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Subject: Technical English

Subject Code: HS8251

SYLLABUS

HS8251   **TECHNICAL ENGLISH**   **L T P C4 0 0 4**

OBJECTIVES:

The Course prepares second semester engineering and Technology students to:

• Develop strategies and skills to enhance their ability to read and comprehend engineering and technology texts.

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• Develop their speaking skills to make technical presentations, participate in group discussions.

• Strengthen their listening skill which will help them comprehend lectures and talks in their areas of specialization.

UNIT I   INTRODUCTION TECHNICAL ENGLISH   12

Listening- Listening to talks mostly of a scientific/technical nature and completing information-gap exercises- Speaking –Asking for and giving directions- Reading – reading short technical texts from journals- newspapers- Writing- purpose statements – extended definitions – issue- writing instructions – checklists-recommendations-Vocabulary Development- technical vocabulary Language Development – subject verb agreement - compound words.

UNIT II   READING AND STUDY SKILLS   12

Listening- Listening to longer technical talks and completing exercises based on them-Speaking – describing a process-Reading – reading longer technical texts- identifying the various transitions in a text-paragraphing- Writing- interpreting charts, graphs- Vocabulary Development-vocabulary used in formal letters/emails and reports Language Development- impersonal passive voice, numerical adjectives.

UNIT III   TECHNICAL WRITING AND GRAMMAR   12

Listening- Listening to classroom lectures/ talks on engineering/technology -Speaking – introduction to technical presentations- Reading – longer texts both general and technical, practice in speed reading; Writing-Describing a process, use of sequence words- Vocabulary Development- sequence words-Misspelled words. Language Development- embedded sentences

UNIT IV   REPORT WRITING   12

Listening- Listening to documentaries and making notes. Speaking – mechanics of presentations- Reading – reading for detailed comprehension- Writing- email etiquette- job application – cover letter –Résumé preparation (via email and hard copy) - analytical essays and issue based essays--Vocabulary Development-finding suitable synonyms-paraphrasing-. Language Development- clauses- if conditionals.

UNIT V   GROUP DISCUSSION AND JOB APPLICATIONS   12

Listening- TED/Ink talks; Speaking –participating in a group discussion -Reading– reading and understanding technical articles Writing– Writing reports- minutes of a meeting- accident and survey- Vocabulary Development- verbal analogies Language Development- reported speech.

TOTAL :60 PERIODS

OUTCOMES: At the end of the course learners will be able to:

- Read technical texts and write area- specific texts effortlessly.
- Listen and comprehend lectures and talks in their area of specialisation successfully.
- Speak appropriately and effectively in varied formal and informal contexts.
- Write reports and winning job applications.

TEXT BOOKS:

1.Board of editors. Fluency in English A Course book for Engineering and Technology. Orient Blackswan, Hyderabad: 2016

2.Sudharshana.N.P and Saveetha. C. English for Technical Communication. Cambridge University Press: New Delhi, 2016.

REFERENCES:

1. Raman, Meenakshi and Sharma, Sangeetha- Technical Communication Principles and Practice.Oxford University Press: New Delhi,2014.

2. Kumar, Suresh. E. Engineering English. Orient Blackswan: Hyderabad,2015

3. Booth-L. Diana, Project Work, Oxford University Press, Oxford: 2014.

4. Grussendorf, Marion, English for Presentations, Oxford University Press, Oxford: 2007

5. Means, L. Thomas and Elaine Langlois, English & Communication For Colleges. Cengage Learning, USA: 2007

Students can be asked to read **Tagore, Chetan Bhagat** and for supplementary reading.

UNIT II –VOCABULARY DEVELOPMENT
VERBAL ANALOGIES

What are **Verbal Analogies**? In general, an **analogy** is a similarity that is drawn between two different, but sufficiently similar events, situations, or circumstances. A **verbal analogy** draws a similarity between one pair of words and another pair of words.

Tips for solving Analogies

The only way to become better at **verbal analogies** is through practice. ...

Try to determine the relationship between the first pair of words.

Turn the **analogies** into sentences. ...

Go through tough problems systematically.

