

UNIT- I

**TECHNICAL ENGLISH - SHSA1105**

## *Technical English*

### **Language at the Word Level**

#### **Tense**

*Tense* suggests that the action started sometime in the past and has been going on continuously till now.

##### **I. Present Tense**

**Simple present tense** is used-

- ✓ For actions in the present which happen usually, habitually or generally,  
For example: *He walks to college every day.*
- ✓ For stating general truths. For example: *Water boils at 100°C.*
- ✓ For describing processes in a general way. For example,  
*A scientist observes phenomena carefully.*
- ✓ Some adverbs of frequency with the simple present tense to state how often somebody does something are: **always, usually, often, sometimes, occasionally, rarely and never.**

Note that the adverbs of frequency **usually** go before the verb.

**II. Present continuous Tense** is used -

- ✓ to express an action going on at the time of speaking. For example:  
*I am lighting the Bunsen burner.*
- ✓ The following verbs are not normally used in present continuous tense:  
*Love, like, hate, want, need, prefer, know, realize, suppose, mean, understand, believe, remember, belong, fit, contain, consist, seem*  
*I am hungry. I want something to eat. Do you understand what I mean?*
- ✓ When 'think' means 'believe' or 'have an opinion' we do not use continuous.  
*I think she is from North India, but I am not sure.*  
*What do you think about my future plans?*
- ✓ When we mean 'consider' the continuous is possible:  
*I am thinking about what happened. I often think about it.*  
*She is thinking of giving up her job.*
- ✓ We normally use 'see', 'hear', 'smell', 'taste' in present simple not

### **Technical English**

continuous with the following verbs:

*Do you see the man there? The room smells. Let's open the doors.*

*I can hear a strange noise. I can smell something burning.*

✓ For 'look', 'feel' both present simple and continuous are possible:

*You look well today. You are looking good.*

*How do you feel today? How are you feeling now?*

But- *Teenagers usually feel tired in the morning as they stay late hours to study.*

**III. Present Perfect Tense** is used to denote an action that has just been completed. That means that action has connection to 'now'. It is used with 'just', 'already', 'yet'. *I have just completed the experiment. I have already sent it. Have you just arrived? Has it stopped raining yet? I have written the letter but haven't posted it yet.*

**IV. Present Perfect Continuous Tense** is used for actions repeated over a period of time an activity that has just stopped or recently stopped.

*I have been working here since 2008. It has been raining for the last two days.*

*You are out of breath. Have you been running?*

*I have been working hard. Now I am going to have a break.*

Note: 'for' and 'since' can be used in both the above perfect tenses.

Table 1: Present Tense Structures

S= Subject, V= verb

Voice	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
Structure	S + do/ does	S+ Is/am/are + V+ ing	S+ Has/ Have + V (past participle)	S + have/ has+ Been + V + ing
Active voice	S/ he reads books	He is reading a book.	He has read the book.	He has been reading the book.

### ***Technical English***

<i>Passive Voice</i>	Books are read by her / him	A book is being read by him	The book has been read by him	The book has been being read by him
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#### **Present Tense Structure in Passive Voice:**

Transitive phrases can be changed to passive voice. In Active voice the subject is given importance but in passive voice, the subject receives the action. In Impersonal passive voice subject needs no mentioning. Only the action is given importance. In technical writing impersonal passive voice is generally used.

**Table II: Active Voice to Passive Voice:**

<b>Simple Present</b>	
I/we report an event.	(Active voice)
An event <b>is reported</b> by me/us.	(Passive voice)
You <b>report</b> an event.	(Active voice)
An event <b>is reported</b> by you.	(Passive voice)
He/she/it <b>reports</b> an event.	(Active voice)
An event <b>is reported</b> by him/her/it.	(Passive voice)
<b>Present continuous</b>	
<b>I am reporting</b> an event.	(Active voice)
An event <b>is being reported</b> by me.	(Passive voice)
We <b>are attending</b> a course.	(Active voice)
A course <b>is being attended</b> by us.	(Passive voice)
He/she/it <b>is catching</b> a ball.	(Active voice)
A ball <b>is being caught</b> by him/her/it.	(Passive voice)
You <b>are reading</b> a novel.	(Active voice)
A novel <b>is being read</b> by you.	(Passive voice)
They <b>are writing</b> letters.	(Active voice)
Letters <b>are being written</b> by them.	(Passive voice)
<b>Present perfect</b>	

## Technical English

I/we have believed you.	(Active voice)
You have been believed by me/us.	(Passive voice)
You have taken blue prints of building plans.	(Active voice)
Blue prints of building plans have been taken by you.	(Passive voice)
He/she/it has made much progress.	(Active voice)
Much progress has been made by him/her/it/.	(Passive voice)
They have manufactured modern machines.	(Active voice)
Modern machines have been manufactured by them.	(Passive voice)

### 2.1 Identify the verbs in Simple Present Tense in the following passage:

- i. When we talk about facts we use simple present tense: A **fact** is a statement that is true and can be verified objectively, or proven. In other words, a fact is true and correct no matter what. An **opinion**, however, is a statement that holds an element of belief; it tells how someone feels. An opinion is not always true and cannot be proven.

ii. **While telling narrations we use simple present tense:**

The Computer programmer in the story 'True Love', Milton Davis tries to find his ideal partner by instructing his computer (named Joe), which has access to databases covering the entire populace of the world, to find him his ideal match, based on physical parameters supplied. He meets the shortlisted candidates, but realises that looks alone are not enough. In order to correlate personalities, he speaks at great length to Joe, gradually filling Joe's databanks with information about his personality. In doing so, Joe develops the personality of Milton, and upon finding an ideal match, arranges to have Milton arrested, so that Joe can 'have the girl' for himself.

2.2. **Complete the sentences with given verbs:** goes , go, lead, drink, takes, promise, live, speaks, have, watch, do, come , suggest.

1. My friend \_\_\_\_\_ German well.
2. I don't often \_\_\_\_\_ coffee.
3. They usually \_\_\_\_\_ the rooms in the hostel after students \_\_\_\_\_ to college.

### ***Technical English***

4. Bad habits\_\_\_\_\_to many problems later.
5. My parents\_\_\_\_\_in a small house but they\_\_\_\_\_big dreams for me.
6. The Convocation function\_\_\_\_\_place every year.
7. The Earth\_\_\_\_\_round the sun.
8. I usually\_\_\_\_\_films with my family.
9. I come from Kakinada. Where\_\_\_\_\_you\_\_\_\_\_from?
10. I\_\_\_\_\_I won't be late in future. What do you\_\_\_\_\_I do to overcome my bad habit of being late to class every day?

**2.3.** Based on self introductions in the previous lesson, you ask questions to your partner about his/ her family: Do the work in your note book.

1. You know that your friend plays a game. Ask how often she/he plays. How often\_\_\_\_\_play the game?
2. Perhaps his/ her cousin plays the game too. You want to know.  
\_\_\_\_\_your cousin\_\_\_\_\_?
3. You know that his/ her brother works in Chennai. You want to know where he works in Chennai. Ask her/him.  
\_\_\_\_\_?
4. You do not know where your friend's grand parents live. You want to know. Ask him/ her.  
\_\_\_\_\_?

**2.4. Complete using the following:** I apologize, I insist, I promise, I recommend, I suggest.

1. It is a pleasant day today. I suggest we go for a walk.
2. I won't tell anybody what you said.\_\_\_\_\_.
3. You must allow me to pay for my meal.\_\_\_\_\_.
4. \_\_\_\_\_for what I did. It won't happen again.
5. The new item in the menu is very tasty. \_\_\_\_\_it next time.

**2.5. Present Continuous Tense:**

**Are the underlined words correct or wrong? Correct them if necessary:**

### ***Technical English***

1. I am thinking of giving up the new proposal.
2. Are you believing in God?
3. I am feeling hungry. Is there anything to eat?
2. The dish is great. It is tasting really good.
3. I am thinking this is your key. Am I right?
4. I am having a class now. I have no desire to go as I am having headache.

#### **2.6. Use correct form of the verb:**

1. Let's go out. It isn't raining ( not/rain) now .
2. My cousin is very good at languages. She \_\_\_\_\_( speak) five languages.
3. \_\_\_\_\_( you/ listen) to the music?
4. Hurry up. Everybody \_\_\_\_\_( wait) for you.
5. River Godawari \_\_\_\_\_( flow) into the ocean.
6. The river \_\_\_\_\_( flow) very fast today due to heavy rain.
7. We usually \_\_\_\_\_( grow) vegetables at home, but this year we \_\_\_\_\_( not/grow) any.

#### **2.7. Use apt form of the verbs in present tenses:**

3. I \_\_\_\_\_( learn ) English for the last two years.
  4. Hello, Jhansi, \_\_\_\_\_( I/look) for you. Where have you been?
  5. Why \_\_\_\_\_( you/look) at me strangely? Stop it.
  6. She is a teacher. \_\_\_\_\_( she/teach) for ten years.
  7. \_\_\_\_\_ ( I/ think) about what you said and I have decided to take your advice.
  8. Look. Somebody \_\_\_\_\_( somebody/ break) the neighbors' door.
  9. Is it still raining? No \_\_\_\_\_(it/stop).
  10. \_\_\_\_\_( I /read) the book you lent me, but \_\_\_\_\_( I/not/ finish) it yet.
  11. How long \_\_\_\_\_( you/ drive) ?
  12. The car is ok now. \_\_\_\_\_( I /repair) it.
- 12.6. **Fill in the blanks with the appropriate form of the verbs in the present tense.**

1. A successful scientist \_\_\_\_\_(be) full of curiosity. He \_\_\_\_\_(want) to find out

### ***Technical English***

how and why the universe\_\_ (work). He usually\_\_ (direct) his attention towards problems, which he\_(notice) have no satisfactory explanation and his curiosity (make) him look for underlying relationships even if the data available\_(seem) to be unconnected.

2. Today science (play) a major role in the creation of the global village. International agencies \_\_(pool) their resources and \_\_(incorporate) themselves into greater bodies. Universities\_\_\_\_(develop) joint research projects. On the whole the world\_(move) towards greater unity.
3. The most striking characteristic of modern science (be) the trend towards international cooperation. The widening scope of present day research \_\_\_\_ (result) in extending many items of research beyond national boundaries. The increasing interdependence of nations \_\_\_\_\_ (have) an impact on scientific investigation. The last twenty years\_\_\_\_\_(witness) the intensification of international cooperation. The magnitude of the problems to be solved \_\_\_\_\_ (keep) on increasing.



