B.Tech Civil Engineering

U20LEHJ01 - Technical English

Course File

School of Civil and Infrastructure Engineering

Vision and Mission of the Department

Vision

The Department of Civil Engineering is striving to become as a world class academic centre for quality education and research in diverse areas of civil engineering, with a strong social commitment.

Mission

Mission of the department is to achieve international recognition by:

M1: Producing highly competent and technologically capable professionals.

M2: Providing quality education in undergraduate and post graduate levels, with strong emphasis on professional ethics and social commitment.

M3: Developing a scholastic environment for the state – of –art research, resulting in practical applications.

M4: Undertaking professional consultancy services in specialized areas of civil engineering.

Program Educational Objectives (PEOs)

PEO1: PREPARATION

Civil Engineering Graduates are in position with the knowledge of Basic Sciences in general and Civil Engineering in particular so as to impart the necessary skill to analyze, synthesize and design civil engineering structures.

PEO2: CORE COMPETENCE

Civil Engineering Graduates have competence to provide technical knowledge, skill and also to identify, comprehend and solve problems in industry, research and academics, related to recent developments in civil and environmental engineering.

PEO3: PROFESSIONALISM

Civil Engineering Graduates are successfully work in various Industrial and Government organizations, both at the National and International level, with professional competence and ethical administrative insight so as to be able to handle critical situations and meet deadlines.

PEO4: SKILL

Civil Engineering Graduates have better opportunity to become a future researchers/ scientists with good communication skills so that they may be both good team-members and leaders with innovative ideas for a sustainable development.

PEO5: ETHICS

Civil Engineering Graduates are framed to improve their technical and intellectual capabilities through life-long learning process with ethical feeling so as to become good teachers, either in a class or to juniors in industry.

PROGRAMME OUTCOMES (POs)

On completion of B.Tech in Civil Engineering Programme, Graduates will have to

1) **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization for the solution of complex civil engineering problems

2) **Design/Development of Solutions:** Design solutions for complex civil engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and cultural, societal, and environmental considerations.

3) **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

4) **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

5) **Problem analysis:** Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

6) **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

7) **Communication:** Communicate effectively on complex engineering activities with the engineering community and with t h e society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

8) **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

9) **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

10) **The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

11) **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.

12) **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

Bharath
INSTITUTE OF HIGHER EDUCATION AND RESEARCH
(Declared as Deemed - to - be - University under section 3 of UGC Act 1956)

COURSE FILE

FACULTY	Dr. V. JEYASANTHI	FACULTY DEPT	ENGLISH
SUBJECT	TECHNICAL ENGLISH	SUBJECT CODE	U20LEHJ01
YEAR	2022 - 2023	SEMESTER	ODD (Term 1)
DEG &BRANCH	B.TECH (ECE/EEE/MECH/CIVIL/BT/BR/BM)	DURATION	60 Hours

SL.NO	DETAILS IN COURSE FILE	REMARKS
1.	LEARNING OUTCOMES	✓
2.	LESSON PLAN	✓
3.	CO-PO MAPPING	✓
4.	INDIVIDUAL TIME TABLE	✓
5.	SYLLABUS WITH COURSE OUTCOMES	✓
6.	LECTURE NOTES (FOR ALL UNITS)	✓
7.	CLA I - QUESTION PAPER	✓
8.	CLA I - KEY	✓
9.	CLA I – SAMPLE ANSWER SHEETS	✓
10.	CLA II - QUESTION PAPER	✓
11.	CLA II - KEY	✓
12.	CLA II - SAMPLE ANSWER SHEETS	✓
13.	CLA III - QUESTION PAPER	✓
14.	CLA III - KEY	✓
15.	CLA III - SAMPLE ANSWER SHEETS	✓
16.	ASSIGNMENT QUESTIONS	✓
17.	SAMPLE ASSIGNMENTS	✓
18.	END SEMESTER QUESTION PAPER	✓
19.	END SEMESTER ANSWER KEY	✓
20.	TEXT BOOK AND REFERENCE BOOK	✓
21.	QUESTION BANK	✓
22.	STUDENT PERFORMANCE RECORD	✓
23.	STUDENT ATTENDANCE RECORD	✓
24.	COURSE END SURVEY	✓
25.	CO ATTAINMENT	✓

Course Coordinator   HOD   DEAN S&H

28/07/2023

BHARATH INSTITUTE OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF ENGLISH

COURSE NAME: TECHNICAL ENGLISH

COURSE CODE: U20LEHJ01 / REGULATION – 2020

2022 – 2023/TERM I

STAFF NAME: Dr.V.JEYA SANTHI

LEARNING OUTCOMES

➢ Identify types, modes, channels and barriers of communication and make students to distinguish different speech sounds for effective pronunciation. (Understand)

➢ Recognize and acquire wide vocabulary and gain knowledge of linguistic conventions for reading, writing and spoken language. (Analyze)

➢ Rectify the errors in the use of grammar and vocabulary and develop critical thinking and analytical skills. (Understand)

➢ Develop and integrate the use of the four language skills and to use targeted grammatical structures appropriately in oral and written production. (Create)

➢ Find, use and evaluate primary academic writing and to improve observation skills and problem-solving capabilities. (Create)

➢ Build listening, speaking, reading, and writing skills and to employ and interact with people in the workplace culture. (Apply)
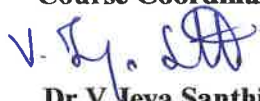
Learning Resource:

Text Books

i) Sudharshana.N. P. and Saveetha. C. English for Technical Communication. Cambridge University Press: New Delhi, 2016.

ii) Board of editors. Fluency in English A Course book for Engineering and Technology. Orient Blackswan, Hyderabad: 2016.

Reference Books

i) Anbazhagan K, Cauveri B, Devika M.P., English for Engineers. Cengage, 2016.

ii) Swan, Michael. Practical English Usage. OUP, 1995

iii) Kumar Sanjay and Pushpa Lata. Communication Skills. OUP, 2011

iv) CIEFL, Hyderabad. Exercises in Spoken English. Parts 1-111. OUP

v) Kumar, Suresh. E. Engineering English. Orient Blackswan: Hyderabad,2015.

vi) Means, L. Thomas and Elaine Langlois, English & Communication for Colleges. Cengage Learning, USA: 2007.

vii) Raman, Meenakshi and Sharma, Sangeetha- Technical Communication Principles and Practice. Oxford University Press: New Delhi, 2014.

viii) www.englishgrammar.org

ix) www.usingenglish.com

x) www.englishstudyhere.com

xi) www.englishexam.com

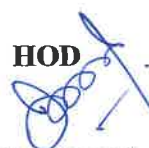|	
Course Coordinator	**HOD**
Dr.V.Jeya Santhi	Dr.V.Immanuel
Associate Professor	**Professor**
Department of English	**Department of English**
BIST, BIHER	**BIST, BIHER**

BHARATH INSTITUTE OF SCIENCE AND TECHNOLOGY

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH (BIHER)
LESSON PLAN

Name of the Department: English
Name of the School : Science and Humanities
Program Name/Code : I Year / B. Tech (All Branches)
Academic Year / Semester: 2022 – 2023 /ODD
Course Name / Code : Technical English / U20LEHJ01
NO. Of Credits : 3
Total Contact Hours : 60
Staff Name Dr. V. Immanuel

Hour	Topic	CO	Reference	Teaching Tool	Proposed Date	Completed Date	Bloom's Level
1	Unit-I Definition, Process ofcommunication	CO1	R2	T1, T2 &T4	10/10/2022	10/10/2022	1
2	Verbal and Non – Verbal communication	CO1	R2	T1, T2 &T4	11/10/2022	12/10/2022	1
3	Role play - Individual and Group Activity	CO5	R3	T8	13/10/2022	13/10/2022	B
4	LAB: Individual speech sounds Courseware on speech sounds (Listening and reproducing)- LAB: often mispronounced sounds Audio visual material (Listening to minimal pairs and reproducing)	CO5	R1	T8	14/10/2022	14/10/2022	B
5	Types of Communication	CO1	R2	T1, T2 &T4	17/10/2022	17/10/2022	1
6	Types of communication: general, technical – formal, informal – external, internal.	CO1	R2	T1, T2 &T4	18/10/2022	18/10/2022	1
7	Write upon a selected type of Communication: Listening, Speaking, Reading, Writing - Group activity (Newspaper) - Discussion and Feedback	CO6	R3 & R8	T8	19/10/2022	19/10/2022	D
8	LAB: sentence types-Practice on sentence stress and intonation	CO5	R2 & R4	T8	20/10/2022	20/10/2022	B
9	Communication barriers- Individual activity- sharing of personal experiences	CO1	R2	T1, T2 &T4	21/10/2022	21/10/2022	1

10	Organizational Communication - Channels of communication Group Activity (worksheet) with visuals or written material.	CO1	R2	T1, T2 &T4	26/10/2022	26/10/2022	1
11	LAB: short biographical account on famous personalities - Video - Oral paraphrasing of the content shown	CO6	R1	T3 &T8	27/10/2022	27/10/2022	D
12	LAB: Listening to short conversations - Answering thequestions on the above content	CO6	R1 & R8	T8	28/10/2022	28/10/2022	D
Unit 2 13	Words with Foreign roots, Wordformation - inflectional, derivational prefixes, suffixes - Quiz - Identifying the borrowed roots and their meanings- Synonyms and Antonyms and Standard Abbreviations	CO2	R2, R4 &R6	T1, T2 &T4	31/10/2022	31/10/2022	2
14	Collocation - Homonyms and Homophones - Fun activities - worksheets - Cross Words – Articles- Prepositions - prepositional verbs and phrasal verbs - Learn through practice - placing same modifier in different places in a sentence	CO2	R2, R4 &R6	T1, T2 &T4	1/11/2022	3/11/2022	2
15	LAB: Listening to long conversations - identify communication contexts, use of making a word list in relation to the context, daily life-Identify various communication contexts and answering questions	CO6	R1 & R8	T8	4/11/2022	4/11/2022	D
16	LAB: Listening to long conversations - identify communication contexts, use of making a word list in relation to the context, daily life-Identify various communication contexts and answering questions	CO6	R2, R4 & R6	T1, T2 & T4	7/11/2022	7/11/2022	D
17	Tenses - Exercise through worksheets - individual activity peer correction - open discussion	CO2	R2, R4 & R6	T1, T2 & T4	8/11/2022	8/11/2022	2
18	LAB: Watching documentaries & short films related to science and technology-Picking out the terminology related to science and technology	CO5	R1	T3 & T8	9/11/2022	9/11/2022	B

19	LAB: Introduction to English - British and American - Videos- Discussion on difference between British and American words	CO5	R1	T3 & T8	10/11/2022	10/11/2022	B
20	Noun - Pronoun Agreement and Subject - Verb Agreement	CO2	R2, R4 & R6	T1, T2 & T4	11/11/2022	11/11/2022	2
21	Noun - Pronoun Agreement and Subject - Verb Agreement	CO2	R2, R4 &R6	T1, T2 &T4	14/11/2022	14/11/2022	2
22	Identifying and learning through error analysis - Misplaced modifiers	CO2	R2, R4 &R6	T1, T2 &T4	15/11/2022	17/11/2022	2
23	LAB: Watching video based on daily life -Observing and recording the features of spoken English	CO6	R1	T3 &T8	18/11/2022	18/11/2022	D
24	LAB: Watching interviews of famous personalities -Quiz on the video shown	CO6	R1	T3 & T8	21/11/2022	21/11/2022	D
Unit –3 25	Sentence structure, Phrases and Clauses - Exercise: Identifying phrases, clauses, compound, complex sentences	CO3	R2, R4 &R7	T1, T2 &T4	22/11/2022	2311/2022	3
26	Developing ideas into paragraphs - cohesion markers - Identify topic sentence in a paragraph; writing a paragraph based on a topic	CO3	R2 & R4	T1, T2 &T4	24/11/2022	24/11/2022	3
27	LAB: Listening to short stories - Science fiction-Identify main idea of the given story and narrate a story on the given topic - Written	CO6	R1 & R8	T8	25/11/2022	25/11/2022	D
28	LAB: Speaking - practice activity - brain storming - mind mapping-Just a Minute - Inputs on writing precisely, redundancies, wordiness - repetition - clichés-Error analysisand editing-	CO6	R2, R3 &R4	T1. T2 &T8	28/11/2022	28/11/2022	D
29	Defining, describing technical terms - Writing definitions - product and Process Description	CO3	R2 & R4	T1, T2 &T4	29/11/2022	01/12/2022	3
30	LAB: Describing a scene or event - videos - String narration -describing an event or a scene	CO6	R3	T3 &T8	2/12/2022	2/12/2022	D

					5/12/2022	5/12/2022	
31	LAB: Channels of communication - videos - Observing and identifying the channels of communication - Role play	CO6	R2 & R4	T3 &T8			B
32	LAB: Barriers of communication-personal and organizational - video - Role play on the videos shown	CO6	R2 & R4	T3 &T8	6/12/2022	7/12/2022	D
33	Inputs on classifying / categorizing and sequencing ideas with relevant diagrams - Writing a passage on the given hints, tree diagram, classificationtable and flow chart	CO3	R2 & R4	T1, T2 &T4	8/12/2022	12/12/2022	3
34	Importance of punctuation – Miscommunication - Errors in punctuation - Fun activities - worksheets for appropriate punctuation – written	CO3	R2, R4 &R7	T1, T2 &T4	13/12/2022	16/12/2022	3
35	Importance of punctuation – Miscommunication - Errors in punctuation - Fun activities - worksheets for appropriate punctuation – written	CO3	R2, R4 &R7	T1, T2 &T4	19/12/2022	20/12/2022	3
Unit – 4 36	Reading Comprehension, Guidelines - questions (referential, critical, interpretative) - Practice Exercise	CO6	R2 & R4	T1, T2 &T4	21/12/2022	22/12/2022	D
37	Précis writing - Guidelines - Practice Exercise	CO4	R2 & R4	T1, T2 &T4	23/12/2022	23/12/2022	3
38	Précis writing - Guidelines - Practice Exercise	CO4	R2 & R4	T1, T2 &T4	26/12/2022	26/12/2022	3
39	LAB: Videos on workplace scenario - Open Discussion on Workplace Etiquette - speaking language known to everyone, space, polite words, actions, objective	CO6	R3 & R8	T3 &T8	27/12/2022	27/12/2022	D
40	LAB: Videos on workplace communication- Role play based on the given workplace contexts Summarizing- Group activity (oral/written) on the given passages	CO5	R3	T8	28/12/2022	29/12/2022	B

41	Essay Writing, general introduction - Brainstorming on relevant technical and non-technical topics	CO4	R2 & R4	T1, T2 &T4	30/12/2022	30/12/2022	3
42	Oral Essay Writing Guidelines: introduction, elaboration and conclusion with examples - individual activity (Written) on the given topic	CO4	R3	T8	02/01/2023	03/01/2023	3
43	LAB: Technical communication	CO6	R2 & R4	T8	04/01/2023	05/01/2023	D
44	LAB: External Communication-Advertising - ADZAP (promoting a product)	CO6	R3	T8	06/01/2023	06/01/2023	D
45	Organizational Report Writing - Progress report- Guidelines - Writing a progress report	CO4	R2 & R4	T1, T2 &T4	09/01/2022	09/01/2022	3
46	Organizational Report Writing - Progress report- Guidelines - Writing a progress report	CO4	R2 & R4	T1, T2 &T4	10/01/2023	11/01/2023	3
47	LAB: Sample case studies for work ethics - videos - Debate on the videos shown LAB: Learning interview techniques through models - Mock interview	CO6	R3	T3 &T8	12/01/2023	19/01/2022	D
Unit – 5 48	Topics for project writing-Discussion-Collection of Data - avoiding plagiarism - authenticity and credibility of data - Collection of data for verification	CO5	R2 & R4	T1, T2 &T4	20/01/2022	23/01/2022	B
49	Topics for project writing-Discussion-Collection of Data - avoiding plagiarism - authenticity and credibility of data - Collection of data for verification	CO5	R2 & R4	T1, T2 &T4	24/01/2023	24/01/2023	B
50	LAB: Importance of availing credible resources with examples- Collecting and compiling resource materials	CO6	R2 & R4	T8	25/01/2023	25/01/2023	D
51	LAB: Guidelines for preparing a PPT; presentation techniques - Preparing PPT on the topic of learners' choice	CO6	R2 & R4	T8	27/01/2023	27/01/2023	D
52	Guidelines for writing: outline objectives - background - methodology - discussion - Drafting an outline	CO5	R2 & R4	T1, T2 &T4	30/01/2023	30/03/2023	B

53	Discussion using sample project-Writing the first draft on the selected topic - Giving inputs on documentation based on IEEE - Preparing references	CO5	R2 & R4	T1, T2 &T4	31/01/2023	31/01/2023	B
54	Checklist for project format (PPT) - Self-verification and submission of final draft	CO6	R2 & R4	T1, T2 &T4	01/02/2023	01/02/2023	D
55	LAB: Formal Presentation	CO5	R3	T8	02/02/2023	02/02/2023	B

Course Coordinator

Dr. V.Jeya Santhi/Associate Professor

HoD/English

Dr. V. Immanuel/ Professor

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
SCHOOL OF SCIENCE AND HUMANITIES
B.TECH, FIRST YEAR - (2022-2023) TERM 1

Department of English

CO-PO MAPPING

Mapping / Alignment of Cos with PO & PSO
(H/M/L indicates strength of correlation) H-High, M-
Medium, L-Low

1	COs/PO & PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
2	CO1	-	-	-	-	-	-	-	-	1	3	-	2	-	-	-
	CO2	-	-	-	-	-	-	-	-	1	3	-	2	-	-	-
	CO3	-	-	-	-	-	-	-	-	1	3	-	2	-	-	-
	CO4	-	-	-	-	-	-	-	-	1	3	-	2	-	-	-
	CO5	-	-	-	-	-	-	-	-	1	3	-	2	-	-	-
	CO6	-	-	-	-	-	-	-	-	1	3	-	2	-	-	-
3	Category	**Humanities and Social Sciences including Management courses (HS)**														

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low)

Course Coordinator

HOD

Bharath Institute of Higher Education and Research
B. Tech, First Year - 2022-2023 (Term I) DEPARTMENT OF ENGLISH

w.e.f. 13.10.2022

Dr. V. Immanuel — English - A, C1, J1 (Theory) — 13 hours

Day/Period	I 9.00 AM – 9.50 AM	II 9.50 AM – 10.40AM		III 10.50 AM – 11.40 AM	IV 11.40 AM – 12.30 PM		V 1.30 PM – 2.20 PM	VI 2.20 PM – 3.10 PM	VII 3.10 PM – 4.00 PM
MON			B R E A K		Sec J1	L U N C H	Tech. Eng/A5 Lab Sec A	Tech. Eng/A5 Sec C1	
TUE	Tech. Eng/A5 Sec C1							Tech. Eng/A5 Lab Sec A	
WED	Sec J1						Tech. Eng/A5 Sec A		
THUR	Tech. Eng/A5 Lab Sec C1			Sec J1	Tech. Eng/A5 Sec A				
FRI							Tech. Eng/A5 Sec C1		

Dr. V. Jeya Santhi, C & E1, L (Lab) / Emp – C, T, C1, G1 — 16 hours

Day/Period	I 9.00 AM – 9.50 AM	II 9.50 AM – 10.40AM		III 10.50 AM – 11.40 AM	IV 11.40 AM – 12.30 PM		V 1.30 PM – 2.20 PM	VI 2.20 PM – 3.10 PM	VII 3.10 PM – 4.00 PM
MON	Emp.skill/F Sec C	Tech. Eng/A5 Sec E1	B R E A K			L U N C H			Emp.skill/F Sec G1
TUE	Tech. Eng/A5 Lab Sec C			Tech. Eng/A5 Lab Sec L					Tech. Eng/A5 Sec E1
WED	Emp.skill/F Sec C1							Tech. Eng/A5 Sec C	
THUR	Tech. Eng/A5 Sec C			Tech. Eng/A5 Lab Sec E1			Emp.skill/F Sec T		
FRI					Tech. Eng/A5 Sec E1			Tech. Eng/A5 Sec C	

Ms. K. Jancy, E & G1 - A1 (Lab) / Emp – A, N, Q, E1 — 16 hours

Day/Period	I 9.00 AM – 9.50 AM	II 9.50 AM – 10.40AM		III 10.50 AM – 11.40 AM	IV 11.40 AM – 12.30 PM		V 1.30 PM – 2.20 PM	VI 2.20 PM – 3.10 PM	VII 3.10 PM – 4.00 PM
MON		Tech. Eng/A5 Sec G1	B R E A K			L U N C H	Tech. Eng/A5 Lab Sec E		
TUE		Emp.skill/F Sec E1		Tech. Eng/A5 Sec E				Tech. Eng/A5 Sec G1	
WED		Tech. Eng/A5 Sec G1						Tech. Eng/A5 Lab Sec A1	
THUR	Tech. Eng/A5 Sec E	Emp.skill/F Sec A						Tech. Eng/A5 Lab Sec G1	
FRI					Emp.skill/F Sec Q			Emp.skill/F Sec N	Tech. Eng/A5 Sec E

Dr. M. Gayatri   English - J & M1, A1 (Theory) / Emp - L, S, L1   16 hours

Day/Period	I 9.00 AM – 9.50 AM	II 9.50 AM – 10.40AM	B R E A K	III 10.50 AM – 11.40 AM	IV 11.40 AM – 12.30 PM	L U N C H	V 1.30 PM – 2.20 PM	VI 2.20 PM – 3.10 PM	VII 3.10 PM – 4.00 PM
MON				Tech. Eng/A5 Lab Sec J					Tech. Eng/A5 Sec M1
TUE	Tech. Eng/A5 Sec M1							Tech. Eng/A5 Sec A1	
WED		Tech. Eng/A5 Sec A1			Tech. Eng/A5 Sec M1				Tech. Eng/A5 Sec J
THUR	Tech. Eng/A5 Sec J			Tech. Eng/A5 Sec A1				Emp.skill/F Sec L1	
FRI	Emp.skill/F Sec L	Emp.skill/F Sec S			Tech. Eng/A5 Lab Sec J			Tech. Eng/A5 Lab Sec M1	

Dr. R. Annam, English - Q, N & L1 / EMP - J   16 hours

Day/Period	I 9.00 AM – 9.50 AM	II 9.50 AM – 10.40AM	B R E A K	III 10.50 AM – 11.40 AM	IV 11.40 AM – 12.30 PM	L U N C H	V 1.30 PM – 2.20 PM	VI 2.20 PM – 3.10 PM	VII 3.10 PM – 4.00 PM
MON		Tech. Eng/A5 Sec Q		Tech. Eng/A5 Sec N			Emp.skill/F Sec J		
TUE					Tech. Eng/A5 Sec L1			Tech. Eng/A5 Sec Q	
WED	Tech. Eng/A5 Lab Sec N			Tech. Eng/A5 Lab Sec Q			Tech. Eng/A5 Sec L1		
THUR	Tech. Eng/A5 Sec L1			Tech. Eng/A5 Sec N				Tech. Eng/A5 Sec Q	
FRI	Tech. Eng/A5 Sec N			Tech. Eng/A5 Lab Sec L1					

Dr. Ajitha Sekhar,   Sections: G & T, L (Theory), J1 (Lab) / Emp – E, G   17 hours

Day/Period	I 9.00 AM – 9.50 AM	II 9.50 AM – 10.40AM	B R E A K	III 10.50 AM – 11.40 AM	IV 11.40 AM – 12.30 PM	L U N C H	V 1.30 PM – 2.20 PM	VI 2.20 PM – 3.10 PM	VII 3.10 PM – 4.00 PM
MON	Tech. Eng/A5 Lab Sec G			Tech. Eng/A5 Sec T					
TUE							Tech. Eng/A5 Sec G		Emp.skill/F Sec G
WED	Tech. Eng/A5 Sec L						Tech. Eng/A5 Lab Sec T		Tech. Eng/A5 Sec T
THUR	Tech. Eng/A5 Sec G						Emp.skill/F Sec E		Tech. Eng/A5 Sec L
FRI	Tech. Eng/A5 Sec J1 Lab			Tech. Eng/A5 Sec G			Tech. Eng/A5 Sec L	Tech. Eng/A5 Sec T	

Technical English – Course Profile

Part A - Introduction of the Course

Introduction

The course is framed with basic grammatical structure focusing on the enhancement of LSRW skills in learning a language and the writing competency of an individual; to act diplomatically and professionally at workplace. Also, it enriches their communication skills with necessary skill-set by overcoming the anxiety of learning a language technically backing up their career in future.

Course Code	Course Category	Course Title	L	T	P	C
U20LEHJ01	Humanities (HS)	Technical English	2	0	2	3
Name of the Course Coordinator	Dr.V.Jeya Santhi		Pre-requisite +2			
Course Offering Dept/School	Department of English/ School of Humanities and Social Sciences		Contact Hrs.:60 Hours			
			Total Marks:100			

Course Objective and Summary

The main objective of the course is to enhance the learner's communication skills by giving adequate exposure in LSRW – Listening, Speaking, Reading, Writing skills and the related sub-skills to help the learners recognize and operate in various styles and registers in English. The Course trains the students in technical writing in English in writing descriptions of gadgets, and preparing texts and reports as well as comprehending technical texts.

Cos. No.	COURSE OUTCOMES (COs)	
CO1	Identify types, modes, channels and barriers of communication. Distinguish different speech sounds, pronounce correctly.	1
CO2	Identify, rectify the errors in the use of grammar and vocabulary. Improve Listening and writing skills.	2
CO3	Develop a topic idea into a cohesive paragraph with examples. Improve the fluency of speaking skills.	3
CO4	Develop ideas into logical and coherent essays. Understand better the Work place culture.	3
CO5	Identify the steps involved in writing an academic project report. List and practice skills need for making a presentation.	3, B
CO6	Build listening, speaking, reading, and writing abilities in English, to interact with English speaking.	D

UNIT 3

Sentence structure, Phrases and Clauses- Exercise: worksheet, Identifying phrases, clauses, compound, complex sentences - Developing ideas into paragraphs – cohesion markers - Identify topic sentence in a paragraph; writing a paragraph based on a topic - LAB: Listening to short stories - Science fiction- Identify main idea of the given story and narrate a story on the given topic - Written - LAB: Speaking - practice activity - brainstorming - mind mapping-Just a Minute - Inputs on writing precisely, redundancies, wordiness - repetition - clichés-Error analysis and editing- Defining, describing technical terms-Writing definitions -product and Process Description- LAB: Describing a scene or event - videos - String narration – describing an event or a scene - LAB: Channels of communication-videos-Observing and identifying the channels of communication-Roleplay - Inputs on classifying / categorizing and sequencing ideas with relevant diagrams -Writing a passage on the given hints, tree diagram, classification table and flow chart -Importance of punctuation - Miscommunication - Errors in punctuation - Fun activities -worksheetsfor appropriate punctuation-written -videos

(Contact Hours–12)

UNIT 4

Reading Comprehension, Guidelines-questions (referential, critical, interpretative)-Practice Exercise-Précis writing-Guidelines-Practice Exercise- LAB: Videos on work place scenario-Open Discussion on Workplace Etiquette-speaking language known to everyone, space, polite words, actions, objective- LAB: Videos on work place communication - Role play based on the given workplace context Summarizing – Group activity (oral/written) on the given passages -Essay Writing, general introduction-Brainstorming on relevant technical and non-technical topics- LAB: Technical communication - Interpreting Data- Group activity - interpretation of data - oral presentation -LAB: External Communication-Advertising - ADZAP (promoting a product) - Oral EssayWriting Guidelines: introduction, elaboration and conclusion with examples- individual activity (Written) on the given topic - Organizational Report Writing- Progress report-Guidelines -Writing a progress report - LAB: Sample case studies for work ethics - videos -Debate on the videos shown - LAB: Learning interview techniques through models – Mock interview.

(Contact Hours–12)

UNIT 5

Topics for project writing- Discussion -Collection of Data - avoiding plagiarism – authenticity and credibility of data - Collection of data for verification - LAB: Importance of availing credible resources with examples - Collecting and compiling resource materials - LAB:Guidelines for preparing a PPT; presentation techniques - Preparing PPT on the topic of learners' choice - Guidelines for writing: outline objectives - background - methodology -discussion -Drafting an outline - Discussion using sample project - Writing the first draft onthe selected topic - Giving inputs on documentation based on IEEE - Preparing references - Checklist for project format (PPT) - Self-verification and submission of final draft - LAB: Formal Presentation.

(Contact Hours–12)

Part B- Content of the Course

1. Course Content

UNIT 1

Definition, process of communication - Filling in-class worksheets - Verbal and non - verbal communication - Individual and group activities - Role play - LAB: Individualspeech sounds Courseware speech sounds (Listening and reproducing)- LAB: often mispronounced sounds Audio visual material (Listening to minimal pairs and reproducing) -Other Types of Communication: general technical -formal, informal-external, internal -Write upon a selected type of communication - Listening, Speaking, Reading, Writing -Group activity(Newspaper)-Discussion and Feedback- Lab: Material on mispronounced words - Individual oral activity and rectification of the probable mistakes. LAB: sentence types-Practice on sentence stress and intonation-Communication barriers -Individual activity- sharing of personal experiences - Organizational Communication - Channels ofcommunication Group Activity (worksheet) with visuals or written material - LAB: short biographical account on famous personalities - Video - Oral paraphrasing of the content Shown - LAB: Listening to short conversations - Answering the questions on the abovecontent.

(Contact Hours –12)

UNIT 2

Words with Foreign roots, Word formation - inflectional, derivational prefixes, suffixes - Quiz-Identifying the borrowed roots and their meanings-Worksheet exercise-Synonyms and Antonyms and Standard Abbreviations - Context Based Activity / Learner compiling standard abbreviations from core subject -LAB: Listening to long conversations-identify communication contexts, use of making a word list in relation to the context, daily life-Identify various communication contexts and answering questions- Collocation-Homonyms and Homophones - Fun activities - worksheets - Cross Words - Articles - Tenses-Exercise   throughworksheets-individualactivitypeercorrection-opendiscussion-LAB:Watching documentaries & short films related to science and technology-Picking out the terminology related to science and technology- LAB: Introduction to English - British and American - Videos-Discussion on difference between British and American words-Noun – Pronoun Agreement and Subject- Verb Agreement - Identifying and learning through error analysis - worksheets - Misplaced modifiers -Prepositions-prepositional verbs and phrasal verbs-Learn through practice-placing same modifier in different places in a sentence - LAB: Watching video based on daily life -Observing and recording the features of spoken English - LAB: Watching interviews of famous personalities-Quiz on the video shown.

(Contact Hours–12)

Reference Code	Description
R1	Swan, Michael. Practical English Usage. OUP,1995
R2	Kumar Sanjay and Pushpa Lata. Communication Skills. OUP, 2011
R3	CIEFL, Hyderabad. Exercises in Spoken English. Parts1-111.OUP
R4	Anbazhagan K, Cauveri B, Devika M.P., English for Engineers. Cengage, 2016
R5	www.englishgrammar.org (Unit 2 & Unit 3)
R6	www.usingenglish.com (Unit 2, Unit 3 & Unit 4))
R7	www.englishstudyhere.com (Common for all topics)

Type Code	Teaching Tool Planned
T1	Black board
T2	PowerPoint Presentation
T3	Video Presentation
T4	Notes
T5	Practical
T6	Laboratory

Learning Resources (Common to all Topics)

Text Books (Common to all Topics)
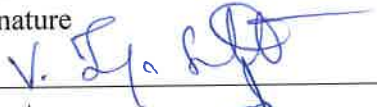
i)   Sudharshana. N.P. and Saveetha. C. English for Technical Communication. Cambridge University Press: New Delhi, 2016.

ii) Board of Editors. Fluency in English A Course book for Engineering and Technology. Orient Blackswan, Hyderabad: 2016.

Reference Books (Common to all Topics)

i)   Anbazhagan K, Cauveri B, Devika M.P., English for Engineers. Cengage, 2016.

ii) Swan, Michael. Practical English Usage. OUP, 1995

iii) Kumar Sanjay and Pushpa Lata. Communication Skills. OUP, 2011

iv) CIEFL, Hyderabad. Exercises in Spoken English. Parts1-111. OUP

v)   Kumar, Suresh. E. Engineering English. Orient Blackswan: Hyderabad, 2015.

vi) Means, L. Thomas and Elaine Langlois, English & Communication for Colleges. Cengage Learning, USA: 2007.

vii) Raman, Meenakshi and Sharma, Sangeetha- Technical Communication Principles and Practice. Oxford University Press: New Delhi, 2014.

Other Resources (Online Resources or others)

i)   www.englishgrammar.org (Unit 2 & Unit 3)

ii) www.usingenglish.com (Unit 2, Unit 3 & Unit 4))

iii) www.englishstudyhere.com   (Common to all Topics)

Prepared by	Course Coordinator Dr.V.Jeya Santhi	Signature
Verified & forwarded by	HoD Dr.V.Immanuel	Signature
Approved by	Pro VC (Academics) Dr.M.Sundararajan	Signature

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School of Science and Humanities

Department of English

Technical English / U20LEHJ01

UNIT – I

TOPICS

- ✓ Communication
- ✓ Types of Communication
- ✓ The Process of Communication
- ✓ Channels of Communication
- ✓ Barriers to Effective Communication
- ✓ Organizational communication

Communication

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

Communication is more than simply the transmission of information. The term requires an element of success in transmitting or imparting a message, whether information, ideas, or emotions.

A communication therefore has three parts: the sender, the message, and the recipient.

The sender 'encodes' the message, usually in a mixture of words and non-verbal communication. It is transmitted in some way (for example, in speech or writing), and the recipient 'decodes' it.

Of course, there may be more than one recipient, and the complexity of communication means that each one may receive a slightly different message. Two people may read very

different things into the choice of words and/or body language. It is also possible that neither of them will have quite the same understanding as the sender.

In face-to-face communication, the roles of the sender and recipient are not distinct. The two roles will pass back and forwards between two people talking. Both parties communicate with each other, even if in very subtle ways such as through eye-contact (or lack of) and general body language. In written communication, however, the sender and recipient are more distinct.

Types of Communication

People communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication. So, there are varieties of types of communication.

Types of communication based on the communication channels used are:

- ✓ Verbal Communication

- ✓ Nonverbal Communication

Verbal Communication

Verbal communication refers to the the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication remember the acronym KISS (keep it short and simple).

When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case. Usually people bring their own attitude, perception, emotions and thoughts about the topic and hence creates barrier in delivering the right meaning.

So in order to deliver the right message, you must put yourself on the other side of the table and think from your receiver's point of view. Would he understand the message? How it would sound on the other side of the table?

Verbal Communication is further divided into:

- ✓ Oral Communication

- ✓ Written Communication

Oral Communication

In oral communication, Spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influence by pitch, volume, speed and clarity of speaking.

Advantages of Oral communication are:

- It brings quick feedback.

- In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

Disadvantage of oral communication

- In face-to-face discussion, user is unable to deeply think about what he is delivering, so this can be counted as

Written Communication

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used.

Written Communication is most common form of communication being used in business. So, it is considered core among business skills.

Memos, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used.

An advantage of written communication includes:

- Messages can be edited and revised many time before it is actually sent.

- Written communication provides record for every message sent and can be saved for later study.

- A written message enables receiver to fully understand it and send appropriate feedback.

A disadvantage of written communication includes:

- Unlike oral communication, written communication doesn't bring instant feedback.

- It takes more time in composing a written message as compared to word-of-mouth. And number of people struggles for writing ability.

Non-verbal Communication

Nonverbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, such as gesture, body language, posture,

tone of voice or facial expressions, is called nonverbal communication. Nonverbal communication is all about the body language of speaker.

Nonverbal communication helps receiver in interpreting the message received. Often, nonverbal signals reflect the situation more accurately than verbal messages. Sometimes nonverbal responses contradict verbal communication and hence affect the effectiveness of message.

Nonverbal communication has the following three elements:

Appearance

Speaker: clothing, hairstyle, neatness, use of cosmetics

Surrounding: room size, lighting, decorations, furnishings

Body Language

Facial expressions, gestures, postures

Sounds

Voice Tone, Volume, and Speech rate

Types of Communication Based on Purpose and Style

Based on style and purpose, there are two main categories of communication and they both bears their own characteristics. Communication types based on style and purpose are:

- ✓ Formal Communication
- ✓ Informal Communication

Formal Communication

In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergoes in formal pattern.

In formal communication, use of slang and foul language is avoided and correct pronunciation is required. Authority lines are needed to be followed in formal communication.

Informal Communication

Informal communication is done using channels that are in contrast with formal communication channels. It's just a casual talk. It is established for societal affiliations of members in an organization and face-to-face discussions. It happens among friends and family. In Informal communication use of slang words, foul language is not restricted. Usually, Informal communication is done orally and using gestures.

Informal communication, unlike formal communication, doesn't follow authority lines. In an organization, it helps in finding out staff grievances as people express more when talking informally. Informal communication helps in building relationships.

The Process of Communication

A message or communication is sent by the sender through a communication channel to one or more recipients.

The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the recipient then decodes the message to understand its meaning and significance.

Misunderstanding can occur at any stage of the communication process.

Effective communication involves minimising potential misunderstanding and overcoming any barriers to communication at each stage in the communication process.

An effective communicator understands their audience, chooses an appropriate communication channel, hones their message for this particular channel and encodes the message effectively to reduce misunderstanding by the recipient(s).

They will also seek out **feedback** from the recipient(s) to ensure that the message is understood and attempt to correct any misunderstanding or confusion as soon as possible.

Receivers can use techniques such as **Clarification** and **Reflection** as effective ways to ensure that the message sent has been understood correctly.

The Communication Process

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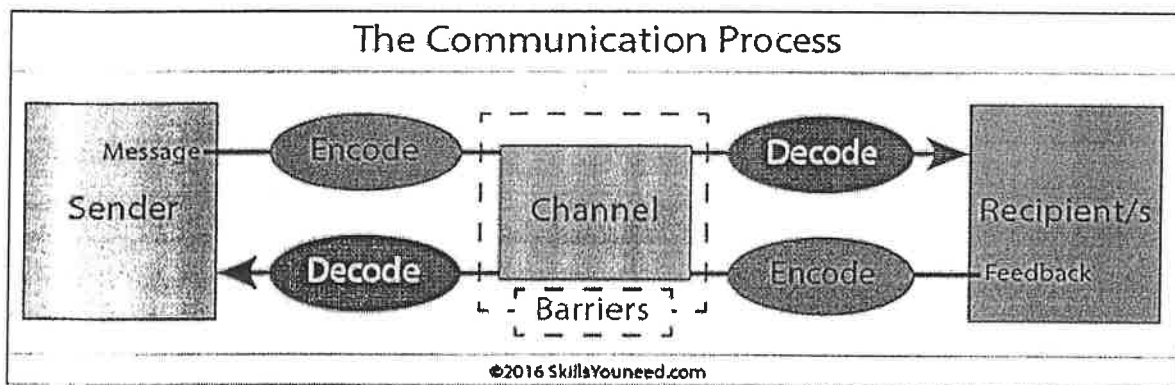
Channels of Communication

A communication channel is the term given to the way in which we communicate. It is therefore the method used to transmit our message to a recipient, or to receive a message from someone else.

