- coding back-end functionality (engines)
- functional testing
- unit testing
- usability testing
- communicating with users
- making decisions about the order of work
- communicating with the business
- help users get the most out of owning the software
- keeping other team members motivated
- providing biscuits in meetings

Discuss in groups to allot the work to nine roles

Task2:

Step 1: Read the above passage on Team Roles Model

- ► Underline the adverbs:
- ► Round up the nouns
- ► Highlight the adjectives with a pencil
- ► Tick the verbs
- ► Note the new words

Step: 2

Make a list of parts of speech in groups.

Brainstorm and make a list of words by not looking at your work

Compare your list and make a table as suggested below from the list of words generated by the group

Look up any interesting word that you may wish to add to the final list

Choose two tables and list words on a chart to display in the class

Nouns table

Action Oriented Roles	People Oriented Roles	Thought Oriented Roles

Adjectives table:

Example: Sharper dynamic, extrovert, argumentative

Verbs Table

Example: Sharper: challenge, enjoys

Collocations table (words that go together)

Sharper: shakes things, enjoy stimulating, find approaches, see obstacles, offend people

Task: 3

- ▶ Discuss in groups and draw a diagram of your choice for team roles
- ▶ Try not looking up the write up
- ▶ After completing the task look up the write up for any additional points to be added

Task 4: Team Roles for Students' work:

Imagine you are asked to do a science project on developing an alarm to go off automatically as a warning for earth quake.

Mention some the team roles that you have in the class. Compare the roles that you noted with your partner. As a group decide on roles that you can generate and the work that can be allotted to each team member. Once you finish go through the lists prepared by other groups

Task 5: Discussion: Share your personal experience in taking part in team work.

What are the advantages of creating teams in class? What disadvantages you can think of having teams in a class? Take class vote for Yes /No to doing work in teams

Check the link for more information on advantages and disadvantages of team roles

http://www.belbin.com/rte.asp?id=8

Task 6: Apply This to Your Life:

Project: Group Resume Writing

Prepare a group resume first by creating a questionnaire. Collect the information and create group resume.

The following are some areas you can add. Decide on any other points if needed to be added in the resume: Create a poster to share with the class.

- Name of the person
- Education
- Projects
- Achievements – co & extra curricular activities
- Online/ Continuing Education
- Work (part time) or Experience- Jobs, volunteering in other organizations, travel

- Volunteer Experience
- Activities
- Computer Skills/ Technical skills
- Knowledge and abilities learned/intrinsic to experiences

  (examples: teachers have patience, the ability to help people learn and know how they learn, bank tellers have good customer service skills and are good with numbers, etc.)

- Interests/hobbies: You might be surprised at how handy these areas of expertise may be!

Compare your group resume with the other group:

Find- What skills/abilities is your group lacking? What people outside your group have the skills to help you? How else your group can improve the resume in the next two years?

Roles for group work

*Facilitator	Relates the task, verifies roles, and facilitates colleagues participation in doing the tasks	Group Management Strategies
Manager	Keeps track of time and materials	-Time limits
Researcher	Checks in with the teacher and / or checks resources on team's questions	-Time signals -Numbered heads
Recorder	Records team's responses	-Shared resources
Editor***	Checks team's work for accuracy(use of phrases in writing and presenting	-Answer keys -Checklists
Presenter	Makes an oral presentation of the team's ideas to the whole group	-Rubrics -Non verbal
Designer/ illustrator	Plans and designs (or manages the designing of any visual elements for the team's presentation)	comprehension checks
Evaluator***	Evaluates group performance by using the rubric and involves others in the group evaluating	-Manage to report back -Other

17

***Evaluators work: Rubrics

Team work assessment	Exceeds expectations	Meets expectation	Does not meet expectation
Roles and responsibilities	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
Participation	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
Accuracy 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

Facilitators roles .Work on Task:

Steps	Lead	Notes	Completed
1.Pick up material			
2.Read task instructions			
3. Confirm understanding			
4. Assign roles/ delegate work			
5. Set a time limit for group			
6. Work on task			
7. Check group's work			
8. Turn in completed worksheet			

***Self check first then Editor's work:

- English Language Grammar Checklist
- Articles
- A, An, and The
- Nouns
- Are they singular and plural in the right places?
- Verbs
- Is the tense right?
- Do they match their subjects?
- Pronouns
- Do they match their nouns?
- Demonstrative Pronouns (this/that, these/those)
- Are they the right number and distance?
- Formal Language
- No contractions
- Don't use clichés
- 1st, 2nd, and 3rd person
- Are you using the right person for your assignment?
- 2nd person is usually unacceptable for formal academic work.

Team discussion:

Working in teams develops **creative thinking**, **leadership** and **communication skills** , while building **group cooperation** and **consensus**. Based on your team work, generate examples for each of the points in bold.

Define roles: Look at the images and write definition for each role

Chose the right option:

The origins of [Facebook](#) --1- since the very week a 19-year-old[Mark Zuckerberg](#) -2-- the site as a Harvard sophomore on February 4, 2004.

Then called "thefacebook.com," the site was an instant hit. Now, six years later, the site -3--one of the biggest web sites in the world, visited by 400 million people a month. The controversy surrounding Facebook began quickly. A week after he launched the site in 2004, Mark was accused by three Harvard seniors of having stolen the idea from them.

This allegation soon bloomed into a full-fledged lawsuit, as a competing company founded by the Harvard seniors sued Mark and Facebook for theft and fraud, starting a legal odyssey that continues to this day.

New information uncovered by *Silicon Alley Insider* suggests that some of the complaints against Mark Zuckerberg are valid. It also suggests that, on at least one occasion in 2004, Markused private login data taken from Facebook's servers to break into Facebook members' private email accounts and read their emails--at best, a gross misuse of private information. Lastly, it suggests that Mark hacked into the competing company's systems and changed some user information with the aim of making the site less useful.

1. have been in dispute 2. In dispute   3 on dispute   4. Had dispute 5. None are correct
1. had launched   2. Launch   3. Was launched   4. Is launched   5. None are correct
1. have become   2. has become   3. Became   4. Become 5. None are correct

What does the expression 'legal odyssey' mean?
1. long wandering and eventful journey   2. Name of a person 3. Homeric poem   4. None are correct

a gross misuse of private information refers to
1. stealing information 2. Poking nose into others affairs, 3. Using others' information without permission 4. None are correct

Source:

http://www.businessinsider.com/how-facebook-was-founded-2010-3?IR=T

LETTER OF JOB APPLICATION

THE PURPOSE OF THE COVER LETTER:

The purpose of the cover letter is to compel a potential employer to read your resume, just as the purpose of the resume is to convince that same potential employer to call you for an interview. It is used primarily to:

- ➢ Introduce yourself and the resume that follows.
- ➢ Show employers that you understand their company/organization, and have at least a basic knowledge of their products, services, markets, and/or employment needs.
- ➢ Tell employers why and how your qualifications can help their specific business or organization (for example: increase sales, reduce costs, or improve efficiency).
- ➢ Expand on key points listed in an advertisement or job description. You can use wording directly from the advertisement for this purpose.
- ➢ Request an interview to discuss matters that could be of mutual interest, or tell the reader that you'll call him or her to discuss the position and arrange a meeting.

TASK 1 *:Put the sentences in the right order (1-10) and decide where the letter should be divided into paragraphs:*

Dear Ms. Atkinson,

A. Besides having a sound academic knowledge of these languages, I worked for three months as an au-pair in Grenoble when I left school.

B. With regard to my availability for work, my first year exams will have finished by the end of June.

C. Finally, as I will be in Manchester for the week 27th April-May it would be convenient for me to attend an interview during this time.

D. As regards my ability to speak Italian, I have had an Italian pen-friend since I was fourteen and have spent two summer in Milan.

E. I saw your advertisement in today's Guardian newspaper and would like to apply for a job as a representative in Europe this summer.

F. I look forward to hearing from you.

G. I am currently taking first year of a European Studies degree course in University.

H. Therefore, I would be free to work for your organization from the beginning of July until mid-September, as required.

I. As you will see from my curriculum vitae (enclosed), I obtained good 'A' level grades in both French and Italian.

J. This course includes French language and literature as well as Italian conversation classes so I am keeping up my languages.

Yours Sincerely

Adam.

SAMPLE COVERING LETTER

CAESAR G. NASH

21 Wickam Road

Heartland,

United Kingdom

15th June, 2015

The Manager

SISCO Company

12 Orange Road,

Nassau, United Kingdom

Dear Hiring Manager,

Sub: Application for the post of Production Manager.

With reference to the advertisement in *Greenville News* dated 9th June, 2015, I wish to apply for the post of Production Manager in your esteemed Company. I have recently received a bachelor's degree from McGill University. I am exploring employment opportunities with

your company. Specifically, I am seeking to better utilize my ability to train, motivate, and energize both groups and individuals in successful endeavors.

During various volunteer positions in college, I was highly successful in training and coordinating individuals with a wide range of backgrounds. My hands-on work experience includes customer service, sales, and business administration, all with a positive attitude.

I have proven that I can work effectively with management and staff at all levels of experience. Most important, I have demonstrated my ability to determine and meet the needs of the customer in a professional yet personalized manner.