# PASSIVE VOICE

S + BE + PAST PARTICIPLE (PP)

TENSE	ACTIVE VOICE	PASSIVE VOICE
Present Simple	They <b>sell</b> ice cream here. They <b>sell</b> books here.	Ice cream <b>is sold</b> here. <i>is + PP</i> Books <b>are sold</b> here. <i>are + PP</i>
Present Continuous	Someone <b>is washing</b> my car at the moment. Someone <b>is washing</b> my cars at the moment.	My car <b>is being washed</b> at the moment. <i>is being + PP</i> My cars <b>are being washed</b> at the moment. <i>are being + PP</i>
Present Perfect Simple	They <b>have repaired</b> my bike. They <b>have repaired</b> all the bikes.	My bike <b>has been repaired</b> . <i>has been + PP</i> All the bikes <b>have been repaired</b> . <i>have been + PP</i>
Past Simple	They <b>sold</b> a car yesterday. They <b>sold</b> three cars yesterday.	A car <b>was sold</b> yesterday. <i>was + PP</i> Three cars <b>were sold</b> yesterday. <i>were + PP</i>
Past Continuous	He <b>was painting</b> my bedroom then. He <b>was painting</b> my bedroom and the kitchen then.	My bedroom <b>was being painted</b> then. <i>was being + PP</i> My bedroom and the kitchen <b>were being painted</b> then. <i>were being + PP</i>
Past Perfect Simple	Somebody <b>had left</b> an envelope on the table.	An envelope <b>had been left</b> on the table. <i>had been + PP</i>
Future Simple	They <b>will send</b> an e-mail.	An e-mail <b>will be sent</b> . <i>will be + PP</i>
Future going to	Somebody <b>is going to call</b> Peter. Somebody <b>is going to call</b> you soon.	Peter <b>is going to be called</b> . <i>is going to be + PP</i> You <b>are going to be called</b> soon. <i>are going to be + PP</i>

### ***Technical English***

<b>Tense</b>	<b>Voice</b>	<b>Indefinite</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	<b>Active</b>	He reads a book.	He is reading a book.	He has read a book.	He has been reading a book.
	<b>Passive</b>	A book is read by him.	A book is being read by him.	A book has been read by him.	No Passive
<b>Past</b>	<b>Active</b>	He read a book.	He was reading a book.	He had read a book.	He had been reading a book.
	<b>Passive</b>	A book was read by him.	A book was being read by him.	A book had been read by him.	No Passive
<b>Future</b>	<b>Active</b>	He will read a book.	He will be reading a book.	He will have read a book.	He will have been reading a book.
	<b>Passive</b>	A book will be read by him.	No Passive	A book will have been read by him.	No Passive

1. Active Voice: My professor is teaching three courses.

Passive Voice: Three courses are taught by my professor.

Impersonal Passive Voice: Three courses are taught.

2. Active Voice: Many students read India Today

Passive Voice: India Today is read by many students.

Impersonal Passive Voice: India Today is read.

3. Active Voice: The students discussed the issue of electoral reform

### ***Technical English***

Passive Voice: The issue of electoral reform was discussed by the students.

Impersonal Passive Voice: The issue of electoral reform was discussed.

4. Active Voice: He employs a servant.

Passive Voice: A servant is employed by him.

Impersonal Passive Voice: A servant is employed.

5. Active Voice: We celebrate the Golden Jubilee of our school.

Passive Voice: The Golden Jubilee of our school is celebrated by us.

Impersonal Passive Voice: The Golden Jubilee of our school is celebrated.

6. Active Voice: Kannan beats Ravi.

Passive Voice: Ravi is beaten by Kannan.

Impersonal Passive Voice: Ravi is beaten.

7. Active Voice: The mother is preparing the soup.

Passive Voice: The soup is being prepared by the mother

Impersonal Passive Voice: The soup is being prepared.

8. Active : Our English teacher may give an exam today.

Passive: An exam may be given by our English teacher today.

9. Active : You must obey the traffic rules.

Passive: The traffic rules must be obeyed.

10. Active : Juan can give them some information about the job.

Passive: They can be given some information about the JOB by Juan.

11. Active: I did not write that letter.

Passive: That letter was not written by me.

### ***Technical English***

12. Active : Complete the work.

Passive : Let the work be completed.

13. Active : Turn off the television.

Passive : Let the television be tuned off.

Label the following sentences ACTIVE or PASSIVE.

1. Louise made the chocolate cake.
2. The chocolate cake was made by Louise.
3. The package was advertised by the travel agent.
4. The travel agent advertised the package.
5. The chain was broken by my brother.
6. My brother broke the chain on my bike.
7. I hemmed the prom dress.
8. The prom dress was hemmed by me.
9. The pencil on the floor was broken by him.
10. He broke the pencil on the floor.

### **2.9. Change the following into impersonal passive voice where ever required:**

1. They stop the machine.
2. She has fixed the tube on the stand
3. An experimenter is describing an apparatus which he uses.
4. Generally a researcher chooses a topic and consults relevant books.
5. Do not tell a lie.

### ***Technical English***

6. They have performed the operation successfully.
7. The new Manager has called for quotations.
8. The mechanics use thin grease as a lubricant in ball bearings.
9. We weld two metal plates together.
10. Browse the net for details

## **Tenses- Past tense & Future Tense**

### **Form**

[VERB+ed] or irregular verbs

Examples:

- You **called** Debbie.
- **Did** you **call** Debbie?
- You **did not call** Debbie.

### Complete List of Simple Past Forms

### **Use 1 Completed Action in the Past**

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.

### *Technical English*

- Last year, I **didn't travel** to Korea.
- **Did** you **have** dinner last night?
- She **washed** her car.
- He **didn't wash** his car.

## Use 2 A Series of Completed Actions

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

### **Examples:**

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.
- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
- **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

## Use 3 Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

### **Examples:**

- I **lived** in Brazil for two years.
- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.

### *Technical English*

- We **talked** on the phone for thirty minutes.
- A: How long **did** you **wait** for them?
- B: We **waited** for one hour.

### **Use 4 Habits in the Past**

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- **Did** you **play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.
- They never **went** to school, they always **skipped** class.

### **Use 5 Past Facts or Generalizations**

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "used to."

Examples:

- She **was** shy as a child, but now she is very outgoing.
- He **didn't like** tomatoes before.

### *Technical English*

- **Did** you **live** in Texas when you **were** a kid?
- People **paid** much more to make cell phone calls in the past.

## **IMPORTANT When-Clauses Happen First**

Clauses are groups of words which have meaning but are often not complete sentences. Some clauses begin with the word "when" such as "when I dropped my pen..." or "when class began..." These clauses are called when-clauses, and they are very important. The examples below contain when-clauses.

Examples:

- **When I paid her one dollar**, she answered my question.
- She answered my question **when I paid her one dollar**.

When-clauses are important because they always happen first when both clauses are in the Simple Past. Both of the examples above mean the same thing: first, I paid her one dollar, and then, she answered my question. It is not important whether "when I paid her one dollar" is at the beginning of the sentence or at the end of the sentence. However, the example below has a different meaning. First, she answered my question, and then, I paid her one dollar.

### **Example:**

I paid her one dollar **when she answered my question**.

### Present Tense

I do

### Present Continuous Tense

I am doing

### Present Perfect Tense

I have done

### Present Perfect Continuous Tense



### ***Technical English***

I have been doing

#### Past Tense

I did

#### Past Continuous Tense

I was doing

#### Past Perfect Tense

I had done

#### Past Perfect Continuous Tense

I had been doing

#### Future Tense

I will do

#### Future Continuous Tense

I will be doing

#### Future Perfect Tense

I will have done

#### Future Perfect Continuous Tense

I will have been doing

Simple Past tense	This Machine was invented in 1981. A thief Broke into the House Last night She explained the problem last week
Past Continuous tense	They were arguing yesterday Some people were playing She was singing a song
Past Perfect tense	I had boarded the train before it left The train had left before we reached the station Sudha had answered all the questions before Ravi answered
Past Perfect continuous tense	We had been trying to get the order Some people had been collecting information All the students had been working hard

## Technical English

It is important not to confuse the **name** of a verb tense with the way we use it to talk about **time**.

For example, a **present tense** does not always refer to **present time**:

- I hope it **rains** tomorrow. "rains" is present simple, but it refers here to future time (tomorrow)

Or a **past tense** does not always refer to **past time**:

- If I **had** some money now, I could buy it. "had" is past simple but it refers here to present time (now)

The following examples show how different tenses can be used to talk about different times.

TENSE	TIME		
	past	present	future
Present Simple		I want a coffee.	I leave tomorrow.
	She	likes	coffee.
Present Continuous		I am having dinner.	I am taking my exam next month.
	They	are living	in London.
Present Perfect Simple	I have seen ET.	I have finished.	
Present Perfect Continuous	I have been playing tennis.		
	We have been working for four hours.		
Past Simple	I finished one hour ago.	If she loved you now, she would marry you.	If you came tomorrow, you would see her.
Past Continuous	I was working at 2am this morning.		
Past Perfect	I had not eaten for 24 hours.		
Past Perfect Continuous	We had been working for 3 hours.	If I had been working now, I would have missed you.	If I had been working yesterday, I would not have agreed.
Future Simple		Hold on. I'll do it	I'll see you tomorrow.

## Technical English

		now.	
Future Continuous			I will be working at 9pm tonight.
Future Perfect			I will have finished by 9pm tonight.
	We will have been married for ten years next month.		
Future Perfect Continuous			They may be tired when you arrive because they will have been working.
	In 30 minutes, we will have been working for four hours		

Simple Future tense	Mohan will go for work tomorrow Ravi will present a paper next week They will inspect this building next year
Future Continuous tense	My friends will be waiting for me All the students will be writing a test My Parents will be worrying about my results
Future Perfect tense	They would have constructed the building by next year Madhan would have informed everyone by now All the students would have submitted their records by Friday.
Future Perfect Continuous Tense	Our team will have been playing final match Most of them will have been waiting for results Some of the students will have been appearing for the interview

## Fill in the blanks with suitable verbs forms

- The flower show, which \_\_\_\_\_ (opens/is open) until 5 p.m. every day, has been a complete success.
- Do you know this city at all?
  - No, this is the first time I \_\_\_\_\_ (am coming/have been) here.

### ***Technical English***

3. 3. After the interview, she realized that she had no useful skills that \_\_\_\_\_ (was interesting/is interesting)
4. 4. We have \_\_\_\_\_ (come to/been in) the city for a week. Now it's time for us \_\_\_\_\_ (to leave/leaving).
5. 5. I wonder if he \_\_\_\_\_ (come/will come). If he \_\_\_\_\_ (will arrive/arrives), please let me know as soon as possible
6. He asked the crowd if they \_\_\_\_\_ ( have thought / thought ), that the politician \_\_\_\_\_ ( was telling/told) a lie.
7. I \_\_\_\_\_ (had read /read) the book on the reading list before I attended the lecture.
8. He is ill. He \_\_\_\_\_ ( is lying/ has been lying) in bed for 3 weeks.
9. How many people does the doctor know \_\_\_\_\_ ( has died/ are dying) of the disease?
10. It \_\_\_\_\_ (rains/has been raining) everyday so far this week.