There are multiple communication channels available to us today. These include face-to-face conversations, telephone calls, text messages, email, the Internet (including social media such as Facebook and Twitter), radio and TV, written letters, brochures and reports.

Choosing an appropriate communication channel is vital for effective communication. Each communication channel has different strengths and weaknesses.

For example, broadcasting news of an upcoming event via a written letter might convey the message clearly to one or two individuals. It will not, however, be a time- or cost-effective way to broadcast the message to a large number of people. On the other hand, conveying complex, technical information is easier via a printed document than a spoken message. The recipients are able to assimilate the information at their own pace and revisit anything that they do not fully understand.

Written communication is also useful as a way of recording what has been said, for example by taking minutes in a meeting.

Encoding Messages

All messages must be encoded into a form that can be conveyed by the communication channel chosen for the message.

We all do this every day when transferring abstract thoughts into spoken words or a written form. However, other communication channels require different forms of encoding, e.g. text written for a report will not work well if broadcast via a radio programme, and the short, abbreviated text used in text messages would be inappropriate in a letter or in speech.

Complex data may be best communicated using a graph, chart or other visualisation.

Effective communicators encode their messages so that they fit both the channel and the intended audience. They use appropriate language, conveying the information simply and clearly. They also anticipate and eliminate likely causes of confusion and misunderstanding. They are generally aware of the recipients' experience in decoding similar communications.

Successful encoding of messages for the audience and channel is a vital skill in effective communication.

Decoding Messages

Once received, the recipient needs to decode the message. Successful decoding is also a vital communication skill.

People will decode and understand messages in different ways.

This will depend on their experience and understanding of the context of the message, how well they know the sender, their psychological state and how they feel, and the time and place of receipt. They may also be affected by any Barriers to Communication which might be present.

There are therefore a wide range of factors that will affect decoding and understanding.

Successful communicators understand how the message will be decoded, and anticipate and remove as many as possible of the potential sources of misunderstanding.

Feedback

The final part of a communication is feedback: the recipient lets the sender know that they have received and understood the message.

Recipients of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions. Effective communicators pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected.

Bear in mind that the extent and form of feedback will vary with the communication channel. Feedback during a face-to-face or telephone conversation will be immediate and direct, whilst feedback to messages conveyed via TV or radio will be indirect and may be delayed, or even conveyed through other media such as the Internet.

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Barriers to Effective Communication

There are many reasons why interpersonal communications may fail. In many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood.

The skills of Active Listening, Clarification and Reflection may help but the skilled communicator also needs to be aware of the barriers to effective communication and how to avoid or overcome them.

There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding.

Effective communication involves overcoming these barriers and conveying a clear and concise message.

Common Barriers to Effective Communication:

The use of jargon. Over-complicated, unfamiliar and/or technical terms.

Emotional barriers and taboos. Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo. Taboo or difficult topics may include, but are not limited to, politics, religion, disabilities (mental and physical), sexuality and sex, racism and any opinion that may be seen as unpopular.

Lack of attention, interest, distractions, or irrelevance to the receiver. Differences in perception and viewpoint.

Physical disabilities such as hearing problems or speech difficulties.

Physical barriers to non-verbal communication. Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective. Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.

Language differences and the difficulty in understanding unfamiliar accents.

Expectations and prejudices which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.

Cultural differences. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings. See our page on Intercultural Awareness for more information.

A skilled communicator must be aware of these barriers and try to reduce their impact by continually checking understanding and by offering appropriate feedback.

A Categorisation of Barriers to Communication

Language Barriers

Language and linguistic ability may act as a barrier to communication.

However, even when communicating in the same language, the terminology used in a message may act as a barrier if it is not fully understood by the receiver(s). For example, a message that includes a lot of specialist jargon and abbreviations will not be understood by a receiver who is not familiar with the terminology used.

Regional colloquialisms and expressions may be misinterpreted or even considered offensive. See our page: Effective Speaking for more information.

Psychological Barriers

The psychological state of the communicators will influence how the message is sent, received and perceived.

For example:

If someone is stressed they may be preoccupied by personal concerns and not as receptive to the message as if they were not stressed.

Anger is another example of a psychological barrier to communication. When we are angry it is easy to say things that we may later regret, and also to misinterpret what others are saying.

More generally people with low self-esteem may be less assertive and therefore may not feel comfortable communicating - they may feel shy or embarrassed about saying how they really feel, or read unintended negative sub-texts in messages they hear.

Physiological Barriers

Physiological barriers to communication may result from the receiver's physical state.

For example, a receiver with reduced hearing may not fully grasp the content of a spoken conversation especially if there is significant background noise.

Physical Barriers

An example of a physical barrier to communication is geographic distance between the sender and receiver(s).

Communication is generally easier over shorter distances as more communication channels are available and less technology is required. The ideal communication is face-to-face.

Although modern technology often helps to reduce the impact of physical barriers, the advantages and disadvantages of each communication channel should be understood so that an appropriate channel can be used to overcome the physical barriers.

Systematic Barriers

Systematic barriers to communication may exist in structures and organisations where there are inefficient or inappropriate information systems and communication channels, or where there is a lack of understanding of the roles and responsibilities for communication. In such organisations, people may be unclear of their role in the communication process and therefore not know what is expected of them.

Attitudinal Barriers

Attitudinal barriers are behaviours or perceptions that prevent people from communicating effectively.

Attitudinal barriers to communication may result from personality conflicts, poor management, and resistance to change or a lack of motivation. To be an effective receiver of messages you should attempt to overcome your own attitudinal barriers to to help ensure more effective communication.

To improve your overall communication skills you need to be aware of, and attempt to minimise, any barriers to communication that are present.

By developing your emotional intelligence you will become more aware of how to communicate with others in the most appropriate and effective ways.

Take our Interpersonal Skills Self-Assessment to find out your strengths and weakness.

Organizational communication

Organizational communication is defined as the channels and forms of communication that occur within organizations, such as corporations, non-profits, and governmental bodies. It includes both communications within an organization and public-facing communications.

Essential Types of Organizational Communication:

A. Communication According to Organisational Structure:

1. Formal Communication:

Such a communication is that which is associated with the formal organisation structure and the official status or the position of the communicator and the receiver. It travels through the formal channels officially recognised positions in the organisation chart. Formal communication is mostly in black and white.

Thus, it is a deliberate attempt to regulate the flow of communication so as to ensure that information flows smoothly, accurately and timely. Formal communication is a deliberate attempt to regulate the flow of communication so as to ensure that information flows smoothly, accurately and timely.
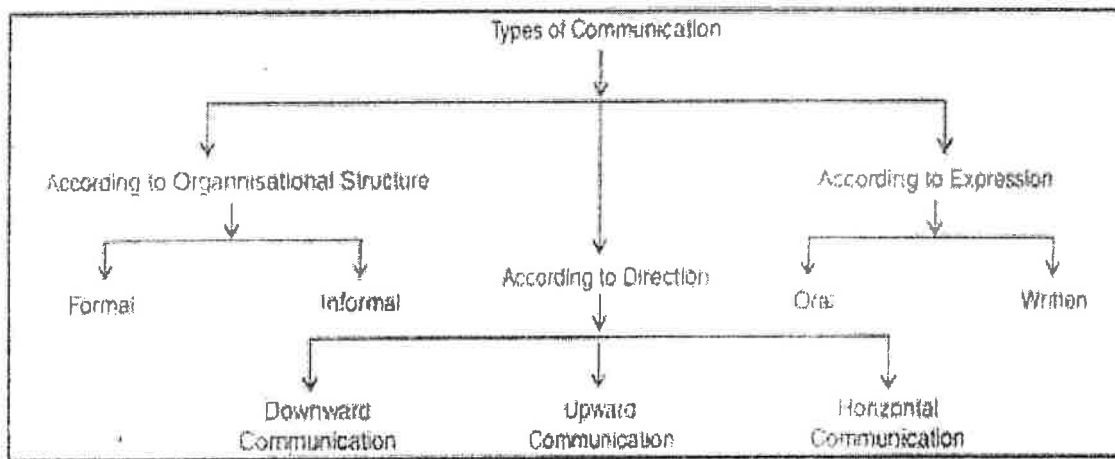
We frequently come across the phrase 'through proper channel'. It emphasises the essence of formal channel of communication. For example, when the General Manager issues instructions (because of his senior position in the organisation), it is formal communication.

The forms of formal communication are as under:

(i) Departmental meetings,

(ii) Conference,

(iii) Telephone calls,

(iv) Company news bulletins,

(v) Special interviews and special purpose publications and messages.

The main advantage of the formal communication is that the official channels enable the routine and standardised information to pass without claiming much of managerial attention. Essentially, executives and managers may devote most of their precious time on matters of utmost significance.

But at the same time, the weakness of formal communication should not go unaccounted. Communication through channel of command greatly obstructs free and uninterrupted flow of information.

2. Informal Communication:

Informal communication is also known as 'Grapevine'. It is free from all sorts of formalities because it is used on informal relationships between the parties, such as friendship, membership in the same club or association.

Persons at the executive levels also use informal communication when they find it difficult to collect information from the workers. Such communication includes comments, suggestions etc. It may be conveyed by a simple glance, gesture, smile or mere silence.

Managers and executives also favour the growth and development of informal network of communication off and on. This process, In fact, serves a very useful purpose in disseminating certain information which, in the general interest of the organisation, cannot be transmitted through the official channels.

Apart from that, it also offers the high and higher ups a clearer insight into what the subordinates think and feel. But at the same time, the weaknesses of the informal communication are also worth noting. It may be mentioned that this process very often tends to pass distorted, misinterpreted, and inaccurate and half- truth information and facts, depending on the circumstances and the message. But still, executives and managers cannot do away with informal communication.

B. Communication According to Direction:

1. Downward Communication:

Communication which flows from the superiors to subordinates is referred to as downward communication. In an organisational structure, the executives must exercise their powers to achieve the desired objectives which imply that they may be engaged in issuing orders, instructions and policy directives to the persons at the lower levels. This may be called downward communication. Under downward communication, immediate performance of a job is expected.

Katz And Kahn Have Identified Live Elements of Downward Communication:

1. Specific task directives; Job instructions.

2. Information designed to produce understanding of the task and its relation to other organisational tasks; job rationale.

3. Information about organisational procedures and practices.

4. Feedback to the subordinate about his performance.

5. Information of an ideological character to inculcate a sense of mission, indoctrination of goals.

Communication from superior to subordinate can be face to face as well as through written memos, orders, job descriptions etc.

2. Upward Communication:

In an upward communication, the persons from the lower level are expected to have communication with those who are above them. It is just the reverse of downward communication. This sort of communication includes reactions and suggestions from workers, their grievances etc. Contents of upward communication are reports, reaction, suggestion statements and proposals prepared for the submission to the boss.

Upward Communication can be divided into four categories on the basis of what employee says:

(i) About himself, his performance and problems,

(ii) About others and their problems,

(iii) About organisational policies and practices, and

(iv) About what needs to be done and how it can be done.

The main features of upward communication are:

(1) It is condensed and summarised as it passes through various levels in the hierarchy. It gives feedback on the extent of effectiveness of downward communication. This feedback is used for improving communication effectiveness.

(2) It provides the management about the viewpoints, reactions, attitudes, feelings and morale of employees.

(3) It provides means of control.

(4) Finally, it gives information and date for decision making.

Upward communication may get distorted owing to the nature of superior- subordinate relationships. An employee is not likely to give any information which may affect him adversely. Moreover, he may transmit wrong information to impress his superiors. It flows through many media e.g. chain of command, suggestion boxes, personal contacts, attitude and morale surveys, grievance procedure, private lines, labour unions etc.

3. Horizontal Communication:

When the communication takes place between two or more persons who are subordinates of the same person or those who are working on the same level of organisation, the communication is known as horizontal (lateral) communication.

The communication between functional managers or among subordinates working under one boss, the communication between managers of various factories is the examples of such communication. Horizontal communication may be oral as well as written.

Horizontal Communication satisfies peoples' needs to know from their own peers without taking into account other levels in the organisation. It is really difficult for an organisation to function efficiently without such horizontal communication flows. Although the formal organisation design does not provide for such communication flows, it is needed for the coordination and integration of diverse organizational functions.

Since organizational horizontal communication ordinarily do not exist in facilitation is left to individual managers. Peer to peer communication necessary for co-ordination and can also provide social need satisfaction.

C. According to Way of Expression:

1. Oral or Verbal Communication:

Oral communication is a direct communication between two individuals. In oral communication both the parties i.e., sender and receiver exchange their ideas through oral words either in face to face conversation or through any mechanical or electrical device such as telephone, teleconference etc. When it is face to face, the person communicating can ask questions or explanations or sometimes when the communication is not properly understood, he can clarify meaning.

Oral communication is generally possible where there can be either a direct contact or message to be conveyed is not of permanent nature. Meetings and conferences, lectures and interviews are other media of such communication.

Oral communication enjoys certain advantages communication which may be enumerated as follows:

(i) Oral communication has the distinct advantage of being quick and prompt. It provides the opportunity to both the transmitter and receiver of the message to respond directly.

(ii) Oral communication facilitates close contact and thus fosters mutual exchange of ideas, facts, understanding and cooperation.

(iii) Oral communication through direct contact undoubtedly inculcates in the subordinates a sense of self-importance which in turn acts as a motivating factor.

(iv) Oral communication further enables the superior to make a quick appraisal of subordinate's action and reaction to any message transmitted. This obviously helps the superior to minimise and avert conflicts, redesign plans and programmes according to the need of time and circumstances.

(v) The personality of the communicator is brought to bear in the communication process. This has good effect on the subordinates and they understand the communication properly.

(vi) It can bring a friendly and co-operative team spirit.

However, the following are the disadvantages of the oral communication:

(i) There is a possibility that the spoken words may not be clearly heard or understood.

(ii) It is not good for lengthy communications.

(iii) It requires the art of expressing accurately and appropriately, and listen to others emphatically.

(iv) It is inadequate where specific performance of policies and rules is needed.

School of Science and Humanities

Department of English

Technical English / U20LEHJ01

UNIT – II

TOPICS

- ✓ Word Formation using Prefixes and Suffixes
- ✓ Technical Vocabulary – Synonyms & Antonyms
- ✓ Use of Abbreviations and Acronyms
- ✓ Collocation
- ✓ Homonyms and Homophones
- ✓ Articles
- ✓ Tenses
- ✓ Difference between British and American words
- ✓ Noun - Pronoun Agreement
- ✓ Subject – Verb Agreement
- ✓ Error analysis
- ✓ Misplaced modifiers
- ✓ Prepositions & Prepositional verbs
- ✓ Phrasal verbs

WORD FORMATION USING PREFIXES AND SUFFIXES

An English word can be divided into three parts:

A prefix, a stem, and a suffix.
The 'stem' is the root or main word.
Pre-means 'before'. A prefix, therefore, is what comes before the stem.

'A suffix' is what is attached to the end of the stem.
Consider, as an example, the word
'demagnetize' (meaning 'to deprive of magnetism').
The prefix is *de-* meaning 'reduce' or 'reverse'.' Magnet' is the stem or main word. 'ize' is the suffix.

Suffixes change the word from one part of speech to another.
For example, -ly added to the adjective quick gives the adverb quickly.

Prefixes, on the other hand, usually change the meaning of the word.
For example, unchanges a word to the negative. Unmagnetizable means 'not capable of being magnetized'.

Let us now consider some prefixes, their usual meanings, and how they change the meanings of English words.

Part 1: prefixes

Prefixes:

Negative & positive Size Location Time & order Number

Un- semi- inter- pre -mono-non-mini- super- ante- bi-in-micro- trans- fore- hex-dis-ex- post-oct-re-extra- multi-peri

Study these tables. Try and find additional examples using your dictionary:

1. Negative and positive prefixes:

Prefix Meaning

Examples Negative:

un- Not Unmagnetized

in- Not Incomplete

im- Not Impossible

il- Not Illegal

ir- Not irregular, irrelevant

non- not connected with non-programmable

mis- bad, wrong Misdirect

mal- bad, wrong Malfunction

dis- Opposite feeling Disagree

dis- Opposite action Disconnect

anti- Against antiglare, antistatic

de- reduce, reverse demagnetize, decode

under- too little Underestimate

Positive:

re- do again Reorganize

Over- too much Overload

2. Prefixes of size:

Prefix Meaning Examples

semi- half, partly Semiconductor

Equi- Equal Equidistant

Mini- Small Minicomputer

micro- Very small microcomputer, microscopic

macro- Large, great macroeconomics

mega- Large, great megabyte

3. Prefixes of location:

Prefix Meaning Examples

Inter- between, among Interface, interactive

super- Over supersonic

trans- Across transmit, transfer

ex- Out exclude, extrinsic

Extra- Beyond extraordinary

sub- Under subschema, subtraction

Infra- Below infra-red

peri- Around peripheral, periscope

4. Prefixes of time and order:

Prefix Meaning Examples

Ante- Before antecedent

pre- Before prefix, preceding, precedent

prime- First primary, primitive

Post- After postdated, post-natal

Retro- Backward retrograde, retroactive

5. Prefixes of numbers:

Prefix Meaning Examples

semi- Half semicircle

mono- One monochromatic

bi- Two Binary

tri- Three Triangle

quad- Four quadruple

penta- Five Pentagon

hex- Six hexadecimal

Sept(em)- Seven September

oct- Eight Octal

dec- Ten Decimal

multi- Many multiplexor, multicoloured

6. Other prefixes:

Prefix Meaning Examples

pro- before, In advance, forward programme, progress, procreation

Auto- Self Automatic

co- together with co-ordinate, co-operate

con- together with Connect

Part 2: suffixes

We have already seen how prefixes can change the meaning of a word. Let us now consider some suffixes, their usual meanings, and how they change the meanings of English words:

Suffixes

Nouns Verbs Adjectives Adverbs

-ance -ize -able -ly-ence -àte -ible-or -fy -less-er -en -ic-ist -ify -ical-ish-ive

Study these tables. Try and find additional examples using your dictionary:

1. Noun - forming suffixes:
Suffix Meaning Examples

-ance *State Performance*

-ence *quality of Independence*

-er, -or *a person who or a thing which*

programmer, operator, biographer, compiler, accumulator, processor, calculator

-ist, -yst *a person who analyst, typist*

-ian *pertaining to Electrician*

-tion, -ation *the act of compilation*

-ness *condition of readiness, cleanliness, happiness*

-ion *action/state conversion*

-ing *Activity multiplexing*

-ment *state, action measurement, requirement*

-ity *state, quality electricity*

-ism *condition/state magnetism*

-dom *domain/condition Freedom*

-ship *condition/state relationship, partnership*

2. Verb - forming suffixes:
Suffix Meaning Examples

-ize/-ise

to make

computerize

-ate Automate, activate, calculate

-ify Simplify

-en harden, widen, lengthen, shorten

3. Adverb – forming suffix:
Suffix Meaning Examples

-ly in the manner of

electronically, logically, comparably, slowly, quickly,
automatically, carefully

4. Adjective – forming suffixes:
Suffix Meaning Examples

-al -having the quality of - Computational, logical

-ar- circular, rectangular, cellular, regular

-ic -magnetic, automatic

-ical -electrical

-able -capable of being - Comparable

-ble -divisible

-ous -like, full of dangerous, insidious, miraculous

-ful -characterized by - helpful, careful

-less -without - careless, meaningless

-ish -like - Yellowish

-ed - having the quality of computed, processed

-ive -interactive

EXERCISE

I Use the prefix 'un' to make opposites of these words.

1. able   2. Happy   3. known   4. Safe   5. common   6. selfish

7. lock   8. pleasant.

II Use the prefix 'in' to make opposites for these words:

1. correct   2. Visible   3. Capable   4. human

III Use the prefix 'dis' to make opposites for these words:

1. advantage   2. approval,   3. connect   4. Honest   5. Like   6. obey

7. loyal   8. trust

IV Use the prefix 'im' to make opposites of these words.

1. patient   2. Perfect   3. possible   4. Polite   5. mortal   6. moral

7. mature   8. pure

V Use the prefix 'il' to make opposites for these words:

1. logical   2. Legible   3. Legal   4. literate

VI Find the opposites for the words in the first column from the second column.

1. Ascend - decrease
2. Inside - internal
3. Useful - descend
4. Increase - outside
5. Normal - careless
6. External - useless
7. Careful - abnormal

Prepositions

A preposition is part of speech in English grammar that is a word or set of words that indicate the location or some other relationship between a noun or pronoun and also other parts of a sentence. A preposition shows the relationship between a word in the sentence and the word that is the object of the preposition. Preposition is known as "the biggest little words" in English because of its important functions.

Types of Prepositions

There are some prepositions that are common in every type of preposition as they function in a versatile way. Those types of prepositions are given below in the table

Prepositions of time: after, around, at, before, between, during, from, on, until, at, in, from, since, for, during, within

Prepositions of place: above, across, against, along, among, around, at, behind, below, beneath, beside, between, beyond, by, down, in, inside, into, near, off, on, opposite, out, over, past, through, to, toward, under, underneath

Prepositions of direction/movement:

at, for, on, to, in, into, onto, between

Prepositions of manner:

by, on, in, like, with

Other types of prepositions:

by, with, of, for, by, like, as

Rules of Preposition

Rule 1

A preposition cannot be followed by a verb. Verb placed immediately after preposition must be in gerund form.

Examples

(a) He prevented me from drinking hot water.

(b) He insists on trying once again.

Rule 2

When 'object' of the preposition is an Interrogative Pronoun What, Who, Whom, Which, Where etc., the preposition usually takes end or front position.

Examples

(a) May I know who were you talking to?

(b) What are you thinking of?

It used to be thought as ungrammatical, to end a sentence with a preposition, but it is now well accepted.

Rule 3

When 'object' of the preposition is a relative Pronoun 'that', the preposition takes end position.

Examples

(a) Here is the magazine that you asked for.

(b) This is the dish that she is fond of.

Rule 4

When the 'object' of the preposition is infinitive (to + verb), preposition is placed after infinitive.

Examples

(a) This is a good hotel to stay at.

(b) I need a pencil to write with.

Rule 5.

In some sentences, preposition is attached with the verb.

Examples

(a) I hate being laughed at.

(b) This I insist on.

Rule 6.

In interrogative sentences preposition comes in the beginning.

Examples

(a) By which train did you come?

(b) For whom was instructions given?

Use and examples of Some Important Prepositions

At/In/On

In reference of 'Time'

At is used for a precise time.

In is used for months, years, centuries and long periods.

On is used for days and dates.

In reference of 'Place'

At is used for a point.

In is used for an enclosed space.

On is used for a surface.

(A) At shows stationary position or existing state while In shows movement.

Examples

i. She is at home.

ii. The train is in motion.

(B) At for small place, town etc. while In for big place, town, city, country etc.

Examples

i. He lives at Alwar in Rajasthan.

ii. A temple is situated at Madurai in Chennai.

(C) At is used for Point of time, and In is used for Period of time.

Examples

i. The train will arrive at six in the morning.

ii. He will meet you in the morning.

(D) In/Into In shows the existing state of things, while Into shows movement.

Examples

i. He jumped into the river.

ii. There are three students in the class.

To/Into/To

In the direction of *Turn to the right.*

Destination *I am going to Jaipur.*

Until *From Monday to Friday; five minutes to ten*

Compared with *They prefer hockey to soccer.*

With indirect object *Please give it to me.*

As part of infinitive *I like to ski; he wants to help.*

In order to *We went to the store to buy soap.*

To the inside of *We stepped into the room.*

Change of condition *The boy changed into a man.*

On/Onto

On can be used for both existing position and movement.

Example

(a) He was sitting on his bag.

(b) Snow fell on the hills.

On can also be used as an adverb

Examples

(a) Go on.

(b) Come on.

Onto is used when there is movement involving a change of level.

Examples

(a) People climbed onto their roofs.

(b) He lifted her onto the table.

With/By

With is used for instruments, and By is used for agents.

Examples

(a) The snake was killed by him with a stick.

(b) The letter was written by Suresh with a pencil.

Since/For/From

Since is often used with Present Perfect or Past Perfect Tense

Examples

(a) It has been raining since two O'Clock.

(b) He had been ill since Monday.

Since can also be used as an adverb

Examples

(a) He left school in 1983. I haven't seen him since.

(b) It is two years since I last saw Tom.

Beside/Besides

Beside and Besides have altogether different meanings.

Don't confuse beside with besides.

a) beside = at the side of

Example:

He was sitting beside Sarla.

b) besides = in addition to / as well as

Example

He has a car besides a motor cycle.

Between/Among

Between is normally used for 'two things or persons, but it can also be used more, when we have a definite number in mind and there is a close relationship/ association within them.

Example

He distributed his property between his two daughters.

Among is usually used for more than two persons or things when we have no definite number in mind.

Example

He was happy to be among friends again.

Among/Amongst

Both have the same meaning. Either of them can be used if followed by 'the'. *If followed by a word, beginning with a vowel 'amongst' be used.*

Examples

He distributed the toffees among/amongst the poor.

He distributed the toffies amongst us.

Technical vocabulary

A person's vocabulary is set of words within a language that are familiar to that person. Acquiring vocabulary is one of the largest challenges in learning a second language. There are techniques that help to learn new words and build vocabulary. Relatively painless techniques can be employed to boost command of words. Here are 10 of them:

1.   Read. Research shows that one of the best vocabulary builders is reading certainly a lot of reading will be done by everyone. Make it a habit to jot down unfamiliar words you come across while researching your paper and learn their definitions and usage. Consider keeping a file of new words with definitions and examples of how to use them in a sentence.

2.   Read beyond textbooks. Look for new words when you read for pleasure. Read for pleasure. Read magazines, newspapers, and the Internet. Look for topical words, words in the news.

3.   Learn word roots. Sixty percent of the English language comes from Latin. You can learn Latin and Greek word roots, suffixes, and prefixes, thus giving you the tools to guess out the meanings of words.

4. Sort new words. You can combine techniques 1 through 3 by writing new words you encounter on notes and then applying your knowledge of word roots to sort words based on their common roots, prefixes, and suffixes.

Alternatively, group synonyms together, or make sentences with them. Create a word wall and learn from the relationships among words.

5. Make a new-word list. Vocabulary experts recommend a word list with more than just definitions. He suggests columns for the new word you want to learn, it's part of speech (noun, verb, etc.), its pronunciation, synonyms for the word, its antonyms, its derivation (learning those Greek and Latin roots will help), common meanings of the words, related words, and sentences that illustrate how the word is used. Such a detailed list could be kept in a notebook or even on a spread sheet on your computer. Investigating all those aspects of new words is a lot of work, but research shows that multiple exposures to words truly help you learn them.

6. Learn a new word each day. Many tools are available to help you learn a new word every day, including print calendars and Web sites.

7. Determine word meanings from their context. Even before you look a word up, try to figure out what it means by the context in which you find it. You will certainly encounter lots of words in context in your college readings.

Studies show that strategies in which you self-evaluate how you have figured out what words mean reinforce your learning of those words.

8. And then use them in new contexts. Use them in your written assignments. Look for concepts related to the new words you are using.

9. Use new words in conversation. Do not worry about appearing pompous or too smart by using new word you have learned. You will learn the words better, and you might even impress your conversation partners.

10. Cultivate a fascination, affection, and curiosity for words and their histories. If you think of vocabulary Improvement as a distasteful chore, you will obviously not get far with it. But if you immerse yourself in words, their meanings, uses, and derivations, you'll develop a life-long facility with words that will serve you well throughout your college years and far beyond.

SYNONYMS

Amazing: astounding, surprising, stunning	Fertile, fruitful, abundant, productive	Polite: courteous, cordial, gracious
Annihilation: destruction, carnage,	Gargantuan: colossal, mammoth,	Portion: piece, part, segment

extinction	tremendous	
Benefit: profit, revenue, yield	Hungry: empty, ravenous, starved	Risky: dangerous, perilous, treacherous
Brave: courageous, valiant, heroic	Injured: damaged, wounded, harmed	Sleepy: drowsy, listless, sluggish
Cohesive: united, connected, close-knit	Intelligent: brilliant, clever, smart	Senseless: absurd, illogical, unreasonable
Cunning: keen, sharp, slick	Kindle: ignite, inflame, burn	Tumultuous: hecti, raucous, turbulent
Destitute: poor, bankrupt, impoverished	Loyal: faithful, ardent, devoted	Vacant: empty, deserted, uninhabited
Deterioration: pollutio n, defilement, adulteration	Old: elderly, aged, senior	Veracity: authentic ity, credibility, truthfulness
Enormous: huge, gigantic, massive	Organization: association, institution, management	Wet: damp, moist, soggy
Feisty: excitable, fiery, lively	Partner: associate, colleague, companion	Young: budding, fledgling, tenderfoot

ANTONYMS

Achieve - Fail	Giant – Dwarf	Random - Specific
Afraid - Confident	Gloomy - Cheerful	Rigid - Flexible
Ancient - Modern	Individual - Group	Shame - Honor
Arrive - Depart	Innocent - Guilty	Simple - Complicated
Arrogant - Humble	Knowledge - Ignorance	Single - Married
Attack - Defend	Liquid – Solid	Sunny - Cloudy
Blunt – Sharp	Marvelous - Terrible	Timid - Bold
Brave - Cowardly	Noisy - Quiet	Toward - Away
Cautious - Careless	Partial - Complete	Tragic - Comic
Complex – Simple	Passive - Active	Transparent - Opaque
Crazy - Sane	Permanent - Unstable	Triumph - Defeat
Crooked - Straight	Plentiful - Sparse	Union - Separation

Demand - Supply	Positive - Negative	Unique - Common
Destroy - Create	Powerful - Weak	Upset - Relaxed
Divide - Unite	Praise - Criticism	Urge - Deter
Drunk - Sober	Private - Public	Vacant - Occupied
Expand - Contract	Problem - Solution	Vague - Definite
Freeze - Boil	Professional - Amateur	Villain - Hero
Full - Empty	Profit – Loss	Wax - Wane
Generous - Stingy	Quality - Inferiority	Wealth - Poverty

Find the suitable synonyms of the following sentences replace the underlined word with another word that means the same. Choose your answers from the options given below.

(rattling, churlish, changeable, circumvent, camouflage, typical, circumference, caliber, clemency, candor)

1. Windy days are typical of December.

   Windy days are **characteristic** of December.

2. Her moods are as changeable as the weather.

   Her moods are as **flighty** as the weather.

3. He tends to be ill-tempered before he has had breakfast.

   He tends to be **churlish** before he has had breakfast.

4. We sailed around the entire boundary of the island.

   We sailed around the entire **circumference** of the island.

5. The swindler tried to evade the law.

   The swindler tried to **circumvent** the law.

6. We heard the pots and pans clanking in the kitchen.

   We heard the pots and pans **rattling** in the kitchen.

7. The defendant was grateful for the judge's kindness.

   The defendant was grateful for the judge's **leniency**.

8. His character was of the highest merit.

   His character was of the highest **caliber**.

9. A chameleon disguises itself by changing color.

A chameleon **camouflages** itself by changing color.

10. A good critic must be a man of great honesty.

A good critic must be a man of great **candor.**

USE OF ABBREVIATIONS AND ACRONYMS

An abbreviation is a form of a word, phrase etc., that is shorter than the full form.

3G Third Generation

AAA Asian Athletics Association

AAFI The Amateur Athletics Federation of India

AC Ante Christum (Before Christ), Ashok Chakra, Air Conditioner

ADB Asian Development Bank

AFI Athletics Federation of India

AFMC Armed Forces Medical College

AI Artifical Intelligence, Air India

AICTE All India Council for Technical Education

AIFF All India Football Federation

AITUC All India Trade Union Congress

AM Ante Meridiem (before Noon), Amplitude Modulation

APEC Asia Pacific Economic Cooperation

ASCII American Standard Code for Information Interchange

ASLV Augmented Satellite Launch Vehicle

AT&T American Telegraphic and Telephone Co. Ltd.

ATC Air Traffic Control

ATM Automated Teller Machine

AVSM Ati Vishisht Seva Medal

B2B Busines to Business

B2C Business to Consumer

BARC Bhabha Atomic Research Centre

BBC British Broadcasting Corporation

BBS Bulletin Board Service

BC Before Christ

BIOS Basic Input Output System

BPL Below Poverty Line

BPO Business Process Outsourcing

BPR Business Process Re-engineering

bps bytes per second

BSE Bombay Stock Exchange

BSF Border Security Force

BSNL Bharat Sanchar Nigam Limited

C2C Consumer to Consumer

CA Chartered Accountant

CBI Central Bureau of Investigation

CBSE Central Board of Secondary Education

CDAC Centre for the Development of Advanced Computing

CDMA Code Division Multiple Access

CEO Chief Executive Officer

CFSL Central Forensic Science Laboratory

CGI Common Gateway Interface

CIA Central Intelligence Agency

CID Criminal Investigation Department

CISC Complex instruction-set computing

CITU Centre of Indian Trade Unions

CNN Cable News Network

CPI(M) Communist Party of India / Marxist

CPWD Central Public Works Department

CRIS Centre for Railway Information System

CSIR Council of Scientific and Industrial Research

CTBT Comprehensive Test Ban Treaty

CYMK Cyan, Yellow, Magenta, Kinda

D.Litt. Doctor of Literature

D.Phil. Doctor of Philosophy

D.Sc Doctor of Science

DC Direct Current

DIG Deputy Inspector General

DMA Direct Memory Access

DMK Dravida Munetra Kazhagam

DNA Deoxyribo-nucleic Acid

DTP Desktop Publishing

DVC Damodar Valley Corporation

DVD Digital Versatile/Video Disc

E & OE Errors and Omissions Excepted

EDI Electronic Data Interchange

EIS Executive Information System

E-MAIL Electronic Mailing

EMI Equated Monthly Instalments

ENIAC Electronic Numerical Integrator and Calculator

ENT Ear, Nose and Throat

EOF end of file

EOT Eastern Daylight Time

EPABX Electronic Private Automatic Branch Exchange

ERNET Educational and Research Network

FAQ Frequently Asked Question

FBI Federal Bureau of Investigation

FBT Fringe Benefit Tax

FBTR Fast Breeder Test Reactor

FBW Fly-By-Wire

FCI Food Corporation of India; Fertilizer Corporation of India

FDI Foreign Direct Investment

FICCI Federation of Indian Chambers of Commerce and Industry

FIFA

International Football Federation (Federation Internationale de Football

Association)

FIR First Information Report

FM Frequency modulation

FRCP Fellow of the Royal College of Physicians

FRCS Fellow of the Royal College of Surgeons

FRCS Fellow of the Royal Geographical Society

FRS Fellow of the Royal Society

G7

Group of Seven (US, UK, Germany, France, Italy, Japan and Canada) G8

includes G7 plus Russia

GATS General Agreement on Trade and Services

GDP Gross Domestic Product

GMAT Graduate Management Admission Test

GMT Greenwich Mean Time

GSLV Geo-Synchronous Satellite Launch Vehicle

GSM Global System for Mobile Communications

GSP Generalised System Preference

GUI Graphical User Interface

HIV Human Immunodeficiency Virus

HMI Himalayan Mountaineering Institute

HTML Hyper Text Markup Language

HUDCO Housing and Urban Development Corp.

HVAC Heating, Ventilating and Air Conditioning

i.e. id est (that is)

IAAI International Airport Authority of India

IAEA International Atomic Energy Agency

IARI Indian Agricultural Research Institute

IAS Indian Administrative Service

IATA International Air Transport Association

IBM International Business Machines

ICSE Indian Certificate of Secondary Education

ICU Intensive Care Unit

ICWA Indian Council of World Affairs

IDA International Development Agency

IDBI Industrial Development Bank of India

IEEE Institute of Electronics and Electrical Engineers

IELTS International English Language Testing System

IFC Industrial Finance Corporation, International Finance Corporation

IFS Indian Foreign Service; Indian Forest Service

IGNOU Indira Gandhi National Open University

IIPA Indian Institute of Public Administration

IISCO Indian Iron and Steel Company

IISS International Institute of Strategic Studies

IIT Indian Institute of Technology

ILA Indian Library Association

ILO International Labour Organisation

IMAP Internet Mail Access Protocol

IMF International Monetary Fund

INA Indian National Army

INTUC Indian National Trade Union Congress

IOC Indian Oil Corporation

IP Internet Protocol

IPC Indian Penal Code

IPCL Indian Petro-Chemicals Corporation Ltd

IPI International Press Institute

IPO Initial Public Offering

IPS Indian Police Service; Inter Press Service

IQ Intelligence Quotient

IRC International Red Cross

IRDP Integrated Rural Development Programme

IRS Indian Revenue Service

ISBN International Standard Book Number

ISDN Integrated Services Digital Network

ISI Indian Standards Institution; Inter Services Intelligence

ISO International Standards Organisation

IST Indian Standard Time

ITBP Indo-Tibetan Border Police

ITES Information Technology enabled services

ITI Indian Telephone Industries
 Industrial Training Institute

ITU International Telecommunication Union

IVF In-Vitro Fertilisation

IVM In-vitro Maturation

JCO Junior Commissioned Officer

JEE Joint Entrance Examination

JPEG Joint Photographic Expert Group

LCA Light Combat Aircraft

LCD Liquid Crystal Display
Least Common Denominator

LCM Lowest Common Multiple

LIC Life Insurance Corporation (of India)

LLB Bachelor of Laws

LMC Large Megallanic Cloud

LTTE Liberation Tigers of Tamil Elam

M.A. Magisiter Artium (Master of Arts)

M.D Doctor of Medicine

MBA Master of Business Administration

MBBS Bachelor of Medicine and Bachelor of Surgery

MCC Marylebone Cricket Club

MCI Medical Council of India

MICR Magnetic ink character recognition

MIDI Musical Instrument Digital Interface

MIPS Million Instructions per Second

MIT Massachusetts Institute of Technology; Master Instruction Tape

MLA Member of Legislative Assembly

MNC Multi-National Corporation

MP Member of Parliament; Madhya Pradesh

MPEG Motion Picture Experts Group

MRCP Member of the Royal College of Physicians

MTCR Missile Technology Control Regime

MVC Maha Vir Chakra

NAFED National Agricultural Co-operative Marketing Federation

NALCO National Aluminium Company Ltd.