My references are available upon request, and I'm willing to travel for the right opportunity.

Please let me know as soon as possible when we can meet for an interview and discuss mutual interests. A copy of my resume is enclosed. As you will see, I have taken a variety of challenging courses and have been an outstanding student.

I would enjoy meeting with you and your service team.

Thank you for your prompt consideration.

I look forward to your response.

Sincerely,

Caesar G. Nash

(Signature)

RESUME

A **RESUME** should summarize experiences relevant to your career goals, highlight your accomplishments, and show what you learned from those experiences. It is the first impression employers will have of you, and from it they will decide if they want to meet you. Include only facts that can be verified, and make sure you accurately describe your personal attributes.

The Essentials

It is important that all of the following information is included in your resume:

1. Name, complete mailing address, and phone numbers, including area code:

2. Summary:

   A summary is used as a capsule of experience. It communicates a message of your qualifications, skills, and expertise. A summary works well for demonstrating to employers how your qualifications match their job requirements. Focus on describing your occupational and industry experience, areas of expertise and specialties, and strongest skills, abilities, and proficiencies.

3. Education:

   Include as follows:

   Include location of school (city and state), title of major field or fields, subject of any major research, date of graduation or completion, academic honors (if any), or major activities while in school.

4. Employer-related training or additional courses or workshops:

   Attendance at formal courses or on-the-job training received in current or past employment.

5. Work experience or history:

   It includes skills and accomplishments. As important as what you did is how well you performed, so emphasize your unique accomplishments and contributions.

6. Professional affiliations and memberships

7. Professional licenses, certifications, honors, awards, and publications.

8. Specific skills that you have such as computer languages, software, hardware, language fluency, typing, and dictation. Stress those related to your career goal. It may not help to stress photographic skills if you are interested in a technical research position.

The Optionals

The following are areas you should consider carefully before including. Beware of wasting space. Choose only those areas that will enhance your qualifications.

1. **Personal data:**

   It is illegal for an employer to ask about your age, marital status, and children.

   Hobbies and interests:

   Unless you have had unusual accomplishments in hobbies and interests, don't include them.

Linda T. Gillespie

901 S. Hemingway Millwood,

(914) 555-2232

NY 10531

www.gillespie02.@gmail.com

PROFESSIONAL PROFILE:

Published software professional with expertise in automatic English analysis, including text critiquing, text abstracting, and multimedia retrieval. Strong background in applied research and linguistics. Excellent programming skills. Software patent pending.

PROFESSIONAL EXPERIENCE:

2001-present

Consultant, It's Academic Inc., New York City, NY

- Provide specialized consultation in automatic language analysis.
- Create programs for Microsoft Corporation, Educational Testing Service, and Columbia University.
- Developed an ambiguity resolution component for Microsoft, which selects appropriate senses for words that have multiple meanings.

1996-2001

Staff Programmer, Artificial Intelligence Department, FBP Corporation, Williams Research Center, Rochester, NY

Object-oriented Graphical Abstractor (1999-2001)

- Developed user interface issues related to displaying document abstracts graphically.
- Addressed issues of displaying and traversing graphical networks.

Multimedia Indexer (1998-1999)

- Enhanced retrieval of multi-media objects described by indexes.
- Developed dictionary relationships (synonym and taxonym), which expanded user queries to include related items.

Linda T. Gillespie

Page 2

Grammar and Style Checker (1996-1998)

- Served as member of critique team, which did pioneering work in writer's tools by developing the first tool based on a full syntactic parse.
- Handled user interface and performance issues including:
  - ➢ Incorporating suggested corrections into a text editor.
  - ➢ Supporting interactive changes to the text.
  - ➢ Enhancing servers to distribute CPU-intensive processing, across platforms and to handle multiple users.
  - ➢ Creating user profiles to allow users to specify personal preferences for style checking.

1992-1996

Senior Associate Programmer, Documentation Automaton Systems, FBP Corporation, Federal Systems Division, Hopewell, VA

- Developed documentation automation system to reduce production costs of documentation, resulting in $1.6M savings during the first four years.
- Negotiated an agreement for software to ensure compliance with U.S. military readability requirements, resulting in a $1.1 M savings.

LANGUAGES:

- C, Smalltalk, C++, PL1, REXX, Pascal, Windows, VM/CMS

ENVIRONMENTS EDUCATION:

- MS in Computer Science, New York University, New York City (1999)
- BS in Computer Science, The Ohio State University, Columbus (1992)

PUBLICATIONS:

- Gillespie, "Sense Disambiguation Using On-Line Dictionaries," Natural Language Processing, Academic Publishers, Inc., 2000.
- Barker, Gillespie, and McFry, "Post-Recognizer Processing: Applications for Automatic Speech," Signal Processing Conference, 1998.
- Gillespie and Knight, "Lexicons for Broad Coverage Semantics," Lexical Acquisitions, Davis Associates Publishers, 1997.
- Davis and Gillespie, "The Experience of Developing a Large-Scale Natural Language Text Processing System," Conference on Applied Natural Language Processing, 1996.

Linda T. Gillespie

PATENTS:

- Patent pending for "A Method for Indexing of Multimedia Objects"

AWARDS:

- Outstanding Technical Achievement Award, FBP Corporation (1996)
- Outstanding Research Contributions Award, FBP Corporation (1999, 2000)

MEMBERSHIP:

- National Health Professions Association

ACTIVITIES:

- Local Walk Coordinator, March of Dimes, Millwood, NY (1999-present)

- Community Activities Treasurer

- Tri-County Mental Health Association Member

- Rotary Club

REFERENCES : Provided upon request

LETTER TO THE EDITOR

Letters to the editor are freedom of speech in action. You can express your views in a large public forum.

I. Tips for Writing a Letter to Editor:

1. *State the article you're responding to*:

- Orient your readers as quickly as possibly by stating the name and date of the article that you're responding to.

2. *State your position*

- After you've stated the argument you're responding to, you should clearly state the position you're taking on the issue and why you feel a certain way. If your authority relates to the issue in some way, then state your occupation as well. Take this time to show why the issue is relevant and important, but remember to be brief

3. *Make your most important point up front:*

- Your letter is too short to cover much ground. Give your letter more force by focusing on one issue and providing evidence for that issue

4. *Provide evidence:*

- Now that you've stated your position on an issue, you need to back it up with some facts. If you want your letter to be chosen, then you need to show that you've put some thought and research into formulating your letter. Though you don't have a lot of space, just providing a few key facts can make a big difference.

Here are some great ways to provide evidence:

> ➤ Use recent events in your state or community as evidence.
> ➤ Use statistics, data, or survey results.
> ➤ Tell a personal story that tells a larger point.
> ➤ Use current events in politics for support.

5. *Say what should be done:*

- Once you've provided evidence for your point of view, end the letter by saying what can be done to address the issue. Perhaps just raising awareness of the issue in the community is enough, but there may be other things that people can do to address the issue and get involved.

II. RULES FOR FORMAL LETTERS:

1. Salutation: Dear Sir/Madam
2. Paragraph 1 (Give reasons for writing)
3. Paragraph 2, 3 (Description of the event)
4. Final Paragraph (Closing Remarks)
5. Formal Style-impersonal language
6. Non- Colloquial English-Use Advanced Vocabulary
7. Each Paragraph should develop one specific area
8. No use of short term allowed

SAMPLE LETTER 1

Write a letter to the editor of a newspaper about noise pollution in your city

.George Fernandes

12, old Chappel Street,

New Delhi-2

15th June, 2015

The Editor,

The Times of India,

New Delhi-110 001.

Dear Sir,

Sub: Regarding Noise Pollution in the city.

I would like to draw the kind attention of the concerned authorities towards increasing problem of noise pollution. It is causing great damage to the health problem of the city. It leads to irritation, loss of sleep, rest and peace. It is harmful to physical and mental health of people. Frequent loud noise affects the working efficiency of the people. Persistent noise pollution causes a loss of sense of hearing.

Increasing noise pollution is a big threat to the health and fitness of the people, if the noise pollution is allowed to go unchecked it may rob the people of their hearing capacity, creasing

number of vehicles on the roads, rising growth of factories, construction work,
Loudspeakers used on various occasions, rock and pop music, etc. are various factors responsible for causing noise pollution. Noise control laws are openly violated.

It is the time that the authorities should awake against the danger of noise pollution. They should strictly enforce the noise control laws. The noise producing factories located in the residential areas should be shifted to far-off places without any delay. The use of loudspeaker should be stopped after specific time. Above all, public needs to be aware and cooperative against the danger of noise pollution because without public cooperation authorities cannot make much difference.

It is earnestly hoped that concerned authorities will take immediate and urgent necessary action against those responsible for noise pollution to relieve the people from the harmful effects of noise pollution.

Thanking you,

Yours faithfully,
GEORGE
(Signature)

EXERCISES:

1. Write a Letter to the Editor of the Dangers of Using a Cell Phone While Driving and to Spread Mass Awareness Programme.

2. Write a letter to the Editor of THE HINDU, describing the problems faced by students during admission to professional courses.