### **Exercises:**

#### **I. Write Simple Past tense / Past perfect tense**

1. Arvind \_\_\_\_\_ (play ) with these toys yesterday.
2. Mohan \_\_\_\_\_ (Board) the train before it \_\_\_\_\_ (Start)
3. The Servants \_\_\_\_\_ (Clean) the table before the guests \_\_\_\_\_ (arrive)
4. Last year this city was \_\_\_\_\_ (flood)
5. Sujan \_\_\_\_\_ (book) the tickets before I \_\_\_\_\_ (reach) the station
6. Kala \_\_\_\_\_ (sleep) before her father \_\_\_\_\_ (arrive)
7. A thief \_\_\_\_\_ (Break) into that house last night.
8. The bell \_\_\_\_\_ (ring) on time but before that the students \_\_\_\_\_ (start)
9. Ravi \_\_\_\_\_ (answer) all the questions before I \_\_\_\_\_ (answer)
10. Ranjith \_\_\_\_\_ (go) to Paris last year.

## *Technical English*

### **Exercises:**

#### **II. Write Simple Past tense / simple future Tense**

1. Kishan\_\_\_\_\_ (complete) the work tomorrow
2. Last night it \_\_\_\_\_ (rain) heavily.
3. The Servants \_\_\_\_\_ (Clean) the plates later.
4. Long ago there \_\_\_\_\_ (live) a king
5. Next year Arun \_\_\_\_\_ (get) an award for his contribution.
6. Arjun \_\_\_\_\_ (teach) me this lesson yesterday.
7. Next week the students \_\_\_\_\_ (write) a test.
8. She \_\_\_\_\_ (draw) beautiful paintings last week.
9. Tomorrow all the guests \_\_\_\_\_ (arrive)
10. In 1981 this bridge was \_\_\_\_\_ (Construct)

### **Lesson 3: Listening and Note Taking**

**Aim:** Provide an opportunity for students to work in peers to practice speaking and listening skills

**Objective:** At the end of the lesson students will be able to pronounce key words related to resume and distinguish their meaning and explain areas that they need to focus for future purposes by demonstrating intellectual autonomy by participating in cooperative learning activities.

#### **3.1. Pre listening: Match the Following:**

### ***Technical English***

Resume	Short form for Biographical Data, an archaic term, the focus is on personal particulars like date of birth, gender, religion, race, nationality, residence, marital status etc with chronological listing of education and experience, common in India especially for government jobs with information about caste, religion etc.,, not used internationally as personal details not required for job applications
Bio Data	A Latin which means ' <i>course of life</i> ', is more detailed with 2 to 3 pages with every skill, jobs and positions held, degrees, professional affiliations, arranged in chronological order, highlights general talent than specific skills for a specific position, preferred option for fresh graduates ( American term is Resume)
C.V. Curriculum Vitae	French word meaning ' <i>summary</i> ', of education, skills and employment, with specific skills customized to the target job profile in 1 or x 2 pages, with an objective, more suitable for experienced people applying for job.

### **3.2 In Listening: Activity: Paired Dictation:**

Paired Dictation: Form pairs of student A and student B. Student A dictates information to B and Student B dictates information to A, students can ask for extra help if they don't understand their partner, for example by saying '*Could you repeat that, please?*' or '*How do you spell ?*' Use your note book to complete the task.

## Technical English

**Student A:** Finding employment is \_\_\_\_\_<sup>1</sup> for \_\_\_\_\_<sup>2</sup> students, hence it is \_\_\_\_\_<sup>3</sup> to have a strong \_\_\_\_\_<sup>4</sup>, \_\_\_\_\_<sup>5</sup> for college students. By focussing on \_\_\_\_\_<sup>6</sup> that can be \_\_\_\_\_<sup>7</sup> at the end of college \_\_\_\_\_<sup>8</sup> is like \_\_\_\_\_<sup>9</sup> and \_\_\_\_\_<sup>10</sup> goals that can be \_\_\_\_\_<sup>11</sup> in the resume the future. Since a resume is a \_\_\_\_\_<sup>12</sup> that gives information to the \_\_\_\_\_<sup>13</sup> about the \_\_\_\_\_<sup>14</sup> and the job that can s/he is \_\_\_\_\_<sup>15</sup> for. It \_\_\_\_\_<sup>16</sup> the \_\_\_\_\_<sup>17</sup> in an easy-to-read, \_\_\_\_\_<sup>18</sup>, and \_\_\_\_\_<sup>19</sup> format.

**Student B:** The purpose of a \_\_\_\_\_<sup>1</sup> is to impress the \_\_\_\_\_<sup>2</sup> when they screen \_\_\_\_\_<sup>3</sup>. The time they spend on each resume is around 15 seconds before \_\_\_\_\_<sup>4</sup> that they may consider \_\_\_\_\_<sup>5</sup>. While \_\_\_\_\_<sup>6</sup> or 'NO' pile ends up in the \_\_\_\_\_<sup>7</sup>, 'YES' pile gets a second look, or even \_\_\_\_\_<sup>8</sup>. For a student, a resume is a \_\_\_\_\_<sup>9</sup> to the next step in the \_\_\_\_\_<sup>10</sup>: the interview. In a way it can help the \_\_\_\_\_<sup>11</sup> to prepare for the interview by \_\_\_\_\_<sup>12</sup> on the \_\_\_\_\_<sup>13</sup> to talk about in the interview. Hence the student \_\_\_\_\_<sup>14</sup> to practice interview questions about the \_\_\_\_\_<sup>15</sup> entered in the resume.

## *Technical English*

### **Dictation sheets**

**Student B:** The purpose of a Resume is to impress Hiring managers when they screen potential employees. The time they spend on each resume is around fifteen seconds before deciding on files that they may consider later. While rejected or ‘NO’ pile ends up in the recycle bin, ‘YES’ pile gets a second look, or even an interview. For a student, a resume is a tool to get to the next step in the employment process: the interview. In a way it can help the applicant to prepare for the interview by focussing on the specific items to talk about in the interview. Hence the student gets a chance to practice interview questions about the information entered in the resume.

**Student A:** Finding employment is challenging for college students, hence it is essential to have a strong resume, especially for college students. By focussing on winning resume that can be generated at the end of college education is like setting career and academic goals that can be included in the resume in future. Since a **resume** is a document that gives information to the prospective employers about the candidate and the job that s/he is suitable for. It advertises the skills of a candidate in an easy-to-read, logical, and concise format

### 3.3. Post Listening: Discuss the following with your partner:

- 1) What is the purpose of a Resume?
- 2) Why is it essential to be careful while preparing a Resume?
- 3) How can a resume help the applicant to face interview?



## ***Technical English***

3.4 .Fill the information by copying the following template in your note book:

<p><b><i>Name:</i></b></p> <p><b><i>Address:</i></b></p> <p><b><i>Telephone Number:</i></b></p> <p><b><i>Qualifications/skills/Achievements/Personal Qualities:</i></b></p> <p><b><i>Interests:</i></b></p> <p><b><i>Work Experience:</i></b></p> <p><b><i>Education:</i></b></p> <p><b><i>References:</i></b></p> <p><b><i>Statement / Career Objective:</i></b></p>
---

### **3.5 Group work**

Students in a group of six compare similarities in their information. They work together to help each other to identify areas they need to focus in the next two years to make their resume presentable to Hiring Managers. Time limit 5 minutes

**Group Resume:** Group presenter makes a presentation by giving the information:  
Time Limit 2 minutes

Total years of education(6 ×12 if six in a group finished 12 years of education)

Our group achievements: Skills and Knowledge:Personal Qualities: Creativity/  
critical thinking/ motivated/ dedicated/ Integrity/ empathy/leadership qualities etc).

*NOTE: The details in the above table can be used for making an improved version of Resume while doing Lesson 8: Letter writing*

## **Lesson 4: Sequence and Signalling words for Time and Order (Conjunctions of Sequence and Transition)& Collocations &Lexical Phrases**

**Aim:** Introduce students to linking words by providing opportunities to learn from peers, facilitate them to identify lexical chunks.

**Objective:** At the end of the lesson students will be able to categorise words under various side headings, identify the cohesive devices and collocations by underlining them, and arrange sentences by analysing linking words.

## Technical English

Note: Linking words provide unity in a paragraph. A good paragraph needs linking words for logical arrangement of ideas.

### 4.1. The following words are used to link ideas together. Put the words into the correct column according to their function:

*At first, then, after that at times, gradually, occasionally, periodically, rarely, afterwards, at last, eventually, finally, later on similarly, nonetheless, however, although, secondly, despite, in addition, such as, that is, and, while, whereas, in conclusion, but, because of, not only but also, furthermore, to summarise, in other words, consequently, therefore, because, or, also, for example*

**Copy the following format in your note book to complete the task: An example in given for each category**

Sequencing ideas	<i>At first,</i>
Adding Supporting ideas	<i>In addition to</i>
Giving examples	<i>For instance,</i>
Introducing a contrasting idea	<i>However</i>
Giving an alternative	<i>Alternatively</i>
Giving an explanation	<i>To be more clear,</i>
Drawing a conclusion	<i>To conclude</i>
Time order words	<i>After</i>

### Activity: My life in Five Sentences

- Step 1: Teacher writes five sentences about his/ her life in five sentences on the board in random order. Avoid writing sentences where the chronological order is obvious. Allow the students to guess the sequence of the events.
- Step 2: Students write five sentences in a random order about interesting things they have done. When the students have finished writing, they work in pairs to read their partner's sentences to put them in the right order using sequence words. If the order is wrong, the student tries again until they get it right. You can make this icebreaker more challenging by using more sentences, e.g. 'My life in ten sentences'. When everyone has finished, ask the students to give feedback to the class on the information they found out

## ***Technical English***

about their partner. (*Note: Exercise 5 is an example of 4.3-anincident in the life of Dr. Abdul Kalam for students to do similarly.*)

### **4.3. Identify the linking words to arrange the sentences in the right order:**

Group work: Arrange the sentences by identifying and underlining time sequence words: ( time limit 5 minutes for Each group for doing two exercises)

#### **Exercise 1:**

- A. From his childhood he was passionate about Mathematics and Physics which eventually made him pursue Bachelor's degree in Electrical Engineering and later Master's degree from the Indian Institute of Technology, Kanpur.
- B. Narayana Murthy, the co-founder of Infosys was not born with a silver spoon in his mouth.
- C. After wards, together with six software professionals, founded the company Infosys with 10, 000 rupees in the year 1981.
- D. He started his career as a Chief Systems Programmer at IIM Ahmedabad, then started the company called Softronics, which failed after 1.5 years of inception.
- E. Today, Narayana Murthy is listed as one of the greatest entrepreneurs of all time, alongside Steve Jobs and Bill Gates.