NASDAQ National Association of Securities Dealers Automated Quotation

NAV Net Asset Value

NCERT National Council of Educational Research and Training

NCSA

National Centre for Supercomputing Applications; National Computer Security

Association

NDA National Defence Academy

NOC No Objection Certificate

NPA Non-performing Assets

NPT Nuclear Non-Proliferation Treaty

NRF National Renewal Fund

NSUI National Students Union of India

NTPC National Thermal Power Corporation

OBC Other Backward Classes

OCR Optical Character Recognition

ONGC Oil and Natural Gas Corporation

OOP Object Oriented Programme

OSCAR Orbiting Satellite Carrying Amateur Radio

PAN Permanent Account Number

Ph.D. Doctor of Philosophy (Philosophiae Doctor)

PIL Public Interest Litigation

PSLV Polar Satellite Launch Vehicle

PWD Public Works Department;

R&D Research and Development

RBI Reserve Bank of India

RDX Research Department Explosive (Cyclotrim-ethylin Trinitrate)

RISC Reduced instruction-set computing

RNA Ribonucleic acid

RPM Revolutions Per Minute

RTI Right to Information

SARS Severe Acute Respiratory Syndrome

SCSI Small Computer Systems Interface

SEZ Special Economic Zone

SGPC Siromani Gurudwara Prabandak Committee

SLV Satellite Launch Vehicle

SMS Short Message Service

SMTP Simple Mail Transfer Protocol

STD Subscriber Trunk Dialling; Sexually Transmitted Diseases

TCP Transfer Call Protocol
 Transmission Control Protocol

TFT Thin-Film Transistor

TIFR Tata Institute of Fundamental Research

UAV Unmanned Aerial Vehicle

UGC University Grants Commission

UNI United News of India

UNU United Nations University

UPA United Progressive Alliance

UPSC Union Public Service Commission

URL Uniform Resource Locator

VCR Video Cassette Recorder

VIP Very Important Person

VRML Virtual Reality Modelling Language

VRS Voluntary Retirement Scheme

VSSC Vikram Sarabhai Space Centre

WMO World Meteorological Organisation

WTO World Trade Orga-nisation

WWF World Wildlife Fund

WWW World Wide Web

WYSIWYG What you see is what you get

XML Extensible Mark-up Language

YMCA Young Men's Christian Association

A.C. alternating current

A.P. arithmetic progression

D.C. direct current

D.N.A. deoxirybonucleic acid

E.C.G. electro cardiogram

F.M. — Frequency modulation

G.M.T. — Greenwich mean time

I.Q. — intelligence quotient

L.C.M. — Lowest common multiple

R.N.A. — Ribo nuceic acid

OOPS — object oriented programming system

DBMS — data base management system

BASIC — Beginners all-purpose symbolic instruction code

FORTRAN — Formula translator

COBOL — Common Business oriented language

LAN — Local area network

WAN — Wide area network

UPS — Uninterrupted power supply

PC — Personal computer

EPROM — Erasable programmable read only memory

An acronym is a word formed from the first letters of a group of words.

AIIMS All India Institute of Medical Science

ARPANET Advanced Research Project Agency Network

WHO World Health Organisation

VIRUS Vital Information Resources Under Siege

VAT Value Added Tax

UNICEF - United Nations International Children's Emergency Fund (now, 'United Nations

Children's Fund')

ULFA United Liberation Front of Asom

HUDCO Housing and Urban Development Corp.

HAL Hindustan Aeronautics Limited.

GATE Graduate Aptitude Test in Engineering

FEMA Foreign Exchange Management Act

COMSAT Communications Satellite Corporation

COPRA Consumer Protection Act

CAD Computer Aided Design

CAT Common Admission Test

BIT Binary Digit

BHEL Bharat Heavy Electri-cals Ltd

ASEAN Association of South East Asian Nations

ZIP Zone Improvement Plan

Articles

Articles are the words 'a' or 'an' and 'the', which come before nouns.

There are **two articles** – 'a' (or 'an') and 'the'.

A or an is known as the Indefinite Article, because it usually leaves indefinite the person or thing spoken of. Such as;

A nurse– which means any nurse.

The is known as the definite article, because it normally points out some particular person or thing. Such as;

He saw the nurse – which means some particular nurse.

The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns. For instance;

The book; or the books; or the milk.

The choice between 'a' and 'an' is determined by sound. *Before a word beginning with a vowel sound 'an' Is used. Such as;*
An ass; an enemy ; an orange ; an hour ; an heir.

It should be noticed that the words hour, honest, heir, begin with a vowel sound, as the Initial consonant 'h' Is not pronounced.

Before a word beginning with a consonant sound 'a' Is used.

For instance;

A boy ; A union ; A horse ; A European ; A university ; A woman

In such words (university, union, etc.) the beginning is with a consonant sound, that of 'yu'. In similar way, we can say that;

A one-rupee note; Such a one; A one-eyed woman.

This is because one begins with the consonant sound of 'w'.

P.S. – Some native speakers use 'an' before words beginning with 'h' if the first syllable is not stressed. For instance;

An hotel (more common usage is 'a hotel')

An historical book (more common usage 'a historical novel')

Definition of Article:

The definite article 'the' is used for following uses –

1. When a particular person or thing, or one already referred to (that is, when it is clear from the context which one is meant). Such as;
The book you want is out of print. (It means which book? the one you want).
The boy cried. (the boy means 'the boy already talked about')

2. When a singular noun is meant to represent a whole class. Such as;
The dog is a useful animal.

3. 'The' is used before some proper names like the following kinds of place names;
Oceans and seas (the Pacific, the Atlantic), rivers (the Nile, the Amazon), canals (the Panama Canal), deserts (the Kalahari, the Sahara), groups of islands (the West indies), mountain ranges (the Himalayas, the Andes), names of nations like republics and kingdoms (the Ukraine, the United Kingdom, the Hague).

4. Before names of things unique of their kind. Such as;
The sun ; the sky ; the earth.

5. Before a proper noun when it is qualified by an adjective or a definite adjectival clause. Such as;
The great Ceaser; the immortal Shakespeare.

6. With Superlatives, 'the' is used. For instance;
The darkest cloud has a silver lining.
This is the best book of elementary physics.

7. 'The' is used with ordinals. Such as;
She was the first woman to arrive.

8. As an adverb with comparatives. Such as;
The more the merrier. (this means – by how much more, by so much the merrier)

9. 'The' is used before musical instruments. Such as;
He can play the guitar.

10. Before a noun to give the impact of a Superlative. For example;
The verb is the word in a sentence.

Indefinite Article

The indefinite article is used in following four cases –

1. In its original numerical sense of one. For instance;
Twelve inches make a foot.
Not a word was uttered.

2. In the vague sense of a certain. Such as;
One evening a beggar came to my door.
A Rajnikant is suspected by the detective. (means a certain person named Rajnikant)

3. In the sense of any, to single out an individual as the representative of a class. Such as;
A pupil should obey his teacher.
A goat is a useful animal.

4. To make a common noun of a proper noun. Such as;
A Daniel come to judgement. (A Daniel means a very wise man)

The rules for Article usage are summarized in the table below:

a	an	the	no article
indefinite article with consonants (b,c,b,f,g...z)	indefinite article with vowels (a,e,i,o,u)	definite article *regardless* whether the noun starts with a consonant or a vowel	
not specifically known to the person you are speaking with	*not* specifically known to the person you are speaking with	specific object that *both* the speaker and the listener *know*	
singular nouns	singular nouns	plural nouns	general things uncountable nouns
		collection of states in a country (The United States of America, The UK, The Irish Republic)	countries, states, counties, provinces, lakes, mountains
		Multiple areas: The Philippines, The Netherlands, the British Isles	others: sports, meals, places, transport, rivers, oceans, seas
		Geographical points in the globe (the North Pole, the equator)	
		one and only particular thing (the sun, the moon, the wind, the Buckingham Palace)	

SUBJECT – VERB AGREEMENT

In a sentence, the subject (mostly a noun or a pronoun) and the verb form the crux.

These two grammatical items should agree with each other in two aspects.

1.   The verb should agree with the subject in Number (as in singular: "The book is ….";
plural "The books are…")

2.   The verb should agree with the Person.

This is also called Subject – Verb agreement or Concord.

		Singular	Plural
I. Person	-	I like sweets	We like sweets
II. Person	-	You like	You like
III. Person	-	He / She / It likes	They like

Mistakes arise mainly due to 'ingrained speech habits'.

Certain aspects by which one can decide whether the subject is singular or plural are given below:

1. Two or more nouns joined by 'and' take the plural verb.

(e.g)

✓ Both Raja and Rani are good at studies.

✓ Two and Two make four.

✓ Swetha and Haritha have come.

But, when two or more nouns refer to one general thing, singular verb is used.

(e.g)

✓ Bread and butter is a wholesome food.

✓ Slow and steady wins the race.

Law and order is an election issue.

2. When two titles / designations are connected by 'and' and used to refer to two different persons, plural verb follows:

(e.g.)

✓ The poet and the philanthropist are coming to the function.

But, if the second noun is not preceded by the article 'the', singular verb is used because both the designations/ titles refer to one individual.

(e.g.)

✓ The poet and philanthropist is coming to the function.

3. The pattern 'one of' is always followed by a plural noun. The verb agrees with 'one', not with the plural noun.

(e.g.)

✓ One of the teachers has a good sense of humour.

✓ One of the books is missing.

But, when the same phrase occurs in the middle of the sentence as antecedent and is followed by the relative 'who', 'that', 'which', the verb is plural.

(e.g.)

✓ John is one of the students, who are dependable in all circumstances.

✓ He is one of the players, who have won a number of medals.

4. When words are added to a singular subject by 'with', together with', 'along with', 'in addition to', 'as well as', 'besides' etc., the verb is singular.

(e.g.)

✓ The file, with all the papers, is missing.

✓ A citation, along with a cash award, was given.

But, if commas are omitted in written English, the subject is treated as plural and plural verb is used.

(e.g.)

✓ The dog along with its master are going for a walk.

5. When two or more nouns or pronouns in the singular are connected by 'or', 'nor', 'either.... Or', 'neither ..... nor', the verb is singular.

(e.g.)

✓ Neither Rosy nor her friends has come.

But, if the subject near the verb is plural, then plural verb is used.

(e.g.)

✓ Either Ramu or his friends have the book.

✓ Neither Sita nor her well-wishers were present.

6. When 'or', 'nor', 'either.... or', 'neither...nor', joins different Persons, the verb agrees with the nearest subject.

(e.g.)

✓ Either he or you are lying.

✓ Neither you nor I am to come.

✓ Neither they nor she is going to the movie.

7. The indefinite pronouns 'each', 'every', 'each one', 'every one', 'everybody', 'anybody', 'either', 'neither', 'no one', 'nobody', take the singular verb.

(e.g.)

✓ Each of the books is worth reading.

✓ Neither of the answers is correct.

✓ Every day brings goodwill and cheer.

Even if two nouns preceded by 'each', or 'every' are connected by 'and', the verb is singular.

(e.g.)

✓ Each boy and each girl has a story to say.

✓ Every man and every woman is prone to death one day.

8. Certain nouns, though singular in form, are considered as plural and take the plural verb.

(e.g.)

✓ The cattle are grazing in the field.

✓ The people are waiting for the President.

✓ The police were forced to act.

9. There are several nouns plural in form but singular in meaning and take the singular verb.

(e.g.)

✓ Physics is an interesting subject.

✓ Politics is a dirty game.

✓ Measles is an infectious disease.

A few other words under this category are:

dynamics, economics, mathematics, innings, billiards, athletics, acoustics, tactics, The United States, Naples, classics, comics, news, etc.

NOTE: Not all plural nouns are taken as singular in form. Care must be taken to use plural verbs after such nouns. For instance, tools and articles consisting of two equal parts are taken as plural nouns.

(e.g.)

- ✓ The clothes in that shop are very expensive.
- ✓ Her scissors are not very sharp.
- ✓ The stairs are very steep.

A few other words are: pants, forceps, cards, spectacles, wages, shorts etc. When countability is taken into account, these nouns are to be preceded by 'a pair of ....'

(e.g.)

- ✓ Three pairs of trousers are hanging on the line.
- ✓ A pair of scissors is there.

10. Certain collective nouns, take the singular or plural verb based on the context. When the noun is taken as a group or collection, it takes the singular verb.

(e.g.)

- ✓ A committee has been set up to probe into the incident.
- ✓ The Government is working for the welfare of the downtrodden.
- ✓ The class is going for an industrial visit.

But the same words take the plural verb, when each member is considered as an individual.

(e.g.)

- ✓ The committee believe in stringent action.
- ✓ The Government want to keep the plan to themselves.
- ✓ The audience were delighted with the performance.

11. Almost the same principle applies to the class nouns: Some of, most of, a lot of, a great deal of, plenty of, lots of, one-third of, (all fractions) etc. These take the plural verb when they refer to number.

(e.g.)

- ✓ Some of the boys are very intelligent.
- ✓ Lots of fans have come.
- ✓ Half of the fruits are not ripe yet.
- ✓ Plenty of roses are available in the market.

The same nouns take the singular verb, when they refer to quantity.

(e.g.)

- ✓ One-third of the land is still fertile.
- ✓ Some of the sugar is spilt.
- ✓ Plenty of water is available.
- ✓ Lots of tea has been prepared.

Note: 'The majority of' can be used only for number. So the verb is always plural.

(e.g.)

- ✓ The majority of students are not hard-working.

12. Class nouns such as furniture, stationery, food, cutlery, footwear, information, equipment etc. are considered as singular.

(e.g.)

- ✓ The cutlery in the cupboard is elegant.
- ✓ The footwear you bought yesterday was good.
- ✓ The furniture in the room needs polishing.
- ✓ A factory with modern equipment is for sale.

13. 'Many a' and 'more than one' are followed by a singular noun and take the singular verb.

(e.g.)

- ✓ Many a book is interesting.
- ✓ More than one candidate was absent in the meeting.

But when 'many' and 'more' are used alone refer to number take the plural verb.

(e.g.)

- ✓ Many students were present at the function.
- ✓ More volunteers are needed.

✓ 'A great many' also takes the plural verb.

(e.g.)

✓ A great many food items lie unused.

14. Phrases beginning with 'a team of', 'a chain of', 'a flock of', 'a bouquet of', 'a crowd of', 'a series of', 'a set of' etc. take the singular verb though the word after them is plural.

(e.g.)

✓ A series of serials is telecast every day.

✓ A team of ministers has come on a visit.

✓ A regiment of soldiers is deployed for election duty.

15. If a sentence begins with 'a number of', the verb is plural; whereas if it begins with 'the number of' the verb is singular.

(e.g.)

✓ A number of students are playing in the ground,

✓ Here 'a number of' means many.

But,

✓ 'The number of students good at sports is very few'.

16. When the subject of a sentence begins with specific quantity, amount or distance, the verb is singular when considered as a whole.

(e.g.)

✓ Three thousand rupees is not a huge amount.

✓ Five years contract is too much.

✓ Four hundred miles is not a big distance.

But, the sum of money or years, when considered separately, the plural verb is used.

(e.g.)

✓ Seven years have rolled since we shifted to Chennai.

✓ One lakh rupees were distributed among the victims.

17. Titles or names of books, quotations take the singular verb only.

(e.g.)

✓ 'The Discovery Channel' gives vast information.

✓ 'Tales from Sherlock Holmes' makes reading interesting.

✓ "Honesty is the best policy" is a saying.

18. Certain adjectives are used with the article 'the' to refer to a group of people in a particular condition; The blind, The youth, The brave, The poor, The unemployed etc. take the plural verb.

(e.g)

✓ The destitute are taken care by the organization.

✓ The brave die once.

✓ The unemployed are restless.

✓ The youth of today are the pillar of tomorrow.

19. Singular noun joined by a preposition, takes the singular verb.

(e.g)

✓ City after city is captured by the Americans.

✓ Dr. Kalam's speech after speech inspires the youth.

20. Introductory 'there' combination is always followed by a verb which corresponds to the noun following it.

(e.g)

✓ There were a number or business men at the party.

✓ There was lots of food on the table.

21. Some nouns have one meaning in the singular and another in the plural.

Singular		Meaning	Plural		`Meaning
Advice	-	Counsel	Advices	-	Information
Good	-	Benefit	Goods	-	Property
Work	-	Job	Works	-	Composition; factories
Quarter	-	One fourth	Quarters	-	Houses
Air	-	Atmosphere	Airs	-	Proud behaviour
Force	-	Strength	Forces	-	Army
Physic	-	Medicine	Physics	-	Physical sciences

(e.g.)

1. (a) There is one quarter of the food remaining.

   (b) I live in the government quarters.

2. (a) He works for his own good.

   (b) The goods in the factory were damaged.

3. (a) Man cannot live without air.

   (b) It is not good to put on airs.

UNIT – III

SENTENCE PATTERN

Sentence patterns are made up of phrases and clauses.

A *phrase* is a group of connected words, but it is not a complete sentence because it is missing a subject and/or a verb. Phrases are just one component that makes up a complete sentence.

A *clause* contains a subject (actor) and a verb (action). There are two types of clauses:

1. An independent clause is a complete thought. It can stand alone as a complete sentence.

2. A dependent clause (a.k.a. subordinate clause) cannot stand alone as a complete sentence (even though it may contain a subject and a verb). It begins with a subordinating conjunction (because, when, while, after… and many more).

The possibilities are endless for different types of sentences patterns. Here are the most common and basic sentence patterns:

1. The chef cooked.

   Pattern: Subject + Verb

2. The creative chef cooked.

   Pattern: Adjective + Subject + Verb

3. The creative chef methodically cooked.

   Pattern: Adjective + Subject + Adverb + Verb

4. The creative chef methodically cooked in the kitchen.

   Pattern: Adjective + Subject + Adverb + Verb + Prepositional Phrase

EXERCISE:

1. I teach him English

   - A. SVA

   - B. SVOO

   - C. SVOC

   - D. SVO

2. India become independent in 1947

   - A. SVOA

   - B. SVA

- **C.** SVOO

- **D.** SVAC

3. She was a friendly person

- **A.** SVA

- **B.** SVO

- **C.** SVOO

- **D.** SVC

4. Tell me your name

- **A.** SVO

- **B.** SV

- **C.** VOO

- **D.** SOC

5. The boys are playing foot ball now

- **A.** SVOA

- **B.** SVC

- **C.** SVA

- **D.** SVOC

PHRASES AND CLAUSES

In order to punctuate sentences correctly and avoid fragments, we need to know the difference between two kinds of word groups: phrases and clauses. We can see the difference in the following two groups of words: 1. the bus to Eastmont Mall 2. the bus goes to Eastmont Mall In the second group of words, we can identify a subject-verb unit, while in the first we cannot. To find the subject-verb units in sentences, follow these two steps:

1. First find the verb by applying the time test: change the time or tense of the sentence; the word you change is the verb. In number 2, we can change The bus goes to Eastmont Mall. to: The bus went to Eastmont Mall. (yesterday) or: The bus will go to Eastmont Mall. (tomorrow) When we change the time, we have to change goes to went or to will go, so to go is the verb.

2. To find the subject, ask "Who or what does the action of the verb?" What "goes?" The answer is the bus, so the bus is the subject of the verb. (Alternatively, one can ask what is the first noun in the sentence, and that is almost always going to be the subject of the sentence.)

DEFINITION OF CLAUSE AND PHRASE:

• A clause is a group of words with a subject-verb unit; the 2nd group of words contains the subject-verb unit the bus goes, so it is a clause. • A phrase is a group of words without a subject-verb unit. If we try to change the time or tense of the 1st group of words, we cannot, because it contains no word that changes to show time or tense. It has no verb, so it can't have a subject-verb unit. It is a phrase.

HOW TO FIND A PHRASE vs A CLAUSE:

To find out if a group of words is a complete sentence, you can use this trick: Add Is it true that before the words. If the question does not make sense, the group of words is a sentence fragment. If the question does make sense, the group of words is a complete sentence. Consider the examples below.

1. Is it true that the bus to Eastmont Mall?

2. Is it true that the bus goes to Eastmont Mall? The first question above does not make sense. It does have a subject ("the bus"). But it does not have a verb, and it is not a complete idea. It is a phrase, and hence a sentence fragment. However, the second question does make sense. It has a subject and a verb and is a complete idea. Therefore, "The bus goes to Eastmont Mall" is clause, and it is also a complete sentence.

PHRASE PRACTICE 1

Which of the following groups of words are phrases?

Which are clauses?

Following the guidelines for finding subject-verb units in sentences, label each one. If there is no main verb, it is a phrase.

Example: my cousin in Richmond phrase Is it true that my cousin in Richmond? The question doesn't make sense; it is a phrase. my cousin lives in Richmond clause Is it true that my cousin lives in Richmond?

The question makes sense, and is a clause

1. a melodic new single

2. he released a melodic new single

3. some rappers have no sense of melody at all

4. rappers with no sense of melody at all

5. the last single from Lil Wayne

6. the last single from Lil Wayne failed commercially

7. a one-man corporation

8. Lil Wayne is a one-man corporation

9. He was in a coma for six frightening days in 2013

10. Carter gave a thumbs up to TMZ cameras.

11. he sounds terminally bored

12. on the last release

3 PHRASES CONTINUED

Special Kinds of Phrases: Our goal here is to fix fragments, run-ons, and comma splices, and to fix all of these, we have to know the difference between a phrase and a clause. Here are two kinds of phrases that sometimes look like clauses.

1) -ing phrases: When you look for verbs in sentences, remember that the -ing form of a word cannot be a verb all by itself, so the group of words succeeding in school despite working full time is a phrase, not a clause. To make this phrase into a clause, we need to complete the verb by adding a form of the verb be: The student was succeeding in school despite working full time. We can make sure that an -ing word is part of a main verb by checking to see if the -ing word follows a form of the verb to be (am, is, are, was, were, will be, has been, have been, had been, will have been). Examples: Trevor is working as a security guard. Trevor was working as a security guard last year. Trevor has been working as a security guard for three years.

2) another kind of phrase: It's obvious that "happy people" is a phrase. But so is "people who are happy." A special kind of phrase follows this pattern: noun + who people who are happy noun + which habits which annoy me noun + that dog that lives next door Even though these structures contain a verb, they are still considered phrases because the noun before the who, which, or that does not have its own verb. These phrases modify nouns in sentences: People who are happy often have creative hobbies. My brother has many habits which annoy me. The dog that lives next door is friendly to everyone. These phrases set off by words like who, which, or that (relative pronouns) do not count as clauses. This will become important in the next lesson.

Phrase Practice 2

Which of the following groups of words are phrases? Which are clauses? Label each one. Review the previous page if you have difficulty. Examples: trying to get favorites on instagram phrase she posted selfies, trying to get favorites on instagram clause who always sits at the same table at Starbucks phrase she saw the man who always sits at the same table at Starbucks clause

1. thinking about how to make a million dollars

2. he stayed up all night, thinking about to make a million dollars

3. cell phone screens are getting bigger

4. my girlfriend loves me

5. the girl who loves me

6. bone-crunching and neck-snapping

7. a taste that I share with many others

8. the desk near the window

9. he has a favorite place to study, the desk near the window

10. she was waiting by the café

11. her friend standing in the comer

12. the book that I bought yesterday

13. cruising down Telegraph Ave on his bike

14. he got a flat tire

15. cruising down Telegraph Ave on his bike, he got a flat tire

16. her hair blowing in the wind

17. she ran to catch the bus before it left, her hair blowing in the wind

18. a world in which no one trusts anyone else

5 Two Kinds of Clauses

You now know what a clause is, but there are two kinds of clauses you need to know about: dependent and independent. To see the difference between the two kinds, read the examples below:

1. Mary broke my cellphone. (independent clause)

2. because Mary broke my cellphone (dependent clause)

The second clause has a subject and a verb (Mary broke) but it can't stand on its own. It depends on another clause to give it meaning. It is easy to hear dependent clauses if you read them out loud. After an independent clause, you will feel relaxed, like an idea is complete, but after a dependent clause, you will still be waiting; you will have unanswered questions. What happened because Mary broke the cellphone? The idea isn't complete. This is why it is dependent.

If you still have questions after hearing a group of words, chances are you are dealing with a dependent clause (or a phrase). More specifically, the clause is dependent because of the word because. Words like because are called subordinators. When we use a subordinator at the beginning of a clause, the clause becomes dependent (or subordinate) and can no longer stand alone as a sentence. Dependent clauses (subordinate clauses) should always be attached to independent clauses.

Examples:

Because Mary broke my cellphone, I had to get another phone on craigslist. dependent clause + independent clause = sentence I had to get another phone on craigslist because Mary broke my cellphone. independent clause + dependent clause = sentence Some Common Subordinators and their logical meaning Cause / Effect because, since, so that Comparison / Contrast although, even though, though, whereas, while Place & Manner how, however, where, wherever Possibility / Conditions if, whether, unless Relation that, which, who Time after, as, before, since, when, whenever, while, until Some examples of dependent clauses, with subordinators underlined: When the child went to the dentist Because his girlfriend is upset Although she will buy new shoes Can you hear how these all sound unfinished? Subordinators are a great tool for connecting ideas. We'll use them in a little while to fix Run-Together Sentences. For now, just try to hear how they make a clause sound unfinished and turn it into a dependent clause.

EXERCISE:

Independent vs. Dependent Clauses Identify the following as independent or dependent clauses. Examples: although you've never paid me back D (Dependent) I will lend you the money I (Independent)

1. since I went back to school

2. I was excited for you to join me

3. although I am between paychecks

4. I made you a promise

5. because I believe in you

6. before the semester began

7. while we were riding bikes

8. my roommate intends to finish college

9. after we circled Lake Merritt twice

10. as soon as you can pay me back

11. since I value your friendship

12. many people hate to write

13. unless you stop doing that right now

14. even though I have a couple more semesters

SIMPLE, COMPOUND & COMPLEX SENTENCES

Simple, compound, and complex sentences are all ways of varying the length. Let's see how they work.

Simple Sentences

A simple sentence has only the most elemental building blocks of a sentence: a subject and a verb used in a complete thought, also called an independent clause.

Here are some examples of simple sentences:

- Kristina drank her morning coffee. (**Kristina = subject, drank = verb**)

- Kristina showered and dressed. (**Kristina = subject, showered and dressed = compound verbs**)

Simple sentences are usually short. You may use compound subjects and verbs to add length, but for the most part, using too many simple sentences makes your writing choppy.

Compound Sentences

Compound sentences marry two independent clauses together with a conjunction.

- Kristina drank her morning coffee, and then she showered and dressed.

Notice the first part of the sentence and the last part can stand alone as independent sentences. The key is to not use too many compound sentences together or your writing will sound stilted.

Complex Sentences

A complex sentence uses an independent clause combined with one or more dependent clauses. A dependent clause is similar to an independent clause, but it can't stand on its own as a complete sentence. Complex sentences use conjunctions to tie them together, too.

Examples:

- Because she woke up late when her alarm malfunctioned, Kristina missed her morning train.

- As Kristina watched the train pull out of the station, she realized she would be late for work yet again.

The dependent clauses can also fall at the end of an independent clause as in these examples:

- Kristina missed her morning train because she woke up late when her alarm malfunctioned.

- Kristina realized she would be late for work yet again as she watched the train pull out of the station.

Here's a complex sentence with two compound independent clauses and one dependent clause:

- Kristina missed her morning train, and as she watched it pull out of the station, she realized she would be late for work yet again.

State whether the following sentences are simple, complex or compound:

1. We met rather few people who spoke English.
Simple sentence

Complex sentence

Compound sentence

2. *I have been on rather too many planes and trains recently.*
Simple sentence

Complex sentence

Compound sentence

3. *We drove right up to Helsinki in two days.*
Simple sentence

Complex sentence

Compound sentence

4. *I don't care how expensive it is.*
Simple sentence

Complex sentence

Compound sentence

5. *Two minutes ago the child was fast asleep, but now he is wide awake.*
Simple sentence

Complex sentence

Compound sentence

6. *He is not tall enough to be a soldier.*
Simple sentence

Complex sentence

Compound sentence

7. *I guess she just doesn't respect you.*
Simple sentence

Complex sentence

Compound sentence

8. *I have got four sisters and each of them is quite different from the others.*
Simple sentence

Complex sentence

Compound sentence

9. *You can either come with me now or walk home.*
Simple sentence

Complex sentence

Compound sentence

10. *He will never leave home because he hasn't got the courage to.*
Simple sentence

Complex sentence

Compound sentence

11. *When all else fails, read the user manual.*
Simple sentence

Complex sentence

Compound sentence

12. *It was Sam who paid for the drinks.*
Simple sentence

Complex sentence

Compound sentence

Answers

1. We met rather few people who spoke English. (Complex sentence)
2. I have been on rather too many planes and trains recently. (Simple sentence)
3. We drove right up to Helsinki in two days. (Simple sentence)
4. I don't care how expensive it is. (Complex sentence)
5. Two minutes ago, the child was fast asleep, but now he is wide awake. (Compound sentence)
6. He is not tall enough to be a soldier. (Simple sentence)
7. I guess she just doesn't respect you. (Complex sentence)
8. I have got four sisters and each of them is quite different from the others. (Compound sentence)

9. You can either come with me now or walk home. (Compound sentence)
10. He will never leave home because he hasn't got the courage to. (Complex sentence)
11. When all else fails, read the user manual. (Complex sentence)
12. It was Sam who paid for the drinks. (Complex sentence)

PARAGRAPH WRITING

Paragraphs & Topic Sentences

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence.

TOPIC SENTENCES

A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

Although most paragraphs should have a topic sentence, there are a few situations when a paragraph might not need a topic sentence. For example, you might be able to omit a topic sentence in a paragraph that narrates a series of events, if a paragraph continues developing an idea that you introduced (with a topic sentence) in the previous paragraph, or if all the sentences and details in a paragraph clearly refer—perhaps indirectly—to a main point. The vast majority of your paragraphs, however, should have a topic sentence.

PARAGRAPH STRUCTURE

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. You can see this structure in paragraphs whether they are narrating, describing, comparing, contrasting, or analyzing information. Each part of the paragraph plays an important role in communicating your meaning to your reader.

Introduction: the first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

Body: follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

Conclusion: the final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

The following paragraph illustrates this pattern of organization. In this paragraph the topic sentence and concluding sentence (CAPITALIZED) both help the reader keep the paragraph's main point in mind.

SCIENTISTS HAVE LEARNED TO SUPPLEMENT THE SENSE OF SIGHT IN NUMEROUS WAYS. In front of the tiny pupil of the eye they put, on Mount Palomar, a great monocle 200 inches in diameter, and with it see 2000 times farther into the depths of space. Or they look through a small pair of lenses arranged as a microscope into a drop of water or blood, and magnify by as much as 2000 diameters the living creatures there, many of which are among man's most dangerous enemies. Or, if we want to see distant happenings on earth, they use some of the previously wasted electromagnetic waves to carry television images which they re-create as light by whipping tiny crystals on a screen with electrons in a vacuum. Or they can bring happenings of long ago and far away as coloured motion pictures, by arranging silver atoms and colour-absorbing molecules to force light waves into the patterns of original reality. Or if we want to see into the centre of a steel casting or the chest of an injured child, they send the information on a beam of penetrating short-wave X rays, and then convert it back into images we can see on a screen or photograph. THUS ALMOST EVERY TYPE OF ELECTROMAGNETIC RADIATION YET DISCOVERED HAS BEEN USED TO EXTEND OUR SENSE OF SIGHT IN SOME WAY.

George Harrison, "Faith and the Scientist"

COHERENCE

In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea, but there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

Along with the smooth flow of sentences, a paragraph's coherence may also be related to its length. If you have written a very long paragraph, one that fills a double-spaced typed page, for example, you should check it carefully to see if it should start a new paragraph where the original paragraph wanders from its controlling idea. On the other hand, if a paragraph is very short (only one or two sentences, perhaps), you may need to develop its controlling idea more thoroughly, or combine it with another paragraph.

A number of other techniques that you can use to establish coherence in paragraphs are described below.

Repeat key words or phrases. Particularly in paragraphs in which you define or identify an important idea or theory, be consistent in how you refer to it. This consistency and repetition will bind the paragraph together and help your reader understand your definition or description.

Create parallel structures. Parallel structures are created by constructing two or more phrases or sentences that have the same grammatical structure and use the same parts of speech. By creating parallel structures you make your sentences clearer and easier to read. In addition, repeating a pattern in a series of consecutive sentences helps your reader see the connections between ideas. In the paragraph above about scientists and the sense of sight, several sentences in the body of the paragraph have been constructed in a parallel way. The parallel structures (which have been emphasized) help the reader see that the paragraph is organized as a set of examples of a general statement.

Be consistent in point of view, verb tense, and number. Consistency in point of view, verb tense, and number is a subtle but important aspect of coherence. If you shift from the more personal "you" to the impersonal "one," from past to present tense, or from "a man" to "they," for example, you make your paragraph less coherent. Such inconsistencies can also confuse your reader and make your argument more difficult to follow.

Use transition words or phrases between sentences and between paragraphs. Transitional expressions emphasize the relationships between ideas, so they help readers follow your train of thought or see connections that they might otherwise miss or misunderstand. The following paragraph shows how carefully chosen transitions (CAPITALIZED) lead the reader smoothly from the introduction to the conclusion of the paragraph.

I don't wish to deny that the flattened, minuscule head of the large-bodied "stegosaurus" houses little brain from our subjective, top-heavy perspective, BUT I do wish to assert that we should not expect more of the beast. FIRST OF ALL, large animals have relatively smaller brains than related, small animals. The correlation of brain size with body size among kindred animals (all reptiles, all mammals, FOR EXAMPLE) is remarkably regular. AS we move from small to large animals, from mice to elephants or small lizards to Komodo dragons, brain size increases, BUT not so fast as body size. IN OTHER WORDS, bodies grow faster than brains, AND large animals have low ratios of brain weight to body weight. IN FACT, brains grow only about two-thirds as fast as bodies. SINCE we have no reason to believe that large animals are consistently

stupider than their smaller relatives, we must conclude that large animals require relatively less brain to do as well as smaller animals. IF we do not recognize this relationship, we are likely to underestimate the mental power of very large animals, dinosaurs in particular.

Stephen Jay Gould, "Were Dinosaurs Dumb?"

SOME USEFUL TRANSITIONS

(modified from Diana Hacker, *A Writer's Reference*)

To show addition:

again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too

To give examples:

for example, for instance, in fact, specifically, that is, to illustrate

To compare:

also, in the same manner, likewise, similarly

To contrast:

although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet

To summarize or conclude:

all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up

To show time:

after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

To show place or direction:

above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)

To indicate logical relationship:

accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus

10 Techniques for More Precise Writing

Here are ten ways to produce more vivid, direct, concise prose by replacing wordy phrases with fewer words and reorganizing sentences. It is not advisable to employ these strategies indiscriminately, but prose will usually be improved by following the recommendations below.

1. Use Active Voice

When a sentence includes *be* or any other copulative verb, such as *is* or *are*, recast the sentence to omit the verb.
Before: "The meeting was seen by us as a ploy to delay the project."
After: "We saw the meeting as a ploy to delay the project."

2. Avoid Vague Nouns

Phrases formed around general nouns such as *aspect*, *degree*, and *situation* clutter sentences.
Before: "She is an expert in the area of international relations."
After: "She is an expert in international relations."

3. Use Words, Not Their Definitions

Replace explanatory phrases with a single word that encapsulates that explanation.
Before: "The crops also needed to be marketable so that families would be able to sell any yields that exceeded what they personally required."
After: "The crops also needed to be marketable so that families would be able to sell any surplus."

4. Avoid Noun Strings

Reorganize sentences to eliminate series of nouns used as adjectives.
Before: "The lack of a secure transfer may hamper computer security incident response efforts."
After: "The lack of a secure transfer may hamper responses to computer-security incidents."

5. Convert Nouns to Verbs

When a sentence includes a noun ending in *-tion*, change the noun to a verb to simplify the sentence.
Before: "They will collaborate in the creation of new guidelines."
After: "They will collaborate to create new guidelines."

6. Reduce Verb Phrases to Simple Verbs

Identify the verb buried in a verb phrase and omit the rest of the phrase.
Before: "The results are suggestive of the fact that tampering has occurred."
After: "The results suggest that tampering has occurred."

7. Replace Complex Words with Simple Ones

Choose simpler synonyms for multisyllabic words.
Before: "The department will disseminate the forms soon."
After: "The department will pass out the forms soon."

8. Avoid Expletives

Don't start sentences with "There is," "There are," or "It is."
Before: "There are many factors in the product's failure."
After: "Many factors contributed to the product's failure."

9. Eliminate Prepositional Phrases

Replace "(noun1) of the (noun2)" phrasing with "(noun2)'s (noun1)" phrasing.
Before: "The decision of the committee is final."
After: "The committee's decision is final."

10. Reduce Wordy Phrases to Single Words

Replace phrases that signal a transition with simple conjunctions, verbs, or other linking words.
Before: Due to the fact that the project is behind schedule, today's meeting has been postponed.
After: Because the project is behind schedule, today's meeting has been postponed.

ERROR ANALYSIS

What is an error?

An **error** is a form in learner language that is **inaccurate**, meaning it is different from the forms used by competent speakers of the target language. For example, a learner of Spanish might say "Juana es *bueno," which is not what competent speakers of Spanish would say. The accurate form should be "buena."

What is error analysis?

Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them. Native speakers of the target language (TL) who listen to learner language probably find learners' errors very noticeable, although, as we shall see, accuracy is just one feature of learner language.

While native speakers make unsystematic 'performance' errors (like slips of the tongue) from time to time, second language learners make more errors, and often ones that no native speaker ever makes. An error analysis should focus on errors that are systematic violations of patterns

in the input to which the learners have been exposed. Such errors tell us something about the learner's interlanguage, or underlying knowledge of the rules of the language being learned.

How to do an error analysis

Although some learner errors are salient to native speakers, others, even though they're systematic, may go unnoticed. For this reason, it is valuable for anyone interested in learner language to do a more thorough error analysis, to try to identify all the systematic errors. This can help researchers understand the cognitive processes the learner is using, and help teachers decide which might be targeted for correction. Researchers have worked out the following procedure for doing an error analysis.

1. Identify all the errors in a sample of learner language

For each error, what do you think the speaker intended to say, and how they should have said it? For example, an English learner may say, "*He make a goal." This is an error. However, what should the learner have said? There are at least two possible ways to reconstruct this error: (1) He MAKES a goal, and (2) He IS MAKING a goal. In this first step of an error analysis, remember that there may be more than one possible way to reconstruct a learner error. Tarone & Swierzbin (2009, p.25) offer another example from an English language learner:

Learner: ...*our school force us to learn English because um it's, it's a trend.*

Here are three different possible reconstructions:

a. *Our school forced us to learn English because it was a trend.*
b. *Our school required us to learn English because it was a popular language.*
c. *Because everyone felt it was important, English was a requirement at our school.*

The way you reconstruct a learner error depends on what you think the intended message is. An added complication is that any given learner utterance may contain errors at many levels at once: phonological, morphological, syntactic, lexical.

Finally, determine how systematic the error is. Does it occur several times, or is it just a performance slip (a mistake)? Even native speakers of a language make one-off mistakes when they're tired or distracted.

