

14. Assignment topics with answers

Unit -1

Q. 1 Describe word-formation ?

Ans. **Word-formation** is - the formation of words in a language by the processes of derivation and composition. Borrowing is one of the most common sources of new words in English. The words formed by borrowing of words from other languages are called loanwords. Some of the processes are:

Compounding is the joining of two separate words to produce a single word.

Examples: **brainwash, bookworm, Facebook etc.**

Blending is typically accomplished by combining the initial part of one word and the last part of another word.

Examples: **brunch (breakfast + lunch)**

edutainment (education + entertainment)

emoticon (emotion + icon)

The invention of a totally new term is called **coinage**. The most typical sources are invented trade names for commercial products that become general terms.

Examples: **aspirin, nylon, Xerox, etc.**

Q.2. Explain about prefixes and suffixes.

Ans.

Prefix	Meaning	Key word
anti	against	anti freeze
De	opposite	defrost
Mid	middle	midway
Sub	under	submarine
Inter	between	interact
Suffix	Meaning	Key word
Full	Full of	Careful
En	Made of	Wooden
Less	without	Fearless
Able	Can be done	Comfortable
Ment	action	enjoyment

Q.3. Fill in the blanks with articles.

1. We live in village _____ (in a village)
2. He is best player in the team. _____ (the best)
3. The gold is yellow. _____ (gold is yellow)
4. Jane is rather a outstanding woman.(an outstanding)
5. If you read, you get a knowledge. (remove 'a')

Q.4. Write about the techniques of effective reading?

Ans. The four main types of reading techniques are
Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level. We do this with a magazine or newspaper and would help us mentally and quickly shortlist those articles we consider for a deeper read.

Scanning involves getting our eyes to quickly scuttle across sentence and is used to get just a simple piece of information.

Intensive Reading & Extensive Reading.

Extensive Reading gives students chances to read longer pieces of reading, which they choose, which they can read at their own speed and at their own ability level. This can be done with Graded readers.

Intensive Reading and Extensive Reading are complementary and teachers should use both. A balanced reading program uses Intensive Reading to introduce new language, and complements this with Extensive Reading which consolidates and raises awareness of this language leading to reading fluency.

Q.5. .Write a few sentence patterns with examples :

- Ans. 1. Subject/Verb
eg, Edward laughed.
1. Subject/Verb/Direct Object
eg. President Obama gave a speech.
 2. Subject/Verb/Complement
eg. All applicants were UM graduates.
 3. Subject/Verb/Indirect Object/ Direct Object
eg. The new candidate gives me hope.
 4. Subject/Verb/Direct Object/ Object Complement
eg. The girl thinks herself intelligent.

Unit—2

Q.1. Write synonyms of the following words.

1. **Annihilation:** destruction, carnage, extinction
2. **Enormous:** huge, gigantic, massive
3. **Destitute:** poor, bankrupt, impoverished
4. **Fertile,** fruitful, abundant, productive
5. **Veracity:** authenticity, credibility, truthfulness

Q. 2 . Write antonyms of the following words.

1. Expand – Contract
2. Professional – Amateur
3. Triumph – Defeat
4. Gloomy – Cheerful
5. Random – Specific

Q. 3. Identify errors in terms of concord :

Ans. The writing in those paragraphs are absolutely horrible. .(W)
The writing in those paragraphs is absolutely horrible. (R)

A good book and a hammock is all the entertainment I need. .(W)
A good book and a hammock are all the entertainment I need. (R)

A student should study hard if they want to do well in school. .(W)
A student should study hard if she wants to do well in school. (R)

Everybody should open their book to page 10. .(W)
Everybody should open his book to page 10. (R)

Measles are a very painful disease. .(W)
Measles is a very painful disease. (R)

Q.4. What are the steps for writing a letter?

- A. A letter is a written or printed communication addressed to a pwrson or organization and usually transmitted by e-mail.

The steps for writing a letter:

1. Write your address.
2. Write the name and address of the recipient.
3. Date.
4. Write the salutaion.
5. Write the letter.
6. Use a complimentary close.
7. Fold the letter.
8. Address the envelope.

Formal letter :

- A formal letter is an official letter which is written for official reason.
- A formal letter is also written for different purposes which make a complaint or request or something.
- In formal letter:
- An in-formal letter is a letter you would write to a friend, family members or an Acquaintance.



Q.5. Write a letter to the editor of a newspaper complaining about the bad roads in your locality.

From

Venkat Reddy

38-30-219

Padmavathi colony

Mahabubnagar – 509001

Date : 2nd , july,2011

To

To

The editor

Sakshi

Hyderabad

Dear Sir

We the resident of Padmavathi colony are facing all kinds of troubles due to the bad condition of roads. All the roads are completely damaged and the children are falling in the pot holes. As a result they are getting bruises on the skin and some have broken their legs. We are forced to change the tyres of our vehicles once in every two months as they lose their shape and strength. We demand that the authorities should take necessary steps to mend the roads immediately.

