

# IT1040 & EN1072

## Communication Skills

### Lecture 01

### Small Talk & Parts of Speech

Faculty of Humanities and Sciences  
English Language Teaching Unit



**SLIIT**

## (05 min) – Breakout Rooms – Ice Breaker

Assume you are waiting for an online lecture to start. It is your first day. Start getting to know each other and discuss something till the lecture begins.



# Small Talk



# Learning Outcomes

- Define what is small talk
- Identify the safe topics to be discussed in the small talk
- Apply appropriate small talk techniques for an effective conversation

# What is small talk?

- A casual form of conversation that "breaks the ice" or fills an awkward silence between people.



While watching the video **note down** what does the acronym '**ARE**' stand for as mentioned by **Cara Flemming; a communication expert?** **(05 min)**

## Why is small talk important?

- To build **rappor**
- To create **social cohesion**
- As a key **business skill**



# What should be discussed in a small talk?



## Safe topics

- **Weather**
- **Current** events (except controversial issues)
- News
  - 1. **sports**
  - 2. **entertainment**

## Unsafe topics

- **Personal** information (salaries or marriage)
- **Negative comments** about another person not involved in the conversation
- Subjects that society deems **controversial** (religion or politics)
- An issue that the other person does **not seem comfortable** with or interested in

## What are the techniques which assist to continue the conversation?

- To encourage someone to speak and show interest in what that person is saying, you can incorporate the following:

### 1. Echo questions

Ex: A:They went to Japan last week.

**B:Did they?**

Ex: A:It is a really nice place to visit.

**B: Is it?**

## 2. Tag questions

Ex: She has seen it, **hasn't she?**

## 3. Showing attention and agreement.

Really? , Right, Sure, How interesting? , Wow?

## 4.'WH' questions

\*Use these wisely without irritating the other.

Ex: A: I went to hospital yesterday.

B: **Why** was that?

**What** did the doctor say?

# GOOD MANNERS

**Will you...?**

*Will you open the door for me?*

TO SHOW RESPECT AND POLITENESS,

**Would you...?**

*Would you open the door for me?*

PLEASE USE THESE EXPRESSIONS

**Would you please...?**

*Would you please open the door (for me)?*

WHEN MAKING REQUESTS.

**Could you (please)...?**

*Could you open the door?*

*Could you please open the door?*



**Could you possibly...?**

*Could you possibly open the door?*

**Would you kindly...?**

*Would you kindly open the door?*

**Would you mind...?**

*Would you mind opening the door?*

**Would you be so kind as to...?**

*Would you be so kind as to open the door?*

*Designed by EnglishInFLUX*

## Can you identify the techniques used by B to make small talk? **(05 min)**

- A: He teaches English.  
B: Really! Where does he teach?
- A: She worked there for ten years.  
B: Did she? How interesting! Why did she leave?
- A: I have bought a new computer.  
B: Have you? Which brand did you buy?

## Can you identify the techniques used by B to make small talk? (05 min)

➤ A: He teaches English.

B: Really! Where does he teach?

Showing attention & a WH question

➤ A: She worked there for ten years.

B: Did she? How interesting! Why did she leave?

Echo question, Showing attention & WH question

➤ A: I have bought a new computer.

B: Have you? Which brand did you buy?

Echo question & WH question

# Let's see some Small Talk Examples

***As you watch the videos pay attention to the following:***

- How do they start the conversation?
- What strategies do they use to keep the conversation going?
- How do they end the conversation?

# Small Talk





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# LIFE CHAT

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# Parts of Speech

## Learning Outcomes

1. Define parts of speech
2. Identify function of each part of speech
3. Write grammatically accurate sentence/s using all the 9 parts of speech

Every name is called a [redacted],  
As *field* and *fountain*, *street* and *town*.  
In place of noun the [redacted] stands,  
As *he* and *she* can clap their hands.  
The [redacted] describes a thing,  
As *magic* wand or *bridal* ring.  
The [redacted] means action, something done,  
To *read* and *write*, to *jump* and *run*.  
How things are done the [redacted] tell,  
As *quickly*, *slowly*, *badly*, *well*.  
The [redacted] shows relation,  
As *in* the street or *at* the station.  
[redacted] join, in many ways,  
Sentences, words, *or* phrase *and* phrase.  
The [redacted] cries out, "Hark!  
I need an exclamation mark!"

Can you identify the  
missing words?  
(05 mins)

[redacted]  
the , a , an

Every name is called a **noun**,  
As *field* and *fountain*, *street* and *town*.  
In place of noun the **pronoun** stands,  
As *he* and *she* can clap their hands.  
The **adjective** describes a thing,  
As *magic* wand or *bridal* ring.  
The **verb** means action, something done,  
To *read* and *write*, to *jump* and *run*.  
How things are done the **adverbs** tell,  
As *quickly*, *slowly*, *badly*, *well*.  
The **preposition** shows relation,  
As *in* the street or *at* the station.  
**Conjunctions** join, in many ways,  
Sentences, words, *or* phrase *and* phrase.  
The **interjection** cries out, "Hark!  
I need an exclamation mark!"

## Group work- 20 mins (Breakout Rooms)

- In groups try to **write down the sub categories** of the part of speech given to your group and **write at least two examples for each subgroup.**

Ex: Nouns – Abstract Nouns – Ex:..... , ..... , .....

Group 01 - Nouns

Group 02 - Pronouns

Group 03 - Adjectives

Group 04 - Verbs

Group 05 - Adverbs

Group 06 - Determiners/Articles

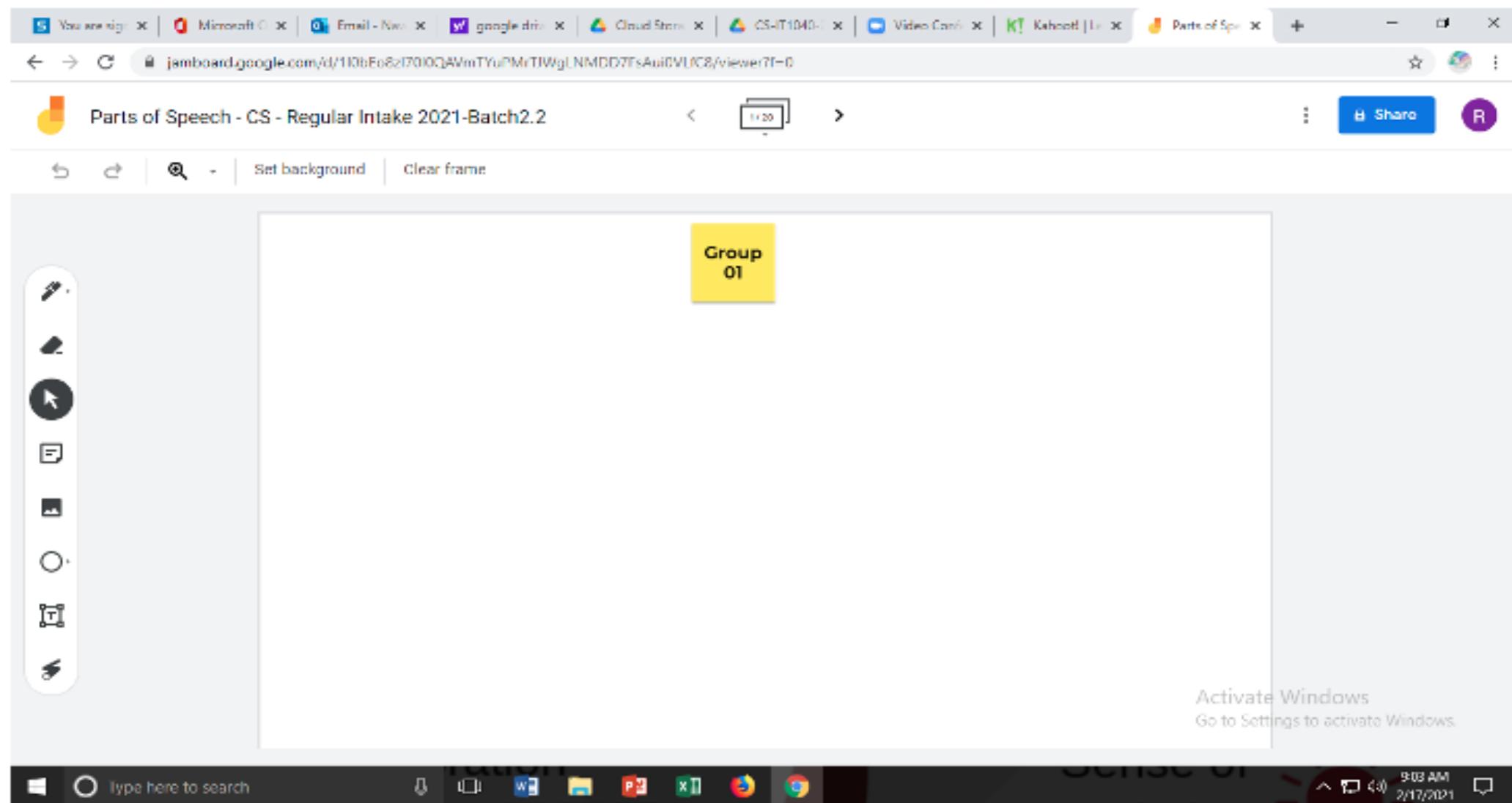
Group 07 - Prepositions

Group 08 - Conjunctions



<https://jamboard.google.com/?authuser=0>

Ex:



<https://jamboard.google.com/>

[https://jamboard.google.com/d/1Z4iT0RJu8oSIAOx9RBuqBVohZsOk0EkvBocoH4xLnHk/  
viewer](https://jamboard.google.com/d/1Z4iT0RJu8oSIAOx9RBuqBVohZsOk0EkvBocoH4xLnHk/viewer)

# Nouns

- **Common noun.** - A common noun is a noun that refers to people or things in general, - . *boy, country,*
- **Proper noun.** - A proper noun is a name that identifies a particular person, place, or thing, - . *Steven, Africa*
- **Concrete noun.** - A concrete noun is a noun which refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. - *dog, building,*
- **Abstract noun.** - An abstract noun is a noun which refers to ideas, qualities, and conditions - things that cannot be seen or touched and things which have no physical reality, - *truth, happiness*
- **Collective nouns.** - Collective nouns refer to groups of people or things, -. *audience, family,*
- **Countable nouns.** - those that refer to something that can be counted - *books, trees*
- **Uncountable nouns** – Things that cannot be counted -. *sugar, milk*

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	(not used)	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

## Pronouns

## Verbs

1. Lexical	'I <b>study</b> English every day.'
2. Auxiliary	'I <b>can</b> speak English.'
3. Regular/Irregular	'He <b>played</b> tennis.' / 'She <b>spoke</b> Chinese.'
4. Stative/Dynamic	'He <b>feels</b> sick.' / 'She <b>touched</b> the computer.'
5. Finite/Non-Finite	'He <b>studies</b> well.' / 'She wants <b>to study</b> well.'
6. Transitive/Intransitive	'Jim <b>taught</b> Jane.' / 'Jane <b>listened</b> .'

Now, write a sentence **incorporating all the 9 parts of speech?**

send your answers to chat. (05 min)

**Well, me and my little brother went to the park slowly.**

Intj + Prn + Conj + Prn + Adj +. N + V + Prep + Det + N +. Adv

## Descriptive

Good / Little /  
Big / New / Old /  
Old / Short / Fast  
/ Slow / Large /  
Great / Small...

## Quantitative

One / Two / First /  
Second / Last /  
Tenth / Hundredth  
/ Few / Whole / All /  
Many / Numerous...

## Possessive

My / His / Our /  
Your / Their /  
Her / Its / Mine /  
His / Hers /  
Theirs / Ours...

## Demonstrative

This / That /  
These / Those...

## Interrogative

Which / What /  
Whose...

## Distributive

Each / Every /  
Neither / Either /  
Any...

# Adjectives

## Adverb of Frequency

Sometimes I see him at the supermarket.

## Adverb of Frequency

He always has sandwiches for his lunch.

## Adverb of Frequency

He visits me occasionally.

## Adverbs of Manner

Suddenly, the eagle opened its wings.

## Adverbs of Manner

He slowly backed his car into the garage.

## Adverbs of Manner

The horse whisked its tail angrily.

## Adverbs of Time, Place

Tomorrow I'm going to Dublin.  
Next to her I felt like a fraud.

## Adverbs of Time

We've already eaten dinner.

## Adverbs of Time

Journalists will be able to preview the exhibition tomorrow.

## Adverbs of Certainty

Perhaps he's not coming in the end.

## Adverbs of Certainty

We're obviously going to need more help.

## Adverbs of Place

Bring the boxes here.

# Adverbs



Time	Place	Direction
in	in	towards
on	on	to
At	At	through into
Agent	Instrument	Phrase
by with	by with on	Listen to add to agree with according to

# Prepositions

Determiners are used in front of nouns to indicate whether you are referring to something specific or something of a particular type.

Possessives	Ordinals	Quantifiers	Articles	Predeterminers
My	First	Much	A	All
Our	Second	Some	An	All of
Your	Third	No	The	What
His	Next	Any		Such
Her	Last	Many		Rather
Its		Enough	One	Quite
Their		Several	Two	Three
		Little	Three	Twice
		Each	Ten	Fifty
		Every	Hundred	Double
		Neither	Fifty	Both
		Either	Hundred	
		Plenty of	Thousand	
		Another		



## Conjunction

### Coordinating Conjunctions

Example: For, And, Neither, But, Or, Yes, So

F.A.N.B.O.Y.S

### Subordinating Conjunctions

Example: after, although, unless, because, in order, since, if, that

### Correlative Conjunctions

Example: Not only ... but also, neither ... nor, though ... yet.

