

# Welcome to English for Electrical Engineering LSP580

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# Today's agenda

- Course information
- Introduction of Logic Control-introduction assignment
- Grammar Quiz and EngOnline
- Formal v informal text

# COURSE INFORMATION

# Communication throughout your programme but...

...the following courses from the Division for Language and Communication:

- **Introduktion LSP300** (Rapportskrivning och presentationsteknik, informationssökning, introduktion till kommande studier, ingenjörssrollen och teknikutveckling.)
- **English LSP580**
- **Technical Communication, LSP127** (Business English)

# Aims of course

- to enhance skills from the introductory course providing additional perspectives of English
- to enhance your ability to communicate effectively in English, in speech as well as in writing
- to enhance your ability of reading technical texts such as reports and articles
- to prepare you for structuring and giving professional presentations in English through analysis and input of various document types
- to enable you to use English for academic writing and oral presentations during your studies

This is ESP = English for Specific Purposes

# How to achieve them

- Reading articles
- Linguistic studies (grammar)
- Academic report writing
- Presentation practice and discussions
- Peer and teacher response

# Schedule

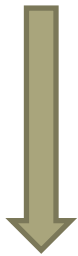
- See schedule/course info document, p.2

<https://pingpong.chalmers.se/courseId/6685/node.do?id=2919951&ts=1457519799093&u=1170315047>

- Early part of course – preparation of English report by producing an introduction...
- Latter part of course – writing of the English report

# Two important (similar) text types

- General report (LSP300 Introduction- Swedish)
- **Mini report of LET085** (English LSP580 - English)



Goals: achieve **appropriate** content, structure and language

- The idea with the assignments: to produce templates for future writing, both in your academic as well as in your professional life



# Academic writing elements on the course

- Gathering data
- Summary writing
- Handling of references
- The important introduction
- Academic writing process geared by research questions
- The important conclusion
- Academic writing style

# Course links /update

**Course homepage at PingPong:**

<https://pingpong.chalmers.se/courseId/6685/content.do?id=2911248>

**EngOnline** grammar programme:

<https://engonline.chalmers.se>

Log on with your CID. Choose the group LSP580 English

# Exam and Grading /update

The final grade (3-5) is based on the following three, equally weighted parts:

- **quiz/written exam**

(individual task, grades:  $\geq 60\% = 3$ ,  $\geq 75\% = 4$ ,  $\geq 90\% = 5$ )

- **final oral presentation**

(group task, grade individually, **grade 3-5** according to presentation criteria)

- **topic assignment**

(group task, **Grade 3-5** according to criteria for report writing)

# Course Evaluation + Student Reps

- Course evaluation after the course – essential for course development work
- Student representatives randomly selected for TIELL:
  - Benjamin Bornfleth
  - Josefine Hjertqvist
  - Shahad Lazim
  - Zack Vester
- Meeting mid-course + course end

# Course expectations

- **Personal commitment** important for the outcome of this course but also for learning activity to take place.
- Therefore, it is vital that you **actively take part** in the course assignments.
- The various assigned **tasks** should, of course, be **completed on time** and you should take the opportunity to make the best of each assignment.

Looking forward to working with you!

# Logic Control – **Individual** introduction assignment

# Assignment Process

1. Find and read relevant material online about the Logic Control concept.
  2. Select **at least** 3 sources for your text.
  3. Written task: write an introduction to the topic Logic Control in two paragraphs. Back up statements in your text with the sources you have found (hand-in latest 29 April)
  4. Spoken task: present findings from your sources (3-min presentation 26<sup>th</sup> April)
- See p.4 of schedule and course info document for more information (Session 3 further related details)

# Why write an introduction?

## Learning outcomes

- Selecting key information from relevant sources
- Process leading up to writing an introduction
- Summarizing information in your own words



# Grammar Input

# Grammar Quiz

- 12 April 10:15-12:00
- 80 multiple choice items, i.e. find the one RIGHT answer
- Purpose is to see where you are and how much grammar you need
- To pass the Grammar Quiz, you must achieve
  - 60p or more:  $\geq 60p = 3$ ,  $\geq 75p = 4$ ,  $\geq 90p = 5$
- If the results are below 60p, or over but you would like the chance to improve, there is the exam at the end of the course (30 May) with the same setting as the Grammar Quiz.
- See p.8 in schedule and course information document for more info
- Sample exam on EngOnline, link in Pingpong (see next slide)

