Unit 3 Technology

Section 1 Listening

Listen to the short text read by your instructor about an inventor and complete the table.

Section 2 Reading

Read the text below and answer the questions that follow.

Steve, a **typical** American, stays home on workdays. He plugs into a computer terminal in order to hook up with the office, and he sends and receives work during the day by electronic mail and fax-modem. Evenings, he puts on stereo headphones; watch a movie on his VCR, or logs back onto the computer to visit the internet. On many days, Steve does not talk to other human beings, and does not see any people except those on the television. Steve is imaginary, but his life style is very common. More and more, the inventions of modern technology seem to be cutting us off from contact with our fellow human beings.

The world of business is one area in which technology is isolating us. Many people now work alone at home. With access to a large central computer, employees such as secretaries, insurance agents, and accountants do their **chores** at display terminals in their own homes. They no longer actually have to see the people they're dealing with. In addition, employees are often paid in an impersonal way. Workers' salaries are automatically credited to their bank accounts, eliminating the need for pay checks. Fewer people stand in line with their **coworkers** to receive their pay or cash their checks. Finally, personal banking is becoming a detached process. Customers interact with machines rather than with people to deposit or withdraw money from their accounts. Even some bank loans are approved or rejected, not in an interview with a loan officer, but through a display on a computer screen.

Another area that technology is changing is entertainment. Music, for instance, was once a group experience. People listened to music in concert halls or at small social gatherings. For many people now, however, music is a **solitary** experience. Walking along the street or sitting at their living rooms, they wear headphones to build a wall of music around them. Movie entertainment is changing, too. Movies used to be social events. Now, some people are not going out to see a movie. Some are choosing to wait for a film to appear on cable television. Instead of being involved with the laughter, applause, or hisses of the audience, viewers watch movies in the isolation of their own living rooms.

Education is the third important area in which technology is separating us from others. From elementary schools to colleges, students spend more and more time sitting by themselves in front of computers. The computers give them feedback, while teachers spend more time tending the computers and less time interacting with their classes. A similar problem occurs in homes. As more families buy computers, increasing number of students practice their math and reading skills with software programs instead of with their friends, brothers and sisters and parents. Last, **alienation** is occurring as a result of another high-tech invention, DVDs. People are buying DVDs on subjects such as cooking, real state investment, speaking and speeding-reading. They then practice their skills at home rather than by taking group classes in which a rich human interaction can occur.

Technology, then, seems to be driving human being apart. Soon, we may no longer need to communicate with other human beings in order to do our work, entertain ourselves, or pursue education. Machines will be the coworkers and companions of the future.

Task 1: After reading the text, answer the questions below.

1. The aim of the writer is to:
   a. make a technical concept understandable
   b. describe an object, process or place
   c. persuade someone to believe as they do
   d. explain how to do something
2. Which audience is the author of this text most likely addressing?

_____

3. What is the position of the writer towards the topic?

_____

4. What will be the possible title for this reading text?

_____

5. List down the three areas influenced by technology.

   A._____

   B. _____

   C. _____

6. What is the verb tense the writer has frequently used in this text? Why?

_____

7. Who is the writer of this text?

_____

8. What are the transitional markers the writer used to link paragraphs and sentences?

   a._____

   b._____

   c._____

Task 2: Match the following words /phrases with words having the same or nearly the same meanings printed in bold in the reading text.

_____ 1.same place of job

_____ 2.done alone

_____ 3.representative

_____ 4.exclusion

_____5. regular tasks

Task 3: Examine the above text briefly, and then, under the word "technology", write a short list of words you recognize as being related to it.

_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ _____ _____

Task 4: What do you think the following words in the reading text refer to?

_____ 1. Us (para. 1)
_____ 2. Their (para. 2, line 3)
_____ 3. Their (para. 3, line 7)
_____ 4.We (para. 5)

Understanding coherence: the logical development of ideas

Task 5: Rearrange the following jumbled sentences to make the paragraph about Vasco de Gama coherent.

A. But Vasco da Gama returned to Portugal in 1499 victoriously.
B. Violent storms and Gama's own volatile temper further tested his crew.
C. In addition to these, revolt was attempted to put an end to Gama's explorations.
D. Although successful, he suffered great hardship.
E. Many of his crew got scurvy, a disease caused by a lack of vitamin C.
F. In 1497, Vasco da Gama began sailing to discover the first sea passage to India.

Answers:

1. _____ 2. _____ 3._____

4. _____ 5. _____6._____

Section 3: Grammar Awareness

Part One: Relative Clauses

Task 1: Examine the italicized parts of the following sentences and answer the questions below.

The book *which/that I read yesterday* is about a crime.

The driver *who/that killed 3 passengers* has been under the control of the police.