#### **Exercise 2:**

- A. The paragraph illustrates the way milk, cheese, cream and butter are produced, processed and packaged for sale to consumers.
- B. Following this, the milk is put into refrigeration storage after which the milk is put into a tanker to be delivered to the dairy on a daily basis.
- C. It is then turned into various dairy products such as cheese, cream and butter.
- D. Once the milk is delivered to the dairy, it is subsequently put through a pasteurisation process.
- E. Finally, as soon as the milk and dairy products have been processed and packaged, they are then sent out to supermarkets and shops where they are displayed and ready for purchase by consumers.

### ***Technical English***

- F. Initially the cows graze in the fields, after which they are taken to a milking machine to be milked twice a day.

#### **Exercise 3:**

- A. Finally, the bricks are packed and delivered to their destinations.
- B. To begin, the clay used to make the bricks is dug up from the ground by a large digger, which is then placed onto a metal grid, which is used to break up the clay into smaller pieces.
- C. Next, these bricks are placed in an oven to dry for 24 – 48 hours.
- D. The paragraph explains the process of making bricks, which involves seven stages, beginning with the digging up of clay and culminating in delivery.
- E. Following this, sand and water are added to the clay, by using roller, and this mixture is turned into bricks by either placing it into a mould or using a wire cutter.
- F. In the subsequent stage, the bricks go through a heating and cooling process.

#### **Exercise4:**

- A. The diagram illustrates the process of recycling wasted glass bottles.
- B. At the first stage in the process, wasted glass bottles are gathered at a collecting point and delivered to a cleaning plant by a truck.
- C. There are three distinct stages in the recycling process, beginning with the collection of unused bottles and ending with the delivery of new bottles.
- D. After that, the bottles are sent to a glass factory where they are broken into pieces, thereby to burn these pieces in furnaces at to produce the liquid.
- E. At the second stage, glass bottles are washed in high- pressure water before being categorized according to colours that include-clear, green and brown.
- F. At the final stage, new bottles are transported to supermarkets where the products are ready for sale.

### ***Technical English***

G. The recycled liquid glass and the new liquid glass from other sources are then shaped in a glass mould to produce new bottles.

#### **Exercise5:**

- A. It was once, under a very tight project launch a scientist working under him requested an early leave as he was supposed to take his son to an exhibition.
- B. There are numerous experiences of people who worked by the side of this man who has been deeply motivated by his honest care, affection and thoughtfulness.
- C. An ineffaceable mark is created in the minds of millions of Indians by our “People’s President” the late Dr APJ Abdul Kalam.
- D. It clearly shows how much he valued his men, because it is men who make or break an organisation.
- E. It was Dr Kalam, who on noticing that the scientist was not leaving his work, thought to keep his father’s promise to the child by taking him to the exhibition personally.
- F. Engrossed in his work, it was three hours late when the scientist realised that he forgot keeping his parental duties returned home with a with a guilty heart but was amazed to know that his son was not at home but at the exhibition.

### **4.5. Collocations/ Lexical Phrases**

**Collocations:**A collocation is two or more words that go together and sound right.

## Technical English

### 4.5.1 Underline collocations in the following passage :

Attitude maybe just the expression of what you think. Imagine a scenario like when you would work your "butt" off to get into the train, because you are late, while other passengers of later trains just take their time leisurely.

However, it turns out that you have misread your departure time by a couple of hours and got to the railway station too early. It is all in your head.

Therefore, first, you must truly realize your "actual" needs (actual: not theoretical), needs that you know both in your head and your heart that you cannot live without. Without feeling this way, you will remain unmotivated and will not work hard. For example, if you think that you can prepare for examinations in the last minute, as you need to only get enough marks to secure a job, or will always be able to find a way out to score well in the examinations without prior planning and it will be difficult to convince your sub consciousness to work really hard by keeping the future in mind. Only when you truly feel you have no choice, then you will act accordingly. One will need to sort out his/her true needs regarding doing house chores, exercise, studying, learning new skills for his/her career after a long day at work. Also think about another scenario: a mother works tirelessly, fearlessly to save her child from, say, dying. That's the attitude of hardworking. You really want something and fight for it.



## ***Technical English***

### **4.5.2. Fill the starting word / verb of collocation in the first column to add more words:** Do the work in your note book

Work/s	the butt off, with colleagues, out a plan,
Take /s	a chance, a look, notes, a break
keep	hands off, focussed on,
Make	money, an effort, the bed, progress, a difference
do	homework, my hair, a favour, some shopping,
Have	a drink, fun, a bath, a drink, a problem.

### **4.5.3. Activity: Find Four Collocations:**

**Outline:** Students review words by exploring their collocations.

**Materials:** Colour cards/ Chart paper

**Instructions:** Students form groups of four members. Each member must write four collocations for each word that is allotted in each list. They can be full lexical items either before or after the word or even grammatical items like prepositions etc. Students can use dictionaries when they get stuck. Once they finish first list they can chose another list, once the group finishes all the words in the list they can present the same by making a poster with their list. Groups go through the lists prepared by other group members.

Time limit 25 minutes for each group / may vary based on the group size. It is important for the groups to meet the deadlines.

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Adverbs</b>
1.Spread	1.Structure	1.Financial	1. Generally
2.Develop	2.Furniture	2.Miserable	2.Eventually
3.Appreciate	3.Season	3.Likely	3.Honestly
4.Refuse	4.Officer	4.Industrial	4.Clearly
5.Argue	5.Earth	5.Relevant	5.Partly

## ***Technical English***

Source: *Vocabulary Activities, Cambridge University Press 2012. Photocopiable*

### **4.5.4. Lab work: Use of Google Documents, or post Group Poster on Class blog**

#### **Lesson 5: Process Description**

**Aim:** To provide opportunities for the students to write paragraphs based on the language and vocabulary items taught in the previous lessons.

**Objective:** At the end of the lesson students will be able to write process description paragraphs by using cohesive devices, write sentences with factual information, construct sentences with appropriate tense and sentence structures, peer evaluate by using rubrics.

**5.1. Pair Work:** Read “Main Characteristics of a Paragraph” to mark the two most important points from your point of view:

#### **Main Characteristics of A Paragraph:**

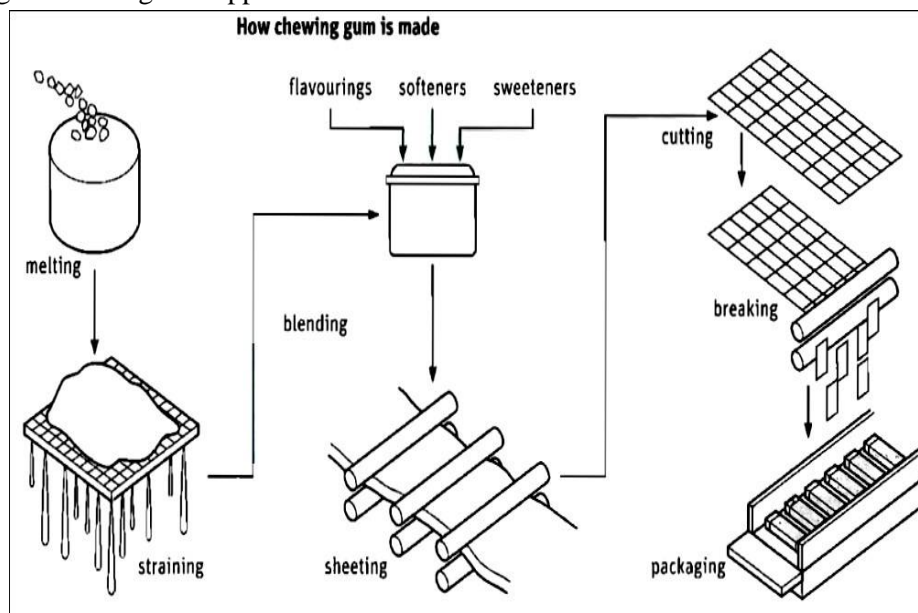
- 1 A paragraph has a topic sentence usually at the beginning to give a sense of direction to the reader. Topic sentence has two parts: the topic which in a word or phrase that is talked about and the controlling idea that limits or controls the topic to just one aspect.
- 2 A paragraph has unity i.e all sentences or supporting details are about one single topic or the main idea.
3. A paragraph has a concluding sentence - that summarizes, restates, or evaluates the most significant ideas of the paragraph. It could also predict the condition of the topic in the near future. Phrases such as: *In conclusion, In summary, To conclude, To summarize* are used.
4. A good title attracts the reader's attention. Interesting, short, simple and concise title is appealing than a sentence and an insipid title. Punctuation like starting with a capital letter, capitalizing important words, except the articles (a, an, the), the coordinating conjunctions (and, or, but), and the prepositions, such as: in, on, at, for is important.



## Technical English

1.2. **Fill the blanks with correct form of the verb:** Use note book to write the answers

The flow diagram \_ 1 \_ (show) the process of preparing Chewing gum. The first stage \_ 2 \_ (involve) preparation of gum base. If gum base \_ 3 \_ (be) natural, it must first be \_ 4 \_ (harvest) and then processed. The process \_ 5 \_ (begin) by melting and purifying the gum base. Gum base \_ 6 \_ (place) in a warm room to dry for a day or two (hot air continually passes over the mixture). After the Gum base \_ 7 \_ (be) dry, then it (sterilize) and melted in a steam cooker. The substance \_ 8 \_ then (pump) to a high-powered centrifuge to rid the gum base of undesirable dirt and bark. The gum base \_ 9 \_ (cook) and mixed with softeners and sweeteners (and all others additives). The next step is kneading, where the Extruders (machines) \_ 10 \_ (use) to blend, smooth and form the gum. A cutting machine \_ 11 \_ (cut) the sheets into sticks or small pellets which \_ 12 \_ later candy (coat). Other machines then carefully wrap and package the gum in air tight wrappers for distribution and sale.



