



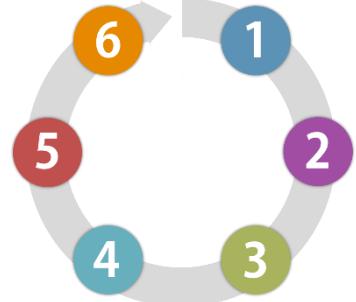
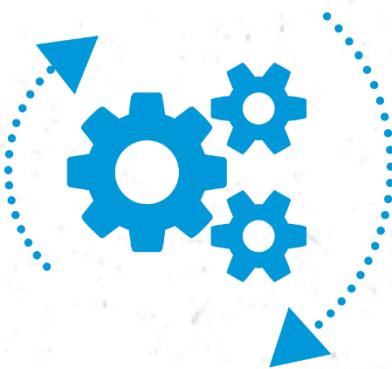
SLIIT

Discover Your Future

English for Academic Purposes

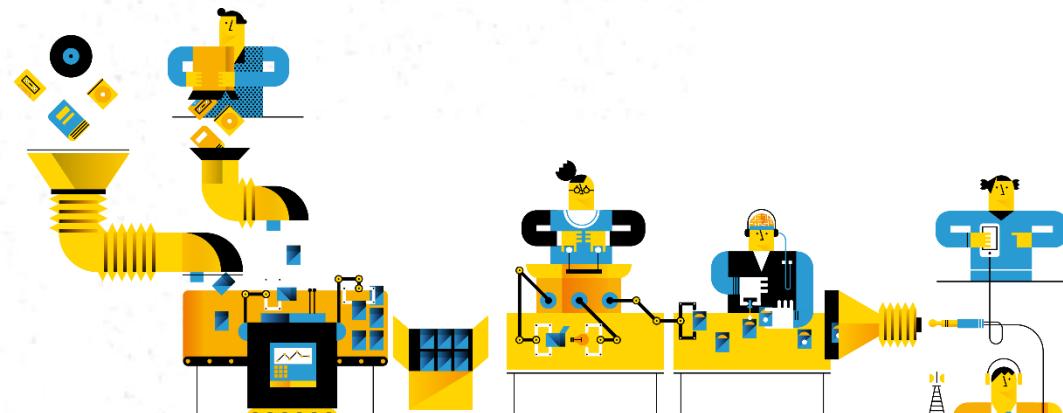
Describing a Process

Ms. Ashani Peiris



Learning Outcomes

- Identify and explain the steps in the writing process
- Practice process description techniques



Path

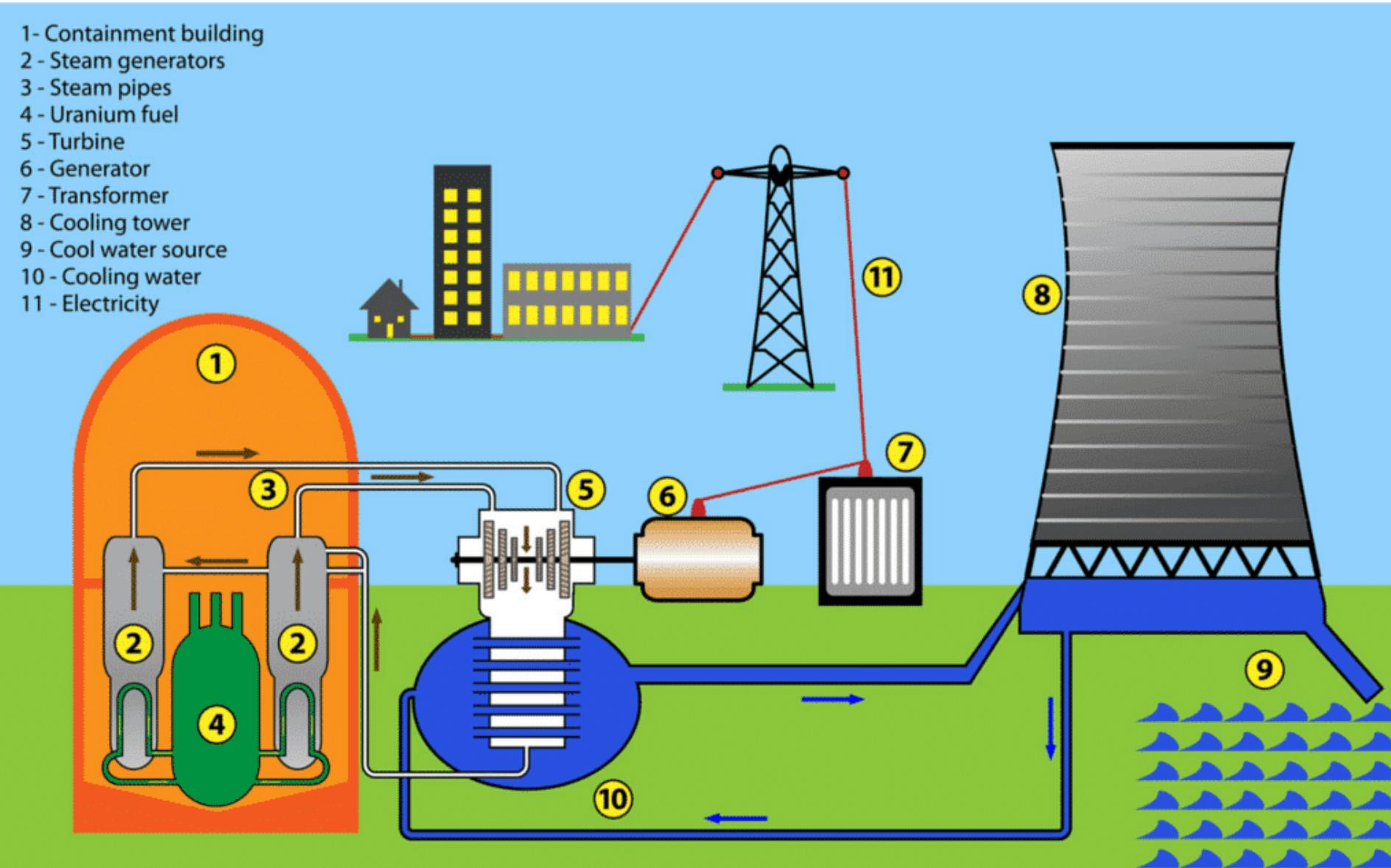


Result

The diagram below shows how electricity is produced in a nuclear power station.

Summarise the information by selecting and reporting the main features.

- 1 - Containment building
- 2 - Steam generators
- 3 - Steam pipes
- 4 - Uranium fuel
- 5 - Turbine
- 6 - Generator
- 7 - Transformer
- 8 - Cooling tower
- 9 - Cool water source
- 10 - Cooling water
- 11 - Electricity



Understand the Process

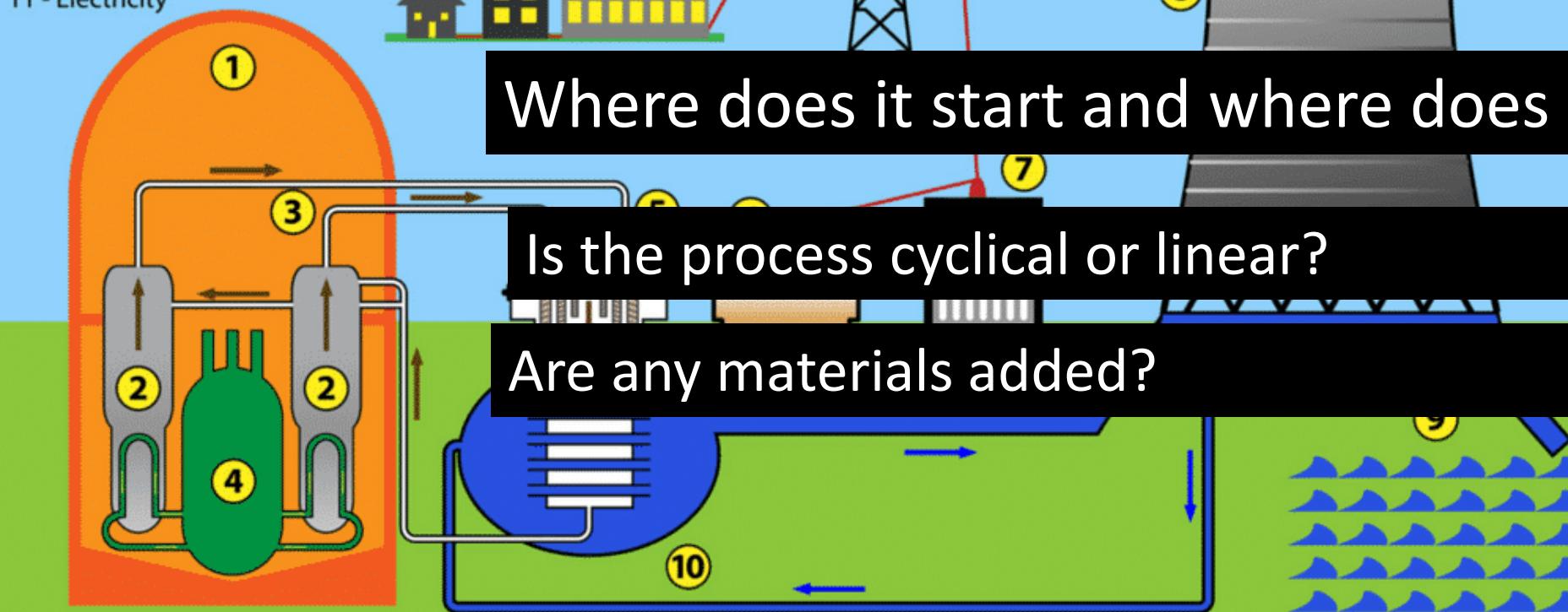
- Is it a man-made or a natural process?
- How many stages are there in the process?
- What is produced?
- Where does it start and where does it end?
- Is the process cyclical or linear?
- Are any materials added?

You might not be able to answer all of these for each process question

The diagram below shows how electricity is produced in a nuclear power station.

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Is it a man-made or a natural process?

How many stages are there in the process?

What is produced?

Where does it start and where does it end?

Is the process cyclical or linear?

Are any materials added?

Understand the Process

- Is it a man-made or a natural process?

Man-made

- How many stages are there in the process?

Six

- What is produced?

Electricity

- Where does it start and where does it end?

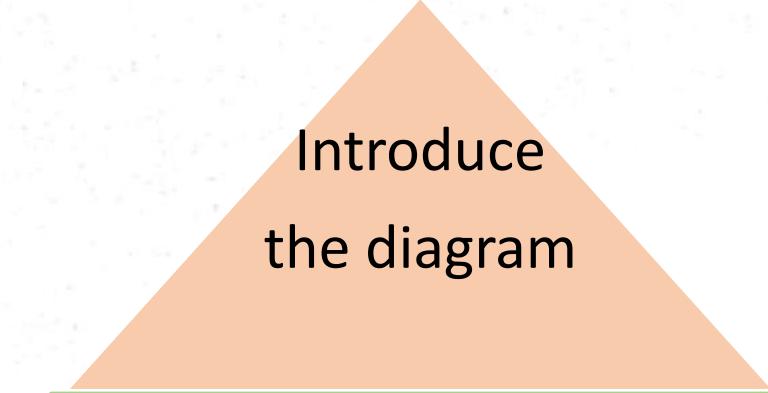
Starts with uranium fuel and ends with electricity being sent to the grid.

- Is the process cyclical or linear?

Linear

- Are any materials added?

Water and uranium



Introduce
the diagram



Highlight the main points



Give the details

➤Introduce the Diagram

The illustration shows how electricity is created at nuclear power plants.

The diagram explains/illustrates / presents/ describes/demonstrates...

➤ **Highlight the Main Points** (the number of stages in the process and how it begins and ends)

This is a man-made linear process that starts with the uranium fuel and water creating steam and ends with electricity being sent to the grid. There are 6 main stages including steam production, turbines driving a generator and a transformer creating electricity.

➤ Detail Each Stage of the Process

- say what each stage does
- what it produces
- if any materials are added
- discuss the relationship with the previous or subsequent stages.

➤ Use Simple present and simple present passive

➤ Use Time Connectors



TIME CONNECTORS

First,	The first step is ...
To begin with,	... begins with ...
Initially,	... commences with ...
Beforehand,	Before this,
At the same time,	During ...
Secondly, Thirdly, etc.	After this,
Next,	The next step is to ...
Subsequently,	In the following stage,
Later,	Following this,
Lastly,	... finishes with ...
Finally,	... concludes with ...
In the last stage,	The last step is to ...

To explain how something is done

- ... slowly/carefully
- ... with care/precision
- ... in a careful way/manner
- ... by researching ...

To explain why something is done

- So as to ...
- So as not to ...
- So that ...
- In order to ...
- In order not to ...

The illustration shows how electricity is created at nuclear power plants.

This is a man-made linear process that starts with the uranium fuel and water creating steam and ends with electricity being sent to the grid. There are 6 main stages including steam production, turbines driving a generator and a transformer creating electricity.

Initially , heat is created by uranium fuel in the steam generator and this water vapor flows through pipes to a turbine. The steam causes the turbine to spin. Subsequently electricity is created from the generator which is powered by the turbine. At the same time, hot water is sent to the cooling tower where the water is condensed. The condensed water returns to the turbine or flows into the cold-water source.

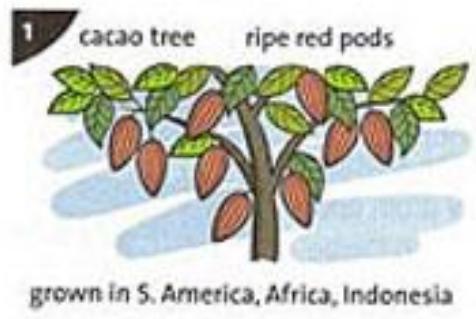
Finally, electricity from the generator is transferred to a transformer where the electricity is changed to a form that is ready to be sent to the grid to power homes and industry.

Activity



- [https://www.educaplay.com/learning-resources/8513743-describing a process.html](https://www.educaplay.com/learning-resources/8513743-describing-a-process.html)

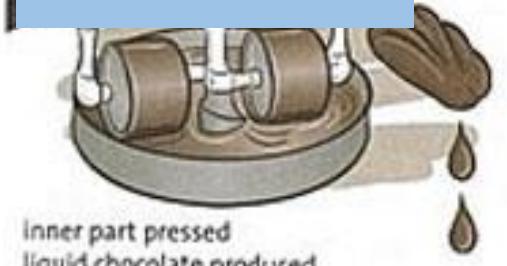
Activities



Cocoa trees – grown in South America, Africa, Indonesia
ripe red pods



Beans fermented



The illustrations show how chocolate is produced.

Introduction

- The diagram explains the process for the making of chocolate. There are a total of ten stages in the process, beginning with the growing of the pods on the cocoa trees and culminating in the production of the chocolate.



Steps

1. Cocoa trees – grown in South America, Africa, Indonesia
ripe red pods
2. Pods harvested - white cocoa beans
3. Beans fermented
4. Spread in sun to dry
5. Put in large sacks
6. Transported by train or lorry
7. Taken to factory
8. Beans roasted
9. Beans crushed outer shell removed
10. Inner part pressed - liquid chocolate produced

Tips

- Simple present passive
- Time connectors

Group activity



- To begin, the cocoa comes from the cocoa tree, which is grown in the South American and African continents and the country of Indonesia. Once the pods **are ripe** and red, they **are harvested** and the white cocoa beans **are removed**. Following a period of fermentation, they **are then laid out** on a large tray and dried under the sun. Next, they **are placed** into large sacks and delivered to the factory. They **are then roasted** at a temperature of 350 degrees, after which the beans **are crushed** and separated from their outer shell. In the final stage, this inner part that is left **is pressed** and the chocolate **is produced**.

Thank you

<https://www.ieltsbuddy.com/support-files/ielts-how-to-write-a-process.pdf>



SLIIT

Discover Your Future

Describing graphs and charts

Learning outcomes



Identify the types of graphs and charts



Describe a line graph, pie chart and bar chart

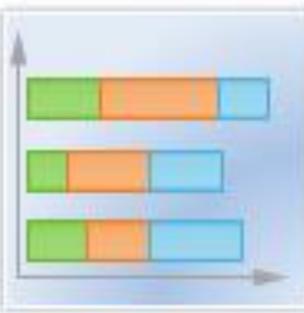


Use appropriate vocabulary

Types of charts & graphs



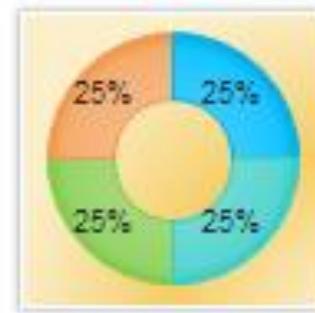
Column



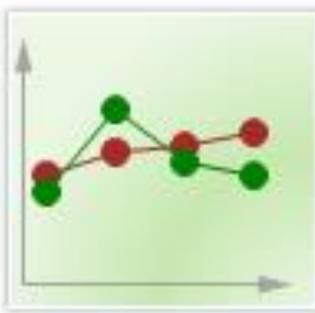
Bar



Pie



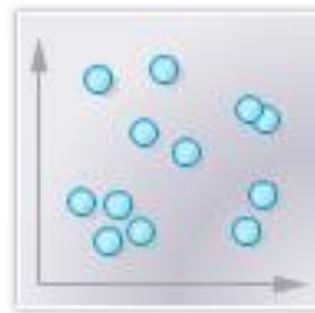
Doughnut



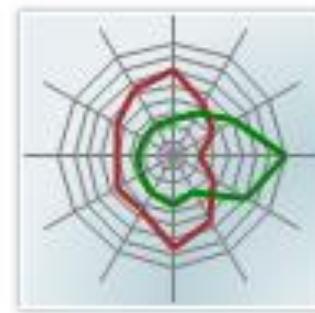
Line



Area



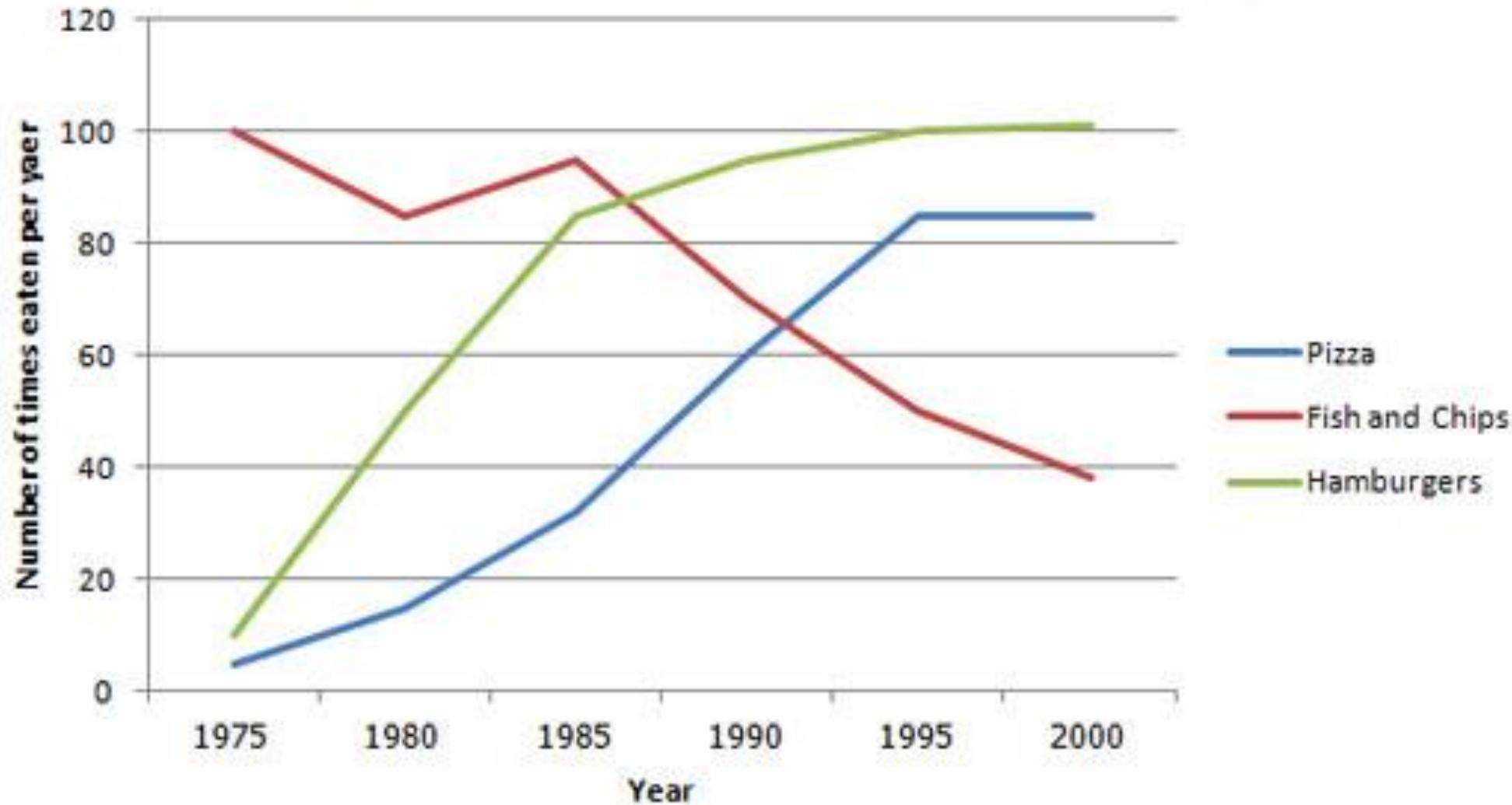
Scatter



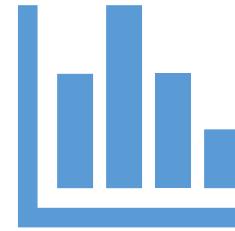
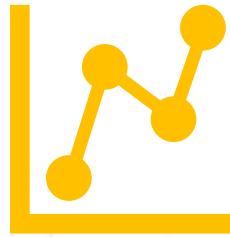
Spider

Let's describe a graph!