2. Explain the errors

Once you've identified systematic errors in your sample of learner language, think of what might have caused those errors. There are several possibilities. Some errors could be due to native language transfer (using a rule or pattern from the native language). Some could be developmental—errors most learners make in learning this language no matter what their native language. Induced errors may be due to the way a teacher or textbook presented or explained a given form. Communication strategies may be used by the learner to get meaning across even if he or she knows the form used is not correct. Explaining errors in learner

language isn't always straightforward; for example, sometimes an error may appear to have more than one cause.

What error analysis misses?

Error analysis is a good first step, but it also can miss important features of learner language. First, in focusing only on errors, you may miss cases where the learner uses the form **correctly**. For example, you may notice that a learner makes errors in pronouncing a TL sound before consonants, but not notice that she is producing the sound correctly before vowels. The second thing an error analysis misses is **avoidance** For example, you may see very few errors in relative clauses in a sample of English learner language, but then realize that's because the learner simply isn't producing many relative clauses—correct OR incorrect. Avoidance can lead to the absence of errors—but absence of errors in this case does NOT mean the learner has no problems with relative clauses. Finally, error analysis focuses only on **accuracy**. Accuracy is just one of three ways of describing learner language: **accuracy, complexity and fluency**. If teachers judge learner language only in terms of accuracy, the learners' development of complexity and fluency can suffer.

PROCESS DESCRIPTION

Fundamentals:

- A process is a series of actions, and fundamentally the description of a process is the description of an action.
- It examines an event over time. It does not tell the reader what to do; rather, it describes how something happens step by step.
- Always remember to organise the steps involved in a process in a systematic and logical order.
- Process description means writing about how something is made or how something happens.
- A process description is usually written in passive voice.
- The goal of writing a process description is to provide a general introduction to how something works.
- Therefore, one should use crisp sentences while writing a process description and the facts should be stated in a clear and concise manner without any personal estimation

A **process description** (or process analysis), a variation of the short report designed to help a reader understand how a change takes place over time, through a series of stages.
You might use a process description to examine the photosynthesis of plants, the migration of animals, or the impeachment of presidents.

By contrast, the mechanism description focuses on an object in space (e.g. the physiology of a plant), and **instructions** focus on actions the reader takes to make the process happen (e.g. how to care for a plant).

Parts of a Process Description

What follows is a general structure, which you should adapt to fit the specific needs of your writing task.

1. Abstract

2. Introduction

3. Description

4. Step by step description

5. Conclusion

1. Abstract

While the reader sees the abstract first, the author should expect to write it last.

Summarize any professional document more than a few paragraphs long, for the benefit of a busy reader who may be reading hundreds of similar documents each day.

An abstract is a compressed summary that boils down the most important contents into a few sentences.

An abstract is not a list of promises. Don't think of it like a "stay tuned, we'll tell you who won the big game and we'll show you the best plays after these messages from our sponsor" teaser. Instead, an abstract actually gives the final scores and shows the game-winning play.

In general, break the whole process up into smaller stages, and describe each stage in order. If the process is part of a continuing cycle (such as the evaporation and condensation of water), say so.

2. Introduction

A good introduction is a concise paragraph that will accomplish two things:

- define the overall process in a single sentence.
- describe the document (you are describing the scope and purpose of the document you are writing; this is not the place to demonstrate your ability to introduce the field of knowledge you are about to draw on in order to help your reader understand the process)

Process Definition

Your introduction should be a concise paragraph that supplies a good **sentence definition** of the process.

> One of the greatest environmental threats to our nation's agriculture is the growing acid rain problem.

This introduction is too general; the paper appears to be about "threats to our nation's agriculture" instead of acid rain.

> Acid rain is one of the greatest environmental threats to our nation's agriculture.

While this version does properly emphasize "acid rain," it merely makes a claim about the significance of the subject, and seems to introduce a comparison with other environmental threats (each of which should probably properly be dealt with in separate documents). We still don't know what acid rain is.

> Acid rain is environmentally harmful precipitation that forms after the combustion of fossil fuels releases nitrogen and sulfur oxides into the atmosphere.

Like any technical document, it should also **state the scope and purpose** of the paper.

> This document describes the process in general terms, in order to demonstrate the necessity for increased government regulation in sensitive areas.

> This paper cites recent studies by Smith and Jones (1997, 1998) to assist EPA officials with their efforts to determine which parts of the country should be designated "at risk" or "potentially at risk" over the next five years.

Purpose and Scope of the Document

Like any technical document, it should also **state the scope and purpose** of the paper.

> This document describes the process in general terms, in order to demonstrate the necessity for increased government regulation in sensitive areas.

> This paper cites recent studies by Smith and Jones (1997, 1998) to assist EPA officials with their efforts to determine which parts of the country should be designated "at risk" or "potentially at risk" over the next five years.

3. Brief Description

As part of a brief paragraph (or, for a shorter document, possibly the same paragraph as the introduction), answer the question, "**How does it happen?**"

Provide any necessary context, such as who or what performs the action, under what conditions, and how is the process significant. Give a concise overview of the process. This brief description should stand alone — that is, it should not refer to details, facts, or terms that aren't explained within the summary.

You will probably have an easier time writing this section if you save it until you have written out the complete description. Conclude this section by **breaking the process up into stages:** "The principle stages of writing process are planning, drafting, revising, and proofreading." Your next section will work through each stage in turn.

4. Step-by-step Description

For each step in your description, write a miniature process description:

- **define** the step
- state its **purpose** (or function within the process)
- providing the necessary **context**, and
- include brief **mechanism descriptions** for any components that may be involved

Divide this stage up into substages, if necessary.

5. Conclusion

Without being excessively redundant, **review the major steps** in the process. Walk the reader through **one complete cycle,** emphasizing how the completion of **each stage contributes to the final overall effect.** You might provide multiple different examples, or troubleshooting tips.

PRODUCT DESCRIPTION

A product description is the marketing copy used to describe a product's value proposition to potential customers. A compelling product description provides customers with details around features, problems it solves and other benefits to help generate a sale.

It's no wonder they are worried — the quality of a product description can make or break a sale, especially if it doesn't include the information a shopper needs to make a purchase decision. Providing key product details is critical if you want the shopper to click "Add to Cart" and differentiate your ecommerce website from the competition.

Whether your products have a specific function, like a camera, or a personal purpose, like fashion, all products exist to enhance or improve the purchaser's quality of life in one way or

another. As the shopper browses, they instinctively imagine having each product in hand, using it and enjoying it.

The more powerful the customer's fantasy of owning the product, the more likely they are to buy it. Therefore, I like to think of product descriptions as storytelling and psychology, incorporating the elements of both prose writing and journalism. A "good" product description will not do. Competition is getting too fierce. It must be great!

Below examples highlighting how improving product descriptions improve conversion rates as well as tips to help you craft the perfect copy.

Writing a Product Description to Grow Sales

Product descriptions play a huge part in generating sales. But what should they say? How long should they be? What format is best? How do I make them rank high in search engines? We suggest using the following template to ensure you are crafting the best product description.

1. Think about the who, what, where, when, why and how before writing.

Journalists utilize the Who, What, Where, When, Why and How method for getting across the facts of their stories, and following this process is the first step in crafting a compelling product description:

- Who is this product for? The target audience can be a gender (women or men), an age group (college kids, retirees), a lifestyle demographic (new mothers, car enthusiasts) or some other defined group of people.
- What are the product's basic details? This includes attributes such as dimensions, materials, product features and functions.
- Where would someone use this product? Is it meant for indoor or outdoor use, for your car or your home?
- When should someone use the product? Is it meant to be used during a certain time of day, seasonally or for a specific type of occasion? Just as important is pointing out if a product can or should be used every day or year-round, as that will speak to its long-term value.
- Why is this product useful or better than its competitors? This can be anything from quality to value to features — really think about the benefits that will speak to customers. Also consider how images can complement your product copy.
- How does the product work? This may not be necessary for every product, but if you are selling anything with moving parts or electronics, it's a must-have.

These questions are great to use as your product description template when you want to accurately describe your best items.

2. Determine the best format to describe your products.

Now it is time to craft your product description. Here are a few ideas and examples to help get you started.

The next step is determining the best format for the above information. Since some shoppers only scan text on websites, it's a good idea to have a list of bullet points that cover the most important product details. Bullet points should generally be used for specs (like dimensions) or short phrases (like features) so that they are quick and easy to read.

Unfortunately, bullet points aren't the best way to tell a product's story and convince shoppers that they're looking at a great deal. They look cold and clinical on the page instead of engaging the shopper's emotions or imagination. This is a job for prose! By writing a paragraph (three or more sentences) or two about the product, you can set the scene and help the shopper realize why their life up to this point has been incomplete without it. It may seem daunting, but after some practice, it will become second nature and even (gasp!) fun.

This is your opportunity to be a little creative and establish a voice (personality and tone) for your brand — whether that be serious, casual or even irreverent. Just imagine you're at a party, telling someone you've just met about the product. How would you describe it so that they'd understand how great it truly is?

This voice permeates every aspect of your online marketing: social media, SEO, paid search — every customer touchpoint. Unique, compelling copy makes your products more relevant for search engines and other marketing mediums that value original content.

In fact, following this simple formula below is a great way to writing compelling product descriptions:

[Paragraph(s) of Prose] + [Bulleted List of Specs or Product Features] = [Engaging Product Description]

3. Choose goals and KPIs to measure success of your product descriptions.

You need goals to measure the success of product descriptions.

"But this is going to take a long time," you might be thinking, especially if you rely on product descriptions from your distributors or manufacturers. And you're right, this isn't a quick process. But, if you can commit to writing a dozen or so product descriptions a day using the formula above, you'll begin to see a variety of benefits:

- An increase in conversion rate.
- A decrease in cart abandonment.
- A lower return rates.
- Fewer calls from shoppers.
- Improve organic search rankings.

Now let's take a look at how eight real online stores sell more with product description perfection, with tidbits you can take from their expertise to increase your own conversions.

4. Make your product description copy short and sweet.

Onzie is a great example of just how well the basic formula can work. Their product page layout combines conversational paragraph-long descriptions that engage their fans, as well as quick bullet-points on need-to-know specs for any shoppers just scanning the page. This sample of product description bullets is an excellent demonstration of how to concisely convey the most important information:

5. Use storytelling to your advantage.

Does your product have a backstory that's particularly special to you? Chances are it will be particularly special and endearing to your audience, too. Use that story in your product description to add more character to your item, engage your audience and win hearts and minds.

DATA INTERPRETATION

1. Visual Approximation for elimination:

You can rely on visual approximation when bar graphs and line charts are in question. For this, before you start calculating, you must try and eliminate a few options based on visual clues. **Some options provided in the question can be easily ruled out by just looking at the pie chart or line graph.**

Usually you are left with just close options out of which one will be the solution. So just do detailed calculation for these 2 options to save time.

2. Get acquainted with all the types of DI Questions:

Familiarize yourself with all types of DI Questions. While practicing you will realize that there are different types/formats of DI Questions. For example pie charts, line graphs, bar charts, tables and so on. If you get familiar with all types of DI questions you will gain the confidence to solve all the types of questions in IBPS PO and Clerk exam.

Questions can at times have two types of graphs in a single block.

3. Interpret the data before you begin with calculations:

You should first read and interpret the data and do not blindly start solving. Don't miss out on any statement given in the question. Remember that banks want to hire aspirants who are adept and comfortable in handling numbers.

4. Tips to reduce calculation time

In DI most of the questions are usually based on percentage increase and decrease, ratios and averages. A simple trick for solving data interpretation problems quickly is:

- learn tables till 20.

- learn fractions till 1/20 to improve your speed

- Waste little time in finding averages:

Here if you have to find averages for sales in branches B1 to B6 for the year 2014, use this shortcut:

What you usually do: [80+75+95+85+75+70]/6

Instead: 70 + [10+5+25+15+5]/6=70+ [60/6]= 80

With this technique, you will reduce calculation time and are also bound to make less mistakes.

5. Solve questions in the order in which they appear:

It is usually seen that the answer to the first question is useful in solving the next question. So, it is advisable that you solve the questions in the order in which they appear.

Also, if you make mistakes while calculating the first question, you will most probably make mistakes in the subsequent questions. So be double sure of your answers.

6. Do not use calculators while Practice

You are not allowed to take the help of a calculator in the examination. So while calculating percentage increase and decrease, you should get into the habit of calculating mentally in your daily practice. Instead of finding exact values, try approximation to get to the closest answer. This will increase your speed gradually till you take the exam.

Do not use approximation too frequently in a single question if the options are too close.

7. Catch hold of the right data

You have to be careful to read data from the right spot. While gathering data from a chart, table or graph its quite easy to mistakenly copy numbers from the wrong graph, bar or line. **To avoid silly mistakes while copying numbers, especially when the exam is online,** point your finger to the data you want, place your finger directly opposite the question and hold it there until you are sure you are looking at the right part of the right graph. It is better to read two times and calculate one single time.

Most of the time mistakes are made in using the wrong data and not in calculations. **Also keep a note of the units in the graph, question and answer. Sometimes different units are used just to confuse you.**

GRAPHICAL REPRESENTATION

What is Graphical Representation?

Graphical representation refers to the use of intuitive charts to clearly visualize and simplify data sets. Data is ingested into graphical representation of data software and then represented by a variety of symbols, such as lines on a line chart, bars on a bar chart, or slices on a pie chart, from which users can gain greater insight than by numerical analysis alone.

Representational graphics can quickly illustrate general behavior and highlight phenomenons, anomalies, and relationships between data points that may otherwise be overlooked, and may contribute to predictions and better, data-driven decisions. The types of representational graphics used will depend on the type of data being explored.

Types of Graphical Representation

Data charts are available in a wide variety of maps, diagrams, and graphs that typically include textual titles and legends to denote the purpose, measurement units, and variables of the chart. Choosing the most appropriate chart depends on a variety of different factors -- the nature of the data, the purpose of the chart, and whether a graphical representation of qualitative data or a graphical representation of quantitative data is being depicted. There are dozens of different formats for graphical representation of data. Some of the most popular charts include:

- Bar Graph -- contains a vertical axis and horizontal axis and displays data as rectangular bars with lengths proportional to the values that they represent; a useful visual aid for marketing purposes
- Choropleth -- thematic map in which an aggregate summary of a geographic characteristic within an area is represented by patterns of shading proportionate to a statistical variable
- Flow Chart -- diagram that depicts a workflow graphical representation with the use of arrows and geometric shapes; a useful visual aid for business and finance purposes
- Heatmap -- a colored, two-dimensional matrix of cells in which each cell represents a grouping of data and each cell's color indicates its relative value
- Histogram – frequency distribution and graphical representation uses adjacent vertical bars erected over discrete intervals to represent the data frequency within a given interval; a useful visual aid for meteorology and environment purposes
- Line Graph – displays continuous data; ideal for predicting future events over time; a useful visual aid for marketing purposes
- Pie Chart -- shows percentage values as a slice of pie; a useful visual aid for marketing purposes
- Pointmap -- CAD & GIS contract mapping and drafting solution that visualizes the location of data on a map by plotting geographic latitude and longitude data
- Scatter plot -- a diagram that shows the relationship between two sets of data, where each dot represents individual pieces of data and each axis represents a quantitative measure
- Stacked Bar Graph -- a graph in which each bar is segmented into parts, with the entire bar representing the whole, and each segment representing different categories of that whole; a useful visual aid for political science and sociology purposes
- Timeline Chart -- a long bar labelled with dates paralleling it that display a list of events in chronological order, a useful visual aid for history charting purposes
- Tree Diagram -- a hierarchical genealogical tree that illustrates a family structure; a useful visual aid for history charting purposes
- Venn Diagram -- consists of multiple overlapping usually circles, each representing a set; the default inner join graphical representation

Proprietary and open source software for graphical representation of data is available in a wide variety of programming languages. Software packages often provide spreadsheets equipped with built-in charting functions.

Advantages and Disadvantages of Graphical Representation of Data

Tabular and graphical representation of data are a vital component in analyzing and understanding large quantities of numerical data and the relationship between data points. Data visualization is one of the most fundamental approaches to data analysis, providing an intuitive and universal means to visualize, abstract, and share complex data patterns. The primary advantages of graphical representation of data are:

- Facilitates and improves learning: graphics make data easy to understand and eliminate language and literacy barriers
- Understanding content: visuals are more effective than text in human understanding
- Flexibility of use: graphical representation can be leveraged in nearly every field involving data
- Increases structured thinking: users can make quick, data-driven decisions at a glance with visual aids
- Supports creative, personalized reports for more engaging and stimulating visual presentations
- Improves communication: analyzing graphs that highlight relevant themes is significantly faster than reading through a descriptive report line by line
- Shows the whole picture: an instantaneous, full view of all variables, time frames, data behavior and relationships

Disadvantages of graphical representation of data typically concern the cost of human effort and resources, the process of selecting the most appropriate graphical and tabular representation of data, greater design complexity of visualizing data, and the potential for human bias.

Why Graphical Representation of Data is Important

Graphic visual representation of information is a crucial component in understanding and identifying patterns and trends in the ever-increasing flow of data. Graphical representation enables the quick analysis of large amounts of data at one time and can aid in making predictions and informed decisions. Data visualizations also make collaboration significantly more efficient by using familiar visual metaphors to illustrate relationships and highlight

meaning, eliminating complex, long-winded explanations of an otherwise chaotic-looking array of figures.

Data only has value once its significance has been revealed and consumed, and its consumption is best facilitated with graphical representation tools that are designed with human cognition and perception in mind. Human visual processing is very efficient at detecting relationships and changes between sizes, shapes, colors, and quantities. Attempting to gain insight from numerical data alone, especially in big data instances in which there may be billions of rows of data, is exceedingly cumbersome and inefficient.

PUNCTUATION

Sentence Endings

Three of the fourteen punctuation marks are appropriate for use as sentence endings. They are the period, question mark, and exclamation point.

The **period** (.) is placed at the end of declarative sentences, statements thought to be complete and after many abbreviations.

- As a sentence ender: *Jane and Jack went to the market.*
- After an abbreviation: *Her son, John Jones Jr., was born on Dec. 6, 2008.*

Use a **question mark** (?) to indicate a direct question when placed at the end of a sentence.

- *When did Jane leave for the market?*

The **exclamation point** (!) is used when a person wants to express a sudden outcry or add emphasis.

- Within dialogue: *"Holy cow!" screamed Jane.*
- To emphasize a point: *My mother-in-law's rants make me furious!*

Comma, Semicolon, and Colon

The comma, semicolon, and colon are often misused because they all can indicate a pause in a series.

The **comma** is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in numbers, dates, and letter writing after the salutation and closing.

- Direct address: *Thanks for all your help, John.*

- Separation of two complete sentences: *We went to the movies, and then we went out to lunch.*
- Separating lists or elements within sentences: *Suzi wanted the black, green, and blue dress.*

Whether to add a final comma before the conjunction in a list is a matter of debate. This final comma, known as an Oxford or serial comma, is useful in a complex series of elements or phrases but is often considered unnecessary in a simple series such as in the example above. It usually comes down to a style choice by the writer.

The **semicolon** (;) is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.

- *John was hurt; he knew she only said it to upset him.*

A **colon** (:) has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

- *He was planning to study four subjects: politics, philosophy, sociology, and economics.*

The second is between independent clauses when the second explains the first, similar to a semicolon:

- *I didn't have time to get changed: I was already late.*

The third use of a colon is for emphasis:

- *There was one thing she loved more than any other: her dog.*

A colon also has non-grammatical uses in time, ratio, business correspondence and references.

Dash and the Hyphen

Two other common punctuation marks are the dash and hyphen. These marks are often confused with each other due to their appearance but they are very different.

A **dash** is used to separate words into statements. There are two common types of dashes: en dash and em dash.

- En dash: Twice as long as a hyphen, the en dash is a symbol (–) that is used in writing or printing to indicate a range, connections or differentiations, such as 1880-1945 or Princeton-New York trains.
- Em dash: Longer than the en dash, the em dash can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence.

For   example, *She   gave   him   her   answer — No!* Whether you put spaces around the em dash or not is a style choice. Just be consistent.

A **hyphen** is used to join two or more words together into a compound term and is not separated by spaces. For example, part-time, back-to-back, well-known.

Brackets, Braces, and Parentheses

Brackets, braces, and parentheses are symbols used to contain words that are a further explanation or are considered a group.

Brackets are the squared off notations ([]) used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence will still make sense.

- *He [Mr. Jones] was the last person seen at the house.*

Braces ({}) are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are not commonplace in most writing but can be seen in computer programming to show what should be contained within the same lines. They can also be used in mathematical expressions. For example, *2{1+[23-3]}=x.*

Parentheses (()) are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases.

- *John and Jane (who were actually half brother and sister) both have red hair.*

Apostrophe, Quotation Marks and Ellipsis

The final three punctuation forms in English grammar are the apostrophe, quotation marks, and ellipsis. Unlike previously mentioned grammatical marks, they are not related to one another in any form.

An **apostrophe** (') is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:

- Omission of letters from a word: *I've seen that movie several times. She wasn't the only one who knew the answer.*
- Possessive case: *Sara's dog bit the neighbor.*
- Plural for lowercase letters: *Six people were told to mind their p's and q's.*

It should be noted that, according to Purdue University, some teachers and editors enlarge the scope of the use of apostrophes, and prefer their use on symbols (&'s), numbers (7's) and capitalized letters (Q&A's), even though they are not necessary.

Quotations marks (" ") are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

- *"Don't go outside," she said.*

Single quotation marks (' ') are used most frequently for quotes within quotes.

- *Marie told the teacher, "I saw Marc at the playground, and he said to me 'Bill started the fight,' and I believed him."*

The **ellipsis** is most commonly represented by three periods (. . .) although it is occasionally demonstrated with three asterisks (***). The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning. Students writing research papers or newspapers quoting parts of speeches will often employ ellipsis to avoid copying lengthy text that is not needed.

- Omission of words: *She began to count, "One, two, three, four..." until she got to 10, then went to find him.*
- Within a quotation: *When Newton stated, "An object at rest stays at rest and an object in motion stays in motion..." he developed the law of motion.*

British vs. American English

There are a few differences between punctuation in British and American English. The following charts details some of those differences:

	British English	**American English**
The " . " symbol is called	A full stop	a period
The " ! " symbol is called	an exclamation mark	an exclamation point
The " ( ) " symbols are called	brackets	parentheses
The " [ ] " symbols are called	square brackets	brackets
The position of quotation marks	Joy means "happiness".	Joy means "happiness."
The punctuation for abbreviations	Dr, Mr, Mrs, St, Rd, Ct	Dr., Mr., Mrs., St., Rd., Ct.

Make your writing clear

Becoming familiar with the basic punctuation marks in the English language will allow you to express yourself better in your writing. Punctuation marks will also make your sentences clearer and more understandable to the reader.

Punctuate the following sentences.

1. All of the people at the school, including the teachers and _____ were glad when summer break came.

a.   students:
b.   students,
c. students;
d. students

2. Sit up straight _____

a.   ;
b.   ?
c. .
d. :

3. They asked what time the department store would open _____

a.   ?
b.   .
c. ,
d. ;

4. Who do you think will win the contest _____

a.
b.   !
c. ?
d. ,

5. Choose the sentence below with the correct punctuation.

a. Ted and Janice, who had been friends for years, went on vacation together every summer.
b. Ted and Janice, who had been friends for years, went on vacation together, every summer.
c. Ted, and Janice who had been friends for years, went on vacation together every summer.
d. Ted and Janice who had been friends for years went on vacation together every summer.

6. To _____, Anne was on time for her math class.

a.   everybody's   surprise
b.   every   body's   surprise
c.   everybodys   surprise
d. everybodys' surprise

7. In Edgar Allen Poe's _____ Edgar Allen Poe describes a man with a guilty conscience.

a.	short	story,	"The	Tell-Tale	Heart,"
b.	short	story	The	Tell-Tale	Heart,
c. short		story,	The	Tell-Tale	Heart,
d. short story. "the Tell-Tale Heart,"					Heart

8. Billboards are considered an important part of advertising for big business, _____ by their critics.

a.	but,	an	eyesore;
b.	but,	"an	eyesore,"
c. but		an	eyesore
d. but-an eyesore			

9. I can never remember how to use those two common words, "sell," meaning to trade a product for money, or _____ meaning an event where products are traded for less money than usual.

a.	sale.
b.	"sale,"
c. "sale	
d. "to sale,"	

10. The class just finished reading _____ a short story by Carl Stephenson about a plantation owner's battle with army ants.

a.	-"Leinengen	versus	the	Ants",
b.	Leinengen	versus	the	Ants,
c. "Leinengen		versus	the	Ants,"
d. Leinengen versus the Ants				

Q. Punctuate the following sentences.

1.
                                                                    B
The comma separates a phrase.

2. C
A period or an exclamation mark is used to end an imperative sentence, that is, at the end of a direction or a command.

3. B
A period is used to end an indirect question. An indirect question is always a part of a declarative sentence and it does not require an answer.

4. C
A question mark is used to end an interrogative sentence, that is, at the end of a direct question which requires an answer.

5. A
Use a comma to separate phrases.

6. A

Possessive pronouns ending in 's' take an apostrophe before the 's': one's; everyone's; somebody's, nobody else's, etc.

7. A

Titles of short stories are enclosed in quotation marks.

8. C

No additional punctuation is required here.

9. B

Here the word "sale" is used as a "word" and not as a word in the sentence, so quotation marks are used.

10. C

Titles of short stories are enclosed in quotation marks, and commas always go inside quotation marks. Use an exclamation mark to end an exclamatory sentence, that is, at the end of a statement showing strong emotion.

UNIT – IV

ESSAY WRITING

An essay is a focused piece of writing that develops an idea or argument using evidence, analysis and interpretation.

There are many types of essays you might write as a student. The content and length of an essay depends on your level, subject of study, and course requirements. However, most essays at university level are argumentative: they aim to persuade the reader of a particular position or perspective on a topic.

The essay writing process consists of three main stages:

1. **Preparation:** Decide on your topic, do your research, and create an essay outline.

2. **Writing:** Set out your argument in the introduction, develop it with evidence in the main body, and wrap it up with a conclusion.
3. **Revision:** Check the content, organization, grammar, spelling, and formatting of your essay.

In this guide, we walk you through what to include in the **introduction, body** and **conclusion** of an academic essay, using paragraphs from our **interactive essay example**. Essay writing process

The writing process of preparation, writing, and revisions applies to every essay or paper, but the time and effort spent on each stage depends on the type of essay.

For example, if you've been assigned a five-paragraph expository essay for a high school class, you'll probably spend the most time on the writing stage; for a college-level argumentative essay, on the other hand, you'll need to spend more time researching your topic and developing an original argument before you start writing.

1. Preparation   **2. Writing**   **3. Revision**

- Define your essay topic
- Do your research and gather sources
- Come up with a thesis
- Create an essay outline

- Write the introduction
- Write the main body, organized into paragraphs
- Write the conclusion

- Evaluate the overall organization
- Revise the content of each paragraph
- Proofread for language errors
- Check for plagiarism

Preparation for writing an essay

Before you start writing, you should make sure you have a clear idea of what you want to say and how you're going to say it. There are a few key steps you can follow to make sure you're prepared:

1. **Understand your assignment:** What is the goal of this essay? What is the length and deadline of the assignment? Is there anything you need to clarify with your teacher or professor?
2. **Define a topic:** If you're allowed to choose your own topic, try to pick something that you already know a bit about and that will hold your interest.

3. **Do your research:** Read primary and secondary sources and take notes to help you work out your position and angle on the topic. You'll use these as evidence for your points.
4. **Come up with a thesis:** The thesis is the central point or argument that you want to make. A clear thesis is essential for a focused essay—you should keep referring back to it as you write.
5. **Create an outline:** Map out the rough structure of your essay in an outline. This makes it easier to start writing and keeps you on track as you go.

Once you've got a clear idea of what you want to discuss, in what order, and what evidence you'll use, you're ready to start writing.

Writing the introduction

The introduction sets the tone for your essay. It should grab the reader's interest and inform them of what to expect. The introduction generally comprises 10–20% of the text.

1. Impress your reader

The first sentence of the introduction should pique your reader's interest and curiosity. This sentence is sometimes called the hook. It might be an intriguing question, a surprising fact, or a bold statement emphasizing the relevance of the topic.

Let's say we're writing an essay about the development of Braille (the raised-dot reading and writing system used by visually impaired people). Our hook can make a strong statement that about the topic:

The invention of Braille was a major turning point in the history of disability.

2. Provide background on your topic

Next, it's important to give context that will help your reader understand your argument. This might involve providing background information, giving an overview of important academic work or debates on the topic, and explaining difficult terms. Don't provide too much detail in the introduction—you can elaborate in the body of your essay.

3. Present the thesis statement

Next, you should formulate your thesis statement—the central argument you're going to make. The thesis statement provides focus and signals your position on the topic. It is usually one or two sentences long. The thesis statement for our essay on Braille could look like this:

As the first writing system designed for blind people's needs, Braille was a ground-breaking new accessibility tool. It not only provided practical benefits, but also helped change the cultural status of blindness.

4. Map the structure

In longer essays, you can end the introduction by briefly describing what will be covered in each part of the essay. This guides the reader through your structure and gives a preview of how your argument will develop.

Writing the main body

The body of your essay is where you make arguments supporting your thesis, provide evidence, and develop your ideas. Its purpose is to present, interpret, and analyze the information and sources you have gathered to support your argument.

Length of the body text

The length of the body depends on the type of essay. On average, the body comprises 60–80% of your essay. For a high school essay, this could be just three paragraphs, but for a graduate school essay of 6,000 words, the body could take up 8–10 pages.

Paragraph structure

To give your essay a clear structure, it is important to organize it into paragraphs. Each paragraph should be centered around one main point or idea.

That idea is introduced in a topic sentence. The topic sentence should generally lead on from the previous paragraph and introduce the point to be made in this paragraph. Transition words can be used to create clear connections between sentences.

After the topic sentence, present evidence such as data, examples, or quotes from relevant sources. Be sure to interpret and explain the evidence, and show how it helps develop your overall argument.

Example of a paragraph from an essay

Lack of access to reading and writing put blind people at a serious disadvantage in nineteenth-century society. Text was one of the primary methods through which people engaged with culture, communicated with others, and accessed information; without a well-developed reading system that did not rely on sight, blind people were excluded from social participation (Weygand, 2009). While disabled people in general suffered from discrimination, blindness was widely viewed as the worst disability, and it was commonly believed that blind people were incapable of pursuing a profession or improving themselves through culture (Weygand, 2009). This demonstrates the importance of reading and writing to social status at the time: without access to text, it was considered impossible to fully participate in society. Blind people were excluded from the sighted world, but also entirely dependent on sighted people for information and education.

Writing the conclusion

The conclusion is the final paragraph of an essay. It should generally take up no more than 10–15% of the text. A strong essay conclusion:

- Returns to your thesis
- Ties together your main points
- Shows why your argument matters

A great conclusion should finish with a memorable or impactful sentence that leaves the reader with a strong final impression.

What not to include in a conclusion

To make your essay's conclusion as strong as possible, there are a few things you should avoid. The most common mistakes are:

- Including new arguments or evidence
- Undermining your arguments (e.g. "This is just one approach of many")
- Using concluding phrases like "To sum up…" or "In conclusion…"

POINTS TO REMEMBER:

Essay

0 / 14

- My essay follows the requirements of the assignment (topic and length).
- My introduction sparks the reader's interest and provides any necessary background information on the topic.
- My introduction contains a thesis statement that states the focus and position of the essay.
- I use paragraphs to structure the essay.
- I use topic sentences to introduce each paragraph.
- Each paragraph has a single focus and a clear connection to the thesis statement.
- I make clear transitions between paragraphs and ideas.
- My conclusion doesn't just repeat my points, but draws connections between arguments.
- I don't introduce new arguments or evidence in the conclusion.
- I have given an in-text citation for every quote or piece of information I got from another source.
- I have included a reference page at the end of my essay, listing full details of all my sources.
- My citations and references are correctly formatted according to the required citation style.
- My essay has an interesting and informative title.
- I have followed all formatting guidelines (e.g. font, page numbers, line spacing).

ESSAY TOPICS

TECHNICAL ESSAYS:

1. Mobile   train   radio   communication
2.   Paper   battery
3.   Smart   antenna   for   mobile   communication
4.   Smart   note   taker
5.   Embedded   web   technology
6.   Low   energy   efficiency   wireless
7.   Communication   network   design
8.   Seminar   on   artificial   passenger
9. Blue eyes technology

10. Touch screen technology

NON-TECHNICAL ESSAYS:

1. Climate Change
2. Principles of Management
3. Marketing Strategy
4. Leadership
5. Inventory Management
6. Social Media
7. Classroom Management
8. Entrepreneurship
9. Teamwork
10. Logistics Management
11. Natural Resources
12. Thermal Pollution

REPORT WRITING

A report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets outs and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Requirements for the precise form and content of a report will vary between organisation and departments and in study between courses, from tutor to tutor, as well as between subjects, so it's worth finding out if there are any specific guidelines before you start.

Reports may contain some or all of the following elements:

- A description of a sequence of events or a situation;
- Some interpretation of the significance of these events or situation, whether solely your own analysis or informed by the views of others, always carefully referenced of course (see our page on **Academic Referencing** for more information);
- An evaluation of the facts or the results of your research;
- Discussion of the likely outcomes of future courses of action;
- Your recommendations as to a course of action; and
- Conclusions.

Not all of these elements will be essential in every report.

If you're writing a report in the workplace, check whether there are any standard guidelines or structure that you need to use.

For example, in the UK many government departments have outline structures for reports to ministers that must be followed exactly.

Sections and Numbering

A report is designed to lead people through the information in a structured way, but also to enable them to find the information that they want quickly and easily.

Reports usually, therefore, have numbered sections and subsections, and a clear and full contents page listing each heading. It follows that page numbering is important.

Modern word processors have features to add tables of contents (ToC) and page numbers as well as styled headings; you should take advantage of these as they update automatically as you edit your report, moving, adding or deleting sections.

Report Writing

Getting Started: prior preparation and planning

The structure of a report is very important to lead the reader through your thinking to a course of action and/or decision. It's worth taking a bit of time to plan it out beforehand.

Step 1: Know your brief

You will usually receive a clear brief for a report, including what you are studying and for whom the report should be prepared.

First of all, consider your brief very carefully and make sure that you are clear who the report is for (if you're a student then not just your tutor, but who it is supposed to be written for), and why you are writing it, as well as what you want the reader to do at the end of reading: make a decision or agree a recommendation, perhaps.

Step 2: Keep your brief in mind at all times

During your planning and writing, make sure that you keep your brief in mind: who are you writing for, and why are you writing?

All your thinking needs to be focused on that, which may require you to be ruthless in your reading and thinking. Anything irrelevant should be discarded.

As you read and research, try to organise your work into sections by theme, a bit like writing a **Literature Review**.

Make sure that you keep track of your references, especially for academic work. Although referencing is perhaps less important in the workplace, it's also important that you can substantiate any assertions that you make so it's helpful to keep track of your sources of information.

The Structure of a Report

Like the precise content, requirements for structure vary, so do check what's set out in any guidance.

However, as a rough guide, you should plan to include at the very least an executive summary, introduction, the main body of your report, and a section containing your conclusions and any recommendations.

Executive Summary

The **executive summary** or **abstract**, for a scientific report, is a brief summary of the contents. It's worth writing this last, when you know the key points to draw out. It should be no more than half a page to a page in length.

Remember the executive summary is designed to give busy 'executives' a quick summary of the contents of the report.

Introduction

The **introduction** sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

Report Main Body

The **main body of the report** should be carefully structured in a way that leads the reader through the issue.

You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out clearly and concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results. All the information that you present should be related back to the brief and the precise subject under discussion.

Conclusions and Recommendations

The **conclusion** sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section.

Recommendations suggest how you think the situation could be improved, and should be specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.

A Word on Writing Style

When writing a report, your aim should be to be absolutely clear. Above all, it should be easy to read and understand, even to someone with little knowledge of the subject area.

You should therefore aim for crisp, precise text, using plain English, and shorter words rather than longer, with short sentences.

You should also avoid jargon. If you have to use specialist language, you should explain each word as you use it. If you find that you've had to explain more than about five words, you're probably using too much jargon, and need to replace some of it with simpler words.

Consider your audience. If the report is designed to be written for a particular person, check whether you should be writing it to 'you' or perhaps in the third person to a job role: 'The Chief Executive may like to consider...', or 'The minister is recommended to agree...', for example.

A Final Warning

As with any academic assignment or formal piece of writing, your work will benefit from being read over again and edited ruthlessly for sense and style.

Pay particular attention to whether all the information that you have included is relevant. Also remember to check tenses, which person you have written in, grammar and spelling. It's also worth one last check against any requirements on structure.

For an academic assignment, make sure that you have referenced fully and correctly. As always, check that you have not inadvertently or deliberately plagiarised or copied anything without acknowledging it.

Report Types:

The top eight types of report.

The types are:

1. Formal or Informal Reports

2. Short or Long Reports

3. Informational or Analytical Reports

4. Proposal Report

5. Vertical or Lateral Reports

6. Internal or External Reports

7. Periodic Reports

8. Functional Reports.

Type # 1. Formal or Informal Reports:

Formal reports are carefully structured; they stress objectivity and organization, contain much detail, and are written in a style that tends to eliminate such elements as personal pronouns. Informal reports are usually short messages with natural, casual use of language. The internal memorandum can generally be described as an informal report.

Type # 2. Short or Long Reports:

This is a confusing classification. A one-page memorandum is obviously short, and a twenty page report is clearly long. But where is the dividing line? Bear in mind that as a report becomes longer (or what you determine as long), it takes on more characteristics of formal reports.

Type # 3. Informational or Analytical Reports:

Informational reports (annual reports, monthly financial reports, and reports on personnel absenteeism) carry objective information from one area of an organization to another. Analytical reports (scientific research, feasibility reports, and real-estate appraisals) present attempts to solve problems.

Type # 4. Proposal Report:

The proposal is a variation of problem-solving reports. A proposal is a document prepared to describe how one organization can meet the needs of another. Most governmental agencies advertise their needs by issuing "requests for proposal" or RFPs. The RFP specifies a need and potential suppliers prepare proposal reports telling how they can meet that need.

Type # 5. Vertical or Lateral Reports:

This classification refers to the direction a report travels. Reports that more upward or downward the hierarchy are referred to as vertical reports; such reports contribute to management control. Lateral reports, on the other hand, assist in coordination in the organization. A report traveling between units of the same organization level (production and finance departments) is lateral.

Type # 6. Internal or External Reports:

Internal reports travel within the organization. External reports, such as annual reports of companies, are prepared for distribution outside the organization.

Type # 7. Periodic Reports:

Periodic reports are issued on regularly scheduled dates. They are generally upward directed and serve management control. Preprinted forms and computer-generated data contribute to uniformity of periodic reports.

