

**TECHNICAL ENGLISH - SHSA1101**

## UNIT V

### LANGUAGE AT THE DISCOURSE LEVEL –CRITICAL THINKING

#### **5.1: Listening And Summarizing**

At the end of the lesson the students will be able to

- Understand Key Vocabulary
- Listen the main ideas, supporting ideas and examples
- Analyze the structure of a speech and summarize orally.
- To make an outline of the speech
- To present and review through blogging

##### **5.1.1 Pre-Listening Activity:**

Work in small groups/pair and discuss the following questions. Each group should give reasons for your answers at the end of the discussion.

1. What do you know about hacking? Do you think all the people who are involved in hacking are criminals?
2. What about organizations like WikiLeaks that use hacking to promote the freedom of information? Are they good or bad?
3. Has someone (or somebody you know) ever had personal experience of hacking? What happened? Was it resolved?

##### **5.1.2 Activity : Match the Following:**

- |                  |  |
|------------------|--|
| 1. Fraud         | A. To make something known, to tell people about something.                          |
| 2. Malware       | B. Internet Service Provider.  |
| 3. Flaw          | C. To start something, often a social movement, protest or revolution.               |
| 4. Vulnerability | D. Criminal deception for financial profit.  |
| 5. To disclose   | E. A way of fixing a problem in a computer program or system, sometimes temporarily. |

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|----|------------|----|--|
| 6. | I.S.P.     | F. | A weakness in a system that makes it easy to attack.     |
| 7. | To spark   | G. | Software intended to damage or disable computer systems. |
| 8. | Workaround | H. | A problem or fault in something.                         |

#### ***5.1.3 Complete the questions with the vocabulary above and then discuss them with your group/partner.***

1. What do you think motivates some people to create harmful computer programs like \_\_\_\_\_ and viruses?
2. Do you think that digital activism, or ‘hacktivism,’ could \_\_\_\_\_ a serious revolution or political movement, or it just contributes to existing ones?
3. Should hackers be given more freedom? Would this increase the risk of people committing \_\_\_\_\_ or identity theft?
4. Do you know of any famous \_\_\_\_\_ or \_\_\_\_\_ in computer systems or other technology? How were the problems solved?
5. What kind of responsibilities do \_\_\_\_\_ and other large digital communications companies have to their customers in regard to security? Is it actually the customer’s responsibility?
6. Do you think that it is responsible for hackers to \_\_\_\_\_ security flaws and vulnerabilities to the general public, as Kyle Lovett did? Should they not do so until there is a \_\_\_\_\_ for people to use?

**5.1.4 Activity :**Follow the link [https://youtu.be/erCAp\\_Bd0AQ](https://youtu.be/erCAp_Bd0AQ) to watch the Ted Talk titled "Hackers: The Internet’s Immune System" given by Keren Elazari an Israeli-born cyber security analyst.

#### ***5.1.5 Useful idioms from the speech:***

- **To kill the switch:** To turn something off or disable a system in an emergency.  
“This took place in Egypt in January 2011, and as President Hosni Mubarak attempted a desperate move to quash the rising revolution on the streets of Cairo, he

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sent his personal troops down to Egypt's Internet service providers and had them physically **kill the switch** on the country's connection to the world overnight.”

• **Big guns:** Powerful people or things.

“It was high season for low tech, which the government couldn't block, but when the Net went completely down, Telecomix brought in the **big guns**. They found European service providers that still had 20-year-old analog dial-up access infrastructure. They opened up 300 of those lines for Egyptians to use, serving slow but sweet Internet connection for Egyptians.”

### **5.1.6 Activity: Speech Structure**

The very first step one must carry out while preparing a speech is outlining that makes your speech effective and impressive. Speech outlines generally include an introduction, body, conclusion, and transitions. A neat outline helps you to

- Organize your ideas
- Presents your material in a logical form;
- Shows the relationships among ideas in your writing;
- Constructs an ordered overview of your speech;
- Groups ideas into main points.

**Instruction: Fill the following template with your group/partner identifying the structure of the Ted Talk "Hackers: The Internet's Immune System" and summarize orally in front of your class.**

#### **SPEECH OUTLINE TEMPLATE**

TOPIC: \_\_\_\_\_

GENERAL PURPOSE: \_\_\_\_\_

SPECIFIC PURPOSE: \_\_\_\_\_

#### **INTRODUCTION**

1. Attention Getter: (A Rhetorical question/ A startling statistic/A

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quotation/Humorous note)

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2. Connect With Audience:(Telling personal experience)
- 

3. Establish Credibility: (making you qualified/reliable to influence their opinions)
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4. Thesis Statement: (short summary of the speech topic and your point of view or angle.)
- 

**BODY** (3-4 main ideas are suggested for a 5- 8 minute speech)

Main Point 1:

A. Supporting point 1:(Details and examples - Visuals or props)\_\_\_\_\_

B. Supporting point 2: \_\_\_\_\_

Transition Statement: (smoothly connects Main point 1 with Main point 2)\_\_\_\_\_

Main Point 2:

A. Supporting point 1: \_\_\_\_\_

B. Supporting point 2: \_\_\_\_\_

Transition Statement: \_\_\_\_\_

Main Point 3:

A. Supporting point 1: \_\_\_\_\_

B. Supporting point 2: \_\_\_\_\_

Transition to Conclusion/ signal the wrap up\_\_\_\_\_

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### **CONCLUSION**

1. Summary of main points: \_\_\_\_\_
2. Restate Thesis statement: \_\_\_\_\_
3. Concluding Remark: \_\_\_\_\_

#### ***5.1.7 LAB: Follow Up Activity:***

- Prepare a 5 minutes speech using the above given template on a topic of your own interest related to recent advancements in technology.
- Video record and Post in your class blog.
- Reflect on your classmates' talks by posting your opinions in the class blog.

### **5.2: Giving Impromptu Talks, Speech Writing**

At the end of the lesson the students will be able to

- Understand the technique of impromptu speech
- Organize information for presentation
- Write a speech
- Present a speech
- Do peer evaluation

#### ***5.2.1 Impromptu Talks***

An Impromptu speech is a talk that you give on the spot with no preparation. The speech could be as professional as a project update or as casual as a toast at a wedding.

#### **Discussion Questions.**

As a group discuss the following questions

1. Do you know someone who speaks for a living? e.g., radio announcers, talk show hosts, teachers, politicians, news reporters, actors, comedians, etc. What is the best thing that you like about that person?

