

Agenda

- Presentations
- Referencing
- Preparing for peer response
- Grammar (pronouns and verbs)

Report

SESSION 5, LSP580 ENGLISH FOR COMPUTER
ENGINEERING

Presentations, 25th May

- It's time to start thinking of upcoming presentations.
- We will publish a schedule soon. Expect more practical details next class.
- Is there work you start doing now in preparation for the 25th?

Repetition:
adapt the written for the spoken arena

remember time is limited, extract the key aspects
who's your audience? what do you want them to go away knowing and remembering?
make it easy for your audience to follow, i.e. structure it logically, use appropriate linking phrases to make transitions from one item/section to the next
complex sentences become simpler
language will be *slightly* less formal – you'll be addressing your audience, i.e. speaking to them NOT reading to them

Presentation Content

- **Subject**
 - what makes it interesting? What's the main purpose? (informing, selling, persuading?)
- **Audience**
 - Who are they? What do they already know?
 - How can you motivate their interest in your talk?
- **Message** – how can you make your main message clear?
 - What information is relevant?
 - How should you organize the information?

Presentation Structure

- Three parts:
 1. Introduction
 2. Body
 3. Conclusion

Tell them what you will tell them.
Tell them.
Tell them what you told them.*
(*But differently.)
- Coherence:
 - Signposting (*firstly, secondly...*)
 - Transitions (between slides/sections/group members)
 - Repetition of central themes/ideas, phrases

Presentation Structure

Broken down

- | | |
|---|--|
| 1. introduce you + topic,
- give purpose, overview of talk | • Establish contact, purpose and interest
• Set an agenda |
| Transition! | |
| 2. develop the talk with clear topics | |
| 3. conclude with a brief summary of purpose + main points, thank the audience, questions? | |
| <ul style="list-style-type: none">• Expectations been met?• Summarize what you hope they got out of the presentation, tell them where more information is available than the audience, ask for questions | |

Why use visuals?

Introduce yourself and topic

Visualize concepts and ideas

Create interest

Reinforce ideas

Remind audience of points

Remember to point and explain
– in particular if you have a figure/diagram/table, etc

• **bigger** works better (text and pictures)

• **images** help more than words words words words

• **consistency** supports audience (fonts, layout...)

• **Murphy's Laws** and sound, animations, video

Presentation Language

See handout

Presentation Delivery

Speak clearly

Speak loudly (enough)

Pace your material (fast, slow, just right...)

Emphasize key points

Interact with your audience – *make eye contact!*

Look confident in your body language (even if acting)

Use visual *aids* – clear, relevant, visible support

Keep to your time limit (practise!)

Use notes and keywords – not a speech (e.g., notecards, mindmaps)

Speak *to* your audience – don't read, don't talk to walls...

Don't forget the Criteria:

<https://pingpong.chalmers.se/courses/6685/node.do?id=2984293&ts=1461673476088&u=1354626957>

In-text and End-text Referencing

Referencing RULES

There are many rules for referencing. No need to memorize them, just know how to look them up.

For this report, use the IEEE system

- manually: link on PingPong to one guide
- use the function in Word or
- use a software, e.g. EndNote

IEEE author's guide

http://www.ieee.org/documents/info_authors_kit.pdf (page 6 referencing)

List arranged in citation order, not alphabetical order.

Check out that link for more details!

13



PEER RESPONSE

Peer Response – what is it?

Critical reading of someone else's text

- You will explain *why* something is good or problematic, so that your peer can gain new perspectives
- Try to be constructive!

Critical Reading

- It's not just about taking information in!
- It's not about being negative. It's about reacting to a text

Keep in mind:

- As university students you are required to do a lot of different kinds of reading (peer response or *opposition* required with Bachelor Thesis).
- It's important to think about your own focus while reading for peer response (being critical of them might make help see your own work in a new perspective).
- Make your feedback relevant

Referencing online sources

Websites need a date of access and URL

Journals, regardless of whether exclusively online or exclusively in print (or both) still need the important journal information: author, year, title of article, journal name, volume/issue, page range.

If it is exclusively an online journal you also need the URL

Erring on the side of **too much information is better** than missing out on important information.