The secretaries *whom/who/that he employs* are always complaining about their payments.

He visited Paris, *which is the capital of France*.

Haile Gebre Selassie, *who is the famous runner,* won the competition.

The person *whose name is strange* showed them the way to the library.

a. What is the function of the italicized part?
b. Where is the italicized portion located? Does the location differ from sentence to sentence?
c. How is the italicized portion punctuated? Does this differ from sentence to sentence?
d. What are the words that begin each italicized portion?
e. Can you classify the italicized portions in to two groups?

Task 2: Rewrite the following pair of sentences using the most appropriate relative pronouns (who, that, which, whom or whose).

1. A. The woman has been arrested. B. Her child was accused of theft.

2. A. The thief has been caught. B. The police were looking for the thief.

3. A. Roberto is sure to win an art scholarship. B. Roberto is a talented portrait artist.

4. A. The medicine is very expensive. B. Helen needs the medicine.

5. A. Rahel went abroad. B. Daniel wanted to marry Rahel

6. A. The man called a policeman. B. His car was stolen.

Task 3: Revise the following incorrect sentences.

1. Malaria, which it is a serious health problem, is common in lowland areas.

2. AIDS has spread across the world, which that is a deadly disease.

3. Babies contract AIDS ,they are likely to die.

4. DestaGirma, whom the reporter spoke to her, was dying of AIDS.

5. Yasir Arafat was born in Jerusalem, who was the leader of Palastine movement.

Task 4: Use the following notes so as to write a sensible paragraph about Genet.

Name: Genet Age: 25

Condition: confined to bed in her house: House: new, clean, but very small.

Village: Wendo, Sidamo near Awassa. Children: 3 aged 2, 4, and 7

Diagnosis: Tuberculosis Symptoms: loss of weight, bad cough, spitting blood

Part Two: Use of Modal Verbs to Give Advice

Task 1: Read the sentences below and answer the following questions:

What is the purpose of the words printed in bold?

What sort of meaning difference can you observe in these sentences?

a. You should study harder.
b. You ought to study harder.

c. You had better study harder.

d. You really should study harder.

e. I think you should study harder.

f. If I were you, I would study harder.

Task 2: Read the following problems students face and give them as many pieces of advice as you can using the expressions you have just learnt.

1. My writing skills in English is deteriorating from time to time.
2. I don't feel good. I think I am having great difficulties in reading skills in English.
3. I can't understand and use English grammar as accurately as expected.

4. I am unable to understand classroom lectures since I am poor in listening to English.

5. I realize that my knowledge of English words does not suffice.

6. I always score low marks in tests of speaking skills.

7. I failed to score good grade in English course.

8. I am afraid that I will pass the freshman courses.

Section 4: Public Speaking

This piece of note deals with helpful tips concerning preparing and delivering effective public speeches. Read the notes and prepare a speech to your classmates for about ten minutes.

1. Basic principles of Preparing a public speech

Choose a topic that is interesting to you and about which you know a lot (either now or after doing research). Your topic should also be interesting to the listeners – One they will consider timely and worthwhile. Narrow the topic so that you can comfortably and adequately cover it within ten minutes.

Gather information by reading books and periodicals (such as magazines and journals), search for information on the Internet, interviewing knowledgeable persons, or drawing from your own personal experiences. Look for interesting items such as examples, Statistics, Stories, and quotations. Consider using visual aids to help the audience understand and remember key points.

Organize the body of your speech by devising two or three main points that explain or prove the Central idea. To continue the example from above, ask yourself this question: "How can I get my audience to understand and accept my central idea? " The next step is to develop each main point with support material such as examples, statistics, and quotations from experts.

To carry your listeners smoothly from one part of the speech to another, use transitional words or phrases (such as "Now for my second reason…")

Introduction: In the first part of your introduction, grab the attention of the listeners and make them want to listen to the rest of the speech. Attention getters include fascinating stories, intriguing questions, and interesting facts or statistics. Next, prepare listeners for the body of the speech (by stating the central idea and /or by previewing the main points).Give any background information or definitions that the

audience would need in order to understand the speech. Establish credibility by stating your own expertise or by citing reliable sources.

Conclusion: Summarize your key points, and then close with a clincher. (Such as: a quotation or a story) to drive home the central idea of the speech.

Outline: Put together all parts of the (introduction, body, conclusion, and transitions) in an outline. Make sure that everything in the outline serves to explain, illustrate, or prove the central idea.

Speaking notes: Prepare brief speaking notes based on your outline. These notes should be the only cues you take with you to the lectern.

Practice: Rehearse your speech several times. Don't memorize the speech, but strive to go over the ideas (guided by your brief speaking notes.).