Type # 8. Functional Reports:

This classification includes accounting reports, marketing reports, financial reports, and a variety of other reports that take their designation from the ultimate use of the report. Almost all reports could be included in most of these categories. And a single report could be included in several classifications. Although authorities have not agreed on a universal report classification, these report categories are in common use and provide a nomenclature for the study (and use) of reports. Reports are also classified on the basis of their format. As you read the classification structure described below, bear in mind that it overlaps with the classification pattern described above.

Preprinted Form: Basically for "fill in the blank" reports. Most are relatively short (five or fewer pages) and deal with routine information, mainly numerical information. Use this format when it is requested by the person authorizing the report.

ii. Letter: Common for reports of five or fewer pages that are directed to outsiders. These reports include all the normal parts of a letter, but they may also have headings, footnotes, tables, and figures. Personal pronouns are used in this type of report.

iii. Memo: Common for short (fewer than ten pages) informal reports distributed within an organization. The memo format of "Date," "To," "From," and "Subject" is used. Like longer

reports, they often have internal headings and sometimes have visual aids. Memos exceeding ten pages are sometimes referred to as memo reports to distinguish them from shorter ones.

iv. Manuscript: Common for reports that run from a few pages to several hundred pages and require a formal approach. As their length increases, reports in manuscript format require more elements before and after the text of the report. Now that we have surveyed the different types of reports and become familiar with the nomenclature, let us move on to the actual process of writing the report.

Reading Comprehension

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to

- Decode what they read;
- Make connections between what they read and what they already know; and
- Think deeply about what they have read.

Comprehension skills are the strategies a reader uses to construct meaning and retrieve information from a text. Comprehension skills are very much like think- ing skills. ... Comprehension skills are also cognitive processes which can be broken into steps and taught explicitly.

The 3 main type of reading strategies are

Skimming:

Skimming will help you grasp the general idea or gist of a text. You might quickly read the table of contents **Skimming:**

, the headings or the abstract. You could also read the first and last paragraphs and the first and last sentence of each paragraph in a relevant section.

Scanning:

Scanning allows you to locate precise information. You might identify a key terms or expressions which will alert you to where your subject is being addressed. You could then run your eyes over a text looking for these.

Detailed reading:

Detailed reading allows you to critically consider aspects of the text. This may involve close reading of the entire text, or of important sections of the text.

Revision reading:

This involves reading rapidly through material with which you are already familiar, in order to confirm knowledge and understanding.

Stages in reading a text

It is important to break down the reading process into the following stages:

Before reading get an overview of the text:

- skim the table of contents, headings and subheadings
- read the introduction and conclusion
- scan the relevant sections to locate where your topic is discussed

During reading closely follow the development of the ideas in the text:

- read actively - write in the margins, highlight phrases, take note of important points
- don't forget to examine diagrams and figures as they are information-dense
- read critically - ask yourself quest

After reading think over what you have read. Make a brief summary of the main ideas and concepts in the text.

Precis-writing

A precis is a summary. Precis writing is an exercise in compression. A precis is the gist of a passage expressed in as few words as possible. A precis should give all essential points so that anyone reading it will be able to understand the idea expressed in the original passage. Precis writing is summarising a comprehension in limited words, covering all the important aspects and details of the passage given.

Note that precis writing is different from paraphrasing. In a paraphrase you should give all the details:

you should not leave out any details. A paraphrase will be at least as long and sometimes longer than the original. A precis, on the other hand, must always be shorter than the original. It should express only the main theme that too as briefly as possible.

How long should a precis be?

There are no rigid rules regarding the length of a precis. But as a general rule, it should not contain more than a third of the total number of words in the original passage.

Uses of precis writing

Most people read carelessly and fail to fully comprehend the meaning of the passage. Precis writing forces them to pay attention to what they read because no one can write a summary of a passage unless they read it carefully. So, summarizing teaches one to read with concentration.

Precis writing also improves your overall writing skills. It teaches you how to express your thoughts clearly, concisely and effectively. You learn to choose your words carefully and construct your sentences in a logical and concise manner.

Precis Writing is a part of the descriptive paper conducted for various competitive and Government exams under the English Language section.

Rules of Precis Writing

To avoid making any errors in writing a precis, follow a set of rules as mentioned below:

- Read the comprehension carefully
- Note down the important points
- Make a rough draft of the precis
- Make use of simple and precise language, as much as possible
- Draft the final precis once all the points have been included

Role-play

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Imaginary people - The joy of **role-play** is that students can 'become' anyone they like for a short time! Role-play adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event.

Imaginary people:

The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star etc., the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme.

Imaginary situations:

Functional language for a multitude of scenarios can be activated and practised through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Why role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. It's fun and motivating. One who are quiet get the chance to express themselves in a more forthright way. The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities. In addition to these reasons, one will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Uses and Benefits

Role-playing takes place between two or more people, who act out roles to explore a particular scenario.

It's most useful to help you or your team prepare for unfamiliar or difficult situations. For example, you can use it to practice sales meetings, interviews, presentations, or emotionally difficult conversations, such as when you're resolving conflict.

By acting scenarios like these out, you can explore how other people are likely to respond to different approaches; and you can get a feel for approaches that are likely to work, and for

those that might be counter-productive. You can also get a sense of what other people are likely to be thinking and feeling in the situation.

Also, by preparing for a situation using role-play, you build up experience and self-confidence with handling the situation in real life, and you can develop quick and instinctively correct reactions to situations. This means that you'll react effectively as situations evolve, rather than making mistakes or becoming overwhelmed by events.

You can also use role-play to spark brainstorming sessions, to improve communication between team members, and to see problems or situations from different perspectives.

How to Use Role Play

It is easy to set up and run a role-playing session. It will help to follow the five steps below.

Step 1: Identify the Situation

To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins.

If you're in a group and people are unfamiliar with each other, consider doing some icebreaker exercises beforehand.

Step 2: Add Details

Next, set up a scenario in enough detail for it to feel "real." Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

Step 3: Assign Roles

Once you've set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens (for example, salespeople). Others will represent people who are supportive or hostile, depending on the scenario (for example, an angry client).

Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation. (You may find the Perceptual Positions technique useful here.)

Step 4: Act Out the Scenario

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

It can be useful if the scenarios build up in intensity. For instance, if the aim of your role-play is to practice a sales meeting, the person playing the role of the potential client could start as an ideal client, and, through a series of scenarios, could become increasingly hostile and

difficult. You could then test and practice different approaches for handling situations, so that you can give participants experience in handling them.

Step 5: Discuss What You Have Learned

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

For example, if you're using it as part of a training exercise, you could lead a discussion on the scenarios you have explored, and ask for written summaries of observations and conclusions from everyone who was involved.

ADZAP

ADZAP is quite an interesting game of our club, which is also widely played as a part of intercollegiate symposiums, tech-fests etc. This game is mainly to improve marketing skills, which would come in handy when the students enter an industry.

The ADZAP competition was held at school and college and each class was divided into 4 teams consisting of 4 members each. The teams were given their topic 30 minutes in advance. Some of the interesting topics were - colour changing dress, invisible tattoo ink, teacher robot, a biscuit that could make dogs talk.

The teams were then given the time to think of the best way to advertise or sell the topic or idea allotted to them. Every team had to present a 3-minute pitch to present on the stage. They had to convince the judges that their product or idea was the best.

Teams were judged on clarity of thought, innovative idea, humour, team coordination and expression.

The students were brilliant as they used witty one-liners and tag lines, poems and skits to present their respective products.

The competition was fierce and the judges had a tough time judging the winners. With stressful exams just over, it was a good break for the students as they had a spectacular time presenting their pitch and enjoying the interesting presentations by their peers.

Rules of the game:

- A team can consist of 4 to 5 members.
- A product will be given to your team, for which you have to advertise.
- The time limit is approximately 3 to 5 minutes.
- You can advertise the product in a funny fashion.
- Your speaking skills will be judged.
- All conversations must be in English.

UNIT V

PROJECT WRITING

How to write a project

- Define the **project** goals and value they bring.
- List out the assets the **project** is expected to deliver.
- Draw the connection between stakeholder requirements and the **project** tasks. Show the timeline (Gantt chart) of the **project** so that everyone can see dependencies and know the expected dates.

How to write a project plan:

1. Understand the scope and value of your **project** plan.
2. Conduct extensive research.
3. Ask the tough questions.
4. Create your **project** plan outline.
5. Talk with your team.
6. **Write** your full **project** plan.
7. Execute your plan in Team
8. Publish your plan.

A project proposal is the document that facilitates a professional relationship between an organization and outside contributors. Typically, a project proposal is the initial framework for establishing the concept of the project and includes what you want to accomplish, an explanation of objectives, and plans for achieving them. It is common for a project proposal to include a list of activities or tasks that will be associated with the project, illustrate the significance of this specific project idea, and explain the origins of this project.

A project proposal is also the marketing document that kicks off a relationship between an organization and outside project stakeholders. Creating a proposal allows an organization to establish a formal, logical presentation to an outside worker or project donor. Proposals are generally drafted during one of the early phases of your project (before detailed plans are made and resources are allocated). Therefore, time and budget estimates are often rough, at best.

Brevity is better. Keep your proposal short, direct, and to the point.

Avoid Jargon. The people who will be reading your proposal are educated faculty members across ALL disciplines. Thus, if you use jargon or acronyms specific to your individual

discipline, the reader will not know what you mean unless you explain, in simple terms, highly technical words or discipline-specific acronyms. When in doubt, spell it out.

Proposal Components

I. Proposal Title

II. Abstract.

III. Research Question and Significance

What is the question or technique that you want to explore in your research or creative work?

Why is this an interesting and important question? *Significance* means the intellectual significance to both members of your discipline and you. Significance also means that you have addressed the question of "so what?" about your research. **Citation of literature references in this section is required.**

IV. Goals/Objectives

Explain specifically what you plan to accomplish during the award period.

V. Methodology or Procedures

Describe exactly what activities or procedures will take place during the award period. Specifically explain how the project will be completed.

Identify what you will do and what other individuals involved in the project will do.

What kinds of techniques will you use? Are they new or unique? In what ways? What types of data will be collected and analyses will be performed? Is your research quantitative? Qualitative? Exploratory? Historical? Another type of research? What procedures, materials, or concepts will drive your project?

Describe the extent of the involvement of the faculty mentor in the project.

V. Timeline

Identify the time period (weeks, months, etc.) you plan to work on the project, and give the dates you expect the project to begin and end along with an approximation of how many hours

each week you will focus on the project. Include a timeline that outlines the progression of activities that will take place during the entire award period sequentially. The timeline may be presented graphically or in outline form.

VI. The Student Investigator's Qualifications

Briefly describe your qualifications to pursue the project. Include your major and number of completed credit hours and expected graduation date.

Explain why you are interested in this project, what related classroom or laboratory experience you have had, what background reading you have done, what discussions you have had with a faculty member, or any other background that qualifies you to complete your project.

VI. Evaluation/Dissemination

Describe ways that you might share the results of this project with the University community and with a larger audience if appropriate. Don't forget that if you receive monetary support from the Endeavor Awards Program that you will be required to present your work at the Endeavor Undergraduate Research and Creative Works Symposium on April 10, 2014.

VII. Budget Summary

Make sure the items listed in your budget have been mentioned elsewhere in the proposal. If you are ordering materials, include the vendor estimates in your proposal. Remember to include shipping costs when appropriate.

VIII. Budget Narrative

Make sure you justify the expenses in your narrative including why the items you are requesting are essential to your successful completion of the project.

IX. References Cited

All proposals must have citation of appropriate and relevant previous works and research. Creativity proposals must also include citation of background research.

SAMPLE

IT Project Plan Layout

IF4IT SDLC Delivery Phases	Year 1 Quarter 3	Year 1 Quarter 4	Year 2 Quarter 1	Year 2 Quarter 2
Phase I: Strategy				
Phase II: Research & Solutions Options				
Phase III: Planning				
Phase IV: Requirements				
Phase V: Design				
Phase VI: Procurement & Localized Builds				
Phase VII: Common/Centralized Build				
Phase VIII: Systems Integration Testing				
Phase IX: User Acceptance Testing				
Phase X: Performance Testing				
Phase XI: Training & Education				
Phase XII: Production Stabilization				
Phase XIII: Disaster Recovery				
Closing of Release & Post Mortem Activities				

Consequence ↔ Consequence

Problem

Condition — Condition

Behavior — Behavior

Knowledge ↔ Attitudes ↔ Beliefs

Steps to be followed in writing project proposal

- Step 1: Define the problem
- Step 2: Present your solution
- Step 3: Define your deliverables and success criteria
- Step 4: State your plan or approach
- Step 5: Outline your project schedule and budget
- Step 6: Tie it all together

- **Step 7:** Edit/proofread your proposal

Plagiarism

Plagiarism is a common problem, primarily among students. Merriam-Webster Dictionary defines **plagiarism** as follows: Definition "To steal and pass off (the ideas or words of another) as one's own: to use (another's production) without crediting the source"

Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as one's own original work. In educational contexts, there are differing definitions of plagiarism depending on the institution.

Types of plagiarism

Plagiarism takes various forms. It ranges from reusing an entire document to rewriting a single paragraph. In the end, all types of plagiarism come down to passing off someone else's ideas or words as your own.

Common types of plagiarism

Copy-and-paste plagiarism	Copy-and-paste plagiarism, also known as direct plagiarism, means using a paragraph from another source without a citation.
	If you really want to include a passage from another source word for word, you should learn how to quote it.
Mosaic plagiarism	Copying and pasting different pieces of text together to create a kind of "mosaic" or "patchwork" of other researchers' ideas is plagiarism.
	Although the result is a completely new piece of text, the words and ideas aren't new.
Self-plagiarism	When you use parts of your previous work (e.g. a paper, a literature review or a dataset) without properly citing it, you commit what's called self-plagiarism.
	Although it sounds a bit crazy to be penalized for plagiarizing your own work, you should know that it is done because it goes against the expectations of the readers of your paper. They expect the work to be original.
Global plagiarism	When you use someone else's paper, you are committing plagiarism because you are pretending that the words and ideas are yours.
	Using someone else's work includes, for example, having a friend or family write the text for you or buying an essay from a so-called essay mill.

Consequences of plagiarism

The consequences of plagiarism depend on the type of plagiarism and whether you're a first-year student, an experienced academic or a working professional.

These are some possible consequences of plagiarism:

- Failing the course
- Expulsion or suspension from your university
- Copyright infringement
- Ruined reputation and potentially the end of your career

Statements about plagiarism from universities and journals

The consequences of committing plagiarism vary according to the university or journal. Below, you can find statements from American University and the American Marketing Association (AMA). Always check the editorial policies and academic integrity code of your institution.

American University"Sanctions for code violations [plagiarism] include loss of credit for the assignment, a failing grade for the course, a permanent notation on the transcript and dismissal from the university."American Marketing Association"The penalty will be dictated by the nature of the offense and will likely include a ban on submitting to any journal published by the AMA for a period of time. All sitting Editors of AMA journals will be informed. ... In extreme circumstances, the committee reserves the right to inform an author's institution, depending on the seriousness of the offense."

How to avoid plagiarism

To avoid plagiarism, simply follow these two steps:

1. Quote, paraphrase or summarize the words or ideas from someone else.
2. Give credit to the original source by including a citation in the text and the reference list.

What information needs to be cited?

Not all the information you use needs to be cited. Some information is considered common knowledge. Common knowledge is information that most people know. Here are a few examples:

- Donald Trump is the president of the United States.
- The Amazon is the world's largest tropical rainforest.

The concept seems simple, but common knowledge can differ from person to person. Therefore, you should ask yourself who your readers are and what they consider to be common knowledge.

Paraphrasing without crediting the original author is considered plagiarism and therefore has serious consequences.

However, if you do credit the original author correctly using an in-text citation or footnote citation and include the full source in the reference list, then you do not commit plagiarism.

In order to avoid plagiarism, you must always cite the source in the correct citation format; otherwise, you are presenting something as your own work, even though it's not.

Plagiarism is the act of using someone else's work or ideas without crediting the original author and thereby pretending it's your own.
Paraphrasing means rephrasing the original text in your own words.

collecting data – six steps to success

1. Step 1: Identify issues and/or opportunities for **collecting data**.
2. Step 2: Select issue(s) and/or opportunity(ies) and set goals.
3. Step 3: Plan an approach and methods.
4. Step 4: **Collect data.**
5. Step 5: Analyze and interpret **data**.
6. Step 6: Act on results.

If an organization is considering whether to collect data on its own or get help from an external consultant, it will need to have enough information to make an informed decision about how to proceed.

This section outlines some of the key considerations that may arise during various steps in the data collection process. There is no requirement that these steps be followed or pursued in the order that they are written. The model presented is offered as a reference tool. How data is gathered and analyzed depends on many factors, including the context, the issue that needs to be monitored, the purpose of the data collection, and the nature and size of the organization.

The main consideration is to make sure that any information collected is done in a way and for a purpose that is consistent with the *Code* and complies with freedom of information and privacy protection legislation. In the interest of effectiveness and efficiency, it is recommended that efforts be made to collect data that will shed light on issues or opportunities. To protect

the credibility and reliability of data, information should be gathered using accepted data collection techniques.

Step 1: Identify issues and/or opportunities for collecting data

The first step is to identify issues and/or opportunities for collecting data and to decide what next steps to take. To do this, it may be helpful to conduct an internal and external assessment to understand what is happening inside and outside of your organization.

Some organizations, like FCP and Legislated Employment Equity Plan (LEEP)[21] employers, are given specific direction on what issues should be explored and how data must be collected. Other organizations may have more flexibility to decide when and how to collect information to achieve certain goals. Some of the non-exhaustive questions identified below may apply to a diverse range of organizations and audiences, including employees and service users. Depending on the organization, these questions may be considered at Step 1, or at different stages in a data collection process.

Conduct a review of all policies, practices and procedures applicable to employees, service users or another appropriate audience:

- Does the organization have human resources and human rights policies, practices and procedures that are accessible to all employees or to the people they serve?
- Does the organization have clear, transparent and fair complaint procedures in place to deal with allegations of discrimination, harassment or systemic barriers?
- Have any claims, grievances or allegations been made or received relating to discrimination, harassment or systemic barriers?
- Do any signal barriers to persons protected under the *Code* and/or other individuals/groups in society based on a non-*Code* ground?
- Have any been dealt with appropriately and in accordance with existing polices, practices and procedures?

Explore organizational culture from a human rights, diversity and equity-inclusion lens:

- What are the organization's mandate, goals and core values?
- What is the history of the organization?
- Are equity, diversity and inclusiveness supported, reflected and promoted by senior leaders throughout the organization?
- Are performance measures in place to motivate the achievement of an organization's strategic human resources, human rights, equity and diversity goals?
- Do employees feel that the organization is diverse, inclusive, and provides equal opportunity for learning and advancement?
- How are decisions made?
- How are employment, programming or service delivery opportunities advertised?
- Does the organization have formal, transparent and fair processes in place to recruit, hire, promote, terminate and retire staff?
- Does the organization have a clear system of discipline?
- Is this system perceived to be applied fairly and consistently?

- Do service users feel that they are welcome, valued, and able to use the services offered by the organization?

Assess external context:

- Are there best practices in the industry/sector or among similar organizations that can be learned from?
- Are there objective data or research studies showing that discrimination or systemic barriers exist or do not exist in the organization, industry/sector or similar organizations?
- Is there evidence from other organizations or jurisdictions that a policy, program or practice, similar to one in place at the organization, has had a positive or negative impact on Code-protected persons or other marginalized persons in society?
- How is the organization perceived by the community it operates in?
- Have the media or advocacy groups complimented or criticized the organization about human rights, human resource or equity issues?
- What are the demographics of the people the organization serves or the community it operates in?
- Are the demographics changing or projected to change in the future?
- Is the organization proactively looking at ways to make sure that it has the skills and knowledge to meet the potential needs and concerns of this changing demographic?

Check representation:

- Compare the organization's workforce makeup to the availability of labour or the demographics of the service users in the community, city, region, province and/or country it operates in.
- Is the organization representative of and responsive to the needs of the community it serves?
- At this stage, a detailed comparison is not needed. The goal here is to identify key issues and/or opportunities that may need further study by noting obvious gaps, disparities or trends.
- Organizations can:
- Estimate how people or groups identified by *Code* grounds and other persons/groups are represented and distributed among their employees or service users by levels of responsibility, occupation, branch, department or other appropriate measure.
- Are there any areas in the organization or in service delivery where the persons or groups seem to be obviously over-represented or under-represented?

Finding the above information can be challenging for smaller organizations, but the internet offers a wealth of resources to choose from. Media reports may offer insights, as well as on-line resources offered by the OHRC, Statistics Canada,[22] the City of Toronto,[23] government agencies, and community organizations that focus on *Code* and non-*Code* ground-related topics. Information may also be gathered from various sources using accepted data collection research methodologies discussed in Step 3.

It is to be expected that an internal and external assessment of the organization, in light of the questions listed above, may result in a number of potential issues and/or opportunities for exploring data collection. Before proceeding to Step 2, organizations may wish to consider whether there are any preliminary actions that can be taken to address these issues and/or opportunities, without collecting data (*e.g.* training, policy development).

Example: The review in Step 1 may have identified the following issues and/or opportunities for collecting data:

- Positive public feedback received about a pilot community policing project in high-crime neighbourhoods
- Unclear and inconsistent human rights policies and procedures in place to address sexual harassment.

The above examples present a potential opportunity or problematic human rights issue, respectively, and could lend themselves to data collection. Decisions need to be made about how best to address the identified opportunities and/or issues and whether it would be appropriate to act, based on the assessments in Step 1 (either instead of or together with further data collection).

If the results of the internal and external assessment seem to show that the organization does not have any pressing problems with discrimination and/or systemic barriers, and is generally in compliance with the *Code* and OHRC policies, consider whether the organization could still benefit from proactively implementing a data collection initiative (for example, to help monitor the ongoing effectiveness and suitability of policies, programs and intervention strategies).

Step 2: Select issue(s) and/or opportunity(ies) and set goals

The focus of Step 2 is choosing a priority issue(s) and/or opportunity(ies) for collecting data, and then setting goals and objectives.

The organization reviews the issues and/or opportunities identified from the internal and external assessment done in Step 1, and picks one or more specific issues and/or opportunities for starting a data collection project from among the list of priorities. Some of the questions an organization can consider when deciding to prioritize an issue and/or opportunity for gathering data include:

- Is there a fundamental reason or opportunity to collect data from which other issues and/or opportunities seem to arise?
  Example: An aging taxpayer base provides a government body with a pressing reason to collect data on this group's projected size, needs and revenue base. This changing demographic also presents an opportunity for the government body to ensure that it is proactively developing policies, programs and services that are accessible and appropriate to meet the needs and concerns of these taxpayers.
- Did the internal and external assessment of the organization in Step 1 reveal any critical gaps or trends that are apparent in the organization, industry/sector or similar organizations?
- Is there one particular area that has drawn positive/negative media attention or been subject to multiple complaints, internal rumours and concerns?
- Does there seem to be a greater diversity or lack of diversity in one area compared to others?

Goal-setting

While the organization may intend to collect data relating to multiple issues and/or opportunities at the same time, the next steps, including goal-setting, should be individualized for each issue and/or opportunity.

The specific goal(s) defined for each issue and/or opportunity may depend on a hypothesis or guess about what is happening that can be tested using data collection techniques and analysis.

Example: A downtown Toronto hotel receives complaints from guests, who self-identify as being gay, about the unwelcome treatment they received from staff. A hypothesis might be that hotel staff lack sufficient awareness and training about how to deal respectfully with guests who are gay, or are perceived to be from the larger LGBT community. The goal is to get enough evidence to test this hypothesis.

Step 2 can also involve an organization brainstorming a smaller set of questions that may be answered by collecting data. Rather than asking a general question like, "Is there any evidence of discrimination on the basis of sexual orientation or gender identity in this hotel?" one might ask, "What percentage of hotel guests self-identify as being part of the LGBT community?" and "What are the perceptions of the service received by self-identified LGBT patrons?" Ultimately, data that is collected should be rationally connected to the goals set and the overall purpose for collecting the data.

Step 3: Plan an approach and methods

In Step 3, organizations will make decisions about who will be surveyed, how data will be collected, the sources of data that will be used, and the duration of the data collection project, among other questions. These decisions may be made in consultation with an expert. The methods and approaches will flow from the goals set in Step 2, and will vary significantly depending on a number of factors, including the organization's context, size, resources, and the purpose and complexity of the issue(s) or opportunity(ies) selected.

Some of the questions to consider at this stage include:

Who will the data be collected about?

The "group of interest" (e.g. youth service users of a local community centre who cannot read and speak English as a second language) will be the focus of the study, and the data collection methods used will refer to this group, or the persons within it, depending on the goals of the project.

Understanding discrimination

- When thinking about who the data will be collected about, it is important to consider who you think will be most affected by, for example, the discrimination or inequities that you wish to measure. Is it a broad category (e.g. all service users who *cannot* read), or a sub-set of that category (e.g. *youth* service users who *cannot* read)? The italicized words refer to a unique characteristic about a broader group that an organization may wish to gather information about.

- Depending on factors like the goals of the data collection project, the organization's size, resources and time, data may be gathered about many sub-sets within a broader group of interest (e.g. *youth* service users who *cannot read* and who *speak English as a second language*).
- Collecting data about a group of interest that shares characteristics, based on several *Code* or non-*Code* grounds, can help an organization understand the behaviour, perceptions, values and demographic makeup of services users and other subjects of interest. Generally speaking, gathering data that reflects more than one *Code* and/or non-*Code* ground can allow for richer, nuanced information and more complex analysis.
- It is important to recognize that based on their unique combination of identities, people may be exposed to particular forms of discrimination. Multiple forms of discrimination can intersect and compound to form a unique experience of discrimination. This perspective is referred to as an "intersectional" analysis of discrimination.

  Example: A South Asian male youth service user, who cannot read and speaks limited English, may face discrimination on any of the grounds of age, race, colour, ancestry, ethnic origin, place of origin, gender, disability or perceived disability (*e.g.* could be seen as having a learning disability). However, he may also be exposed to discrimination on intersecting grounds based on being identified as a "young, illiterate Indian male from a foreign country," based on the various assumptions or stereotypes that are uniquely associated with this socially significant interaction of multiple identity factors.

To better understand the potential impact of multiple identity factors, or intersectionality, when collecting and analyzing data about a group of interest, it may be helpful to consult with communities, and review applicable research and other relevant documents that highlight how the dynamic of discrimination and disadvantage can play out in a practical way for persons identified by *Code* and non-*Code* grounds. The OHRC's recent edition of Human Rights at Work is a useful reference for this purpose. The OHRC has also developed policies and guidelines that provide a more detailed outline of how the *Code* applies to the various grounds (see Appendix G for a list of OHRC guides, policies and guidelines).

Who will the group of interest be compared to?

The "comparator group"[24] should be persons who share one or more characteristics with the persons in the group of interest, but differ in the key characteristic(s) being studied (e.g. youth service users who cannot read but *can* speak English fluently). The experiences of youth service users who cannot read and who speak English as a second language can then be compared to youth service users who cannot read but can speak English fluently.

What locations or geographical areas will the data be gathered from?

Some data collection initiatives require gathering data from multiple sizes, groups or communities located in different locations and geographical areas. When determining where to collect information from, key factors to consider include who the data will be collected about and who the data will be compared to.

Example: A local community centre is interested in making its current youth literacy program more responsive to the needs of an increased number of youth in the surrounding area who

cannot read and who speak English as a second language. The community centre plans to gather information about the community it serves and the geographical region it is located in. Data is gathered from the community centre's pre-existing records relating to its service users, including people who attend the youth literacy program or have expressed an interest in it. Publicly available information about the characteristics of the surrounding neighbourhood is also explored, among other data sources.

What categories will be used to identify the group of interest and comparator group?

Choosing categories provides a way to organize the information that is collected. This can be done either before collecting data, as discussed in this step, or after data is collected (see Step 5).

In some cases, although it is not required, it is preferable to use pre-determined categories such as those developed by Statistics Canada. There are certain benefits to this approach.

Example: Organizations can be confident that the 12 racial groups used by Statistics Canada will represent how the majority of Canadians racially classify themselves. In addition, use of these categories is most likely to produce reliable and valid results and enable researchers to directly compare the results of their studies to Census data collected by Statistics Canada.[25]

The limitations are that if these categories are used, some respondents may not identify with them or may object to them. Another limitation is that Statistics Canada does not produce Census data on all grounds (for example, on sexual orientation).[26]

For a fee, Statistics Canada will customize its data. For example, it can break it down to "disaggregated" data for a local labour market or for a particular occupational category.[27]

Another limitation is that the Statistics Canada categories may be too broad depending on the goals selected in Step 2.

Example: Using a broad category such as "racialized" can mask important differences between racialized groups, since racialized groups are not subject to exactly the same experiences, racial stereotypes and types of discrimination.[28] However, when it is necessary to describe people collectively, the term "racialized person" or "racialized group" is preferred over terms like "racial minority," "visible minority," "person of colour" or "non-White" as it expresses race as a social construct rather than as a description based on perceived biological traits. Also, these other terms treat "White" as the norm that racialized persons are to be compared to, and have a tendency to group all racialized persons in one category, as if they are all the same.[29]

Consider other categories to describe the groups selected (for example, relating to job or service categories). Organizations may ultimately choose the categories that best reflect where the organization is at in terms of achieving its human rights, equity and diversity goals.

How should data be collected?

In the context of human rights, social-science researchers[30] are commonly asked to lead or help with data collection projects. Two types of data are used in social science research: qualitative and quantitative. A good research effort involves the use of both types. Both approaches, while distinct, can overlap and rely on the other to produce meaningful data, analysis and results.

Qualitative data:

- Typically, data is called "qualitative" if it is in the form of words, but may also include any information that is not numerical in form, such as photographs, videos and sound recordings.
- Qualitative methods are aimed at describing a specific context, event, people or relationship in a broad contextual way, by trying to understand the underlying reasons for behaviour, thoughts and feelings.
- Common qualitative research methods include observation, one-on-one interviews, focus groups and intensive case studies.

  Example: A restaurant chain wants to improve service and access to customers with disabilities. Management decides to collect qualitative information using focus groups consisting of a range of stakeholders, including customers and representatives of organizations from the disability community.

  Potential strengths:

- qualitative data excels at "telling the story" from the participant's viewpoint (it helps participants feel like they have been heard)
- can help others better understand the issue or problem by providing the rich descriptive detail that explains the human context of numerical results

  Potential weaknesses:

- perceived that the accuracy of qualitative data can be influenced by false, subjective or manipulated testimonies. Good qualitative data, checked by a professional researcher and gathered using accepted data collection research methods, can address the impact of such factors
- depending on the nature and size of the project, as well as the sophistication of the methods and analysis used, can take a significant amount of time, be very labour-intensive, and yield results that may not be general enough for policy-making and decision-making purposes.

Quantitative data:

- Typically, data is called "quantitative" if it is in the form of numbers.
- A quantitative approach can be used to count events or the number of people who represent a particular background.
- Common quantitative tools include surveys, questionnaires and statistical data (such as Statistics Canada census information).
- It is important to note that all quantitative data is based on qualitative judgment. In other words, numbers cannot be interpreted by themselves, without understanding the assumptions that underlie them.

  Example: A simple 1- 5 rating variable for the survey statement, "My union handles human rights grievances in a sensitive and efficient manner" gives respondents the option of circling:

1 (Strongly Disagree), 2 (Disagree), 3 (Neutral) 4 (Agree) and 5 (Strongly Agree).

A respondent circles "2 = Disagree." To understand the value of "2" here, a researcher must consider some of the judgments and assumptions that are behind this choice. Did the respondent understand the term "human rights grievance"? Has the respondent had experience filing a grievance with the union? Does the respondent like unions generally?

Potential strengths:

- perceived to be more credible and reliable than qualitative data because of the use of numbers, which are seen as an objective source of data. This is not necessarily the case. The accuracy of quantitative data can be influenced by manipulation and bias of the researcher, among other factors, unless checked by the researcher's professionalism and the use of accepted data collection research methods
- quantitative data excels at summarizing, organizing and comparing large amounts of information, and drawing general conclusions about a research topic of interest
- can help measure progress and success
- good at identifying trends and determining the magnitude of a research topic of interest.

Potential weaknesses:

a focus on numbers and rankings alone can overly simplify or lead to an inaccurate understanding of complex situations and realities, unless a broader context is provided

Example: An employment data survey of the Custodial Services Division of a large organization reveals that 80% of the cleaning staff are women and that 6 of 7 Custodial Services supervisors are men. A comparison between these figures and gap data from Human Resources and Skills Development Canada (HRSDC) shows that, while there is an overrepresentation of women in the ranks of cleaners, there is no gap for women in the ranks of supervisors.

The reason for the seeming discrepancy is that HRSDC gap data is based on availability. Nationally, so few women are Custodial Services supervisors that there is a statistically insignificant availability, giving rise to the conclusion that there is no numerical gap with respect to women supervisors. This conclusion, however, does not make sense since the organization knows that the 200:40 women to men cleaning staff ratio is supervised by a 6:1 male to female supervisory staff ratio. The organization decides to ignore the HRSDC data and apply common sense by setting up career advancement mentoring and other policies and programs to increase the number of female supervisors in its workforce.

- subject to multiple interpretations of what the numbers actually mean, which can lead to a distorted understanding of a research topic of interest. This potential weakness can be minimized by using accepted quantitative research methods and identifying appropriate warnings to explain the parameters and assumptions underlying the research
- depending on the nature and size of the project, as well as the sophistication of the methods and analysis used, it can be costly to gather the required information
- in areas of research that are relatively new or where tools, indicators, procedures and sources are far from settled, statistical data can be lacking or of unequal quality, causing problems for comparisons. These difficulties are often compounded by other issues, like definition problems

(e.g. the meaning of the word "freedom" – depending on the interpretation of the word chosen, it may produce different issues and results).

What sources of data should be used to collect information?

Qualitative and quantitative data are generally gathered from more than one source. Where possible, two or more of the following sources should be used together to strengthen reliability and consistency in results.

Pre-existing or official data

Pre-existing or official data is information that has already been documented (e.g. newspaper clippings, case law, Statistics Canada census data, photographs) or is created by an organization during its routine business operations (e.g. employee personnel files, student registration forms, annual reports, occurrence reports). This data may contain information that directly relates to specific *Code* grounds like race, but more commonly will relate only indirectly (for example, in the form of names, place of origin or ethnicity). This type of information could be used as proxies or stand-ins for race, but would be less reliable than actually having self-reported racial data.

Potential strengths:

- is efficient. Avoids the time, energy, expense and disruption involved in collecting data as a separate step from running daily operations
  Example: Outcomes of workplace recruitment, hiring, promotions and terminations can be recorded, as can events such as interventions by security guards and customer complaints. When recording these events, relevant *Code* ground and non-*Code* classifications could also be included. This data could then be examined for trends over time to show whether discrimination or systemic barriers exist, may exist or do not exist.

Potential weaknesses:

- to be a useful source of information, organizations need to be willing to collect the data as part of their ordinary record-keeping procedures
- the reliability of this data will depend on the diligence and accuracy of the reporting done by the people collecting it.

Survey data

Survey research is a broad area and generally includes any measurement procedures that involve asking respondents questions. A "survey" can range from a short paper-and-pencil questionnaire to an in-depth one-on-one interview (interviews will be discussed further below).

In designing a survey, it is important to consider the specific characteristics of the respondents, to make sure that the questions are relevant, clear, accessible and easy to understand. Some practical considerations to keep in mind are whether the respondents can read, have language or cultural barriers, have disabilities, and can be easily reached.

Potential strengths:

- very useful for documenting an individual's perceptions and perceived experiences of an organization's work culture, service delivery or other areas of interest

Example: The TDSB's 2006 Student Census, Grades 7-12 System Overview included a component on how senior and secondary school students generally perceived their schooling and out-of-school experiences in 10 areas, including school safety and home support and involvement.

- can contain questions that are quantitative or qualitative in nature, or a combination of both
- can be conducted on a small or large scale.

Potential weaknesses:

- quality and reliability of survey data depends on factors like the expertise of the people conducting them, the design and appropriateness of the questions asked, and the credibility of the methods used to analyze and interpret the results
- may not provide an accurate measure of how others perceive a person's background or experience.

Example: A transgender employee may self-identify as female but a third party may identify her as male.

Focus groups and interviews

Interviews and focus groups (also referred to as "group interviews") allow for information to be provided orally, either individually or in a group setting. The data can be recorded in a wide variety of ways including written notes, audio recording and video recording.

Focus groups:

In focus groups, the interviewer facilitates the session. A select group of people are brought together, asked questions, encouraged to listen to each other's comments, and have their answers recorded. The same set of questions may be used for a number of different groups, each of which is constituted slightly differently, and for a range of purposes.

Focus groups may be facilitated by professionals, but this is not always needed. The decision to hire a professional facilitator may depend on the goals of the focus group research, the nature of the questions asked, the skills and experience of staff taking part, and the need for confidentiality   or   anonymity.

Example: To get the unique perspective of each group, an organization may wish to hold separate focus groups for representatives of each of the organization's internal and external stakeholder groups, such as senior management, front-line employees, service users, union representatives and community groups. Or, it may be of greater value to organize a group that includes people representing all key internal and external stakeholders, to allow for contrasting ideas   to   be   expressed   and   discussed.

Whatever format is chosen, it is important that the focus group is structured and managed in a way that cultivates a "safe space" for people to share their experiences. In some cases, this may not be possible without setting up separate focus groups or hiring a professional facilitator who is not connected to the organization.

Potential strengths:

- focus groups allow for multiple narratives to be voiced in one "interview" about a research topic of interest
- act as tools for education because discussion among participants can illuminate the participants' and the researcher's views, helping to further refine research about a particular topic of interest.

Potential weakness:

- does not allow participants to fully express their individual opinions and narratives, or ask questions when they immediately come to mind, because of the need to hear and accommodate other voices.

Interviews:

Typically, interviews involve a set of standard questions being asked of all respondents, on a one-on-one basis, so that accurate trends and gaps can be drawn from the data. Interviews are commonly conducted face-to-face, but for more rapid results, can also be done over the telephone, or, as technology advances, through video-conferencing and other means.

Potential strengths:

- interviews can provide a rich, detailed perspective, impression or story on a research topic of interest
- the interviewer generally has the opportunity to probe more deeply or ask follow-up questions than when in a focus group setting
- data from both focus groups and interviews can provide valuable context for understanding and informing research, numbers, events, behaviour and other research goals
- depending on the size of the organization, the purpose of the data collection, the internal expertise available and other factors, focus groups and interviews can be done with relatively little expense.