LETTER INVITING A DIGNITARY

Points to be covered:

1. Reason/Purpose for invitation

2. Department Hosting

3. Date / Time

4. Topic

5. Arrangements done

K. Elangovan

Secretary, Computer Science Engineering Association

A.C. Engineering College

Chennai - 41

22.06.2015

Mr. Prakash Raj

System Co-ordinator

Infosys India Ltd.,

Chennai - 119

Sir,

     Sub: Invitation to inaugurate International Seminar

On behalf of the Department of Computer Science Engineering Association of our College, I feel immensely happy to invite you to inaugurate the International Seminar on computer programming to be held at the college campus on 25.07.15 at 3 p.m.It would be our privilege if you could deliver a lecture on 'Computer Programming".

After confirmation from you, we will make adequate arrangements for your transport and accommodation.

I request you to kindly acknowledge the receipt of this letter at the earliest.

Thank you,

Yours sincerely,
K. ELANGOVAN

Letter accepting the Invitation

It should have the following details:

1. Thanking for the invitation   **2. Requirements**   **3.Accepting the offer**
4. Expressing your convenient date & time   **5. Accepting transport**

Mr. S. Ramkumar
System Co-ordinator
Infosys India Ltd.,
Chennai – 119

28.06.2015

Mr. K. Elangovan
Secretary
Computer Science Engineering Association
A.C. Engineering College,
Chennai - 41

Dear Elangovan,

Thank you for your letter dated 22.06.2015 inviting me to deliver a special lecture in your college. I gladly accept this offer. You can go ahead with your arrangements to hold the seminar on the proposed date. I will arrive by the transport facility provided by you. I request you to arrange a writing board, LCD projector and a laptop to enable me to demonstrate the important points during my lecture (for power point presentation).

Thank you,
Yours truly,
S. RAMKUMAR

Letter declining the offer

It should have the following details:

1. Thanking for the invitation   2. Expressing apologetic   3. Reason for declining the offer

Mr. S. Ramkumar
System Co-ordinator
Infosys India Ltd.,
Chennai – 119

26.06.2015

Mr. K. Elangovan
Secretary
Computer Science Engineering Association
A.C. Engineering College,
Chennai - 41

Dear Elangovan,

Thank you your letter dated 22.06.2015 inviting me to deliver a special lecture in your college. I feel honoured by your invitation. But I regret to express my inability to accept the offer since I have an important meeting on the proposed date of the seminar. However I appreciate your enthusiasm and wish all success in your endeavour.

Thank you,
Yours truly,
S. RAMKUMAR

CURRICULAR PRACTICAL TRAINING

Students Curricular Practical Training (CPT) is off-campus, paid employment that is a required or integral part of your curriculum. CPT may be a type of internship or practicum required by your major. CPT is not available for all academic majors. Refer to the USF catalog or consult with your academic advisor regarding internships or practical experience for your degree. Students enrolled in the Intensive English Program (IEP) are not eligible for practical training SAMPLE COVER LETTER (Practical Training request)

Sathyabama University
Insert your name
Your street address
City,
State zip code
Your phone number
Date :

My name is **<u>insert your name</u>** and I am a student at Sathyabama University. My major is **<u>insert your major</u>** and I expect to graduate with a **<u>insert your degree</u>** at the end of **<u>insert semester</u>**. I would like to apply for full-time, post completion optional practical training in my field of study. I feel this type of training will significantly aid my future employment opportunities. I have enclosed all the necessary documents and would like to request that the Employment Authorization Document be sent directly to me at the above address.

 Thank you for your consideration.

Sincerely,
Insert your name

KINDS OF SENTENCES

There are four kinds of sentences: Declarative/ Interrogative /Imperative /Exclamatory/.

1. Declarative

A declarative sentence makes a statement.

o   It is punctuated by a period .

Example: The dog in the neighbor's yard is barking.   Example: The house will be built on a hill.

2. Interrogative

An interrogative sentence asks a question . It ends in a "? " mark.

Example: Is it raining?   Example: How did you find the card?

3. Imperative

An imperative sentence is a command or polite request. It ends in a period or exclamation
mark.

Examples: Close the door. (command)   Example: Cheryl, try the other door.

a.   Please be quiet. (polite request)   Example: Please look in the closet.

4. Exclamatory

An exclamatory sentence expresses great emotion or excitement. It ends in an exclamation
mark.

Example: The house is on fire!   Example: The monster is attacking!

Changing An Exclamatory Sentence Into An Assertive Sentence

- What a wonderful opportunity! (exclamatory)
- It is a wonderful opportunity. (assertive)
- O that I were young again! (exclamatory)
- I wish I were young again. (assertive)
- How kind of you to help him like that! (exclamatory)
- It is very kind of you to help him like that. (assertive)

- How noble he is! (exclamatory)

- He is truly noble. (assertive)

- What a great pleasure it is! (exclamatory)

- This is indeed a great pleasure. (assertive)

Changing an interrogative sentence into an assertive sentence

- Is not wisdom better than riches? (interrogative)

- Wisdom is better than riches. (assertive)

- Why worry about what people say? (interrogative)

- It is foolish to worry about what people say. (assertive)

- Did I ever ask you to do it? (interrogative)

- I never asked you to do it. (assertive)

- Is there any sense in doing that? (interrogative)

- There is no sense in doing that. (assertive)

- What does it matter whether we win or lose? (interrogative)

- It matters little whether we win or lose. (assertive)

Changing an imperative sentence into an interrogative sentence

- Stop talking. (imperative)
- Will you stop talking? (interrogative)
- Shut the door. (imperative)
- Will you shut the door? (interrogative)
- Please, get me a glass of water. (imperative)
- Will you, please, get me a glass of water? (interrogative)
- Get out of here. (imperative)
- Will you get out of here or not? (interrogative)

PARTS OF SPEECH

1. <u>Noun</u>

This part of a speech refers to words that are used to name persons, things, animals, places, ideas, or events. Nouns are the simplest among the 8 parts of speech

Examples:

- *Tom Hanks* is very versatile.
- The italicized noun refers to a name of a person.
- *Dog*s can be extremely cute.
- In this example, the italicized word is considered a noun because it names an animal.
- It is my *birthday*.
- The word "birthday" is a noun which refers to an event.

There are different types of nouns namely:

- **Proper**– proper nouns always start with a capital letter and refers to specific names of persons, places, or things.

  Examples: Volkswagen Beetle, Shakey's Pizza, Game of Thrones

- **Common**– common nouns are the opposite of proper nouns. These are just generic names of persons, things, or places.

  Examples: car, pizza parlor, TV series
- **Concrete**– this kind refers to nouns which you can perceive through your five senses.
- Examples: folder, sand, board
- **Abstract-** unlike concrete nouns, abstract nouns are those which you can't perceive through your five senses.
- Examples: happiness, grudge, bravery
- **Count**– it refers to anything that is countable, and has a singular and plural form.
- Examples: kitten, video, ball
- **Mass**– this is the opposite of count nouns. Mass nouns are also called non-countable nouns, and they need to have "counters" to quantify them.
- Examples of Counters: kilo, cup, meter
- Examples of Mass Nouns: rice, flour, garter
- **Collective**– refers to a group of persons, animals, or things.
- Example: faculty (group of teachers), class (group of students), pride (group of lions)

2. <u>Pronoun</u>

A pronoun is a part of a speech which functions as a replacement for a noun. Some examples of pronouns are: *I*, *it*, *he*, *she*, *mine*, *his*, *hers*, *we*, *they*, *theirs*, and *ours.*

Sample Sentences:

- Janice is a very stubborn child. *She* just stared at me and when I told her to stop.
- The largest slice is *mine*.
- *We* are number one.

The italicized words in the sentences above are the pronouns in the sentence.

3. **Adjective**

This part of a speech is used to describe a noun or a pronoun. Adjectives can specify the quality, the size, and the number of nouns or pronouns.

Sample Sentences:

- The carvings are *intricate*.
- The italicized word describes the appearance of the noun "carvings."

- I have *two* hamsters.
- The italicized word "two," is an adjective which describes the number of the noun "hamsters."

- Wow! That doughnut is *huge*!
- The italicized word is an adjective which describes the size of the noun "doughnut."

4. **Verb**

This is the most important part of a speech, for without a verb, a sentence would not exist. Simply put, this is a word that shows an action (physical or mental) or state of being of the subject in a sentence.

Examples of "State of Being Verbs" : *am*, *is*, *was*, *are*, and *were (ACTION WORD)*

Sample Sentences:

- They are always busy.
- The verb "are" refers to the state of being of the pronoun "they," which is the subject in the sentence.

5. **Adverb**
Just like adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb.

The different types of adverbs are:

- **Adverb of Manner**– this refers to how something happens or how an action is done.
- Example: Annie *danced* gracefully.
- The word "gracefully" tells how Annie *danced*.
- **Adverb of Tim**e- this states "when" something happens or "when" it is done.
- Example: She came *yesterday*.
- The italicized word tells when she "came."

- **Adverb of Place**– this tells something about "where" something happens or "where" something is done.
- Example: Of course, I looked everywhere!
- The adverb "everywhere" tells where I "looked."

- **Adverb of Degree**– this states the intensity or the degree to which a specific thing happens or is done.
- Example: The child is *very* talented.
- The italicized adverb answers the question, "To what degree is the child talented?"