Determiners

## Game time ! (05 minutes)

- Use your mobile phone to play this game
- Go to [www.kahoot.it](http://www.kahoot.it)
- Type the Game Pin (displayed in Teacher's screen)
- Type your first name
- You need to refer to teacher's screen to see the question and answers.
- Select the correct answer from 4 options and select the colour of the correct answer from the options shown in your phone



# References

- <https://blog.hubspot.com/sales/small-talk-guide>
- <https://www.fluentu.com/blog/english/english-small-talk/>
- <https://7esl.com/parts-of-speech/>

# IT1040 & EN1072

## Communication Skills

### Lecture 02

### Tenses Recap I

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# What does a '**tense**' mean?



It is the form of a **verb** which **indicates the time** of an action.

The term originates from the Latin word "tempus", which means "time".

# Learning Outcomes

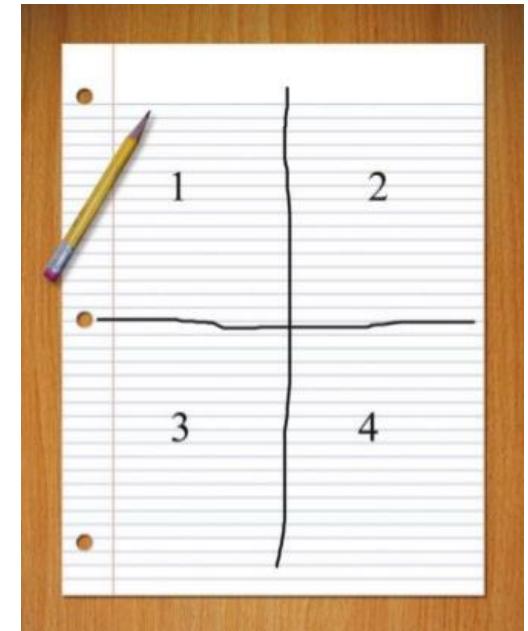
- Define the usages of present tenses
- Write the appropriate present tense form as per the context.



- Divide your notebook page into four quarters and write one sentence in each square describing:

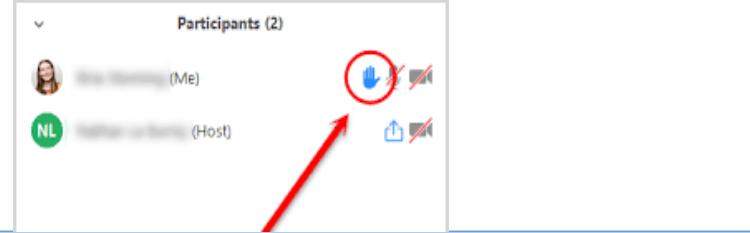
- ✓ Something you do every day.
- ✓ What you are doing right now.
- ✓ Something you have experienced.
- ✓ Something you have been doing for a certain period of time.

**Click on ‘thumbs up’ icon once you have finished writing.**



# Simple Present Tense Usages

(Click on 'raise hand' icon if you know the reason for using simple present tense in each example.



- Do you **visit** your uncle every Sunday? **Repeated actions**
- He often speaks in French. **Habitual actions**
- New York **is** a small city. **Facts that are believed to be true**
- Sun **sets** from West. **Generalizations / General truths**
- The plane **takes off** at 10 o'clock tonight. **Scheduled events in near future**
- She **does not need** help right now. **With stative verbs though they indicate actions which are happening now**

## Structure : Assertive, Negative and Interrogative

**every day, sometimes, always, frequently, often, usually,**

**Signal words: seldom, rarely, never, once a/an (hour, day, week, month, year)**

While watching the video, write down all the stative verbs mentioned in it.  
**(05 min)**

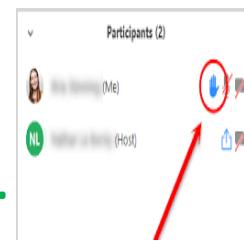
<https://www.youtube.com/watch?v=p9M7FhSYcH4>

# Stative Verbs

[www.perfect-english-grammar.com](http://www.perfect-english-grammar.com)

# Present Progressive/Continuous Tense Usages

(Click on 'raise hand' icon if you know the reason for using simple present this tense in each example.)



- You **are learning** English now. **Actions that are happening now / at the moment of speaking.**
- I am reading the book *Tom Sawyer* these days. **Actions which are in progress but not right now.**
- **Are you meeting** some friends after work?

**Actions that will or will not happen in near future.**

- **Non continuous verbs/stative verbs are not used in this tense. They are put into Simple Present Tense:**

She **is loving** this book. – She **loves** this book.

**Structure : Assertive, Negative and Interrogative**

**Signal words: now, currently, at the moment, look! , listen!**

# Present Perfect Tense Usages

(Click on 'raise hand' icon if you know the reason for using present perfect tense in these examples.

## 01. Experiences

- Ex: I **have watched** that movie.

I **have been** to France.

I **have been** to France **three times**. (Adding the number of days is optional)

He **has never traveled** by train.

**Have you ever met** him?



(Click on ‘raise hand’ icon if you know the reason for using present perfect tense in these examples.)

## 02. Changes over time

Ex: The government **has become** more interested in physical education.

My English **has** really **improved**.

You **have grown up** since the last time I saw you. (Mentioning the time duration is optional. )

## 03. Accomplishments

Ex: I **have bought** a gift for my friend.

Doctors **have cured** many deadly diseases. (Time is not prioritized)

He **has studied** two foreign languages.

## 04. Incomplete actions at present (\*Negative form)

Ex: He **has not (yet) finished** his homework.

The rain **hasn't stopped**.

(Click on 'raise hand' icon if you know the reason for using present perfect tense in these examples.)

## 05. Multiple actions at different times in past. (More actions are possible in future)

Ex: I **have had** four quizzes and five tests so far this semester.

## 06. Actions that have just ended or already done

Ex: He **has just/already completed** his assignment.

**Structure : Assertive, Negative and Interrogative**

**Signal words: Just ,yet ,never ,ever ,already ,so far , up to now , since**

# Present Perfect Continuous Tense Usages

(Click on ‘raise hand’ icon if you know the reason for using present perfect continuous tense in these examples.

- They have been talking for the last two hours.
- He has been teaching at the university since June.
- She has been working a lot recently.

Actions which started in the past and continue till present. **Time duration is a must.**

Actions which started in the past and **have been happening lately**.

**Structure : (Assertive, Negative and Interrogative)**

**Signal words: since, for, all morning, all day, lately, recently**

# It's game time!



Are you ready to test how much you have understood?  
Then let's play this quiz. (15 min)

Join at  
**slido.com**  
**#IT1040**



+ < ▶ Quiz ▾ > Showing Q&A ☰

## Tenses Recap I in Practice – PADLET **(15 min)**

-First copy the Padlet link to your web browser

-Then, type your name

-Write a descriptive paragraph (06 – 08 sentences) using any of the given prompts. Incorporate **at least one example of each present tense, and underline them.** Begin your paragraph using one of the following topic sentences:

- **A good leader possesses three main characteristics.**
- **In order to be a successful student, one should do three things.**
- **A smart phone has several important functions.**



<https://padlet.com/sankaja29/yywzb7fs7ok54hg3>

# References

- <http://www.really-learn-english.com/english-grammar-tenses.html>

# IT1040 & EN1072

## Communication Skills

### Lecture 03

#### Describing People

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# Describing People



What are the phrases/words the girl uses to describe herself?

<https://www.youtube.com/watch?v=dgqFsUAuP24>

- **Appearance**-long curly blond hair, blue eyes, tall, slim
- **Qualities** - optimistic, energetic
- **Habits** –dancing, reading books, cooking & playing volleyball

# Distinguishing Between Descriptions

What is the appropriate response for the following questions?

- What does he/she look like? **The appearance**
- What is he/she like? **The personality**
- What does he/she like to do? **Habits, likes and interests**

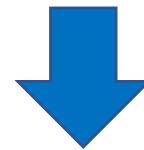
When we describe people we must describe their



**Physical appearance**



**Qualities**



**Habits**

# Appearance



In *The Prince and the Pauper*, Mark Twain **paints a word picture of King Henry VIII** using descriptive language:

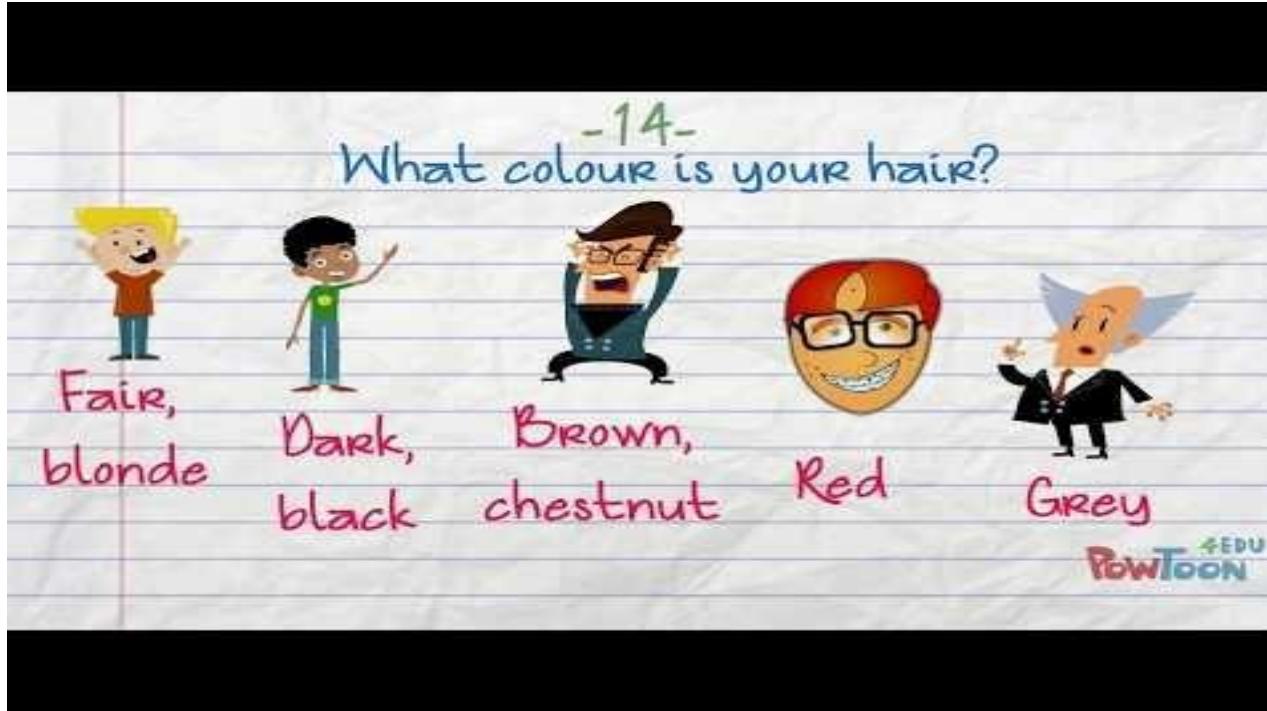
- Before him, at a little distance, reclined a very *large* and very *fat* man, with a *wide* face, and a *stern* expression. His *large* head was very *grey*; and his beard, like a frame, was grey also. His clothing was of *rich* material, but *old*. This *stern-countenanced* was the dread Henry VIII.



Did you imagine a king quite similar to this ?

# Activity

- Watch the video and write down the words/phrases that can be used to describe someone's **appearance**.



Type your answers in a sticky note and post it on the Google Jamboard. (10 min)

<https://www.youtube.com/watch?v=XGdKDemKF30>

# Describing facial expressions



aghast / horrified



angry



happy



despondent/low spirited



pensive / thoughtful



ill /sick/unwell



melancholic/ sad/sorrowful

\*Click on 'raise hand' icon if you know the answer (05 min)

## Overall Physical Appearance

- Not caring much about the appearance      **Scruffy**
- Looking untidy      **Unkempt**
- Looking stylish      **Elegant/ good-looking / well dressed**
- Looking ordinary      **Plain**
- Looking attractive      **Gorgeous**
- Having a preference for fashionably glamorous and expensive things.      **Flamboyant**
- Dressed simply      **Modest**
- Different to what is normal or expected; strange sense of style      **Peculiar**

Type your answers in the same sticky note you used on the Google Jamboard previously.  
**(10 min)**

# Describing Qualities

Let's play a Kahoot game to practice the vocabulary used when describing someone's qualities.

- Go to [www.kahoot.it](http://www.kahoot.it)
- Type the Game Pin
- And type your first name



# Habits

		Subject + Adverb + Main Verb
100%	<b>Always</b>	Rachel always works in the morning.
90%	<b>Usually</b>	I usually drink water in restaurants.
80%	<b>Normally / Generally</b>	She normally goes to class by train.
70%	<b>Often / Frequently</b>	She frequently has coffee for breakfast.
50%	<b>Sometimes</b>	I sometimes read books.
30%	<b>Occasionally</b>	My friend occasionally travels by plane.
10%	<b>Seldom</b>	I seldom go to the beach in Summer.
5%	<b>Rarely / Hardly ever</b>	My mother rarely listens to the radio.
0%	<b>Never</b>	His uncle never drinks Cocacola.

# Guess the Celebrity!

- In groups (via Breakout Rooms) , write a **paragraph** of a celebrity.
- **IMPORTANT:** The paragraph should describe the **appearance, qualities and habits** of that person. In addition, **specific vocabulary** discussed during the lecture should be included.
- The teacher can create a Dotstorming voting board for the students to add their answers.

# IT1040 & EN1072

## Communication Skills

### Lecture 04

### Describing Places and Giving Directions

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What do you prefer: city or country side? Why?



- Watch the video and then go to [www.menti.com](http://www.menti.com) and use the code **23 75 51**

<https://youtu.be/rVHIXTgDm04>

Can you identify whether the followings belong to the **urban** or **rural** category?

Traffic jams, skyscrapers, **metropolitan**, pavements, modern buildings, busy, **tranquil**, noisy, peaceful, quiet, **cosmopolitan**, mountainous, polluted, **fertile**, **congested**, traditional, overcrowded, agriculture.