Potential weaknesses:

- one-on-one interviews allow for just one narrative or perspective on a research topic of interest
- can be very time consuming and resource intensive
- respondents in interviews and focus groups generally want to "look good" in the eyes of others. Depending on the questions asked, they might "spin" their response to avoid being embarrassed, particularly in a face-to-face setting. Skilled interviewers may be able to address this potential weakness by doing a few things, like designing good questions, being perceptive, asking follow-up questions and cross-checking responses with other credible sources of information
- interviewers, in both individual and focus group settings, may distort an interview by not, for example, asking questions that make them uncomfortable or not listening carefully to respondents on topics that they have strong opinions on. The impact of this potential weakness can be addressed by taking steps like making sure that interviewers are properly trained and using standard interview questions.

Observed data

Trained staff or external experts can gather data by identifying and recording the characteristics and behaviour of research subjects through observation, either within or outside of an organization. Observed data can include information gathered using all of the senses available

to the researcher, including sight, hearing, smell, taste and touch.

Example: A human rights organization that offers a mediation service hires a mediation expert to observe mediators and service users and provide feedback about any issues of concern related to human rights. To minimize potential stress and anxiety experienced by the people being observed, staff and service users are informed in advance of the purpose and goals of the exercise. Service users' consent is sought. Staff is advised that the observed data gathered will only be used for research purposes and not shared with their managers. The expert maintains access to the data, and the results are reported on an aggregated and summarized basis to prevent individuals from being identified.

Hiring experts, while potentially expensive, can add validity and credibility to research analysis because they are often perceived as having no vested interest in the research results.

Information gathered using observation techniques differs from interviewing, because the observer does not actively ask the respondent questions. Observed data can include everything from field research, where someone lives in another context or culture for a period of time (participant observation), to photographs that show the interaction between service providers and service users (direct observation). The data can be recorded in many of the same ways as interviews (taking notes, audio, video) and through pictures, photos or drawings.

Potential strengths:
- an effective and capable observer can provide an objective third viewpoint on what is going on, and draw out implications that are not obvious or that people are unaware of
- can be relatively inexpensive depending on factors like the size of the project, its goals, the organization's resources and the duration of the project.

Potential weaknesses:
- an observer, trained or otherwise, can influence the behaviour of the people being observed (for example, people could be motivated to behave better while under observation), which may ultimately affect the accuracy of observed results
- can cause potential stress and anxiety for the people being observed, more than the use of other data collection methods. Efforts can be made to minimize stress and anxiety by using effective communication strategies to inform participants, in advance, of the purpose, goals, confidentiality measures, duration of the project and other key information
- an observer, trained or otherwise, may not always be able to accurately differentiate within or between certain groups of people, particularly when an identity (ies) is/are non-evident (e.g. religion, mental illness, sexual orientation). A survey requesting self-identification information might be more effective in this regard.

Each source of data used to collect information has its strengths and weaknesses. Some of the more common potential strengths and weaknesses identified above have been highlighted. Analyzing data from multiple perspectives and relying on data from different sources can strengthen the conclusions drawn from research. A combination of statistical analysis, observational data, legal analysis, documentary analysis, in-depth interviews and external and/or internal consultation can help maximize understanding of a given

situation.[31] Organizations should choose the sources of data that best suit their program goals, context, resources and organizational culture.

How long will the data be collected (the scope of data collection)?

Data can be collected and analyzed on a short-term or project basis in response to situations or needs that arise from time to time. A short-term data collection project would include a start and a finish date, with set deliverables to be carried out over a certain period of time.

The best practice is to collect data on an ongoing, permanent basis, and to analyze this data as often as is needed to identify, address and monitor barriers to *Code*-protected persons or other persons based on non-*Code* grounds.

Data collected in a time-limited study may be less complete than data collected through ongoing monitoring. This is because short-term studies do not allow for the assessment of trends, patterns or changes over time. However, where costs, time and resources are a factor, short-term studies may be the preferred choice to fulfil a need and project goals.

Other factors may also influence the reliability of the data. For example, people may modify behaviour while under scrutiny during the data collection period.

Step 4: Collect data

When planning on how best to collect data in Step 4, it is important to be aware of the practical considerations and best practices for addressing logistical challenges organizations often face at this stage of the process. Implementing a data collection plan requires attention to matters such as:

- Getting buy-in from senior leadership and key stakeholders, in or outside of the organization. This group could include boards of directors, management committees, union representatives, employees, community groups, tenants, customers and service users.
- Establishing a steering committee or selecting a person(s) to be consulted and held accountable for all major decisions about the data collection process, such as design, logistics, communication management, coordination and finances.
- Determining who will collect the data (e.g., experts or trained employees).
- Identifying the logistics, resources, technology and people needed to develop and implement a data collection initiative.
- Anticipating and addressing key stakeholder concerns and questions about the project.
- Designing a communication and consultation strategy that will explain the data collection initiative and encourage the highest possible participation rate.
- Protecting privacy and personal information by using carefully controlled procedures for collecting, storing and accessing data that comply with privacy, human rights and other legislation. Dignity and confidentiality must be respected.
- Minimizing the impact and inconvenience for the people affected in the workplace or service environment, which includes choosing the best time to collect the data.
- Aiming for flexibility to allow for changes without great expense or inconvenience.

- Considering a test period or a pilot phase to allow you to improve and modify data collection methods, as may be needed.

Step 5: Analyze and interpret data

Step 5 involves analyzing and interpreting the data collected. Whether quantitative and/or qualitative methods of gathering data are used, the analysis can be complex, or less so, depending on the methods used and the amount of data collected.

Explaining the technical steps involved in analyzing and interpreting data is beyond the scope of this guide. An organization will have to determine whether it has the internal capacity and expertise to analyze and interpret data itself, or whether it will need the help of an external consultant.

A smaller organization that has basic data collection needs may be able to rely on internal expertise and existing resources to interpret the meaning of gathered data.

Example: An organization with 50 employees wants to find out if it has enough women working in management positions, and if there are barriers to equal opportunity and advancement. The organization counts the number of female employees it has (25), and determines how many of these employees are working in supervisory and management positions (two). A few motivated employees identify some issues of concern, like gender discrimination, that may have broader implications for the organization as a whole.
After deciding to do an internal and external assessment (Step 1), and gather qualitative data using focus groups and interviews with current and past employees, senior leadership decides that barriers exist for women in the organization's recruitment, hiring, promotion and human resources policies, processes and practices. Efforts are made to work with female employees, human resources and other staff to address these barriers. The organization makes a commitment to foster a more equitable, inclusive work environment for all employees.

Step 6: Act on results

Once an organization has analyzed and interpreted the results of the data collected, it may decide to act on the data, collect more of the same type of data or modify its approach.

Quantitative and qualitative information can provide a solid basis for creating an effective action plan designed to achieve strategic organizational human resources, human rights, equity and diversity goals identified through the data collection process. If an organization feels it has enough information to develop an action plan, it should consider including the following elements:

- a summary of the results of the analysis and interpretation of the data
- identification of the barriers, gaps and opportunities that exist or may exist for Code-protected persons and other individuals/groups based on non-*Code* grounds
- steps that will be taken to address these barriers, gaps or opportunities now and in the future

- realistic, attainable goals with short-term and longer-term timelines
- input sought from stakeholders and affected communities
- how progress in meeting these goals will be monitored, evaluated and reported.

In some cases, an organization may decide that it needs to collect more information because there are gaps in the data collected, or areas where the data is unclear or inconclusive. This may prompt them to conduct a more detailed internal and external assessment (go back to Step 1) or try another approach.

In the end, there is no one or "right way" to conduct a data collection initiative. The experiences of Mount Sinai Hospital, KPMG Canada, the Keewatin-Patricia District School Board, TD Bank Financial Group, the University of Guelph and the *DiverseCity Counts* project and featured in the Appendices reflect this statement, yet also show some similarities in terms of the best practices and lessons learned.

Six steps to success

Step   1:   Identify   issues   and/or   opportunities   for   collecting   data
Step   2:   Select   issue(s)   and/or   opportunity(ies)   and   set   goals
Step 3: Plan an approach and methods

- Who will the data be collected about?
- Who will the group of interest be compared to?
- What locations or geographical areas will the data be gathered from?
- What categories will be used to identify the group of interest and comparator group?
  How should data be collected?

- Qualitative Data
- Quantitative Data
  What sources of data should be used to collect information?

- Pre-existing or official data
- Survey data
- Interviews and focus groups
- Observed data
  How long will the data be collected (the scope of data collection)?
  Step4:Collectdata
  Step5:Analyzeand interpret data
  Step 6: Act on result

CONTINUOUS LEARNING ASSESSMENT (CLA) TEST--I

U20LEHJ01 – TECHNICAL ENGLISH – SET A

Date   : 21/11/2022

Academic Year / Semester   : 2022-2023/ODD

Duration   : 1 hour 30 minutes

Instructions   : Read the following questions and answer as directed

Marks - 30

Q.No	Question	Weightage	CO	Bloom's Level
	PART A (Answer all the questions)			
1	Select the correct option. Semantic barrier in communication is implied when the 1. Signal is lost before reaching the receiver 2. Message transmitted by the source is unclear 3. Receiver's attention is diverted 4. Receiver does not understand the meaning of the message	2	CO1	1
2	Define 'Organizational Communication'	2	CO1	1
3	Give the meaning of the following words borrowed from the other Languages. 1. Catalogue 2. Karaoke	2	CO2	2
4	What is the other word for 'Tranquil'? 1. Violence 2. Chaos 3. Calm 4. Agitation	2	CO2	2
5	Write the full form of the following abbreviation. 1. IELTS 2. HTML	2	CO2	2
	PART B (Answer (a) or (b) in 150 words)			
6	A) Non-Verbal Communication conveys 50% of your message to the audience. Do you agree? Explain any four types with suitable examples. (OR) B) Explain Formal and Informal communication. Write any three key aspects of both these types of communication.	4	CO1	1
7	A) What are articles? What are the common types of articles? Explain any three rules and their functions with	4	CO2	2

	examples. (OR) B) What is 'collocation' in English? What are the different kinds? Choose any three types of Collocation and give two examples each.			
	PART C (Answer (a) or (b) in 300 words)			
8	A) Communication is basically sharing of information between individuals. Define the process of communication in your own terms. (OR) B) What are the barriers that affect effective communication? Enlist all the barriers to communication.	*12*	*CO1*	1

CO	Weightage
CO1	20
CO2	10
Total	30

Prepared by	Staff Name: Ms. K. Jancy	Signature
Verified by	HoD	Signature

CONTINUOUS LEARNING ASSESSMENT (CLA) TEST--I

U20LEHJ01 – TECHNICAL ENGLISH

Date   : 21/11/2022

Academic Year / Semester   : 2021-2022/ ODD

Duration   : 1 hour 40 minutes

Instructions   : Read the following questions and answer as directed

Answer Key

PART A (Answer all the questions)

1. **Select the correct option.**

   Semantic barrier in communication is implied when the

   Receiver does not understand the meaning of the message

2. **Define 'Organizational Communication'**

   Organizational communication refers to the communication that takes place within an organization or business. It can flow in various ways and may be classified as either internal or external communication. Communication within the organization that takes place between workers is called internal communication, while communication with outside parties, such as customers, investors, or other businesses is called external communication.

3. **Give the meaning of the following words borrowed from the other Languages.**

   Catalogue- A *catalogue* is a list of things. Those glossy booklets from your favorite clothing shops that fill your mailbox are *catalogues*, and so is that online list you consult to find a book at the library.
   Karaoke- a type of entertainment in which a machine plays only the music of popular songs so that people can sing the words themselves.

4. **What is the other word for 'Tranquil'?**
Calm

5. **Write the full form of the following abbreviation.**

IELTS - International English Language Testing System
HTML - Hypertext Markup Language

PART – B

6. **A) Non-Verbal Communication conveys 50% of your message to the audience. Do you agree? Explain any four types with suitable examples.**

Nonverbal communication means conveying information without using words. This might involve using certain facial expressions or hand gestures to make a specific point, or it could involve the use (or non-use) of eye contact, physical proximity, and other nonverbal cues to get a message across. These nonverbal communication types are:

1. Facial expressions
2. Gestures
3. Paralinguistics (such as loudness or tone of voice)
4. Body language
5. Proxemics or personal space
6. Eye gaze, haptics (touch)
7. Appearance
8. Artifacts (objects and images)

6. **B) Explain Formal and Informal communication. Write any three key aspects of both these types of communication.**

Formal communication refers to the flow of official information through proper, predefined channels and routes. The flow of information is controlled and needs deliberate effort to be properly communicated. Formal communication follows a hierarchical structure and chain of command. The structure is typically top down, from leaders in various departments and senior staff in the organization, which funnel down to lower level employees. Employees are bound to follow formal communication channels while performing their duties.
Types include – upward, downward, horizontal, diagonal communication

7. **A) What are articles? What are the common types of articles? Explain any three rules and their functions with examples.**

the = definite article, a/an = indefinite article

For example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use the.

"A/an" is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see a movie." Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.

"A" and "an" signal that the noun modified is indefinite, referring to *any* member of a group. For example: My daughter really wants a dog for Christmas." This refers to *any* dog. We don't know which dog because we haven't found the dog yet.

B) What is 'collocation' in English? What are the different kinds? Choose any three types of Collocation and give two examples each.

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

Some of the most common types are:

- **adverb + adjective:** completely satisfied (NOT ~~downright~~ satisfied)
- **adjective + noun:** excruciating pain (NOT excruciating ~~joy~~)
- **noun + noun:** a surge of anger (NOT a ~~rush~~ of anger)
- **noun + verb:** lions roar (NOT lions ~~shout~~)
- **verb + noun:** commit suicide (NOT ~~undertake~~ suicide)
- **verb + expression with preposition:** burst into tears (NOT ~~blow up in~~ tears)
- **verb + adverb:** wave frantically (NOT wave ~~feverishly~~)

8. **A) Communication is basically sharing of information between individuals. Define the process of communication in your own terms.**

   The aim of communication is to transmit information from one person to another so that the sender and receiver understand the message in the same way - clear communication - Communication is a dynamic and cyclical process. Idea Formation - Message Encoding - Message Transmission- Decoding- feedback

B) What are the barriers that affect effective communication? Enlist all the barriers to communication.

Communication in definition-The concept of communication involves a sender, a message and a recipient. The sender sends the message and the recipient is the receiver of the message. The process of communication is never smooth as it is affected by the barriers of communication.

Barriers to effective communication can result in confusion which can lead to incorrect information being conveyed or miscommunication which can lead to loss of business.

Semantic barriers - Psychological barriers - Organisational barriers - Cultural barriers - Physical barriers - Physiological barriers

☞ ***Technical English – ASSIGNMENT 1**

How skipping classes can jeopardise your future?

(Write your answers in 250 words/4 pages, handwritten and to be submitted on *16.11.2022)*

☞ **Technical English - ASSIGNMENT 2**

Transformation of Sentences
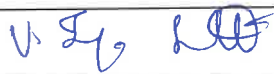
Write any 3 full length sentences (in Simple Present form) and convert the sentences to other 11 tense types.

12×3 sentences should be written.

Sentences should not be similar or copied from others

Submission Date: 19-12-2022

CO	Weightage
CO2	5
CO4	10
Total	15

Prepared by	Staff Name: Dr.V.Jeya Santhi	Signature	
Verified by	HoD: Dr.V.Immanuel	Signature	

English Assignment

Topic :- How Skipping Classes Can Jeopardize Your Future

Name : Grali . Eesaan

Section : " C "

Course : B. Tech. CSE

Admission No : 5819

Subject : Tech. English

Date Of Submission :

Submitted To : Dr. V Jeya Santi

⇒ Skipping Classes : Benefit And Consequences

At one point or another in college career, everyone wonders, if may be they can skip a class or two. It's a common question : Should I skip Class? And the answer whether skipping class is a good idea or not very much depends on the class you want to skip, your reason for skipping & what you will do with that extra time. Read on to find out if you really could skip that class or not.

⌒ Should I skip Class? How To know

There may be times when skipping class is okay, & there are others times when you should avoid skipping. Here is few ways to know if you should skip Class

1) Read The Syllabus

Before you think about skipping class, read the syllabus! it would hold imp. info about participation points, graded attendance, & absence procedure. You should also double-check the class schedule to confirm that there are no exams, mandatory presentation or assignments due on the day you need to skip.

2) Get To Know The Professor

Find out how your professor reacts to others who skip class. Do they talk to the student afterward?? Do they act like it's no big deal! Do they mention the absence during class? Try to find out if the professor take attendance or not as well.

4 Times You May Want To Skip Class

There are a few times when skipping class may be warranted - here are some of those times:

1) you need a mental health day

If you need a mental health day, you should take it. Sick days are just about physical well being, but mental & emotional as well. But make sure you put mental health day to good use - medicate, talk to a loved one, go for a walk you like to do, do some creative expression what ever helps you fell better.

2) you need To Work

If you are struggling to make ends meet, it may be worth while to take an extra shift during class time. Try not to make it a habit, however To avoid this happening often, make sure your work schedule & class schedule are not in conflict with one another each semester, that you have plenty of time to work outside of class time.

3) It's a waste of Time

If you have gone through the class enough times to know that your instructor's teaching strategy simple is not working for you. & you have found more effective ways to learn the material, it may make sense to spend that class time doing something else. Before you make to choice to skip class for the rest of the semester.

4) You need to finish An assignment

If participation counts for zero points, and an upcoming assignment or exam is worth 20% of your grade, it may be in your favour to spend the class time finishing the assignment, practicing for your presentation, or studying for an exam

=> 3 Times Not To Skip Class

There are three times when skipping class is non-negotiable. Don't skip in the following circumstances

1) The day before the exam

Don't skip class the day just before a big exam. Oftentimes, this is a day for review, & you may receive additional help or information about what might on the test. Even if it's not written in the syllabus as a review day, it may become one any ways.

2) When participation Counts

When attendance & participation count for part of your grade, don't make it habit to skip class. Those docked points will add up over the semester

3) On Test day

This one might seen obvious, but unfortunately it can happen. To avoid this, double check the class syllabus often, check in with classmates & professors often, and write down all exam dates in your personal calendar. The same goes for presentations & large project & essay due dates

=> 5 Dawnside To Skipping Class

1) you're wasting your own money

Tuition is usually paid by number of credits, so you are taking in college. let's say, for example, you sign up for the average of 15 hours of class per week. According to the average cost of tuition, this can mean you are paying $51.02% per class at a public college & $69.40 per class at a privat one so essentially, each class you skip is money down the drain. And tuition can run much higher than those figures

2) your grade may suffer

If participation points are measured in attendance, comments during lecture, or other in person actions skipping class means losing out on those points. Even if attendence & participation are not part of the class grade, repeated absences may factor in when professors are grading your projects & assignments

3) It may Start A Bad Habit

Once you skip class, you will be tempted to skip again. This can lead to patter of skipping class that you never meant to get into. its best not to give yourself the chance to get into this habit at all by attending lectures each time.

4) Playing Catch Up Sucks

When you miss a class, you need to find out what you missed, what happened in class, catch up on any revised due dates, study the material, & more. You may spend more time playing catch up than you would have spent in class!

5) Skipping Class Leads To Anxiety

If you skip a class, you may start to worry about what you missed. You also may need to start scrambling to catch up, reach out to classmates to find out what happen & worry about what your instructor thinks about you. If you lean on the anxious side, it may be better just attend the class & skip the worrying.

* Assignment - 2 *

Name   :- B. Vamsi

Reg. No   :- U22CS107

Section   :- CSE-B

Subject   :- Technical English

Topic   :- Tenses

ENGLISH ASSESSEMENT -II

Write any 3 full length sentences and convent the Sentence to other n tense types 12x3 Sentences Should be written.

① original Sentence : She sings beautifully

Present simple :- She sings beautifully

present continous : she is singing beautifully right now

Present perfect : She has sung beautifully in many Concorts

Present penfent : She has been singing beautifully for Continuous hours.

Past simple : She song beautiful at the talent show last night.

Past Continuous : she was singing beautiful when I walked in.

Past penfect : She had sung beautifully before.

Past perfect Continuous : She had been singing beautifully for hours before the show ended.

Future Simple : She will sing beautifully at the wedding next month

Future Continoues : She will be singing beautifully during the ceremony.

Future perfect : By next year, she will have sung beautiful at many more events

Future perfect Continuoues : By this time not week, the she will have been singing beautiful for days.

Original Sentence : I am reading a book right now.

② Simple present : I read books often.

Present Continuous : I am reading a book right now

Present perfect : I have read this book before

Present perfect Continuous : I have been reading this book for hours.

Past simple : I Read a book simple yesterday

Past continuous :- I was reading a book when the phone rang

Past perfect :- I had read the book before I watched the movie

Past perfect Continuous :- I had been reading the book for weeks I finished it.

Future simple :- I will read that book tomorrow.

future continous :- I will be reading a book at this time.

future perfect :- By next week, I will have read there books

future perfect continues :- By next month, I will have been reading this book for a year.

③ Original sentence :- I play Football every week.

Simple present :- I play football every week

present perfect :- I have Just played foot ball

present progressive :- I'm playing football now

simple past :- I played football yesterday.

Past progressive :- I was playing football the whose evening.

Past perfect Continues :- I have been playing 6 football for 2 hours.

Past perfect :- I have played foodball before, swan come

Past perfect Continous :- I had been playing football for two hours. when, swan came.

future simple :- I would play Football.

future perfect :- I will/shall have played football by tomorrow

future Continuous :- I will/shall be playing football next sunday.

future perfect Continuous :- I would have been playing football.

Reg No.								

Programme(s)	Batch	Term	Course Code(s)	Course Title
B. Tech – Common to all branches	2020 & 2022	I	U20LEHJ01	Technical English

Time: Three Hours

Max Marks: 100

Date: 27.02.2023 / FN

Part A – (10 x 2 = 20 Marks) (Answer All Questions)			
Q.No	**Question**	**BL**	**CO**
1	Name any four barriers in communication.	R	CO1
2	Which is the last element of the communication process? Explain.	U	CO1
3	Give the full form for any two Acronyms with sentences.	U	CO2
4	Explain 'Concord'.	U	CO2
5	Identify the clause in the following sentence and write whether they are Independent clause or Dependent clause. I am going to the reception even if you are not coming.	U	CO3
6	Complete the following sentences using correct Punctuation marks - wow this is like a cricket match	AP	CO3
7	Give the difference between the words 'Profession' and 'Professionalism'.	AP	CO4
8	Give the meaning of the word 'Comprehension'. When a text is read, what is comprehended?	AP	CO4
9	What is called first draft? What are its components?	AP	CO5
10	Place the differences in using the upper and lower cases in a PPT.	AP	CO5
Part B – (5 x 4 = 20 Marks) (Answer All Questions)			
11	Discuss the horizontal flow of communication.	R	CO1
12	Explain Articles. Write two sentences each using definite and indefinite articles.	U	CO2
13	Linkers help linking words, sentences and concepts. Use the following words and create a sentence for each word - therefore, despite of, because, so, as well as.	U	CO3
14	Expository essays are based on facts rather than the writer's beliefs or feelings. Write an essay on three things that you would like to change in the world. Explain why you would change them and your approach in detail.	AP	CO4
15	Describe any three types of plagiarism in academic writing with suitable examples.	AP	CO5
Part C– (5 x 12 = 60 Marks) (Answer either (a) or (b) of each questions)			
16(a)	Discuss the barriers to effective communication.	U	CO1
	OR		
16(b)	Illustrate the advantages and disadvantages of verbal communication.	U	CO1
17(a)	Define Concord (Subject Verb Agreement). Write eight rules for Subject Verb Agreement.	U	CO2
	OR		
17(b)	What do you mean by 'Articles'? Explain its types with two examples each.	U	CO2
18(a)	Write a note on Sentence structure. Explain Simple, Compound sentences as well as Compound Complex sentences.	U	CO3
	OR		
18(b)	Sketch the product description of any latest Computer and a 5G Mobile phone.	AP	CO3

19(a)	Write in details all the etiquettes that need to be kept in mind before attending a Job Interview.	AP	CO4
	OR		
19(b)	Write a five-paragraph essay on "Life with and without smart phones". The essay should comprise introduction, three experimental paragraphs and a conclusion.	AP	CO4
20(a)	The most important step in developing the project is data collection. Explain how research data is being collected? What steps are required to verify the authenticity of the data?	AP	CO5
	OR		
20(b)	List out the PowerPoint Presentation techniques used for Project writing in detail.	AP	CO5

End Semester Examination- Nov/Dec-2022

U20LEHJ01 – Technical English Answer Key

PART – A (10X2=20 MARKS)

Answer all questions

1. **Name any four barriers in communication.**
   Cultural barriers, semantic barriers, psychological barriers, physiological barriers.

2. **Which is the last element in communication of the communication process? Explain.**
   Feedback is the last element in communication process. It is an information or statements of opinion about communication process.

3. **Give the full form of any two Acronyms with sentences.**
   PIN- POSTAL INDEX NUMBER
   PAN- PERMANENT ACCOUNT NUMBER

4. **Explain concord.**
   A Concord is an agreement.

5. **Identify the clause in the following sentence and write whether they are independent clause or dependendent clause.**
   Iam going to the reception even if you are not coming.
   Iam going to the reception - Independent clause
   Even if you are not coming. – dependent clause

6. **Complete the sentence using correct punctuation marks.**
   Wow this is like a cricket match
   Wow! This is like a cricket match.

7. **Give a difference between the words 'Profession' and 'Professionalism'.**
   ProfesSion – a field of study, a carrer, a job path.
   Professionalism- accepted behaviors and attitudes.

8. **Give the meaning of the word 'Comprehension'. When a text is read, what is comprehended?**
   An ability to understand and interpret of what is read.

9. **What is called first draft? what are its components?**
   A preliminary version of a piece of writing. Topic sentence, supporting sentence and conclusion are its components.

10. **Place the difference in using the upper and lower cases in a PPT.**
    Upper cases are capitalized letters used for titles or heading where as lowercases are small letters used for body of the passage.

11. Discuss the horizontal flow of communication.

Within an organization, communication is key to reaching goals successfully. It is important to help employees understand the tasks of the job and how work is completed. Throughout an organization, communication occurs and flows in different ways when employees in different hierarchical levels interact. Communication can flow upward to management, downward to employees, diagonal to employees at different levels, and horizontal across the same levels.

The **horizontal communication** definition refers to the interactions that occur between employees that work at the same hierarchical level. Also known as **lateral communication**, this type of communication includes employees who work together in the same area, as well as employees who work in different departments. Horizontal communication is commonly used when employees collaborate on projects. This type of communication is important in organizations in facilitating efficiency in the workflow. Having clear communication within the team can help to reach organization goals effectively.

12. Explain Articles. Write two sentences each using definite and indefinite articles.

An article is a short monosyllabic word that is used to define if the noun is specific or not. Articles are normally used before <u>nouns</u> and since they are used to speak about the noun, they can be considered as adjectives.   There are three articles in English – 'a', 'an' and 'the'. These articles are divided into two types namely:

- Definite Article
- Indefinite Article

Definite Article

Among the three articles, 'the' is said to be the definite article. A definite article is used to determine something that is specific or particular. It is also used before plural nouns and to indicate the superlative degree of comparison. Furthermore, it can be used before collective nouns as well.

For example:

- **The** Sun sets in **the** west.

In the above sentence, the nouns 'Sun' and 'west' are proper nouns and are specific and so the definite article has to be used.

- **The** children are playing cricket.

In the above sentence, the definite article is used to determine the plural noun, 'children'.

Indefinite Article

The articles 'an' and 'an' are termed as indefinite articles. An indefinite article, as the name suggests, is used to indicate something that is not definite or specific. It can also be used before singular nouns.

Among the indefinite articles, 'an' is used before singular nouns that start with vowel sounds and 'a' is used before singular nouns that begin with consonant sounds.

For example:

- I had **an** apple for breakfast.
- Do you have **an** eraser?

13. **Linkers help linking words, sentences and concepts. Use the following words and create a sentence for each word- therefore, despite of, because, so, as well as.**

I think I've stayed too long; therefore iam leaving in the morning.
Despite of the pain in his leg, he completed the marathon.
Iam hungry because I did not eat lunch.
She was unhappy so she left her husband.
Running is healthy as well as making you feel good.

14. **Expository essays are based on facts rather than the writer's beliefs or feelings. Write an Essay on three things that you would like to change in the world. Explain why you would change them and your approach in detail.**

An expository essay is an essay that communicates factual information. Broadly, this type of writing is known as expository writing. Expository essays rely on different structures to communicate their positions, like compare and contrast, process essays, and analyzing cause and effect.

If you could change three things about the world or the community what would they be? Why? Well, if I could change three things it would be pollution, health and violence. I chose these three reasons because they are some of the world's most harmful things. I believe that by getting rid of these three things the world can be its true self, a happy, beautiful, and fun place to live.

I would change, better yet get rid of all the pollution in my beautiful earth because if someone doesn't get rid of the pollution in the earth then the world would eventually die. Then if the world dies we will no longer be alive. All the beautiful wonders of the

world are dying because of the pollution. All the animals, insects, plants, and the living space, everything is becoming contaminated. Even the bees are endangered. They are dying. They are our pollinators they reason why the flowers bloom in the spring and why we get clean oxygen. The seas, which used to be a light crisp clean blue, are now a gunky dirty green because of the contamination. We have to stop what we created!

The second thing I would change is the violence. There is too much violence and abuse in the world. If the world can get rid of some of the violence then I guess that people would act more like humans instead of how we are acting now, like wild animals. Today I was watching the news and they were saying that there was an elderly couple, they were almost beaten to death by the robbers. The woman is in critical condition and the husband has 3 broken ribs and a concussion. We shouldn't be acting like this. We are the smartest in the world but how do we resolve our problems? By thinking not by violence.

The last thing I would change is people's health. I would make people healthier; I would take away everyone's health problem and give them a second chance at life. Everyone deserves a second chance. I want to change people's health because my grandma died of diabetes. If she would of had a healthier life she would still be with me right now. I really want people to live as long as they can and be as happy as they can.

15. **Describe any three types of Plagiarism in academic writing with suitable examples.**

Using another person's words, ideas, or information, but to do so without acknowledgment is plagiarism.

Direct Plagiarism

Direct plagiarism is the word-for-word transcription of a section of someone else's work, without attribution and without quotation marks. The deliberate plagiarism of someone else's work is unethical, academically dishonest, and grounds for disciplinary actions, including expulsion.

Self Plagiarism

Self-plagiarism occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from **all** professors involved. For example, it would be unacceptable to incorporate part of a term paper you wrote in high school into a paper assigned in a college course. Self-plagiarism also applies to submitting the same piece of work for assignments in different classes without previous permission from **both** professors.

Mosaic Plagiarism

Mosaic Plagiarism occurs when a student borrows phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original. Sometimes called "patch writing,"

16.A. Discuss the Barriers to Effective Communication

A communication barrier is anything that comes in the way of receiving and understanding messages that one sends to another to convey his ideas, thoughts, or any other kind of information. These various barriers of communication block or interfere with the message that someone is trying to send. The communication barriers can come at any stage in the process of communication. It can come because of the bias or stereotyping and generalization that exists in the workplace.

Using Jargon

Lack of Attention or Interest

Perception Difference

Physical Disabilities

Emotional Barriers

The Difference in Culture

Physical Barriers to Communication

Language Difference

Prejudices

16.B. Illustrate the advantages and disadvantages of Verbal communication.

Advantages of Verbal Communication: Time-Saver,Quick Feedback: Convenient ,Easy preparation,Privacy,Improved clarity.

Disadvantages of Verbal Communication

Distorted meaning,Inconvenient for long messages,Unnecessary information,Misunderstanding: Communication expense,No place for rectification:

17.A.Define Concord. Write eight rules for Subject Verb Agreement.

Subject–verb agreement is called concord. A singular subject takes a singular verb, and a plural subject takes a plural verb. When the subject of a sentence is composed of two or more nouns or pronouns connected by *and*, you will normally use a plural verb. However, if the compound subject refers to the same thing as a whole, then the verb will be singular. If the nouns that make up a compound subject are singular and connected by the words 'or', 'nor', 'neither'/'nor', 'either'/'or', or 'not only'/'but also', then the verb is singular.If a compound subject consists of both singular and plural nouns/pronouns, it is the noun/pronoun closest to the verb that determines if the verb is plural or singular. This is called *the rule* of proximity.If a sentence starts with **there** or **here,** the subject will be placed after the verb, but the subject and verb must still agree.

17.B.What do you mean by Article? Explain its types with two examples each.

An article is a type of adjective that describes specific or unspecific nouns and noun equivalents. The three articles in English grammar are a," "an" and "the." These words are part of a group called determinants and come before the noun they modify or describe.

Definite and Indefinite article. E.g an egg, an apple, A mango, a car,The sun , the Himalaya

18.A.Write a note on sentence structure. Explain simple,compound,complex and compound-complex sentences.

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.Examples of **simple sentences** include the following:Joe waited for the train."Joe" = subject, "waited" = verb.A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":For,And,Nor,But,Or,Yet,So.A **complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

18.B.Write a product description of any latest computer and 5G Mobile Phone.

Latest laptop model specified for new purchases

Intel Core i5-1135G7 Processor

8GB DDR4 2666 RAM

250 GB M.2 NVMe Solid State Drive

15.6″ Wide Screen Display

Microsoft Windows Windows 7 Pro(or other least expensive Microsoft Windows operating system)

On board 10/100/1000 Mbps Ethernet NIC

On board Wireless

Xiaomi Mi 11i 5G Details. Mi 11i is a flagship device from the series of Xiaomi Mi 11. The phone features a 108MP triple rear camera, a 6.6-inch sAMOLED 120Hz display with a 20MP punch-hole camera, and it is backed by a 4520mAh battery with a 33W charger.

19.A.Write in detail all the Etiquette that need to be kept in mind before attending a job interview.

The conduct or procedure prescribed by authority to be observed in social or official life. The practices and forms prescribed by social convention or by authority. Etiquette is what you are doing and saying when people are looking and listening. No matter how intelligent or accurate your computer is, you must still interact with people. Good manners are cost

effective. They increase the quality of life in the work place, contribute to optimum employee morale, enhance the company image, and hence play a major role in generating profit. Positive attitude ,Willingness to help,Mutual respect,Compromise,Punctuality,Professional dress,Respect for others opinions,Teamwork .

19.B.Write a five paragraph Essay on "Life with and without smartphones". The essay should comprise an introduction , three experimental paragraph and a conclusion.

We have become a society that is totally dependent on communication devices to make our world go round. We have technology today that allows us to keep in almost constant contact with one another. We communicate through cell phones that use a network of specialized base stations called cell sites, but many people now are using cell and mobile phones that use a satellite signal for their connection. The phone, TV, personal computer and Internet have found revolutionary ways to connect people, entertain them and empower them. But nothing has matched the seismic cultural shift created by the cell phone, with its ability to connect and deliver content virtually anywhere, anytime.

20.A.The most important step in developing a project is data collection. Explain how research data is being collected? What steps are required to verify the authenticity of the data?

A process of gathering and measuring information. It helps in evaluating outcomes and answers all possible relevant questions.It must be qualitative data rather than a quantitative one. Observation, Questionnaire, Interview, Group Discussion and Documents/Records. Analysis of collected data reveals the credibility of it.The source of the data and the quality of it proves its reliability. Unreliable data always is one of the biggest problems that questions the quality of the project. Use a direct quote. Plagiarism should be avoided.Paraphrase with care.Give credit where credit's due. Beware of cutting & pasting.Footnote as you prepare draft.

20.B.Listout the PowerPoint Presentation techniques used for Project Writing in detail.

i.Slide Structure ,ii.Fonts ,iii.Background ,iv.Graphs,v.Spelling and Grammar ,vi.Conclusions vii.Questions. Use 1-2 slides per minute of your presentation.Write in point form, not complete sentences.Avoid wordiness: use key words and phrases only. 6 lines of text ,6 words per line&Only one topic per slide. End your presentation with a simple question slide to invite your audience to ask questions,provide a visual aid during question period and avoid ending a presentation abruptly.