Consumption of Fast Food by Australian Teenagers



Step 1: What does the graph show?



- What is the type of the graph shown?

- What is the data?

- What are the units of measurement used in the graph?

- Is there a period of time?

Step 2 : Introduce the Graph

The graph shows ...

The graph illustrates...

The graph compares ...

The graph gives information about...

E.g. The line graph compares the fast-food consumption of teenagers in Australia between 1975 and 2000, a period of 25 years.

Step 3 : Give an Overview



An overview is a general statement, highlighting the most important information in the table. It should not include any numbers. This is just a summary of the main features.



E.g. Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

Step 4 : Give the Detail

Things that you should be looking for include:

High/low values

Biggest increase/decrease

Volatile data

Unchanging data

Biggest majority/ minority (pie charts)

Biggest difference/similarities

Major trends

Notable exceptions

The line graph compares the fastfood consumption of teenagers in Australia between 1975 and 2000, a period of 25 years. The X axis represents years, and the Y axis represents the measurement unit which is the number of times eaten per year. There are three lines depicting the consumption of pizza, fish and chips, and hamburgers. Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than Pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25-year timescale to finish at just under 40.

In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then levelled off from 1995 to 2000. The biggest rise was seen in hamburgers as the occasions they were eaten increased sharply throughout the 1970's and 1980's, exceeding that of fish and chips in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.

* * * * *

Tips



Use appropriate academic vocabulary



Use an appropriate tense base on the timeline of the data



Do not use expressions like “I can see, we can see”



Spend around 20 minutes to write the answer

Tenses

Present simple - to describe what the graph shows us now

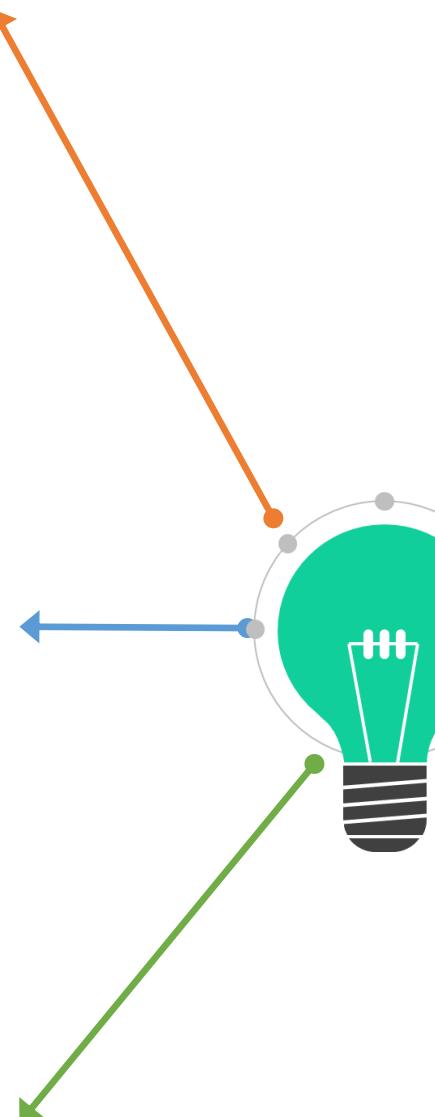
the line graph compares
a strong correlation is suggested
(passive)

Present perfect tense-changes in the data that have happened over a period of time.

- The price of oil has fallen by \$5 a barrel every week since July
-
-
-

Past simple - to describe past years

- the average global oil price was close to \$25
-
-



Past perfect - to describe what happened before and up to a past time

by 2007) food prices had risen by around 50 points

Future forms

- *will + infinitive*
- *is/are expected to + infinitive*
- *is/are predicted to + infinitive*

Future- something will be finished by a particular time in the future

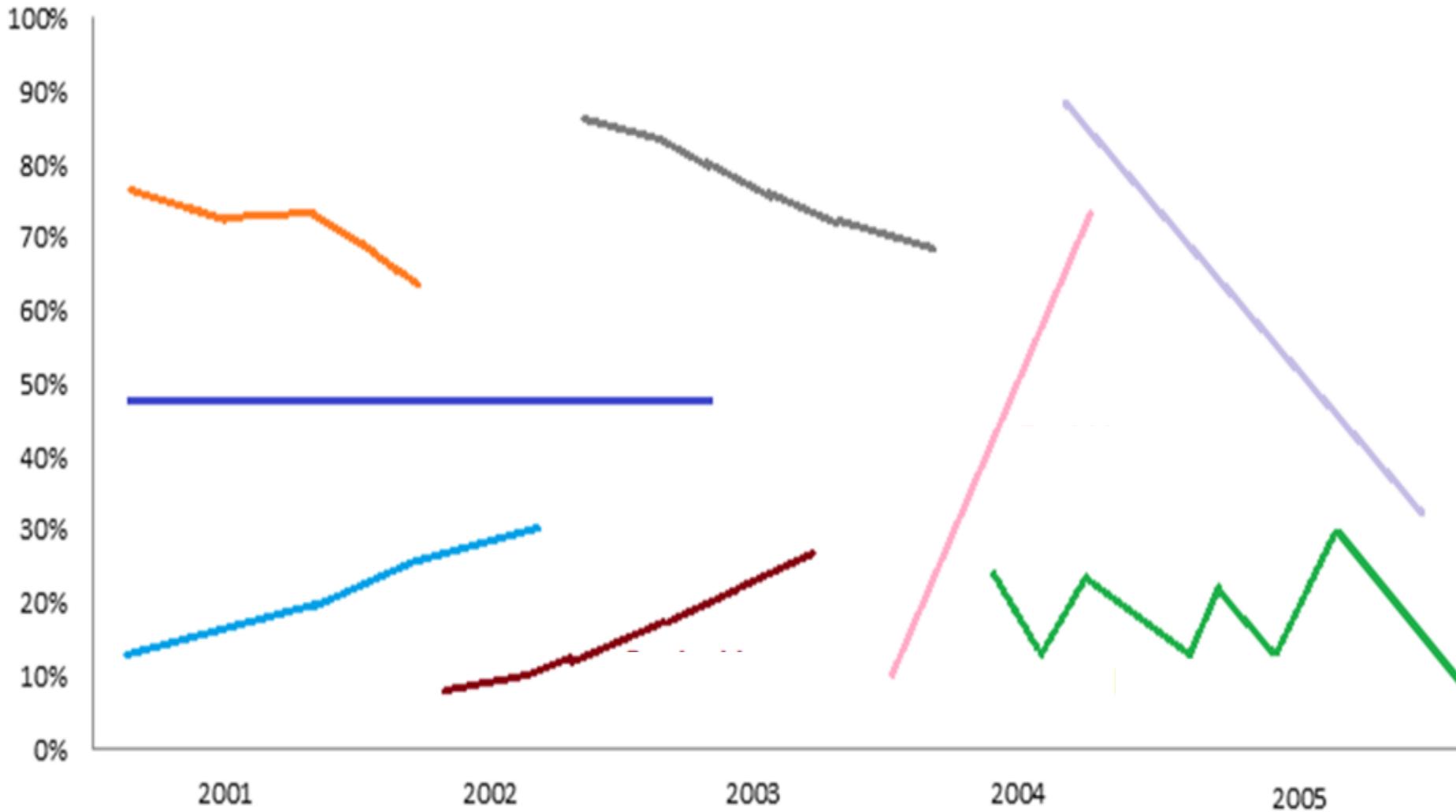
The price of oil **will have reached** \$300 a barrel **by** 2020.

Important vocabulary

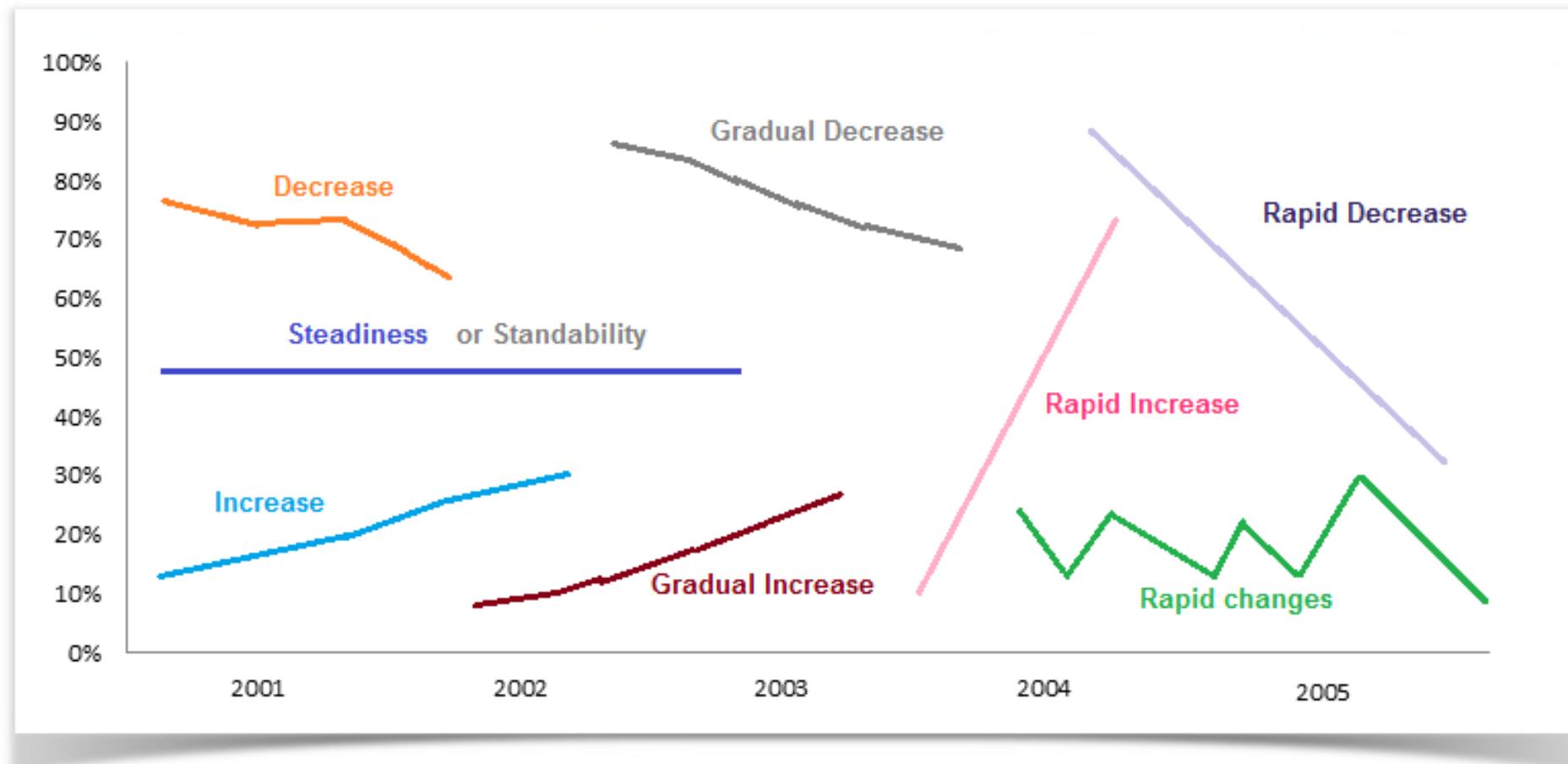
Presenting a graph

Introduction	Topic	Circumstances
This graph shows ...	the results of our products	over 10 years.
The diagram outlines ...	rates of economic growth	between 1990 and 1996.
This table lists ...	the top ten agencies ...	in the industrial world.
This pie chart represents	the company's turnover ...	for this year in our sector.
This line chart depicts ...	the changes in sales ...	over the past year.
This chart breaks down (ventile) ...	the sales of each salesman ...	during the past ten weeks.

Indicating the degree or the speed of change



Indicating the degree or the speed of change



Trends	Verb form	Noun Form
Increase	rise / increase / uplift / upsurge / soar/ improve/ move upward/ soar/ surge.	a rise / an increase / an upward trend / a growth / a leap / an improvement
Decrease	fall / decrease / decline / plunge / drop / reduce / collapse / deteriorate/ go down	a fall / a decrease / a reduction / a downward trends /a downward tendency / a decline/ a drop / a collapse / a downfall.
Steadiness	unchanged / remain constant / remain steady / plateau / remain the same / remain stable / remain static	a steadiness/ a plateau / a stability/ a static

Trends	Verb form	Noun Form
Gradual increase	-----	an upward trend / an upward tendency
Gradual decrease	-----	a downward trend / a downward tendency / a descending trend
Standability/ Flat	remain(ed) constant / remain(ed) unchanged / remain(ed) stable / prevail(ed) consistency / plateaued / reach(ed) a plateau / stay(ed) uniform /immutable / stabilise/ remain(ed) the same.	No change, a flat, a plateau.

Type of Change	Adverb form	Adjective form
Rapid change	dramatically / rapidly / sharply / quickly / hurriedly / speedily / swiftly / significantly/ considerably / substantially / noticeably.	dramatic / rapid / sharp / quick / hurried / speedy / swift / significant / considerable / substantial / noticeable.
Moderate change	moderately / gradually / progressively / sequentially.	moderate / gradual / progressive / sequential.
Steady change	steadily/ ceaselessly.	steady/ ceaseless.
Slight change	slightly / slowly / mildly / tediously.	slight / slow / mild / tedious.
Rapid ups and downs	wave / fluctuate / oscillate / vacillate / palpitate	waves / fluctuations / oscillations / vacillations / palpitations

- Great change / Huge difference:

Adjectives

Overwhelming
Substantial
Enormous

Adverbs

Overwhelmingly
Substantially
Enormously

- Big change / Big difference:

Adjectives

Significant
Considerable

Adverbs

Significantly
Considerably

- Medium change / Moderate difference:

Adjectives

Moderate

Adverbs

Moderately

- Minor change / Small difference:

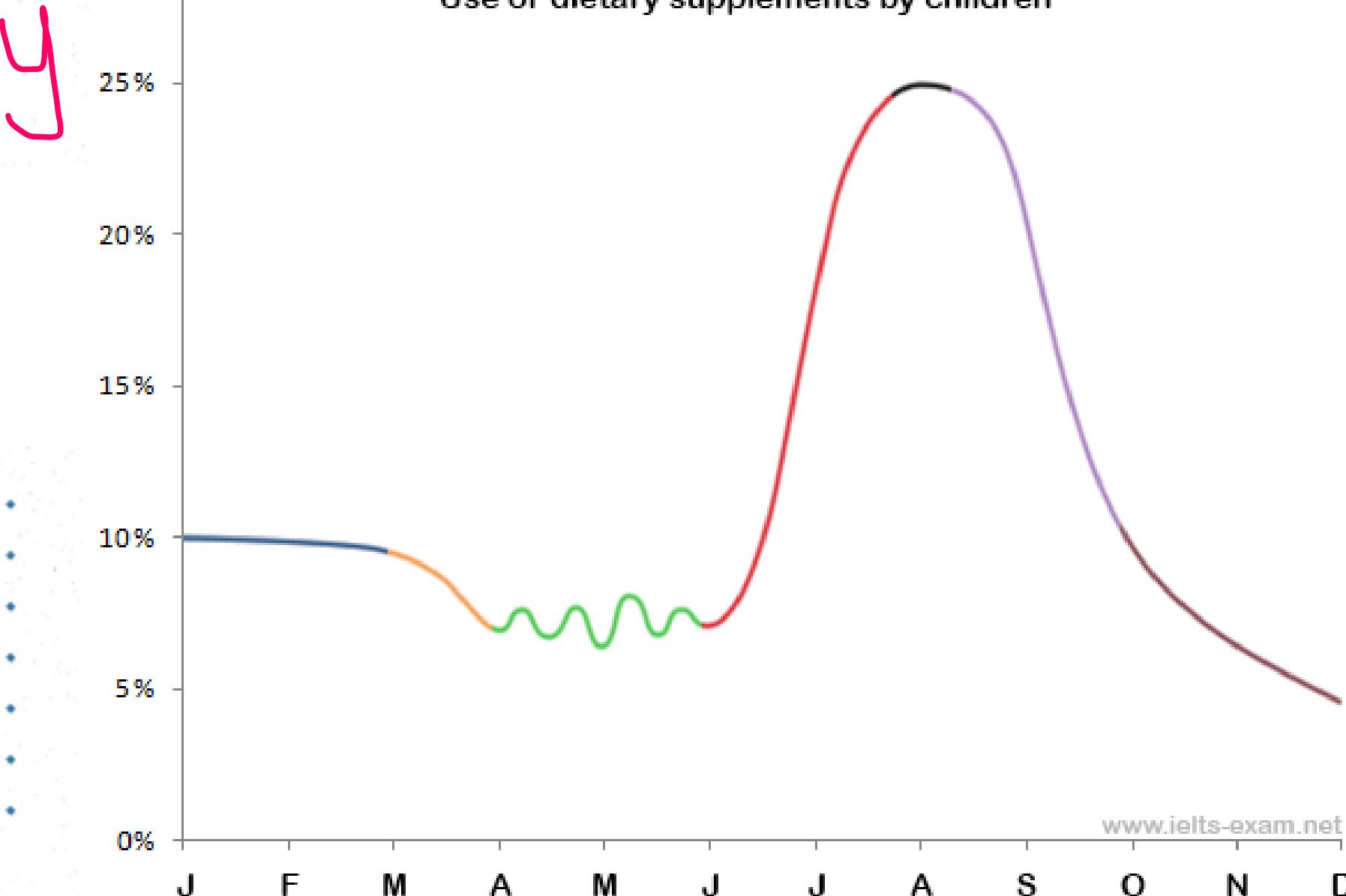
Adjectives

Fractional
Marginal
Slight

Adverbs

Fractionally
Marginally
Slightly

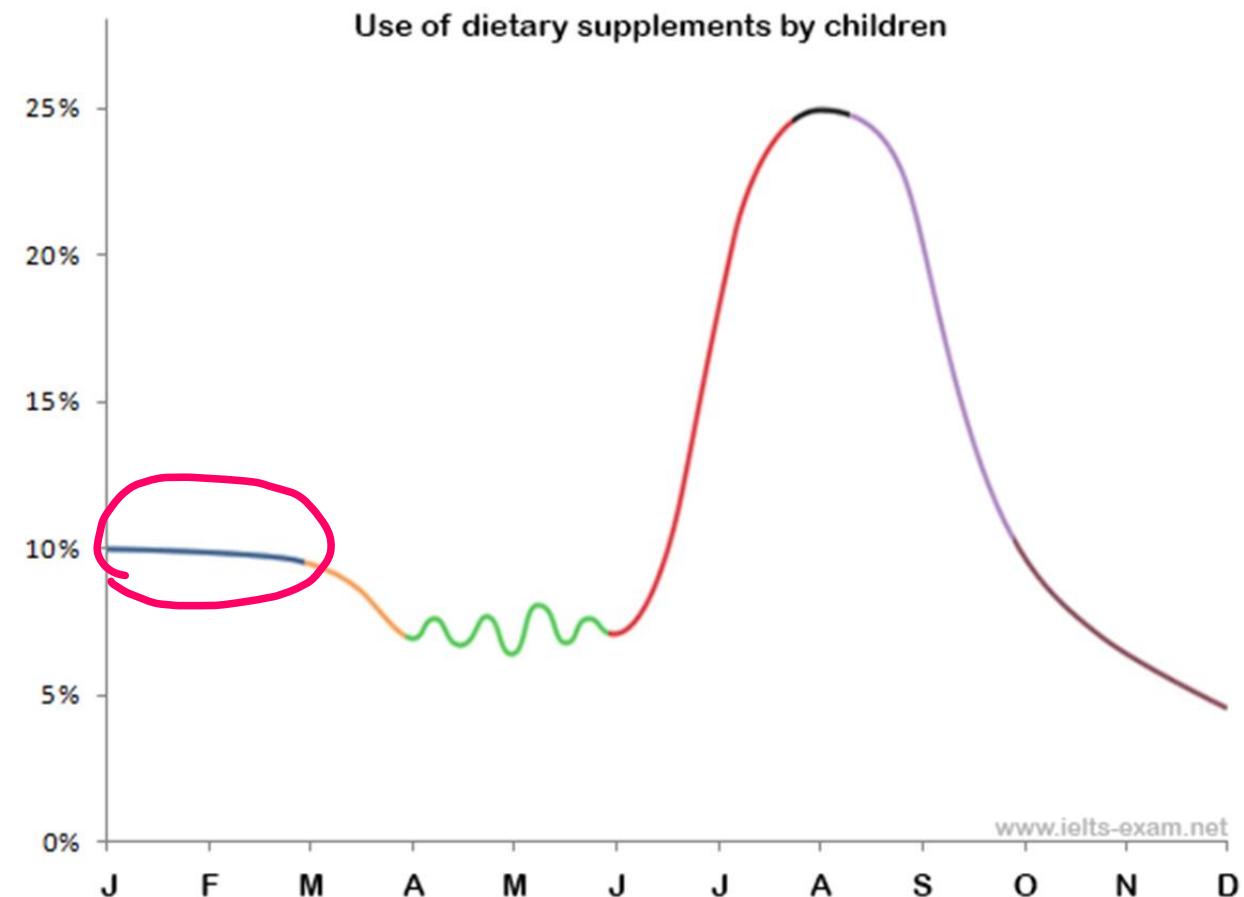
Use of dietary supplements by children



www.ielts-exam.net

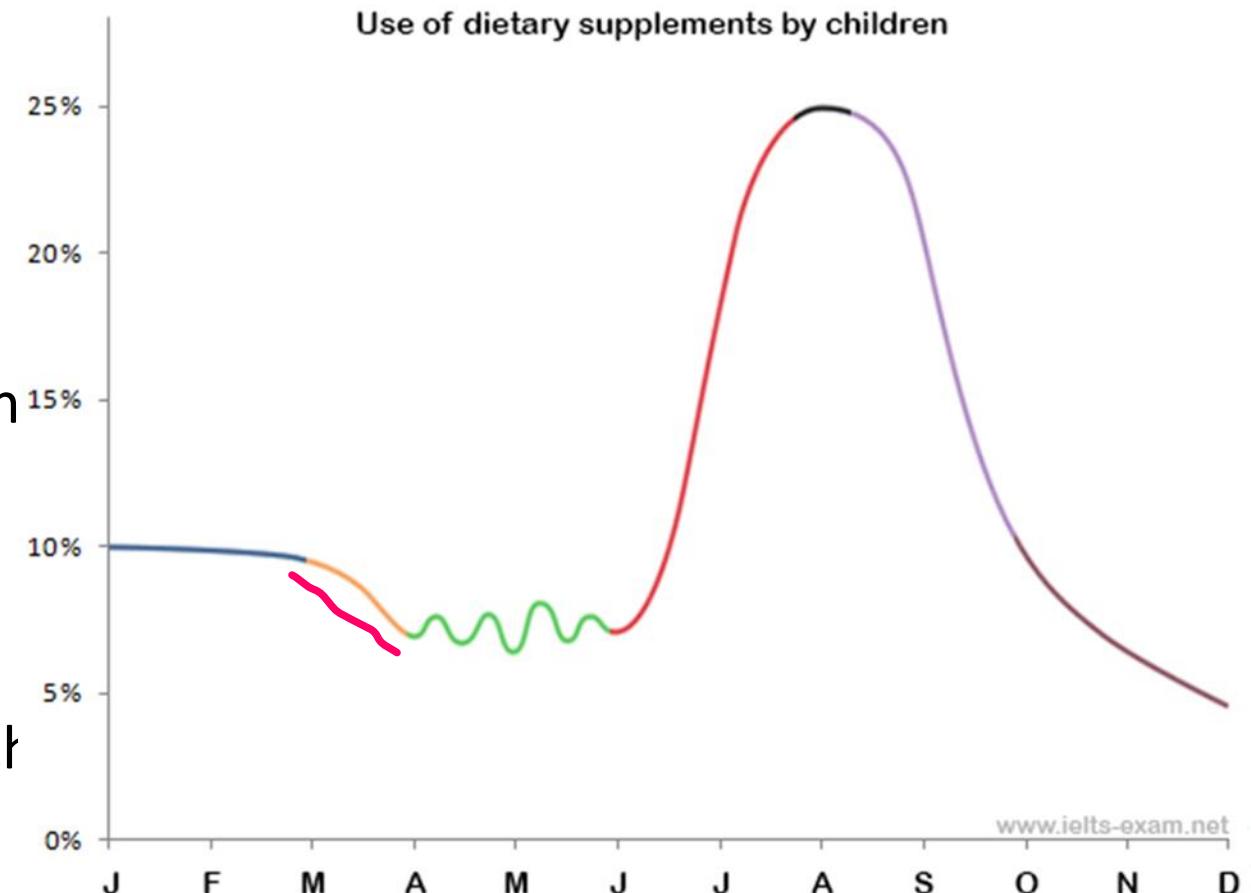
X

- remain (-ed, -ed)
 - unchanged, steady, stable, constant, plateau, fixed/static
-
- From January to March the percentage of children using supplements remained fairly static at approximately 10%.
 - The percentage of children taking dietary supplements was relatively stable during the first two months of the year.
 - During the first two months, supplement use remained fairly unchanged.



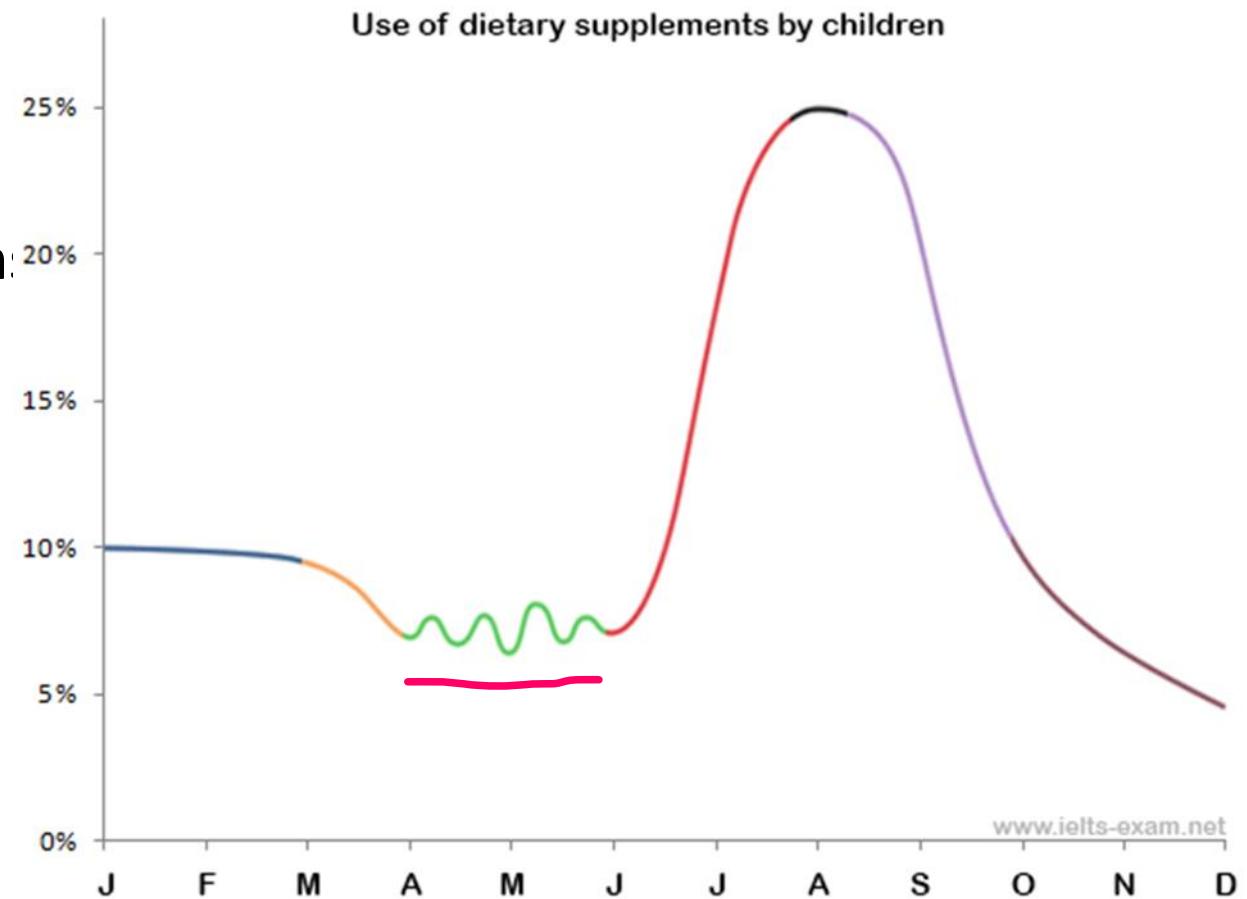
- fall (fell, fallen), decrease (-ed, -ed), drop (dropped, dropped), plunge (-ed, -ed), decline (-ed, -ed)
- slight (slightly), steady (steadily), gradual (gradually), gentle (gently), slow (slowly) downward trend

- It then fell gradually in March.
- There was a slight decrease in the use of dietary supplements in March.
- The graph shows a slight decrease in March
- Supplement use experienced a steady decrease in March.
- Supplement use decreased slightly in March



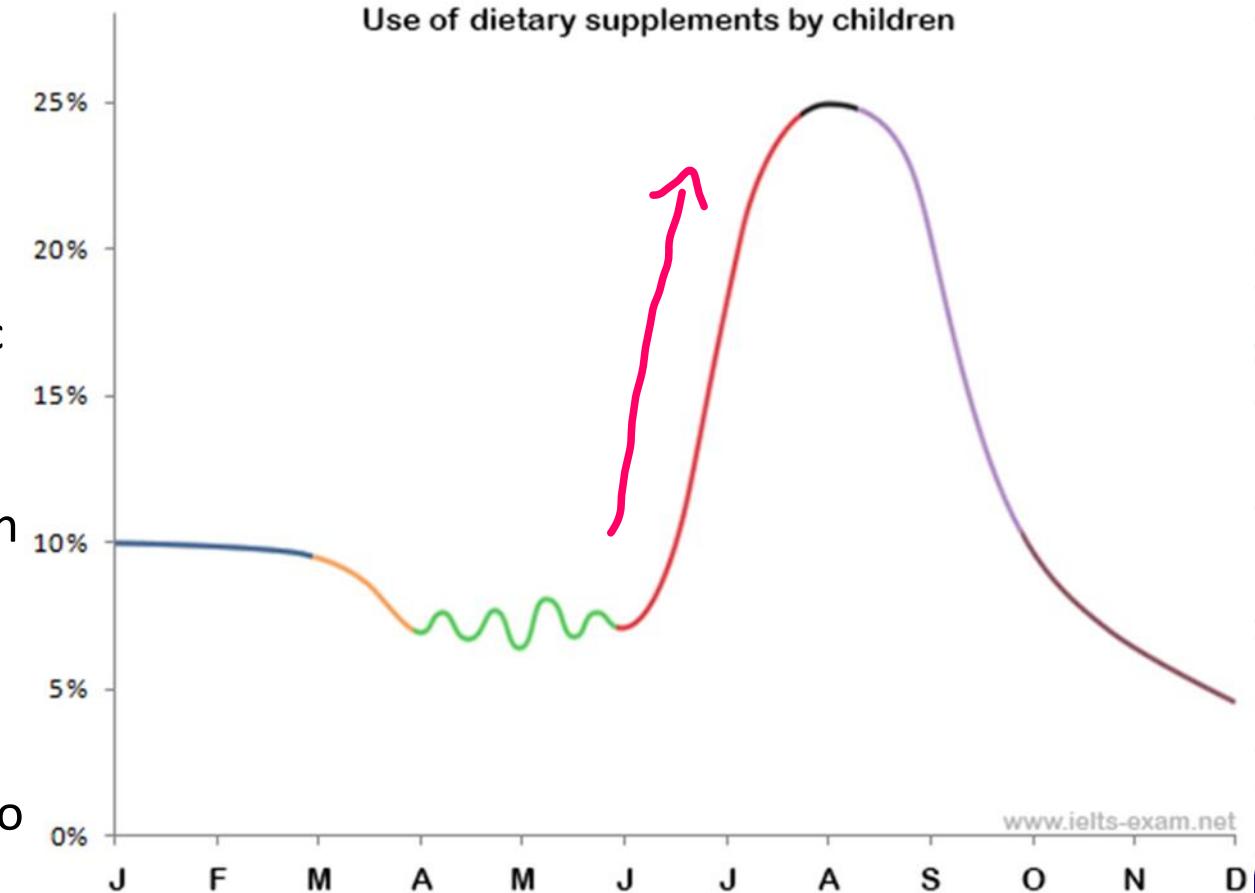
- fluctuate (-ed, -ed)

- It fluctuated for the following two months.



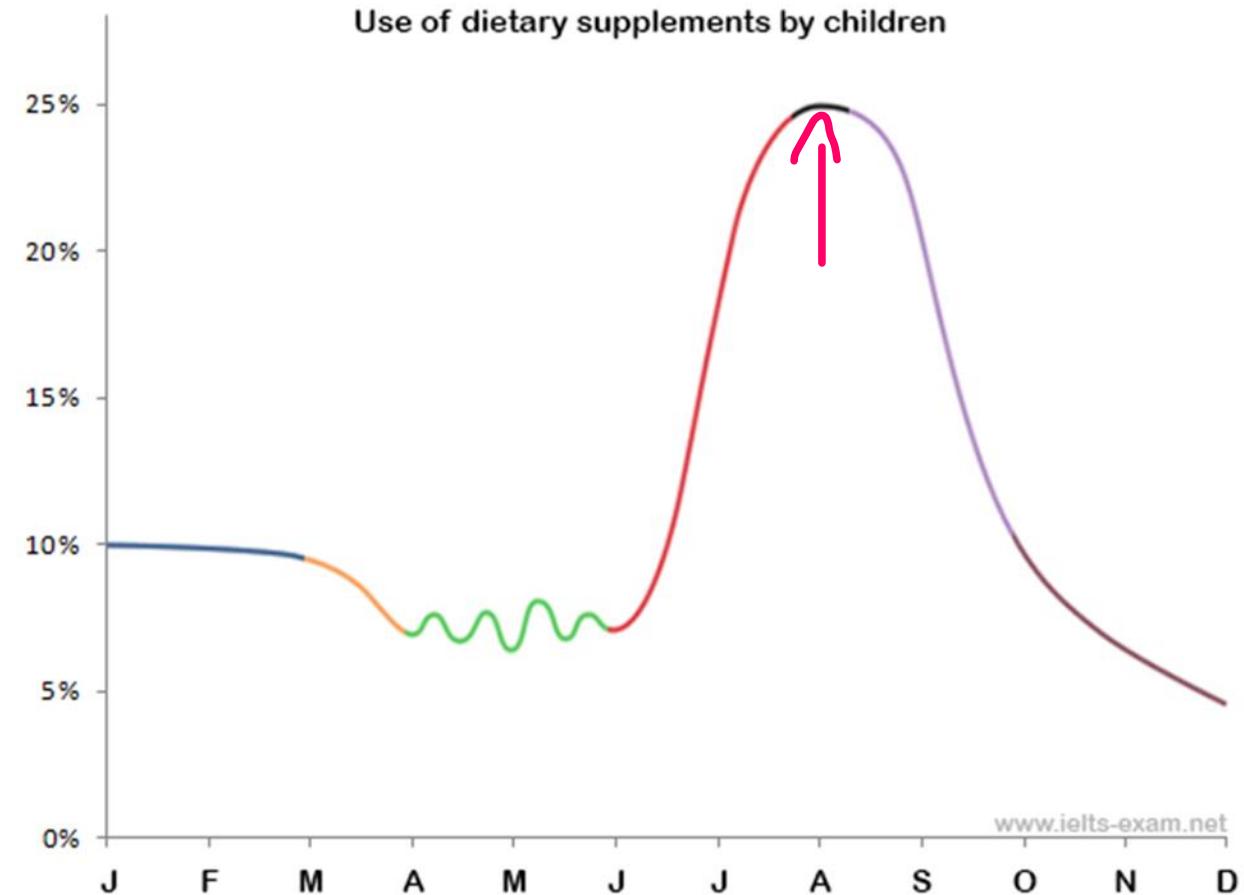
- rise (rose, risen), grow (grew, grown), climb (-ed, -ed), shoot up (shot up, shot up)
- dramatic (dramatically), sharp (sharply), significant (significantly), rapid (rapidly) upward trend

- There was a significant increase in the percentage of children taking dietary supplements between June and August.
- The period between June and August saw a dramatic growth in the use of dietary supplements.
- Between June and August, the percentage of children taking dietary supplements shot up dramatically.
- The greatest rise was from June to August when it rose by 22% for two consecutive months from June to August.

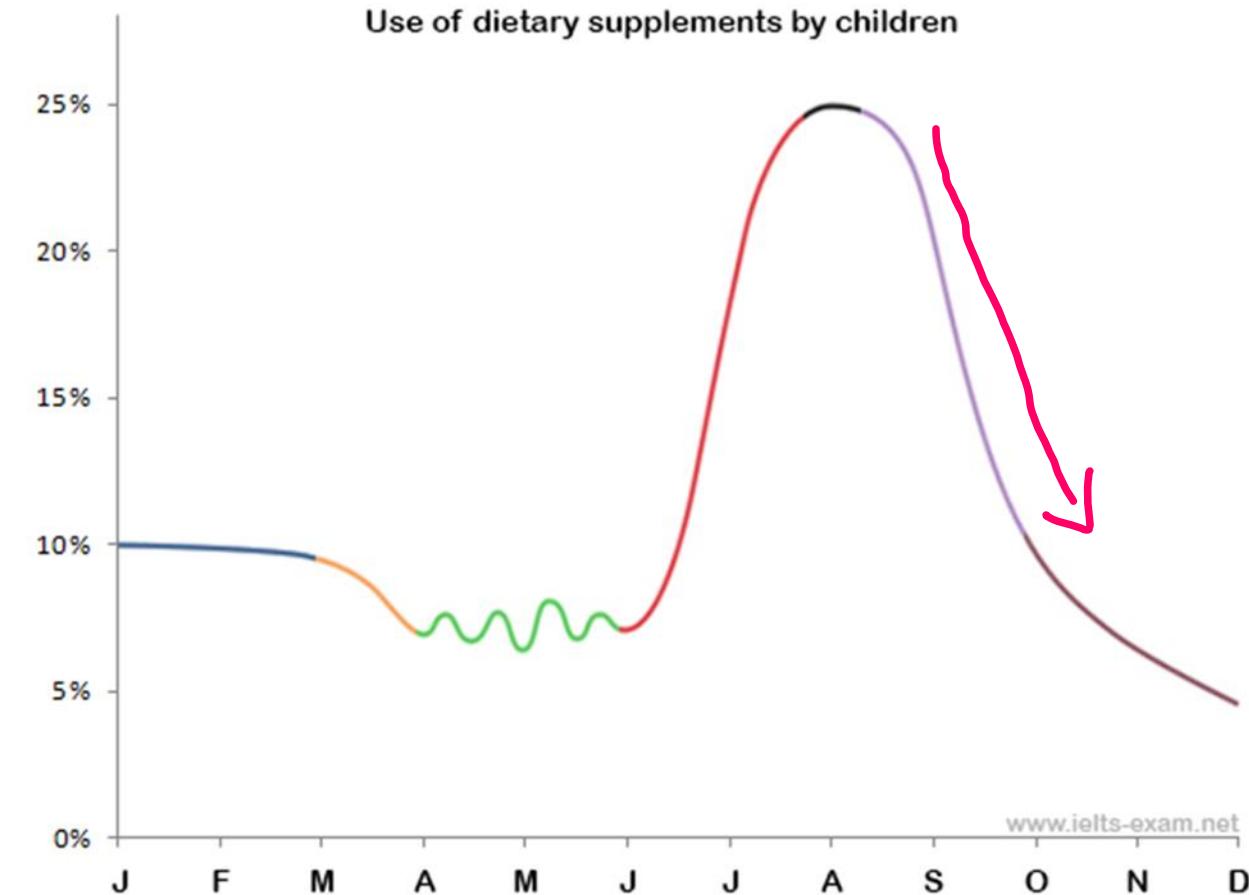


- **peak (-ed, -ed), reach (-ed, -ed)**

- The percentage of children taking dietary supplements was at its highest level in April.
- Supplement use peaked at close to 25% in April.
- It reached a peak of 25% in April.