**Fertile**: capable of producing plentiful of vegetation or crops.

**Cosmopolitan**: a place where people from several ethnic groups with different languages, customs and cultures live together

**Metropolitan**: a place with high raising buildings, government offices and embassies.

**Congested**: crowded with traffic or people

## Activity - Padlet Wall (15 min)



Go to the Padlet wall via the link and each student has to type a short **descriptive paragraph of about 60-80 words** on **any** of the following topics:

**The area you reside.**

**Or**

**A place (city/village/country) you have visited.**

# Giving Directions





# **Questions you may hear**

Can you tell me

the way to

the

(nearest)

post office?

Do you know

how to get to

bus stop?

How do I get to

Hill Street?

Arcade Independence Square?

# If you know the route...



Think of the **simplest** route.



**Speak slowly**



Use **transitions** to *separate* each new route.



**Specify distance** whenever possible.



**Say which side** the destination is located.



For any verification, request **to repeat the directions**.

# Grammar Focus – Can you guess the appropriate word/phrase for the directions shown in the image?

➤ Prepositions of movement

**Go across**



**Go straight on/Go along**



**Turn right**



**Turn Left**



**Take a U turn/Turn back**



**Go through**



**Go out of**



**Go up**



**Go down**



**Go past**

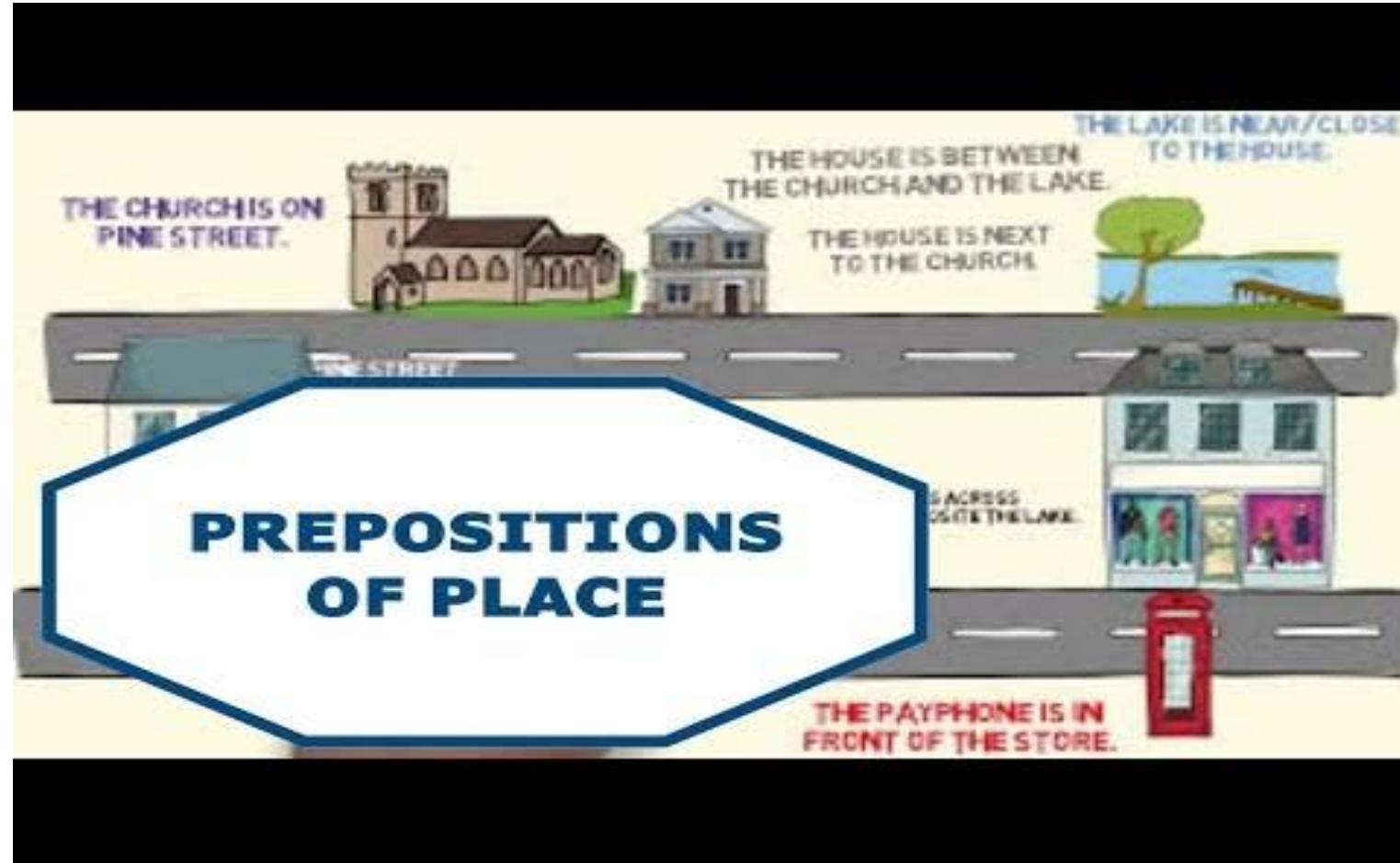


**Cross**

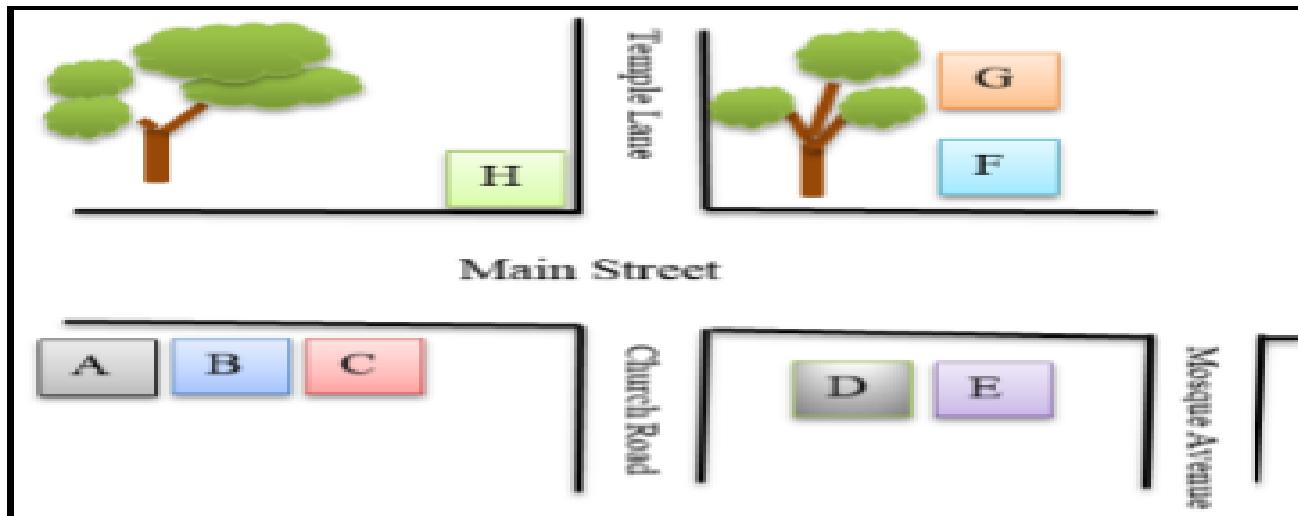


➤ Prepositions of place

<https://www.youtube.com/watch?v=Hk0A-L9aB94>



Read the following sentences on prepositions of place and write the correct letter in the box. The first is done for you.



1.  is between  and .
2.  is next to
3.  is at the corner where Main Street meets Temple Lane.
4.  is behind
5.  is in front of

# Use transitions

Separate each sentence of the route with a transition.

- **First,**
- **After that,**
- **Then,**
- **Next,**
- **When you get to....., go.....**
- **Finally,**

## Rough Estimation of Time

- Informing **how long** it will take to get to the destination.

Ex: It's **just around the corner**.

It's **not far**.

It's **about a five minutes walk**.

It's **about a twenty minutes bus ride**.

It **will take about half an hour** for you **to reach there**.

## Specifying the Distance

### 1. How many **blocks /streets** to pass. (Cross-streets)

*Ex : "Continue along that main road, passing **four blocks/streets** along the way."*

### 2. How many **traffic lights** to pass.

*Ex : "You are going to pass **three traffic lights** before the turn."*

### 3. How many **miles / kilometers**.

*Ex : "Go **five kilometers** on the Technical Road"*

### 4. Give a **drop dead point**. ( if they've gone too far and have missed their turn. )

*Ex: "**If you see** the library, **you have gone too far.**"*

# Use landmarks

Tell the person **what to watch for.**

Ex: You will see a lamp post on the right.

You will pass a gas station.  
It's located across a church.

Roundabout



Crossroads/ (four way )junction



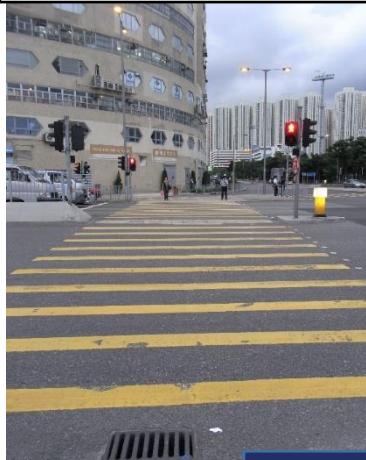
Railway bridge



Traffic lights



Pedestrian / Zebra Crossing



T-junction



Dual carriageways



Motorway bridge



Flyover (overpass)



Sign post



Level/Railway crossing



Underpass / Subway



## Offer warnings

Ex: It's a **very busy road**.

The road might be **under construction**.

There's **no parking**.

## If you don't know the way...

- I'm sorry, I'm not from here.
- I'm afraid I can't help you. Could you please ask from someone else?
- Sorry I don't know my way around here. Would you mind asking from someone else?

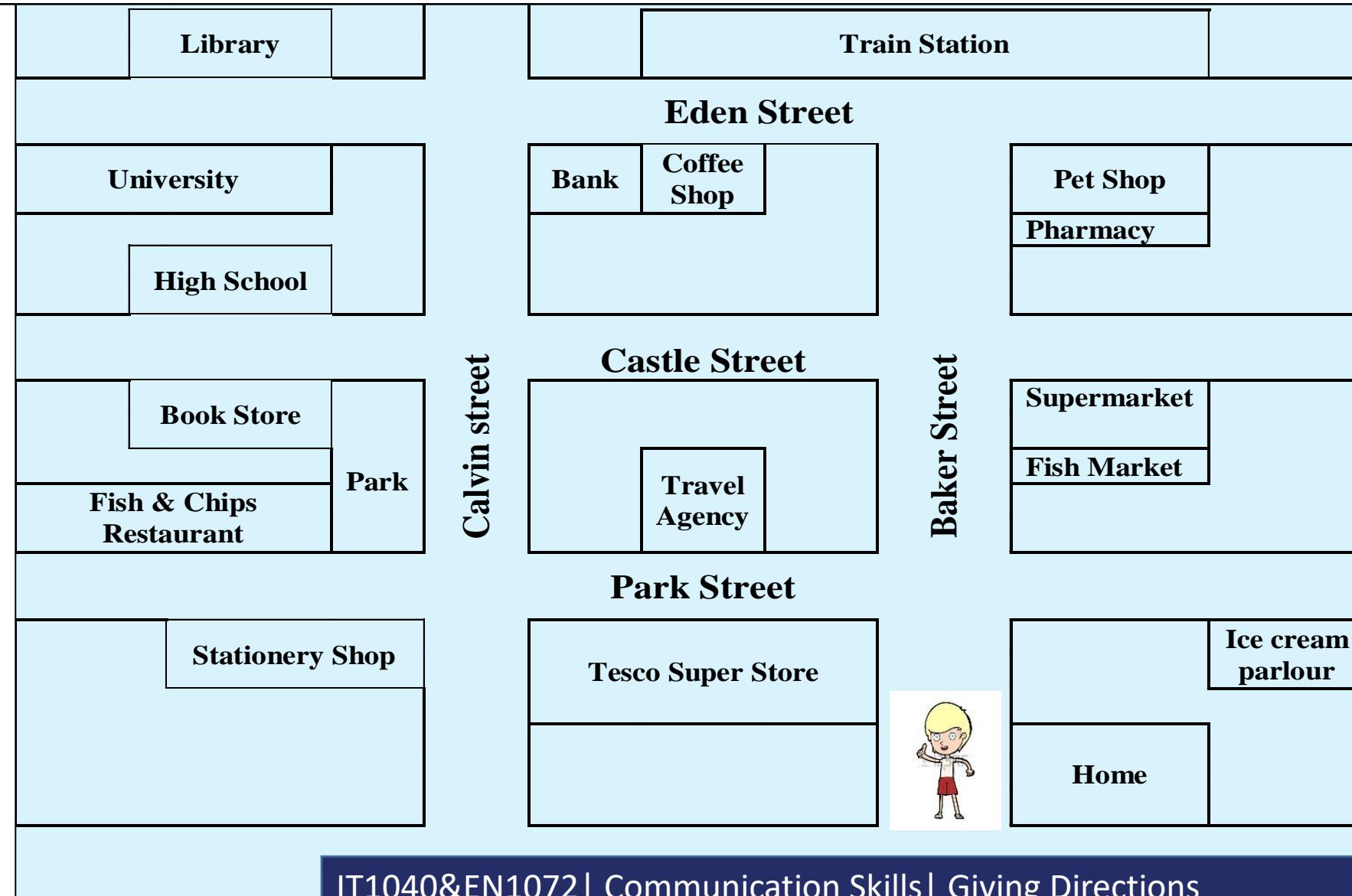
# Practice Listening - Gap fill



- A. The speaker gives directions to the post office
- B. The speaker gives directions to the underground station
- C. The speaker gives directions to the cinema
- D. The speaker gives directions to the bus station



**Activity : Study the map and write a paragraph giving directions from the boy's **home** to the library. Type your name and write your answer in the Dotstorming wall \*Names of the streets and buildings that he would be passing should be stated clearly.**



# References

- <https://www.slideshare.net/nuriamen/describing-places-32190635>
- <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions>
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212\\_how\\_to\\_instruct/page2.shtml](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page2.shtml)
- <https://www.englishclub.com/efl/survival/how-to-give-directions/>

# IT1040 & EN1072

## Communication Skills

Lecture 05  
**Paragraph writing 1 & Practice  
Listening**

Faculty of Humanities and  
Sciences  
ELTU



# Elements of a Good Paragraph

- What is a paragraph?