2. Basic principles of delivering a public speech

Develop a positive attitude about yourself, your speech, and your audience. Don't let fear cripple you: nervousness is normal for most spikes. Rather than trying to banish your – jitters, use nervousness as a source of energy – it can cause you to come across as a vital, enthusiastic speaker.

When you are called to speak, leave your seat without sighing or mumbling, walk confidently to the front of the room. Spend a few moments standing in silence (this is a good time to arrange your notes and get your first sentences firmly in mind), and then look directly at the audience as you begin your speech.

Look at all parts of the audience throughout the speech, glancing down at your notes only occasionally. Avoid staring at a wall or the floor; avoid looking out a window.

Speak at a rate that makes it easy for the audience to absorb your ideas – neither too slow nor too fast.

Pronounce your words distinctly and speak loud enough so that all listeners can clearly hear you. Avoid verbal fillers such as uh, um, er, Okay, ya know.

If it's appropriate, use gestures to accompany your words. Make them naturally and gracefully so that they add to, rather than distract from, your message. You message. You may move about during your speech as long as your movements are purposeful and confident_ not random and nervous. Refrain from jingling keys or coins, riffling note cards, or doing anything that distracts the audience.

Stand up straight. Try to be comfortable, yet poised and alert. Avoid learning on the lectern or slouching on a desk.

Glance at your notes occasionally to pick up the next point. Don't read them or absentmindedly stare at them.

Say your conclusion, pause a few moments, and then ask- in a tone that shows that you sincerely mean it- "Are there any questions?" Don't give the appearance of being anxious to get back to your seat (by pocketing your notes or by taking a step toward seat).

Task: Form a group of 5 or 6 members. Think of the processes or devices the mankind has invented or discovered so far, and make a public speech for about 10 minutes concerning an invention/inventor or a discovery/discoverer you appreciate most. When you prepare and deliver your speech, don't forget to take the guidelines described earlier in to consideration.

Section 5: Writing

Writing summary

A summary is a shortened version of a text containing only key information. The aim is to present readers with a short, clear account of ideas in the text. Summary writing is an important skill in both academic and business context.

Read the text carefully, looking up words that you don't know. It is important to understand the whole sequence of the argument. Ask yourself what the text is about. Think about the purpose of your summary and what your readers need to know.

Highlight the key information. Omit details such as examples, quotations, information in brackets, repetitions, and figures of speech and most figures and statistics.

Underline information which you are not sure about. Only include it in your summary if you have space.

Make notes on the key information in your own words.

When you write a first draft of your summary using the information you have selected,

- Organize the ideas in your note into a logical order. This need not be the same order as in the original text but must show the same argument.
- Condense the information where possible.
- Express the ideas in your own words. This will usually be shorter than the original.
- Rewrite phrases in the text but keep key terms from the subject area.
- Do not give your own opinion on the topic.

Working on the draft, ask yourself these questions:

- ✓ Is it the right length?
- ✓ If there is a word limit, try to stay as close to it as possible. If your summary is too long, you can usually reduce it further by;Cutting adjectives, replacing phrases with shorter versions. If it is still too long, go back and reduce your key information.
- ✓ Does it contain all important points from the text?

Task: After rereading the text about technology, try to write a summary of the main points in one paragraph (6-8 sentences). Before writing the final piece of work, read the note below pertaining to editing checklists.

Editing is one of the final steps in creating a polished document. It represents your opportunities to make your work as good as it can be. The checklist below notes the areas in which your editor —whether that is you or someone else—should look for mistakes and weaknesses.

•**Word choice**: Have words been chosen carefully and used precisely? Is there any jargon that could be replaced by clear, simple words? Are there any clichés that could be rewritten using fresher and more original vocabulary?

•**Extraneous and repeated words and phrases**: Are there any wordy phrases and constructions? Are there words that could be deleted from any sentences without changing their meaning?

•**Grammar**: Are there grammatical errors? Do the subjects and verbs of all sentences agree in number? Do all pronouns have antecedents? Do verb tenses shift illogically?

•**Spelling**: Are standard spellings used throughout? If a word, name, or term can be spelled in more than one way, is one spelling used consistently throughout the document?

•**Transitions**: Are the relationships between adjoining sentences and paragraphs clear? Would adding transitional phrases make any of these relationships more obvious?

•**Variety**: Are the sentences and paragraphs varied in length, phrasing, and structure? Are there any specific words or phrases that are used too often?

•**Format**: Is the document formatted consistently? Do fonts, font sizes, and font styles change for no reason? Are headings, captions, tables, illustrations, page numbers, headers, and footers treated similarly throughout the document?

•**Factual accuracy**: Have all dates, statistics, and other concrete facts been checked for accuracy against a reliable source?