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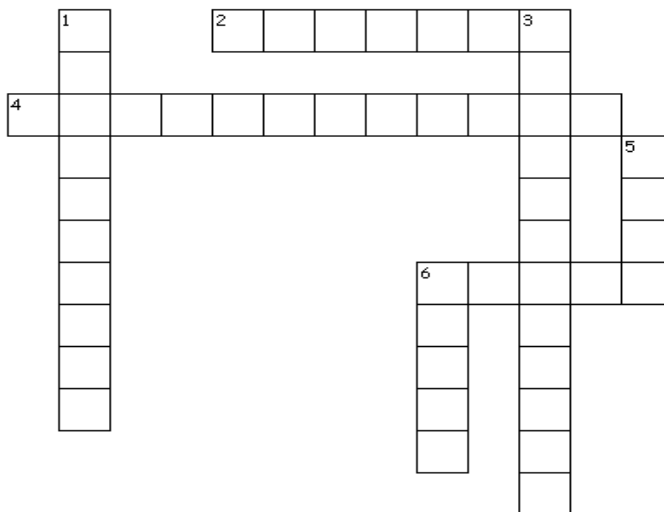
2. Why is speaking to others so important? e.g., the importance of being understood, sharing your ideas and thoughts eloquently, etc.
3. When might you need to speak to more than one person at a time? e.g., class presentation, school assembly, public speaking contest, interviewing for a job with multiple employers present, school committee, etc
4. In order to communicate effectively and professionally, what skills are most useful? e.g., being able to express yourself clearly and concisely, being to-the-point, avoiding use of jargon, helping the listener understand your perspectives without creating resistance, etc.

**Ending:** As a group summarize discussion answers and say how do you view public speaking? What skills are needed to be an effective public speaker?

### 5.2. 2: Crossword Puzzle:

Use the following necessities for an impromptu talk to fill the puzzle.

GOOD POSTURE	POISE	SUSTAINED EYE CONTACT	PITCH	RATE
VOCAL VARIETY	PROJECTION	ENTHUSIASTIC.		



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Across Clues	Down Clues
2. Equal weight, shoulders back, chin up, arms at side, feet shoulders width apart 4. Change in volume, rate, pitch 6. Synonym for composure	1. Speak so all can hear 3. High energy 5. How fast we speak 6. Musical wavelike note our voice produces

#### ***5.2.3: Choose Your Topic And Write Your Speech***

1. Hacking means and ends
2. Role of government in internet governance
3. Mobile phones have reduced human interaction
4. Space exploration advances the human race
5. Translation technology will replace the need to learn a language
6. Colonizing Mars is necessary to ensure human survival

Every individual in a group must choose one topic and prepare an impromptu speech asking your friends' ideas and opinions along with your knowledge about the topic. Use the following outline:

INTRO:\_\_\_\_\_

THESIS STATEMENT:(identify your position towards topic: yes or no)\_\_\_\_\_

MAIN POINTS

1. Problem/Advantage/Good (with supporting details)\_\_\_\_\_

2. \_\_\_\_\_ Solution/disadvantage/Bad(with \_\_\_\_\_ supporting details)\_\_\_\_\_

SUMMARY\_\_\_\_\_

CONCLUSION\_\_\_\_\_



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### ***5.2.4: Delivery of prepared Impromptu Speech***

After preparing the speech using the above outline, the students are allowed to rehearse for few minutes (only for classroom practice, not applicable in real-time impromptu speech) and deliver in front of the class. The students are asked to go through the rubrics given below to make sure that your speech encompass everything that is needed.

### ***5.2.5: Evaluation Rubrics:***

Peer evaluation can be done in the class for the speeches made using the following rubrics.

<b>Speaking and Writing Skills</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Rating 0-3 .</b>
<u>Introduction</u> Question, Story, Quotation, Creative Method	Creative opening that catches the attention by developing the method chosen.	Used adequate method but not very thought-provoking	Short attention step.	No attention step.	
Thesis Statement identifying the position (for or against) and quick brief of main points.	Main points clearly support the thesis statement	Main points unclear, awkward wording	Main points do not support thesis statement	No thesis statement	
Main Point 1 and Details (Fact, Example, Story, Statistic, Quotation, Definition)	Superior development of main point with a variety of details.	Support of main point but limited details, mostly facts and examples.	Few supporting details, Some do not support the main point.	No main point	
Main Point 2 and	Superior development of	Support of main point but limited	Few supporting details, some	No main	

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<b>Speaking and Writing Skills</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Rating 0-3 .</b>
Details	main point with a variety of details.	details, mostly facts and examples	do not support the main point.	point	
Transition Sentence	Appropriate transition sentence used.	Average transition sentence used.	Could have been better.	No transition sentence.	
Summary	Thesis statement restated	Thesis Statement restated but abruptly occurred in the speech	Part of thesis statement missing, fragment	No thesis statement	
Conclusion Linked to Opening Attention Step	Round-off masterfully links to the attention step and emotionally connects the audience..	Round-off links to the attention step but no emotional reaction	Short, no link, no emotional reaction	Missing round-off.	
Poise and Posture:	Shoulders back, chin up, equal weight, appears confident, composed.	Shoulders back, chin up, sometimes leans, sometimes confidence falters, uneasy at times.	Leaning, looking down at notes most of the time, does not care, laughter.	Poor attitude	
Sustained Eye Contact:	Focuses directly at the judge, uses notes but does not frequently.	Looks at judge, uses quick glimpses, sometimes talks to notes instead of judge.	Seldom looks judge, looking notes every time.	No eye contact	
Vocal Variety (Projection, Rate, Pitch),	Projected, confident voice, pitch variety, rate	Projection sometimes fades, pitch not as	Difficult to hear, sounds monotone at	Very little vocal variety	

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<b>Speaking and Writing Skills</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Rating 0-3 .</b>
Enthusiasm:	is easy to understand, high energy, engaging facial expressions.	varied, sometimes rate becomes too fast to understand, some facial expressions, some energy.	times, few facial expressions, speech delivered too fast, sounds tired.	No enthu	
Timing	4:00-5:00	3:00-3:59	1:30-2:59	1:00 minute or under	
Total Points (33 points)					

### **5.3: Reading For Global Understanding:**

At the end of the lesson the students will be able to

- Read the main ideas
- Read the supporting details
- Summarize the ideas by consolidating the important and supporting details

#### ***5.3.1 Summarizing:***

##### **Summarizing a Paragraph**

A summary is a short retelling of a longer written passage, containing the author's most important ideas. Summarizing helps improve both your reading and writing skills. To summarize, you must read a passage closely, finding the main ideas and supporting ideas. Then you must briefly write down those ideas in a few sentences or a paragraph. It is important to understand the difference between a summary and a paraphrase. A paraphrase is simply a rewriting of a passage in your own words. A summary, on the other hand, contains only the main idea and the supporting ideas of a passage. A summary will be much shorter than a paraphrase.

##### How to Summarize a Paragraph?

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1. Preview and read. Preview and read the paragraph closely. You probably will find that you need to read the paragraph more than one time.
2. Make a list or outline. Determine the main idea and the supporting details of the paragraph. Make a list or outline of these ideas. Be sure to use your own words.
3. Write a summary. Using your list, write a summary of the paragraph. State the main ideas, followed by important ideas. Limit your summary to just one or two sentences.
4. Read aloud and correct. Read the summary aloud, correcting any mistakes.