13

Coming up

Next week:

Peer response (17 May)

- Bring all the text you have (plans, notes, etc.)
- Bring a draft of your final report (at whatever stage it is in)

Time is really short

- Start drafting the sections that you can!
- Introduction and theory/background (Yes! Bring this to peer response)
- If you already have some results, start organizing them in written text (perhaps not possible yet, but worthwhile doing while you carry out your method).

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15

Peer Response, 17th May

You will:

exchange papers with a peer group.
use a worksheet to guide reading and noting observations.

Sit with your peers and discuss your observations

- Justify/clarify feedback.

"it's good, I like it."

versus

"this particular section is good because ..." "Your paragraph construction is effective here because ..., however notice in this other paragraph you use a different construction and it's not as clear/effective" ← critical response

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18

Language issues

Verbs – common errors

2. Many users have barely **began / begun** to scratch the surface of their capabilities.
5. Each section, after sinking, is attached by oversized bolts to the previously sunk section in the line. Heavy, thick concrete walls prevent the tunnel **from floating / to float**.
7. Workers are **removing / remove** the earth as the pipe moves forward, its edge cutting into the earth. The method was used in driving the Lincoln Tunnel through the muddy bottom of the Hudson River between the states of New York and New Jersey.
11. The problem **lays / lies** not in its veracity, but in what the story leaves out.
13. The yearly number of tourists pouring in from Asia are **soaring / have soared** to one million.
14. Vast computing power could thus be provided on demand, and the individual members of the collective would be **paid / payed** for the use of their machines.
17. I'm looking forward to **discuss / discussing** the proposal with you.

Language

Pronouns Reflection

Words like criteria, often used in regular speech as though it were singular (criterion). Makes it hard to decide which is more appropriate.

What is the subject of the sentence? Is the subject plural? If it's a question, is it general, or directed towards somebody? On a side note, question 13 works both ways, but mean different things. You'll just have to choose the answer that is given context

Verbs – common errors – key

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Verbs – what to be aware of

1. Mostly Swedish interference:
simple versus continuous aspect
gerund use
2. tenses
3. regular/irregular verbs
4. transitive/intransitive
5. passive

Pronouns – common errors

2. She is working on a computer problem in two different software systems but **neither / none** of these systems is open to editing.
7. Of the few types in existence, none **function / functions** reliably.
10. Another system, **that / which** does not rely primarily on browser technologies, is a 25 MB program that clients must install.
12. The bridge, **which / whose** pylons are founded on solid rock, has three spans.
18. The professor was going to discuss the criteria of the assignment and how **they were / it was** relevant to the course.

Pronouns – common errors – key

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Pronouns – what to be aware of

Using indefinite pronouns
antecedent agreement
using the right relative pronouns
it/there

Run-on sentences

PLC is a digital computer which have a programming memory were instructions for specific functions like counting and timing, this is used for all kind of machines and processes.

Monotonous work is something that we are trying to avoid nowadays, it's safer, more efficient, healthier and cheaper to use a PLC then it would have been if a person operated the process.

The PLC also requires an external PC connected to the program and memory data, via the PC the program is sent so the PLC could operate.

A simple description of a typical PLC's task would be opening and closing valves, it may also have the logic programmed so that it needs safety personnel in place to manually maneuver valves.

In different types of industry automation is important to make the process more energy and cost efficient, in order to automate the process Programmable Logic Controls (PLC) are most commonly used [1].

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Active → Passive

You can use them to do an uncountable amount of things.

But the programmable logic controller is not something we should take for granted.

As you might be aware : the invention of the PLC is most often credited to Bedford Associates in 1968 when the need for programmable processors was huge.

To be able to understand all of the content in this paper, the reader needs to have some basic background knowledge about electrical circuits and fuzzy logic.

The purpose of this paper is to document the progress and result of our PLC-automated elevator system.

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Next:

Continue drafting English report

- Bring a copy of your work-in-progress to class for peer response next session (17th)

Progress check for adjectives/adverbs and word order in PP

Next session:

- Peer Response (Get's priority!)
- Language follow up: adj/adv and word order
- Presentation queries...