<u>6. Preposition</u>

This part of a speech basically refers to words that specify location or a location in time.

Examples of Prepositions: *above, below, throughout, outside, before, near,* and *since*

Sample Sentences:

- Miriam is hiding *under* the bed.
- The italicized preposition introduces the prepositional phrase "under the bed," and tells **where** Miriam is hiding.

- *During* the game, the audience never stopped cheering for their team.
- The italicized preposition introduces the prepositional phrase "during the game," and tells **when** the audience cheered.

7. <u>Conjunction</u>

The conjunction is a part of a speech which joins words, phrases, or clauses together.

Examples of Conjunctions: *and, yet, but, for, nor, or,* and *so*

Sample Sentences:

- This cup of tea is delicious *and* very soothing.
- Kiyoko has to start all over again *because* she didn't follow the professor's instructions.
- Homer always wanted to join the play, *but* he didn't have the guts to audition.

The italicized words in the sentences above are some examples of conjunctions.

8. <u>Interjection</u>

This part of a speech refers to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point.

Examples of Interjections:

Sample Sentences:

- **Ouch!** That must have hurt.
- **Hurray**, we won!
- **Hey!** I said enough!

The bold words attached to the main sentences above are some examples of interjections.

Write any 10 verbs, nouns, prepositions and adjectives from the given passage

Abney & Associates Technology Updates: Sheriff's forum to open eyes of parents about teen social media

It started with a disagreement between friends at school. Then came threatening phone calls at home. Finally, taunting and name-calling on Facebook and Twitter.

By the end of a 24- to 48-hour period, Cara Cockerham had called the Fishers Police Department, and she had shut down her 13-year-old daughter's Facebook page.

Although the incident happened three years ago, when her daughter was a seventh-grader, Cockerham said the memory is still fresh.

Her daughter, whom she does not want to identify, was being cyber bullied.

"A lot of the kids turned on her because she told her mom," said Cockerham, 48, Fishers.

Parents can learn how to identify misuse of social media — from ways to prevent abuse to dealing with the aftermath of an incident — at the Hamilton County Sheriff's Department's free public education forum Monday. The Teen Social Media program will be from 7 to 8 p.m. at the Hamilton County 4-H Fairgrounds, 2003 E. Pleasant St., Noblesville.

"Parents need to just really look and listen. You need to be in the places where they go. And don't be caught off guard," said Hamilton County Detective Alex Petty, a father of four and a lead investigator for the Sheriff's Department on social media. He will lead the forum, along with Detective Kija Ireland and technology specialist Zach SeRine.

Social media crimes have increased to more than 100 reported cases annually in Hamilton County. About 35 percent of children ages 13 to 18 have received a suggestive or highly explicit message, Petty said.

But more tools are becoming available to combat online bullying. Messages on Facebook, Twitter, cell texting and other electronic platforms now fall under laws related to bullying.

Indiana legislators passed a law last year placing greater responsibility on federally funded schools for bullying and cyber bullying incidents, on and off school property.

The law requires public schools for the first time to collect data on bullying. The Indiana Department of Education will release the information in August.

Sheriff's Deputy Bryant Orem said Monday's [forum would open the eyes of parents and teens about the dangers of social media](#) and networking.

"The majority of our young people are online every day, whether it is games, texting, smartphones or other technology. Many, if not most of them, do not realize the potential dangers and pitfalls that can occur from this use," Orem said.

TENSES OF THE VERB

1. Simple Present Tense

It is used for permanent truths, habitual actions and states. The following adverbials are generally used with this tense.

> *always, often, frequently, rarely, generally, sometimes, usually, every day/week/month/year, whenever, every time.*

Ex. : The sun **rises** in the east.

He always **comes** late to the classes.

Somu **visits** hospital several times a month.

2. Present Continuous Tense

It is used to denote an action going on at the time of speaking. The following adverbials are used with this tense.

> *now, at present, still, at this moment*

John usually denotes an action that is planned or arranged to take place in the near future.

Adverbials denoting future time are used with this tense:

> *soon, this evening, tomorrow, tonight, next week, in a few minutes/hours/days, next year, etc.*

Ex.: We <u>are going</u> to a film tonight.

I <u>am leaving</u> for Mumbai in a few hours.

Note : Verbs denoting sensations, mental process, desires, possessions and

appearance are not used in the continuous tense.

Ex. smell, hear, see, notice, think, believe, know, remember, forget, suppose, understanding, want, wish, need, desire, like, dislike, love, hate, prefer, mind, seem, appear, look, resemble, mean, etc.,

3. Present Perfect Tense

It is used to indicate completed activities in the immediate past.

Rama <u>has</u> just <u>gone</u> out.

It expresses past actions the time of which is not definite.(Indefinite Past)

I <u>have seen</u> the film.

It also denotes an action that continues up to the present moment. The following adverbials are used with this tense :

> *just, today, this morning/week/month, still, ever, never, not, yet, already, recently, lately, since.*

Ex.: I <u>have known</u> him for a long time.

<u>Have</u> you ever <u>met</u> Mr. Jones?

3. Present Perfect Continuous Tense

It is used to denote a prolonged action. It is often used with such verbs as live, stay, wait, work, read, study, sleep, etc.

Ex. :He <u>has been sleeping</u> for live hours.

They <u>have been building</u> the bridge for several months.

5. Simple Past Tense

It denotes an action that took place at a particular period in the past.

It is also used for past habits.

Ex.: John <u>arrived</u> last night.

He <u>studied</u> many hours a day.

6. Past Continuous Tense

It is used to denote an action going on at some time in the past.

Ex.: I <u>was reading</u> a book when you came in.

The light went out while we <u>were eating</u>.

7. Past Perfect Tense

It describes an action completed before a certain moment in the past or before another action took place.

Ex.: He said that he <u>had finished</u> the work.

When I went to the theatre they <u>had closed</u> the counters.

8. Past Perfect Continuous Tense

It is used for an action that began before a certain point in the past and continued up to that time.

Ex. : Before my uncle was transferred, he <u>had been working</u> in Delhi.

9. Simple Future Tense

It denotes an action that is still to take place.

Ex.: We <u>shall meet</u> him tomorrow.

If you work hard, you <u>will succeed</u>.

10. Future Continuous Tense

It denotes an action that will be going on at some time in the future.

It is also used for future actions that are planned.

Ex.: I <u>shall be staying</u> here still Sunday.

Don't go at 2 o'clock. He <u>will be sleeping</u> then.

11. Future Perfect Tense

It is used to indicate the completion of an action by a certain future time.

Ex.: I <u>shall have written</u> the exercise by that time.

Before you go there, he <u>will have finished</u> the work.

12.Future Perfect Continuous Tense

It indicates an action represented as being in progress over a period of time that will end in the future.

Ex. : By next July we <u>shall have been living</u> here for four years.

	Voice	Simple	Continuous	Perfect	Perfect Continuous
Past	Active	wrote	was, were writing	had written	had been writing
	Passive	was, were written	was, were being written	had been written	no passive
Present	Active	write(s)	am, is, are writing	has,have written	has,have been writing
	Passive	am, is, are written	am, is, are being written	has, have, written	no passive
Future	Active	will, shall write	will, shall be writing	will, shall have written	will, shall have been writing
	Passive	will, shall be written	no passive	will, shall have been written	no passive

VOICE: ACTIVE, PASSIVE VOICE & IMPERSONAL PASSIVE

A. Relationship between active and passive:

1. The **object** of the active verb is the **subject** of the passive verb . Therefore, verbs which *cannot* be followed by objects (**intransitive verbs**) *cannot* be used in passive voice.

These are some common intransitive verbs: **appear, arrive, come, cry, die, go, happen, occur, rain, sleep, stay, walk**. These verbs *cannot* be used in passive voice.

2. The passive verb always contains a form of the auxiliary verb **be**. The form of **be** in the passive verb phrase corresponds to the form of the **main verb** in the active verb phrase (see the underlined words in the example sentences below). That is, if the active main verb is simple present tense, then a simple present tense form of **be** is used in the passive verb phrase; if the active main verb is **-ING**, then the **-ING** form of **be** is used in the passive verb phrase; and so on.

3. The main verb in a passive predicate verb phrase is always the **participle** form of the verb.

4. Some **examples** of active and passive sentences:

ACTIVE: They **speak** English.
PASSIVE: English **is spoken**.

ACTIVE: They **spoke** English.
PASSIVE: English **was spoken**.

ACTIVE: They **will speak** English.
PASSIVE: English **will be spoken**.

ACTIVE: They **are going to speak** English.
PASSIVE: English **is going to be spoken**.

ACTIVE: They **are speaking** English.
PASSIVE: English **is being spoken**.

ACTIVE: They **were <u>speaking</u>** English.
PASSIVE: English **was <u>being</u> spoken**.

ACTIVE: They **have <u>spoken</u>** English.
PASSIVE: English **has <u>been</u> spoken**.

ACTIVE: They **had <u>spoken</u>** English.
PASSIVE: English **had <u>been</u> spoken**.

ACTIVE: They **will have <u>spoken</u>** English.
PASSIVE: English **will have <u>been</u> spoken**.

5. Perfect progressive verb forms are generally used in **active voice only**. That is, these are **good English sentences**:

ACTIVE: They **have been speaking** English.
ACTIVE: They **had been speaking** English.
ACTIVE: They **will have been speaking** English.