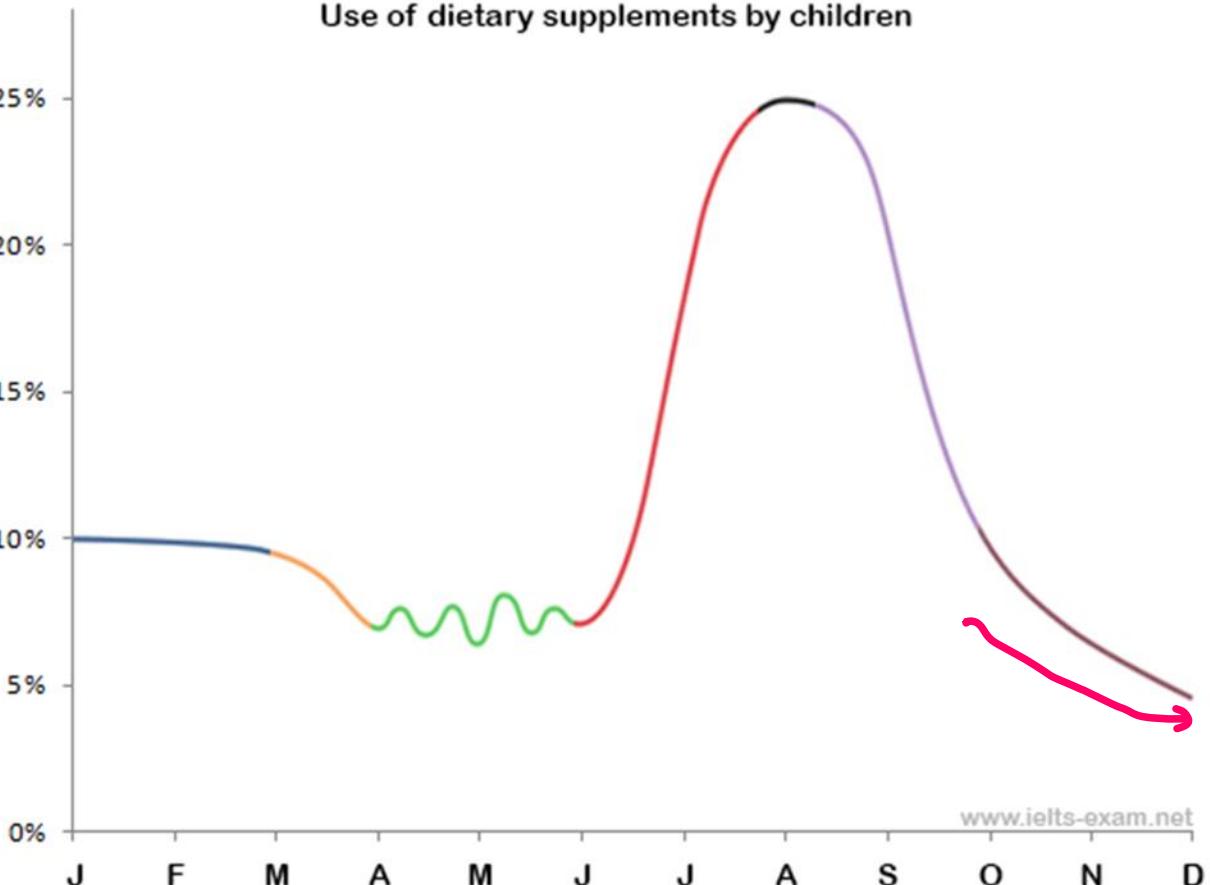
- fall (fell, fallen), decrease (-ed, -ed), drop (-ed, -ed)
- dramatic (dramatically), sharp (sharply), significant (significantly), rapid (rapidly)
- Between August and October, this figure dropped dramatically to 11%.
- From August to October, there was a drop of 14% in the percentage of children taking dietary supplements.
- Between August and October, There was a considerable fall in the percentage of children using supplements.
- This was followed by a sharp drop of 14% over the next two months.
- Supplement use experienced a dramatic fall between August and October.



- fall (fell, fallen), decrease (-ed, -ed), drop (dropped, dropped), plunge (-ed, -ed), decline (-ed, -ed), reach (-ed, -ed) its lowest point
- slight (slightly), steady (steadily), gradual (gradually), gentle (gently), slow (slowly) downward trend

- Between October and December, the decrease in use of dietary supplements was at a much slower pace than in the previous two months.
- Supplement use continued to fall steadily over the next two months until it reached its lowest point December.
- It fell to a low of only 5% in December.

Use of dietary supplements by children





EN ▾

Join Activity



Jayathri Kalinga ▾

Public Activities

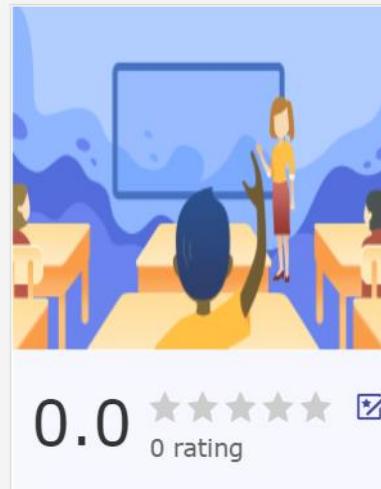
Activity Generator

My Activities

Reports



My Activities ▶ Activity Detail



EAP: graph_trends

Jayathri Kalinga



8 Qs

0.0 0 rating

Edit

Try

Save

Liked



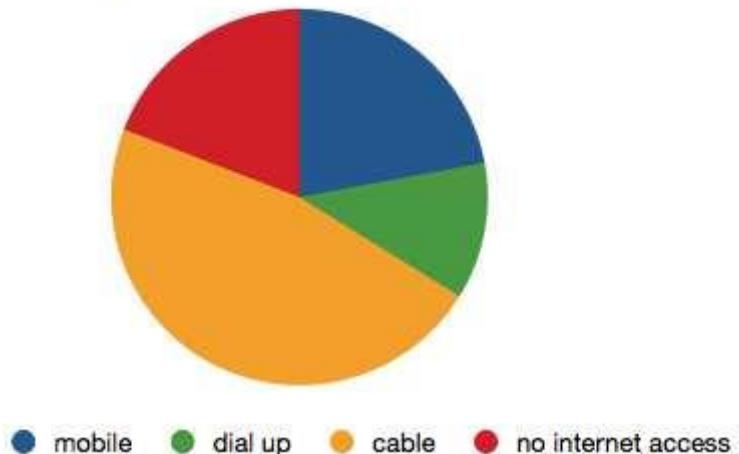
Live Challenge

Assign

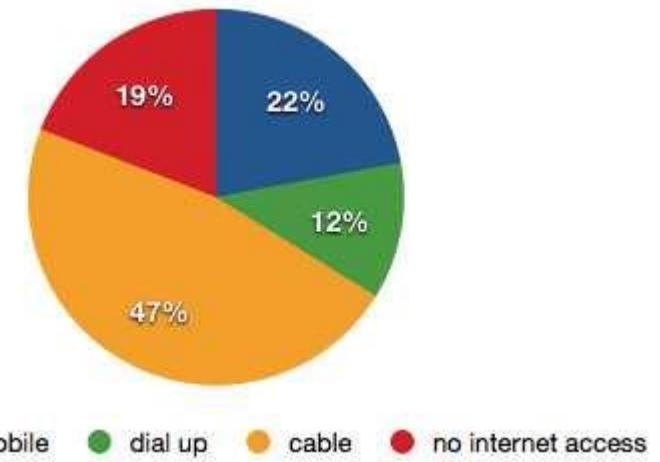
<https://activity.jumpstart.com/?path=/activity&view=detail&id=e57b8b9d-5d61-4235-bcb9-6c2f68f1ea62>

Pie charts

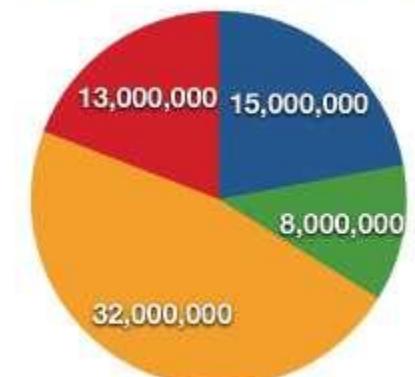
How the British accessed the internet in 2010



How the British accessed the internet in 2010



How the British accessed the internet in 2010

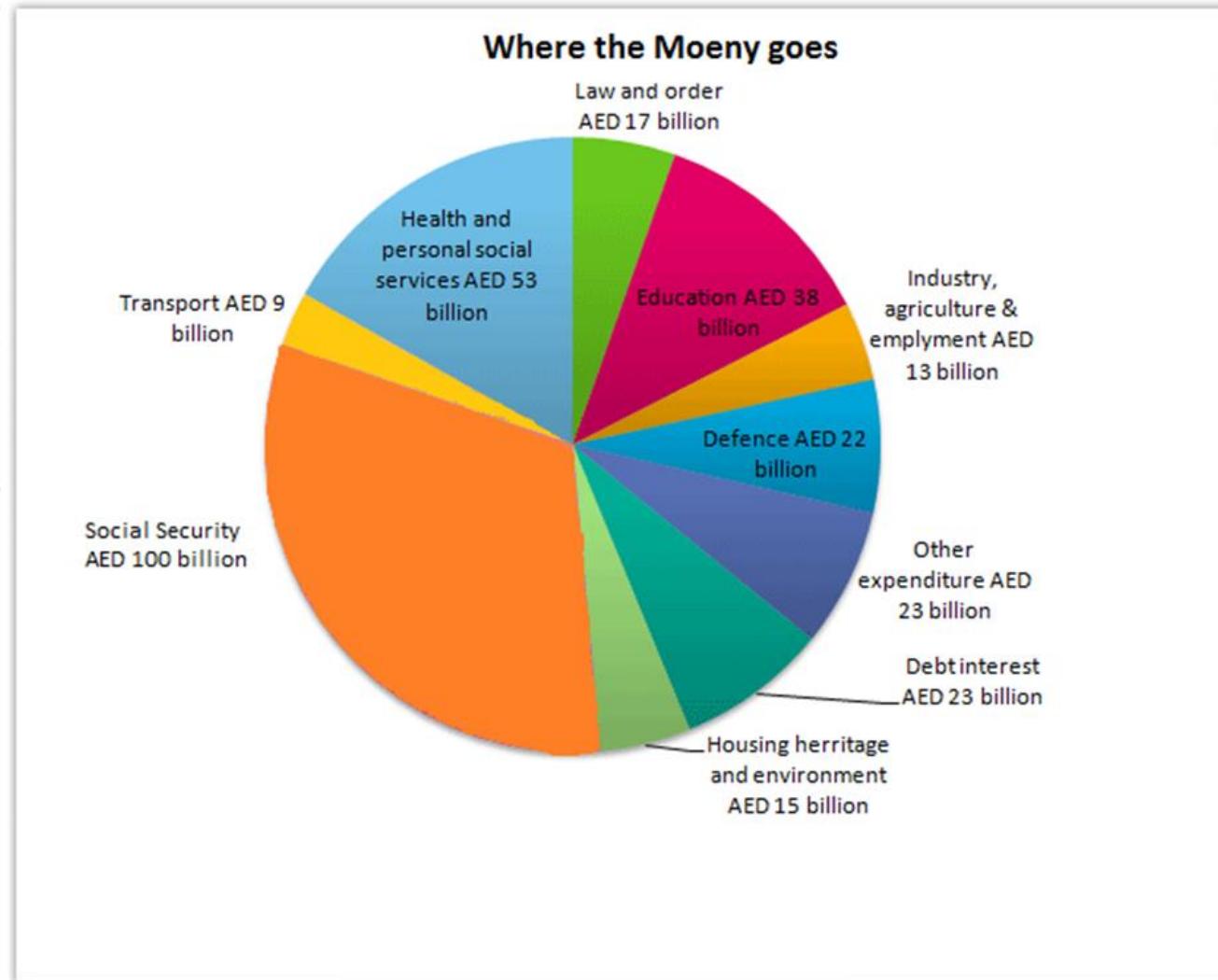


- The key language when you write about pie charts is proportions and percentages.
 - Common phrases are "the proportion of..." or "the percentage of..."
 - However, you can also use other words and fractions.
-
- A large number of people
 - over a quarter of people
 - a small minority
 - A significant number of people
 - less than a fifth
-
- -
 -
 -
 -
 -
 -
 -

Percentage	Fraction	Percentage	Qualifier
80%	four-fifths		
75%	three-quarters	77%	just over three quarters
70%	seven in ten	77%	approximately three quarters
65%	two-thirds		
60%	three-fifths	49%	just under a half
55%	more than half	49%	nearly a half
50%	half	32%	almost a third
45%	more than two fifths		
40%	two-fifths		
35%	more than a third	66	A large proportion
30%	less than a third	73	A significant majority
25%	a quarter	25	A small number
20%	a fifth	5	An insignificant amount
15%	less than a fifth	48	-
10%	one in ten	35	A good proportion
5%	one in twenty	15	A small minority

The pie chart gives information on UAE government spending in 2000. The total budget was AED 315 billion.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

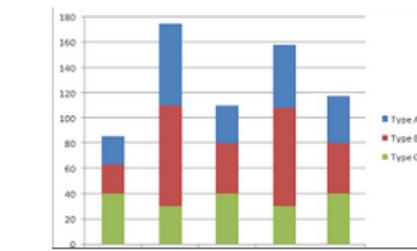
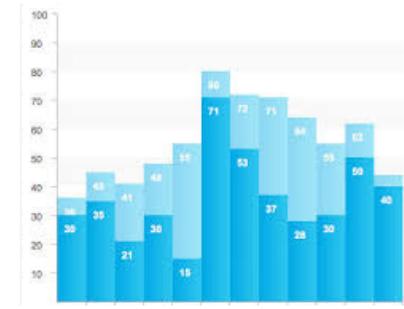
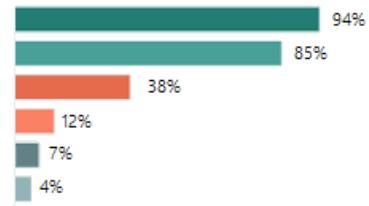
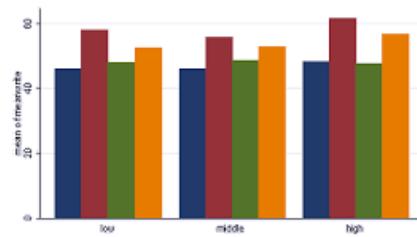
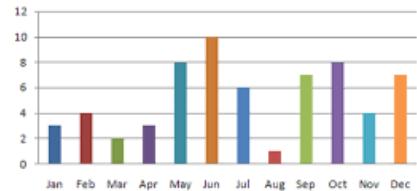


The given pie chart shows the UAE government's spending in different sectors for the year 2000. As is given in the presentation, the UAE government had AED 135 billion budget for the year 2000 and they used the highest amount in Social Security.

According to the pie chart, the UAE government spent AED 100 billion in social security from their total budget of AED 315. This single sector that cost the UAE government almost one-third of the total budget. This year the government's cost was 53 million on health and personal social services which was the second largest sector in terms of expenditure made by the UAE government in this year. 38 million AED was spent on education while 23 billion was spent both in debt and other expenditures. The government used 22 billion in Defense sector while 13 billion was spent for the industry, employment and agriculture sectors. The lowest amount of money went to the transport

- • sector which was only 9 billion. Finally, 15 billion of the budget was spent on housing and environment.
- • In summary, UAE government's maximum spending went in social security and healthcare sectors while the least amounts were spent on transport, law and order, housing and industry/agriculture and employment sectors.
- •
- •

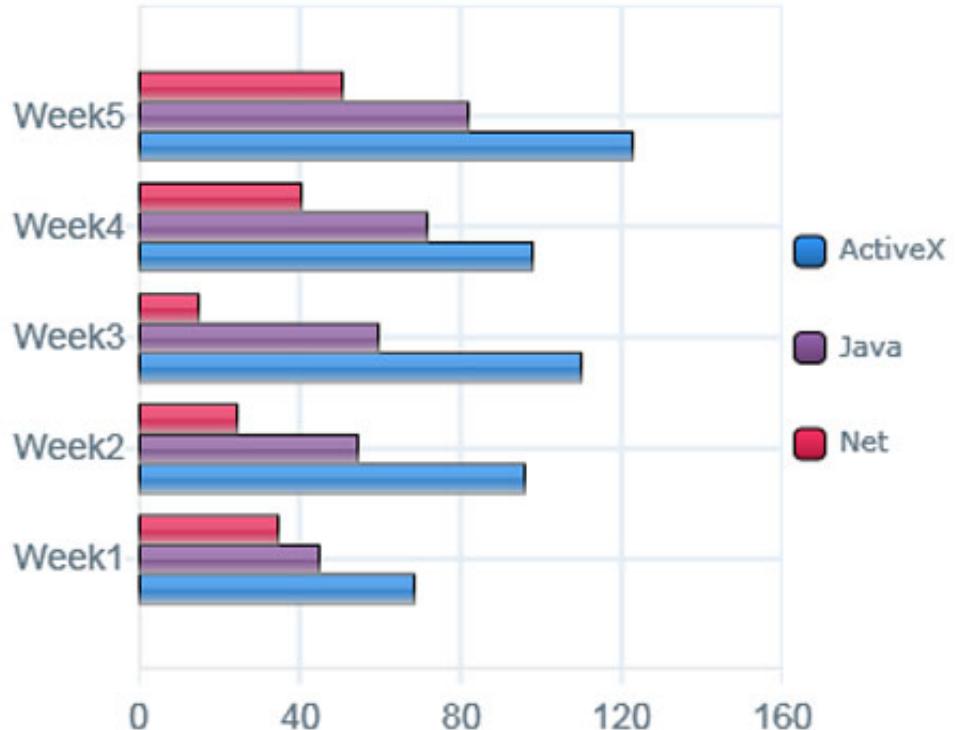
Bar charts



contain either horizontal or vertical bars to present data comparison or contrast among categories or variables

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

- The bar chart shows the number of times per week (in 1000s), over five weeks, that three computer packages were downloaded from the internet.



The bar chart illustrates the download rate per week of ActiveX, Java and Net computer packages over a period of five weeks. It can clearly be seen that ActiveX was the most popular computer package to download, whilst Net was the least popular of the three.

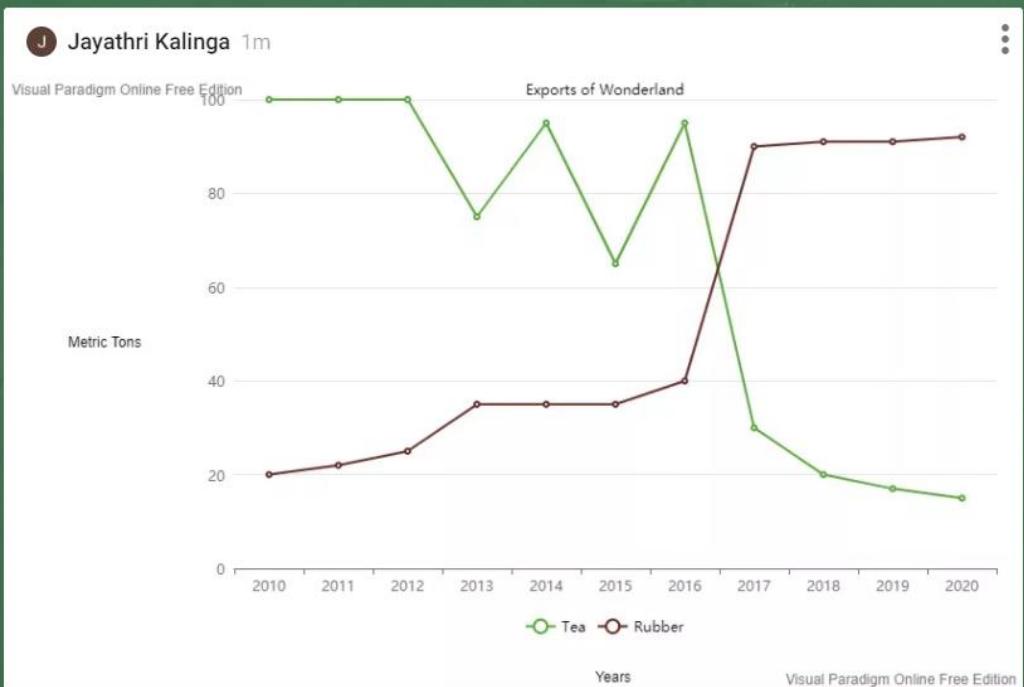
To begin, downloads of ActiveX and Java showed similar patterns, with both gradually increasing from week 1 to week 5. However, the purchases of Active X remained significantly higher than that of the other product over this time frame. In week 1, purchases of ActiveX stood at around 75,000, while those of Java were about 30,000 lower. With the exception of a slight fall in week 4, downloading of ActiveX kept increasing until it reached a peak in the final week of just over 120,000. Java downloads also increased at a steady rate, finishing the period at 80,000.

The product that was downloaded the least was Net. This began at slightly under 40,000, and, in contrast to the other two products, fell over the next two weeks to reach a low of approximately 25,000. It then increased sharply over the following two weeks to finish at about 50,000, which was well below that of ActiveX.