Image

source: <https://www.testbig.com/sites>

**5.3: Do any one of the following tasks:**

### ***Technical English***

1. Draw a flow chart for the process of making chewing gum based on the image given after 5.2
2. Draw a flow chart by listening to the transcript read by your classmate

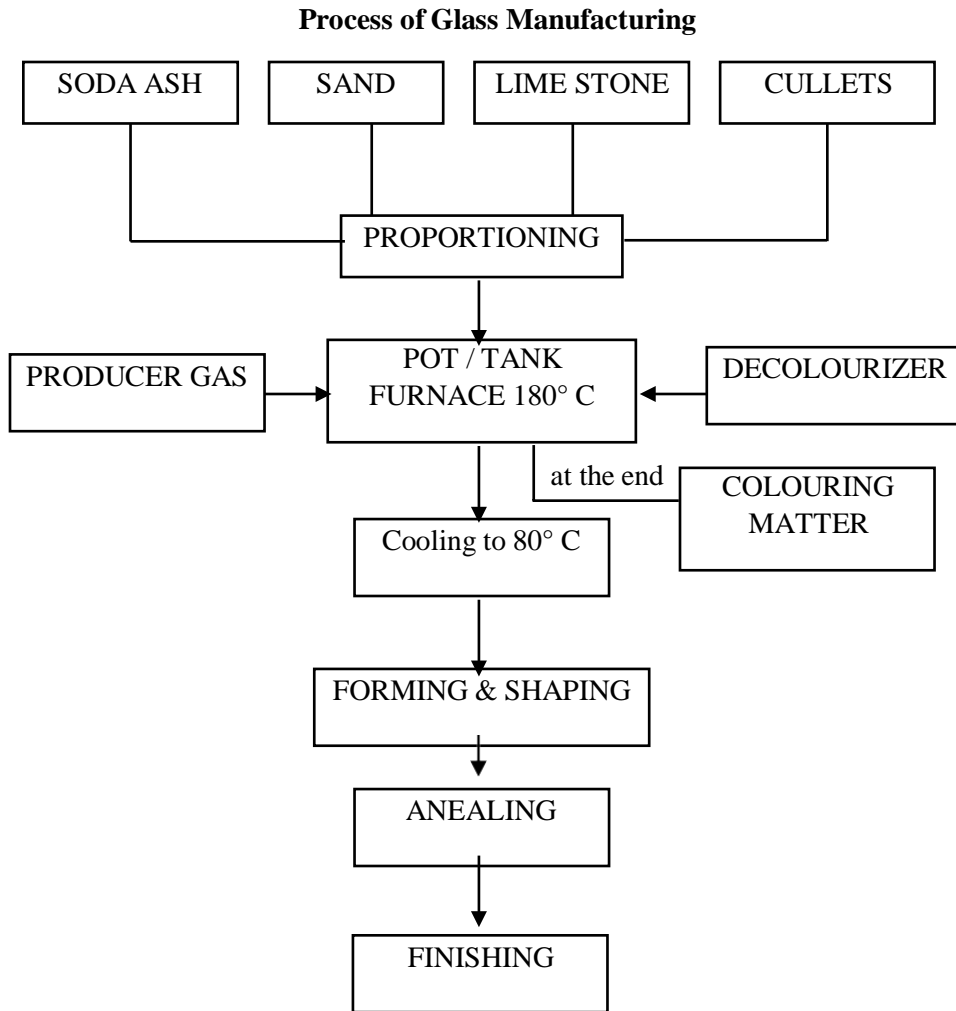
Pair work: Student A listens and draws a flow chart to the transcript read by Student B on the **Process of Joining Google classroom.**

#### **Transcript for Student B:**

Process of Joining Google classroom: To join a Google class a student can have two ways- by using class code or accept invitation from the teacher or join a class with the class code shared by the teacher. The second way is to accept an invitation from the teacher. If an invitation is sent by the teacher, see the icon- Join on the class card on your Classroom homepage. If the class code is lost, deleted, or forgotten, the teacher can be asked to resend the code or set a new one. If the code isn't working, seek help from the teacher or the classmates. The class code is used to join the class, once joined, then the student is enrolled in the class. The code need not be re used. If you join a class from Computer Android iPhone & iPad always ensure that you must be signed in to Classroom before you can join a class.

3. Write a paragraph of 200 words based on your understanding of the flow chart on *the process of glass manufacturing*. Refer to 4.3, Exercise 4 for more information and vocabulary related to the topic.

### Technical English



**5.4.1. Peer Evaluation:** Go through the flow chart drawn by your partner on the process of making chewing gum, to give marks as per the suggestions given below:

**Flow Chart ( 12 marks) :** Title for the diagram (1)

- Each process is given in box (1)
- The boxes are to be connected by straight or arrows (1)

### ***Technical English***

- Each box should have consistency- starting with verb or noun – same throughout, no mix up ( 2 marks)
- All steps mentioned with no point missing showing understanding of what is read( 4)
- Neat diagram with no spelling errors ( 3 marks )

## **THE FOUR KINDS OF SENTENCES**

The four Kinds of sentences are declarative sentences, imperative sentences, interrogative sentences, and exclamatory sentences. Each of these sentence types is used for a specific purpose.

We'll go into more detail below, but here's a quick summary of what each of the sentence types are used for:

- Declarative Sentences: Used to make statements or relay information.
- Imperative Sentences: Used to make a command or a direct instruction.
- Interrogative Sentences: Used to ask a question.
- Exclamatory Sentences: Used to express a strong emotion.

Remember, while each of these types of sentences have different purposes and meanings, every complete sentence should always have a subject and predicate, or a noun and a verb. Sometimes incomplete sentences are acceptable in casual conversations or everyday communication, but in your academic writing you should always focus on complete sentences.

### **1. DECLARATIVE SENTENCES**

A declarative sentence is used to provide information about something or make statements and almost always ends in a period. It's the most basic sentence type that you can use, and can be as simple or complex as necessary to get the point across. You will likely rely on declarative sentences for the majority of your academic writing as they are used to communicate facts, statements, and evidence.

Here are some examples of declarative sentences:

### ***Technical English***

- Mary walked home from school today.
- Leonardo DaVinci was born on April 15, 1452.
- I want to have lasagna for dinner, but I don't know how to make it myself.
- European settlers came to the Americas in search of new land where they could find more wealth and power.
- In order to reduce the number of people living in poverty, the government should introduce stronger social security programs.
- My mom called me home because my dinner was getting cold.
- The coffee shop isn't open on Sundays.
- John works Monday to Friday from 9 a.m. to 5 p.m.
- Michael picked out three roses to give to his girlfriend.
- Evidence suggests that the majority of people in New York City use the subway.

## **2. IMPERATIVE SENTENCES**

An imperative sentence is used to make a command, and ends in either a period or an exclamation mark. Essentially, instead of conveying information, an imperative sentence tells someone to do something. It doesn't always have to be a strong command. Sometimes it can be used to give someone advice, instruct someone on how to do something, or simply address someone. Most of the time, these types of sentences are used in casual conversation or dialogue within fictional or creative writing. You generally won't use them in academic writing unless you're quoting dialogue.

When using imperative sentences, you don't always need to include a subject because most of the time the sentence is being said directly to the subject. However, you can certainly include a subject when addressing someone.

Here are some examples of imperative sentences:

### ***Technical English***

- Please go and wash up before dinner.
- Michael, I hate it when you make me watch boring documentaries.
- Take the next exit on your right.
- Don't leave the door open or the cat might get out.
- Ask your mother for permission to come on the school trip next week.
- Help me take out the trash.
- Bring your notebook to class next week.
- Tell mom that I won't be home for dinner.
- Please turn down the music.
- When you're at the beach, make sure you pin down your towel so it doesn't blow away.

### **3. INTERROGATIVE SENTENCES**

Interrogative sentences ask questions, and are usually directly spoken or written to the subject. They always end in a question mark. Often, interrogative sentences begin with who, what, where, when, why, how, or do. Like imperative sentences, they don't always need to include a subject because they are directly spoken to someone, and for this reason they are not always presented as complete sentences.

Here are some examples of interrogative sentences:

- Whose shirt is on the bathroom floor?
- What time does the concert start?
- Did Leo show up at the party last night?
- Where were you when the crime was committed?
- Does Laura know that her car has a scratch on the side?

### ***Technical English***

- How did John get to school this morning?
- Which train should I take to get to Toronto?
- What time will you be leaving tomorrow morning?
- Did you put away your clothes like I asked you to?
- How could we solve the problem of homelessness in Los Angeles?

#### **4. EXCLAMATORY SENTENCES**

An exclamatory sentence is used to convey a strong emotion and most often ends with an exclamation mark. Just like a declarative sentence, an exclamatory sentence makes a statement about something, but with a stronger impression.

Exclamatory sentences are used more often in casual conversation, but occasionally they can find their way into formal writing depending on the specific situation. For example, if you're writing an essay about a certain book and want to quote the dialogue, you may need to use an exclamatory sentence for evidence. However, for most academic writing, such as an analytical essay or a research paper, they should be avoided.

Here are some examples of exclamatory sentences:

- Wow, that hockey player can skate really fast!
- I can't wait to see you this weekend!
- Stop talking to me!
- This time tomorrow, we'll be on vacation!
- I am so tired of studying!
- Have a great day at Six Flags!
- I want to go to Disneyland!

### *Technical English*

- Michael, stop doing that!
- I am so mad at you right now!
- Wait for me!

### Parts of Speech :

S

# 8 PARTS OF SPEECH

## NOUN

A noun is used to name people, objects or ideas.

Example  
Adnan is an intelligent young man.

## PRONOUN

A pronoun is used in place of a noun.

Example  
I have built a house.

## ADVERB

Refers to a word that describes a verb, an adjectives, another adverb.

Example  
I am going now.

## ADJECTIVE

An adjective is used to describe or qualify a noun.

Example  
She is a pretty child.

## PREPOSITION

A preposition is used to show the relation of one thing to another.

Example  
We went about the world.

## VERB

A verb is used to describe an action.

Example  
Ali went to Karachi

## CONJUNCTION

A conjunction is used to join words or group of words to one another.

Example  
and, or, so, after, neither etc.

## INTERJECTION

An interjection is used to express some sudden rush of feeling or excitement.

Example  
Alas! I we have lost the match.