But sentences like these are **rarely used**:

PASSIVE: English **has been being spoken**.
PASSIVE: English **had been being spoken**.
PASSIVE: English **will have been being spoken**.

B. Most passive sentences do not contain an agent; all active sentences contain an agent.

1. An **agent** is the subject of the active verb. In the example sentences above, the agent is "they" in all the active sentences; the passive sentences do not contain an agent.

2. When a passive sentence contains an agent, it is in a prepositional phrase following the verb. For example:

English is spoken **by them**.

In the following sentences, the noun **"teachers" is the agent in both sentences**. "Teachers" is also the subject of the *active* verb, but "exams" is the subject of the *passive* verb.

ACTIVE: **<u>Teachers</u>** prepare exams.

PASSIVE: Exams are prepared **<u>by teachers</u>**.

C. You should *not* use passive voice unless you have a good reason.

Here are some good reasons for using passive voice:

1. Passive voice is often used when the **agent** (the doer of an action; the subject of an active verb) is **obvious, unknown, or unnecessary**:

Oranges **are grown** in California.
Toyotas **are made** in Japan.
Her purse **was stolen**.

2. Passive voice is often used when the **agent** is known, but the speaker/writer **doesn't** want to mention it:

She **was given** bad advice.
A mistake **has been** made.

3. Passive voice is often used when the **agent** is very general such as **people** or **somebody**.

English **is spoken** here.
The door **should be locked**.

4. Passive voice is often used when the speaker/writer wants to **emphasize a result**:

Several thousand people **were killed** by the earthquake.

5. Passive voice is often used when the speaker/writer wants to keep the **same subject** for two or more verbs but this would not be possible if both verbs were the same voice (active or passive).

For example, in a conversation about George, a speaker would probably use sentence **a** below rather than sentence **b** (both sentences are correct).

a. George **had** several interviews before he **was hired** by a software company.

b. George **had** several interviews before a software company **hired** him.

Passive Voice in English

 Use of Passive

1. Passive voice is used when the focus is on the action.

It is not important or not known, however, who or what is performing the action.
Example: My bike was stolen.

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it.

2. Sometimes a statement in passive is more polite than active voice, as the following example shows:
Example: A mistake was made.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

 Form of Passive -structure

Subject + finite form of to be + Past Participle (3rd column of irregular verbs)

Example: A letter was written.

When rewriting active sentences in passive voice, note the following:

1. the object of the active sentence becomes the subject of the passive sentence

2. the finite form of the verb is changed (to be + past participle)

3. the subject of the active sentence becomes the object of the passive sentence (or is dropped)

Examples of Passive

Simple present:

Active: Rita writes a letter

Passive: A letter is written by Rita

Simple past:

Active: Rita wrote a letter

Passive: A letter was written by Rita

Present perfect:

Active: Rita has written a letter

Passive: A letter has been written by Rita

Simple future:

Active: Rita will write a letter

Passive: A letter will be written by Rita

Present progressive:

Active: Rita is writing a letter

Passive: A letter is being written by Rita

Past progressive:

Active: Rita was writing a letter

Passive: A letter was being written by Rita

Past perfect:

Active: Rita had written a letter

Passive: A letter had been written by Rita

Future perfect:

Active:Rita will have written a letter

Passive: A letter will have been written by Rita

Passive Sentences with Two Objects

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject,the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

Example:

Active: Rita wrote a letter to me

Passive: A letter was written to me by Rita

Passive: I was written a letter by Rita

As you can see in the examples, adding by Rita does not sound very elegant. That's why it is usually dropped.

Personal and Impersonal Passive

Personal Passive simply means that the object of the active sentence becomes the subject of the passive sentence.
So every verb that needs an object (transitive verb) can form a personal passive.

Example: They build houses. - Houses are built.

The **impersonal passive voice** is a <u>verb</u> <u>voice</u> that decreases the <u>valency</u> of an <u>intransitive verb</u> (which has valency one) to zero.
The impersonal passive deletes the <u>subject</u> of an <u>intransitive verb</u>. In place of the verb's subject, the construction instead may include a syntactic placeholder, also called a *dummy*. This

54

placeholder has neither thematic nor referential content. (A similar example is the word "there" in the English phrase "There are three books.")

The deleted <u>argument</u> can be reintroduced as an *oblique argument* or *complement*.

CONCORD –AGREEMENT BETWEEN SUBJECT AND THE VERB

Concord means agreement between the subject and the verbs as well as other elements of the clause structure.

I *drink* coffee.

You *drink* coffee.

He *drinks* coffee.

It *drinks* coffee.

drink has two different forms.

drink, when the subject(I/You) is in the first or second person.

drinks, when the subject(He/It) is in the third person.

The Verb must agree with the Subject in Person i.e., it must be of the same Person as the Subject.

He *drinks* coffee.

They *drink* coffee.

He & They are in the same person - Third – but the first is singular and the second plural in number. The verb *drink* has two forms in the Third Person – *drinks*, singular and *drink*, plural. The Verb must agree with its subject in Number.

Rule:1

<u>One</u> of my *friends has* finished a project worth 1 Crore.

<u>Each</u> of the *boys was* given a beautiful fountain pen.

<u>Every</u> one of the *clerks has* applied for a medical leave.

<u>Neither</u> of the *players was* able to get victory in the match.

The Verbs are in singular(has & was) although the nouns(friends, boys, clerks and players) immediately before them are all in the plural.

The real subjects of these verbs are not the Plural Nouns immediately before them, but the Singular Nouns, underlined at the beginning of each sentence.

Verb must agree in Number and Person with its real Subject and not with any other Noun that immediately precede it.

Rule:2

Tobacco and alcohol *are* injurious to health.

Oil and water *do* not mix.

He and I *were* at Oxford together.

Sumati, Sumitra and Susheela *are* great friends.

Two or more singular Nouns connected by 'and' are normally followed by Plural verb

Rule:3

Age and experience *brings* wisdom to man.

Slow and steady *wins* the race.

Bread and butter *is* what they want.

The long and the short of the matter *is* that the whole department is corrupt.

Two Singular Nouns connected by 'and' together express *One* idea, followed by a singular verb.

Rule:4

My uncle and guardian *wants* me to study medicine.

A notable killer and smuggler *is* caught alive by the Tamil Nadu police.

My friend and colleague, Shubha Mukerjee *has* gone abroad.

The orator and Politician *is* publishing an interesting book.

Nouns connected by 'and' refer the same person is followed by Singular Verb.

Note : Two Nouns refer to two different persons, the articles and Possessive

    Pronouns should be repeated and the verb should be used in the plural.

My uncle and my guardian *want* me to study medicine.

The orator and the politician *are* publishing an interesting book.

Rule:5

Each man and each woman *has* a vote.

Every officer and every soldier *has* to be ready to serve the country all the time.

The Ship was wrecked and every man, woman and child *was* drowned.

Singular Nouns connected by 'and' are preceded by 'each' or 'every',   they are followed by the Singular Verb.

Rule:6

Neither Ram nor Govind *has* any right to the property.

No prize or medal *was* given to the boy, though he stood first in the examination.

Either Pratap or Pradeep *has* done this mischief.

Singular Subjects connected by 'or','either…or', &'neither…nor' are followed by a singular verb.

Rule:7

Neither the Principal nor the Lecturers *were* present at the meeting.

Either Mehta or his parents *are* responsible for this.

Neither the Chief Minister nor his colleagues *have* given any explanation of this.

Subjects connected by 'or' or 'nor' are of different Numbers,the Plural Subject should be written last and it should be followed by a plural verb.

Rule:8

Neither he nor I *have* money to spare for this.

Neither You nor Ram *seems* to be capable of doing this.

Either you or Gopal *has* to take the lead in this matter.

Subjects connected by 'or' or 'nor' are of different Numbers,the verb should agree in person with the Subject nearest to it.

Rule:9

The ship's crew *was* a mixed group of different nationalities.

When the ship arrived port, the crew *were* taken into custody on a charge of mutiny.

A committee *was* appointed to study the question.

The committee *were* divided on the question of increased D.A. for the employees.

Collective Noun is followed by a Singular Verb when the group is thought of as a single unit. When individual members of the group are thought of the plural verb is used.

Rule:10

The news *is* too good to be true.   The wages of sin *is* death.

Politics *is* a dirty game. The United Nations *is* our only hope.

'Gulliver's Travels' *is* an interesting book.

Nouns are Plural in form, but Singular in meaning.

They should be followed by Singular Verbs.

Rule:11

A thousand dollars is not a small sum.

A thousand dollars <u>were</u> distributed among the prize winners.

One thousand five hundred rupees <u>is</u> this advocate's fee.

There <u>were</u> twenty silver rupees jingling in his pocket.

Subject is a sum of money considered as a whole, the Singular Verb is used.

Subject is a sum of money and the reference is to the bils or coins considered separately, the
Plural Verb is used.

Ex: Choose the correct verb which agrees with the noun of the sentence:

1. Few Technicians-------------- (know /knows)   the application of these concepts in their workplace.

2. What criteria --------------(has / have) been employed in the selection of the tools for the experiment?

3. The Professor, as well as his students---------------- (are/is) working on developing a computer model of brain metabolism.

