

PROFESSIONAL ENGLISH FOR PHYSICAL SCIENCES-I

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

UNIT 1: COMMUNICATION

1. **Listening:** Listening to instructions
2. **Speaking:** Telephone etiquette and Official phone conversations
3. **Reading** short passages (3 passages, one from each – Physics, Chemistry, Mathematics/Computer Science)
5. **Writing:** Letters and Emails in professional context
6. **Grammar in Context:**
 - Wh and yes or no,
 - Q tags
 - Imperatives
7. **Vocabulary in Context:** Word formation - .
 - i) Creating antonyms using Prefixes
 - ii) Intensifying prefixes (E. g inflammable)

Changing words using suffixes

- A) Noun Endings
- B) Adjective Endings
- C) Verb Endings

UNIT 2: DESCRIPTION

Listening – Listening to process description

Speaking - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

Reading – Reading passages on products, equipment and gadgets

Writing – Writing sentence definitions (e.g. computer) and extended definitions (e.g. artificial intelligence)

Picture Description – Description of Natural Phenomena

Grammar in Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subject-specific)

Reading – longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like pollution, use of pesticides in cultivation, merits and demerits of devices like mobile phones, merits and demerits of technology in development)

Grammar in Context: Active voice & Passive voice – If conditional - Collocations – Phrasal verbs

UNIT 4: PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

Speaking –Short speech
- Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

Writing - Writing Recommendations
Interpreting visuals - charts / tables/flow diagrams/charts

Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills (subject-specific)

Writing Studying problem and finding solutions- (Essay in 200 words)

Grammar-Make simple sentences

Vocabulary -Fixed expressions