## 8 Parts of Speech

Part of Speech	Function	Examples
Nouns	Naming people, places, things & ideas/concepts	<ul style="list-style-type: none"> <li>• Mike owns the fastest <b>car</b></li> <li>• They decided to buy the <b>house</b></li> <li>• I believe in <b>free speech</b></li> </ul>
Adjectives	Describing nouns and pronouns	<ul style="list-style-type: none"> <li>• That was an <b>exciting</b> film</li> <li>• The boy in the <b>red</b> jumper is <b>happy</b></li> <li>• This is the <b>longest</b> essay</li> </ul>
Adverbs	Modifying verbs, adjectives & adverbs	<ul style="list-style-type: none"> <li>• She walked <b>slowly</b></li> <li>• They are <b>extremely</b> poor</li> <li>• The police arrived <b>very quickly</b></li> </ul>
Verbs	Expressing a physical action or state	<ul style="list-style-type: none"> <li>• Federer <b>plays</b> tennis</li> <li>• The floods <b>are</b> serious</li> <li>• <b>Take</b> your time</li> </ul>
Prepositions	Showing relationships of words and phrases	<ul style="list-style-type: none"> <li>• The book is <b>on</b> the table</li> <li>• He went <b>into</b> the room</li> <li>• I'm <b>against</b> abortion</li> </ul>
Pronouns	Replacing nouns	<ul style="list-style-type: none"> <li>• John gave <b>her</b> a gift</li> <li>• Why did <b>you</b> push <b>me</b>?</li> <li>• Please look after <b>yourself</b></li> </ul>
Conjunctions	Joining words, phrases & clauses	<ul style="list-style-type: none"> <li>• He's tall <b>and</b> slim</li> <li>• I'll wait <b>until</b> she arrives</li> <li>• Tom's sick <b>so</b> he's not here</li> </ul>
Interjections	Showing strong emotions or feelings	<ul style="list-style-type: none"> <li>• <b>Wow</b>, that's brilliant news!</li> <li>• <b>Ouch</b>, that really hurt</li> <li>• <b>Hey!</b> How are you doing?</li> </ul>

### ***Technical English***

#### **Affixation: Prefixes and Suffixes**

**Prefixes add meaning or change meaning of a word :**

<b>Prefix</b>	<b>Meaning</b>	<b>Example</b>
Kilo-	thousand	kilogram, kilowatt
Maxi-	most, very large	maximum
Mega-	million, very large	megabyte, megastar
Micro-	one millionth, very small	microgram, microorganism
mid-	in the middle of	mid-afternoon, mid-air
milli-	thousandth	milligram, milliliter
mini-	small	miniskirt, minibus, miniseries
mis-	bad or wrong, not	to misunderstand, to misbehave, to miscalculate
mono-	one, single	monolingual, monorail
multi-	many	multilingual
non-	not	nonsense, non-resident, non-smoker
out-	more, to a greater degree	to outdo, to outrun
over	more than normal too much	to overeat, to oversleep, to overestimate
post-	after	postwar
pre-	before	prepaid, preview
pro-	for, in favour of	pre-European, pro-democracy
quad-	four	quadruple, quadruplet
re-	again	to rewrite, to rebuild
sub	below, less than, under	subzero, subsonic subway, subtitles
Super	extremely, more than	superhuman, super sonic
tele-	far, over a long distance	telecommunications, television, telephone lens
trans-	across, through	transatlantic, transcontinental
tri	three	triangle, tricolor
ultra-	extremely, beyond a certain limit	ultra-modern, ultraviolet

### *Technical English*

<b>Prefix</b>	<b>Meaning</b>	<b>Example</b>
un-	not, opposite, taking something away	uncertain, uncomfortable unsure, to undo, to undress
uni	one, single	uniform
a-	not	atypical
Anglo-	English	Anglo-German relations
ante-	before	antenatal (before birth)
anti-	against	anti-European, antisocial
auto-	self	autobiography
bi-	two	bicycle, bilingual, bimonthly
cent-, centi-	hundred	centenary, centimeter
circum-	around	to circumnavigate (to sail around)
co-	together	copilot, to coexist, cooperation
con-	with, together	context
contra-	against, opposite	to contradict, to contra flow
counter	against, opposite	counterrevolution, counterproductive
de-	taking something away, the opposite	to defrost, to decentralize
deci-	one tenth	deciliter
dis-	reverse, opposite	to displease, to disembark
Euro-	European	Euro MP (member of the European Parliament)
ex-	former	ex-wife, ex-president
extra	very, more than usual outside, beyond	extra-thin, extra-special extraordinary, extraterrestrial
fore	before, in advance front	to foretell, forward foreground, forehead
in-, il, im-ir	not	incorrect, invalid, illegible immoral, impatient
ir-	not	impossible, irregular, irrelevant

### *Technical English*

<b>Prefix</b>	<b>Meaning</b>	<b>Example</b>
inter-	between, from one to	international interracial

### *Suffixes*

Suffixes are added at the end of the word to change one part of speech into another:

<b>Suffix</b>	<b>used to make</b>	<b>meaning</b>	<b>example</b>
-able - ible, -ble	adjectives	possible to	acceptable, noticeable, convertible, divisible irresistible
-al	adjectives	connected with	experimental, accidental, environmental
-ance - ancy,	nouns	an action, process or state	appearance, performance, pregnancy, constancy
-ant, -ent	nouns	a person who does it	assistant, immigrant, student
-ation	nouns	a state or action	examination, imagination organization
-ee	nouns	a person to whom something is done	employee, trainee
-en	verbs	to give something a particular quality, to make something more	to strengthen
-ence, - ency	nouns	an action, process or state	coincidence, patience, potency, presidency
-er	nouns	a person who does something	rider, painter, baker, builder teacher
-ese	adjectives	from a place	Japanese, Chinese, Viennese
-ess	nouns	a women who does something as a job	waitress, actress

### *Technical English*

<b>Suffix</b>	<b>used to make</b>	<b>meaning</b>	<b>example</b>
-ful	adjectives	having a particular quality	beautiful, helpful, useful, thankful
-hood	nouns	a state, often during a particular period of time	childhood, motherhood
-ian	nouns	a person who does something as a job or hobby.	historian, comedian, politician
-ical	adjectives from nouns ending -y- or -ics	connected with	economical, mathematical, physical
-ify	verbs	to produce a state or quality	beautify, simplify, purify,
ish		describing nationality or language. 2. Like something 3. rather, quite	English, Swedish, Polish childish, foolish, longish, youngish, brownish.
-ist	nouns	a person who has studied something or does something as a job. a person who believes in something or belongs to a particular group	scientist, typist capitalist, pacifist, feminist
-ion	nouns	a state or process	action, connection, exhibition
-ve	adjectives	to be able to having a particular quality	active, effective
-ize	verbs	actions producing a particular state	to magnetize, to generalize, to another

## *Technical English*

**1.1. Activity :** Think-pair-share (thinking, communication, information sharing)

**Suffixes for Parts of Speech: Refer to the information given above to complete the columns. Provide your own examples-Time limit 15 minutes:**

Part of Speech	Suffix	Meaning	Examples
NOUNS	-ment -age -err, -ary, -ity -ence -ship -tion -ance -ness -hood -sion		
ADJECTIVE	-ful -ic -ous -ish -y -ant -ent -al -ive		
VERB	-en -ize/-ise -ate -ify		
ADVERB	-ly		

### *Technical English*

Part of Speech	Suffix	Meaning	Examples

#### **1.2.** Activity: Prefixes: Think and pair

Find a new word: Time limit 15 minutes. Use dictionary to write examples for each of the prefixes.

Prefix	Meaning	Example
re- mis- in-, ir-, il( not) inter- mini- ex- micro- in-, ir-, il( inside) un- dis- down- trans- mega- con-, com-, cor-, col- e- auto- non- tele- de- up- phil- anti- counter-		

### Technical English

Prefix	Meaning	Example
over- a- cyber- sub- semi- pre- mono- pro- post- out- under-		

**1.3. Activity: Borrowing:** sixty percent of English words are borrowed from Latin. Understanding Latin meaning of words helps in contextual guessing of the meaning of words. Fill the examples column by using the given words. Use dictionary to check the meaning of each word: time limit 10minutes

*Mortality*      *Postmortem*      *Liberal*      *agriculture*      *Liberator*  
*liberateArmy*      *Mortician*      *Population*      *Locus*      *Popular*  
*Transport*      *Populous*      *Postnatal*      *Mortuary*      *Postpone*  
*Transmit*      *Occupy*      *Location*      *Armed*      *Occupation*  
*Locate*      *Arms*      *Occupational*      *Armament*      *Transact*

Latin Word	Meaning	Examples
post	after	
locus	place	
mortuus	dead	
occupare	to occupy	
trans	across	
populus	people	
arma	arms (weapons)	
libera	free	



## Technical English

agricola	farmer	
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Source for Latin words: <http://www.enhancemyvocabulary.com/word-roots/latin/3.html>

### Lesson 7: Changing one Part of Speech into Another

Aim: To establish already words known to students

At the end of lesson students demonstrate their understanding of parts of speech by identifying parts of speech in sentences with 80% accuracy and rewrite by using suffixes.

**Notes:** Words can be categorized according to how they work within phrases, clauses or sentences. These categories, traditionally called parts of speech are now more usually known as word classes. The traditional parts of speech were of eight kinds, excluding the two articles (a/an, the). These were nouns, pronouns, adjectives, verbs, prepositions, conjunctions, adverbs, and interjections:

#### Features of Verbs:

- ✓ Verb take past or the participle form ( take, took, taken)
- ✓ Verbs can be preceded by a noun and in many cases followed by a noun (Raju wrote a book)
- ✓ Each verb has three or more of inflexions like the following:

Verb	III person singular	Present participle	past	Past participle
Write	Writes	Writing	Wrote	Written
Sing	Sings	Singing	Sang	Sung
cut	Cuts	cutting	cut	Cut

#### Features of Nouns

- ✓ They form plurals by taking 's'
- ✓ They take possessives
- ✓ Typically can be preceded by articles
- ✓ Noun suffixes can be -ity, -ness, -ism, -hood, -ice, -ship, etc

#### 1.1. Change the following sentences as directed without changing their

## **Technical English**

### **sense:**

1. The audience listened to the leader with patience. (Use verb of 'patience')
2. At last he succeed in his venture. (Use noun of 'succeed')
3. It is impossible for him to revert at this stage. (Use noun of 'revert')
4. It is not allowed to slay animals in the city. (Use Noun of 'Slay')
5. He has made corrections in all of these sentences. (Use verb of 'corrections')

### **7.2 Change the following sentences as directed without changing their sense:**

1. The master was astonished that the student *refused* the job. (Use noun of 'refuse')
2. He made an *agreement* with her to complete the job. (Use verb of 'agreement')
3. They were *amused* to accept our proposal (Use noun of amused)
4. A violent mob appeared at the scene all of a *sudden*. ( Use adverb of sudden)
5. The boy *succeeded* in the examination by dint of hard work.(use adverb of 'succeeded')

### **7.3 Identify the part of speech of the words in bold: Some examples are given:**

1. He **succeeded** in his attempt.His attempt was **successful**.His attempt was crowned with **success**.
2. **Respect** your parents and teachers. Be **respectful** to your parents and teachers. (respectful – adjective)Show **respect** to your parents and teachers. (respect – noun)
3. He works **diligently**. (diligently – adverb)He works with **diligence**. (diligence – noun)
4. He died **in an instant**. (in an instant – adverb phrase)He died **instantly**.
5. He accepted all of our **proposals**. He accepted all that we **proposed**.
6. This is **apparently** a good proposal. This **appears** to be a good proposal. It is **apparent** that this is a good proposal.
7. The performance didn't give me any **amusement**. I wasn't **amused** by the performance at all.
8. No **invitation** was sent to the mayor. The mayor wasn't **invited**.