### **Example of a Summary:**

#### **Original:**

#### **“The Northern Lights”**

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

#### **Summary**

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

***5.3.1.1 Read the following passage on “The Scientific Method in the Lab” to summarize.***

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The very first step in the scientific method is to state the problem. Once you have done this you can do some research and then form a good hypothesis. Then we test this by doing an experiment. We then analyze all of our data and finally form a conclusion. There are a lot of safety rules that we must follow in the science lab as well. One piece of equipment we will use most often is goggles. If you spill harsh chemicals on your skin you should run it under water for at least 15 minutes. When smelling chemicals, never take a big sniff, always waft. Never ever start a fire when the teacher is not in the room. We have recently studied some general properties of matter. Area is the amount of surface covered by an object. On the other hand, volume is the amount of space occupied by an object; and the mass per unit of volume is known as density. The amount of matter in an object is called mass. When doing a lab report two magic words must be included in the hypothesis. Those two magic words are If then. The materials should be written as a list. Charts and graphs will be found in the data section of the lab report. Metric prefixes are a big part of measurement in science. The prefix kilo means 1000. The prefix milli is way on the other side of the chart and means .001. The prefix Deca means 10. The prefix Hecto means 100.

### ***5.3.2 Reading Speeches***

#### ***5.3.2.1 Reading 1#***

##### ***5.3.2.1.1 Pre Reading: INCREDIBLE INDIA!!!***

**Pair Work: Ask your partner to pick up a favorite state of his choice apart from his own state +and ask him about the following aspects:**

<ul style="list-style-type: none"><li>• Name of the State</li><li>• Population</li><li>• Language</li><li>• Climate</li><li>• Major landforms(rivers, mountains, deserts etc.,)</li><li>• Food</li></ul>	<ul style="list-style-type: none"><li>• Traditional costume</li><li>• Dance</li><li>• Festivals</li><li>• Major tourist attraction</li><li>• Main occupation of people</li><li>• Specialty of the state</li><li>• Why is it your favorite state?</li></ul>
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### **5.3.2.1.2 Unity Of Minds by A.P.J.Abdul Kalam**

Following is the full text of the President's address to the nation on the eve of Independence Day.

My dear citizens of India,

On the eve of the 55th anniversary of our Independence, I have great pleasure in offering you my best wishes for your well-being and happiness. My salutations to all of you both in India and abroad.

1. Why do you think Abdul Kalam offers salutations to Indians everywhere?
2. When do we normally offer salutations and good wishes to everyone?

May I extend a special word of gratitude to the men of our defence who guard our frontiers on the land, on the sea and in the air and paramilitary forces. May I also convey my special appreciation to our farmers who toil on the fields, technicians who keep the wheels of our industry moving, teachers who create knowledge products to the society and doctors, engineers, scientists, technologists and other professionals and administrators who are the prime movers of national development. May I wish the youth of India whose purposeful hard work with sweat will be a major transforming force for prosperous India.

3. Abdul Kalam thanks people in the armed forces because\_\_\_\_\_
4. He appreciates the farmers because\_\_\_\_\_
5. According to Abdul Kalam, technicians have contributed to our lives by \_\_\_\_\_
6. The other people who work for development of India are\_\_\_\_\_
7. Do you agree with the specific professions he has chosen to mention> Explain why are why not. Are there any that you feel needed to be mentioned?
8. Does the sequence in which he mentions the professions have any significance? Do you agree with this?

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I met some of the freedom fighters a few days ago at the Rashtrapati Bhavan. **Each and every one** of them was the live force for our freedom movement. On this day, I salute all **men and women** of India who fought for our freedom and sacrificed their lives to achieve our Independence. Seeding a great vision and an indomitable spirit to achieve India's freedom took place around 1857. For 90 years, there were a number of intensive struggles for freedom. Many of our people and leaders were in jail and their sufferings got transformed into freedom movement, with national ethos under the leadership of Mahatma Gandhi. I have tried to capture the essence of the freedom movement. Two aspects have come out: as a result of supreme sacrifices and dedicated and focused efforts, we got our Independence. The second aspect is that the vision driven movement itself created many leaders in different spheres of politics, economics, industry, science, arts and culture.

9. Dr.Kalam sautes another group of Indians who contributed to our independence. Who are they and what way have they contributed?
10. What do you think Dr.Kalam refers to by 'vision-driven' movement in different spheres of life? Can you think of a few examples?

After Independence, India has made significant achievements in agriculture and food production, energy, healthcare, education and various fields of science and technology. Particularly we have made our mark in the international arena in the fields of pharmaceuticals, information technology, mass media and communication, space, defence and nuclear science.

Similar to the first vision, which created a movement to achieve freedom with unity of minds of our people and the unity of purpose in actions, we need a second vision, which will integrate people from all walks of our society towards a common purpose. The second vision of our nation is to transform it from the present developing status

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to a developed nation by integrated actions simultaneously in the areas of agriculture and food processing, education and healthcare, infrastructure development including power, information and communication technologies, and critical technologies. This greater vision will aim to alleviate poverty, illiteracy and unemployment. When the minds of the people of our country are unified and fused towards this vision, the dormant potential will manifest as a mammoth power leading to a happy and prosperous life of a billion people. This vision of the nation will also remove the conflicts arising out of differences and small thinking.

11. Why does he think that integrating people from various fields of life is necessary?
12. How will this unification help change our people?

Dear citizens, I would like to reiterate that Jammu and Kashmir is an integral part of India. It is not an international issue. India is ready for bilateral dialogue once the cross border terrorism is brought to a complete end. Normal election process is on in Jammu and Kashmir. It is essential to ensure its successful completion and dawn of peace in Jammu and Kashmir.

We also have many challenges in front of us. We have to find a solution to the repeated droughts and floods; we have to eradicate communal and other divisive clashes sprouting in certain parts and remove the pains of our people whether it is in Jammu and Kashmir or in any other part of our country; we also have to find a permanent solution to combat terrorism.

Let us now look at a long-term problem. It is paradoxical to see floods in one part of our country while some other parts face drought. This drought - flood phenomenon is a recurring feature. The need of the hour is to have a water mission which will enable availability of water to the fields, villages, towns and industries throughout the year,



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even while maintaining environmental purity. One major part of the water mission would be networking of our rivers. Technological and project management capabilities of our country can rise to the occasion and make this river networking a reality with long term planning and proper investment. In addition, the vast sea around us can help by providing potable water through desalination as a cost effective technology. There are of course short term techniques such as water harvesting by revitalizing rural ponds, water recycling to water conservation. Such programmes should have a large scale people participation even at the conceptual and project planning stages. The entire programme should revolve around economic viability leading to continued prosperity for our people with larger employment potential, environmental sustainability, grass root level motivation and benefit sharing.

