

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, ingenjörsrollen 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

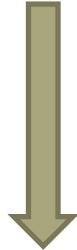
<https://pingpong.chalmers.se/courseld/6685/node.do?id=2919951&ts=1457519799093&u=1170315047>

- 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/courseld/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 26th 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

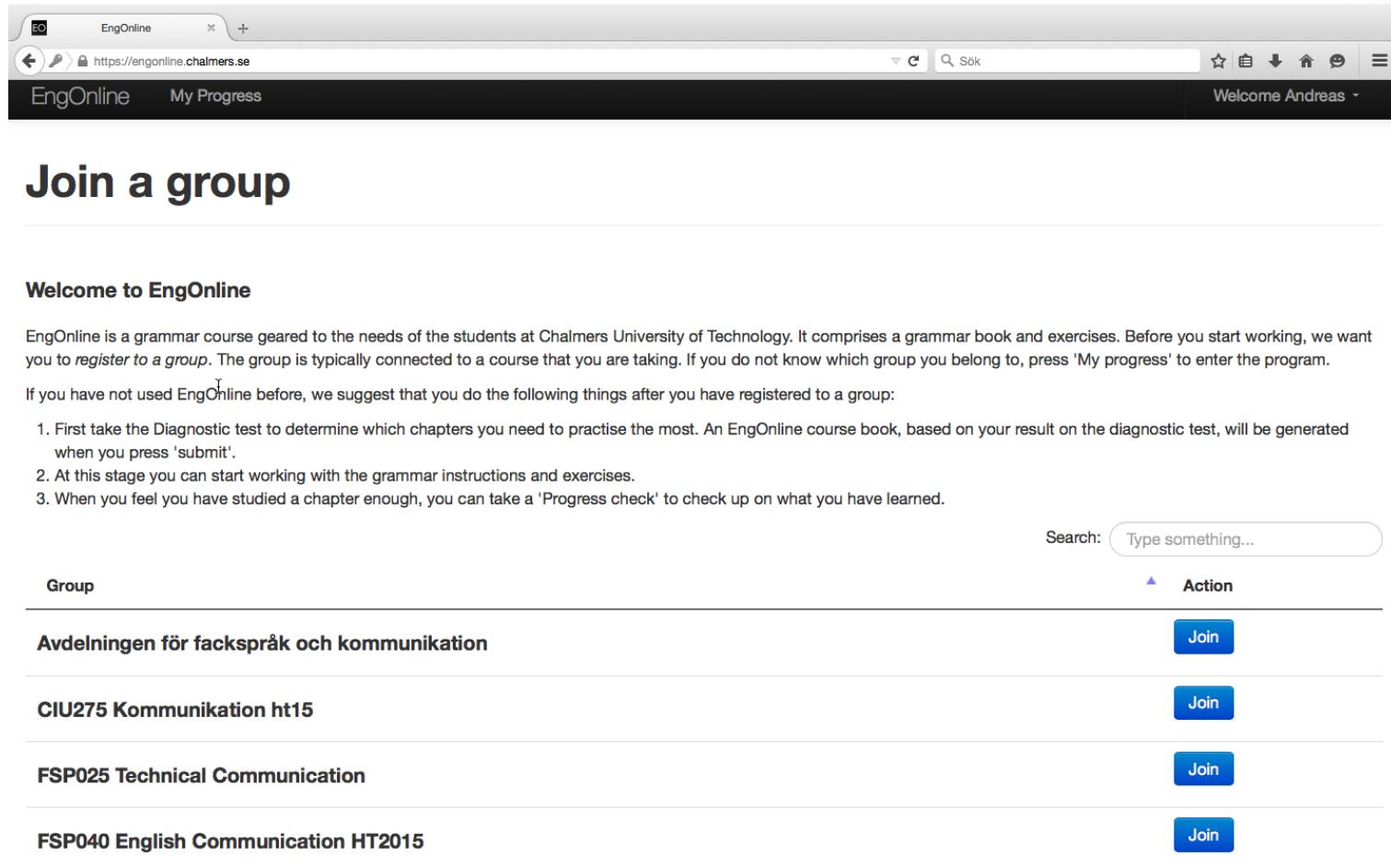
<https://engonline.chalmers.se>

- 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”