# Grammar in course

- Starting after session 4, every week a progress check to complete in Pingpong before each class + reflection (final question)
- Discussion of these points week after

# EngOnline - a web-based grammar tool

<https://engonline.chalmers.se>

- Gives you the opportunity to practice grammar on the web

Log on using your CID

- Register to the course “EngOnline”
- Register to the group “LSP580 English”
- Use the grammar instructions
- Practise by doing the exercises
- Test your level by taking a “progress check”

# Join the group LSP580

EngOnline

My Progress

Welcome Andreas

EngOnline

My Progress

Welcome Andreas

## Join a group

### Welcome to EngOnline

EngOnline is a grammar course geared to the needs of the students at Chalmers University of Technology. It comprises a grammar book and exercises. Before you start working, we want you to *register to a group*. The group is typically connected to a course that you are taking. If you do not know which group you belong to, press 'My progress' to enter the program.

If you have not used EngOnline before, we suggest that you do the following things after you have registered to a group:

1. First take the Diagnostic test to determine which chapters you need to practise the most. An EngOnline course book, based on your result on the diagnostic test, will be generated when you press 'submit'.
2. At this stage you can start working with the grammar instructions and exercises.
3. When you feel you have studied a chapter enough, you can take a 'Progress check' to check up on what you have learned.

Search:

Group	Action
Avdelningen för fackspråk och kommunikation	<a href="#">Join</a>
CIU275 Kommunikation ht15	<a href="#">Join</a>
FSP025 Technical Communication	<a href="#">Join</a>
FSP040 English Communication HT2015	<a href="#">Join</a>

# Take the diagnostic test or go to exercises via My Progress

The screenshot shows a web browser window with the URL <https://engonline.chalmers.se>. The browser tabs include 'Chalmers Insidan: A...', 'TimeEdit Chalmers - x', and 'EngOnline'. The website's navigation bar features the 'EngOnline' logo, a 'My Progress' link, and user information: 'Viewing Site as Student' and 'Welcome Rebecca'. The main content area has a large 'EngOnline' heading with the subtitle 'Learn grammar' and a prominent blue button labeled 'Take the Diagnostic Test'. Below this, a 'Welcome to EngOnline' section provides an overview of the course and a three-step guide. Annotations include a yellow box labeled 'Go to exercises' with an arrow pointing to the 'My Progress' link, and another yellow box labeled 'Diagnostic test' with an arrow pointing to the 'Take the Diagnostic Test' button.

Go to exercises

Diagnostic test

EngOnline  
Learn grammar  
[Take the Diagnostic Test](#)

## Welcome to EngOnline

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3. When you feel you have studied a chapter enough, you can take a 'Progress check' to check up on what you have learned.

# Work on exercises and /or take a progress check

## Progress Stats from the Diagnostic Test

in see your results from the diagnostic text and from progress checks. If this is the first time you take the diagnostic test. The test will give you scores for different grammatical areas to help you on when using EngOnline to improve your proficiency.

Exercises

Take the Diagnostic Test

### Diagnostic Test Score

No pages to display

### Results

	Score	# of Correct Answers	Date & Time
check nouns	83 %	10 of 12	Aug. 27, 2015, 3:09 p.m.
check nouns	50 %	6 of 12	Aug. 27, 2015, 3:07 p.m.
check nouns	8	1 of 12	Aug. 27, 2015, 3:03 p.m.

Progress checks

### THE BOOK

#### My Progress

- › Nouns
- › Articles
- › Pronouns
- › Verbs
- › Adjectives
- › Adverbs
- › Word Order
- › Proof reading
- › Sample exam
- › Sentence Structure
- › Grammatical terminology
- › List of irregular verbs
- › External links
- › Numerals
- › Dictionaries
- › Instructions
- › Word check
- › Progress checks

### DIAGNOSTIC TESTS

- › Take a diagnostic test

# Get a result for your nouns

- **Green** = good!
- **Yellow** = acceptable, but more practice is needed
- **Red** = more practice is necessary



# Procedure

Choose a grammar section to begin with, e.g. Nouns.

