

UNIT- I

**TECHNICAL ENGLISH - SHSA1101**

## ***Technical English***

*ous 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 Censeis 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 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.*

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✓ 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 and 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	<i>S + do/ does</i>	<i>S+ Is/am/are + V+ ing</i>	<i>S+ Has/ Have + V (past participle)</i>	<i>S + have/ has+ Been + V + ing</i>
Active voice	S/ he reads books	He is reading a book.	He has read the book.	He has been reading the book.
Passive Voice	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>	

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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.

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

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5. Bad habits \_\_\_\_\_ to many problems later.
6. My parents \_\_\_\_\_ in a small house but they \_\_\_\_\_ big dreams for me.
7. The Convocation function \_\_\_\_\_ place every year.
8. The Earth \_\_\_\_\_ round the sun.
9. I usually \_\_\_\_\_ films with my family.
10. I come from Kakinada. Where \_\_\_\_\_ you \_\_\_\_\_ from?
11. 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:**

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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

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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.

### **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.
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

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



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**Aim:** Provide an opportunity for students to work in pairs 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 on for future purposes by demonstrating intellectual autonomy by participating in cooperative learning activities.

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

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 word 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 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.

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**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 <sup>16</sup>\_\_\_\_\_. It <sup>17</sup>\_\_\_\_\_ the <sup>18</sup>\_\_\_\_\_ in an easy-to-read <sup>19</sup>\_\_\_\_\_, <sup>20</sup>\_\_\_\_\_ and <sup>21</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 <sup>4</sup>\_\_\_\_\_ before <sup>5</sup>\_\_\_\_\_ that they may consider <sup>6</sup>\_\_\_\_\_. While <sup>7</sup>\_\_\_\_\_ or 'NO' pile ends up in the <sup>8</sup>\_\_\_\_\_, 'YES' pile gets a second look, or even <sup>9</sup>\_\_\_\_\_. For a student, a resume is a <sup>10</sup>\_\_\_\_\_ to the next <sup>11</sup>\_\_\_\_\_ step in the <sup>12</sup>\_\_\_\_\_: the interview. In a way it can <sup>13</sup>\_\_\_\_\_ help the <sup>14</sup>\_\_\_\_\_ to prepare for the interview by <sup>15</sup>\_\_\_\_\_ on the <sup>16</sup>\_\_\_\_\_ to talk about in the interview <sup>17</sup>\_\_\_\_\_. Hence the student <sup>18</sup>\_\_\_\_\_ to practice interview <sup>19</sup>\_\_\_\_\_ questions about the <sup>20</sup>\_\_\_\_\_ entered in the resume.

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### **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 can 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?

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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>
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### **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.

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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

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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.

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- 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.

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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.



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### 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.



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### **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

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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:

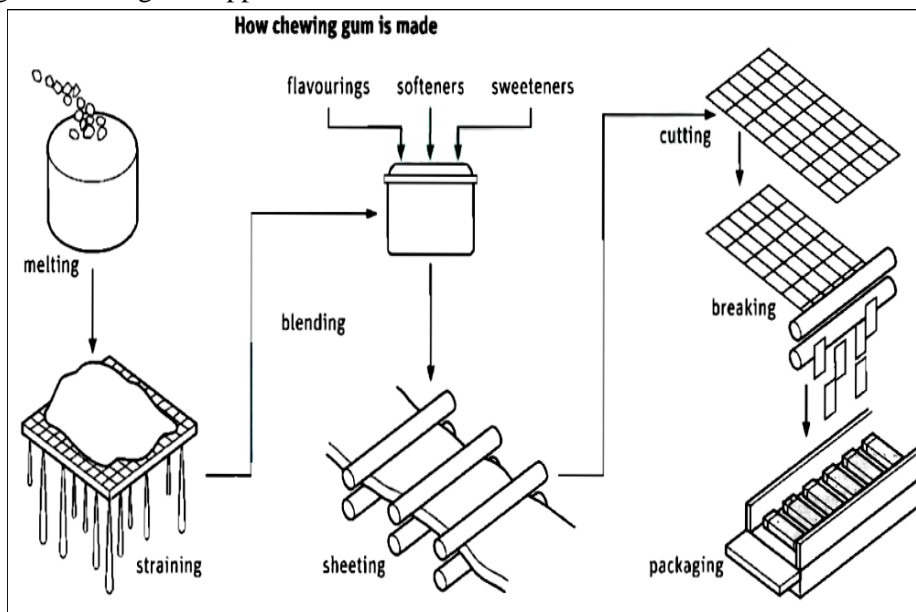
#### **Main Characteristics of A Paragraph:**