Thanking You.

Yours faithfully

Venkat Reddy

Unit—3

Q.1. Identify the errors with reference to verbs :

Ans.1. She **told to me** an interesting story. (W)

She **told me** an interesting story. (R)

2 I **want that** you should be your partner. (W)

I **want you** to be my partner. (R)

3. We discussed about his plans. . (W)

We **discussed his plans.** (R)

4. I have ordered for two cups of coffee. . (W)

I have **ordered two cups** of coffee. (R)

5. She **suggested me to consult** a doctor. . (W)

She **suggested that I should consult** a doctor. OR She **suggested consulting** a doctor. (R)

Q.2. What are the expressions used in describing objects?

Ans. Adjectives are used to describe objects (words that describe nouns) such as the size, color, shape, material made from, thickness, texture, etc. These are some of the expressions used when asking for descriptions of things.

1. What does it look like?
2. How big is it?
3. How much does it weigh?
4. What color is it?
5. What's it made out of? .
6. What is it?
7. What does it do?
8. What the purpose of a refrigerator? .
9. What do you use a (... cheese grater) for?
10. How does a (... water heater) work?

Q.3. How can an event be described ?

Ans. There are four steps to describe an event. They are : Brainstorm, Practice with an example, write and check. Think about—

Why is this important/significant/fun for you? (include something interesting)
Date, place and time (description of location, time, date)
What activities happened there? (describe the activities that happened)
What did you see, hear, smell and taste? (describe the sensory details)

Describe the event in a paragraph with a topic sentence, supporting sentences and a concluding sentence (summarize why this event was worth attending and what you especially enjoyed)

Check few things like: use of past tense, linking words, grammar and mechanics, descriptive words.



Unit—4

Q.1.List out some standard abbreviations in English

Ans.

Full Form	Abbreviation
Examination	Exam
Memorandum	Memo
Photograph	Photo
Advertisement	Advert, ad
Doctor	Dr
Government	Govt
Apartment	Aprt

Q. 2. **Write about oral communication :**

Ans. Words play a crucial role in communication process, to transmit the message in the way it is intended to be conveyed. When words are used in the process of communication, it is known as verbal communication. Verbal transfer of information can be performed, orally or in written form. **Oral Communication** is the oldest means

of communication, which is most commonly used as a medium for the exchange of information. It involves gathering or disseminating information through spoken words

Oral communication can either be in the form of direct conversation between two or more persons like face to face communication, lectures, meetings, seminars, group discussion, conferences, etc. or indirect conversation, i.e. the form of communication in which a medium is used for interchange of information like telephonic conversation, video call, voice call, etc.

The best thing about this mode of communication is that the parties to communication, i.e. sender or receiver, can notice nonverbal cues like the body language, facial expression, tone of voice and pitch, etc. This makes the communication between the parties more effective. However, this mode is backed with some limitation like the words once spoken can never be taken back.

Q.3. What is written communication?

Ans. **Written Communication**, on the other hand, is a formal means of communication, wherein message is carefully drafted and formulated in written form. It is kept as a source of reference or legal record. In this article, we've presented all the important differences between oral and written communication in tabular form.

It is the most reliable mode of communication, and it is highly preferred in the business world because of its formal and sophisticated nature. The various channels of written communication are letters, e-mails, journals, magazines, newspapers, text messages, reports, etc. There are a number of advantages of written communication which are as under:

- Referring the message in the future will be easy.
- Before transmitting the message, one can revise or rewrite it in an organized way.
- The chances of misinterpretation of message are very less because the words are carefully chosen.
- The communication is planned.
- Legal evidence is available due to the safekeeping of records.

Q.4. What is intensive reading?

Ans. Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.

Example

The learners read a short text and put events from it into chronological order.

In the classroom

Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to

match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

The limits of Intensive reading

- However, if learners only use reading passages like these:
- The reading is difficult, so learners have few chances to build reading speed and fluency.
- The reading is short and because it is difficult, the learners read slowly and they cannot meet a lot of language.
- The whole class reads the same material, which is too easy for some and too difficult for others.
- All the students have to read at the same pace as they do the tasks together.
- The reading is interesting to some learners but not others.

Q.5. What is extensive reading?

Ans. *Extensive Reading* gives students chances to read longer pieces of reading, which they choose, which they can read at their own speed and at their own ability level. This can be done with Graded readers.

Intensive Reading and Extensive Reading are complementary and teachers should use both. A balanced reading program uses Intensive Reading to introduce new language, and complements this with Extensive Reading which consolidates and raises awareness of this language leading to reading fluency.

Extensive Reading is good for language development.

Extensive Reading builds vocabulary. When learners read a lot, they meet thousands of words and lexical (word) patterns that are not taught in textbooks. Extensive Reading allows the learner to develop an awareness of collocations (common word partnerships) and thousands of lexical phrases.