- |   |
|---|
| 13. What is the paradox in India that Dr.Kalam refers to? |
| 14. We can tackle this problem by?                        |
| 15. Short term solutions to this problem are?             |

I would now like to share with you friends, another crucial requirement and necessity for our country. We cannot sustain a second vision for the country without Unity of Minds of all our people. Our great strength is our pluralistic tradition and civilisational heritage of nearly 3000 years. I have always been asking myself what the strength of our heritage is. A unique fusion has taken place with multiple cultures, religions and the way of life of many parts of the world and that has become the foundation of the Indian life. One can trace from 1857 to date, the type of good experiences we have had and also the strife resulting out of the differences in thoughts.

- |  |
|--|
| 16. What are the greatest strengths of Indian heritage and tradition?                      |
| 17. How should one work towards the unity of minds in view of this heritage and tradition. |

I have just now returned from Gujarat after interactions with various cross sections of people, leaders, officials and rehabilitation workers in the areas affected by recent disturbances and earthquake. I also visited the Sabarmati Ashram which

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was established by Mahatma Gandhi for the purpose of our countrymen to carry on the search for truth and develop fearlessness. I sat in silence for a while in the Ashram and remembered the life of Gandhiji. One dominant thought came to my mind. If we can go above our own personal hardships and see the problems of others and decide to work for a larger cause, then there is natural elevation of our minds. When we are lax in this, then our level of thinking goes down. I felt confident that all of us can be elevated to the level of noble minds, if we just decide to understand others and to practice tolerance. I realized that Gujarat has given the noble leader - Mahatma Gandhi, unifier of the nation - Vallabhbhai Patel and the great visionary in science and technology - Vikram Sarabhai and many more. Time has come for every one of us to put the thoughts of these great souls into action for nation's welfare.

18. For the elevation of minds we should learn to_____
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Non-violence, tolerance, acceptance of all religions and different ways of life, search for truth and fearlessness are the values the Mahatma taught us and they are the cornerstones of our civilisational heritage and, therefore, of Indian polity. Any act by anyone anywhere in India that runs counter to these eternal values would pose a threat to the fabric of free Indian nation which was born and nurtured by the supreme sacrifices of countless noble souls. We should all work together to achieve the mission for Unity of Minds to preserve what we so preciously earned and reach greater heights in the future.

When I interact with school children and youth, wherever I go, one question comes often. They ask me "who are our role models?" Parents and teachers have to show them by example to live as enlightened citizens. Children also look for role models at national level in different fields. I have described earlier the role models from Gujarat. Each state of our country has many such examples of the past. It is now time we create more role models from the present. I suggest that members of our Parliament and Legislatures can shape the future of our children by becoming good

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role models. Parliament and Legislatures have a crucial role in giving the vision of developed India and value based polity. Our children should see the members of the Parliament debating the vision of developed India, providing action plans and putting forth great thoughts and challenges to them. Looking at the national leaders, the children will find their role models for their development and growth.

19. How do we need role models? How can this help in our growth as a country ?

20. Who else, besides the MPs and MLAs, act as the role models of our children?

I am sure, our leadership and our people can achieve the second vision of developed India. Let us take a vow on this Independence Day that the nation is more important compared to any individual, party or organisation.

I pray to the Almighty for Unity of Minds and our success in every aspect of life.

‘Jai Hind’

*5.3.2.1.3 Follow up: Identify the structure of the speech using the speech outline provided in Lesson 1.*

*5.3.2.2 Reading 2#*

5.3.2.2 1. The following table has list of business leaders and the company they head. Match the names of people with their company:

<b>Business Leaders/ Achievers</b>	<b>Affiliation to Company/ Institutions</b>
a) Azim Premji	1) Chairman of the Godrej Group
b) Mukesh Ambani	2) The chief mentor and founder of Infosys
c) Narayana Murthy	3) The Country Head and Group General Manager of the HSBC Group
d) Ratan Tata	4) Managing Director and Chairman of Reliance Industries is one of the richest men in both Asia and the world and his own wealth is in excess of 1,45,000 Crores.

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Business Leaders/ Achievers	Affiliation to Company/ Institutions
e) Naina Lal Kidwai	5) Chairman of Wipro Limited took control of the family business in 1966 when he was only 21 year old due to the demise of his father MH Premji.
f) Joseph Samuel Gerard	6) Chairman of the famed Tata Group in 1991 replacing his father JRD Tata
g) Adi Godrej	7) an American salesman, sold 13,001 cars at a Chevrolet dealership between 1963 and 1978, entered Guinness Book of World Records as the world's greatest salesman

5.3.2.2.2: *Think/ pair / share : Word Association:*

**Step 1: Activity:** In a large class, each corner in the classroom is named after a leader. Students chose the corner to do the activity with the group. Teachers can shuffle the students to other corners to ensure equal distribution of groups.

**Ranking qualities of a leader:**

**Step 2: Individual work:** Given below are the traits a leader supposed to have. Students should number the qualities by giving ranking from 1 to 10 to the leader chosen by them.

- Intellectual Humility, Intellectual Courage, Intellectual Empathy, Intellectual Autonomy, focus, Intellectual Integrity, Intellectual Perseverance, Confidence in Reason, Fair-mindedness., enthusiasm, commitment, positive thinking, communication skills

(intellectual definition: relating to one's ability to **think** and understand things, especially complicated ideas, mental, cognitive ability).

**Step 3: Group work:** Collect data from 20 students for the rank they gave to each quality Ten qualities of good leaders: for example how many students gave rank three to each quality

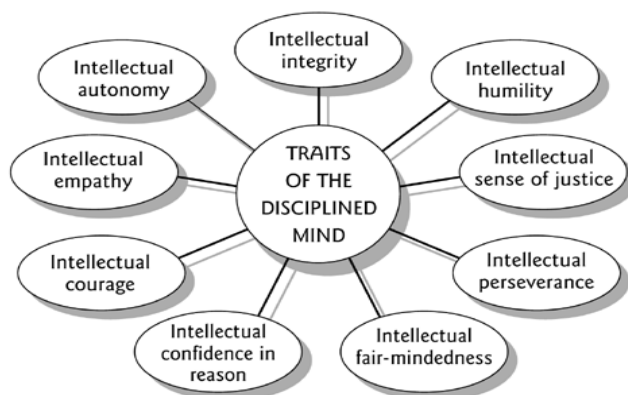
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Quality	1	2	3	4	5	6	7	8	9	10
Example : quality XXX	III	I	II	I	III	III	III	I	I	I

**Step 4:** Each quality is discussed in turn and students who gave high and low ranking can be called to explain why.

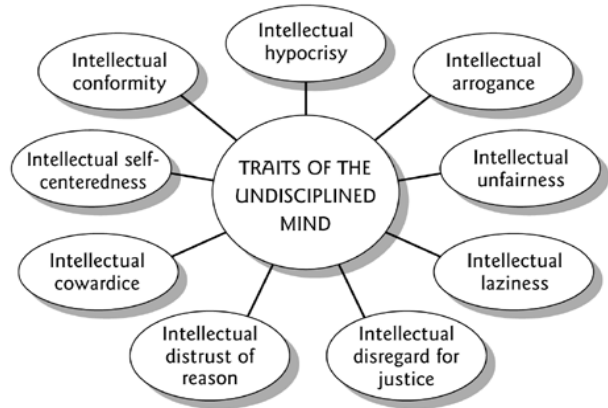
**Step 5:** Pair work : Fill the blanks in the following sentences with apt words from the above list:

- History shows that the most successful leaders are those who are humble and have their feet on the ground. They have intellectual h\_\_\_\_\_.