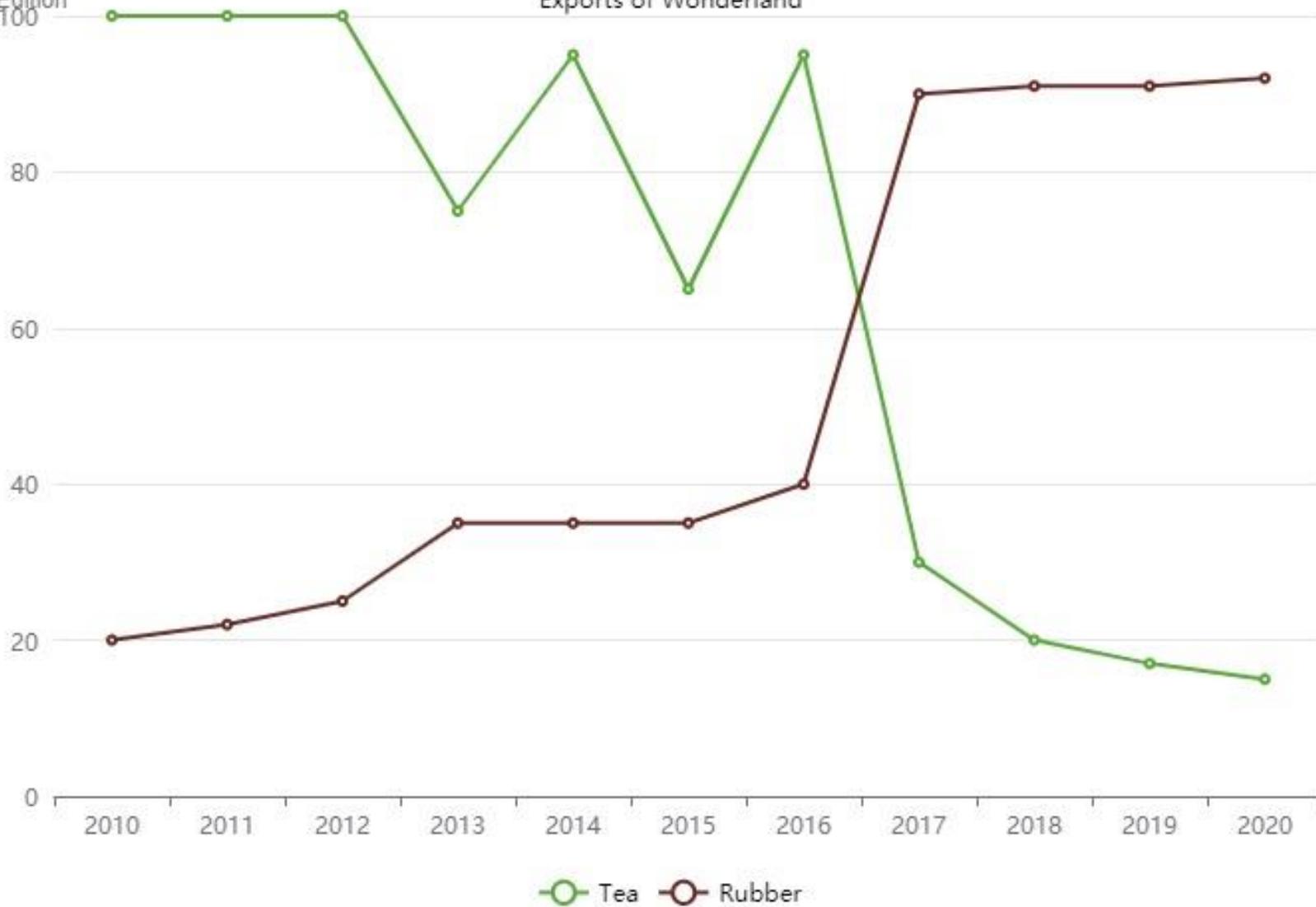
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J Jayathri Kalinga • 1m

Describing a line graph



Metric Tons



- Tea - Rubber

Years

Visual Paradigm Online Free Edition

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SLIIT

Discover Your Future

Identifying the genres English for Academic Purposes

Learning outcomes

- Identify different genres and their characteristics



What is a genre ?

- “A category of artistic, musical, or literary composition characterized by a particular style, form, or content.”
(Webster’s Encyclopedic Unabridged Dictionary of the English Language-)
- A particular format and structure (Duke & Purcell-Gates, 2003)
- There are different kinds of texts, each with its own features, purposes, and conventions

Activity

- Read the texts and identify the genre of each text.



01

It was the day everything fell into ruin

It was the day I met him, like everyone did this day. It was a meeting I never had expected. I thought him being far away.

It was the day everything fell into ruin.

I had no idea about the date we had; however I knew, I would never forget this day. You lose your sense of time, when your whole world stops moving.

Whoops! I accidentally wrote a short story!

I'm not yet happy with the two novels I've been working on, so last month I started writing my first-ever short story in an attempt to recharge my creativity. It was a great writing exercise, and the story came out so well that I have published it at Amazon's Kindle Store. Here's the product description for "Living it Up in Fiddly Falls":



03

A Design of Mobile Health for Android Applications



For healthiness and wellness, exercising is one of the key factors. In this paper, a mobile health application is developed to recommend healthcare support referring to exercises on the Android Smart Phone. This application has been designed to provide exercise advice depending on Body Mass Index (BMI), Basal Metabolic Rate (BMR) and the energy used in each activity or sport (e.g. aerobic dancing, cycling, jogging working and swimming).

•
•
•
•



04

The U.S. has deployed a “whole-of-America approach” to protect citizens against the coronavirus, with federal, state and local governments, as well as private businesses, banding together to fight the disease, Vice President Pence said.



Ladies and Gentleman, the history of my country extends over 2500 years. A beautiful island situated in an advantageously strategic position in the Indian Ocean has long attracted the attentions of the world at times to both our disadvantage and at times to our advantage.

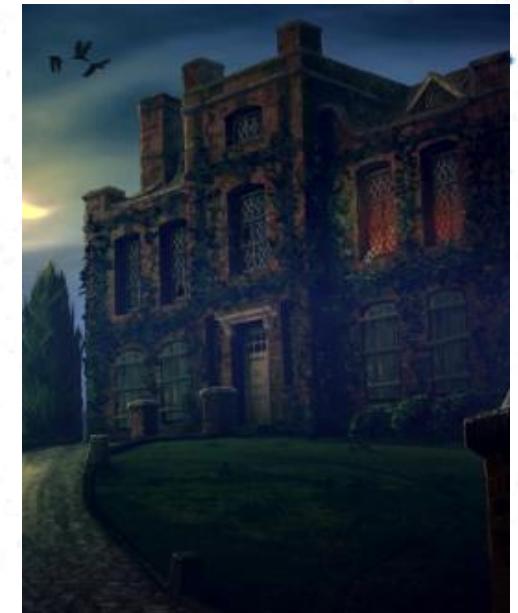
Over four hundred years of colonization by the Portuguese, the Dutch and the British has failed to crush or temper our indomitable spirit. And yet in this context the influence upon our recent history and society by the introduced sport of cricket is surprising and noteworthy. Sri Lankans for centuries have fiercely resisted the Westernisation of our society, at times summarily dismissing western tradition and influence as evil and detrimental.

Yet cricket, somehow, managed to slip through the crack in our anti-Western defences and has now become the most precious heirloom of our British Colonial inheritance. Maybe it is a result of our simple sense of hospitality where a guest is treated to all that we have and at times even to what we don't have.



The Riddle House

The villagers of Little Hangleton still called it "the Riddle House," even though it had been many years since the Riddle family had lived there. It stood on a hill overlooking the village, some of its windows boarded, tiles missing from its roof, and ivy spreading unchecked over its face. Once a fine-looking manor, and easily the largest and grandest building for miles around, the Riddle House was now damp, derelict, and unoccupied.



07

Joker, directed by Todd Phillips, is the origin story of one of the most baffling and iconic DC villains. It leads to a powerful climax, with an ending that rivals a black satirical comedy. The Joker is a one-man show as Phoenix is hypnotic and astonishing with his performance. The film has its fair share of flaws of course. It is a deeply unsettling social commentary on a ravaging class divide, as well as a warning sign for mental illness. It is not for everyone. But it will definitely bring about a lot of conversation.



Here's something to keep your hands busy with while you sit out the Corona.

I've lost the count of times I've made and remade this bread at home – with apricots, sometimes with dates, raisins and prunes and everytime it yields a wonderful read. But I've kept one ingredient as a constant – that is the walnuts and of course the whole-wheat bread. While being an absolute delight to bite in, this walnut bread is also a healthy snack whenever the munchies set in.

This recipe came to me at a time when I was trying to heal a deep soul gash – and as always, I had turned to baking. This recipe is especially special to me because I consider this particular bread as a part of that healing process, because baking, especially bread has always been therapy. And that taste will always be a proud reminder of how I've overcome those confusing times with no one around to help.



Summary

- **Text genres**

- Factual texts [Example](#)

- Story book [Example](#)

- Autobiographies [Example](#)

- Film reviews [Example](#)

- Blogs [Example](#)

- Abstracts

- Emails

- Advertisements

- • •

Quiz

- [https://www.educaplay.com/learning-resources/8353196-different types of genres.html](https://www.educaplay.com/learning-resources/8353196-different-types-of-genres.html)



Online activity

- [http://online-resources.lc.cityu.edu.hk/ELSS/Resource/Understanding%20Text%20\(Genre\)%20Types/](http://online-resources.lc.cityu.edu.hk/ELSS/Resource/Understanding%20Text%20(Genre)%20Types/)

- <http://www.ascd.org/ascd-express/vol5/511-kissner.aspx>
- <https://milnepublishing.geneseo.edu/exploring-movie-construction-and-production/chapter/2-what-is-genre-and-how-is-it-determined/>
- <http://online-resources.lc.cityu.edu.hk/ELSS/Resource/Identifying%20Genres/>

Thank you

IT1080

English for Academic Purposes

Mechanics of Writing

Faculty of Humanities and Sciences
English Language Teaching Unit

Learning Outcomes

- Explain the usage of capital letters and use them appropriately
- Explain the usages of apostrophe, quotation, exclamation, colon, semi-colon
- Identify when and where to apply these mechanics of writing

Capitalization

- Proper nouns:
 - Specific people: Jane, Jack
 - Places: Colombo, New York
 - Organizations: Nation's Trust Bank
- The letters of many abbreviations and acronyms
 - UN, UNESCO, SLIIT
- Relationship of a family member when it is included with the name
 - I received a gift from Uncle Henry

- The names of countries, nationalities, and specific languages
Costa Rica, Spanish, French, English, Japan, Sri Lanka
- The first word of a sentence
He is a famous businessman.
This is a university.
- The pronoun "I"
The last time **I** visited Atlanta was several years ago.
I am reading for a degree at SLIIT.

- The days of the week, the months of the year, and holidays (**but not the seasons**)

Halloween

October

Friday

- Capitalize seasons like spring or winter when:

- they are part of a proper name (The Fall Festival).
- they begin a sentence (Winter is beautiful.).

- Trademarks
Pepsi, Honda, Microsoft Word
- The major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title)
One of Jerry's favorite books is **The Catcher in the Rye.**

- The first letter of the first word in numbered or bulleted lists
- The first letter of these terms when they are followed by a letter or number:
“table,” “figure,” “example,” “appendix,” “chapter,” “section,” “part,”
and “step”

Go to **Chapter 3.**

The Apostrophe

- In academic writing this is used to show possession or relationship.
- In informal writing it is used to show contraction.



It's me

Possession or relationship

1. The apostrophe **precedes the 's' in singular words and in plurals that do not end in 's'.**

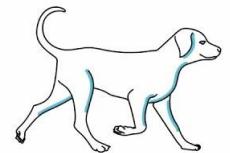
Ex: Modern estimations of **England's** total population vary between 1 and 3 million.

Ex: The **children's** room is richly furnished.



This is **Mike's** sister, Heather.

Mike's dog, Toby.



...and **Mike's** house.



2. It follows the 's' in plurals that end in 's'.

Ex: In contrast to the all-inclusiveness of other **countries'** socialized medical services, 40 million Americans have no coverage at all.

3. The apostrophe is **not used with the possessive pronouns** 'hers', 'yours', 'theirs' and 'its'.

4. In place of numerals, use an apostrophe to **replace omitted numerals**.

- Class of '66
- Technology of the '90s



- The **possessive of two or more names depends on ownership.**

Malcolm and Mary's files - ownership is joint

Malcolm's and Mary's files - ownership is individual.

Quotation Marks

“ ”

- Enclose the quoted words followed by the in text citation.

Hillocks (1986) similarly reviews dozens of research findings. He writes, "The available research suggests that teaching by written comment on compositions is generally ineffective" [1].

Commas & Colons with Quotation Marks

1. A reporting verb + , + “...”

Ex: Thoreau suggests the consequences of making ourselves slaves to progress when he **says** , "**We do not ride on the railroad; it rides upon us.**"[2]
(**says, comments, remarks, states, reports**)

2. Subject + **that** + “....”

Ex: Richterich and Chancerel found **that** "**assessment should be an integral part of the learning material.**" [3]

3. Complete sentence + : + “....”

Ex: Thoreau ends his essay with a metaphor : "**Time is but the stream I go a-fishing in.**"[2]

Colon



1. To introduce a list.

- He wanted to see three cities in Italy : Rome, Florence, and Venice

2. Before explanations/justifications

- Many books would be briefer if their authors followed the logical principle known as Occam's razor
: Explanations should not be multiplied unnecessarily.

3. Before quotations followed by a complete sentence

- Thoreau (1988, p. 265) ends his essay with a metaphor : "Time is but the stream I go a-fishing in."

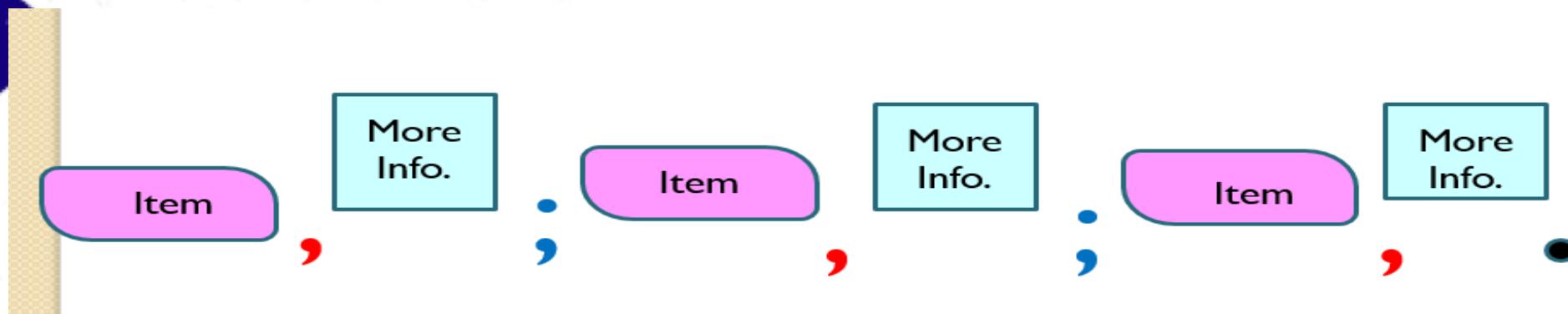
Semi-Colon



1. To separate two independent clauses which are closely related in meaning.
 - Few newly enrolled students know exactly what career path their studies will eventually offer; most find their area of interest during their studies.

2. With complicated lists, especially if the items are long and already contain commas.

- In the meeting today we have Professor Wilson, University of Barnsley; Dr Watson, University of Barrow in Furness; Colonel Custard, Metropolitan Police ; and Dr Peter Clavis, Genius General, University of Otago, New Zealand.



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Passive Voice

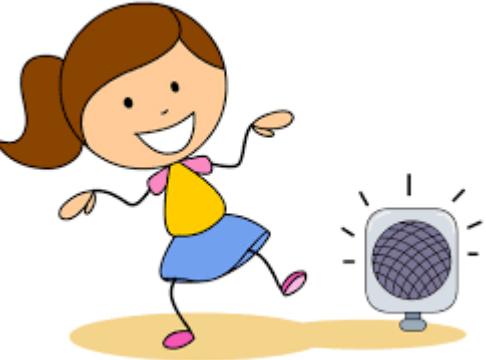
English for Academic Purposes

Warm up activity



Transitive and intransitive verbs

- She dances.



- She took.



- She took flowers.



Transitive verbs

- Transitive verbs are action verbs that **require an object** to complete its meaning. Without an object the sentence will not be clear.

- Tom broke.
- Tom broke a plate.
- They clean.
- They clean the house every day.



Intransitive verbs

- Intransitive verbs are action verbs that do not require an object to complete its meaning.
- She smiles.
- They run.



- Intransitive verbs can be followed by a compliment.
 - She smiles **beautifully**.
 - They run **two kilometers every morning**.
- * * * * *

Transitive or intransitive ?

- I eat before going to school.

Intransitive

- I eat rice for my breakfast.

Transitive

- Jane reads a lot.

Intransitive

- Jane reads novels everyday.

Transitive

- I'll cook tonight.

Intransitive

- I went there early.

Intransitive

- Jane gave me a book.

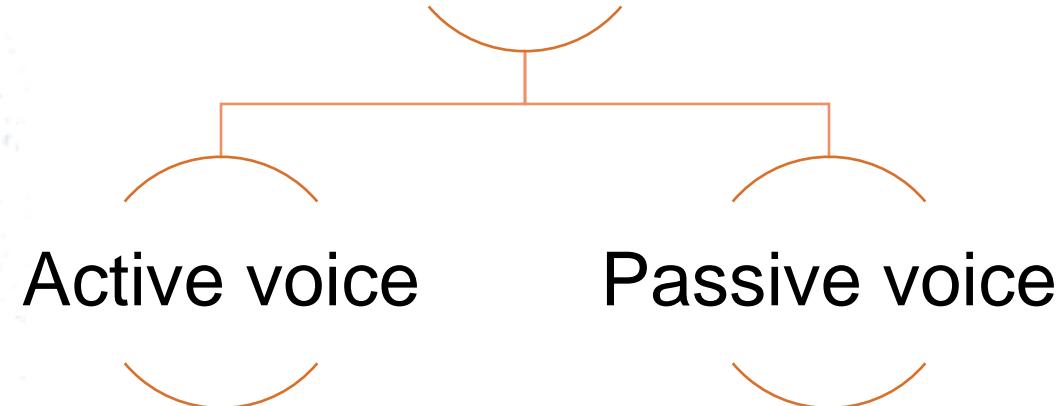
Transitive

- He writes lot of good books.

Transitive

Passive voice

A sentence



- Jane writes letters.
- Letters are written by Jane.



The meanings of the two sentences are the same, but they are expressed in a different way.

Active voice

- Use an active verb to say what the subject does
- My grandfather was a builder. He built houses.
- It's a big company. It employs two hundred people.

Passive voice

- Use the passive voice to say what happens to the subject
- This house is quite old. It was built in 1930.
- Two hundred people are employed by the company.

Uses of the Passive Voice

➤ Who or what causes the action is unknown or unimportant.

- This room was cleaned yesterday.
- Most of the vehicles are made in Japan.

If we want to say who does or what causes the actions ,we use '**BY**'

- This house was built **by** my grandfather.
- The room is cleaned **by** the students.
- Food is cooked **by** my mother.

➤ To make more **polite or formal** statements.

- The car **has not been cleaned**. (more polite)
- You have not cleaned the car. (less polite)

➤ When **the action is more important than the agent**,
as in processes, instructions, events, reports,
headlines, new items, and advertisements.

- 30 people **were killed** in the earthquake.
- 2,828 confirmed cases of the Corona Virus **have been reported** in Sri Lanka with 11 deaths.

Common uses of the passive

We often use the passive in these situations:

news reports	<p><i>Three men have been arrested by the police.</i> <i>The missing child has not been seen for three days.</i> <i>The results were announced early this morning.</i></p>
academic and scientific writing	<p><i>Three possibilities have been suggested and these will be examined in Chapter 3.</i> <i>The crystals were heated to a temperature of 150°.</i></p>
instructions and rules	<p><i>This plant needs to be watered daily.</i> <i>The doors are locked at 10.30 p.m.</i></p>
describing methods, ways of working	<p><i>Staff expenses are recorded on form SE11 and supported by receipts.</i> <i>The employees are paid monthly by cheque.</i></p>

Group Activity

- Padlet/ jamboard

Somebody

cleans

these rooms

everyday

Subject

Active verb

object

Time compliment

These rooms

are cleaned

everyday

by somebody

Subject

auxiliary verb

+
past participle

Time compliment

by + doer

Subject+ auxiliary verb + past participle + by + doer

Present simple

Active voice

He **delivers** the letters.

Passive voice

S + am/is/are + Past Participle

The letters are delivered.



Present continuous

Active voice

He **is delivering** the letters.

Passive voice

S + am/is/are + being + Past participle

The letters **are being delivered**.



Present perfect

Active voice

He **has delivered** the letters.

Passive voice

∴ S + have/has + been + PP

∴ The letters **have been delivered.**

Past simple

Active voice

He **delivered** the letter.

Passive voice

• •
• S + was/were + PP

• •
• The letter **was delivered**.

Past continuous

Active voice

He **was delivering** the letters.

Passive voice

- •
- •
- S + was/were + being + PP
- •
- •
- The letters **were being delivered.**

Past perfect

Active voice

He **had delivered** the letters.

Passive voice

• •
• : S + had + been + PP

• : The letters **had been delivered.**

Future simple

Active voice

He **will deliver** the letters.

Passive voice

- •
- •
- **S + will + be + PP**
- •
- •
- **The letters will be delivered.**

Going to

Active voice

He **is going to** deliver the letters.

Passive voice

• •

• •

• •

• S + V be (am/is/are) + going to + be + PP

• •

• •

• The letters **are going to be delivered.**

Future perfect

Active voice

He **will have delivered** the letters.