The screenshot shows the EngOnline website interface. The browser address bar displays <https://engonline.chalmers.se/book/nouns/plural-forms/>. The website header includes 'EngOnline', 'My Progress', 'Viewing Site as Student', and 'Welcome Rebecca'. The sidebar on the right contains a table of contents with the following items: My Progress, Nouns, Plural forms (highlighted), Exercise 2, Exercise 3, Exercise 4, Exercise 5, Exercise 6 (sw/eng), Exercise 7, Exercise 8, The genitive form, Classes of Nouns, Subject-Verb Agreement, Mixed noun exercises, Articles, Pronouns, Verbs, Adjectives, Adverbs, Word Order, Proof reading, Sample exam, Sentence Structure, Grammatical terms, List of irregular verbs, External links, Numerals, Dictionaries, Instructions, and Progress checks. The main content area is titled 'Plural forms' and contains the following text:

Most countable nouns have the **regular** plural –s:

book – **books**.

For reasons of pronunciation, the plural ending is –es when the noun ends in –s/-ss/-sh/-ch/-x:

bus – **buses**

box – **boxes**

Note also for example: potato – potatoes, veto – vetoes (but: radio – radios etc. For further information about the spelling of individual nouns, consult a dictionary).

If a noun ends in a *consonant* + *y*:

*y* changes to *ie* before the plural ending –s:

battery – **batteries**

hobby – **hobbies**

\* The letters *a, e, i, o, u*, and sometimes *y*, represent the vowel sounds (vokalljud). The other letters (*b, c, d, f, g*, etc.) are used to represent consonant sound (konsonantljud).

Some nouns consist of more than one word. These are called compound nouns. Sometimes a compound noun is a combination of two nouns e.g. 'power plant' but the compound noun can also be a combination of a verb and a noun e.g. 'freezing point'.

Generally, the plural ending is added to the last element in the compound noun.

Singular	Plural
factory owner (fabriksägare)	factory owners
punchcard (hålkort)	punchcards
spin-off (biprodukt)	spin-offs

But there are also compound nouns that involve noun+preposition+noun, or noun+preposition where the preposition is stressed. With this type of compound nouns it is not possible to add the plural ending to the last element of the phrase. Instead, the plural is indicated on the first element of the compound noun:

Annotations on the screenshot include:

- An arrow pointing to the 'Nouns' link in the sidebar.
- An arrow pointing to the 'Plural forms' page title.
- An arrow pointing to the 'Do exercises' button.

# Formal/Informal

# Two important definitions

## ***Style***

*noun (Way)*

- “the style of language, grammar, and words used for particular situations” (2016)

## ***Register***

*noun (Language Style)*

- “a way of doing something, especially one that is typical of a person, group of people, place, or period” (2016)

# *Analysis – two texts*

- Look over the two texts
  - What are they about?
  - How are they different?
- Scan through the Dunn article again
  - Find at least 5 elements in the article that makes it informal
  - Discuss findings with a peer
  - What would make it formal?

(use the other text as a comparison reference)

# Important aspects of formality

- not just words and phrases
    - also, punctuation
    - structure too (sentences and paragraphs)
    - layout
  - additionally: connotation/denotation
- ❖ formal/informal table – available in Documents on PingPong

# Next

- Prepare for quiz on 12th April (you don't need to sign up for it, just turn up!)
- Do quiz.
- Start looking for information for Logic control-introduction assignment (connected input and discussion Session 3, 19th April).

# References

- Register *noun* (Language Style) (2016) In *Cambridge Dictionaries Online*. Retrieved March 15, 2016, from <http://dictionary.cambridge.org/dictionary/english/register#british-1-2-2>
- Style *noun* (Way) (2016) In *Cambridge Dictionaries Online*. Retrieved March 15, 2016, from <http://dictionary.cambridge.org/dictionary/english/style#british-1-1-1>