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2. A leader who does not have the stomach to take risks will miss out on opportunities, so c\_\_\_\_\_ in reason is important with well planned strategy and a right team to support.
3. A e\_\_\_\_\_ leader is with right values, improves the company without hurting the society and environment.
4. A good leader is always with p\_\_\_\_\_ to achieve the goals.
5. A good leader should have good c\_\_\_\_\_ skills so as to reach out to every employee and the customers with fluency in language.



#### ***5.3.2.2.2 Life lessons from N R Narayana Murthy***

*N R Narayana Murthy, Chief mentor and Chairman of the Board, Infosys Technologies, delivered a pre-commencement lecture at the New York University (Stern School of Business) on May 9. It is a scintillating speech, Murthy speaks about the lessons he learnt from his life and career.*

Dean Cooley, faculty, staff, distinguished guests, and, most importantly, the graduating class of 2007, it is a great privilege to speak at your commencement ceremonies.

I thank Dean Cooley and Prof Marti Subrahmanyam for their kind invitation. I am exhilarated to be part of such a joyous occasion. Congratulations to you, the class of 2007, on completing an important milestone in your life journey.

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After some thought, I have decided to share with you some of my life lessons. I learned these lessons in the context of my early career struggles, a life lived under the influence of sometimes unplanned events which were the crucibles that tempered my character and reshaped my future.

I would like first to share some of these key life events with you, in the hope that these may help you understand my struggles and how chance events and unplanned encounters with influential persons shaped my life and career.

Later, I will share the deeper life lessons that I have learned. My sincere hope is that this sharing will help you see your own trials and tribulations for the hidden blessings they can be.

Answer the questions from your understanding of the above lines

1. The speaker mentioned some names while he started the speech, thanked several people, and greeted some from the audience. Why do you think it was done?
2. How has he structured the speech?
3. Do you think presenting an overview of the speech right in the beginning makes it listener friendly? Why?

The first event occurred when I was a graduate student in Control Theory at IIT, Kanpur, in India. At breakfast on a bright Sunday morning in 1968, I had a chance encounter with a famous computer scientist on **sabbatical** from a well-known US university.

He was discussing exciting new developments in the field of computer science with a large group of students and how such developments would alter our future. He was articulate, passionate and quite convincing. I was hooked. I went

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straight from breakfast to the library, read four or five papers he had suggested, and left the library determined to study computer science.

Friends, when I look back today at that pivotal meeting, I marvel at how one role model can alter for the better the future of a young student. This experience taught me that valuable advice can sometimes come from an unexpected source, and chance events can sometimes open new doors.

The next event that left an **indelible mark** on me occurred in 1974. The location: Nis, a border town between former Yugoslavia, now Serbia, and Bulgaria. I was hitchhiking from Paris back to Mysore, India, my home town.

By the time a kind driver dropped me at Nis railway station at 9 p.m. on a Saturday night, the restaurant was closed. So was the bank the next morning, and I could not eat because I had no local money. I slept on the railway platform until 8.30 pm in the night when the Sofia Express pulled in.

The only passengers in my compartment were a girl and a boy. I struck a conversation in French with the young girl. She talked about the travails of living in an **iron curtain country**, until we were roughly interrupted by some policemen who, I later gathered, were summoned by the young man who thought we were criticising the communist government of Bulgaria.

The girl was led away; my backpack and sleeping bag were **confiscated**. I was dragged along the platform into a small 8x8 foot room with a cold stone floor and a hole in one corner by way of toilet facilities. I was held in that bitterly cold room without food or water for over 72 hours.

I had lost all hope of ever seeing the outside world again, when the door opened. I was again dragged out unceremoniously, locked up in the guard's compartment on a departing freight train and told that I would be released 20 hours



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later upon reaching Istanbul. The guard's final words still ring in my ears -- "You are from a friendly country called India and that is why we are letting you go!"

The journey to Istanbul was lonely, and I was starving. This long, lonely, cold journey forced me to deeply rethink my convictions about Communism. Early on a dark Thursday morning, after being hungry for 108 hours, I was purged of any last vestiges of affinity for the Left.

I concluded that entrepreneurship, resulting in large-scale job creation, was the only viable mechanism for eradicating poverty in societies.

Deep in my heart, I always thank the Bulgarian guards for transforming me from a confused Leftist into a determined, compassionate capitalist! Inevitably, this sequence of events led to the eventual founding of **Infosys** in 1981.

What were the incidents Mr Murthy mentions and how they altered his life according to him.
--

While these first two events were rather fortuitous, the next two, both concerning the Infosys journey, were more planned and profoundly influenced my career **trajectory**.

On a chilly Saturday morning in winter 1990, five of the seven founders of Infosys met in our small office in a leafy Bangalore suburb. The decision at hand was the possible sale of Infosys for the enticing sum of \$1 million. After nine years of toil in the then business-unfriendly India, we were quite happy at the prospect of seeing at least some money.

I let my younger colleagues talk about their future plans. Discussions about the travails of our journey thus far and our future challenges went on for about four hours. I had not yet spoken a word.

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Finally, it was my turn. I spoke about our journey from a small Mumbai apartment in 1981 that had been beset with many challenges, but also of how I believed we were at the darkest hour before the dawn. I then took an audacious step. If they were all bent upon selling the company, I said, I would buy out all my colleagues, though I did not have a cent in my pocket.

There was a stunned silence in the room. My colleagues wondered aloud about my foolhardiness. But I remained silent. However, after an hour of my arguments, my colleagues changed their minds to my way of thinking. I urged them that if we wanted to create a great company, we should be optimistic and confident. They have more than lived up to their promise of that day.

In the seventeen years since that day, Infosys has grown to revenues in excess of \$3.0 billion, a net income of more than \$800 million and a market capitalisation of more than \$28 billion, 28,000 times richer than the offer of \$1 million on that day.

In the process, Infosys has created more than 70,000 well-paying jobs, 2,000-plus dollar-millionaires and 20,000-plus rupee millionaires.

What was the bold decision taken by Mr Murthy? Was it an example of intellectual perseverance?

**A final story:** On a hot summer morning in 1995, a Fortune-10 corporation had sequestered all their Indian software vendors, including Infosys, in different rooms at the Taj Residency hotel in Bangalore so that the vendors could not communicate with one another. This customer's propensity for tough negotiations was well-known. Our team was very nervous.