Passive voice

• • S + will have + been + PP

• • The letters **will have been delivered.**

Infinitive

Active voice

He **has to deliver** the letters.

Passive voice

• • S + V + infinitive + PP

• • The letters **have to be delivered.**

Modals

Active voice

He **must deliver** the letters.

He **can't deliver** the letters.

Passive voice

S + modal + be + PP

The letters **must be delivered**.

The letters **cannot be delivered**.

Modals in the past

Active voice

He **should have delivered** the letters.

He **could have delivered** the letters.

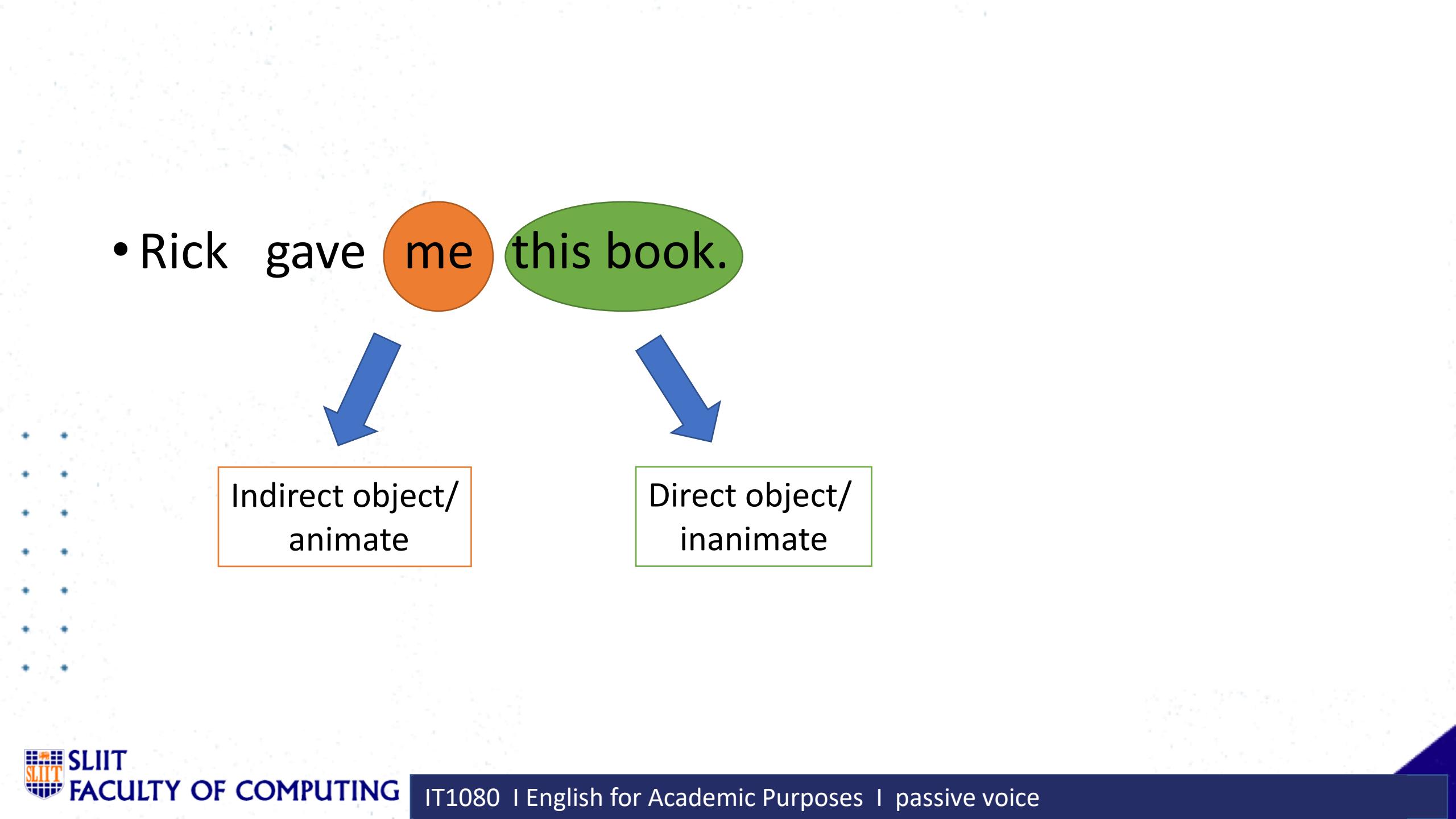
Passive voice

S + modal + have been + PP

The letters **should have been delivered**.

The letters **could have been delivered**.

- Rick gave me this book.



me

this book.



Indirect object/
animate

Direct object/
inanimate

Double object verbs

- by making the indirect (animate) object the subject of the passive voice sentence, which is also the way that we usually prefer.
 - by making the direct (inanimate) object the subject of the passive voice.
- * * * * *

- Rick gave me (indirect object) this book (direct object).
 - I was given this book by Rick.
 - This book was given to me by Rick.
-
- Some of the verbs that take two objects are: **give, tell, send, show, bring, write, offer, pay**
 - When the indirect object is alone after the verb in the passive voice sentence, it needs the preposition **to**.

- If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

Rick gave me this book.

 I was given this book by Rick.

	First Person		Second Person		Third Person	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative (Subject)	I	We	You	You	He, She, It	They
Objective (Object)	Me	Us	You	You	Him, Her, It	Them

Personal and Impersonal Passive

Personal passive

Personal passive simply means that the object of the active sentence becomes the subject of the passive sentence. So every verb that needs an object (transitive verb) can form a personal passive.

- **Example:** They build houses. (Active)
Houses are built. (Passive)
- •
- •
- •
- •
- •
- •

Impersonal passive

Verbs without an object (intransitive verb) normally cannot form personal passive sentences. If you want an intransitive verb in passive voice, you need an impersonal construction – therefore this passive is called *impersonal passive*.

- **Example:** He says. - It is said.
 - A.V - People say that children are afraid of ghosts.
 - P.V - It is said that children are afraid of ghosts.
 - P.V - Children are said to be afraid of ghosts.

- Following verbs cannot be used in Passive

Occur	resemble
Rise	look like
Happen	equal
Arise	agree
Fall	with
Exist	mean
consist (of)	contain
depend (on)	hold
result (from)	become
lack	suit
Fit	comprise

Exercise 01

- She pays a lot of money.
A lot of money is paid.
- I draw the picture.
The picture is drawn by me.
- They wore blue shoes.
Blue shoes were worn by them.
- He opens the door.
The door is opened by him.
- We set the table.
The table was set.

- They don't help you.

You are not helped by them.

- He doesn't open the book.

The book is not opened.

- You do not write the letter.

The letter is not written.

- Does your mom pick you up?

Are you picked up by your mom?

- Has the police officer caught the thief?

Has the thief been caught by the police officer?

Exercise 2

Rewrite the following passages in the Passive Voice.

1. Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.

A UFO was seen in the sky above London last night by some people. It was reported to the police. A helicopter was sent to look at it more closely by the army. The helicopter was shot by the UFO and both men in it were killed. Photographs of the UFO have been given to the police by people. They are being looked at by experts now.

02. Someone broke into a local jewelry shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

A local jewelry shop was broken into yesterday. The shop had just been locked up by the owner, when he was threatened by a robber with a gun. He was told to unlock the shop and give the robber all the diamonds in the safe. Then he was tied up. A search for the robber has been organized by the police. They hope he will be found in a few days. The owner of the shop is being treated for shock.

Read the following sentences. Decide if the underlined verb is active (A) or passive (P).

The actress received an Oscar. A

The actress was given an Oscar. P

1. The actress wore a beautiful gown.
2. Halle Berry presented an Oscar.
3. Halle Berry has been seen in many movies.
4. The director has been nominated many times.
* *
* *
* *
* *
5. Old movies were filmed in black and white.
6. Many actors live in California.
7. Many movies are made in Hollywood.
* *
* *
* *
8. The names of the winners will be printed in tomorrow's newspaper.
9. The actress thanked all the people who helped her win.
10. The actress was driven to the ceremony in a white limousine.
11. Hollywood was built at the beginning of the twentieth century.
12. Hollywood has become the movie capital of the U.S.

**Fill in the blanks with the passive voice of the verb in parentheses.
Use the tense or modal given.**

(simple present: *give*)

The best actor is given an Oscar.

1. (simple present: *see*)

The awards ceremony _____ by millions of people.

2. (future: *choose*)

Which actor _____ next year?

3. (modal: *can / see*)

The movie _____ at many theaters.

4. (present perfect: *make*)

Many movies _____ about World War II.

5. (simple past: *give*)

Kate Winslet _____ the best actress award in 2009.

6. (present continuous: *show*)

A good movie _____ at a theater near my house.

7. (simple past: *make*)

Star Wars _____ in 1977.

8. (present perfect: *show*)

The movie _____ on TV many times.

9. (present perfect: *give*)

Over 2,000 Academy Awards _____ out since 1929.

10. (simple past: *give*)

In 1929, only one award _____ to a woman.

11. (simple past: *add*)

When _____ sound _____ to movies?

It _____ in 1927.

12. (simple present: *often / make*)

Movies _____ in Hollywood.

13. (present perfect: *film*)

How many movies _____ in black and white?

EXERCISE 4

Fill in the blanks with the passive voice of the verb in parentheses (). Choose an appropriate tense.

EXAMPLE Hollywood was built (build) in the early 1900s.

1. Most American movies _____ in Hollywood.
(make)
2. Let's get some popcorn. It's fresh. It _____ right now.
(make)

(continued)

The Passive Voice; Participles Used as Adjectives; Get + Participles and Adjectives 65

- * * *
3. Movie listings _____ in the newspaper.
(can/find)
 4. Children _____ to see some movies.
(not/allow)
 5. Hurry! The winners _____ in ten minutes.
(announce)
 6. In 1929, only fifteen Oscars _____.
(present)
 7. Before 1941, the winners' names _____ in
newspapers the night before the ceremony.
(publish)
- * * *

8. A new theater _____ near my house at this time.
(build)

9. We can't get into the movie theater because all the tickets
_____ already.
(sell)

10. Did you see the movie *Harry Potter*? Where _____ it
_____?
(film)

11. I went to the lobby to buy popcorn, and my seat _____
(take)

12. No one knows why the award _____ "Oscar."
(call)

13. *Slumdog Millionaire* _____ as the best film of 2009.
(choose)

14. In a movie theater, coming attractions¹ _____
(show)
before the feature film begins.

15. Sound _____ to movies in 1927.
(add)

16. The Kodak Theatre, where the awards _____
(present)
each year, _____ in 2001.
(build)

| Fill in the blanks with the active or passive voice of the verb in parentheses (). Use the tense indicated.

5 I saw an old movie on TV last night.
(past: see)

The movie was filmed in black and white.
(past: film)

It will be shown again on TV tonight.
(future: show)

1. Many movies _____ in Hollywood.
(present: make)

2. Steven Spielberg _____ many movies.
(present perfect: make)

3. We _____ a DVD this weekend.
(future: rent)

4. Vera Wang _____ beautiful dresses.
(present: design)

5. The actress _____ a dress that _____
(past continuous: wear) (past: design)
by Ralph Lauren.

6. Who _____ the music for the movie? The music
(past: write)
_____ by Randy Newman.
(past: write)

7. The first Academy Awards presentation _____
(past: have)
250 guests.

8. I _____ Star Wars.
(present perfect: never/see)

**Change the following sentences to passive voice in two ways.
Omit the agent.**

They gave the actress an award.

The actress was given an award.

An award was given to the actress.

1. They handed the actress an Oscar.

2. Someone served the guests dinner.

3. Someone told the students the answers.

4. Someone will send you an invitation.

5. They have shown us the movie.

6. They will give the winners flowers.

7. Someone has given you the key.

Fill in the blanks with the active or passive form of the verb in parentheses (). Use the past tense.

Ronald Reagan was elected president of the
(example: elect)

United States in 1980. Before he became
(example: become)

president, he was governor of California. Even before

that, he worked as a Hollywood actor.
(1 work)

He appeared in 53 Hollywood movies between
(2 appear)

1937 and 1964. He was considered a great actor, and
(3 not/consider)

he never won an Oscar.
(4 win)

On March 20, 1981, the day the Oscar ceremony

was scheduled to take place, something terrible
(5 schedule)

happened. Reagan was shot in an
(6 happen) (7 shoot)

assassination attempt. Fortunately, he survived
(8 past: not/die)

from his wounds. One of his aides, who was with him at the time,

also got wounded. Out of respect for the president, the Academy
(9 also/wound)

Awards ceremony was postponed for one day. Reagan
(10 postpone)

recovered and continued to serve as president until he
(11 recover)

finished his second term in 1989. He died
(12 finish) (13 die)

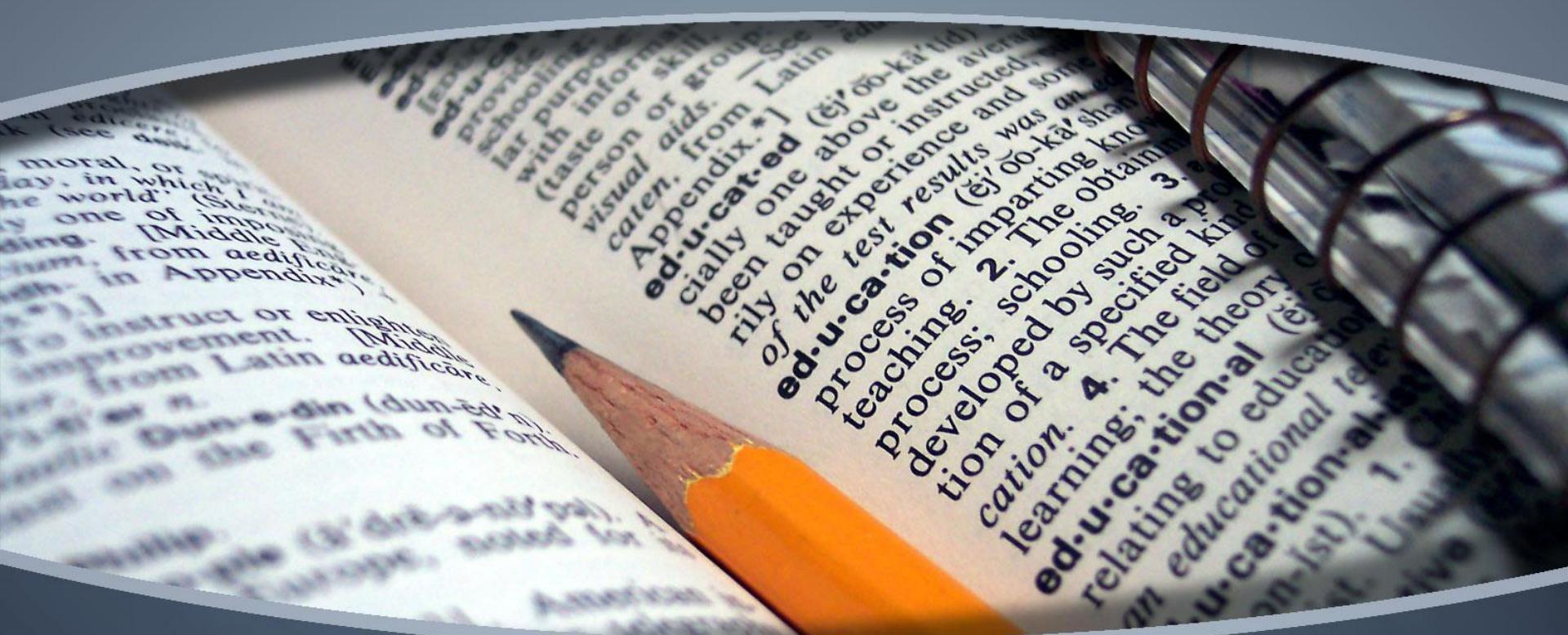
in 2004 at the age of 93.

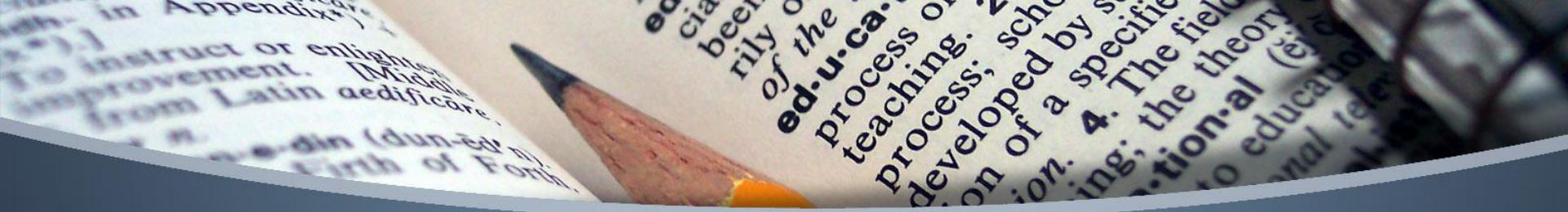


Thank you

Academic Reading Comprehension Skills

EAP-IT1080





Watch the video and write answers for the following questions:

- What are the main types of techniques used in academic reading?
- What are the sections we need to look to decide whether a text is useful?

- Skimming → (Main Ideas)
- Scanning → (Specific Information)
- Context Clues → (Vocabulary)
- Inference → (Indirect Answers)

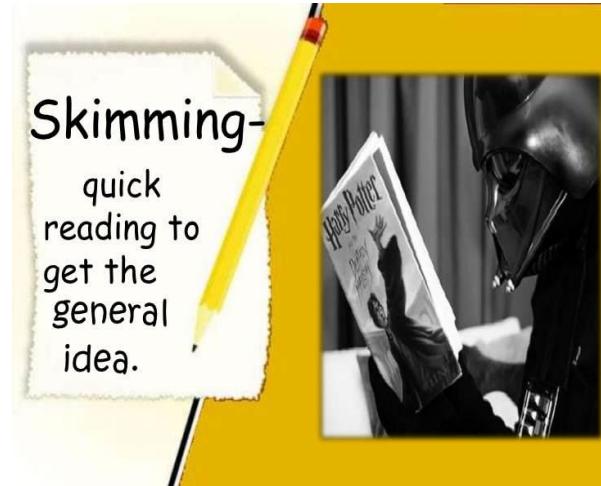


1. Skimming

- Reading **only main ideas** to obtain **the gist** (the overall sense) of a text.

How to Use It

- (1) Read the **title/heading** and **subheading/s**
- (2) Read the **introductory** and **concluding** paragraphs.
- (3) Read the **topic sentence** and the **concluding sentence of each paragraph**
- (4) If given, look at the **illustrations**.
- (5) Notice any **italicized** or **boldface** words or phrases.

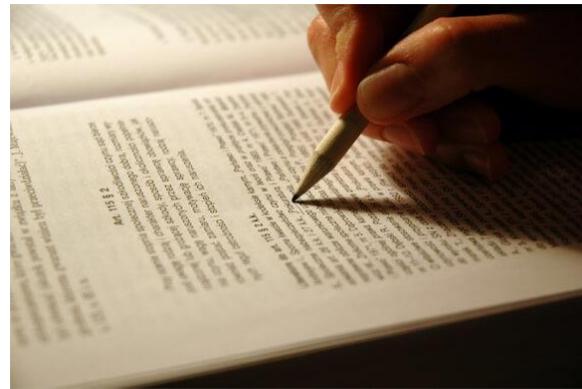
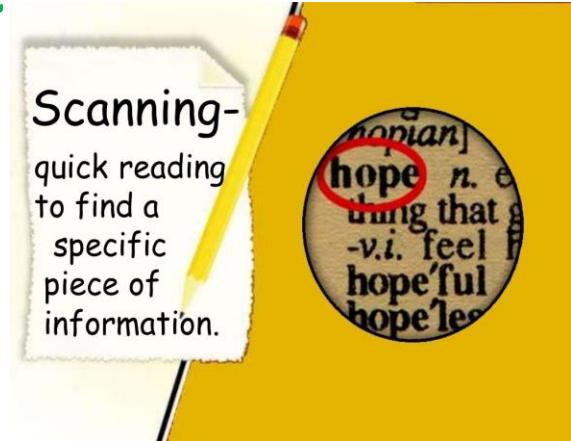


2. Scanning

- Used to focus on **particular/specific information**: names, dates, etc

How to Use It

- (1) Identify **key words** of the question
- (2) Scan them in the text to look for **their location.**
- (3) Use headings/other **clues** that help to identify the **section** which contains **the required information.**
- (4) Then , **read that section in detail** to obtain your answers.



3. Context Clues

- Used to discover **the context meaning** of **unfamiliar words**

Types of Context Clues:

1. Definition

Ex: If you visit Alaska, you will see many **glaciers**, or slow moving masses of ice.

2. Examples

Ex: Celestial bodies*, including the sun, moon and stars, have fascinated humans through centuries.