4. Howard and Vincent, who _____ a copy center in town, have decided to import a technically   sound copier machine (run/ runs).

5. The chairman along with his two assistants _____ to attend the annual convention (plan/ plans).

6. Dr. Fenton is one of those implicit scientists who _____ distracted most of the time (seem/ seems).

7. Some of the projects _____ already gone from bad to worse. (has/have).

8. I'm sure that neither the engineer nor the technician -------- (is/are) to be blamed for the mishap.

9. My friend and colleague -------- (has/have) come.

10. The Engineer along with his family members -------- (has/have) arrived.

11. The cost of computers _____ (is/are) dropping day by day.

12. The writer and politician _____ (has/have) come to the function.

DIFFERENT FORMS OF VERBS & USES

What are the forms of the verb?

In English there are several different kinds of verbs. All verbs except modal auxiliary ("helping") verbs have at least three distinct forms:

- **the simple (or uninflected or base) form:** *dance, play, type, hurry, concentrate, communicate, pull, lives, cut, put, bring, run, sing, drink, speak, write*
- **the 3rd person singular present tense (or -*s*) form:** *dances, plays, types, hurries, concentrates, communicates, pulls, lives, cuts, puts, brings, runs, sings, drinks, speaks,writes*
- **the present (or -*ing*) participle and gerund form:** *dancing, playing, typing, hurrying, concentrating, communicating, pulling, living, cutting, putting, running, bringing, singing, drinking, speaking, writing*

A few irregular verbs have only these three forms -- verbs like *cut* and *put.* The past tense and the past participle forms of these verbs are the same as the simple forms.

Most verbs are regular. Regular verbs and some irregular verbs (like *bring)* have four forms, the three above, a fourth form which serves as both the past tense and the past participle form:

- **the past tense and past participle form:** *danced, played, typed, hurried, concentrated, communicated, pulled, lived, brought*

A small number of irregular verbs have four forms, the top three and a past tense form which is distinct from the past participle form. The simple form of this kind of irregular verb is used where a past participle form would be used.

1. **the past tense form:** *ran*

Some irregular verbs have five distinct forms: the three forms that all verbs have and a separate past tense and past participle form.

- **the past tense form:** *sang, drank, spoke, wrote*
- **the past participle form:** *sung, drunk, spoken, written*

61

	Simple Form	*-s* Form	Past Tense Form	*-ing* Form	Past Participle Form
Regular	*help*	*Helps*	*helped*	*helping*	*helped*
	carry	*Carries*	*carried*	*carrying*	*carried*
	clutch	*clutches*	*clutched*	*clutching*	*clutched*
Irregular	*cut*	*Cuts*	*cut*	*cutting*	*cut*
	bring	*Brings*	*brought*	*bringing*	*brought*
	run	*Runs*	*ran*	*running*	*run*
	fall	*Falls*	*fell*	*falling*	*fallen*
	drink	*Drinks*	*drank*	*drinking*	*drunk*

QUESTIONS FOR PRACTICE

Part-A

1.Identify the sentence type:

1. Don't waste your time waiting for me.
2. Please help me to complete the work.
3. Could you please tell me the answer?
4. Do you think I will be sent out of the class if I don't complete the work?
5. Please slow down.
6. Don't worry, Rajan.
7. Don't take my book.
8. Submit the assignment tomorrow.
9. Don't use internet too much
10. Don't waste your time on face book.
11. Stop the TV now.
12. Develop the habit of reading as it improves your English language.
13. Why dint you come to college yesterday?
14. Please bring the news paper.
15. Have you completed the assignment I gave last week?
16. How beautiful your handwriting is!

2.Identify the parts of speech for the underlined words.

Foursquare is a mobile <u>application</u> that is a cross <u>between</u> a friend-finder, a social city-guide, and a game that rewards you for doing interesting things. Foursquare <u>lets</u> you "check in" to a place when you're there, tell friends <u>where</u> you are, and <u>track</u> the history of where you've been--and who you've been there with. Foursquare challenges you to explore <u>your</u> city in new and fun ways by earning <u>points</u>, winning mayorships, <u>and</u> unlocking badges and specials for trying new places and revisiting <u>old</u> favorites.

3. Identify the parts of speech for the highlighted words in the newspaper.

The Indian Express: 09/07/2015 Thursday

In a major restructuring of its mobile devices business, US tech giant Microsoft today said it is writing off $7.6 billion it <mark>spent</mark> on acquiring Nokia and will cut 7,800 jobs, <mark>but</mark> was silent on India impact. These job cuts are in addition to the 18,000 jobs that it planned to cut a year ago

"I want to update you <mark>on</mark> decisions impacting <mark>our</mark> phone business… We <mark>anticipate</mark> that these changes, in addition to other headcount <mark>alignment</mark> changes, will result in the reduction of up to 7,800 positions <mark>globally,</mark> primarily in our phone business," Microsoft CEO Satya Nadella said in an email to employees.

He said that restructuring of phone business has led to an impairment charge of <mark>approximately</mark> USD 7.6 billion related to assets associated <mark>with</mark> the acquisition of the Nokia Devices and Services business <mark>in addition to</mark> a restructuring charge of approximately USD 750 million to USD 850 million.

<mark>Microsoft</mark> had acquired mobile devices business from Nokia in a USD 7.2 billion deal which concluded in April last year. This is the second round of major job cut <mark>after</mark> Nadella took over as Microsoft CEO. About a year ago he announced axing up to 18,000 jobs, biggest cuts in its 39-year history

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4) Choose the right verb from the options given after the passage:

Ever wonder why it……1…. such an effort to forget about work while on vacation or to silence that annoying song that's playing over and over in your head? Mathematicians at Case Western Reserve University …2…..part of the answer. They have found that just as thinking burns energy, stopping a thought burns energy like stopping a truck on a downhill slope.

"Maybe this explains why it is so tiring to relax and think about nothing," said Daniela Calvetti, professor of mathematics, and one of the authors of a new brain study. Their work .3……..published in an advanced online publication of Journal of Cerebral Blood Flow & Metabolism. The computer simulations for this study …….4………obtained by using Metabolica, a software package that Calvetti and Somersalo have designed to study complex metabolic systems.

 1 a. was   b. is   c. can   d. will   e. none

2. a. may   b. may have   c. shall have   d. will have   e. none

3. a. are   b. is   c. has been   d. have been   e. none

4. a. were   b. is   c. was   d. has been   e. none

5) Complete the following sentences by filling in the correct form of the verb given in the brackets.

Most robots of today ………(consist)of little more than a mechanical arm and a computer memory. The memory ……(allow) the arm to repeat a simple motion like moving a part from one work- bench to another. Because its memory can store a collection of motions, the robot can switch quickly from one simple task to another. It …….(be) not complain of boredom, bulk at job demarcation lines, take as tea-break or go sick.   This faithful servant …(be) also a stupid one. It has no problem – solving "intelligence". Also it lacks our senses that would alert it.

6) Complete the following sentences by filling in the correct form of the verb.

People_____(travel) a lot nowadays with utmost ease. In the last hundred years, travelling (become)_____ much easier and very comfortable. In the 19th century, it (take) _____ two or three months to cross North America by covered wagon. The trip (be) _____very rough and often dangerous. Things (change) _____a great deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours.

7) Use the correct form of the verbs to complete the gaps in these sentences about jobs in technology.

become	*do*	*measure*	*connect*	*maintain*
repair	*cut*	*make*	*transfer*	*design*
manufacture	*turn*			

1. Maintenance Technicians are responsible for _____and_____equipments in a factory.

2. Estimators calculate the costs of _____ and _____ a product.

3. Research Engineers find new and better ways of _____things.

4. Fitters are responsible for _____new equipment to the network.

5. Design Engineers aim ____ ideas into plans.

6. Control Engineers attempt _____ and regulate all the variables in a system.

65

7. Production Engineers plan _____ things in the most efficient way.

8. They look at ways of _____ production costs.

9. Some Engineers decide _____ to marketing.

10. Others choose _____ managers.

8) Complete the text about the history of tractors. Put the verbs in brackets in the correct tense, Past Simple or Present Perfect Simple, active or passive.

Tractors _____(use) on farms since the start of the twentieth century. The first mechanical implements _____(draw) by horse. Around 1920, petrol- engined tractors _____(begin) to replace the horse. These early tractors _____(pull) implements from a drawbar. Around 1940, tractors. ____(begin) to use a hydraulic lift system. In addition, it ____(be) possible for farmers to use a power take-off shaft for trailed implements, such as manure spreaders. Since the early 1950s, there _____(be) many improvements in design. There _____(be) changes in the tractor cab, making it safer and more comfortable. Computer systems _____(make) it possible for farmers to check on operations. The engine power for tractors _____(increase) over the years. For many years it _____(be)20-40 hp, but it _____(rise) to over 120 hp, and sometimes over 200 hp.

9) Fill in the blanks with the correct form of the verb given in the parentheses:

1. Our Indian spaceship ----------------- (land) on the moon by 2015.

2. When the Engineer _____ (obtain) the data, he summed it up.

3. HML ---------- (possess) an integrated state-of -the art manufacturing plant.

4. The VIRUS _____ (be) spread by an expert in computers.

5. Civilization, culture and progress ----------- (depend) on education.

10) Identify whether the sentence is expressed in an active or passive voice.