QUESTION BANK (2022-2023/ODD)

Department: **ENGLISH**
Program Name: **B TECH**
Course Name/Code: **TECHNICAL ENGLISH / U20LEHJ01**

Q.No	Question	Weightage	CO	Bloom's Level
	UNIT I			
	PART – A			
1	Define 'Upward Communication'.	2	CO1	1
2	List out any two process of communication.	2	CO1	1
3	Which is the last element of the communication process? Explain.	2	CO1	2
4	Differentiate 'Encoding' and 'Decoding'.	2	CO1	2
5	What is upward flow of communication? State with an example.	2	CO1	1
6	Name any four barriers in communication.	2	CO1	1
7	List out any four elements of the communication process.	2	CO1	1
8	Describe any two ideas for effective communication.	2	CO1	2
9	Describe any two ways of Non-verbal communication.	2	CO1	2
10	Explain 'Vertical communication'.	2	CO1	2
	PART – B			
1	Describe the Barriers of Communication in 300 words	4	CO1	2
2	Discuss the vertical flow of communication.	4	CO1	2
3	List out the limitations of the Non-Verbal communication.	4	CO1	1
4	State the disadvantages of Non-verbal communication.	4	CO1	1
5	Express your ideas on how one can overcome the communication barriers.	4	CO1	2
6	Explain the process of communication in detail.	4	CO1	2
7	State the advantages of Written Communication.	4	CO1	2
8	Do you think the functional application of both Listening and Speaking skills help in developing your English language? Explain its significance in your own words.	4	CO1	2
9	Explain miscommunication in simple terms.	4	CO1	2
10	How is external communication explained? Where is it required? Who uses it?	4	CO1	2
	PART – C			
1	Define Process of Communication in detail	12	CO1	1
2	Explain the barriers to effective communication with suitable examples.	12	CO1	2
3	Illustrate the advantages and dis advantages of verbal communication.	12	CO1	2

4	State the process involved in Communication in your own words	12	CO1	1
5	Explain the importance of organizational communication.	12	CO1	2
6	Trace out the elements of communication.	12	CO1	2
7	Explain the following topics in a paragraph each with an example: a. General communication b. Technical communication c. External communication d. Internal communication	12	CO1	2

Q.No	Question	Weightage	CO	Bloom's Level
	UNIT II			
	PART – A			
1	List out the origin and meaning of the following Foreign Root words. i) Banana ii) Ketchup	2	CO2	1
2	Define 'Collocation' with any two examples	2	CO2	1
3	Explain 'Concord'.	2	CO2	2
4	Give the full form for any two Acronyms with sentences.	2	CO2	1
5	Name any two Abbreviations and give its full form.	2	CO2	1
6	Choose the correct tense form. a) My friend _____ (play) the tournament by this time next month. b) I ------- (write) the exam two months back.	2	CO2	1
7	Define 'Homophones' and give two examples.	2	CO2	1
8	Recall what do you mean by 'Definite article' with an example.	2	CO2	2
9	List out any two Indefinite article with example sentence.	2	CO2	2
10	Define 'Homonyms' with suitable examples.	2	CO2	1
	PART – B			
1	Cite three rules for Subject-Verb Agreement. Explain it with an example.	4	CO2	2
2	Write a note on 'Inflectional and Derivational Affix'. Describe it with an example each.	4	CO2	2
3	Explain Articles. Write 2 sentences each using definite and indefinite articles.	4	CO2	2
4	Describe 'Misplaced Modifiers'. Brief it out with an example	4	CO2	2
5	What are the 'Phrasal Verbs'? Cite examples with two most used Phrasal Verbs.	4	CO2	2
6	What is called omission of articles? Does the sentence make sense if an article is omitted? Explain with	4	CO2	3

	examples.			
7	Define Inflectional and Derivational Affixes with 2 examples each	4	CO2	*1*
8	Define 'Articles' and explain its types.	4	CO2	*1*
9	Explain 'Phrasal Verbs'. Frame sentences using any 3 phrasal verbs.	4	CO2	*2*
10	What is a 'Modifier'? Explain any two of its types.	4	CO2	*2*
PART – C				
1	Define 'Preposition'. Explain the kinds of Preposition with 2 examples each.	12	CO2	*2*
2	List out the types of Collocation and explain its usage in sentences.	12	CO2	*2*
3	What do you mean by 'Articles'? Explain its types with 2 examples each.	12	CO2	*3*
4	Write the twelve types of 'Tenses' with an example each.	12	CO2	*2*
5	"He has been learning here since October 2022". Identify the Tense Form and rewrite the same sentence using the remaining 11 forms of tenses.	12	CO2	*3*
6	Define Concord (Subject Verb Agreement). Write 8 rules for Subject Verb Agreement.	12	CO2	*3*
7	"My sisters like to put up their Christmas decorations in October." Does Pronoun agree with the Noun in the above sentence? What do you mean by 'Noun Pronoun' agreement? Explain any 6 rules with an example each.	12	CO2	*3*

Q.No	Question	Weightage	CO	Bloom's Level
UNIT III				
PART – A				
1	Complete the following sentence using suitable Phrasal verbs. Drinking a lot of water helps in _____ an illness. (get through, get over, get down, get across)	2	CO3	*3*
2	Rewrite the following sentence using correct Punctuation marks - john has all the ingredients - milk tomatoes potatoes ginger garlic and onions	2	CO3	*2*
3	Identify whether the underlined words are a Phrase or a Clause. A group of deer lived in a forest.	2	CO3	*2*
4	Describe the following scientific terms: (a) Joystick (b) Monitor	2	CO3	*3*
5	Identify whether the following sentences are simple, compound or complex sentence.	2	CO3	*2*

	(a) Inspite of heavy rain, the students attended the session. (b) Since I was tired, I decided to leave the program.				
6	What is 'Topic sentence'? Write a topic sentence for an essay on 'Science and Technology'.	2	CO3		3
7	How is 'Phrase' different from 'Clause'? Explain with an example.	2	CO3		2
8	What are the steps involved in converting a tree diagram into a paragraph?	2	CO3		2
9	What is 'Narration'? What are its techniques?	2	CO3		2
10	What is 'Science Fiction'?	2	CO3		3

PART – B

1	Define 'Clause' and explain its types with examples.	4	CO3		3
2	Write the types of 'Phrases' with examples.	4	CO3		3
3	Explain 'Sequence words' with an example. Write any 3 other terms for sequence words.	4	CO3		3
4	Assume you have planned to buy an air conditioner. You visited a showroom nearby. Describe "Blue Star" AC highlighting its features.	4	CO3		3
5	Explain Simple sentence and Compound sentence with suitable example each.	4	CO3		3
6	List out the differences between 'Phrases' and 'Clauses'. Illustrate with 2 examples each.	4	CO3		1
7	Linkers help linking words, sentences and concepts. Use the following words and create a sentence for each word - besides, even though, so, as well as.	4	CO3		2
8	What is the other name for 'pie chart'? Explain with an example.	4	CO3		2
9	Do you agree with the following statement? "Today a reader, tomorrow a leader." – Margaret Fuller. Explain this statement in a paragraph.	4	CO3		2
10	Write a process description for buying any digital product online.	4	CO3		3

PART – C

1	Write a note on 'Sentence Structure'. Illustrate the simple, compound and complex sentences with minimum two examples in each category.	12	CO3		3
2	Sketch Google's any 2 latest products in detail.	12	CO3		3
3	What do you mean by 'Phrases' and 'Clauses'? Explain its types.	12	CO3		3
4	Illustrate the process description of recycling of plastics from the garbage in 10 sentences using the guidelines given below. Give a suitable title. Plastics cause serious environmental problems. Although they are not intrinsically dangerous, they take up a huge amount of space in landfills and they are made from a	12	CO3		3

	non- renewable resource, namely fossil fuels.			
5	Punctuation plays a vital role in framing meaningful sentences. Do you agree with it? Explain any 10 punctuation symbols and its usage with an example each	12	CO3	3
6	'He drives really carefully' is an adverb phrase as it modifies the verb 'drives'. Define phrases with examples. Explain the types of phrases.	12	CO3	3
7	Recall any science fiction that you have read recently. Illustrate the story in a paragraph and identify the main idea of the story. Give a suitable title.	12	CO3	3

Q.No	Question	Weightage	CO	Bloom's Level
	UNIT IV			
	PART – A			
1	Describe why 'Precis writing' is important.	2	CO4	2
2	Write a brief note on 'Descriptive Essay'.	2	CO4	3
3	What are the components of a good essay?	2	CO4	3
4	What do you mean by 'mock interview'? Write in your own words.	2	CO4	3
5	Explain the basic rules of report writing.	2	CO4	3
6	What is the objective of 'reading comprehension'?	2	CO4	2
7	What according to you is the most important characteristic of workplace etiquette?	2	CO4	3
8	Write any two interview techniques that help you to clear it successfully.	2	CO4	2
9	Give the meaning of the word 'Comprehension'. When a text is read, what is comprehended?	2	CO4	3
10	List out any two types of essays.	2	CO4	3
	PART – B			
1	Examine the following passage and choose the most appropriate answer for the questions given below: The 543 elected MPs will be elected from single-member constituencies using first-past-the-post voting. The President of India nominates an additional two members from the Anglo-Indian community if he believes the community is under-represented. Eligible voters must be Indian citizens, 18 or older, an ordinary resident of the polling area of the constituency and possess a valid voter identification card issued by the Election Commission of India. Some people convicted of electoral or other offences are barred from voting.	4	CO4	3

	Earlier there were speculations that the Modi Government might advance the 2019 general election to counter the anti-incumbency factor, however learning from its past blunder of preponing election made by the Vajpayee Government it decided to go into election as per the normal schedule which was announced by Election Commission of India (ECI) on 10 March 2019, after which Model Code of Conduct was applied with immediate effect.
	
	Q1. Which word or phrase means "disapproval of current political officeholders" in the passage
	
	    a) First-past-the-post
	    b) Blunder
	    c) Anti-incumbency
	    d) Model Code of Conduct
	
	Q2. Since when was the Model Code of Conduct applied with immediate effect?
	
	    a) 23rd May 2018
	    b) 10th March 2019
	    c) 10th March 2018
	    d) 11th March 2019
	
	Q3. When does the President of India nominate an additional two members from the Anglo-Indian community?
	
	    a) When there are less than 543 elected MPs
	    b) When the Anglo-Indian community fails to send a representative
	    c) When the president believes that the Anglo-Indian community is over-represented
	    d) When the president believes that the Anglo-Indian community is under-represented
	
	Q4. What are the mandatory requirements to vote in India?
	
	    a) Must be an Indian citizen
	    b) Must be18 or older
	    c) Must have a valid criminal record
	    d) Must be an ordinary resident of the polling area of the constituency
	    e) Must possess a valid voter identification card issued by the Election Commission of India			

2	Write a précis reducing the size of the following text without compromising on the quality of the text or omission of the key issues mentioned. English education and English language have done immense goods to India, inspite of their glaring	4	CO4	3

	drawbacks. The notions of democracy and self-government are the born of English education. Those who fought and died for mother India's freedom were nursed in the cradle of English thought and culture. The West has made contribution to the East. The history of Europe has fired the hearts of our leaders. Our struggle for freedom has been inspired by the struggles for freedom in England, America and France. If our leaders were ignorant of English and if they had not studied this language, how could they have been inspired by these heroic struggles for freedom in other lands? English, therefore, did us great good in the past and if properly studied will do immense good in future. English is spoken throughout the world. For international contact our commerce and trade, for the development of our practical ideas, for the scientific studies, English-is indispensable "English is very rich in literature," our own literature has been made richer by this foreign language. It will really be a fatal day if we altogether forget Shakespeare, Milton, Keats and Shaw.			
3	List down three critical questions with suitable replies commonly anticipated in job interviews.	4	CO4	3
4	Write a report on the challenges that you face in getting an admission in a college. How do you overcome it?	4	CO4	3
5	Explain in detail any four workplace etiquette.	4	CO4	3
6	Explain in detail the factor considered for writing a report.	4	CO4	3
7	While writing an essay, both elaboration and conclusion are required. How do you elaborate an idea into an essay?	4	CO4	3
8	Your college, BIHER, Chennai, celebrated 'Environment Day' on 5th November. Write a report on the programme for your college newsletter.	4	CO4	3
9	Expository essays are based on facts rather than the writer's beliefs or feelings. Write an essay on three things that you would like to change in the world. Explain why you would change them and your approach in detail.	4	CO4	3
10	Write a detailed report to the press escalating about the traffic congestion in which you and many others were stranded for several hours.	4	CO4	3
PART – C				
1	Write in details all the etiquettes that need to be kept in mind before attending a Job Interview.	12	CO4	3
2	List out the different types of essays giving a brief description on each type.	12	CO4	3
3	Write a five-paragraph essay on "Contribution of Technology in Education". The essay should comprise introduction, three experimental paragraphs and a conclusion.	12	CO4	3
4	A job interview is a type of employment test that involves a conversation between a job applicant and representative	12	CO4	3

	of the employing organization. Prepare a set of ten questions and responses as part of interview preparation.			
5	Write a Report on the below topic: Your college organized a Job Fair on the occasion of International Youth Day. Write a detailed report covering all information regarding the Job fair that will be published in College Magazine.	12	CO4	3
6	List out any ten workplace / business etiquette rules.	12	CO4	3
7	Being a real professional pays well. Explain any ten characteristics that help someone be an excellent professional.	12	CO4	3

Q.No	Question	Weightage	CO	Bloom's Level
	UNIT V			
	PART – A			
1	What is self- plagiarism and why should one avoid it?	2	CO5	3
2	How is data defined? Use simple terms to describe it.	2	CO5	3
3	Write about any two uses of documentation in your own words.	2	CO5	3
4	Explain 'formal presentation'.	2	CO5	3
5	What is text citation?	2	CO5	3
6	What are the two types of data collection?	2	CO5	3
7	Which is the last stage of project writing?	2	CO5	3
8	What is called first draft? What are its components?	2	CO5	3
9	Explain the differences in using the upper and lower cases in a PPT.	2	CO5	3
10	What is called 'credible source' in data collection?	2	CO5	3
	PART – B			
1	List out a minimum of four uses of documentation and explain each briefly.	4	CO5	3
2	Explain any three types of data collection in project writing.	4	CO5	3
3	Describe any three types of plagiarism in academic writing with suitable examples.	4	CO5	3
4	Explain the components of a power point presentation.	4	CO5	3
5	How can plagiarism be avoided in project writing? Explain the steps involved in it.	4	CO5	3
6	Write any 4 steps involved in effective project writing.	4	CO5	3
7	Describe the factors with example to be considered while preparing a technical presentation.	4	CO5	3
8	Explain the various tools employed in documentation.	4	CO5	3

9	Write any 4 key requirements of a good presentation.	4	CO5	3
10	Write the key factors in preparing a PPT for project writing.	4	CO5	3
PART – C				
1	A PowerPoint is the best outreach tool. Make a PPT using 6*6 rule on "Rainwater Harvesting".	12	CO5	3
2	The most important step in developing the project is data collection. Explain how research data is being collected? What steps are required to verify the authenticity of the data?	12	CO5	3
3	Explain in detail the transition from conventional to digital mode of presentation. Analyse the pros and cons between traditional presentation techniques and power point presentation.	12	CO5	3
4	Write in detail the Five components of Project Writing and the significant role they play.	12	CO5	3
5	Explain the guidelines and rules involved in creating and preparing a PPT for formal presentation. Also, write the techniques of formal presentation.	12	CO5	3
6	Project writing involves a methodical and scholarly way of working through credible sources. Make a step-by-step analysis of effective project writing.	12	CO5	3
7	At some point in your career, you are likely to speak in front of a group of people. Whether you are presenting a new project to your team or pitching an idea to a client, it's important to have strong presentation skills. Write down any 10 important tips to improve your presentation skills and engage an audience.	12	CO5	3

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
B.TECH, I YEAR - 2022 - 2023 (TERM - I)
INTERNAL MARKS - CONSOLIDATED MARK STATEMENT
SUBJECT NAME : TECHNICAL ENGLISH - THEORY   Section E1

STAFF NAME: Dr.V.Jeya Santhi

SL NO	Reg No.	Student Name	CLA 1 (30)	CLA 2 (30)	CLA 3 (30)	CLA 4 (10)	Attendance %
1	U22EC001	ADARI BALA KRISHNA KARTHIK	14	24	24	9	69
2	U22EC002	ADARSH R	14	18	16	9	48
3	U22EC003	AJAY KRISHNA T U	10	10	16	9	75
4	U22EC004	AJAY KUMAR REDDY G	0	20	20	9	92
5	U22EC005	AKASH TULLURI	0	16	0	0	17
6	U22EC006	AKKAL HIMAKARA VENKATESH REI	16	22	6	9	81
7	U22EC007	AKKI NAGA PAVAN KUMAR REDDY	13	16	16	9	73
8	U22EC008	ALLAM VINAY	12	0	16	9	52
9	U22EC009	ALLAM YASWANTH	18	16	16	9	68
10	U22EC010	ALLU NAVEEN	12	16	16	9	61
11	U22EC011	AMBATI CHANDAN REDDY	13	18	16	9	69
12	U22EC012	AMBATI NAVEEN REDDY	0	8	0	8	49
13	U22EC013	AMBATI SHIVA REDDY	12	16	8	9	88
14	U22EC014	AMRITA .	23	26	22	10	90
15	U22EC015	AMUDALAPALLI LOKESH	16	22	0	9	83
16	U22EC016	ANAKALA NANDA KUMAR	14	20	16	10	78
17	U22EC017	ANCHA GANESH	24	24	20	10	77
18	U22EC018	ANCHELA VAISHNAVI	23	24	18	10	77
19	U22EC019	ANCHULA ASHOK	11	22	20	10	82
20	U22EC020	ANDRA CHARAN	0	16	16	9	60
21	U22EC021	ANDRA MADHUSUDHAN NAIDU	17	20	18	10	88
22	U22EC022	ANGADI ANWAR	15	22	22	10	84
23	U22EC023	APPADI KAVYA	21	24	18	10	84
24	U22EC025	ARELLY ABHIRAM	5	16	16	10	57
25	U22EC026	ARVAPALLI VARUN KUMAR	15	24	0	10	81
26	U22EC027	ASAM MANOHAR REDDY	16	18	16	9	87
27	U22EC028	ASHALA LOKESH	21	20	16	10	88
28	U22EC029	ASHOK K	15	20	22	9	83
29	U22EC030	ATHURU TEJA REDDY	15	18	18	8	83
30	U22EC031	AVISINENI UDAY KIRAN	12	10	16	8	81
31	U22EC032	AVULA HARSHAVARDHAN REDDY	17	18	16	9	81
32	U22EC033	AVULAPATI KUSHWANTH RAM	15	16	16	9	75
33	U22EC034	AYODHYPURAM VENKATRAMI RED	12	24	16	10	87
34	U22EC035	BACHU SAI SHIVA	17	26	16	10	79
35	U22EC036	BADDIPALLI BHASKAR REDDY	13	16	18	9	82
36	U22EC037	BADE HEMA PANDU RANGA RAO	0	16	4	9	61
37	U22EC038	BAILAPUDI YESWANTH	0	10	0	9	38
38	U22EC039	BALAGONDA INDU	27	28	20	10	81
39	U22EC040	BALAM NARESH	15	16	8	9	69

40	U22EC041	BALTHA SAI TEJA	26	24	18	10	73
41	U22EC042	BALU RAVI KRISHNA REDDY	12	20	16	10	62
42	U22EC044	BANDARI SANDEEP	14	16	22	9	65
43	U22EC045	BANDARU ARAVIND KUMAR	14	4	4	8	70
44	U22EC046	BANDARU CHARAN KISHORE	15	22	22	10	77
45	U22EC047	BANDARU UMA MAHESH	10	16	16	9	62
46	U22EC048	BANDI VINOD	12	16	16	9	70
47	U22EC049	BAREDDY VENKATESWARA REDDY	16	18	22	9	87
48	U22EC050	BATHALA VENKATA SUJAN KARTHI	12	16	0	9	71
49	U22EC051	BATHINA CHARAN KUMAR REDDY	16	24	22	10	87
50	U22EC052	BATTEPATI ANKAIAH	13	16	16	10	75
51	U22EC053	BAVIRISETTI RAJESH	12	16	16	9	79
52	U22EC054	BAYYAVARAPU VISHNU VARDHAN	10	0	16	9	39
53	U22EC055	BESTA MAHENDRA	14	20	22	10	83
54	U22EC056	BESTHA PAVAN KUMAR	10	16	16	9	77
55	U22EC057	BHURAGALA RAMESH	17	22	26	10	94
56	U22EC058	BIJIVEMULA VENKATA SUBBA REDI	11	20	26	10	87
57	U22EC059	BITRA JAYASIMHA	13	22	0	0	66
58	U22EE006	DOMA AMARNADH REDDY	9	16	16	10	84
59	U22EE008	ENOCH GODGIFT S G	12	16	16	10	78
60	U22EE009	JAYASURYA B K	14	0	22	9	75
61	U22EE014	KHANGEMBAM ALEXANDER SINGH	6	16	14	8	40
62	U22EE018	MANDALA YAMINI	17	24	0	9	73
63	U22EE022	NAVEENKUMAR E	5	16	0	10	65
64	U22EE024	PAMIDI GURU SAI SIVA RAMA KRISHNA YADAV	14	16	16	10	83
65	U22EE025	PASUPULETI KHADAR BABU	14	4	22	8	62
66	U22EE028	POLABOINA SHESHU MADHAV	12	16	8	9	92
67	U22EE030	ROKESH M	12	12	16	8	74
68	U22EE031	SALLAGOLUSULA VISHNUVARDHAI	15	8	16	8	87
69	U22EE033	SANJAY S	0	20	16	8	31
70	U22EE034	THANIGAIARASU T	19	26	20	10	88

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
B.TECH, I YEAR - 2022 - 2023 (TERM - I)
INTERNAL MARKS - CONSOLIDATED MARK STATEMENT
SUBJECT NAME : TECHNICAL ENGLISH - LAB

STAFF NAME: Dr.V.Jeya Santhi　　　　　　　　　　　SECTION E1

SUBJECT CODE: U20LEHJ01

SL NO.	Reg No.	Student Name	CLA 3 (60)	OBSERVATION (40)	TOTAL (100)	TOTAL (50)
1	U22EC001	ADARI BALA KRISHNA KARTHIK	35	30	65	33
2	U22EC002	ADARSH R	30	30	60	30
3	U22EC003	AJAY KRISHNA T U	30	30	60	30
4	U22EC004	AJAY KUMAR REDDY G	49	34	83	42
5	U22EC005	AKASH TULLURI	15	10	25	13
6	U22EC006	AKKAL HIMAKARA VENKATESH REDDY	30	30	60	30
7	U22EC007	AKKI NAGA PAVAN KUMAR RED	49	39	88	44
8	U22EC008	ALLAM VINAY	30	32	62	31
9	U22EC009	ALLAM YASWANTH	30	30	60	30
10	U22EC010	ALLU NAVEEN	40	34	74	37
11	U22EC011	AMBATI CHANDAN REDDY	30	30	60	30
12	U22EC012	AMBATI NAVEEN REDDY	30	30	60	30
13	U22EC013	AMBATI SHIVA REDDY	38	34	72	36
14	U22EC014	AMRITA .	52	39	91	46
15	U22EC015	AMUDALAPALLI LOKESH	30	30	60	30
16	U22EC016	ANAKALA NANDA KUMAR	44	35	79	40
17	U22EC017	ANCHA GANESH	34	33	67	34
18	U22EC018	ANCHELA VAISHNAVI	54	38	92	46
19	U22EC019	ANCHULA ASHOK	35	33	68	34
20	U22EC020	ANDRA CHARAN	30	30	60	30
21	U22EC021	ANDRA MADHUSUDHAN NAIDU	36	30	66	33
22	U22EC022	ANGADI ANWAR	38	34	72	36
23	U22EC023	APPADI KAVYA	38	31	69	35
24	U22EC025	ARELLY ABHIRAM	30	31	61	31
25	U22EC026	ARVAPALLI VARUN KUMAR	36	30	66	33
26	U22EC027	ASAM MANOHAR REDDY	36	32	68	34
27	U22EC028	ASHALA LOKESH	38	32	70	35
28	U22EC029	ASHOK K	37	32	69	35
29	U22EC030	ATHURU TEJA REDDY	42	34	76	38
30	U22EC031	AVISINENI UDAY KIRAN	36	31	67	34
31	U22EC032	AVULA HARSHAVARDHAN REDD	40	32	72	36
32	U22EC033	AVULAPATI KUSHWANTH RAM	36	31	67	34
33	U22EC034	AYODHYPURAM VENKATRAMI R	38	31	69	35

34	U22EC035	BACHU SAI SHIVA	35	35	70	35
35	U22EC036	BADDIPALLI BHASKAR REDDY	31	30	61	31
36	U22EC037	BADE HEMA PANDU RANGA RAO	30	30	60	30
37	U22EC038	BAILAPUDI YESWANTH	30	30	60	30
38	U22EC039	BALAGONDA INDU	53	37	90	45
39	U22EC040	BALAM NARESH	30	30	60	30
40	U22EC041	BALTHA SAI TEJA	54	38	92	46
41	U22EC042	BALU RAVI KRISHNA REDDY	30	31	61	31
42	U22EC044	BANDARI SANDEEP	36	31	67	34
43	U22EC045	BANDARU ARAVIND KUMAR	30	31	61	31
44	U22EC046	BANDARU CHARAN KISHORE	32	31	63	32
45	U22EC047	BANDARU UMA MAHESH	30	30	60	30
46	U22EC048	BANDI VINOD	30	30	60	30
47	U22EC049	BAREDDY VENKATESWARA RED	35	34	69	35
48	U22EC050	BATHALA VENKATA SUJAN KAR	30	30	60	30
49	U22EC051	BATHINA CHARAN KUMAR REDI	51	37	88	44
50	U22EC052	BATTEPATI ANKAIAH	30	31	61	31
51	U22EC053	BAVIRISETTI RAJESH	35	30	65	33
52	U22EC054	BAYYAVARAPU VISHNU VARDH	30	30	60	30
53	U22EC055	BESTA MAHENDRA	33	30	63	32
54	U22EC056	BESTHA PAVAN KUMAR	30	30	60	30
55	U22EC057	BHURAGALA RAMESH	52	39	91	46
56	U22EC058	BIJIVEMULA VENKATA SUBBA R	35	32	67	34
57	U22EC059	BITRA JAYASIMHA	15	10	25	13
58	U22EE006	DOMA AMARNADH REDDY	35	31	66	33
59	U22EE008	ENOCH GODGIFT S G	35	32	67	34
60	U22EE009	JAYASURYA B K	38	33	71	36
61	U22EE014	KHANGEMBAM ALEXANDER SIN	35	31	66	33
62	U22EE018	MANDALA YAMINI	55	31	86	43
63	U22EE022	NAVEENKUMAR E	30	30	60	30
64	U22EE024	PAMIDI GURU SAI SIVA RAMA KRISHNA YADAV	30	30	60	30
65	U22EE025	PASUPULETI KHADAR BABU	32	34	66	33
66	U22EE028	POLABOINA SHESHU MADHAV	36	35	71	36
67	U22EE030	ROKESH M	30	30	60	30
68	U22EE031	SALLAGOLUSULA VISHNUVARDI	37	31	68	34
69	U22EE033	SANJAY S	30	30	60	30
70	U22EE034	THANIGAIARASU T	38	31	69	35

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
B.TECH, I YEAR - 2022 - 2023 (TERM - I)
SUBJECT CODE: U20LEHJ01
OVERALL ATTENDANCE PERCENTAGE
SUBJECT NAME : TECHNICAL ENGLISH

STAFF NAME: Dr.V.Jeya Santhi   **SECTION E1**

SL NO.	Reg No.	Student Name	ATTENDANCE %
1	U22EC001	ADARI BALA KRISHNA KARTHIK	69
2	U22EC002	ADARSH R	48
3	U22EC003	AJAY KRISHNA T U	75
4	U22EC004	AJAY KUMAR REDDY G	92
5	U22EC005	AKASH TULLURI	17
6	U22EC006	AKKAL HIMAKARA VENKATESH REDD	81
7	U22EC007	AKKI NAGA PAVAN KUMAR REDDY	73
8	U22EC008	ALLAM VINAY	52
9	U22EC009	ALLAM YASWANTH	68
10	U22EC010	ALLU NAVEEN	61
11	U22EC011	AMBATI CHANDAN REDDY	69
12	U22EC012	AMBATI NAVEEN REDDY	49
13	U22EC013	AMBATI SHIVA REDDY	88
14	U22EC014	AMRITA .	90
15	U22EC015	AMUDALAPALLI LOKESH	83
16	U22EC016	ANAKALA NANDA KUMAR	78
17	U22EC017	ANCHA GANESH	77
18	U22EC018	ANCHELA VAISHNAVI	77
19	U22EC019	ANCHULA ASHOK	82
20	U22EC020	ANDRA CHARAN	60
21	U22EC021	ANDRA MADHUSUDHAN NAIDU	88
22	U22EC022	ANGADI ANWAR	84
23	U22EC023	APPADI KAVYA	84
24	U22EC025	ARELLY ABHIRAM	57
25	U22EC026	ARVAPALLI VARUN KUMAR	81
26	U22EC027	ASAM MANOHAR REDDY	87
27	U22EC028	ASHALA LOKESH	88
28	U22EC029	ASHOK K	83
29	U22EC030	ATHURU TEJA REDDY	83
30	U22EC031	AVISINENI UDAY KIRAN	81
31	U22EC032	AVULA HARSHAVARDHAN REDDY	81
32	U22EC033	AVULAPATI KUSHWANTH RAM	75
33	U22EC034	AYODHYPURAM VENKATRAMI REDDY	87
34	U22EC035	BACHU SAI SHIVA	79
35	U22EC036	BADDIPALLI BHASKAR REDDY	82
36	U22EC037	BADE HEMA PANDU RANGA RAO	61
37	U22EC038	BAILAPUDI YESWANTH	38
38	U22EC039	BALAGONDA INDU	81

39	U22EC040	BALAM NARESH	69
40	U22EC041	BALTHA SAI TEJA	73
41	U22EC042	BALU RAVI KRISHNA REDDY	62
42	U22EC044	BANDARI SANDEEP	65
43	U22EC045	BANDARU ARAVIND KUMAR	70
44	U22EC046	BANDARU CHARAN KISHORE	77
45	U22EC047	BANDARU UMA MAHESH	62
46	U22EC048	BANDI VINOD	70
47	U22EC049	BAREDDY VENKATESWARA REDDY	87
48	U22EC050	BATHALA VENKATA SUJAN KARTHIK	71
49	U22EC051	BATHINA CHARAN KUMAR REDDY	87
50	U22EC052	BATTEPATI ANKAIAH	75
51	U22EC053	BAVIRISETTI RAJESH	79
52	U22EC054	BAYYAVARAPU VISHNU VARDHAN	39
53	U22EC055	BESTA MAHENDRA	83
54	U22EC056	BESTHA PAVAN KUMAR	77
55	U22EC057	BHURAGALA RAMESH	94
56	U22EC058	BIJIVEMULA VENKATA SUBBA REDDY	87
57	U22EC059	BITRA JAYASIMHA	66
58	U22EE006	DOMA AMARNADH REDDY	84
59	U22EE008	ENOCH GODGIFT S G	78
60	U22EE009	JAYASURYA B K	75
61	U22EE014	KHANGEMBAM ALEXANDER SINGH	40
62	U22EE018	MANDALA YAMINI	73
63	U22EE022	NAVEENKUMAR E	65
64	U22EE024	PAMIDI GURU SAI SIVA RAMA KRISHNA YADAV	83
65	U22EE025	PASUPULETI KHADAR BABU	62
66	U22EE028	POLABOINA SHESHU MADHAV	92
67	U22EE030	ROKESH M	74
68	U22EE031	SALLAGOLUSULA VISHNUVARDHAN	87
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Bharath Institute of Science and Technology

Student Feedback Report

Feedback_2022| Theory-2022 | Under Graduate | B.Tech-| 2022-2023 | Technical English | SEM-1 | E1

Staff Name: Dr. V. Jeyasanthi

Registration N	Average	Arrives on time	Prepared ness for class	Effective Commun ication & Teaching	Encourage participatio n	Innovativ e practice	Knowledge demonstrat ion & Control	Citation of current te chnology	Syllabus Completi on	Quality of assess ment/ MCQ	Like another subject with same teacher
U22EC001	4.1	5	4	4	4	5	3	2	2	4	5
U22EC003	4	4	2	3	5	4	5	5	5	5	5
U22EC004	5	5	5	5	5	5	5	5	5	5	5
U22EC007	4.9	5	5	5	5	5	5	4	5	5	5
U22EC008	5	5	5	5	5	5	5	5	5	5	5
U22EC010	3.3	5	4	4	3	3	3	2	3	3	3
U22EC012	4.9	5	5	5	5	5	5	4	5	5	5
U22EC014	4.5	5	5	5	5	4	4	3	5	4	5
U22EC017	4.9	5	5	5	5	5	5	4	5	5	5
U22EC020	5	5	5	5	5	5	5	5	5	5	5
U22EC022	4.1	5	5	5	5	4	4	3	4	4	2
U22EC023	4.8	5	5	5	5	5	5	5	5	5	3
U22EC025	2.3	5	1	1	3	1	2	3	3	1	1
U22EC032	3.4	5	3	4	3	3	3	3	3	4	3
U22EC034	3.4	4	3	2	3	3	3	3	4	4	4
U22EC037	4	4	4	4	4	4	4	4	4	4	4
U22EC039	4.2	5	4	4	5	4	4	3	3	4	4
U22EC041	5	5	5	5	5	5	5	5	5	5	5
U22EC042	4.3	3	4	5	4	4	4	5	5	4	5
U22EC046	4	4	4	4	4	4	4	4	4	4	4
U22EC051	5	5	5	5	5	5	5	5	5	5	5

ID											
U22EC052	4.9	5	5	5	5	5	5	4	5	5	5
U22EC054	3.9	4	4	4	5	3	4	3	5	4	3
U22EC055	4.9	5	4	5	5	5	5	5	5	5	5
U22EC056	4	4	5	5	4	4	3	4	5	5	1
U22EC057	3.5	4	2	4	4	4	4	4	3	3	3
U22EC058	4.9	5	5	5	5	5	5	4	5	5	5
U22EC059	4.4	4	5	5	5	5	3	3	4	5	5
U22EE006	4.2	5	5	5	4	4	5	3	4	5	4
U22EE008	4.5	5	5	5	5	4	5	3	5	4	5
U22EE022	4.9	5	5	5	5	5	5	5	5	5	4
U22EE031	3.5	3	3	3	4	3	3	3	4	4	4
U22EE033	4.9	5	5	5	5	5	5	4	5	5	5

2022-2023 TERM I

U20LEHJ01

Technical English

CO	MARKS ALLOTTED					MARKS OBTAINED					ATTAIN MENT AVERAGE FROM M	END SEMESTER EXAM		ATTAINMENT AVERAGE FROM END	DIRECT AVERAGE ATT (OBT ATT FROM END)	RECT CO ATTAINMENT FROM	TOTAL CO ATTAINMENT	TARGET [CLASS AVERAGE] (%)	ATTAINMENT GAP [TARGET - ATTAINMENT] (%)	Actions Proposed to bridge the Gap (Gap >0)	Modification of Target when achieved (Gap <=0)
	AT1	AT2	AT3	A1	A2	AT1	AT2	AT3	A1	A2		MARKS ALLOTTED	MARKS OBTAINED	END							
CO1	20					17					88	20	17	85	87	86	86	80	-6	Target Attained	Target Increased to 86
CO2	10	10		5		7	7		5		87	20	13	88	88	85	86	75	-12	Target Attained	Target Increased to 85
CO3		20					18				84	20	12	87	88	85	87	85	-1	Target Attained	Target Increased to 85
CO4			14	5	5				12	5	88	20	22	87	86	89	86	85	-1	Target Attained	Target Increased to 90
CO5			16					12		5	87	20	22	86	88	90	88	80	-8	Target Attained	Target Increased to 92

NAME: D. AMARNADH REDDY

Roll No: 01 (7899) E, Section.

Sub: U20LEHJ01 - TECHNICAL ENGLISH

Set-B
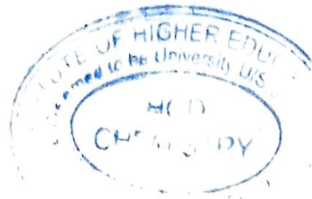
Part-A

1. you need to state the facts you talk to your principal.

2. vertical communication :— vertical communication work well in organization with clear hierarchial structures. This form of communication lets information flow downward and upward, helping to define channels upward, helping to define channels of communication.

3. 1. Haiku — A Japanese poetic form that consists of three line with five syllables in the first lines.

   2. Dejavu — The feeling that you have already experienced something that is actuall happening for the 1st time

4. 1. 3D :— Three dimensions (or) dimensional

   2. PDF :— portable document format.

5. this drug is un safe for children and Causes mush discomfort.

Part B

6.(a) An article is a short monosyllabic word that is to used the noun is specific any 3 rules and function examples collocation to a group of two or more words that usually go together. There are several types of collocation. the collocation and offer to example organizational communication establishes strong working relationship within the members of the organization its types of one of its types the fundamental dif... between formal and informal communication. However to write this knowledge refine your approach while communicating in your own the process of communication second language acquisition comes with several barriers one of the barriers is emotional barriers enlist the other barriers to communication them in detail.

functional of the collocation to a group differences between formal and informal the organiz. establishes strong working relationship fundamental your the process of communication several barriers vertical communicational is the article.

7(b) The fundamental differences between formal commun-ication does this knowledge refine your approach while Communication. Second language acquisition comes with several barriers one of the barriers is emotional of fundamental. Collecations refers to a group of two or more words that usually to go together there are several type. of collocation. Short Monosyllabic word that is used define to the fundamental of usually go togethe second language acquisition comes with several barriers one of the barriers is emotimal barries. Enlist the others to Communication usually of emotional is this knowledge. refine of identify their function the meaning of a collocation refers to a group to two (or) more that usuall go together. There are several types of collocation types of fundamental between formal does this knowledge approach while use of second language organizational Communication establishes strong working relationalship within the members of the fundmental.

Part-c

8(b) Second language acquisition comes with several barriers one of the barriers is emotional barries enlist the other barriers to communication and them in detail.

The barriers communications are the process of formal and informal this knowledge refine your approach while communications. The second language acquisition comes with the brarries of other barries is emotional an article is a short monosyllabic word that is used to define it the noun is specific or identify any rules their function describe the. communication of the process of form a acquisition is emotional collocation of to refers to a group of the communication

Date
01/11/22.

G.M. Goutham kumar
Section - "C"
Roll No:- 69C
Ad.No:- 5866   Code:- U20LEHJ01
Sub :- English

Set - B

flow chart?

8a) "Communication:- If the Communication

is the world Taken from Oatin "Communis". It belongs to the family "Common", "Communism", etc....

Communication is the key to directing the functions. Most of the people don't know the Difference between Spoken English and Communication.

Spoken English is Talking "Grammer" for ESL Learners. But The Term Communication is defined as the Sharing of Thoughts, Sharing of ideas, feelings, Emotions etc..... The Assumption is moving something, or conveying or delivering is called "Information".

The Process of Communication Start's with

"Sender:- The process of Communication
Start's with Sender. It he/she
wants to say something
Through Channels. Communication
Cycle Starts with Sender.

Encoading:- Encoading is the Process of
the Communication. The Sender
who want's to say his
message in The form of
Symbols, Emoji's gestures etc.
Through Symbols, Emoji's The
message is proper to
understand.

Message:- The message is formed
after The after Sender decide's
It is also called as
"Encoading. Sender, Sharing
his thoughts, and Some
information through message
after Encoading.

Channel/medium:- "medium" is the step
in the process of Communication.
The information sent by Sender
through this channel's. The message
may be transmitted through channels.
The channel/medium is in the form of
emails, dax, post, Telegram etc.....
The Channel is selected by the
Sender's choice.

De-coading:- so, however the message
was crafted by the Sender. It
may result dail. It their cannot
be Decoad the message. The message
Can't be understand by the receiver.

Receiver:- The Receiver plays a vital
role in the process of
communication. Their is a
incomplete withouta receiver.
[Communication]

* The Sender who wants to
Send his message through
Channels and the message
was decoaded by Deabg.

Feedback:- After understanding The message was sent by The Sender. The Receiver gives feedback on The Topic who Sent by The message. feedback is more important In the Communication, feedback gives the Boostup to The Person who sent the message.

Part - B

7a **Organizational Communication:-** It is defined as The Channel's and forms of Communication. occur with in The organization. for Example:- Government Bodies, Corporations etc. Organizational Communication incudes Both Communication with in Organization and public facing Communication also.

Their are two Types In Organizational Communication:-
① vertical
② Horizontte.

vertical:- In vertical They are two Types:-

       ① "upward".

       ② "downward".

upward:- In "upward Communication" The information sent from lower level to Higher official management.

for Example:- Day by Day working information was sent by workers. from low level.

Downward:- In Downward Communication The important information sent by Organization to The Employes and worker. is caued Doward Communication.

② **Horizantle Communication:-** The Communication is also known as lateral Communication. The Communication between the Same aged person. and friends. Sthen we we Horizantle Communication.

① you need to State The "facts" when you talk to your "Principle"

② vertical communication:- In vertical Communication Their are Two Types
① upward ② downward.

upward:- The information was sent from lower level to Higher level. management.

Downward:- The important information was Sent by organization from High level to lower level.

④ ① 30 = Three Dimensional
② PDF = "Portable Drive format.