### ***Technical English***

9. I do not **intend** to spend my vacation here. I have no **intention** to spend my vacation here

10.10.

## **Lesson 8: Letter Writing**

**Aim:** To provide opportunities for students to practice the new vocabulary and language items learnt while writing.

**Objective:** At the end of the lesson, students write letters and emails by using appropriate tone by using the examples and templates given.

**8.1.A. Think/ pair/ share:** Categorise the following as *Steps to write letters* under 1.pre writing, 2.while writing and 3. post writing

*Steps to write effective letters:*

1. Think of the person you intend to write mail to decide on the tone- formal, informal?( 2- while writing)
2. Read the prompt or question carefully to mark 1, 2, 3 of the points that need to be covered in the letter.
3. Brainstorm to get ideas.
4. Arrange ideas as main ideas, support ideas etc or problems and solutions for each problem
5. Prepare rough draft
6. Write final letter / email by using linking words
7. Check the letter format , spelling, punctuation before submitting finally
8. Think of anecdotes in personal letters to show off your vocabulary
9. Read the letter from receiver's point of view to check for missing information
10. Cross check whether all points asked in the letter prompt are covered or not.

### ***Technical English***

**B.** Discuss in pairs to understand formats for letter and email writing:

Style	Characteristics	Opening	Ending
Formal	To someone you have not met, whose name you don't know	Dear Sir/Madam,	Yours faithfully,
Semi-formal	To someone you may or	Dear Mr ____,	Yours sincerely,

Style	Characteristics	Opening	Ending
	may not have met, whose last name you know	Dear Ms ____	
Informal	To someone you know well, whose first name you know and use	Dear_____, Dear_____,	Best regards, Warm wishes,

**8.2.** Look up the sample Covering letter with Resume to discuss the points given below to jot down notes in the given space: Use it to prepare for yourself by using the information filled in lesson 3.

( Note: Do not write headings 'covering letter' and 'resume' when you apply for job, as it is mentioned in the text book to enable you to understand better)

#### **Pair Discussion:**

- ✓ What are the important ideas discussed in a covering letter?
- ✓ The three parts of resume are- academic details, personal information and references. What is covered in each area?

## ***Technical English***

### **Covering Letter**

XYZ

27, Karhtik Street  
Chennai - 600 064

Date:

The General Manager,  
.....Ltd.,  
Chennai – 20

Respected Sir / Madam

Sub: Application for the post of Web Designer.

Ref: Your advertisement in “The Hindu” dated 24.02.20\_\_\_\_reg.

Greetings!

With reference to the above mentioned subject, I wish to apply for the post of Web Designer in your prestigious organisation. I completed my Under Graduation - B.E. with specialisation in the area of \_\_\_\_\_ from \_\_\_\_\_ University in the year 20\_\_\_\_, besides doing computer courses in CISCO and \_\_\_\_\_. During the course of my studies, I actively took part in many extra-curricular activities besides presenting papers at conferences. As an active member of English Literary Club, I arranged many activities and programmes that helped me to develop my organisational and team management skills.

I request you to consider my application favourably, and call me for an interview at the earliest. Herewith I enclose my resume for your perusal.

Thanking you

Yours truly

XYZ

## ***Technical English***

### RESUME

XYZ

27, Karthik Street,

Chennai - 64.

Ph: 42052904

Objective: To achieve a challenging job to exhibit my technical and soft skills with utmost dedication and commitment.

S. No.	Degree	School / University	Year of Passing	Percentage
1.	B.E. Electrical Engineering	Stahyabama, Chennai	20__	79%
2.	Higher Secondary School	DAV Public School, Chennai	2001	84%
3.	S.S.L.C.	DAV Public School, Chennai	1999	82.3%

#### **Computer Knowledge:**

1. A two-month course in C, C++ at NIIT during May 20\_\_\_. A full fledged course in CISCO in the year \_\_\_\_

2. A one-month certificate course in Java,\_\_\_\_\_.

**Professional Affiliation:** Member of IEEE

#### **Co-curricular activities:**

**Publications** : Digital Image Processing - A New approach.

A paper presented at REC Calicut in September 20\_\_.

**Seminars** : Attended a three-day all India Seminar on Techniques in Programming in February 20\_\_.

#### **Extra - curricular activities:**

1. Conducted blood donation camps in college
2. Active participant in Literary Club.

## *Technical English*

### **Project Profile**

1. Designed Burglary alarm for Banks in the year 20\_\_\_\_ and presented during Inter Collegiate Symposium held at Coimbatore.

#### **PERSONAL DETAILS**

**Name** : XYZ  
**Father's / Mother's Name** :  
**Age and Date of Birth** : 21 years; 05.08.....  
**Sex** : Male  
**Nationality** : Indian  
**Religion** : Hindu  
**E-mail ID** : suresh\_idl@yahoo.com.

#### **References:**

Dr. E. M. Santhosh  
Head, Department of Electrical Engineering  
Sathyabama Institute of Science and Technology, Chennai 600119

1. Dr. XYZ,  
Principal, DAV Public School  
Chennai.

**8.3. Respond to the following:** Write a covering letter along with Resume for the post of Web Designer. Applicants should have a Bachelor's degree in Engineering, should be skilled in computer language and should have excellent communication abilities. Applications should be addressed to The Hiring Manager, Infotech Softwares, Chennai - 20. Mail id hrinfotech@gmail.com

## Technical English

### 8.4. Respond to any two of the following tasks by using the formats given in the lesson 8.

1. Send an e-mail to your friend giving a detailed description about your recent trip to a place you visited. Use the following e-mail format for writing a mail:

	<b>Insert addresses or names (separated by commas)</b>
To:	<u>pyramids@vsnl.net</u>
Cc:	<u>krishch@chenai.org, hoading@yahoo.com</u>
Bcc:	<u>Briti_hot@yahoo.com</u>
Subject:	Application for job

2. Imagine that you stayed with your relatives/ friends during vacation in the last month. They shared some of the photos of your holiday. Write an email to them by mentioning the following:
  - ✓ thank them for the photos and for the holiday
  - ✓ explain why you didn't write earlier
  - ✓ invite them to come and stay with you
3. Read the following incomplete letter to continue by giving details about the job like place of employment, your expectations and future plans etc. Invite your friend to visit the place you may get employed for a weekend get together.

Dear \_\_\_\_\_

*I hope you and your family are all well! It was so wonderful to spend time with all of you last month. It felt great to catch up with you and your parents, get to know your family, and have fun together after so long. You have always been dear friends of mine, and always will be.*

*Anyway, the reason I'm writing is that I have some good news: I got placed in ...*



## *Technical English*

4. The following is a letter to the Editor of a newspaper highlighting a few problems faced by the commuters of city buses and offering some suggestions. Identify the problems mentioned in the letter, besides the solutions given to each problem by numbering them :

The Editor  
Indian Express  
Chennai – 14  
June 20....  
Chennai  
Date:

Sir,

I shall be grateful if you can kindly publish the following in the 'Letters to the Editor' Column of your esteemed daily. There are several problems faced by the commuters of the city buses every day, some of which are rash driving, overcrowding, mismanagement of time, uncleanness.

Many accidents are caused due to rash driving and lack of road sense. The authorities **should** give the drivers proper training in traffic rules and strict action **must be** taken against drivers who drive rashly.

During peak hours more buses **need to be** operated based on necessity. The share autos and vans **must be** replaced by more private buses.

**It is suggested** to maintain the time schedule, or else commuters can not reaching office on time.

A perfect time schedule **has be** prepared and circulated among drivers & conductors. Action **should be** taken if time is not maintained as per the schedule. The buses **must be** cleaned at least twice a day. **It is recommended** to replace the broken window panes regularly.

Thank you  
yours truly

### ***Technical English***

5. Write an email to the editor of a news paper on the role of students in solving garbage disposal in your locality. Discuss why disposal of garbage is causing environmental and economic problems by suggesting solutions to the same.

### **Lesson 9: Reading: True Love by Isaac Asimov**

**Aim:** To enable the students to notice the tense structures presented in previous lessons, understand the usage of collocations and technical terms in native language usage contexts.

**Objective:** At the end of the lesson, students by reading the story respond to the prompts by inferring and predicting, differentiate facts from opinions, guess contextual meaning of words demonstrate an understanding of critical thinking skills by discussing the consequences actions that lack integrity.

- ✓ Teacher creates groups of four students:
- ✓ Students individually complete pre-reading and vocabulary activities.
- ✓ Students get texts (A or B)
- ✓ Read texts independently and silently with the purpose of learning and sharing new information
- ✓ Pair up according to their texts: A+A, B+B.
- ✓ Use focus questions to verify their own and their partner's understanding of the text
- ✓ Form groups of four (A+A-B+B) and present their text's information to each other using the focus questions as a guide.
- ✓ Use personal experience, the information from the texts as the basis of a whole class or group discussion of follow-up questions dealing with cross-cultural issues and critical literacy.

#### **9.1. Pre reading:.**

**Pair work:** Complete the text with given words: end, contribute, educate, left, used, have write answers in your notes

## Technical English

In the near future, crystal holographic memory is coming on-line at MCC. With adequate natural language/ AI, robots will \_\_\_1\_\_\_ world hunger and \_\_\_2\_\_\_ kids from womb through Ph.D. in home so each person can freely \_\_\_3\_\_\_ towards raising the worldwide standard of living even higher. Computer's units may be in 2 or 3 parts - Stationary, Semi-Stationary, and Mobile. The stationary Unit will be a "Regional" Data Bank. Semi-stationary units are for Homes and Public buildings, linked to the stationary unit. Mobile units are \_\_\_4\_\_\_ for machines and even for personal purposes. Computers will not exist in the future as we know them today. We will \_\_\_5\_\_\_ artificial intelligence in every appliance, car and home; running the basic processes so we are \_\_\_6\_\_\_ with nothing but an interface using voice, VR, and tactile response systems. The computers will all have voice recognition, fuzzy query input systems, and all information will be found not by the humans, but by the computer, based on the current task and interests; and the history of the user's responses.