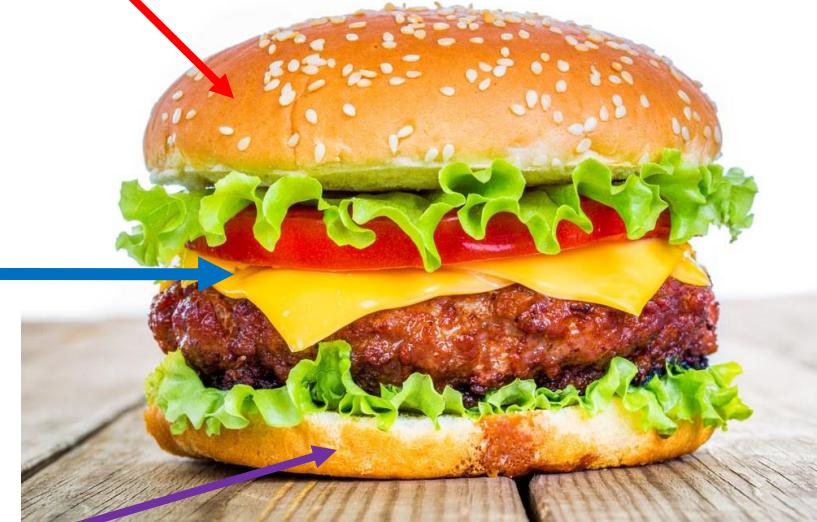
A group of sentences which develops and supports one central/main idea.

It has

- ➤A topic sentence / key statement
- ➤Supporting sentences
  - e.g. explanation/evidence/analysis
- ➤A concluding sentence



**Flight attendants have three important characteristics.**  
First of all, flight attendants are friendly. They enjoy greeting passengers and making them feel comfortable. Sometimes passengers are afraid of flying. A friendly flight attendant can talk to them and help them feel calm. For example, he or she can explain strange noises made by the aircraft. Second, flight attendants are self-confident. They give instructions to passengers, and they must be firm enough so that passengers obey them. This characteristic is especially important in emergencies. Third, flight attendants are physically strong. They push heavy carts of food and drinks up and down the aisles. They also have to open and close the heavy doors of airplanes. In short, flight attendants are friendly, self-confident, and strong.





# What is a topic sentence?

- The most important sentence in a paragraph.
- It tells the reader what the topic of the paragraph is.
- A topic sentence has two parts:
  - a topic
  - a controlling idea
- The topic part names the topic.
- The controlling idea part tells what the paragraph will say about the topic.

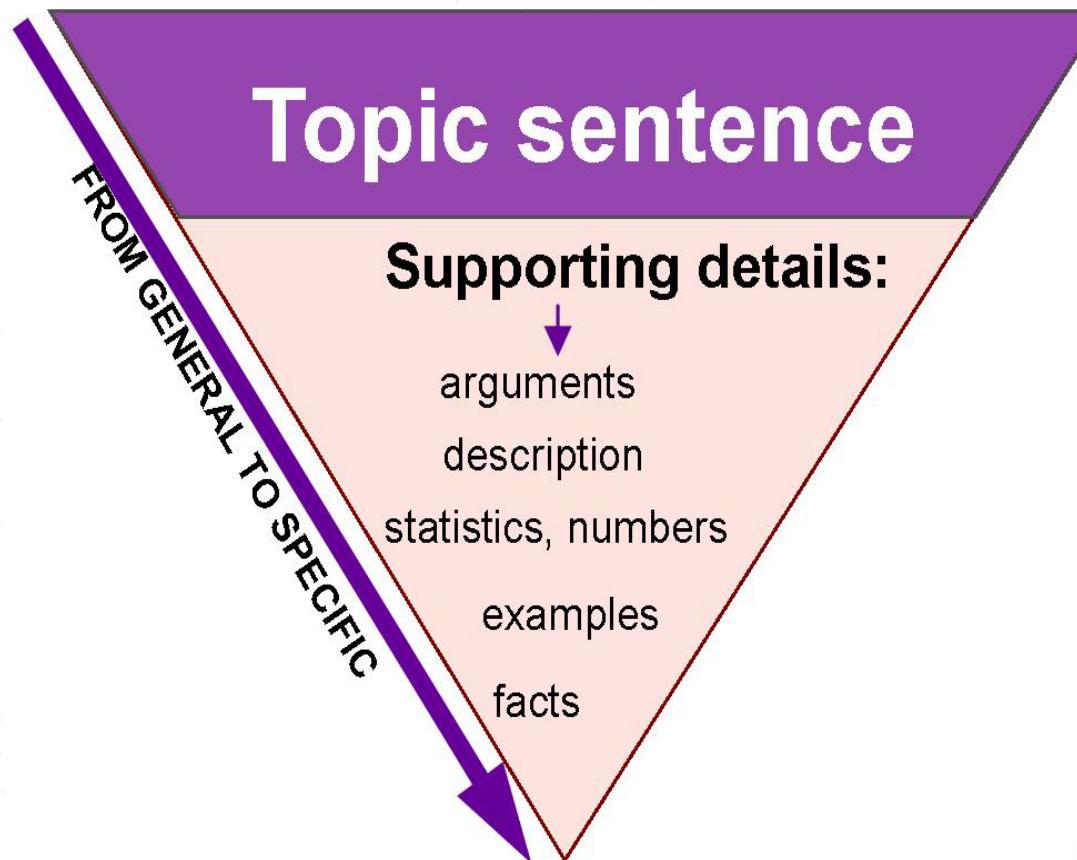
- The television is a major source of home entertainment.
- The television is an effective educational tool.
- The television has become smaller since its initial invention.

Topic

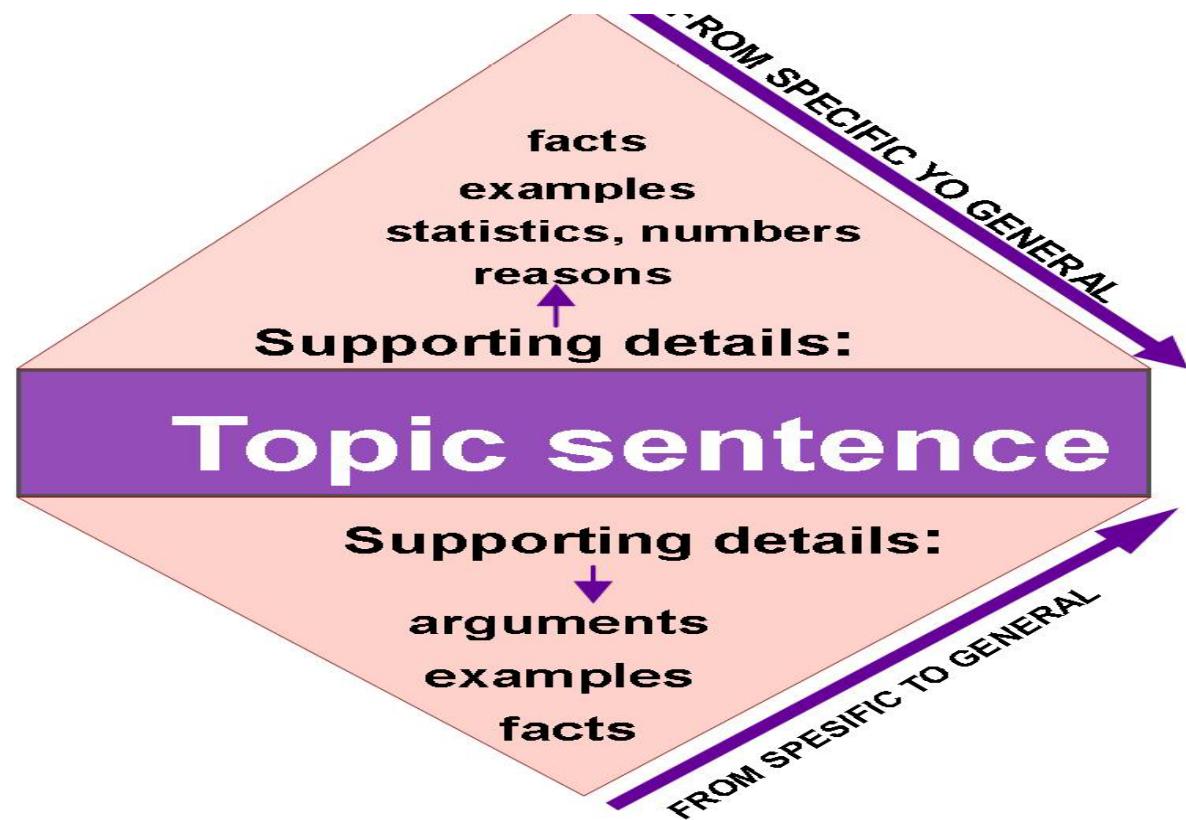
Controlling Idea

# Where to find the topic sentence in a paragraph?

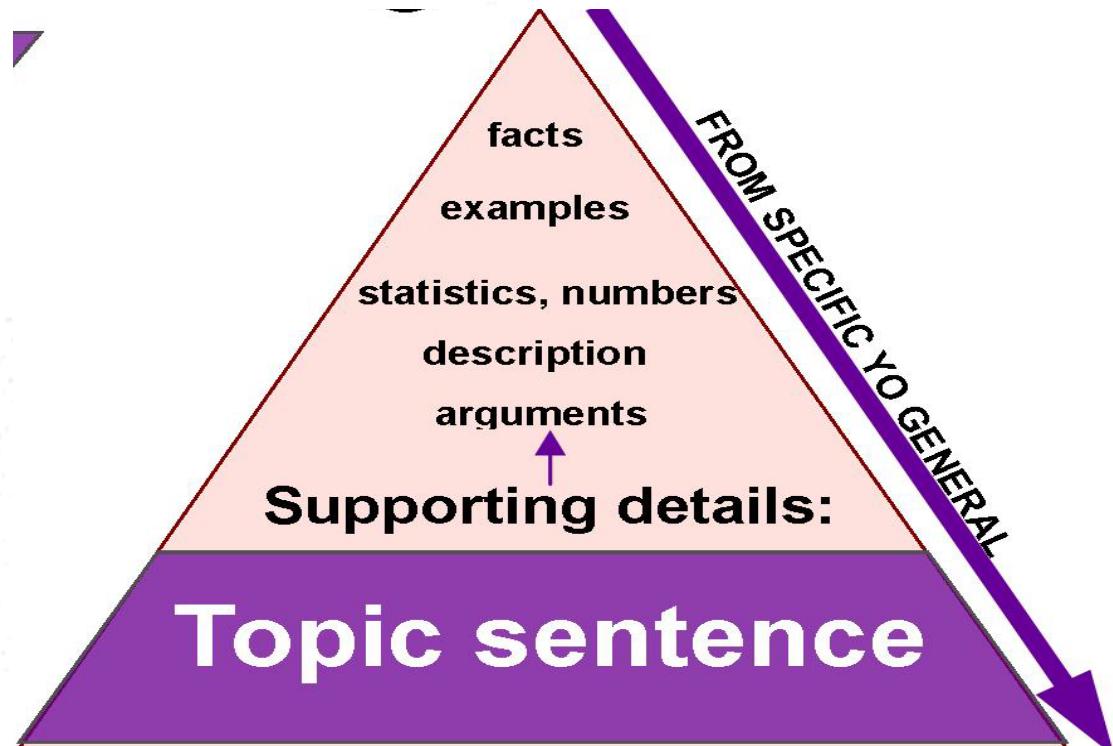
1. As the first sentence



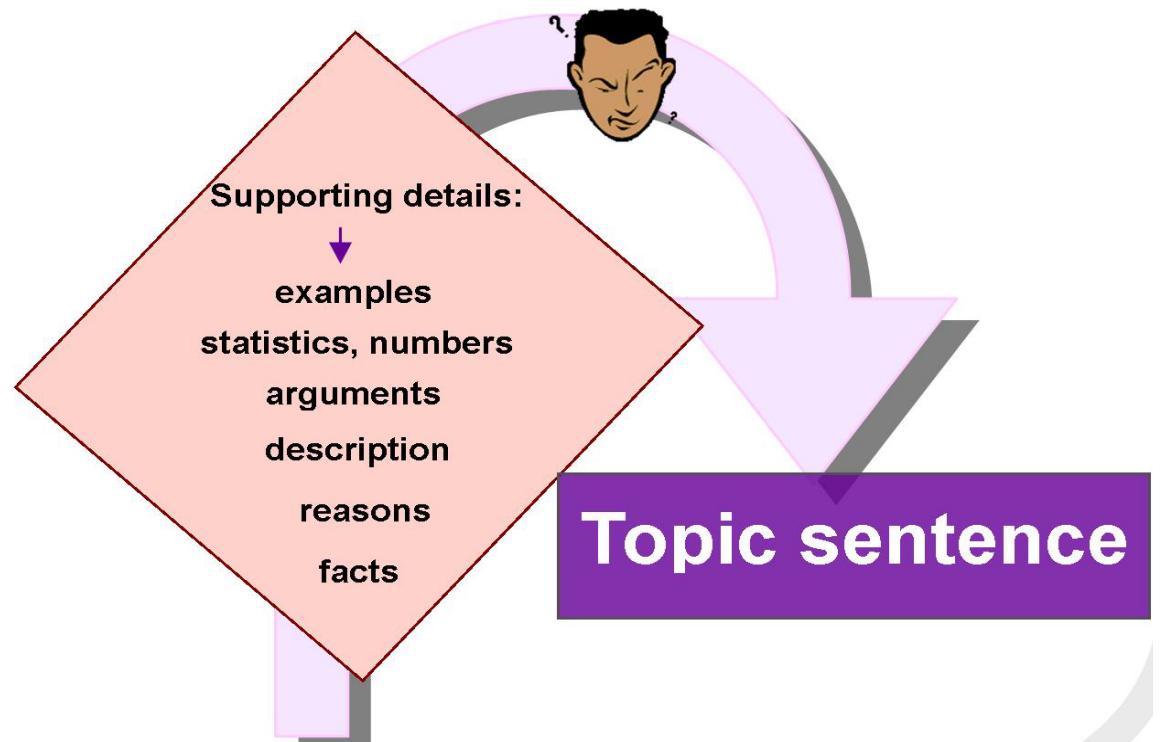
2. Within the paragraph



### 3. As the last sentence



### 4. Implied from the paragraph



**Identify the topic and controlling idea of the following topic sentences.**

Learning a foreign language is also about learning the culture of that country.