- 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

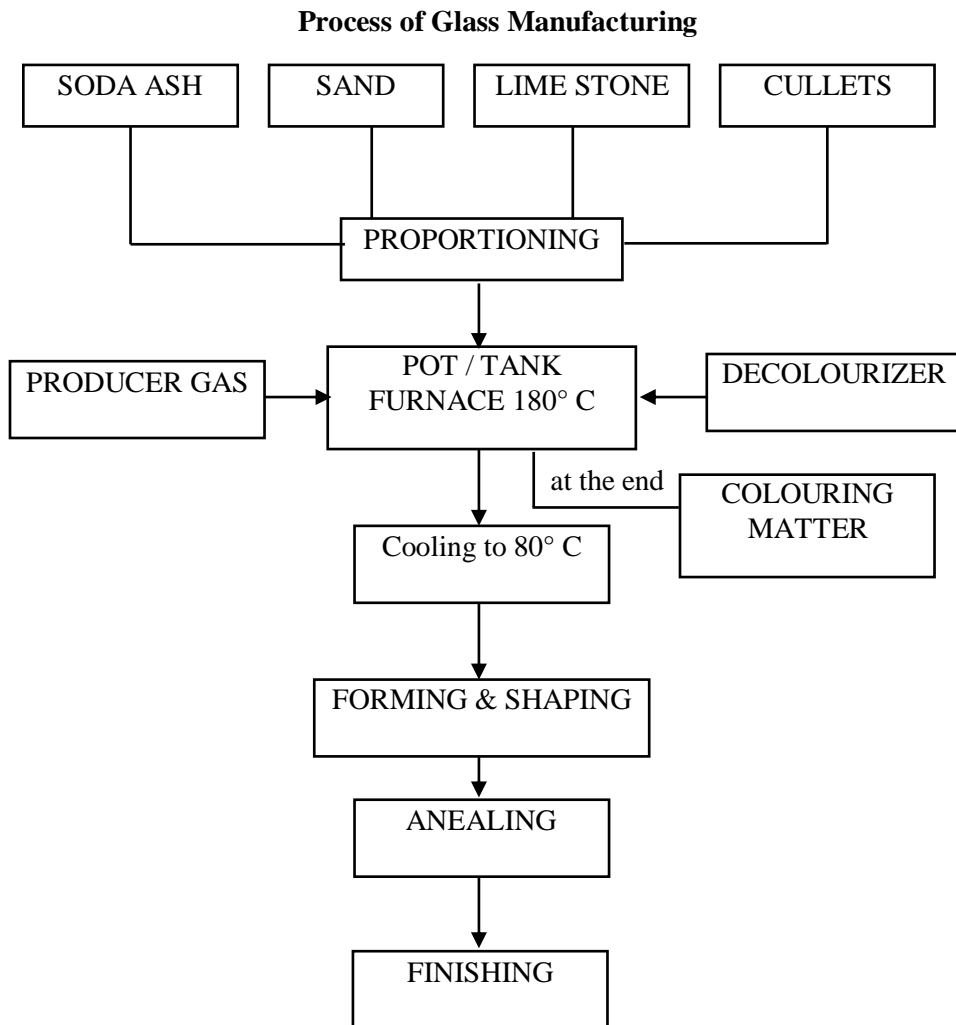
Pair work: Student A listens and draws a flow chart to the transcript read by Student B on the **Process of Joining Google classroom.**

#### **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 AndroidiPhone & 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 )

### **Lesson 6: Technical words**

**Aim:**To increase the vocabulary of the students by creating awareness of word formation

**Objective:** At the end of the lesson students identify, recognize word categories presented in the activities and demonstrate word knowledge by classifying, selecting and choosing them in appropriate contexts.

Students' Notes: Technical words are the specialized vocabulary of any field which evolves due to the need for experts in a field to communicate with clarity, precision, relevance and brevity

A good knowledge of how English words are formed is helpful in learning new words. English words are formed by blending, compounding, borrowing, using affixes, etc. Some examples are given below:

Blending	<ul style="list-style-type: none"><li>• Electrocute (electrify and execute),Smog(smoke and fog)transistor (transfer and resistor)brunch (breakfast and lunch)</li><li>• televangelist (evangelical preacher who comes on TV asking for funds)</li><li>• rockumentary(documentary about rock music and musicians.)</li><li>• 'dancercise' (dance as exercise)</li><li>• Cubonics' (the combining of Cuban Spanish and English) and 'acrobranching' (a new sport involving acrobatics in trees)</li></ul>
Clipping	'bro' from brother, 'dis' from disrespect' <i>maxing</i> ' , from maximising.

## *Technical English*

Acronyms	NASA - National Aeronautics and Space Administration DARE - Drug Abuse Resistance Education FAQ - Frequently Asked Questions RADAR - Radio Detection And Ranging SONAR - Sound Navigation And Ranging SWOT - Strengths, Weaknesses, Opportunities, Threats SMART Goals - Specific, Measurable, Attainable, Realistic, Time-bound Goals TED (Talk) - Tell me, Explain to me, Describe to me (Talk) FISH - First In, Still Here KISS - Keep It Simple, Stupid LOL - Laughing Out Loud POS - Parents Over Shoulder TTYL - Talk To You Later CAD - Computer-aided design
Onomatopoeia and reduplicatives	Cuckoo, Splash, plop, whoop' 'honky-tonk', 'wishy-washy', 'mish-mash', 'ping-pong'. 'analysis-paralysis', 'chick-flick'
Compounding words: (Unit IV Covers Compound Nouns)	Formation of words by joining two or more words: Examples: Adobe Acrobat Reader, Back-end, Bandwidth, Bluetooth, Bookmark, Cloud computing, Hard disk, Search engine



## *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
<b>NOUNS</b>	-ment -age -err, -ary, -ity -ence -ship -tion -ance -ness -hood -sion		
<b>ADJECTIVE</b>	-ful -ic -ous -ish -y -ant -ent -al -ive		
<b>VERB</b>	-en -ize/-ise -ate -ify		
<b>ADVERB</b>	-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](http://www.enhancemyvocabulary.com/word-roots_latin_3.html)



## *Technical English*

### **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:

<b>Verb</b>	<b>III person singular</b>	<b>Present participle</b>	<b>past</b>	<b>Past participle</b>
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 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')

## Technical English

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

## Technical English

10.

### Lesson 8: Letter and E-mail 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.

**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,

### ***Technical English***

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*

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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 \_\_\_\_\_.

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### 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*



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*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*

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*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.



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- 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:

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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:**

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