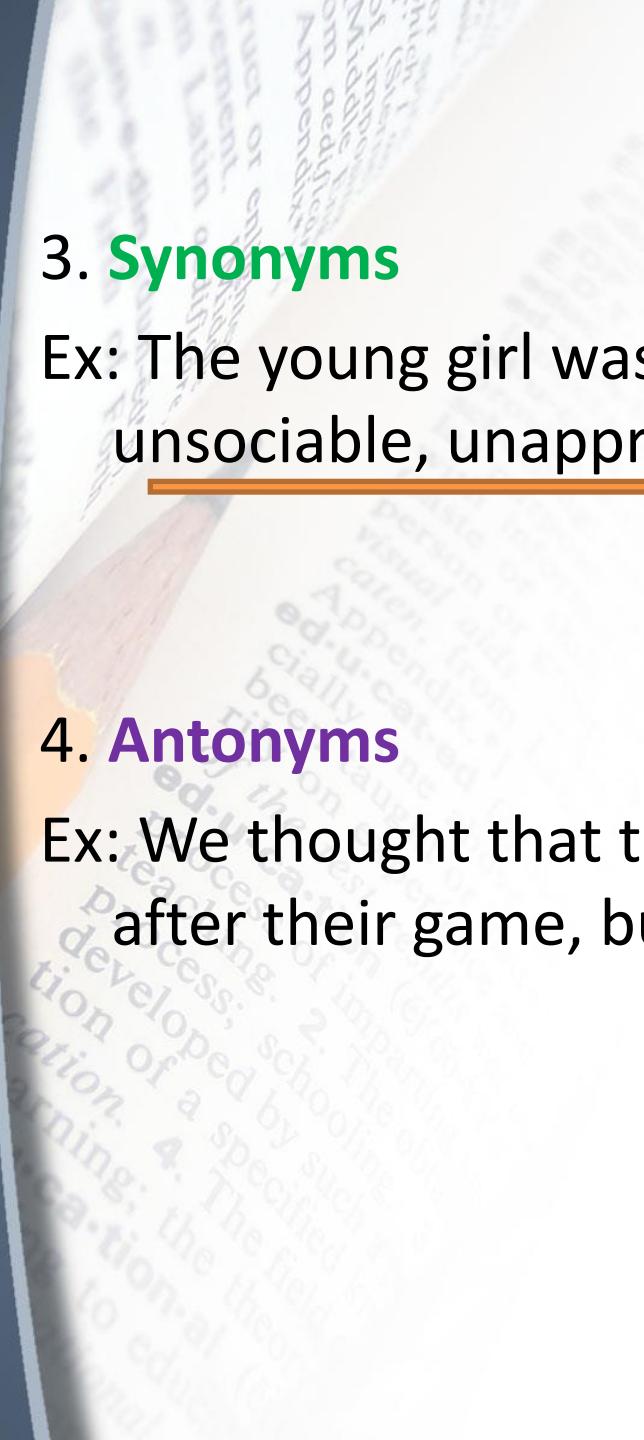
*Natural elements in the solar system.

**Context Clues:
You be the
Detective**



3. Synonyms

Ex: The young girl was very aloof. She always seems unsociable, unapproachable, and uninterested.



4. Antonyms

Ex: We thought that the athletes would be famished after their game, but they were not hungry at all.



5. **Logical Interpretation** (meaning is indirectly said)

- * **Question the idea** given from other words, which will **lead to a reasonably accurate guess** about the meaning of the word.

Ex: The richest man in town was losing his hearing and he offered a large reward to anyone who could find a remedy for his condition.



Contextual Clues-Practice-Online

- http://www.softschools.com/quizzes/language_arts/context_clues/quiz1539.html
- <https://www.shsu.edu/~txcae/Powerpoints/prepostest/contextclues1postest.html>
- https://www.proprofs.com/quiz-school/story.php?title=context-clues-quiz_2
- <https://quizizz.com/admin/quiz/56aaf1cbd8bdc65c57d0043f/context-clues>



4. Inference

- What is implied **between the lines.**
(Not directly stated)
- A critical thinking skill that occur in the form of **conclusions & predictions.**



Making
Inferences

mistersato411

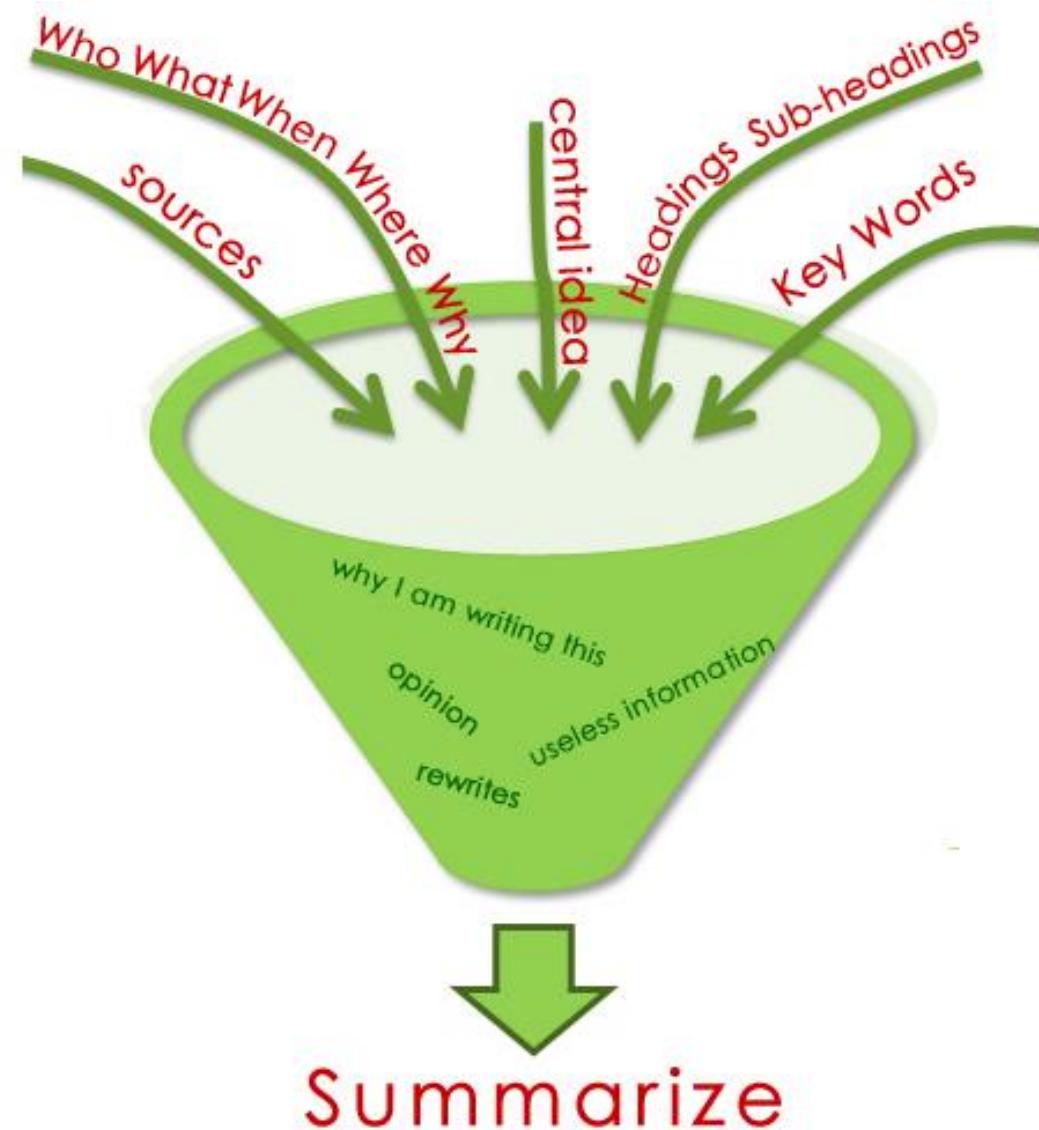
REFERENCES

- <https://www.eapfoundation.com/reading/skills/>
- <https://www.eapfoundation.com/reading/skills/skimming/>
- <https://www.eapfoundation.com/reading/skills/scanning/>



Summarizing

- EAP (IT1080)



Learning Outcomes



- Define summarizing
- Distinguish between relevant and irrelevant facts
- Practice summarizing techniques
- Write a coherent summary using the summarizing techniques

What is a summary?

- A concise/brief account of an original piece of writing (a research article, a book chapter, web article etc.)
-
-
-
-
-
-
-
-
-

Summary vs Paraphrase

Main points	All the points
No Simplification of the original	Simplification of the original
Shorter than the original	Almost the same length

Why should you learn summarizing?

Required when writing project reports/essay-type assignments

Required when incorporating ideas from your reference materials

Required when making presentations (university/workplace)

Skills needed for summarizing



Reading comprehension skill



Rearrange the word order, use synonyms and other word forms

A GOOD SUMMARY IS

Concise

Coherent

Comprehensive

Authentic

Steps to be followed



Read the original text and understand the content (read several times)



Locate the important ideas/Distinguish between main and subsidiary information



Delete most details and examples, unimportant information, anecdotes, examples, illustrations, data, etc.



Make notes and write your first draft using the notes



Double check with the original and finalize your summary

what to include and what to exclude

- The amphibia, **which is the animal class to which our frogs and toads belong**, were the first animals to crawl from the sea and inhabit the earth.
- The first animals to leave the sea and live on dry land were the amphibia.

can be
omitted



Techniques

Find synonyms or alternative phrases for words in the original

Example: Elon Musk is internationally known for his entrepreneurial ventures.

Elon Musk is known worldwide for his entrepreneurship.

Techniques

Change the structure of the text. This includes:
changing adjectives to adverbs and nouns to verbs

- He is a **good** student.
- He studies **well**.
- His death was **tragic**.
- He died **tragically**.

Nouns into verbs

Education is the best gift for children.

Educating children is the best gift one could give them.

The new manager was good at providing motivation for the staff.

The new manager motivated the staff well.

Techniques

01

Reduce complex
sentences to
simple sentences

02

Examples:

03

It is undeniable that most non-native learners of English experience a number of problems in attempting to master the phonetic patterns of the language.

04

Many learners find English pronunciation difficult .

Combine simple sentences into complex sentences

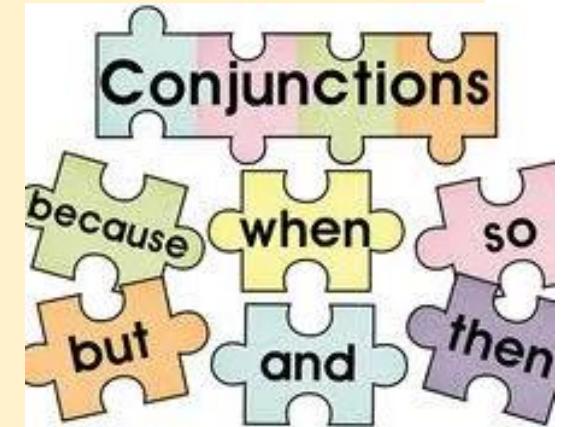
Smart phones are quite useful. Some teenagers are addicted. This can cause health hazards.



Even though smart phones are quite useful, they can cause health hazards as teenagers are addicted to them.

Use appropriate conjunctions to enhance coherence

- I was late to school. **Then** I missed the usual bus.
- I was late to school **because (better option)** I missed the usual bus.
- He needed money **for** paying expenses.
- He needed money **so (better option)** he could pay expenses.





Remember!

- To avoid plagiarism (use your own words)
- To use your own writing style
- To cite your sources
- Not to misinterpret the original
- Not to incorporate your ideas
-
-
-
-
-
-



Summarizing Part

2



PRACTICE ACTIVITIES

Let's start !

- All the Sri Lankans should act in a responsible manner.
- Every Sri Lankan is required to exhibit responsible behavior.
- My sisters and brothers love to walk by the beach during their free time.
- Beach strolling is my siblings' favorite leisure time activity.

A few more

- The distribution of new tablets was done by the mayor.
- The mayor distributed the new tablets .
- The influence Social Media has on our lives is alarming.
- Social Media influences our lives in an alarming way.

One of the most noticeable phenomena in any big city, such as London or Paris, is the steadily increasing number of petrol-driven vehicles, some in private ownership, others belonging to the public transport system, which congest the roads and render rapid movement more difficult year by year.

Big cities have growing traffic problems

A spider fell but climbed up again.

Incy Wincy spider climbed up the waterspout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
And, Incy Wincy spider climbed up the spout again



An egg called Humpty Dumpty fell and was irreparably broke.

**Humpty Dumpty
Sat on a wall.
Humpty Dumpty
Had a great fall.**



**All the King's horses
And all the King's men
Couldn't put Humpty
Together again.**

Original Text	Summary
<p>Overall, the first two quarters of 2008 have been profitable to the company. Nineteen of twenty departments report cutting costs at least twenty percent, and sales from fifteen departments have risen five percent, or about \$5 million. Despite these positive developments, most department heads believe that they will not be able to maintain these levels for the remainder of the year.</p>	<p>The company has driven profits from January to June of 2008, but the rest of the year is not expected to be as good.</p> <p>Source: Purdue Online Writing Lab</p>

Summary Challenge

- “Illiteracy is a problem in many of the world’s poorest countries. Even in wealthier nations like the United States, many children struggle with reading and writing. But in 19 cities across the country [United States], the volunteers of Experience Corps are helping youngsters learn to read. The volunteers, all over 50, work with students in low-income areas.”
(Older Volunteers Help Children Learn to Read, Voice of America, voanews.com)

Sample summary

- Older Experience Corps volunteers help poor children from 19 US cities improve their literacy skills.
-
-
-
-
-
-
-

One more!

- Since differences in the anatomy and physiology of human males and females are so obvious it is easy to be misled into believing that sex-linked roles and statuses are primarily biological rather than cultural phenomena.

Sample Summary

- The clear differences in the size and shape of the bodies of men and women make it easy to believe that the roles and positions that men and women have in life are a result of nature rather than society.

Independent study

← → ⌂ ⌂ padlet.com/jayathri1216/59nv37800npl84dx

 Apps  Applied Linguistics...  Google Scholar  Online Writing Cou...  EbookAndPdf.com  www.slideshare - G...  Upload, Share, and...  Khushnood Ali's Pr...  Other bookmarks

padlet REMAKE

J Jayathri Kalinga • 1m

Summarizing

Summarize the article and give a suitable title.

Parents not only refer their child's physical ailments to doctors but lately, the child's behavioral problems as well. Riding on this trend, the American Academy of Paediatricians (AAP) has recommended that doctors, during routine medical check-ups, inquire about children's use of the media. This will go a long way in helping to identify patterns that can threaten the emotional and physical health of the child.

Many times parents have received complaints from the school about their child's aggressive behavior. Often, this has been referred to the family physician rather than the behavioral psychologist. Says a doctor at the AAP, "You look at the history and then note that the child has not only been sitting in front of the TV for hours watching violent shows but also playing aggressive computer games. At the least, this is something to start with." Says another, "The child could be modeling violent behavior and the parents are unaware of it."

Another related problem is obesity. This problem troubles many parents. After talking to the child, the doctor discovers that the child has similarly spent hours watching TV and video and not getting sufficient exercise. "It's another way where media habits can affect health," says the doctor.

The AAP recommends that two hours of quality TV or video shows a day for older children is sufficient. However, as far as toddlers below two are concerned, the AAP recommends that they should not be allowed to watch any TV. Excessive and indiscriminate media viewing can lead to other side effects and these include repeated aggression with peers or adults, poor

**Good
LUCK**



SLIIT

Discover Your Future

Sentences



Outline

- What is a clause?
- Types of clauses
- Kinds of sentences

• •
• •
• •

Clauses

- Clauses are the building blocks of sentences.
- A clause is a group of words that contains (at least) a subject and a verb.

Subject verb

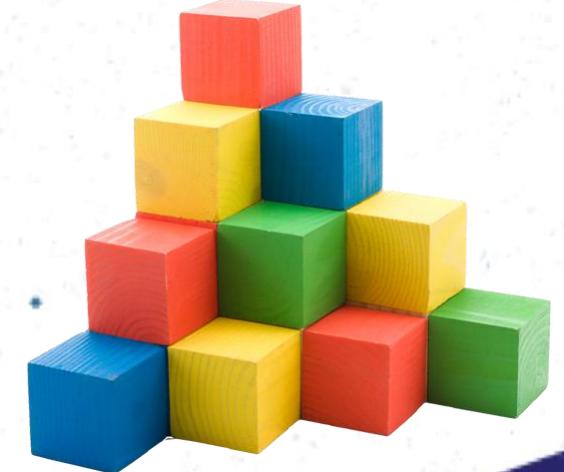
- **ecology is** a science

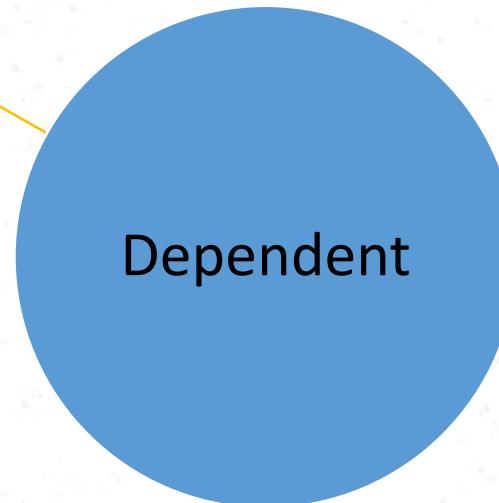
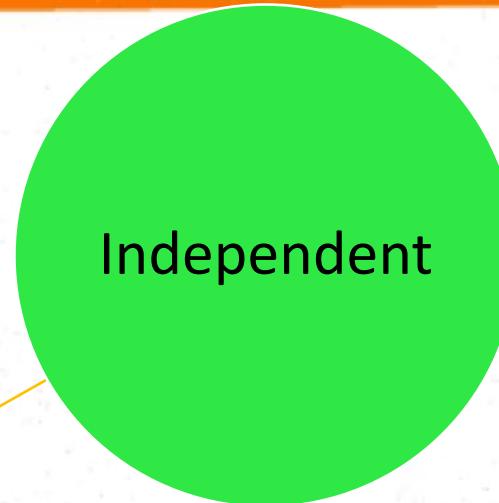
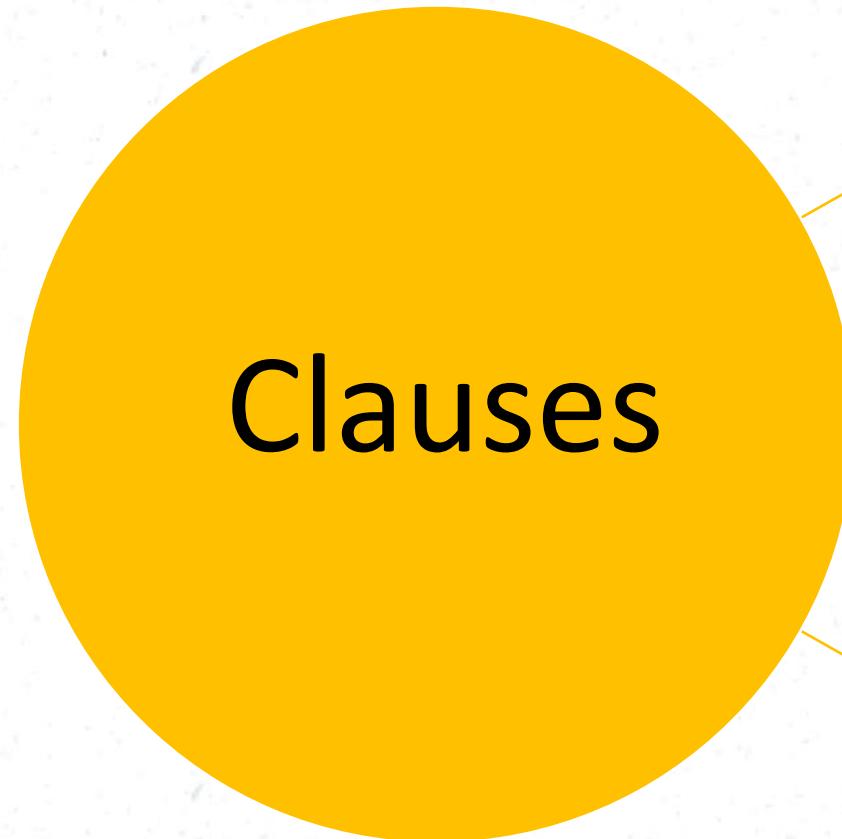
Subject verb

- because **pollution causes** cancer

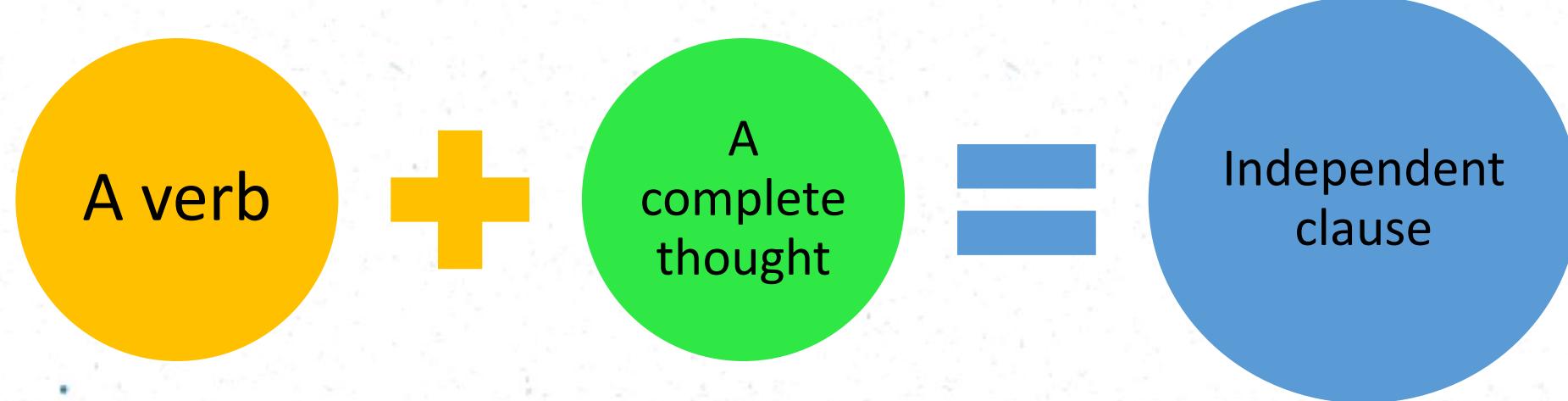
Not clauses:

- to protect the environment
- after working all day





Independent Clauses



It can stand alone as a sentence by itself.