First of all, with revenues of only around \$5 million, we were **minnows** compared to the customer.

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Second, this customer contributed fully 25% of our revenues. The loss of this business would potentially devastate our recently-listed company.

Third, the customer's negotiation style was very aggressive. The customer team would go from room to room, get the best terms out of each vendor and then pit one vendor against the other. This went on for several rounds. Our various arguments why a fair price -- one that allowed us to invest in good people, R&D, infrastructure, technology and training -- was actually in their interest failed to cut any ice with the customer.

By 5 p.m. on the last day, we had to make a decision right on the spot whether to accept the customer's terms or to walk out.

All eyes were on me as I mulled over the decision. I closed my eyes, and reflected upon our journey until then. Through many a tough call, we had always thought about the long-term interests of Infosys. I communicated clearly to the customer team that we could not accept their terms, since it could well lead us to letting them down later. But I promised a smooth, professional transition to a vendor of customer's choice.

This was a turning point for Infosys.

Subsequently, we created a Risk Mitigation Council which ensured that we would never again depend too much on any one client, technology, country, application area or key employee. The crisis was a blessing in disguise. Today, Infosys has a sound de-risking strategy that has stabilised its revenues and profits.

- |  |
|--|
| <ol style="list-style-type: none"><li>1.What was the final story shared by Mr Murthy? How did it influenced the company?</li><li>2.What were the incidents that led to creation of Risk Mitigation Council ?</li><li>3. What do you think may be the functions and aims of that council?</li></ol> |
|--|

I want to share with you, next, the life lessons these events have taught me.

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1. I will begin with the importance of learning from experience. **It is less important, I believe, where you start. It is more important how and what you learn.** If the quality of the learning is high, the development gradient is steep, and, given time, you can find yourself in a previously unattainable place. I believe the Infosys story is living proof of this.

Learning from experience, however, can be complicated. It can be much more difficult to learn from success than from failure. If we fail, we think carefully about the precise cause. Success can indiscriminately reinforce all our prior actions.

What does Mr Murthy mean by “ Learning from experience, however, can be complicated. It can be much more difficult to learn from success than from failure”?

2. A second theme concerns the power of chance events. As I think across a wide variety of settings in my life, I am struck by the incredible role played by the interplay of chance events with intentional choices. While the turning points themselves are indeed often fortuitous, how we respond to them is anything but so. It is this very quality of how we respond systematically to chance events that is crucial.
3. Of course, the mindset one works with is also quite critical. As recent work by the psychologist, Carol Dweck, has shown, it matters greatly whether one believes in ability as inherent or that it can be developed. Put simply, the former view, **a fixed mindset, creates a tendency to avoid challenges, to ignore useful negative feedback and leads such people to plateau early and not achieve their full potential.**

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The latter view, **a growth mindset, leads to a tendency to embrace challenges, to learn from criticism and such people reach ever higher levels of achievement** (Krakovsky, 2007: page 48).

Differentiate between fixed mindset and growth mindset. Is it the view of the speaker? What evidence he gives to support his assumption?

4. The fourth theme is a cornerstone of the Indian spiritual tradition: self-knowledge. Indeed, the highest form of knowledge, it is said, is self-knowledge. I believe this greater awareness and **knowledge of oneself** is what ultimately helps develop a more grounded belief in oneself, **courage, determination**, and, above all, humility, all qualities which enable one to wear one's success with dignity and grace.

Based on my life experiences, I can assert that it is this belief in **learning from experience, a growth mindset, the power of chance events, and self-reflection** that have helped me grow to the present.

What is self knowledge? How does it help us?

What do you think are the personal traits of Me Murthy that made in an example of a good leader?

Back in the 1960s, the odds of my being in front of you today would have been zero. Yet here I stand before you! With every successive step, the odds kept changing in my favour, and it is these life lessons that made all the difference.

My young friends, I would like to end with some words of advice. Do you believe that your future is pre-ordained, and is already set? Or, do you believe that

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your future is yet to be written and that it will depend upon the sometimes fortuitous events?

Do you believe that these events can provide turning points to which you will respond with your energy and enthusiasm? Do you believe that you will learn from these events and that you will reflect on your setbacks? Do you believe that you will examine your successes with even greater care?

I hope you believe that the future will be shaped by several turning points with great learning opportunities. In fact, this is the path I have walked to much advantage.

What are the important questions raised by the speaker?

**A final word:** When, one day, you have made your mark on the world, remember that, in the ultimate analysis, we are all mere **temporary custodians of the wealth** we generate, whether it be financial, intellectual, or emotional. The **best use of all your wealth is to share it with those less fortunate.**

I believe that **we have all at some time eaten the fruit from trees that we did not plant.** In the fullness of time, when it is our turn to give, it behoves us in turn to plant gardens that we may never eat the fruit of, which will largely benefit generations to come. I believe this is our sacred responsibility, one that I hope you will shoulder in time.

Thank you for your patience. Go forth and embrace your future with open arms, and pursue enthusiastically your own life journey of discovery!

What is the sacred responsibility of every individual according to the speaker?  
Give examples from the speech for four traits of disciplined mind given in the

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image in the previous lesson.

Is Mr Murthy a leader or a boss? Does he exhibit traits of disciplined mind?  
Write a short paragraph by giving examples from his speech.

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

Read the speeches by N R Narayana Murthy and identify the structure of the speech using the speech outline template given in Lesson 1.

### ***5.3.2.2.4.LAB:***

Through your class blog engage in a dialogue with your classmates by posting an image/speech of your favorite leader. Discuss and analyze the qualities and noble actions and ideas of your favorite leader.

## **5.4: Essay Writing**

By the end of the lesson the students will be able to

- Understand the types of essays
- Brainstorm to write an essay
- Write introductory sentences and descriptive passages.

### ***5.4.1 Four Major Types of Essays***

Distinguishing between types of essays is simply a matter of determining the writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four major types of essays address these purposes:

#### ***A. Narrative Essays:***

In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative

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essays are usually written in the first person helps engage the reader. “I” sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

### ***B. Descriptive Essays:***

A cousin of the narrative essay, a descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description’s sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader’s emotions, with a result that is highly evocative.

### ***C. Expository Essays:***

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay. Because expository essays are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person.

### ***D. Persuasive Essays:***

While like an expository essay in its presentation of facts, the goal of the persuasive essay is to influence the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.