Hobbies provide people with many benefits.

# Writing a Topic Sentence

Must be a complete sentence  
with a subject and a verb

Should not have unrelated  
controlling ideas

Should be neither too  
general nor too specific



- Everyone can benefit from exercise. No, this is *too* general.
- There are three reasons why I exercise everyday. Yes
- My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill. No, this contains too many details.
- Healthy life. No, this is not a sentence.

# Find the topic sentence and the controlling idea.

## Beaches

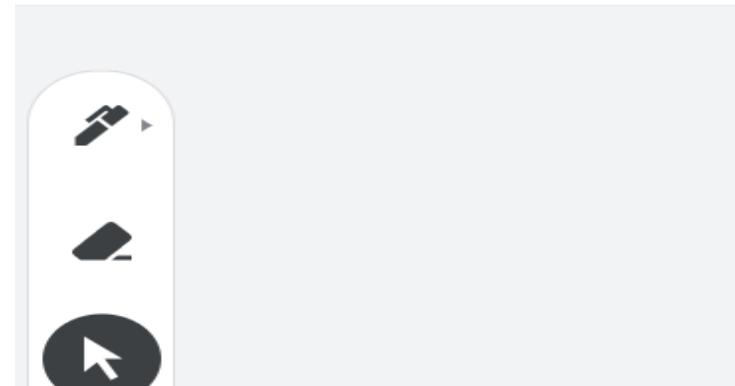
Beaches differ in various parts of the world. Thailand has miles of empty beaches. They are beautiful, clean, and uncrowded, even in summer. You can spend the whole afternoon on a beach and not see another person. In Japan, on the other hand, the beaches are very crowded. You can hardly find a place to sit down at the more popular Japanese beaches. The beaches in Northern Europe differ in another way. The water is cold, so most people go to the beach only to sunbathe. Along the French Riviera, the beaches are rocky, not sandy as they are on tropical islands. Each type of beach-empty or crowded, sandy or rocky-has its own special characteristics to enjoy.

**Read the paragraph. Then choose the best topic sentence.**

- \_\_\_\_\_ . First, living in a foreign country helps you learn another language faster than studying it at school. Second, you can learn directly about the history, geography, and culture of a country. Third, you become a more tolerant person because you experience different ways of living. Fourth, living in a foreign country makes you appreciate your own country better.
- a. Living in a foreign country helps you learn.
  - b. Everyone should live in a foreign country for a while.
  - c. Living in a foreign country has four benefits.
-



<https://jamboard.google.com/>



Read each sentence below, highlight the topic and underline the controlling idea.

- • 1) Running provides many health benefits.
- • 2) Disneyland is the happiest place on Earth.
- • 3) When writing a laboratory report, you must complete four sections.

- • 1. **Running** provides many health benefits.
- • 2. **Disneyland** is the happiest place on Earth.
- • 3. When writing a **laboratory report**, you must complete four sections.

**Add two different controlling ideas to these topics to make complete topic sentences.**

- Sports

- Different sports are played at different times of the year.
- Each country has its own favorite sport.

- Bollywood movies

- Bollywood movies have beautiful songs.
- Bollywood movies use many special techniques.

# Write a topic sentence for the topic “Social media”

padlet

J Jayathri Kalinga • 1m

**Topic sentence**

Write a topic sentence for the topic "Social media"

J Jayathri Kalinga 3m

Learning a foreign language

Learning a foreign language has four benefits.

+



# What are supporting sentences?

- The **middle** sentences of a paragraph.
- **Explain or prove** the idea in the topic sentence.

Details, facts, statistics, examples, opinions, personal experience

- They are the "**filling**" in a paragraph "burger."
- The biggest part of a paragraph.

## Flight Attendants

1 Flight attendants have three important characteristics. 2 First of all, flight attendants are friendly. 3 They enjoy greeting passengers and making them feel comfortable. 4 Sometimes passengers are afraid of flying. 5 A friendly flight attendant can talk to them and help them feel calm. 6 For example, he or she can explain strange noises made by the aircraft. 7 Second, flight attendants are self-confident. 8 They give instructions to passengers, and they must be firm enough so that passengers obey them. 9 This characteristic is especially important in emergencies. 10 Third, flight attendants are physically strong. 11 They push heavy carts of food and drinks up and down the aisles. 12 They also have to open and close the heavy doors of airplanes. 13 In short, flight attendants are friendly, self-confident, and strong.



What is a concluding sentence?

- A concluding sentence **closes** the paragraph so that the reader is not left expecting more.
- **Paragraphs that stand alone** (that is, paragraphs that are not part of a longer composition) **often have a concluding sentence** at the end.

# Writing a Concluding Sentence

reminds the reader of the main point by restating the topic sentence in different words

Indeed, a beach is a place to have fun all year.

- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*



summarizes the main points.

In short, flight attendants are friendly, self-confident, and strong.

## Flight Attendants

**1 Flight attendants have three important characteristics.** 2 First of all, flight attendants are friendly. 3 They enjoy greeting passengers and making them feel comfortable. 4 Sometimes passengers are afraid of flying. 5 A friendly flight attendant can talk to them and help them feel calm. 6 For example, he or she can explain strange noises made by the aircraft. 7 Second, flight attendants are self-confident. 8 They give instructions to passengers, and they must be firm enough so that passengers obey them. 9 This characteristic is especially important in emergencies. 10 Third, flight attendants are physically strong. 11 They push heavy carts of food and drinks up and down the aisles. 12 They also have to open and close the heavy doors of airplanes. 13 In short, flight attendants are friendly, self-confident, and strong.

---

## Choose the best concluding sentence.

There are two reasons I love big cities. First of all, big cities are alive 24/7. You can go shopping, see a movie, exercise at a gym, get something to eat, or go roller skating at any time of the day or night. Second, I love big cities because of their anonymity. You can be completely invisible in big cities. No one watches your daily comings and goings.' Neighbors don't bother you as long as you don't bother them. You  
• can stay out all night or stay home all day, and no one cares.

- To sum up, I love big cities because you can be independent.
- In short, big cities attract me because there are so many things to do.
- In brief, I like big cities because of their energy and anonymity.

# References

- Houge, A. (2008). First steps in academic writing level 2 (2nd ed.). NY: Pearson Education, Inc.
- Oshima, A., & Hogue, A. (2006). Writing Academic English. Pearson Longman
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- •
- •
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# Listening Comprehension Skills



# Listening Test



## Types of Questions

- Form/note/table Completion
- Labeling a Diagram or Map
- Sentence Completion
- Short Answers
- Multiple Choice
- Matching

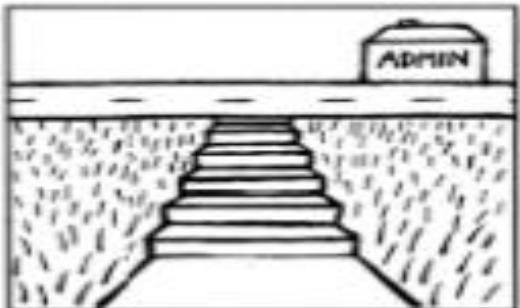
# Section 01 – Question 01 to 12

**Questions 1-5** Circle the appropriate letter

**Example** What are the students looking for?

- |          |            |          |              |
|----------|------------|----------|--------------|
| <b>A</b> | Main Hall  | <b>C</b> | Old Hall     |
| <b>B</b> | Great Hall | <b>D</b> | Old Building |

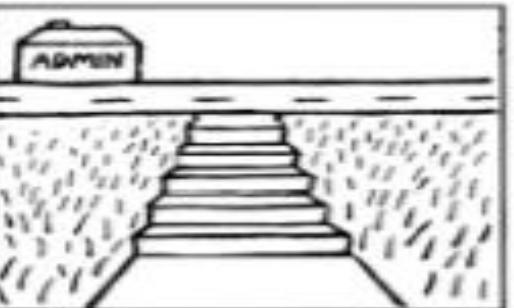
1. Where is the administration building?



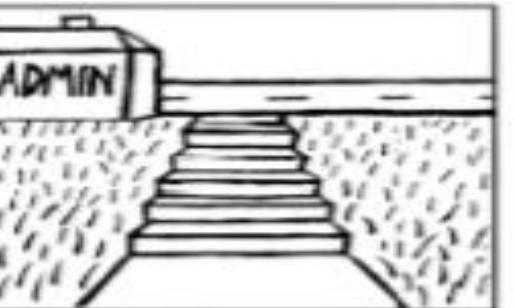
**A**



**B**



**C**



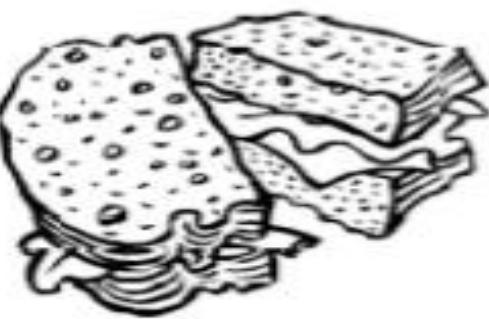
**D**

2. How many people are waiting in the queue?

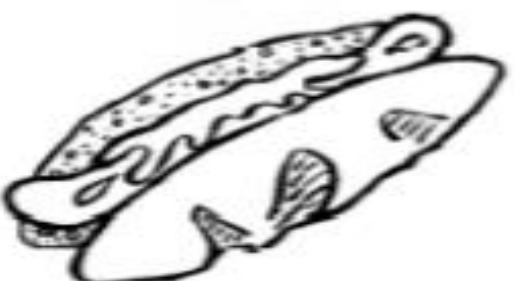
- A** 50    **B** 100    **C** 200    **D** 300
3. What does the woman order for lunch?



**A**



**B**



**C**



**D**

4. What does the woman order to drink?



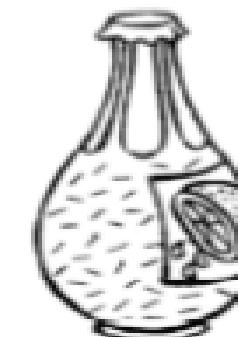
A



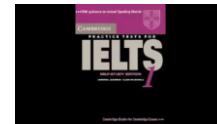
B



C



D



5. How much money does the woman give the man?

- A \$2.00    B \$3.00    C \$3.50    D \$5.00

*Complete the registration form using NO MORE THAN THREE WORDS.*

Name of student: (6) .....

Address: (7) Flat 5/ .....

Town: (8) .....

Tel: (9) .....

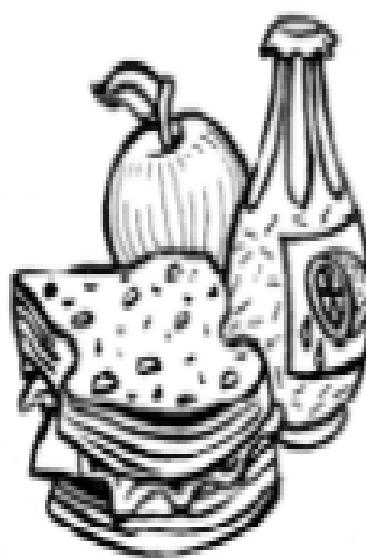
Course: (10) .....

## Questions 11-12

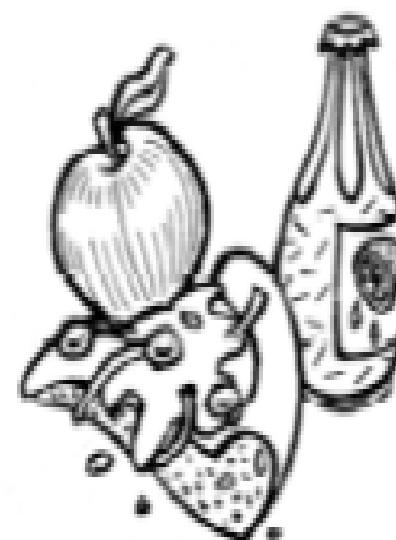
11. What did the man buy for her to eat?



A



B



C



D

12. What must the students do as part of registration at the university?

- A Check the notice board in the Law Faculty.
- B Find out about lectures.
- C Organise tutorial groups.
- D Pay the union fees.



## Section 02 – Question 11 to 20

## Section 2: (Questions 11-20)

Complete the table below.

Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.



### MEMBERSHIP OF SPORTS CENTRE

Cost	11 £..... per 12.....
Where?	13.....
When?	2 to 6 pm, Monday to Thursday
Bring:	Union card  Photo  Fee

Questions 14-16 Complete the table below.



Write **NO MORE THAN THREE WORDS** for each answer.

Always bring sports 14.....when you come to 15.....or use the  
Centre's facilities.