Read all of the answer choices first before making a decision

How to Improve Score in Verbal Analogies?
Strong vocabulary: One of the important factors is a good vocabulary. Besides dictionary or primary meanings of the word, you also need to know the secondary meanings of the words. Secondary meaning of any word is the meaning of the word other than its dictionary meaning. For example: 'school of fish' also means 'group of fish'.
Ability to decode the relationship between the words in the question: With the help of strong vocabulary and enough practice, you can solve analogy based questions with great ease. You should also be aware of a few important types of relationships to understand the questions better.

Different types of relationship between the words:

There are many kinds of relationship which the question pair of words displays. If we are able to decode the relationship between words, we will look to find out the pair of words among the options where the first word is a tool for the second. Thus, reaching the correct answer becomes easier.

Types of analogies based on meanings of the words

Dictionary/primary meaning based

Secondary meaning based

List of Analogies:

P is a defining characteristic of Q.

Example: COURAGE : HERO (COURAGE is a defining characteristic of a HERO).

Lack of P is a defining characteristic of Q.

Example: HOPE: PESSIMISM (Lack of HOPE is a defining characteristic of PESSIMISM).

X is a type of Y. Example: ANGER: EMOTION (ANGER is a type of EMOTION.) ORANGE: FRUIT (An ORANGE is a type of FRUIT).

X is a part of Y. Example: LETTER : ALPHABET (A LETTER is a part of an ALPHABET).

X is the place for Y. Example: CLINIC : NURSE (A CLINIC is the place for a NURSE).

Relationship of Degree. Example: MOUNTAIN: HILL (A MOUNTAIN is a large HILL).

Tools used by professionals- Some analogies are based upon the connection between a person and the tool that person uses or upon a tool and the result that it achieves.

Example: SCALPEL: SURGEON (A SCALPEL is the tool of a SURGEON).

X is a sign of Y. Example: TREMBLING : FEARTREMBLING is a sign of FEAR.

Sequence- In this type of connection, one event follows another, either as a matter of logic or sequence, or as an effect follows its cause. We also include in this category analogies in which one event prevents or interrupts another. Example: ENGAGEMENT: MARRIAGE (An ENGAGEMENT comes before a MARRIAGE.)

X is a spurious form of Y. In this type of analogy, one idea is a spurious or defective form of the other. Example: BRAVADO: BRAVERY (BRAVADO is spurious (or false) BRAVERY).

Verbal Analogies Questions:

Example 1: Errata : Books : : Flaws : ?

A. Manuscripts

B. Metals

C. Speech

D. Charter

Solution: First identify the relation between the given pair. Here, errata is a list of mistakes attached at the end of a book, after the book is published i.e. mistakes left in the finished product. Similarly 'flaws' also means 'mistakes' and mistakes can be in manuscripts, speech and charter also. But we cannot have three correct options. So the question is based on secondary meaning of the words instead of primary meaning of the given words. 'Flaws' also means 'impurities' left in the metal after it is purified. Now this is the perfect analogy. Hence the answer is 'flaws : metals' i.e. option D. Errata is MISTAKES left after the book is published and 'flaws' are the impurities left in the metal after it is purified.

Example 2: TRIAL : JURY :: ?

dispute : arbiter

poll : contestant

championship : spectator

conference : speaker

Solution: As 'jury' settles the 'trial' similarly the job of the arbiter is to settle the 'dispute'. Hence the answer is option A.

Example 3: IMPLAUSIBLE : ABSURD :: ?

shadowy : illurninated

flamboyant : public

surprising : shocking

superfluous : truncated

Solution: First try to figure out the relationship between the two words in the question pair. Now the words 'implausible' and 'absurd' have almost the same meaning but the usage or polarity is exactly opposite. While 'implausible' is used in positive sense, 'absurd' is used in negative sense. Both have meaning used in the sense of 'unbelievable'. Similarly the option C shows the same relationship. The words 'surprising' and 'shocking' means the same but usage wise both are used in opposite sense(positive and negative respectively).

Analogies: Key learning
The order of the answer pair should be same as question pair. For example: if in question pair the order is in the form of CAUSE: EFFECT, then answer pair should also have the same order i.e. the answer should also be in the form of CAUSE: EFFECT.
There should not be any kind of ambiguity between the strength and logic of the words. For example: if two given words are synonym of each other then the answer pair should definitely be synonym of each other. In other words there should not be 'may or may not' case.