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### ***5.4.2 Match the Following***

- |                      |   |                    |
|----------------------|---|--------------------|
| 1. Narrative essay   | - | Painting a Picture |
| 2. Descriptive essay | - | Convince Me        |
| 3. Expository essay  | - | Telling a Story    |
| 4. Persuasive essay  | - | Just the Facts     |

### ***5.4.3 Pre Writing Activity:***

**Instructions:** Choose one of the prompts below and do brainstorming following the brainstorming sample given below. It allows you to explore how ideas fit together. There are three methods to brainstorm ideas:

- Create a List
- Draw a Mind Map
- Ask and Answer Wh-questions

#### ***5.4.3.1 Prompts For Brainstorming (Choose one of the methods: List/Mind map/Questions)***

1. What will it mean to human in the age of artificial intelligence?
2. What should be the priority of India in the 21st century - employment or entrepreneurship?
3. IPL - has cricket lost its essence?
4. Swachh Bharat Campaign.

After brainstorming make an outline for your essay that will allow you to decide the type of essay based on your topic. so your essay must have

- An outline
- Introduction (Thesis statement, introduction of three main ideas)
- Body (3 sets of -Topic sentence, explain with supporting details, examples/statistics/quote proof)
- Conclusion (Restate Thesis, restate three main ideas, final arguments and insight)

### **Brainstorming Example:**

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### **Option 1: Create a List**

This method is simple and effective. All you need to do is to create a list of words and short sentences related to the essay topic chosen.

#### **Essay Topic: The Advantages and Disadvantages of the Internet**

Email is cheaper

Pornographic

Explicit content

Skype – free online call

Internet messenger like ICQ, MSN messenger, Yahoo Messenger

Virus

Hacker

Internet Hacking

Online Banking

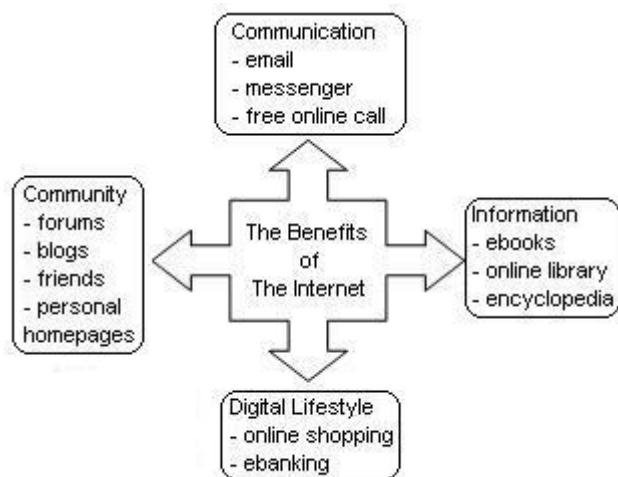
Blog

... (The list goes on and on until you really run out of ideas)

### **Option 2: Draw a Mind Map**

You can choose from a variety of mind maps to draw. Then, you should write the points on the mind map. Do not waste your time drawing a complex mind map! A simple mind map will look like this.

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**Mind Map** <http://GoodEssays.blogspot.com>

Using mind map, all your points are grouped together neatly for easy reference. Mind map is highly recommended for reflective essays and factual essays.

### **Option 3: Ask and Answer Wh-questions**

Ask yourself as much as possible Wh-questions related to the essay topic chosen.

This writing method is suitable for descriptive essays, narrative essays and reports.

### **Essay Topic: A Hit-and-run Accident**

When it happens?

How it happens?

Why it occurs?

What is the brand of the hit-and-run car?

Where it happens?

Who is the victim?

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**5.4.4 Lab:** Based on the chosen prompt write an essay in your class blog. And also peer review your friends essays in the classroom blog by posting your comments on their essays.

### **5.5: Homonyms**

**Homonyms** have the same spelling or pronunciation but different meanings (the word comes from the Greek – having the same name), for example, pole and Pole, pear and pare, but also bass and bass. The homonym is the main class of words, divided into **homophones** and **homographs**.

**Homophones** have the same pronunciation but different meanings, origins or spellings.

Example: new and knew, beat and beet, fair and fare.

**Homographs** have the same spelling but different meanings, with either different pronunciations or the same pronunciation

Example: bass (the deep singer) and bass (the fish), or cleave (separate) and cleave (join together).

#### ***5.5.1 Write a sentence with each homophone listed below:***

1. ascent \_\_\_\_\_  
assent \_\_\_\_\_
2. earns \_\_\_\_\_  
Ur ns \_\_\_\_\_
3. colonel \_\_\_\_\_  
Kernel \_\_\_\_\_
4. censor \_\_\_\_\_  
sensor \_\_\_\_\_
5. choirs \_\_\_\_\_  
quires \_\_\_\_\_

#### ***5.5.2 Fill in the blanks with right option:***

1. After he was sick for several days, his face was \_\_\_\_\_ (pail/pale).

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2. She purchased a beautiful new gown \_\_\_\_\_(for/four) the dance.
3. Walking down the \_\_\_\_\_(I'll/aisle/isle) to get married can be scary.
4. Glass containers have been \_\_\_\_\_(band/banned) on the beach.
5. The baker systematically kneaded the \_\_\_\_\_(doe/dough) for the bread.
6. I'd rather receive my \_\_\_\_\_(male/mail) electronically than on paper.
7. He was considered \_\_\_\_\_(bald/bawled) because he had no hair.
8. We searched everywhere trying to \_\_\_\_\_(fined/find) our lost dog.
9. My favorite stringed instrument is the \_\_\_\_\_(base/bass) because it is so big.
10. The fight \_\_\_\_\_(scene/seen) in the movie was extremely exciting!

### **5.5.3 Write the meaning of each underlined word.**

1. John may join us, or he may not. \_\_\_\_\_
2. We are going to have the party in May. \_\_\_\_\_
3. If you will wait a minute, I will be right with you. \_\_\_\_\_
4. We needed a microscope to see the minute insect. \_\_\_\_\_
5. We got a fine for parking by the hydrant. \_\_\_\_\_
6. Kim says she feels fine after the accident. \_\_\_\_\_
7. I have a cast on my left foot. \_\_\_\_\_
8. That snail only moved one foot today. \_\_\_\_\_
9. I emptied the contents of my purse. \_\_\_\_\_
10. It contents Joey to be left alone. \_\_\_\_\_

## **5 6: Technology based Idioms and Phrases**

At the end of the lesson the students will be able to

- Understand the function of idioms and phrases
- Learn some technology based idioms and phrases
- Apply it in their speaking and writing

### **5.6.1 List of few Technology Based Idioms and Phrases**

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1. **a cog in the machine** – an insignificant member of a huge organisation or system
2. **a well-oiled machine** – an organisation that operates smoothly
3. **acid test** – a test of something's value or success
4. **as bright as a button** – very intelligent
5. **bells and whistles** – extra features and trimmings
6. **cutting edge** – advanced and innovative
7. **in tune with** – in agreement or harmony with someone or something
8. **it's not rocket science** – it's not difficult
9. **on the ball** – alert
10. **on the same wavelength** – to be in agreement/to have similar views and ideas
11. **to blow a fuse** – to lose your temper
12. **to button your lip** – to stay quiet
13. **to get your wires crossed** – to have a misunderstanding
14. **to have something down to a science** – to have perfected something through routine and repetition
15. **to hit the panic button** – to panic or take emergency measures
16. **to know what makes someone tick** – to know what motivates someone
17. **to pull the plug** – to prevent something from continuing or happening
18. **to push someone's buttons** – to provoke someone
19. **to reinvent the wheel** – to waste time and effort creating something that already exists
20. **to run out of steam** – to lose enthusiasm
21. **Sputnik moment** -moment of challenge when a person realizes they must work harder to surpass their competitors.