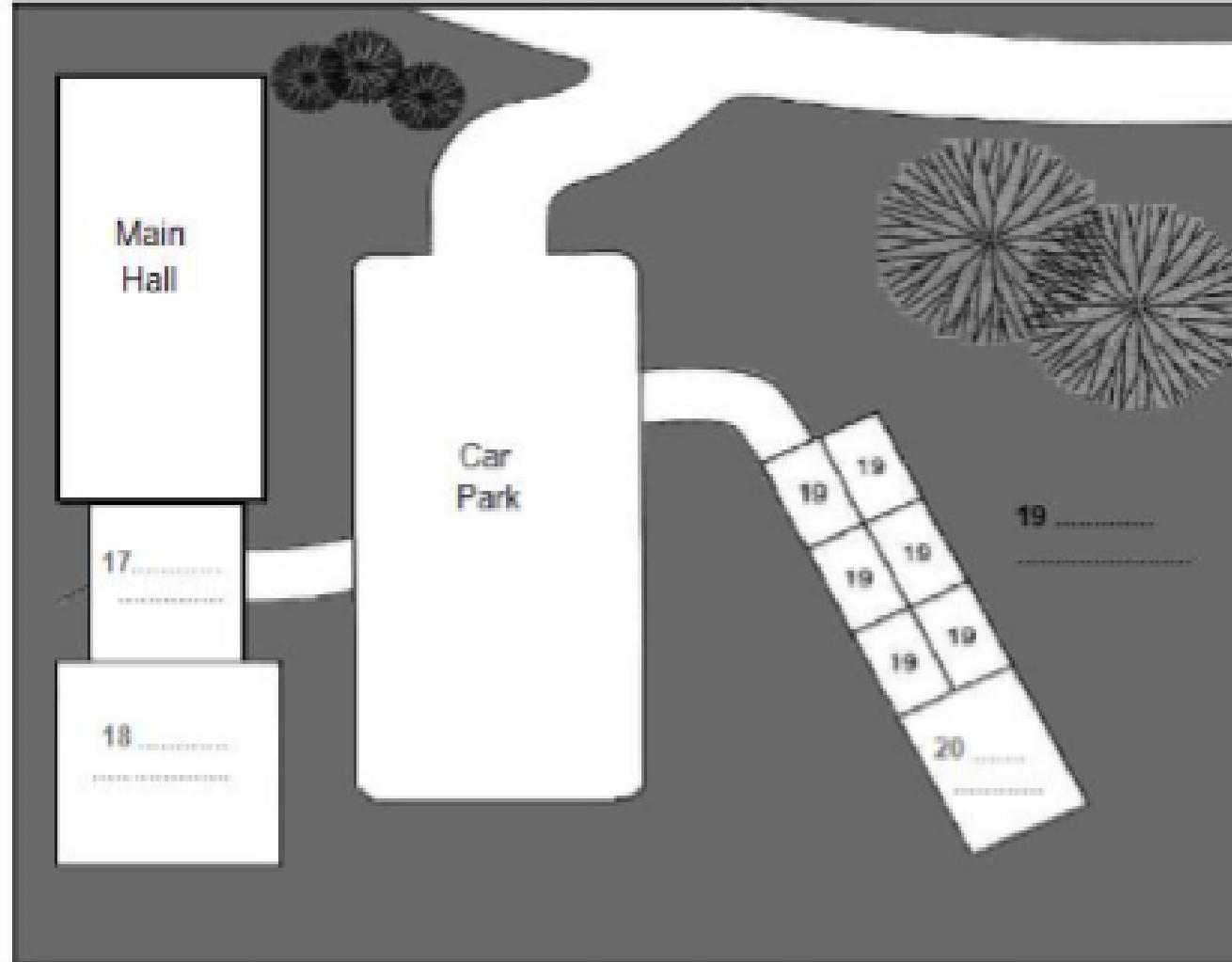
Opening hours	9 am to 10 pm on 16..... 10 am to 6 pm on Saturdays
50% 'morning discount'	9 am to 12 noon on weekdays

Questions 17-20 Look at the map of the Sports Complex below.

Label the buildings on the map of the Sports Complex.

Choose your answers from the below list and write them against Questions 17-20.

- Arts Studio**
- Football Pitch**
- Tennis Courts**
- Dance Studio**
- Fitness Room**
- Reception**
- Squash Courts**



## References

<https://aseanop.com/english-book-strategies-developing-listening-skills/>

[https://www.google.lk/search?q=listening+strategies&dcr=0&source=lnms&tbs=isch&sa=X&ved=0ahUKEwjnxo7bxKfZAhVE6Y8KHZj1DIAQ\\_AUICigB&biw=1280&bih=893#imgdii=AQPx6PiOoRGodM:&i](https://www.google.lk/search?q=listening+strategies&dcr=0&source=lnms&tbs=isch&sa=X&ved=0ahUKEwjnxo7bxKfZAhVE6Y8KHZj1DIAQ_AUICigB&biw=1280&bih=893#imgdii=AQPx6PiOoRGodM:&i)

# IT1040 & EN1072

## Communication Skills

### Lecture 06

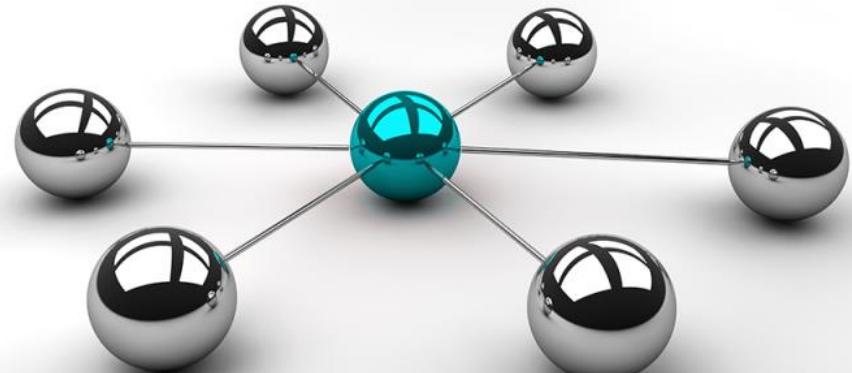
### Paragraph writing II

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# Learning Outcomes

- Define unity and coherence
- Identify the features of unity and coherence
- Create a paragraph with unity and coherence
- Identify the types of paragraphs
- 
- 
- 
- 
- 
- 
- 
-

What is unity?



Unity means that a paragraph discusses only one **main idea** from beginning to end.

Every supporting sentence must directly **explain or prove the main idea**.

Locate the topic sentence and **cross out the sentences that break the rule of unity.**

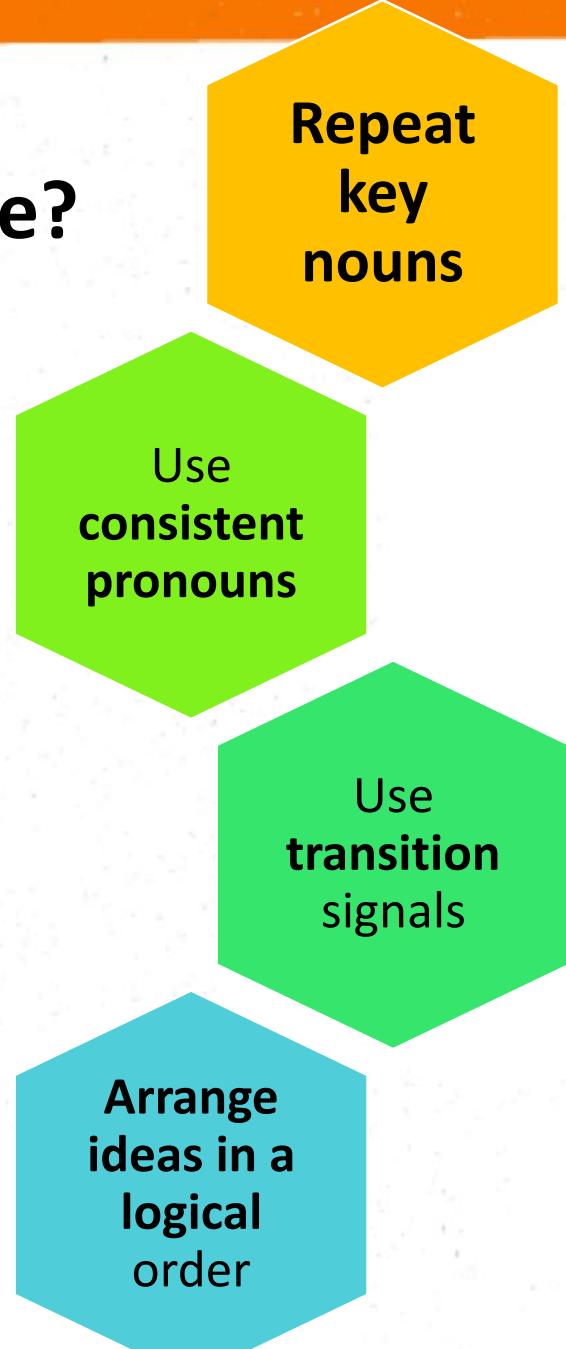
California is a state with every type of geography. It has mountains where you can enjoy the winter sports of skiing, snowboarding, and snowshoeing. It has deserts where temperatures can reach 110°F (43°C) in the summer. It has beaches where you can surf, swim, and fish. It has forests where the world's tallest trees grow. Finally, it has farmland where a lot of the nation's fruits and vegetables grow. ~~California also has Hollywood and Disneyland, which are world-famous centers of entertainment.~~ California is a popular place to live, so many people move there every year. Indeed, California has it all: mountains, deserts, beaches, and farms.

What is coherence?



- For coherence in writing, the sentences must **hold together**; that is, the movement from one sentence to the next must be **logical** and smooth.
- There must be no sudden jumps.
- Each sentence should **flow smoothly into the next one**.

# How to achieve coherence?



# Repeat key nouns

- There is no fixed rule about how often to repeat key nouns or when to substitute pronouns.
- You should repeat a key noun instead of using a pronoun **when the meaning is not clear.**
- If you do not wish to repeat a key noun again and again, you **can use synonyms or expressions with the same meaning.**

## Activity

- The key noun in this paragraph is gold.
- Circle the word gold and all pronouns that refer to it.

### Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty but also for its utility.

# Use consistent pronouns

- Make sure that you use the same person and number throughout your paragraph.
- Don't change from “you” to “he or she” (change of person) or from “he” to “they” (change of number).
- . . .
- . . .
- . . .
- . . .

**It is always important for one to be on alert when driving because you never know when another driver might come into your lane, or when a pedestrian might cross the street illegally.**

When a sentence uses "one" as a neutral third-person pronoun, the sentence should not then switch to using "you" instead of "one." Therefore, "you never know" contains the error in this sentence.

If you are being attacked, it is important not to provoke the other person because one never knows whether the attacker has weapons. No error

If a sentence is describing how "you" should behave, it creates discontinuity if it then begins to use the word "one" in place of "you" later in the sentence. Therefore, "one" should be replaced by the word "you" to correct the sentence's error.

# Use transition signals to link ideas

- Tell your reader when to go forward, turn around, slow down, and stop.
- Give a paragraph coherence because they guide your reader from one idea to the next.
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪

Underline all the transitions you see in this paragraph.

One difference among the world's seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climate zones, water evaporates rapidly; therefore, the concentration of salt is greater. Second, the surrounding land is dry; consequently, it does not contribute much freshwater to dilute the salty seawater. In cold climate zones, on the other hand, water evaporates slowly. Furthermore, the runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

# Transitions

To introduce an additional idea

- in addition
- furthermore
- and
- moreover

To introduce an opposite idea

- in contrast
- however
- although
- but

To introduce a choice or alternative

- otherwise
- or
- if

## To introduce a restatement

- in fact
- indeed
- that is

## To list in order

- first
- second
- next
- finally

## To introduce an example

- for example
- for instance
- such as

## To introduce a conclusion

- in brief
- in conclusion
- in summary

## To introduce a result

- as a result
- accordingly
- therefore

# Arrange your ideas in logical order

- Logical order **depends on your topic and your purpose.**
- **May combine two or more** different logical orders in the same paragraph.
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪
- ▪ ▪ ▪

## Chronological order

- order by **time-a sequence** of events or steps in a process

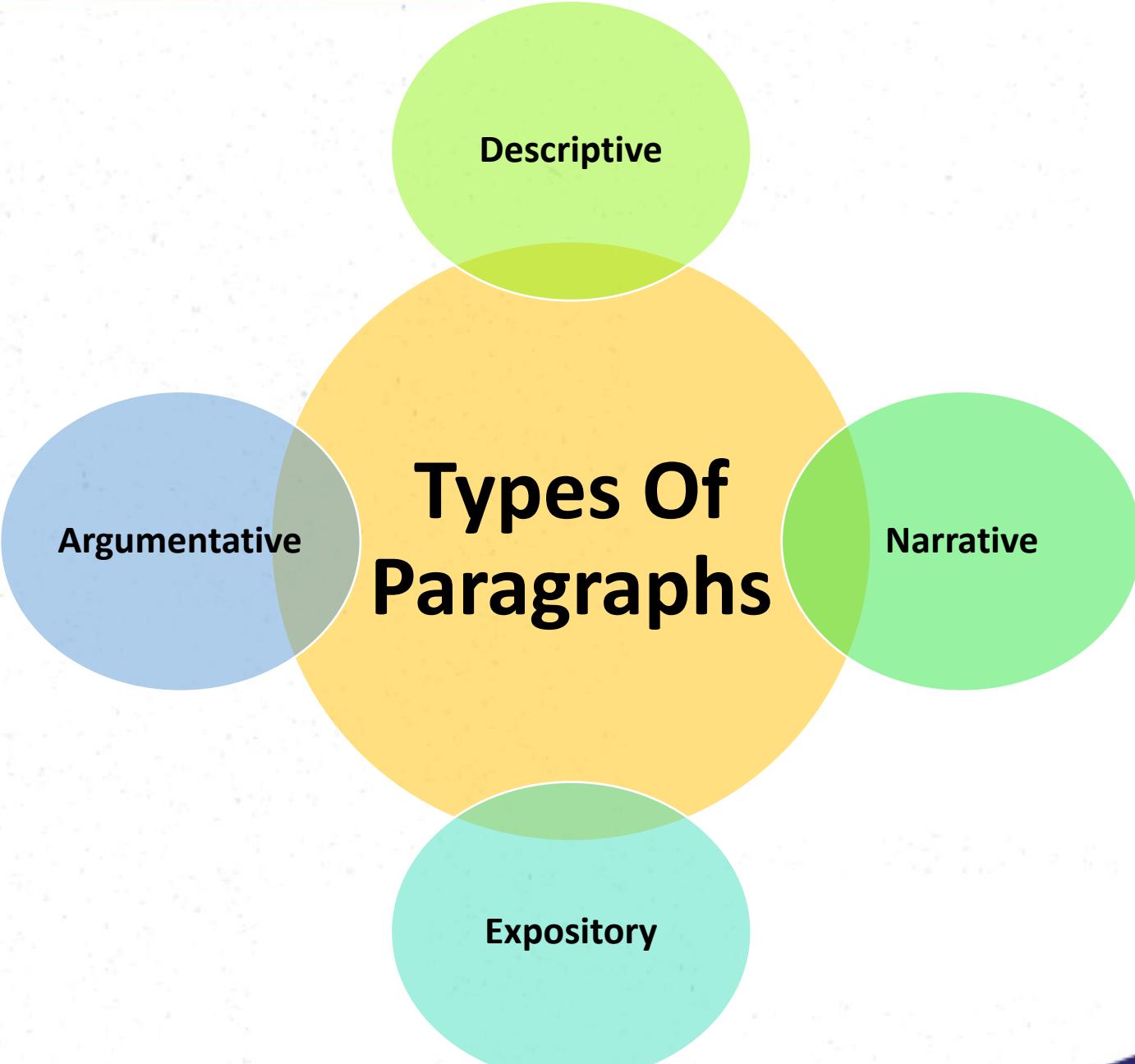
## Logical division of ideas

- a topic is divided into parts, and each part is **discussed separately**

## Comparison/ contrast

- the **similarities and/or differences** between two or more items are discussed

- Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university.
- Canada is one of the best countries in the world to live in.
  - Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live.
  - As a result, Canada is a desirable place to live.
  - Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price.



# Types Of Paragraphs

Expository

Narrative

Descriptive

Argumentative

## Narrative

My girlfriend and I went on vacation to Hawaii about a year ago. We spent a week there and had a great time. We stayed at a very nice hotel right on the beach in Honolulu. We spent a lot of time on the beach, of course, swimming, walking, and soaking in the sun. At night we always went out to a fine restaurant for a romantic dinner on the beach. One day we went snorkeling. That was fantastic! The numbers and varieties of brightly colored fish we saw were just amazing. On another day, we did the typical vacationer's tour; we went to a Marine Museum, a traditional Hawaii market, and The Arizona War Memorial. One night we went to Luau. The food at the Luau was delicious, as were the tropical drinks. The organizers of the Luau taught all women how to do the hula; all the men sat back, watch the dancing, and drank Mai Tai's. Luau was fun, but I thought it was over-crowded. There were at least 150 people there. In spite of the crowds, Hawaii certainly is a vacation paradise.

# Descriptive

Kangaroos are strange and amazing animals. There are three species of kangaroos and they can weigh between forty and two hundred pounds (18 to 95 kg) and range in height between three and nine feet (.9 to 2.7 meters). A kangaroo has two large hind legs (with four toes) and a long, powerful, tapered tail that is used for balance when hopping and leaping. Kangaroos can walk and stand upright and they move about by hopping on their hind legs. Their front legs are short and small, with hands and five unequal digits (fingers) similar to a human's. The digits are used for grasping objects and also have sharp claws that are used for fighting. Kangaroos have long pointed ears and a long and well-defined muzzle, with distinctive black and white patches on both sides of the muzzle. Their head resembles that of a deer. The fur of the kangaroos is soft and woolly and may have stripes on the head, back, or upper limbs. Depending on the species, the color of the fur can be reddish brown, grayish brown, or chocolate brown. One distinguishing feature of kangaroos is that the females have a pouch in which the babies reside until mature. To see these amazing animals up close one has to travel to Australia, as that is the only place kangaroos can be indigenously found.

# Expository

Making tacos, a Mexican dish, is fast and easy. There are six basic ingredients: corn tortillas, ground beef (hamburger meat), lettuce, tomatoes, onions, and shredded cheese. For a serving of six, use these amounts of ingredients: six uncooked corn tortillas, one half pound of ground beef, one quarter head of lettuce, one large tomato, one medium sized onion, and four ounces of shredded Cheddar cheese. First, dice the lettuce, tomatoes, onions, and shred the cheese and put them into separate bowls. Second, brown the ground beef in a frying pan, being sure to mash the beef into small bits. Season the beef with salt and pepper to taste. Then, put in six to eight tablespoons of cooking oil in another small frying pan and cook the tortillas over medium to high heat. To make soft tacos, cook the tortillas for 30 seconds on one side and then turn over and cook the other side for 30 seconds. After cooking the tortillas, place the cooked tortilla on a paper towel to remove the excess grease. To make the taco, take the soft tortilla and fold it in half, spoon into the tortilla shell a tablespoon or so of the cooked ground beef. On top of this add small equal amounts of cheese, lettuce, tomatoes, and onions. The taco is now ready eat, just pick it up with your hands and chow down (no spoons or forks are required). Some people like to add a little zest to their tacos by adding a dash or two of hot taco sauce and a dab of sour cream or guacamole. Tacos make a fast, easy, and delicious meal.

## Argumentative

Euthanasia is a merciful and humane termination of prolonged suffering, and not murder, as some proponents insist. There is no sane reason why a person with a terminal illness should have to suffer the agony, humiliation, and degradation of a slow, certain death when other alternatives are available. Certainly no one wants to die, but like taxes, it is unavoidable. Life is indeed a precious gift that should be cherished and celebrated. For those unlucky souls inflicted with a painful terminal illness, they should have the option of passing quietly, peacefully, and quickly. What rational person would choose the never-ending torment that comes with the slow, excruciating death of a terminal illness? Loved ones too suffer from a prolonged terminal illness. They experience the grief, agony, and pain of losing someone every time they visit the hospital. This continued exposure creates emotional, physical, and psychological stress that is unnecessary and in most cases probably unwanted. Prolonged terminal illnesses also put a great burden on family's financial resources. With the high cost of medical care today, this could (and many times does) create a financial crisis that takes years to overcome. In addition, time and resources of the hospital are inefficiently utilized. Medical facilities may be turning away patients that need urgent care if their beds are filled with patients that are afflicted with incurable diseases. This in turn could create grave social problems for a community. We are all going to die, let us hope that we have the option of going out serenely.

# References

- Hodge, A. (2008). First steps in academic writing level 2 (2nd ed.). NY: Pearson Education, Inc.
- Oshima, A., & Hogue, A. (2006). Writing Academic English. Pearson Longman
- <https://www.time4writing.com/free-writing-resources/>

**Read the following topic sentences. Decide which type of paragraph the author is writing.**

- • •
- • •
- • •
- • •
- • •
- • •
- • •
- • •
- • •
- • •

- <https://activity.jumpstart.com/#/activity?view=detail&id=d555916f-8eb2-4b40-8fe9-36b0dbc81666&subPage=0>
- If the previous method doesn't work, please paste the above link in a new window → click sign in to your Edmodo account (this will automatically open Jumpstart) → Then click “Live challenge” individual mode → Host challenge .
- Click the “Copy” button. Then the link and activity code will be visible. Send it to the students to join. There must be at least two participants for the game to be activated.

# IT1040 & EN1072

## Communication Skills

### Lecture 07

#### Tenses Recap II

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# Learning Outcomes

- Recall past tenses
- Define the usages of past tenses
- Construct sentences using the appropriate past tense

# Write down 5 things you did yesterday...



# 5 things you did *yesterday*....

ate



studied



Woke up



Played games

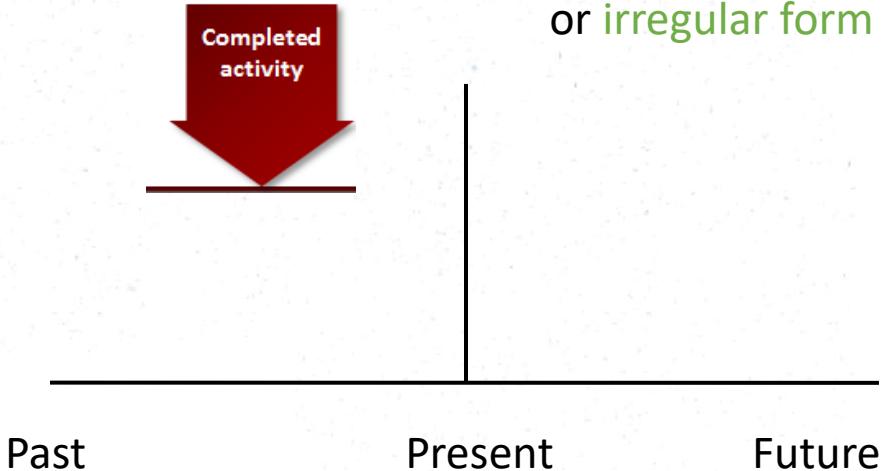


Sang and danced

- Jack ate duriyan yesterday.
- Clara studied for a test yesterday.
- Sam and Will played games yesterday.
- Bill went on a trip with his friends last week.
- Smith learnt to bake during quarantine.
- Shen got his license last year.

These actions started in  
the past and finished in  
the past.  
**Completed actions**

# Simple Past



Verb + “ed”  
or irregular form

## Regular

- Cooked
- Helped
- Cleaned
- Danced
- Showed
- Edited
- Designed
- Smiled

## Irregular

- Wrote
- Ate
- Brought
- Saw
- Began
- Broke
- Gave
- Won

Completed actions  
in the past

Simple  
Past

A series of completed actions

I went to work, had breakfast,  
and started working.

Habits in the past

Chamal went to the library every  
Sunday when he was young.

## Negative form

- Donald Trump **visited** Sri Lanka.
- Donald Trump **did not visit** Sri Lanka.
- Donald Trump **did not visit** Sri Lanka.



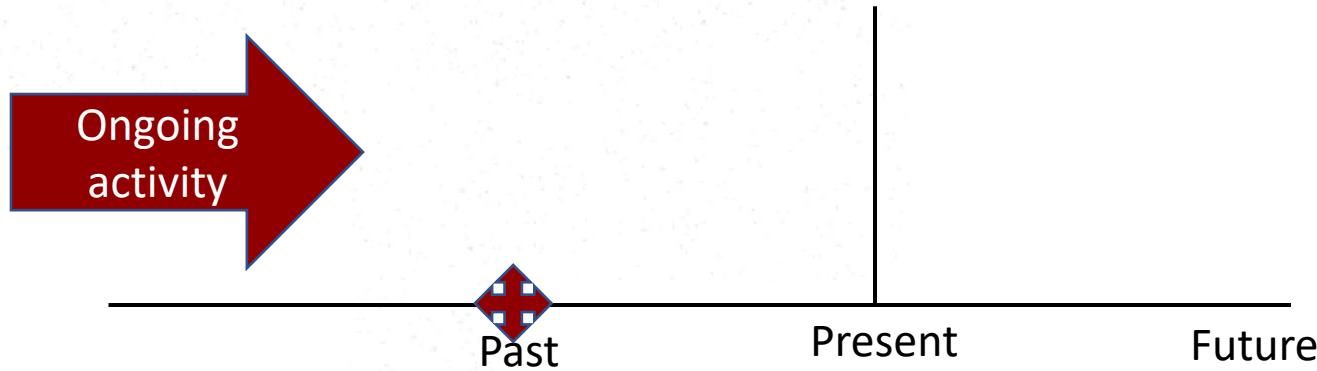
## Interrogative

**Did Donald Trump visit Sri Lanka?**

# Past Continuous/ Progressive tense



- Ms Nicola was recording a lecture when she got a call.
- My friends were having lunch when I fell down the stairs.



She was cooking the whole day.



Negative

- She was not cooking the whole day.

Interrogative

- Was she cooking the whole day?

They were cleaning the room.



Negative

- They were not cleaning the room.

Interrogative

- Were they cleaning the room?

## Past Continuous

Expresses actions in progress in the past

He **was reading** a book when his dog jumped into his lap.

Temporary actions in the past

I **was working** in the bank for two weeks.  
Siri **was waiting** for his friend for 20 minutes yesterday.  
They **were living** in France for a year.

# Quiz

- [https://www.educaplay.com/learning-resources/8569620-past tense revision.html](https://www.educaplay.com/learning-resources/8569620-past_tense_revision.html)

# Past Perfect



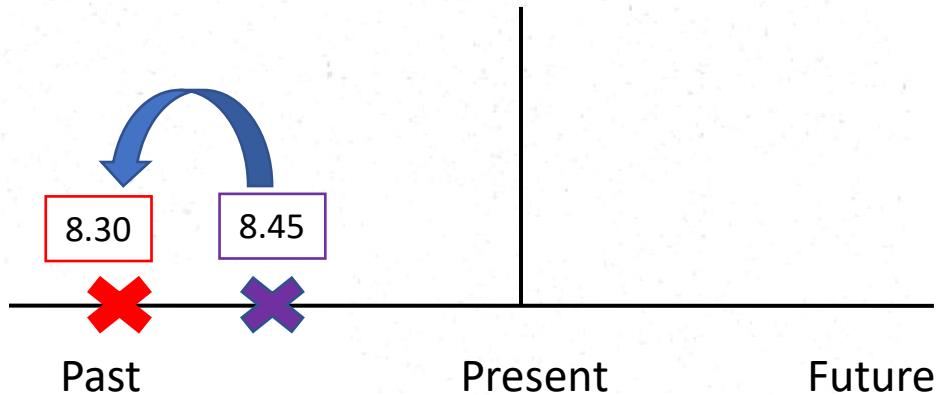
I had just sat down to have lunch when <sup>the</sup> phone rang.

