

# 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

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## SUGGESTED ACTIVITIES

### UNIT 1

**Listening:** Links for formal conversation can be given - Gap filling exercises – Multiple Choice questions – Making notes.

**Speaking** - Role play activity

**Reading** – Note making. Note-Taking.

**Writing:** Guided Writing (developing hints)

Email

**Grammar:** Vocabulary – Worksheets – Games.

### UNIT 2

**Listening-**

Process Descriptions (Processes of Condensation and Evaporation./Process of Measuring the thickness of a wire using a Screw -Gauge./process of Exaction of sugar from sugarcane)

**Speaking** – Role Play

**Reading** – Multiple choice questions - Evaluative answers – Classifying and labeling

**Writing** - Picture description – Description of natural phenomena (rainbow, earthquake, volcanic eruption, erosion, natural disasters in 150 to 200 words).

**Vocabulary:** Expansion of compound nouns

### UNIT 3

**Listening-** Gap fill exercises – Listening comprehension

**Speaking** -Debates

**Reading** -Reading comprehension

**Writing** – Essay Writing

**Grammar** - Vocabulary, Activities, Worksheets & Games.

## **UNIT 4**

**Listening** - Note taking (of listening & viewing items) - Filling a table based on the listening item.

**Speaking** – JAM, Presentations. (PPT-TECHNICAL)

**Reading**-Reading comprehension

**Writing**– Difference between recommendations and instructions

Questions/MCQs based on graphs/flow diagrams/charts

**Grammar:** Vocabulary – Activities, Worksheets & Games.

## **UNIT 5**

**Listening** – Radio News/ TV-News telecast /

**Speaking** - Watch or listen to documentaries and ask questions

**Reading** - Reading motivational stories (success stories in subject area)

**Writing** - Essay writing.

**Grammar** -Vocabulary –Activities, Worksheets & Games

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