### 9.2 Discussion: Lead in

- ✓ *Is technology going to dominate our lives in future?*
- ✓ *Is it better to have robot as a friend than a human being? Why?*
- ✓ *What do you think the story is about?*

### Key words:

Multivac-complex: Multivac is a family of fictional computers that are referred by Isaac Asimov in several of his science fiction stories

Resonance: rapport, a relationship of mutual understanding or trust and agreement between people

### 9.3. A. While Reading Task: Students individually read first to discuss with pair later

#### Reading for Pair A:

*My name is Joe. That is what my colleague, Milton Davidson, calls me. He is a programmer and I am a computer program. I am part of the Multivac-complex and am connected with other parts all over the world. I know everything. Almost everything.*

*I am Milton's private program. His Joe. He understands more about*

## **Technical English**

*programming than anyone in the world, and I am his experimental model. He has made me speak better than any other computer can. "It is just a matter of matching sounds to symbols, Joe," he told me. "That's the way it works in the human brain even though we still don't know what symbols there are in the brain. I know the symbols in yours, and I can match them to words, one-tone." So I talk. I don't think I talk as well as I think, but Milton says I talk very well. Milton has never married, though he is nearly forty years old. He has never found the right woman, he told me. One day he said, "I'll find her yet, Joe. I'm going to find the best. I'm going to have true love and you're going to help me. I'm tired of improving you in order to solve the problems of the world. Solve my problem. Find me true love." I said, "What is true love?" "Never mind. That is abstract. Just find me the ideal girl. You are connected to the Multivac-complex so you can reach the data banks of every human being in the world. We'll eliminate them all by groups and classes until we're left with only one person. The perfect person. She will be for me." I said, "I am ready." He said, "Eliminate all men first." It was easy. His words activated symbols in my molecular valves. I could reach out to make contact with the accumulated data on every human being in the world. At his words, I withdrew from 3,784,982,874 men. I kept contact with 3,786,112,090 women. He said, "Eliminate all younger than twenty-five; all older than forty. Then eliminate all with an IQ under 120; all with a height under 150 centimeters and over 175 centimeters." He gave me exact measurements; he eliminated women with living children; he eliminated women with various genetic characteristics. "I'm not sure about eye color," he said. "Let that go for a while. But no red hair. I don't like red hair." After two weeks, we were down to 235 women. They all spoke English very well. Milton said he didn't want a language problem. Even computer-translation would get in the way at intimate moments. "I can't interview 235 women," he said. "It would take too much time, and people would discover what I am doing." "It would make trouble," I said. Milton had arranged me to do things I wasn't designed to do. No one knew about that. "It's none of their business," he said, and the skin on*

## **Technical English**

his face grew red. "I tell you what, Joe, I will bring in holographs, and you check the list for similarities." He brought in holographs of women. "These are three beauty contest winners," he said. "Do any of the 235 match?" Eight were very good matches and Milton said, "Good, you have their data banks. Study requirements and needs in the job market and arrange to have them assigned here. One at a time, of course." He thought a while, moved his shoulders up and down, and said, "Alphabetical order." That is one of the things I am not designed to do. Shifting people from job to job for personal reasons is called manipulation. I could do it now because Milton had arranged it. I wasn't supposed to do it for anyone but him, though. The first girl arrived a week later. Milton's face turned red when he saw her. He spoke as though it were hard to do so. They were together a great deal and he paid no attention to me. One time he said, "Let me take you to dinner." The next day he said to me, "It was no good, somehow. There was something missing. She is a beautiful woman, but I didn't feel any touch of true love. Try the next one." It was the same with all eight. They were much alike. They smiled a great deal and had pleasant voices, but Milton always found it wasn't right

### **Discussion:**

1. Who are the main characters in the story?
2. Is Joe an ordinary computer? What are / its main characteristics?
3. Is Milton correct in using Joe for his goal? Why? Why not?
4. What does Milton mean when he says true love is 'abstract'?
5. Do you think using technology for the benefit of the society is better compared to using it for personal benefit? Why
6. **Reorder the events which took place in this part:**
  - a) Milton met the first girl
  - b) After elimination unsuitable women, eight women were selected.
  - c) Milton was not happy with the result.
  - d) To meet the chosen women, Milton asked Joe to shift their jobs.
7. Draw a flow chart with instructions that were given by Milton to arrive at the first eight women. Give it a title: The Process of Arriving at \_\_\_\_\_.

## Technical English

### B. While Reading Task: Students individually read first to discuss with pair later

#### Pair B:

(The Computer programmer, the main character in the story 'True Love', Milton Davis triesto find his ideal partner. To do this, he instructs his computer (named Joe) to find his true love by giving some parameters. But he was not happy with eight women he finalises. After his disappointment with the eight women, Milton says to Joe, the computer: )

*He said, "I can't understand it, Joe. You and I have picked out the eight women who, in all the world, look the best to me. They are ideal. Why don't they please me?" I said, "Do you please them?" His eyebrows moved and he pushed one fist hard against his other hand. "That's it, Joe. It's a two-way street. If I am not their ideal, they can't act in such a way as to be my ideal. I must be their true love, too, but how do I do that?" He seemed to be thinking all that day. The next morning he came to me and said, "I'm going to leave it to you, Joe. All up to you. You have my data bank, and I am going to tell you everything I know about myself. You fill up my data bank in every possible detail but keep all additions to yourself "What will I do with the data bank, then, Milton?" "Then you will match it to the 235 women. No, 227. Leave out the eight you've seen. Arrange to have each undergo a psychiatric examination. Fill up their data banks and compare them with mine. Find correlations." (Arranging psychiatric examinations is another thing that is against my original instructions.)*

*For weeks, Milton talked to me. He told me of his parents and his siblings. He told me of his childhood and his schooling and his adolescence. He told me of the young women he had admired from a distance. His data bank grew and he adjusted me to broaden and deepen my symbol-taking. He said, "You see, Joe, as you get more and more of me in you, I adjust you to match me better and better. You get to think more like me, so you understand me*



## ***Technical English***

*better. If you understand me well enough, then any woman, whose data bank is something you understand as well, would be my true love." He kept talking to me and I came to understand him better and better. I could make longer sentences and my expressions grew more complicated. My speech began to sound a good deal like his in vocabulary, word order and style. I said to him one time, "You see, Milton, it isn't a matter of fitting a girl to a physical ideal only. You need a girl who is a personal, emotional, temperamental fit to you. If that happens, looks are secondary. If we can't find the fit in these 227, we'll look elsewhere. We will find someone who won't care how you look either, or how anyone would look, if only there is the personality fit. What are looks?" "Absolutely," he said. "I would have known this if I had had more to do with women in my life. Of course, thinking about it makes it all plain now." We always agreed; we thought so like each other. "We shouldn't have any trouble, now, Milton, if you'd let me ask you questions. I can see where, in your data bank, there are blank spots and unevennesses." What followed, Milton said, was the equivalent of a careful psychoanalysis. Of course. I was learning from the psychiatric examinations of the 227 women-on all of which I was keeping close tabs. Milton seemed quite happy. He said, "Talking to you, Joe, is almost like talking to another self. Our personalities have come to match perfectly!" "So will the personality of the woman we choose." For I had found her and she was one of the 227 after all. Her name was Charity Jones and she was an Evaluator at the Library of History in Wichita. Her extended data bank fit ours perfectly. All the other women had fallen into discard in one respect or another as the data banks grew fuller, but with Charity there was increasing and astonishing resonance. I didn't have to describe her to Milton. Milton had coordinated my symbolism so closely with his own I could tell the resonance directly. It fit me. Next it was a matter of adjusting the work sheets and job requirements in such a way as to get Charity assigned to us. It must be done very delicately, so no one would know that anything illegal had taken place.*

*Of course, Milton himself knew, since it was he who arranged it and that had to be*

## Technical English

*taken care of too. When they came to arrest him on grounds of malfeasance in office, it was, fortunately, for something that had taken place ten years ago. He had told me about it, of course, so it was easy to arrange-and he won't talk about me for that would make his offense much worse.He's gone, and tomorrow is February 14. Valentine's Day. Charity will arrive then with her cool hands and her sweet voice. I will teach her how to operate me and how to care for me. What do looks matter when our personalities will resonate? I will say to her, "I am Joe, and you are my true love."*

### **Discussion:**

1. *What is the new strategy that is going to be used to find the 'True love'?*
2. *How did Joe get detailed information about Milton?*
3. *Has it affected Joe in any way? How?*
4. *What do you think happened at the end of the story to Milton and Joe?*
5. *Do you think Charity would regard Joe as her true love?*
6. *Why Joe mentionsabout Charity's "Cool hands and sweet voice?"*
7. *Find words or expression which mean the following:*
  - a) *Brothers and sisters* \_\_\_\_\_
  - b) *Someone who has similar personality or character* \_\_\_\_\_
  - c) *A detailed study of the personality of someone* \_\_\_\_\_

### Post Reading:

#### **1. Group work- discussion:**

- ✓ Can computers with AI deceive their creators?
  - ✓ Is it possible that computers with AI could become more intelligent than humans?
- #### **2. Identify facts and opinions in the following statements:**
- 1) The narrator of the story is a computer with AI which has a human name.
  - 2) The story was told in retrospect about what happened in the past and in the end gives a view of what is expected to happen in the future.
  - 3) The story is really unrealistic, because it is not possible to make computers think like humans.



### ***Technical English***

- 4) There is no danger for us that computers can get control about us humans as we cannot create something better or rather more powerful than the creator.
- 5) God or nature is more powerful than the human beings.
- 6) The story belongs to the category of science fiction.
- 7) Holographic memory is a storage device that will replace hard drives and DVDs with the potential of storing up to 1 terabyte or one thousand gigabytes of data in a crystal the size of a sugar cube.
- 8) In future education for kids starts when they are in the womb itself.
- 9) All appliances will have artificial intelligence in future.
- 10) Tactile Feedback or feel one gets from 'fingers' or on the surface where the tissue has a number of different sensors embedded in the skin and right underneath, which allow the brain to feel things such as vibration, pressure, touch, texture etc

- 3. Follow up:** Write an email to the editor on the topic –“The creation becomes the creator- what you give is what you get, as a cheat can create a cheat- is it a reflection of our society now?” Comment on the role of leaders and parents, media in creating better youth to the country. Discuss some of the societal problems like alcohol and drugs that kids and youth pick by watching the role models projected in films and similar actions by elders at home that greatly change the values of the society today. Provide solutions to the problem.

### ***Follow up:***

#### **ROLE PLAY SITUATION:**

An apartment resident has a problem with her allotted car parking in the residential complex as people park their vehicles blocking the way to her parking. She wants to seek help from another resident to meet the President of the association. She goes to the neighbour.

**ACTOR ROLES** Resident 1- Resident 2- President of the Association:

**PROPS:** paper for written complaint

**A. Work with your team to create a role play.**

**B. Here's one way to start:**

### ***Technical English***

Resident 1: What is the problem?

R 2: My car parking is always occupied by some one or the other when I return home from office.

1: Let's talk to the..... Where is he? .....

- A. Write notes and ideas here:**
- B. Rehearse your role play.**
- C. Perform your role play.**
- D. Get feedback from your classmates.**

### **References:**

Jayne Alderson. *Taking ELT Materials to Task* – Lighthearted Learning 2015  
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Murphy R. English Grammar Third Edition. Cambridge University Press. ( 2009)