1) The Lab exam has been postponed

2) Rules are made to be followed stringently

3) Most of the students are taking up the electronics elective this semester

4) The leaders are seeking a fair resolution to the crisis.

5) To save time, Kristin wrote the paper on a computer.

11) Change the following sentences into impersonal passive voice:

1) Pooja will present her research paper at the conference.

2) Have the police found the culprit?

3) The Golden Gate requires repainting every year because of the salty, corrosive air.

4) The sudden noise outside created a tantrum in the classroom.

5) Scholars must publish atleast three research papers in refeered journals.

12) Identify whether the sentence is expressed in active or passive voice.

1) On July 2006, UK researchers have developed a new type of polymer scaffold support for growing cultured human skin cells.

2) The fine fibers were captured and formed into a mesh that resembles tissue paper.

3) Certain sizes of fibre have been found to be optimal, and results of this work on fibre dimensions are due to be published shortly in the journal Tissue Engineering.

4) Thomas McCarthy and Lichao Gao from the University of Massachusetts, Amherst, were investigating the hydrophobic properties of silicon compounds known as methylchlorosilanes.

5) The researchers recorded the interaction between a supported droplet and the coated surface.

13) Change the following sentences into impersonal passive voice:

1) After studying various different varieties, the scientists discovered that MeSiCl3 could, under certain conditions, form a highly hydrophobic coating on silicon wafers.

2) Scientists have applied this coating to water-repellent fabrics.

3) The Golden Gate requires repainting every year because of the salty, corrosive air.

4) The chemist, Chris Hunter, and tissue engineer, Sheila MacNeil, are incorporating specific signaling molecules to cells in developing the product.

5) The scientists took a piece of glass patterned with gold electrodes, and painted it with a solution containing semiconductor nanocrystals.

14) Change the following sentences as per the directions given in the brackets:

1. The company has recruited ten engineers, impressed by their performance in the interview.
(Change to passive voice)

2. The astronauts started storing the data immediately after the launch of the space ship. (change to impersonal passive voice)

3. Someone has rectified the problem during the night. (Change into impersonal passive)

4. Computer companies have been using integrated circuits since 1965. (Change into Impersonal

5. The Wright brothers had built a small wind tunnel at Dayton. (Change into Impersonal Passive Voice)

15) Complete the following sentences using appropriate verb [Concord]

1. Either the physicians in this hospital or the chief administrator _____ going to have to make a decision. (is / are)

2. _____ my boss or my sisters in the union going to win this grievance? (is / are)

3. Some of the votes _____ to have been miscounted. (seem /seems)

4. The tornadoes that tear through this county every spring _____ more than just a nuisance. (is / are)

5. Everyone selected to serve on this jury _____ to be willing to give up a lot of time. (have /has)

6. Kara Wolters, together with her teammates, _____ a formidable opponent on the basketball court. (Presents/ present)

7. He seems to forget that there _____ things to be done before he can graduate. (is / are)

8. There _____ to be some people left in that town after yesterday's flood. (have /has)

9. Some of the grain _____ to be contaminated. (Appear /appears)

10. Three-quarters of the students _____ against the tuition hike. (is / are)

11. Three-quarters of the student body _____ against the tuition hike. (is / are)

12. A high percentage of the population _____ voting for the new school. (is / are)

13. A high percentage of the people _____ voting for the new school. (was / were)

14. There _____ several reasons why you should reconsider your decision. (is / are)

15. Howard and Vincent, who _____ a copy center in town, have decided to expand their business. (runs/run)

16. Both of the statues on the shelf _____ broken. (is / are)

17. The fishing boat that has been tied up at the pier for three days _____ finally on its

68

way this morning. (was / were)

18. The chairman, along with his two assistants, _____ to attend the annual convention.

    (plan/plans)

19. The issues of inflation and tax reform _____ to be on everyone's mind.

    (continue/continues)

20. Juan or Julian _____ the conference room each week. (prepare/prepares)

21. Not one of the performers _____ at the party after the concert. (was / were)

22. Some of the grain _____ gone bad. (have /has)

23. John or his brother _____ going to be responsible for this. (is / are)

24. A few of the students _____ doing so well they can skip the next course. (is / are)

25. One of these students _____ obviously cheated on the exam. (have /has)

16) Fill in the blanks with the appropriate forms of words:

1. | **Adjectives** | **Nouns** | **Opposites (Nouns)** |
| --- | --- | --- |
| _____ | _____ | unprotection |
| commandable | _____ | _____ |
| _____ | _____ | unluck |
| _____ | lock | _____ |
| kind | _____ | _____ |
| important | _____ | _____ |

2. | **Verb** | **Noun** | **Adjective** |
| --- | --- | --- |
| _____ | depletion | _____ |
| dispose | _____ | _____ |
| _____ | recovery | _____ |
| Communicative | _____ | _____ |
| _____ | _____ | observant |
| _____ | strength | _____ |

69

_____   production   _____

3. a. Form noun from adjective.

1. able   -   ecological -
2. brief   -   purity -
3. frequent -   reliable-
4. wide   -   destructive-
5. active -   innovative-

b. Form noun from verb.

1. acquaint-   develop   -
2. allude-   recognize
3. practice-   install -
4. oblige -   obey   -
5. envelop-   store   -

c. Form verb from noun.

1. list   -   fresh   -
2. beauty -   calculation-
3. furniture-   requirement-
4. table   -   hoarding-
5. friend -   pursuit -

d. Form verb from adjective.

1. long   -   attractive-
2. large   -   valuable-
3. perfect -   use   -
4. clean   -   modern-
5. general-   disposal-

e. Give the negative forms .

1. appropriate-   relevant-
2. nutrient -   productive-
3. centralize-   logical -

70

4.   possible-   destructible-

5.   normal -   manage-

f. Add appropriate prefixes to the following words to get the opposites.

1.   i) reliable   ii) exceptional

      iii) mobile   iv) ability

2.   i) accurate   ii) capable

      iii) consistent   iv) asked

3.   i) even   ii) favourable

      iii) credible   iv) modest

g. Add suitable endings to the following words to form verbs .

1.   i) hard   ii) simple

      iii) specific   iv) ample

2.   i) identity   ii) broad

      iii) verbal   iv) channel

3.   i) visual   ii) final

      iii) central   iv) electric

h. Add suitable endings to the following words to form adverbs.

1.   i) commercial   ii) chemical

      iii) extreme   iv) natural

2.   i) lateral   ii) temporary

      iii) continuous   iv) metaphor

3.   i) easy   ii) fresh

      iii) high   iv) international

i. Add appropriate endings to the following words to make nouns .

1.   i) rare   ii) impure

      iii) important   iv) malleable

2.   i) abnormal   ii) frequent

      iii) radiate   iv) convert

3.   i) exploit   ii) insulate

      iii) ductile   iv) occur

71

4.   i) stagnant   ii) combine
      iii) mathematics   iv) contradict
5.   i) recognize   ii) petrol
      iii) accumulate   iv) generate
6.   i) intelligent   ii) punish
      iii) ascertain   iii) pronounce

Part-B

Reading Comprehension

1. Read the following passage carefully and answer the questions that follow:

Titanic was built in Belfast, Ireland at the Harland and Wolff Shipyard. The model of the ship was designed by Lord Pirrie, Chairman of Harland and Wolff; Thomas Andrews, the company's head of design, and its General Manager, Alexander Carlisle. The construction of the same began on March 31,1909 and it was funded by J.P Morgan's International Marine Corporation.

On completion, the size of the ship was 882 feet and 9 inches long and 92 feet and 6 inches at its beam. The measurement from water to the boat deck was 60 feet long. Only the latest and up-to-date communication and technological equipment were used in this world's largest luxury liner. The ship was divided into sixteen compartments, each with magnet latch door that would close and seal of the compartments by the flip of a switch. It was said this facility of the Titanic would allow it to float , even if two of its compartments were flooded due to any mishap. The naval architecture of Titanic ship was such that it was deemed as an "unsinkable"ship.

The crew members of the Titanic tried to maneuver the ship in the opposite direction of the iceberg. However, it was in vain and the ship collided with the iceberg and was ripped parallel across the ship's bulk. Immediately, the water started flooding into the ship. Many of the passengers were unaware of this fact and went about their usual business. While, a few passengers saw the iceberg pass their window and also felt the strange quiver in the ship; they never connected this with the potential peril that had struck the ship. However, the passengers who were on the deck and at various other strategic positions knew the devastating truth – "the Titanic sinking, and sinking fast".

A SOS(Save Our Ship) message was sent out to the neighboring ships. By the time,the ship "Carpathia" picked up the distress call and radioed back to the crew of the Titanic, it was too late. All that remained were a handful of lifeboats packed with 705 Titanic survivors. Due to

lack of lifeboats, as many as "one thousand and five hundred and twenty-three people" died in this terrible accident. The 1912 sinking of the Titanic ship is the worst maritime disaster, during the "peacetime".

(A). Answer the following in one sentence each.