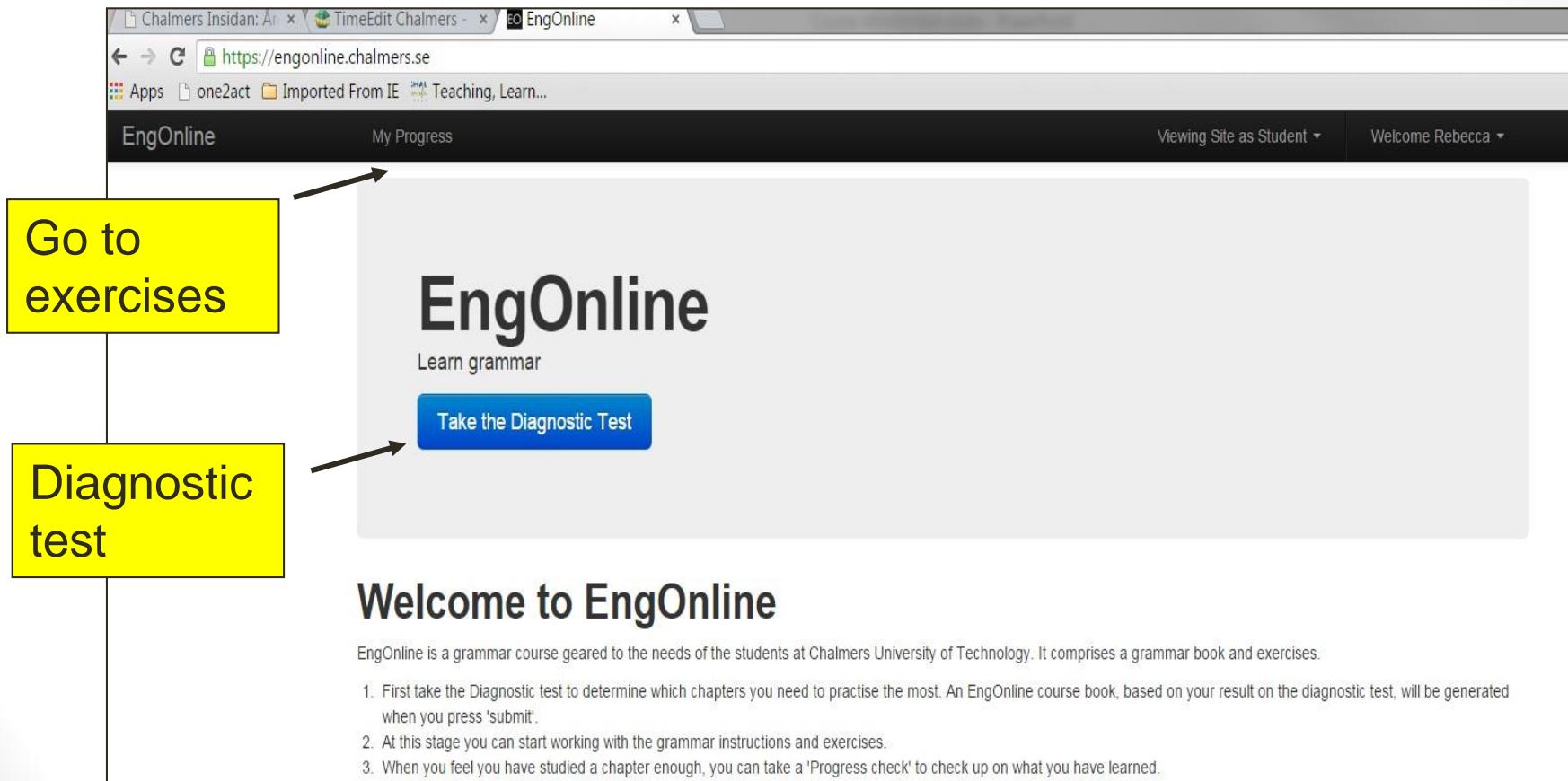
Join the group LSP580



The screenshot shows a web browser window for EngOnline. The address bar displays the URL <https://engonline.chalmers.se>. The page title is "EngOnline" and the subtitle is "My Progress". On the right, it says "Welcome Andreas". The main content is titled "Join a group". Below this, a section titled "Welcome to EngOnline" explains that the course is for Chalmers University of Technology students and provides instructions for new users. A numbered list of steps is provided: 1. Take the Diagnostic test, 2. Start working with grammar instructions and exercises, and 3. Take a 'Progress check'. A search bar at the top right contains the placeholder "Type something...". Below the search bar is a table with four rows, each representing a group. The columns are "Group" (containing the group names) and "Action" (containing a "Join" button). The groups listed are "Avdelningen för fackspråk och kommunikation", "CIU275 Kommunikation ht15", "FSP025 Technical Communication", and "FSP040 English Communication HT2015".

Group	Action
Avdelningen för fackspråk och kommunikation	Join
CIU275 Kommunikation ht15	Join
FSP025 Technical Communication	Join
FSP040 English Communication HT2015	Join

Take the diagnostic test or go to exercises via My Progress



Go to exercises

Diagnostic test

EngOnline

Learn grammar

Take the Diagnostic Test

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.

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.

Work on exercises and /or take a progress check

Progress Stats from the Diagnostic Test

In see your results from the diagnostic test 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 and suggest us on when using EngOnline to improve your proficiency.

ok

[Take the Diagnostic Test](#)

Exercises

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

1 > >>

- THE BOOK
 - [My Progress](#)
 - [Nouns](#)
 - [Articles](#)
 - [Pronouns](#)
 - [Verbs](#)
 - [Adjectives](#)
 - [Adverbs](#)
 - [Word Order](#)
 - [Proof reading](#)
 - [Sample exam](#)
 - [Sentence Structure](#)
 - [Grammatical terms](#)
 - [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 a web browser displaying the [EngOnline website](https://engonline.chalmers.se/book/nouns/plural-forms/). The URL in the address bar is <https://engonline.chalmers.se/book/nouns/plural-forms/>. The page title is "Plural forms". The sidebar on the right is titled "Nouns" and lists various grammar sections with small thumbnail icons. Two sections are highlighted with large, semi-transparent green boxes and arrows pointing to them: "Read about nouns" (with an arrow pointing to the "Nouns" section) and "Do exercises" (with an arrow pointing to the "Exercise 2" section). The "Plural forms" page content includes text about regular and irregular plural forms, examples, and a table comparing singular and plural forms for compound nouns.

EngOnline

My Progress

Viewing Site as Student

Welcome Rebecca

https://engonline.chalmers.se/book/nouns/plural-forms/

Apps one2act Imported From IE Teaching, Learn...

Other bookmarks

Plural forms

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 (biproduct)	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.

THE BOOK

- My Progress
- Nouns
 - Plural forms
 - 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
- Progress checks

DIAGNOSTIC TESTS

Take a diagnostic test

Read about nouns

Do exercises

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>