Extensive Reading helps learners understand grammar. In textbooks learners meet hundreds of grammar patterns. However, textbooks do not provide enough meetings with grammar for real acquisition to occur. Extensive Reading provides opportunities to see grammar in context so learners can deepen their understanding of how grammar is really used.

Extensive Reading helps learners to build reading speed and reading fluency. In particular, developing reading speed is important because it helps learners to understand language faster and better.

One objective of Extensive Reading is reading for pleasure. This builds confidence and motivation which makes the learner a more effective user of language.

Unit—5

Q.1. What is Technical Vocabulary?

Technical Vocabulary is the specialized vocabulary of any field which evolves due to the need for experts in a field to communicate with clarity, precision, relevance and brevity. Prior to developing your technical vocabulary, to improve your general vocabulary in English is very essential. The thirst to learn new words, should be a continuous process; whenever you learn new words, try your best to use them while you communicate so that the words register in your mind. There are different strategies you can adopt to learn the words. Learn by knowing their origin. A dictionary is an invaluable tool to build your vocabulary. Sometimes you infer the meaning of a word from the context; but the meaning may not be exact. Only the dictionary would provide with the exact meaning.

- Despite the difficulty of learning and acquiring technical vocabulary, many **technical words have Greek or Latin base forms**, and these can be easy to recognize.
- Some technical words are **the same across a range of different languages**.
- Many **writers provide clues** about whether a word is technical or not, for example, they may define the word in the text, write the word in bold, inverted commas or italics, or in a diagram.
- Often, **technical vocabulary is repeated** within specialized text, indicating its importance.
- The technical use of a word can be better understood by **looking up the full definition of the word**, with all its uses, in a good English-English dictionary.
- Some technical words are **used outside the academic area with little change in meaning**.

Q. 2. Discuss common errors in English :

Ans. Common mistakes are mistakes that even native speakers make on a regular basis. The most common of these common mistakes include 'its or it's', 'two, to or too', 'would of instead of would have', and more. The best way to not make these common mistakes is to become familiar with the through a wide variety of examples.

. Everyone and every one are commonly confused and they have two very different meanings. Everyone is used as a pronoun to refer to all, whereas every one as a noun to refer to each individual.

Some common errors :

1. Everyone/Every one

Use everyone as a pronoun to mean all the people in a group.

e.g. *She wants everyone to leave comments on her blog.*

Every one

Use every one as a noun to indicate each person.

e.g. *Every one of the students has a question about the grammar*

2. A Little - A Few / Little – Few

A little and *little* refer to non-count nouns, and is used with the singular form

e.g. *There's little wine left in the bottle.*

e.g. *I've put a little sugar into your coffee.*

A few and *few* refer to count nouns, and are used with the plural form:

e.g. *There are a few students in that classroom.*

e.g. *He says few applicants have presented themselves.*

A little and *a few* convey a positive meaning.

e.g. *I've got a little wine left, would you like some?*

e.g. *They've got a few positions open.*

Little and *few* convey a negative meaning.

*He's got little money left.
I have few friends in Chicago*



Q.3. What are the characteristics of a report?

Ans. The characteristics are: 1. Simplicity 2. Clarity 3. Brevity 4. Positivity 5. Punctuation 6. Approach 7. Readability 8. Accuracy 9. Logical Sequence 10. Proper Form 11. Presentation.

Simplicity: The language shall be as simple as possible so that a report is easily understandable.

Clarity: The language shall be lucid and straight, clearly expressing what is intended to be expressed.

Brevity: A report shall not be unnecessarily long so that the patience of the reader is not lost and there is no confusion of ideas.

Positivity: As far as possible positive statements should be made instead of negative ones.

Punctuation: Punctuations have to be carefully and correctly used otherwise the meaning of sentences may be misunderstood or misrepresented

Readability: The keynote of a report is readability. The style of presentation and the diction (use of words) shall be such that the readers find it attractive and he is compelled to read the report from the beginning to the end.'

Accuracy: A report shall be accurate when facts are stated in it. It shall not be biased with personal feelings of the writer.

Logical Sequence: The points in a report shall be arranged with a logical sequence, step by step and not in a haphazard manner.

Presentation: A report needs an attractive presentation. It depends on the quality of typing or printing as well as quality of paper used. Big companies make very attractive and colourful Annual Reports.

Q.4. Explain the categories of a report.

Ans. There are mainly formal and informal reports.

Informal Report: Functions to inform, analyze and recommend.

It usually takes the form of a memo or a letter

It is written according to organization style and rules.

It deals with everyday problems and issues addressed to a narrow readership inside the organization.

Progress report, financial report, feasibility report, literature review, personnel evaluation report come under this category.

A Formal Report is the collection and interpretation of data and information.

It is complex and used at an official level.

It is often a written account of a major project.

They can be categorized as Informational reports, Analytical reports, and Recommendation reports.



cs 1200 [Lecture #5, Oral And Written Communications](http://www.utdallas.edu/~dodge/ECS1200/Lec5.pdf)
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16. Unit wise-Question bank with answers :