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22. **Silver surfer**- A silver surfer is an elderly person who uses the internet.

### 5.6.2 A. Match the Idioms to Their Meanings

1. Blow a fuse -Ready to use
2. Get/have our wires crossed -To react rapidly or taking emergency precautions
3. Not rocket science -To get angry
4. On the same wavelength -To think similarly or to have the same ideas and opinions
5. Re-invent the wheel -Something is easy to understand or do
6. Up and running -To waste time doing something that has already been done
7. Hit the panic button -To misunderstand someone

**B. Choose idioms from the above list and place them in the sentence below. Put the verb in the correct tense where ever necessary.**

1. I dropped Selena's phone today. She \_\_\_\_\_ and yelled at me.
2. After a good service, my car is finally \_\_\_\_\_ again.
3. All you have to do is connect the red wire to the green one! It's \_\_\_\_\_.
4. My friend and I agreed to meet at seven o'clock but he showed up at eight. We must have \_\_\_\_\_.
5. Calm down! It's just a fly. there's no need to \_\_\_\_\_.
6. I'm so confused. My teacher and I \_\_\_\_\_.

### 5.7: The Same Word used as Different Part Of Speech

At the end of the lesson the students will be able to know how same words are used in different parts of speech.

**5.7.1** Here are the few examples of the same words which belong to different parts of speech. Note that it is the function or use which determines which part of speech a particular word belongs to.

<b>Next</b>	Adjective	I shall see you <b>next</b> Tuesday.
	Adverb	What <b>next</b> ?
	Preposition	She was sitting <b>next</b> her.

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	Noun	He will tell you more about it in his <b>next</b> .
<b>Right</b>	Verb	This is a fault that will <b>right</b> itself.
	Adjective	He is the <b>right</b> man for the position.
	Noun	I ask it as a <b>right</b> .
	Adverb	Serves her <b>right</b> ! She stood <b>right</b> in my way.
<b>Little</b>	Adjective	There is <b>little</b> danger in going to that place.
	Adverb	Thomas eats very <b>little</b> .
<b>More</b>	Adjective	We want <b>more</b> women like her.
	Pronoun	<b>More</b> of us are getting stressed out at work nowadays.
	Adverb	Ron should talk less and work <b>more</b> .
<b>Only</b>	Adjective	It was her only chance.
	Adverb	She was <b>only</b> foolish.
	Conjunction	Take what I have, <b>only</b> ( = but) let me go.
<b>Over</b>	Adverb	Read it <b>over</b> carefully.
	Noun	In one <b>over</b> he took three wickets.
	Preposition	At thirty, a change came <b>over</b> her.
<b>Why</b>	Interro. Adverb	<b>Why</b> did you do it?.
	Relative Adverb	I know the reason <b>why</b> she did it.
	Interjection	<b>Why</b> , it is surely Tom!
	Noun	This is not the time to go into the <b>why</b> and the how of it.
<b>What</b>	Inter. Adjective	<b>What</b> evidence have you got?
	Interjection	<b>What!</b> you don't mean to say so?
	Inter. Pronoun	<b>What</b> does she want?
	Relative	Give me <b>what</b> you can. <i>What</i> happened then, I do not
	Pronoun	know.
<b>Up</b>	Adverb	Prices are <b>up</b> .
	Preposition	Let her go <b>up</b> the mountain.
	Adjective	The next <b>up</b> train will leave here at 11.30.
	Noun	I have had my <b>ups</b> and downs of fortune.
<b>Since</b>	Preposition	<b>Since</b> that evening, I have not seen her.



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	Conjunction Adverb	<b>Since</b> there's no hope, let us kiss and part. I have not met her <b>since</b> .
<b>Before</b>	Adverb Preposition Conjunction	I have seen you <b>before</b> . She came <b>before</b> the appointed time. Jim went away <b>before</b> I came.
<b>Even</b>	Adjective Verb Adverb	The chances are <b>even</b> . Let them <b>even</b> the ground. Does she <b>even</b> suspect the danger?
<b>Both</b>	Adjective Pronoun Conjunction	You cannot have it <b>both</b> ways. <b>Both</b> of them are dead. <b>Both</b> the cashier and the accountant are handsome.
<b>Either</b>	Adjective Pronoun Conjunction	<b>Either</b> ball is good enough. Ask <b>either</b> of them. Peter must <b>either</b> work or starve.
<b>Above</b>	Preposition Adjective Adverb	We flew <b>above</b> the clouds. Have you read the <b>above</b> sentence? See <b>above</b> .
<b>Back</b>	Noun Adverb Adjective Verb	I have a pain in the <b>back</b> . I will come <b>back</b> in five minutes. Have you closed the <b>back</b> door? He <b>backed</b> his car through the gate.
<b>Better</b>	Adjective Adverb Noun Verb	This watch is <b>better</b> than that. He sings <b>better</b> than you. You should respect your <b>bettors</b> . Living conditions have <b>bettered</b> a great deal.
<b>Down</b>	Adverb Preposition Adjective Verb	The little girl feels <b>down</b> . He ran <b>down</b> the hill. We caught the <b>down</b> train. The government <b>downed</b> the opposition.

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<b>Like</b>	Verb	Children <b>like</b> sweets.
	Preposition	He climbs <b>like</b> a cat.
	Noun	You won't see his <b>like</b> again.
	Adjective	Ravindra and his brother are very <b>like</b> .
<b>Near</b>	Preposition	He lives <b>near</b> the station.
	Adjective	Most of my <b>near</b> relatives live abroad.
	Verb	He got nervous as the examinations <b>neared</b> .
	Adverb	I went <b>near</b> enough to see over it.
<b>Round</b>	Adjective	The earth is <b>round</b> .
	Preposition	The boys ran <b>round</b> the tree.
	Adverb	Will you come <b>round</b> to our house this evening?
	Noun	We won the first <b>round</b> of the tennis cup.
	Verb	The child's eyes <b>rounded</b> with excitement.

**5.7.2 Activity: Work in pairs and compose sentences using the below given words in different parts of speech (minimum two) .**

<p><b>OBJECTS WITH A FUNCTION</b></p> <p>alarm hammer nail tape rone</p>	<p><b>PARTS OF A BODY</b></p> <p>arm skin stomach foot head</p>
<p><b>ACTIONS AND FEELINGS</b></p> <p>embrace envy reward comfort desire</p>	<p><b>PEOPLE AND THEIR FUNCTIONS</b></p> <p>apprentice mother coach slave</p>