• Subject verb (complement)

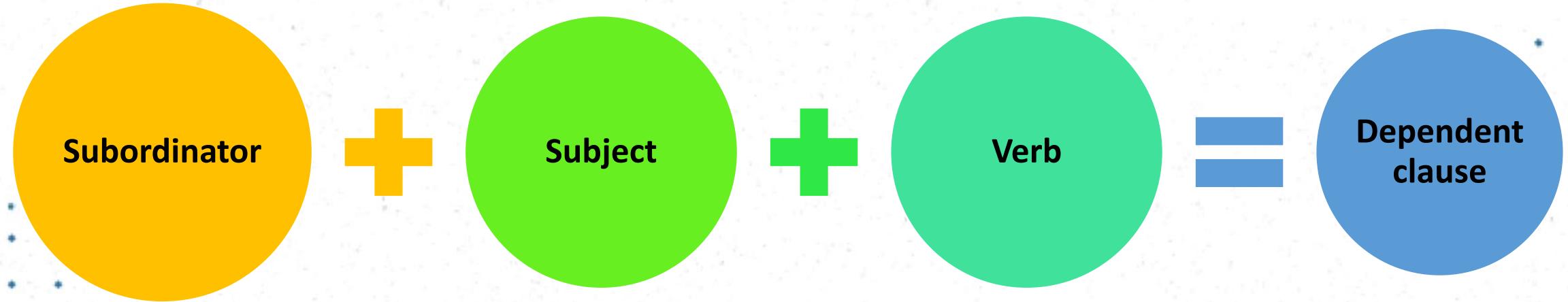
The sun rose

*Watson

Water evaporates rapidly in warm climate zones.

*Water evaporates rapidly in warm climate zones.

Dependent clause



A dependent clause does not express a complete thought, so it is not a sentence by itself.

- Subordinator Subject Verb (Complement)
- when the sun rose ...
- because water evaporates rapidly in warm climate zones
- whom the voters elected ...
- if the drought continues for another year ...
- . . .
- . . .
- . . .
- . . .
- . . .
- . . .
- . . .

Subordinators

after before that when which
although even though though whenever
While as just as how unless where
who as if if until wherever whom

Independent or dependent clause?

1. Globalization means more travel for businessmen and women.
2. As business executives fly around the globe to sell their companies' products and services.
3. Jet lag affects most long-distance travelers.
4. Which is simply the urge to sleep at inappropriate times.
5. During long journeys through several time zones, the body's inner clock is disrupted.
6. For some reason, travel from west to east causes greater jet lag than travel from east to west.

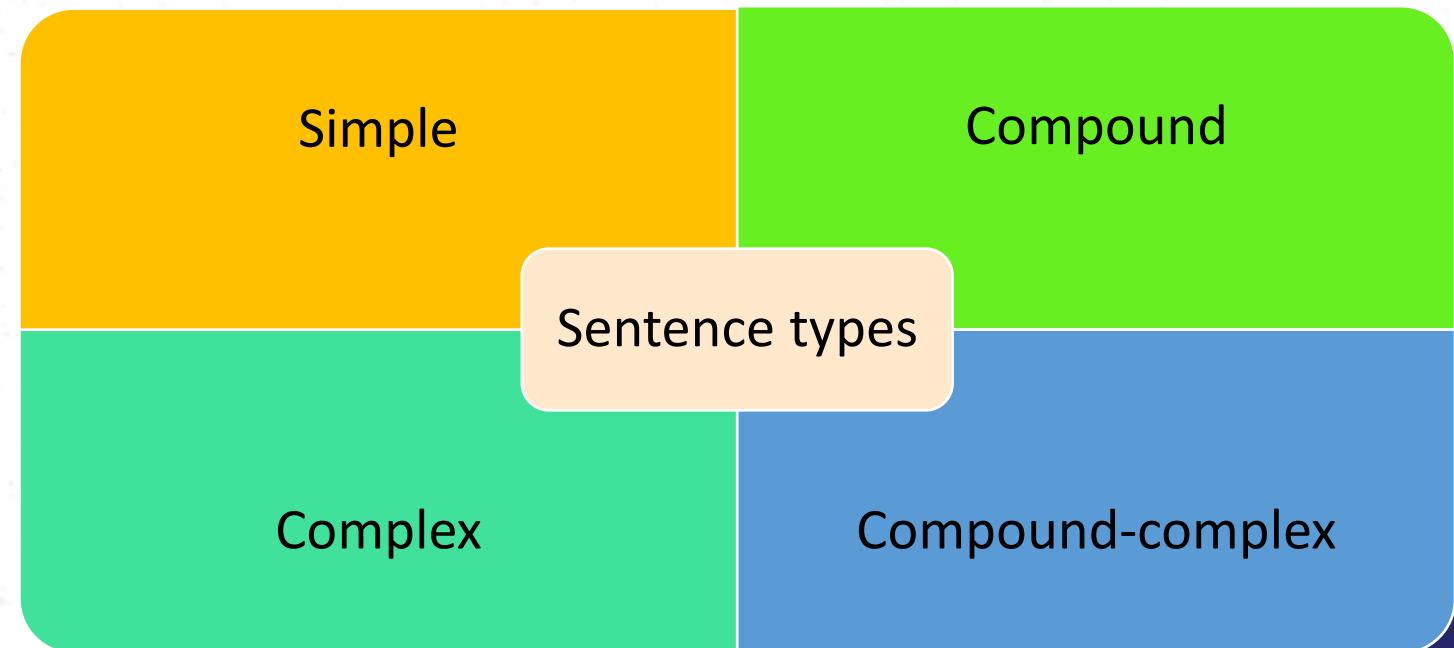
Kinds of sentences



A sentence is a group of words that you use to communicate your ideas.

Every sentence is formed from one or more clauses and expresses a complete thought.

- The kind of sentence is determined by the kind of clauses used to form it.



Simple sentence

- A simple sentence is one independent clause.

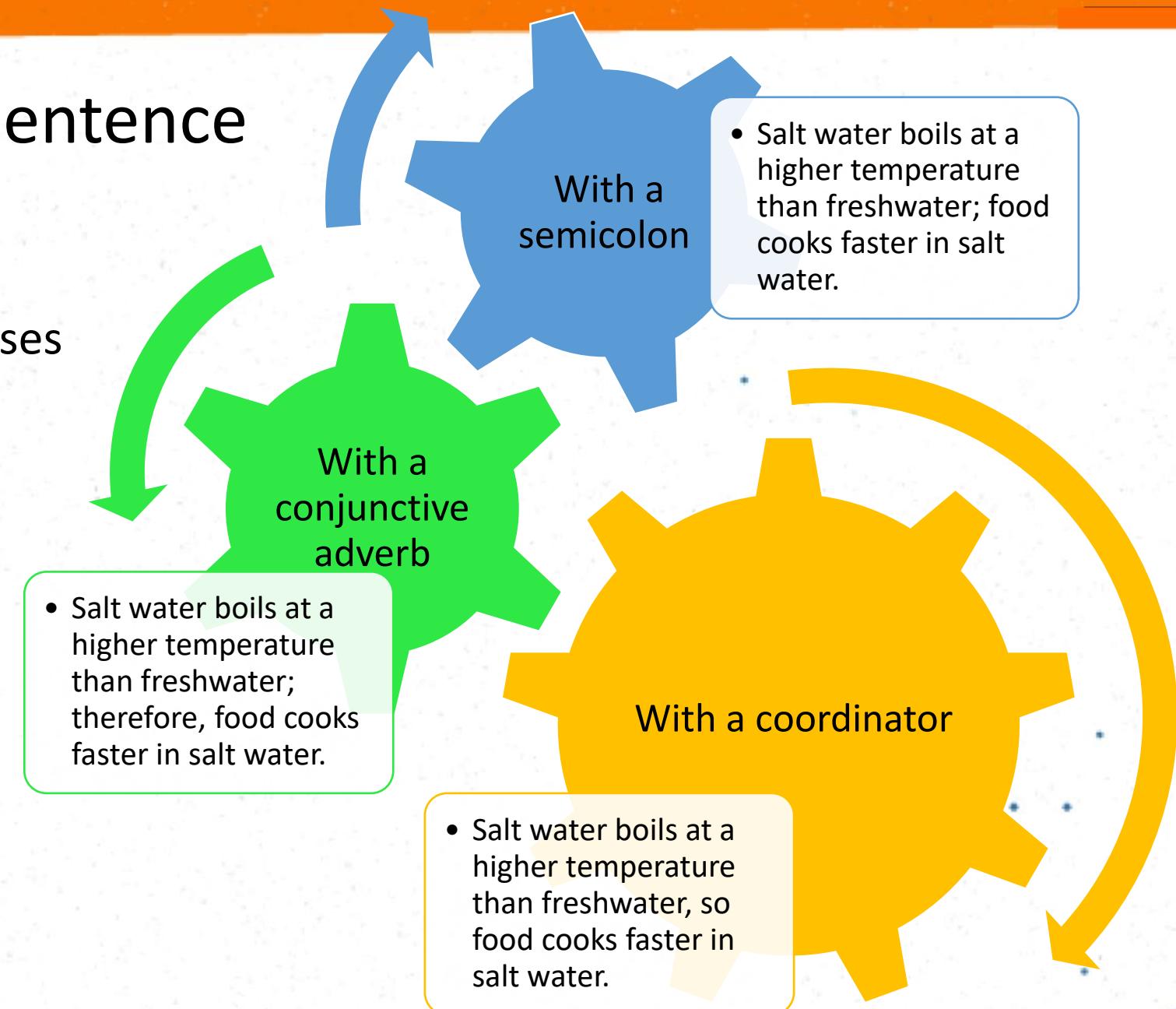
Subject

verb

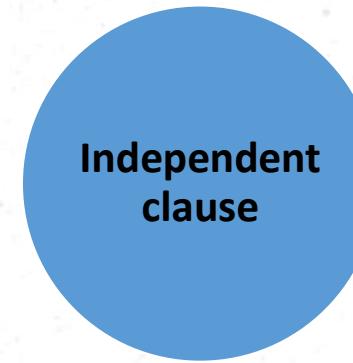
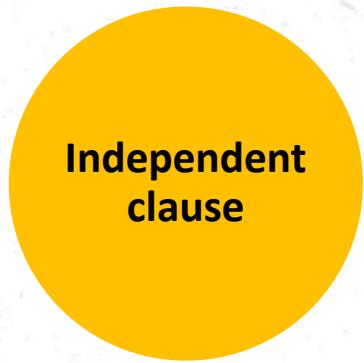
- Freshwater boils at 100 degrees Celsius at sea level.
- Freshwater boils at 100 degrees and freezes at 0 degrees Celsius.
- Freshwater and salt water do not boil and do not freeze at the same temperatures.

Compound sentence

two or more
independent clauses
joined together



Compound Sentences with Coordinators



Salt water boils at a lower temperature than freshwater, so food cooks faster in salt water.

- There are seven coordinators, which are also called coordinating conjunctions.
- You can remember them by the phrase FAN BOYS (For, And, Nor, But, Or, Yet, So).

Coordinators (Coordinating Conjunctions)

To add a reason

for Japanese people live longer than most other nationalities, **for** they eat healthful diets.

To add a similar, equal idea

and They eat a lot of fish and vegetables, **and** they eat lightly.

To add a negative equal idea

nor They do not eat a lot of red meat, **nor** do they eat many dairy products.

*Note: Nor means “and not.” It joins two negative independent clauses. Notice that question word order is used after *nor*.*

- •
- •
- •

To add an opposite idea

but Diet is one factor in how long people live, **but** it is not the only factor.

To add an alternative possibility

or However, people should limit the amount of animal fat in their diets, **or** they risk getting heart disease.

To add an unexpected or surprising continuation

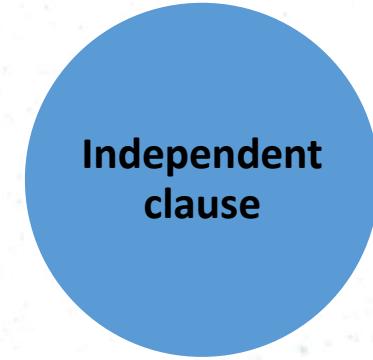
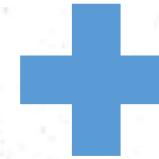
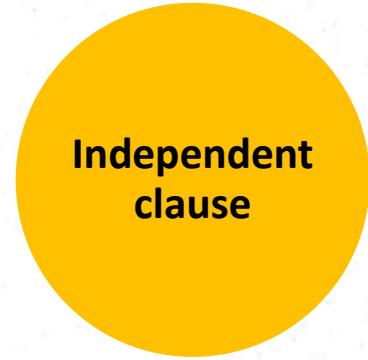
yet Cigarette smoking is a factor in longevity, **yet** Japanese and other long-lived Asians have a very high rate of tobacco use.

To add an expected result

so Doctors say that stress is another longevity factor, **so** try to avoid stress if you wish to live a longer life.

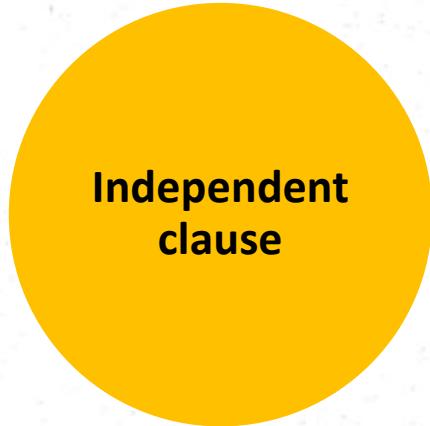
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Compound Sentences with Conjunctive Adverbs

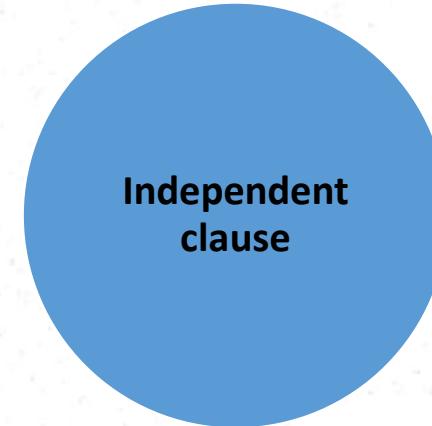


- Salt water boils at a higher temperature than freshwater; therefore, food cooks faster in salt water.
- Several transition signals, such as on the other hand, as a result, and for example, act like conjunctive adverbs.

Compound Sentences with Semicolons



;



⋮ ⋮ ⋮ ⋮

- Poland was the first Eastern European country to turn away from communism; others soon followed.
- This kind of compound sentence is possible only when the two independent clauses are closely related in meaning. If they are not closely related, they should be written as two simple sentences, each ending with a period.

Complex Sentences

- A complex sentence contains one independent clause and one (or more) dependent clause(s).
- In a complex sentence, one idea is generally more important than the other.
- We place the more important idea in the independent clause and the less important idea in the dependent clause.
- There are three kinds of dependent clauses: adverb, adjective, and noun.

Complex Sentences with Adverb Clauses

- An adverb clause acts like an adverb; that is, it tells where, when, why, and how.
- An adverb clause begins with a subordinator, such as when, while, because, although, if, so, or that.
- It can come before or after an independent clause.

Dependent adverb clause + Independent clause

- Although women in the United States could own property, they could not vote until 1920.

Independent clause + Dependent adverb clause

- A citizen can vote in the United States when he or she is 18 years old.

Complex Sentences with Adjective Clauses

- An adjective clause acts like an adjective; that is, it describes a noun or pronoun.
- An adjective clause begins with a relative pronoun, such as who, whom, which, whose, or that, or with a relative adverb, such as where or when.
- It follows the noun or pronoun it describes.

Dependent adjective clause

- Men *who* are not married are called bachelors.

Dependent adjective clause

- Last year we vacationed in Cozumel, *which* features excellent scuba diving.

Complex Sentences with Noun Clauses

- A noun clause begins with a wh- question word, that, whether, and sometimes if.
- A noun clause acts like a noun; it can be either the subject or an object of the independent clause.

Dependent noun clause

- That there is a hole in the ozone layer of Earth's atmosphere is well known.

Dependent noun clause

- Scientists know what caused it.

Activity

- Step 1 Underline the independent clause of each sentence with a solid line.
- Step 2 Underline the dependent clause with a broken line.
- One sentence has two dependent clauses.
- Step 3 Write Sub. above the subordinator.

- 1. Because the cost of education is rising, many students must work part-time.
- 2. When students from other countries come to the United States, they often suffer from culture shock.
- 3. Because financial aid is difficult to obtain, many students have to work part-time.
- 4. Please tell me where the student union is.
- 5. Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
- 6. While the contractor follows the blueprint, the engineer checks the construction in progress.

Compound-complex sentence

- A Compound-complex sentence has at least three clauses, at least two of which are independent.
 - You can use almost any combination of dependent and independent clauses.
 - Just be sure that there is at least one independent clause.
- • •
- 1. I wanted to travel after I graduated from the college; however, I had to go to work immediately.
- 2. After I graduated from the college, I wanted to travel, but I had to go to work immediately.
- • •

Reference

- Alice Oshima - Ann Hogue, *Writing Academic English*, Longman, 1999,

Thank you!



SLIIT

Discover Your Future

Use of Academic vocabulary Basic guidelines

Learning outcomes

- Define what Academic vocabulary is

The vocabulary which can be used in academic contexts



Use of formal words

1. Avoid contractions
2. Avoid Slang
3. Avoid Abbreviations
4. Avoid Clichés
5. Avoid Colloquialisms

1. Avoid contractions



I have - I've

Do not- Don't

Informal

- Dude
- Friend
- Mad
- Cheeky
- Disrespectful
- Kinda
- Piece of cake
- Cool
- Bro
- Man
- Nuts
- Easy
- Break a leg

Formal

2. Avoid slang

- **Dude** - Man
- **Bro** - Friend
- **Cheeky** - Disrespectful
- **Kinda** - Kind of
- **Piece of cake** - Easy
- **Cool** - Great , fantastic
- **Nuts** - Mad
- **Break a leg** - Good luck



Words /expressions from casual conversations

3. Avoid Abbreviations

What is an abbreviation?

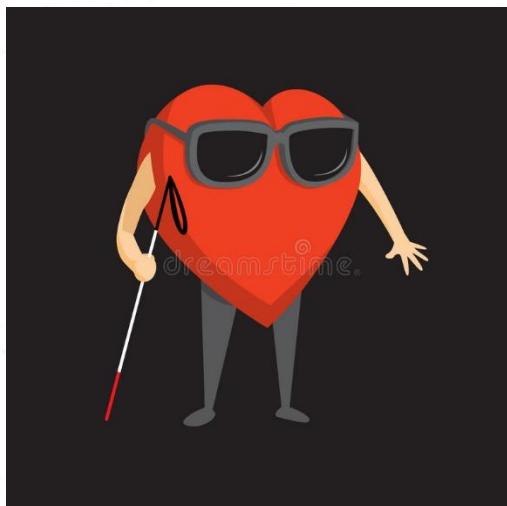


Clichés

- Money doesn't grow on trees



- Love is blind



- ~~4 Avoiding clichés~~ the dead



- Laughter is the best medicine



5. Avoid Colloquialisms

cuz - because

gonna - going to

What's up? - How are you doing?

fam - family

Yea/Yeah - Yes

I dunno - I don't know

Nah/Naw - No

Whatever - You can decide. / I don't have a preference

Activity 1

- Provide more formal vocabulary for the underlined words

- A free education system was set up in Sri Lanka as early as 1942. established
- This will cut down the amount of taxes. reduce
- Cost of living has gone up in many regions of the world. increased
- The aggregate of outstanding debts went up and down quite violently. fluctuated

- Dieters believe that they should completely get rid of high-calorie foods. eliminate
- Karl Marx looked into how this social system came into being in order to understand its features. investigated
- Students are required to read the guidelines on how to carry out the research project. conduct

- The pressure to do well as an individual made most students feel stressed out.

succeed