    1. What was the size of the titanic ship?

    2. When did the water start flooding into the ship?

(B). Say True or False

    3. The passengers were aware of the shipwreck but still went about their usual business.

    4. Due to lack of lifeboats, 1523 passengers died in this terrible accident.

C) Give contextual meaning for the following terms

    5. Peril   6. Quiver

D) Choose the best option

    7. This facility of the Titanic would allow it to float; What is "this "?

        i) 60 feet height from water level to the boat deck

        ii) compartments with magnet latch door

        iii) numerous lifeboats

    8. The crew members of the Titanic tried to maneuver the ship

        i) in the opposite direction of the iceberg.

        ii) in the same direction of the iceberg.

        iii) by calling the neighbour ships

E) Complete the sentence

    9. The naval architecture of Titanic ship was such that it was deemed as _____

    10. The ship "Carpathia" picked up the distress call and _____

2. Read the following passage and answer the questions that follow.

Times have witnessed certain mysterious incidents in the Bermuda Triangle region of the Atlantic. Most of the instances of the disappearing of ships and aircraft could not be tracked to scientific phenomenon or human error. The incidents bore an element of mystery as the causes

behind the happenings could not be deciphered. There are records of quite a few incidents that can be called as supernatural mysteries in the Bermuda Triangle.

One of the mishaps that dates back to 1918, was one of the greatest losses of life in the history of US Navy. In March 1918, USS Cyclops carrying a crew of 309 departed the island of Barbados, after which it disappeared. Some claim enemy activities or natural disasters as being the reasons behind this mishap but no conclusive results have yet been obtained.

Flight 19, a training flight carrying bombers disappeared on December 15, 1945. The flight that began under the control of an experienced pilot was found missing while it was traveling over the Atlantic Ocean. There were no known records of the flight having to face magnetic problems though there is a popular notion of control dials working in an erratic manner. However, the reasons behind the disappearing of the flight were claimed as being unknown.

The other mysterious supernatural stories revolving around the Bermuda Triangle include, the disappearing of a boat named Carroll and that of a Douglas DC-3 aircraft while flying from Puerto Rico to Miami. The exact reasons behind both the ill-fated events could not be found through much investigation and research.

Occurrences of such mysterious events of sudden missing of vessels and aircraft have left us puzzled. Mysterious disappearing of these ships and airplanes has made mankind feel the presence of supernatural powers in these incidents. Science has failed to ascertain either human mistakes or some natural phenomena causing the mishaps. This has given rise to a common belief that supernatural powers may be involved in the Bermuda Triangle mysteries. Till scientific research brings out concrete reasons behind the disappearing of ships and aircraft in the Bermuda Triangle, many shall continue to attribute them to supernatural powers.

(A). Answer the following in one sentence each.
   1. When and where did the flight 19 disappear?
   2. What is Bermuda Triangle?
(B). Say True or False.
   3. Bermuda Triangle mysteries have made mankind to feel the presence of supernatural powers.
   4. Bermuda Triangle is in the exact region of the Arctic.
   C) **Give contextual meaning for the following terms.**

5. Deciphered.

6. Erratic

D) Choose the best option.

7. Mysterious disappearing of the ships and airplanes is the result of

    i) enemy activities

    ii) supernatural powers

    iii) human mistakes

8. Solution can be brought out by

    i) investigation and research.

    ii) removing the power of supernatural powers

    iii) training pilots to face magnetic problems

E) Complete the sentence.

 9. The reasons behind the disappearing of the flights and ships were still _____.

10. The exact reasons behind both the ill-fated events could not be found _____

3. Read the following passage and answer the questions that follow.

 (1)The atmosphere forms a gaseous, protective envelope around Earth. It protects the planet from the cold of space, from harmful ultraviolet light, and from all but the largest meteors. After traveling over 93 million miles, solar energy strikes the atmosphere and Earth's surface, warming the planet and creating what is known as the biosphere, the region of Earth capable of sustaining life. Solar radiation in combination with the planet's rotation causes the atmosphere to circulate. Atmospheric circulation is one important reason that life on Earth can exist at higher latitudes because equatorial heat is transported poleward, moderating the climate.

 (2)The equatorial region is the warmest part of the earth because it receives the most direct and, therefore, strongest solar radiation. The plane in which the earth revolves around the sun is called the ecliptic. Earth's axis is inclined 23 degrees with respect to the ecliptic. This inclined axis is responsible for our changing seasons because, as seen from the earth, the sun oscillates back and forth across the equator in an annual cycle. On or about June 21 each year, the sun reaches the Tropic of Cancer, 23 degrees north latitude. This is the northernmost point where the sun can be directly overhead. On or about December 21 of each year, the sun reaches

the Tropic of Capricorn, 23 degrees south latitude. This is the southernmost point at which the sun can be directly overhead. The polar regions are the coldest parts of the earth because they receive the least direct and, therefore, the weakest solar radiation. Here solar radiation strikes at a very oblique angle and thus spreads the same amount of energy over a greater area than in the equatorial regions. A static envelope of air surrounding the earth would produce an extremely hot, uninhabitable equatorial region, while the polar regions would remain inhospitably cold.

(3)The transport of water vapor in the atmosphere is an important mechanism by which heat energy is redistributed poleward. When water evaporates into the air and becomes water vapor, it absorbs energy. At the equator, air saturated with water vapor rises high into the atmosphere where winds aloft carry it poleward. As this moist air approaches the polar regions, it cools and sinks back to earth. At some point, the water vapor condenses out of the air as rain or snow, releasing energy in the process. The now-dry polar air flows back toward the equator to repeat the convection cycle. In this way, heat energy absorbed at the equator is deposited at the poles and the temperature gradient between these regions is reduced.

(4) The circulation of the atmosphere and the weather it generates is but one example of the many complex, interdependent events of nature. The web of life depends on the proper functioning of these natural mechanisms for its continued existence. Global warming, the hole in the atmosphere's ozone layer, and increasing air and water pollution pose serious, long-term threats to the biosphere. Given the high degree of nature's interconnectedness, it is quite possible that the most serious threats have yet to be recognized.

Answer the following questions:

1. Which of the following best expresses the main idea of the passage?

a. The circulation of atmosphere, threatened by global warming and pollution, protects the biosphere and makes life on Earth possible.

b. If the protective atmosphere around the earth is too damaged by human activity, all life on Earth will cease.

c. Life on Earth is the result of complex interdependent events of nature, and some of these events are a result of human intervention.

d. The circulation of atmosphere is the single most important factor in keeping the biosphere alive, and it is constantly threatened by harmful human activity.

2. Which of the following best represents the organization of the passage?

a. 1. Definition and description of the circulation of the atmosphere

2. How the atmosphere affects heat and water in the biosphere

3. How the circulation of the atmosphere works

4. What will happen if human activity destroys the atmosphere and other life-sustaining mechanisms.

b. 1. Origin of the atmosphere and ways it protects the biosphere

2. How the circulation of the atmosphere affects the equator and the poles

3. How the circulation of the atmosphere interrelates with other events in nature to protect life on Earth

4. Threats to life in the biosphere

c. 1. Definition and description of the circulation of the atmosphere

2. Protective functions of the circulation of the atmosphere

3. Relationship of the circulation of the atmosphere to other life-sustaining mechanisms

4. Threats to nature's interconnectedness in the biosphere

d. 1. The journey of the atmosphere 93 million miles through space.

2. How the atmosphere circulates and protects the biosphere

3. How the atmosphere interrelates with weather in the biosphere

4. How damage to the biosphere threatens life on Earth

3. Which of the following is the best definition of the underlined word biosphere as it is used in the passage?

a. the protective envelope formed by the atmosphere around the living earth

b. that part of the earth and its atmosphere in which life can exist

c. the living things on Earth whose existence is made possible by circulation of the atmosphere

d. the circulation of the atmosphere's contribution to life on Earth

4. Which of the following sentences from the passage best supports the author's point that circulation of the atmosphere is vital to life on Earth?

a. The equatorial region is the warmest part of the earth because it receives the most direct and, therefore, strongest solar radiation.

b. The circulation of the atmosphere and the weather it generates is but one example of the many complex, interdependent events of nature.

c. [The atmosphere] protects Earth from the cold of space, from harmful ultraviolet light, and from all but the largest meteors.

d. A static envelope of air surrounding the earth would produce an extremely hot, uninhabitable equatorial region, while the polar regions would remain inhospitably cold.

5.Give synonyms for the words which is relevant to the text.

a. uninhabitable

b.oblique

c.convection

d.interdependent

6. Complete the following:

a. The polar regions are the coldest parts of the earth because--------------------------

b. The web of life depends on -------------------------------

Letter Writing

1. Respond to the following advertisement:

Wanted M.E graduates in Electrical Engineering with 5 years experience for a leading company located at Bangalore. Apply with your detailed CV to The Hindu, Post Box No 8, Anna Salai, Chennai-2

2. Write a letter to The Editor of The Hindu complaining about the Plastic wastes dumped in your area and suggest suitable solutions to eradicate them.

3. Write a letter inviting Dr. Alex Osbern (Research – Head) , ISRO to preside over the International Conference on Recent Advances in Aerospace Technology to be held at your University Campus.

4.Write a letter to the Manager of a firm, requesting for practical training in the company.

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