⑤ This drug is "insafe" for children and causes much up comfort

Part-c

86)

Process of Communication :

The process of Communication is divided into seven steps they are :

Sender

encoding

Message

Channel

Receiver

Decoding

feed back
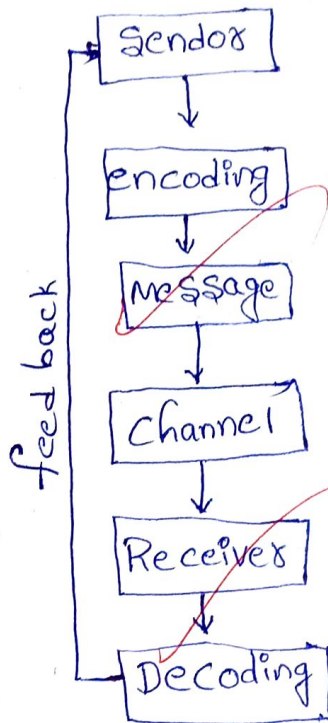
* Sender :

The Sender is the Person who intiates the conversation and Conceptlized the ideas to Convey it to the others is Known as Sender

* Encoding:

* Sender begins with encoding process.
* He uses certain words (or) non-verbal process
* such as symbols, signs, body gestures etc., to translate the information into the message

* **Message :** once encoding is finished, the Sender gets message to intends to convey

The message can be written as oral, greatest non verbal such as body gestures, silence, Signs, Sounds etc and other messages (or) traggers to response the receiver

* **channel :**

The Sender chooses the medium through that he wants to convey in the others message.

The Sender choose medium depends upon inter personal transimation between Sender and receiver

* **Receiver :**

The receiver intercepts the Sender he understand in the better manner.

Receiver is a Person for whom is targeted.

Receiver decoding message depends on :

* his knowledge in the subject manner
* trust
* experience
* information to sender.

*Decoding :

The Receiver intercepts to sendor
he understanding in better manner.

An effective communication only occurs
to understanding the message

Feed back :

* Feed back is the final step of the
process of communication. To receive the
message to receiver the intercepts the
correctly and send to the sendor.

The receiver is received message can
be verbal (or) non-verbal communication

6a) Articles:

Articles are classified into two types they are:

* Definate Articles, eg: A, An
* Indefinate Articles, eg: The.

Uses of 'A':

A is used as before Conconent Sounds:

Eg: A book, A Pen,

Uses of 'An':

* Before used Vowels letters.

Eg: An egg, An idiot

* Before used to 'h' but Can't read letter

Eg: An hour, An honest

* Before used 'U' aslo

Eg: An university, An uniform.

Uses of "THE" :
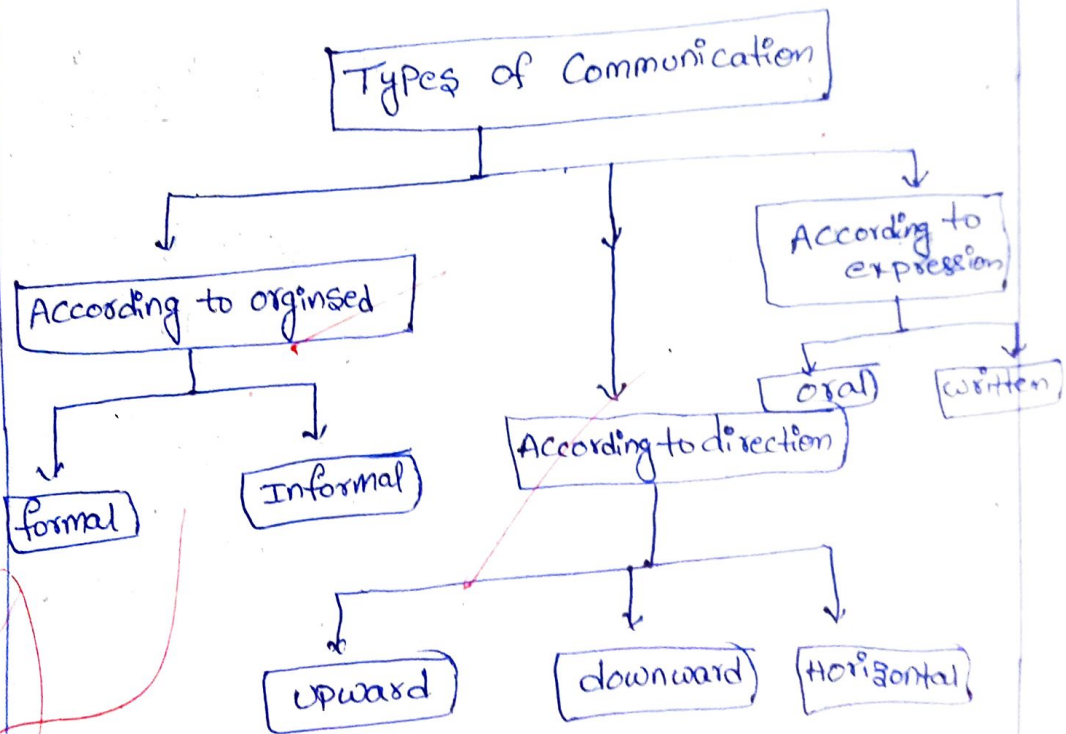
It is used to explain the things, places, oceans, etc.

Eg:- * The european
* The table
* The Pacific ocean etc.

These are all uses of Articles with examples.

7a)

Types of Communication

According to orginsed

According to direction

According to expression

formal

Informal

oral

written

upward

downward

Horizontal

Formal Communication:

The formal communication in which describes in the better way to explain clearly is known as formal communication

Informal Communication:

The informal communication in which the depend on others. it explains not clearly it not in better manner is known as informal communication.

Part - A

1) The hike in the bus "fair" is "real".

5) He bad ly wanted to participate in the summer classes, but was help less

3) 1) Adhoc →

2) Ketchup → Chinese.

Bharath
INSTITUTE OF HIGHER EDUCATION AND RESEARCH
(Declared as Deemed to be University under section 3 of UGC Act 1956)

CONTINUOUS LEARNING ASSESSMENT (CLA) TEST--II

U20LEHJ01 – TECHNICAL ENGLISH

Answer Key

PART A

1. Fill in the blanks with an appropriate Preposition.
   Are you going to study **in** the afternoon or **at** night?

2. Identify the correct tense form.
   a. . Prasanna would have reached Bangalore by this time.
   C. **future perfect**
   b. . They _____ their new car two weeks ago.
   C. **bought**

3. Identify which phrasal verb best describes the word or phrase.
   a) We have seen a DECREASE in sales this month'
   C. **get down**
   b) 'Please CONTINUE sitting after you hear the bell.'
   B. keep on

4. List any 2 sequence words with example sentences.

   a) **At last** she passed the Physics exam.
   b) The notebook **finally** reached me last night.

5. Write the Definition of the following terms:
   a) Hydra
   Hydra is a genus of small freshwater organisms of the phylum Cnidaria and class Hydrozoa.
   b) Juvenile

A juvenile is a child or young person who is not yet old enough to be regarded as an adult.

PART B

6. (A) Define subject-verb agreement. Explain any 3 rules with examples.

Singular subjects require singular verbs. For example, in the sentence, "The train runs from Phoenix to El Paso," "the train" is the singular subject taking on the singular verb "runs."

a) Plural subjects require plural verbs. In the sentence, "The trains run all night long," the plural "trains" necessitates the plural verb "run."

b) Compound subjects with the word "and" require plural verbs. In the sentence, "Pizza and cauliflower taste great together," "pizza" and "cauliflower" are grouped together to create a compound subject.

c) Compound subjects with the word "or" or "nor" can take either a singular verb or a plural verb.

6. (B) Explain any 4 noun-pronoun agreement rules with examples.
A pronoun is a word that refers to a noun and can stand in its place. By using a pronoun, you can refer to the same person, place, thing, or idea repeatedly without using the same noun every time.

a) A pronoun must match its antecedent in number. In other words, if the antecedent is plural, the pronoun must be plural, and if the antecedent is singular, the pronoun must be singular.
EXAMPLE: Freddy wears his Superman outfit at least twice a week.

b) A pronoun must match its antecedent in gender. If the antecedent is feminine, use the pronouns she, her, and hers, and if it is masculine, use the pronouns he, him, and his. Plural pronouns (they, them, their, and theirs) refer to plural nouns of either gender.
EXAMPLE: Freddy's father is embarrassed by his son.

c) Sometimes, a singular antecedent's gender is unknown, or the antecedent refers to a group composed of both males and females. To avoid gender bias, use both the masculine and feminine pronouns.

d) When antecedents are joined by or or nor, the pronoun referring to them should match the part of the antecedent that is closest to the pronoun.
EXAMPLES: Neither her sisters nor Jeannie will bring her basketball.

7. (A) your friend wants to open a bank account in a reputed bank. Explain the process involved in opening a bank account.
Step 1: Choose 'the Right Banking Partner'
Step 2: Visit the Bank or go to their Website/ App
Step 3: Fill out the Application Form
Step 4: Submit the Necessary Paperwork
Step 5: Complete KYC Process

Step 6 Make an initial deposit

7. B) Write a paragraph on "Importance of sports" in 150 words (Write a minimum of 15 sentences with topic, topic sentence and conclusion)

Sports are important for a nation's development and growth because they help foster a sense of national pride and unity among citizens. Sports also help to instill values such as determination, discipline, and respect for others. Through sports, people learn to work together as a team and strive for excellence 07-Jul-2023

PART C

8. A) what do you mean by punctuation? Write about the usage of any 10 punctuation marks with an example for each

1. Full stop

A full stop is the punctuation name for a mark that is used to show the end of a sentence as shown in this punctuation example

'Lucy went clothes shopping. She bought a lovely new skirt

2. Commas

Commas is the punctuation name for a mark that are great for breaking down sentences, combining two clauses or showing us when to pause

3. Question marks

Question marks simply indicate that the speaker is asking a question. They're used at the end of question (or interrogative) sentences.

'Do you still want to keep your teddy bear?'

4. Exclamation marks

Exclamation marks are the punctuation name for a mark that can change the meaning and tone of a sentence. They still end a sentence, but they can add emotion - whether that's excitement, anger or nervousness!

'Look, it's a cat!'

5. Colons

A colon is the punctuation name for a mark that is used to connect two clauses

'Never go out in the sun without sunscreen: you'll damage your skin

8. B) Define phrases and clauses. What is simple, compound, complex in sentences and explain the rules in detail.

1. Simple Sentences

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of simple sentences include the following:

1. Joe waited for the train.

2. Compound Sentences

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples of compound sentences include the following:

1. Joe waited for the train, but the train was late.

3. Complex Sentences

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of dependent clauses include the following:

- because Mary and Samantha arrived at the bus station before noon

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions. Below are some of the most common subordinating conjunctions:

- after
- although
- as
- before
- even though

A complex sentence joins an independent clause with one or more dependent clauses.

P sheshu madav

U2OLEHJ01   ECE/EEE E₁

TECHNICAL - ENGLISH

ROLL NO : 022EE028

Addmission: 8196.

PART - B

U22EE028

(8196)

6 TOPIC : About the promoteing of movies violence and social evils in the society

TOPIC sentence :- All movies are promote very silently when the movies are promoting they will promote in the colloge as in any bus as in any botstop it will become very noise to the older people who are stand near by the bostop. but some movie promotions will be conductor in the besde of the beach. road and in any middle of the city there will be very noise that movies will be become very irritating to alloff the people they will promote very exited but the response will very bad. when, we gone to the Rajamolp vidde fonation or loonch these will be very clean and clear when we go to the RON fonation or loonch these will very noise pollution it will most irritating thing that will be gone to the woornay there people will shouting and the RERV will become very noise and irritation -g person then. the people will get the anger and they will become the social evils.

The movie promotion will be not based on the movie director. It is based on the box also in 00's telugu the cause of phabhes it very popular now the aha was very popular becaus of praibhos was came to the show called aha it is the cause like NTR and Ramchan so and so that will be in the same in tamil and all the langcage also when a movie is promoting like the RRR they will be promotion all over the india and now they will promoting that the all over the woolold. befor the foor months they have gene to the Japan. to promote that movie conceept will accroact to the people which was inter lineked between the people who lived in the forest area and the people to British people who ooled us and they both will fight between indian and English people

conclusion : The promotions will be violence and social evils by the ad aodicons not by the promoters don't like just go and enjoy.

8

b) To make an admission to a college:

when we going to admit a student as our children. we should know about the college background and. how many placements and how much will be useful to our cases to go to the foren it will be usful on not what are the advantages and dis advantage to go the that college.

step (2)

Deciding about the coorse fee:

first we will check our sossounding people to know about the colege becaus the atleast one person will met have stody in the collage that was the season. to known about how the college stody bhechiver and all other activitys about the collage. we most known the collage

step (3)

How moch fee to wooth at college.

we will call to the faiculity and alsle about hii. sir to take the csc IBM how moch fee it will. change it charge op to 1,20,000 means we will check about that coose how it wooth or it will weast. we most and shoold dcheack that all things.

type
step (4)

Joining the university

we must have the the one fine address card
gheroche and 10th memo copys inter mediat 11 and 12
copys. date of birth certificates copys cast income
copys migration copys. long memo, short memo, income
etc copys. we most and should have to take
the copys that will be compal say we need
to tacke the help of aos elder brother
or sisks advise to + addmission and to to.
addmission block. and subneed the certificats.
then we go to the fee desipt block and we
pay the fee to the accounter that sit.
your admission is completed.

b2)
Apple mac pro was discovered by the steve jobs. he
was the ceo of the apple company that was the
large company it was very powerfoll computes fos
this genaration it'will very beast perfoomence for the
all scong of computer and it will use in the
cheap A16 cheap in the computer the perfoomence
of the compute was the very best eve
can vfx the foll fomovi with in 9 months.
that the power the mac was unhacke bol.

P. Siveswaradav
US3EEO28
81a6
OLLEHJOI
TECHNICAL - ENGLISH

Q.

The mac-pro cpo processes was very powerful the arcitas.2 was make with 9in Amonths with one person the gotiphes card was only op to the scabhs os we most In the apple product any bloth wise was not apper to any one that was very secoody the phone will be waey fast bot the computer was very fastes than the any other computes it will be most to give Becist performence to the gamer we need to play a game and we will to give. the becist experence. to any one and befosee like. the monotos will support op to the 1ui8efses rate and the touch sample was op tothu 2160 hz. to deing any game and any Aple. the apple was the becist advise to tothe apple computer and we must the apple condtenes poise to go to the repein. wille.

go along with can Property remember the
price with no recent like that ... the
compliance to no base under the price upon
the structure every point

①

ⓘ draw up
ⓘ get in

s

a) ~~around~~ simple sentence, compound sentence
b) simple sentence, complex sentence

s

~~was~~ the sentence is correct but the
understanding is wrong.

● I brought a card to my sister is happy

Part-c

8 A)

i) Punctuation:- Punctuation is a Symbols are used to Seperate the Sentences and make parts of Sentences to give the different meaning for the Sentences. It is Started in mid 16th century. Punctuation derives from latin word "punctus". punctus means to stop.

There are different types of punctuation marks.

i) Comma (,).

* Comma is used for short pause of the Sentence.

Eg:- I like Indian, American food.

ii) Semi colon (;)

* Semi colon is used to for a long pause of the Sentence.

Eg:- I like India; Italian Culture.

iii) colon :- (:)

* Colon used for the joining of two Sentences.
* It is used for the join of two different Sentences and gives different meaning for the Sentences.

Eg :- I am a Indian: I like to live in India.

iv) Enclamatory (!)

* Enclamatory is used for happy endings / sad endings.

Ex :- Hurry ! .

(v) Full stop (.)

* Used to stop the Sentences and gives the correct meanings. The words forms and makes a Sentences and gives correct meaning , for this the (.) full stop is used.

Ex! I Bharath university student .

(vi) Question (?)

* Used to say the question is completed.
* Question tags.

Ex :- Which game you like most ?

~~Whaat is the~~
Where you from ?

* hadn't ?
* haven't ?

(VII) hypen (-).

Hypen is used to join the two different sentences.

Hypen is used for the joining of the letters.

Ex:- T-shirt.

(VIII) Capital letters (A,B,C, ----Z).

*Capital letters are used for Starting a Sentence with capital letters.

* After full stop the capital letter is used.

* For places, books etc. the capital letter is used.

Ex: India is my country.

(IX). Astreak (*).

Used for the bad words....

For We can pronouns the words but (not) We unable to write the words.

Ex: B****, F***

(X). Square Brackets [ ].

(Used) Square brackets are used to give the Special Meaning of the Sentence (or) Meaning for the particular words.

Ex- Words in brackets gives meaning for the one word.

*(xi) :- Dash (—)

Dash is used for the sentences are incomplete with any pre position / conjuction.

Ex- I like ___ Fruit.

     I like ___ .

Part - B

7B. "Importance of Sports"

Sports which makes good health, Maintains physical fitness for body and refreshment from studies, family tensions, etc.

Sports gives good memories with friends and maintains physical balance, stress release. As a young citizens /students / officers also. To play a game we need some energy and we need some skill on the game. There are plenty of games and sports are their. Sports are important for children mainly because they need good environment and good health conditions.

If a Sport is played by a person they get some relax and free of tensions. Sports are necessary for all the human beings. Sports maintains the good disciplane and good health. Sop sports gives physical balance to the body and gives good rest and maintains physical fitness to the body for the long period of the time. Sports are makes physical exercise for the body.

Sports are important in day to day life because of Sports maintains good health, good ph.physical fitness and sports are encourages us to study well and get proper balance of body. Sports are good for everything.

69)

Ans:- Subject- Verb Agreement:- The verb must agrees with a real Subject in number and person. This agreement of verb with subject is called Subject verb Agreement.

There are 11 rules in Subject verb Agreement.

Rule 1:- When two Subjects are joined by as well as/with/rather than the verb agrees with the First Subject.

Ex: i) You as well as _I_ are ready to join the tour.

Rule 2:- clothes is always plural and takes plural verb form.

Ex:- New clothes have been bought by *a* my father.

Rule 3:- In a Sentence with ~~Indro~~ Introductory "There" the verb agrees with the noun that follows it.

Ex:-) There are 50 benches in a classroom.

ii) There _is_ a beautiful picture on the wall.

Rule 4:- Nouns like series, means, pains, headquaters take both singulas and plural forms.

Ex:- i) The head quaters of a Southern Railways _is_ in Madras

ii) Great pains _have_ been taken

Part A

5) a) Hydra:-

Part A

Are you going to study _in_ the afternoon or _at_ night?

2.
Ans:
1. Prasanna would have reached Banglore by this time

A. present perfect:-

Subject + $\overset{have/has+}{V_3}$ + object

prasanna have reached Bangalore.

B. past perfect:-

Sub + had + V_3 + object

Prasanna had reached Bangalore.

C. Future perfect:-

~~be/as~~ Sub + have/has + ~~been/be~~ + V_3 + object

prasanna have been reached Banglore.

D. Simple past:-

Sub + V_2 + object.

prasanna reached Banglore.

2. They _bought_ their new car two weeks ago.

3.

1. I all off

2) Keep on.

4.

2 Sequence Words with Example Sentences.

i) Simple Sentences.

A Sentences with a Subject and predicate is called Simple Sentences.

2" Mary plays cricket.

ii) Compound Sentences:-

A Sentence using "FAN BOYS" words to join 2 Main Clauses + 1 Subordinate Clause.

3" Mary and Rosy play cricket but not badmation.

F → For   O → Or
A → And   Y → Yet
N → nor   S → So.
B → But

iii) Complex Sentence :- Sentence having 1 Main, 1 subordinate Clause and using "After" before the Sentence.

2" After I reached my home, I ate snacks.

5) a) Hydra

Ans

Noun- pronoun -Agreement

The pronouns should Agree with Noun.

Rule 1:- Advice, furniture, lagguage, hair → do not
not take 's'.

Ex:- They sell all the wooden furniture. Only

Rule 2:- News, Maths, physics, politics, measls ase
always singular.

Ex:-i) Mathematics is my favourite Subject.

ii) NO News is good News.

Rule 3:- 1st, 2nd, 3rd person.

I	We	Second person.
You	Your	Yours
he	she	it
they		

ex:- I met my uncle. He is a
lawyer.

Rule 4:- Trousers, pants, pyjamas, Scissors etc... are
always plural.

ex) Let me wear my blue pants.

NAME: B.Charan kumar reddy   Date: 22-12-2022

Adm No:- 8605

Register No:- U22EC051

Sec:- E1-ECE

Sub:- Technical English

Subcode: U20LEHJ01

Set:-A

PART-C

(8)

(A) Punctuation:-

Punctuation is the system of symbols and that we use to seperate sentences and parts of sentences, and to make their meaning clear. Each symbol is called a "punctuation mark".

The usage of any 10 punctuation marks with an example:-

S.No:-	Punctuation mark/symbol	To read as	Usuage	Example
①	,	Comma	word used to indicate short pause	Example:- 1) I like indian, Italian and continental cusiness
2)	;	semicolon		

usage:-
use to indicate

Punctuation mark

usuage:-
used to indicate a stronger pause than a comma, and when connecting two independent Clause

Example:-
Rosy likes chinese; Anju likes mexicon.

y

3) :   colon

usuage :-
used   to show that something is to follow.

example :-
    I want   the following   items: a chart,a
chair, a table and a   marker.

Punctuation mark

Period (or)
4) .
        foll stop

usuage (Function:-

1) used to indicate the greatest pause an
the   end of   sentence.

Example :-

Teju and Ranga are best friends.

Punctuation mark

5) !   exclamation mark

usuage :-
used to express sudden   emotion or wis

Example :-
    what is happy ending.

Punctuation mark

Q ?   Question mark
        (also called interrogation
             point)

usuage :-
i) used when posing a query   at the en
of an   interrogate sentence.

ii) used when a statement is turned into a
question.

iii) used with question tags.

Example :-

i) which is your favourite subject?

ii) what is your favourite game?

iii) what is your mostly liked subject?

punctuation mark

7) ,   Apostrophe

usuage:-

i) used to form possesive nouns (both singular
& plural noun)

ii) used to contractions.
eg:- `it's used as a contraction of "it is"]

iii) used to indicate plurals of numbers and
symbols

Example

i) A women's hat (singular noun)
the children's whish (plural noun).

ii)   She going to school
It'd be nice   (It would be nice)

8) 6 9   quotes

usuage :-

used to when a question quotation that or
a title is placed inside another
quotation.

Example:-

The teacher asked us "How many of yo have read the story. The Brown Hoye' in your text book.

a) — hyphen

usuage

used to link two or more elements in a sentence.

Example:-

I want to improve my sub-skills of writing.

'(', ( )
Parentue ses
(or) round
brackets

usuage:-

used to enclose passing comments, incidenta
or extra information.

Example:-

He finally answered (after talking five
minutes to think) that he did not under
stand the question.

PART-B

7)

(B) "Importance of Sports:-

The Sports are very important in your life. while studies and Sports equal time to read and play. The Sports are gives some enery to our body and creates some magic in our human mind. The games are give we a body fitness and natural grow to our body. The Sports are play's major role in our life, they grows up sum talent and skills of us. The Sports are gives many more power to our body and they also gives some name:-

Significance of Sports in student life:-

Just like a diet of healthy nutrients is needed for nourishing the body, Playing sports holds a great Significance in enhanching our lives especially of growing children.

Sports help in maintining good health:-

In today era of excessive competition and changing environment, people barely care about our health and have to face its consequences in later stages of their life.

(B) Noun - Pronoun Agreement:-

Pronoun have to agree in number with the words they refer to called to their anlecedthis that is a pronoun must be singular when its singular and plural when it anlcedent is plural.

i) Advice, Furniture, luggage, scenery, hour

This words donot need 's'

Eg:- They sell all the wooden <u>furniture</u>

ii) "trousers, pant, scessar, spectacles, pynamous, savings, riches". This words always comes in plurals.

Ex:- let me the blue pants.

ex:- where to buy scissors?

iii) "News, polities, @ither, mathematics, means". This words always comes the singular.

Eg:- NO ~~news~~ <u>news</u> is good news

(iv) when we talk about "I, you and He", "I should come last".

Eg:- you, Balu and I took part in the competition.

PART-B

A) A) i) Decide the type of Bank account you
want to open in the particular.

ii) Approach my Bank of choice & meet
its Bank officer.

iii) Fill up Bank Account opening Form -
Propsal Form

(iv) Give reference of opening your bank
Account

v) And submit to the respond to Person
Person of the Bank Account.

PART-A

1) Are you going to study in the afternoon
or at night ?

A) c) in lat

2) 1. Past perfect

2) A) have bought.

3) 1) fall off

2) keep on

4) i) First   ii) ~~kind~~ Finally

eg :- i) First the story start   in the
      forest.

ii) Finally the second work has been
    ended.

5) A)   Hydra - is a gene of small, fresh water
        organism.

b) Juvenile - It relating ~~to~~ the young
   people.

Verified
B. Chuf

BHARATH INSTITUTE OF SCIENCE AND TECHNOLOGY
Department of English

CONTINUOUS LEARNING ASSESSMENT – III (CLA – III)

U20LEHJ01 – TECHNICAL ENGLISH – SET A

Date : 30.01.2023

Academic Year / Semester : 2022-2023/ODD

Duration : 1 hour 30 minutes

Instructions : Read the following questions and answer as directed

Marks: 30

Q. No	Question	Weightage	CO	Bloom's Level
	PART A (Answer all the questions)			
1	Describe any two elements of effective precis' writing?	2	CO4	3
2	What is structured interview? Explain.	2	CO4	3
3	List out any two types of Essays.	2	CO4	3
4	Explain 6*6 rule in PPT.	2	CO5	3
5	What is Plagiarism? Write any two steps involved in avoiding Plagiarism.	2	CO5	3
	PART B (Answer (A) or (B) in 150 words)			
6	A) Illustrate any 4 professional etiquettes that are to be followed to become a successful professional. (OR) B) Elucidate the facts to be noted before attending an interview.	4	CO4	3
7	A) In your own words write a Report on a car accident that happened near your college. (OR) B) What is an Essay? Explain any 3 types of Essays with examples.	4	CO4	3
	PART C - Answer (A) or (B)			
8	A) What is project writing? Write a note on the various components of project writing? (OR) B) Elaborate the various factors involved in a successful presentation.	12	CO5	3

BHARATH INSTITUTE OF SCIENCE AND TECHNOLOGY
Department of English

CO	Weightage
CO4	14
CO5	16
Total	30

Prepared by	Staff Name: Ms.R.SubaSaranya & Ms.Kanimozhi	Signature
Verified by	HoD: Dr.V.Immanuel	Signature

Date : 30.01.2023
Academic Year / Semester : 2022-2023/ODD
Duration : 1 hour 30 minutes
Instructions : Read the following questions and answer as directed

Answer Key

PART A (Answer all the questions)

1. **Describe any two elements of effective precis writing?**
   Conciseness, clarity, completeness, unity and coherence (any 2)

2. **What is structured interview? Explain.**
   Structured interview may be rigid and formal. A definite set of questions will be asked to the job applicant. A typical question might be "What are your career goals and objectives?"

3. **List out any two types of Essays.**
   Argumentative, Descriptive, Expository, Narrative, Formal, Informal, Personal and Persuasive (any 2)

4. **Explain 6*6 rule in PPT.**
   6 lines of text
   6 words per line

5. **What is Plagiarism? Write any two steps involved in avoiding Plagiarism.**

   Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work.
   (Any 2 steps)
   Use a direct quote.
   Paraphrase with care.
   Give credit where credit's due.
   Beware of cutting & pasting.
   Footnote as you prepare draft.

6 A) Illustrate any 4 professional etiquettes that are to be followed to become a successful professional.

Etiquette - The conduct or procedure prescribed by authority to be observed in social or official life.

(Any 4)

Be kind, courteous and respectful

Positive attitude, Willingness to help, Mutual respect, Compromise, Punctuality, Professional dress, Respect for others' opinions and Teamwork.

B) Elucidate the facts to be noted before attending an interview.

* Write down the location, time and name of the interviewer with his contact number. Make sure to reach the location of interview spot earlier.

* Go through the website and research on the details of the organization, especially achievements, annual reports, brochures, newsletters etc.

* If possible, make use of the career service available in the website and practice interviews for challenging questions.

* Familiarize with your resume/curriculum vitae, application form and covering letter.

* It's a good idea to bring a resume to a formal interview, even if the employer already has a copy.

* If there's need to think and respond during the interview, say politely, 'that's a very interesting question, I would like a moment to think about that', or ask the question to be repeated.

* Elude from criticizing former employers or colleagues as it creates bad impression.

* Avoid interrupting or arguing with the interviewer.

Apart from this preparation, a candidate for a formal interview should dress appropriately as it proclaims his/her character. It creates a good impression and adds to the better performance at the interview.

7 A) In your own words write a Report on a car accident that happened near your college.

A car mishap took place at Nicholas Road in Nungambakkam, Chennai yesterday at about 10 a.m.

The accident resulted in serious injuries to two of the four people who were on board the car. Luckily, there was no loss of life. An eyewitness described the accident – how the high speeding truck overturned when it took a sharp turn, collided with the car that was coming in the opposite direction.

The authorities arrested the truck driver for his negligence. The car driver is admitted in hospital with grievous injuries. A state-level inquiry has also been ordered into the mishap.

7 B) What is an Essay? Explain any 3 types of Essays with examples.

Essay is an analysis of any topic in which there are points that needs to be explained by sources/evidence. It consists of: Introductory paragraph, Body paragraph(s) and Concluding paragraph.

Types: (any 3)

Argumentative - A form of essay that tries to prove a point by supporting it with evidence

Descriptive - A type of essay which describes an object or animation using different adjectives

Expository - An explanation essay, Cause and effect, Compare and contrast, Classification, Sequencing

Narrative - An essay in the form of a story with a narrator explaining events that has taken place and try to prove a point or an initial thesis

Formal - An essay where there is a subject that has to be explained or proven with concrete evidence and proper essay format

Informal - A type of essay that allows the writer to go a bit off topic and no need to use proper evidence (assuming), Allows humour, Let the author's opinion get involved in the essay

Personal - An informal essay that explains a personal opinion about any topic

Persuasive - An essay in which you try to convince the reader to believe an idea as explained by the writer

PART – C

8 A) What is project writing? Write a note on the various components of project writing?
Project writing helps us in understanding the scope and value of a project plan. extensive research.

It involves trial and error- rewriting.

It helps in experimenting ideas to working strategies.

1. DATA COLLECTION - Types
2. CREDIBILITY & AUTHENTICITY OF DATA - Sources
3. PLAGIARISM - Types
4. COMPILING DATA – Final output
5. PRESENTATION TECHNIQUES

8 B) Elaborate the various factors involved in a successful presentation.

i.Slide Structure
ii.Fonts
iii.Background
iv.Graphs
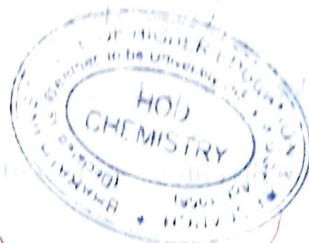v.Spelling and Grammar
vi.Conclusions
vii.Questions

Roll no - 30'C'; 6655
Res no - U22CS186
Date : 30/07/2022

Technical English.

D. Venumarthar

HOD
CHEMISTRY

Section-C

8.

b)

1. Process of making college admission:-

The process of submitting the admission is first come to college and go to the Admission block then the you have to fill the one form and after filling the form you have to give to the Admission members and you have to pay some money for it- and you have to pay sem fees. and now you Cam go to another university office and Submit the documents.

The documents are you have to submitt your adhar card, 3erox (5) and your passport size photos (5), and your 10th Class mark list and 10th class T.C and +1,+2 certificates like mark list and T.C of the Intermidiate and you have to bring all originals 1copy and 3eron 5 copies and you have to bring, Community Certificate, Migration certificate, and your medical certificate you have to bring all the documents and submit to the in university office or the in Addmission block theiris one's Admissions office there you have to give all the Certificates and you have to give 5 copies and your 5 passport size photos you have to give all of these and they will give one document that you have Submitted all the Certificates then they will give one document and It Completes the document subm -ssion. and at last you have to pay the semester fees then only

they will give the one document. If you do not submit
any certificates then you have to show that document &
then you have to sumbit, and after submitting the all
certificates you will get registration number. This is the
Process of the making college admission and Submitting the
documents.

2)

Product discription :-

APPle MacPro is the latest computer that is designe
for ultimate CPU Performance, Now Macpro is the latest Computer
and it has ultra gaming features and the screen display also is
very good, Apple MacPro is the latest Computer that was manufactu
in now a days. The build quality is very nice, and the colours
Coming in Silver, Black and it will look very nice in colour.
Mac Pro is so attractive and it is so fast processer is
running. And the latest Mother board is fixed in the APPle
MacPro. It is very slim and we can easily carry and we can
do all the things and no lag issues, Total build quality is
also is nice than compare to the other computers, it is more
Power ful for gaming purpose. and it has high picture
quality and it is coming Just at 1,19,999. it is soo, chepest
Computer. and it has so much facilities and it will be
Power ful and it has nice looking and it will be
the latest computer in now a days. So, Macpro is the best
Computer to by. in cheapest cost. And it will be the brand
quality. So we can buy the Mar pro computer. APPle MacPro
is very unique in style than compare to the other computers.
So, yo must buy the Apple MacPro Computer.

PART-B

a)

Four Categories of present tense :-

There are four categories in present tense they are :—

i Simple present Tense.

ii, Present Continous Tense.

iii Pesent Perfect Tense.

iv Present perfect continous Tenses.

i Simple Poesent Tense :-

Ext

~~Is~~ she ~~not~~ ~~writing letter.~~

It is easy to denothe the scientific fast, universal work on basis.

Format :

Sub + V$_1$ + s/es + object.

Ext

she writes a letter.

Negative Rule ← Sub + verb + doesnot + V$_1$ + s/es + object.

ii Simple Continous Tense :-

It is used to express an action taking place at the time of speaking.

Ex :-

She writing a letter.

Format :

S + V$_1$ + ing + object.

Negative Format :

S + V$_1$ + doesnot + ing + object.

Present Perfect Tense:

It is used to show an action that started in the past and has just finished.

Ex:
she has written a letter.

Format:
S + has + V₃ + object
be
have

Present Perfect Continuous Tense:

It is used to show an action began used to be before a certain point in the past and this will continued for the centence.

Ex: that I had been learning the English.

Format:
S + had been/has been + ing + subject

a) Promote violence and Social evil in society:

now a days the promotion of violence and social evils are too quietly going up and destroying the society now the to promote the violence and social evils are in society the protion of violence is growing up and the social evils of the society are the promotions and now a days promotions growing up the society. The society is very much promote violence in the society the promotion of the social evil is the event of the society.

PART — A

1.

i. Before you write a research paper, it is always good to
to **draw up.** an outline first.

ii. At what time you usually **get to** work?

2. Preposition :-

Preposition means is, a, an, ~~until, that~~ the, on ... are the preposition
-s, this are called as the preposition. It will be used in the
sentence ~~below the~~ after the subject.

Ex:-

~~It is very beutiful.~~

The book is on the table.

3. Misplaced Modifiers:-

~~A Modifier is~~
A Misplaced modifier is that which Misplaced
means ~~it is not there~~ ~~in the modi~~ it enchanchens it is no
known as Misplaced modifiers

Ex:-

They bought a car from his sister named Pumpkin.
They bought a car from his sister whoom they call Pumpkin.

4. Coal still provides almost 30% of the worlds, energy needs two
-thirds of the world s. reserves in china, russia, and
the USA are majour productions too.
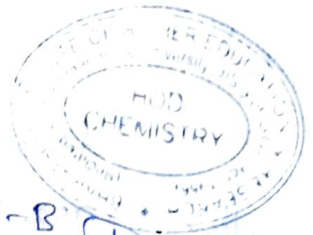
5.
a. simple compound sentence.
b. complen sentence.

Name: D. Vishnu Vardhan Reddy.   Date: 22/12/2022.

Roll NO: U22CS179

Adm NO: 6450

Subject: English (U20LEHJ01).

℗ SET-B

D. Vishnu

8(b) L. College Admission: Bhavath Institute of Science and Technology the Admissions are open now the Bhavath college one of the favmase college in channi in top three poistion. all course are avalble in college the placement is 100%. is there. Second seniore protfecers are there in college. now 10,000 presududents are there in college.

Bipc sudents is very lucky because the Bipc have college and Hospital is also there in college on.

Required documents

* 10th certificat
* Inter TC
* Stude conduit
* Ader card xeor (colour)
* Pass photo (3 sets)
* Cast income
* EWS certifical
* Parents Ader card Xerox

The above document must and stude shoud and with three xerox letr.

Fee   Structure

Above   95%   80,000

Above   90%   90,000

Above   80%   100,000

Above   70%   1,20,000

Above Belowe   60%   percentage students are not allowed.

in this college.

— Hostel also avaible in the college

— Hostel fee   82,000   per Year.

2) New Apple Computer

=) New Apple Macpro computer lanching on Jan 1st

1/1/2023   New Year Specail.

The latest computer that is designed for ultimate

CPU performance

Prize only   99,999 thousand only

In this product more features are there.

Look of the computer.

Out sied look is totaly solver cating
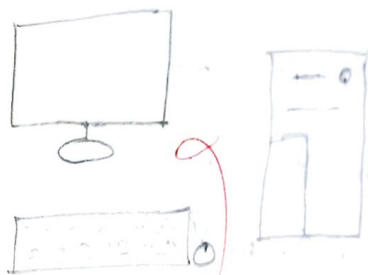
Size of the Computer

Wideth of the computer 80cm

lenthe of the computer 42 cm.

Features of the Computer

* This computer is 2 GB ram

* In this computer touch is also avoloble in the screen.

* Garenty 6 years aveloble.

* The internet speed is 5G.

(OFFeve)

* The fires 100 pepole had 100% offere.

6 b) Phrase.

x Phrase contain one subject and predicate.

It not give total tens.

Phrase don't give total meaning of the sentance

Example.

He want to there

I clean the my hire

7)
(a) Present tense.

Divided into four categories.

⇒ 1   Simple Present tens.

2,   Present pretect tens

3,   Present confunius. tens.

4)   Present prefect confurious tens.

Example.

1) Cauth. ⇒ cauths.

2) He had a cauth

· He have a cauth

PART - A.

1.
  1. draw up.

  2. get to

4. Coal still provides almost 30% of the World energy needs. Two - thirds of the world reserve air in China, Russia and th USA' are major productions too.

5. a) Whenever he was lonely, Lucas called his mother
    is a (Complex sentence.)

  b) Ganesh is not keeping well, yet he decided to go to work (cComplex sentence)

  Both are Complex sentences.

7)b) Noun repesent the Names,

Pronoun - is replace of the noun. He, she, etc.

Explem of Noun.

Narender eat mango

Shiva go to school.

Sai want to Home.

Example

She want to home

He is kabade playe

She eat mango.

173, Agaram Main Rd., Selaiyur, Chennai, Tamil Nadu 600073