# Past Perfect Tense

- Expresses a past action that happened before some other past action

Had + past participle

The meeting had already started by the time I arrived.



Expresses a past action that happened before some other past action



When Jon and Sansa arrived at the airport, the flight had already taken off.

# Past Perfect Continuous/Progressive

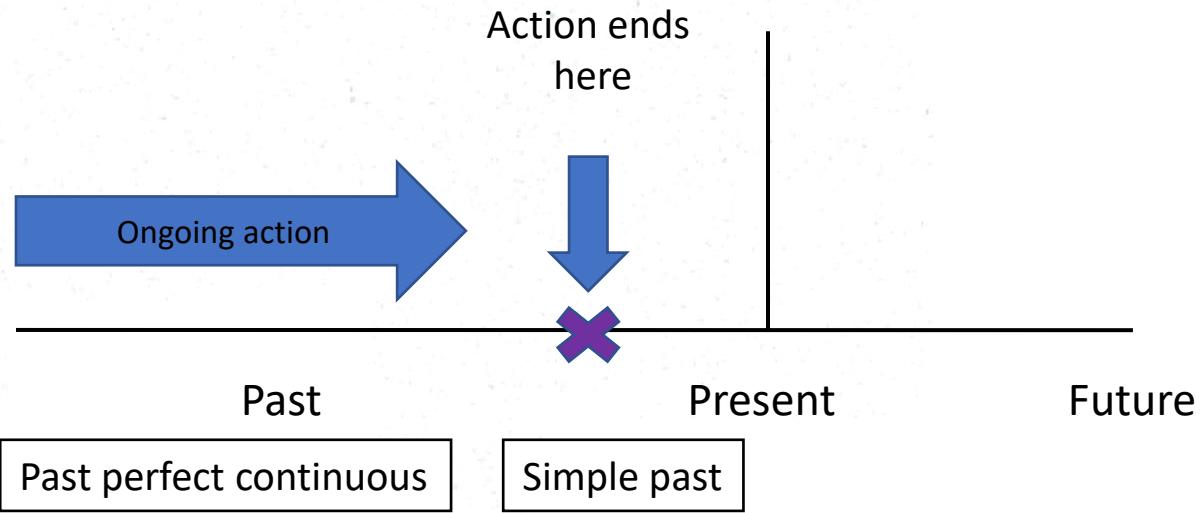


©Rickett

KATIE HAD BEEN PRACTICING  
FOR WEEKS BEFORE  
THE CONCERT.

Had + been + .....ing

I had been writing for an hour when he called me.



# Past Perfect Continuous/Progressive

- The boys **had been playing** football for about an hour when it started raining.
- She **had been driving** around the city before she finally found the correct office.
- Mike wanted to sit down because he **had been standing** all day at work.

- Simple Past
- Past Continuous
- Past Perfect
- Past Perfect Continuous



# Quiz



- <https://create.kahoot.it/details/past-tense-revision/6e08bfb2-28a6-498a-99c4-778aba94787c>

- [http://ngl.cengage.com/assets/downloads/grcontext\\_pro0000000013/in\\_context\\_2\\_su.pdf](http://ngl.cengage.com/assets/downloads/grcontext_pro0000000013/in_context_2_su.pdf)
- [https://www.brown.edu/academics/college/support/writing-center/sites/brown.edu.academics.college.support.writing-center/files/uploads/Past Tenses.pdf](https://www.brown.edu/academics/college/support/writing-center/sites/brown.edu.academics.college.support.writing-center/files/uploads/Past%20Tenses.pdf)

# IT1040 & EN1072

## Communication Skills

### Lecture 08

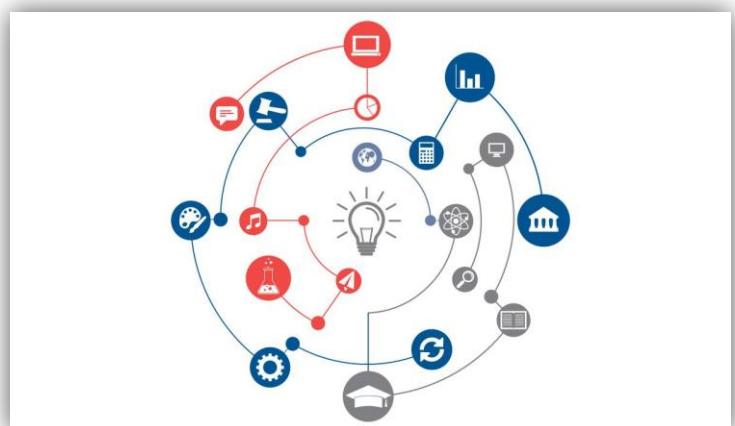
### Delivering an Impromptu Speech

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# LEARNING OUTCOMES

- Define impromptu speaking
- Identify the do's and don'ts of delivering speeches
- Construct the outline for an impromptu speech by properly identifying an introduction, body and conclusion



# Impromptu Speech

- Short speeches
- Very little/ no preparation
- No/ less time to practice



# Select a Strategy

## 1. Express an opinion / PREP (Point + Reason + Example + Point)

- State an opinion, then justify it with two or three supporting statements.
- Use examples to explain the supportive statements further.
- Emphasize reasons why you agree or disagree with the given idea or concept.



## 2. Address cause and effect

State the situation, then discuss its causes and eventual consequences.



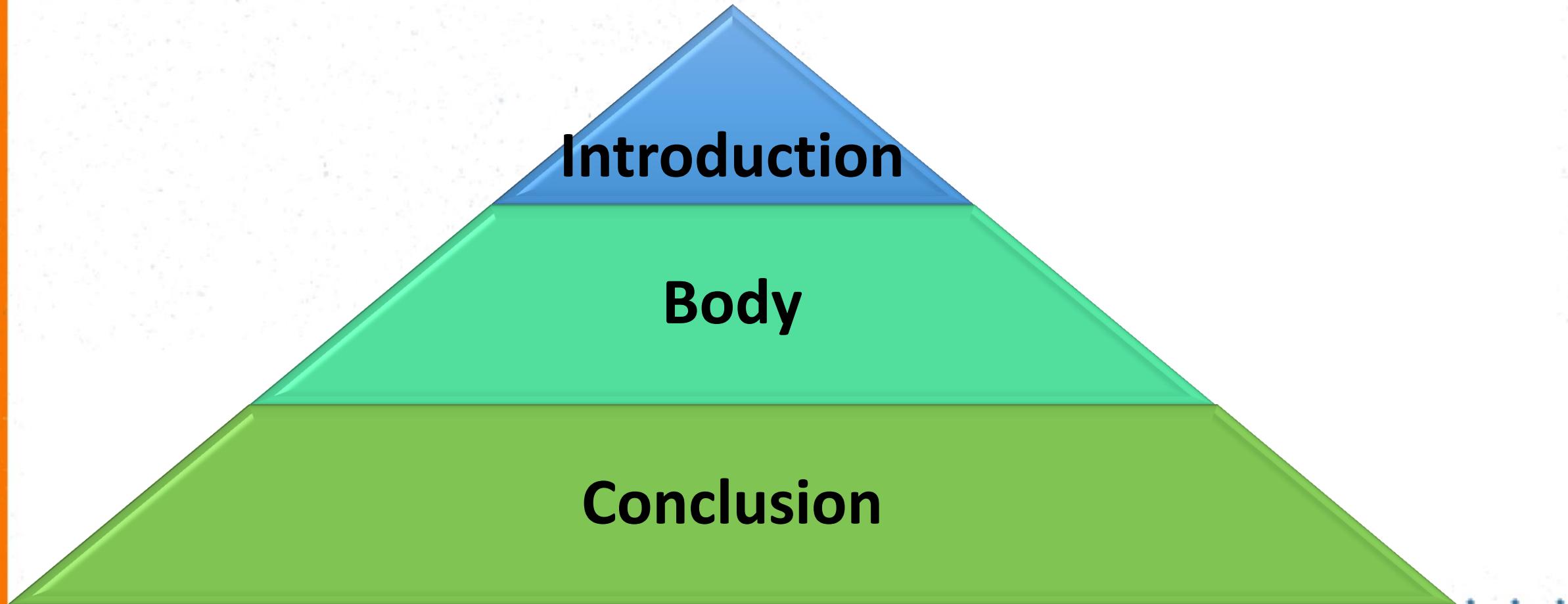
## 3. Discuss the past, present, and future

Organize your answer in the style of a timeline.



\* If none of the above is suitable for the topic, have three or four main points and then discuss each point individually.

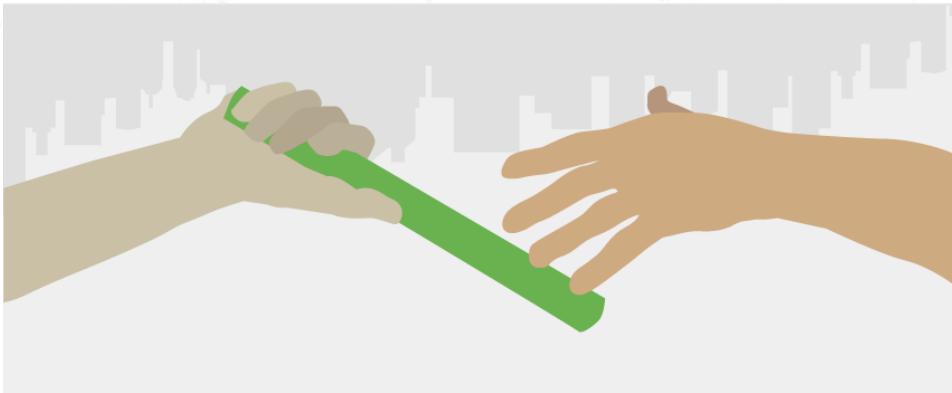
# Basic Speech Outlines



# Introduction

- Restate the topic/ Establish the topic
- State your thesis/ Give your answers

\*If possible, use a technique to grab the attention of the audience.



[Transition to Main point #1]

# Body

## I. Main point #1

- Statement of your first main point
- At least one piece of evidence (two are preferable) illustrating the first main point
- Summarize your first main point



[Transition to Main point #2]

## II. Main point #2



[Transition to the conclusion]

# Conclusion

- Restate your thesis statement
- - Review the two/three main points and explain how they support your thesis
- - Conclude your speech / call-to-action

Have a strong  
opening

\*Do not forget  
to greet as well

Use  
appropriate  
transitional  
devices

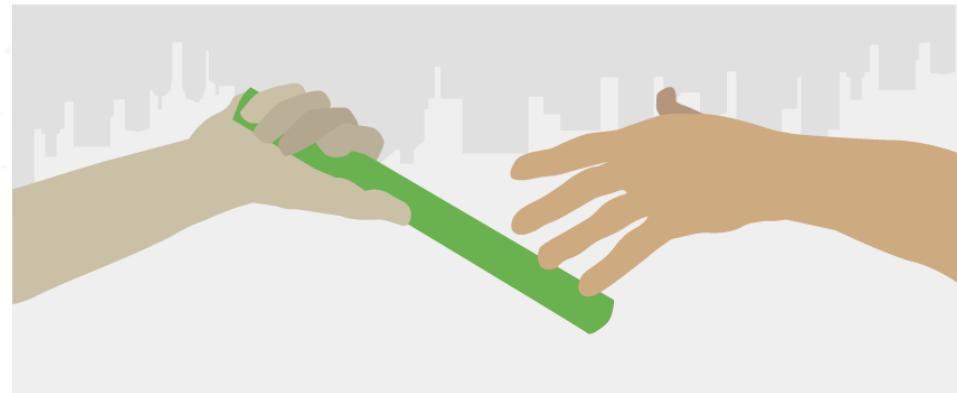
Observe  
appropriate and  
effective non-  
verbal cues

Observe time  
limit and have a  
proper  
conclusion



# Signposting : Mini transitions between sub points

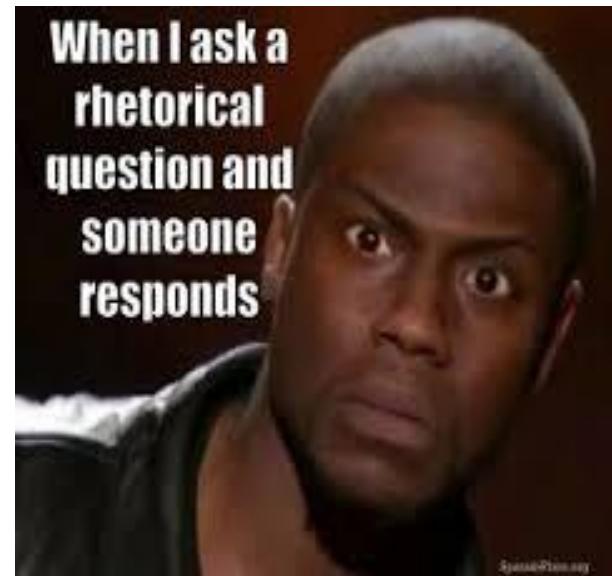
- First
- last , finally
- Now let's consider
- Similarly
- Now I am going to/ now let's consider
- On the other hand
- next, first
- and yet,
- altogether, at present,
- Well, let's take;
- Now, I am going to;
- Okay, I just finished talking about ;
- I now want to discuss.....



# Strong openings

## 1. Rhetorical Questions

- What is the meaning of life?
- How can love be the solution to our problems?
- Can we make this world a better place?



When I ask a  
rhetorical  
question and  
someone  
responds

## **2. A shocking story**

- makes them aware of the importance of your topic

## **3. A personal experience**

- explains your interest on the topic and gives yourself creditability.
- establishes a common ground with the audience if they have also had a similar experience.

## **4. Something that has happened in the news recently, relevant to the topic**

- the audience will relate more easily to the topic because they can imagine the situation.

# Guidelines for Making a Good Speech



Body language



Humour



Audience Involvement



Controlling the “Butterflies”

# The five secrets of speaking with confidence

- ✓ Sight - Eye contact
- ✓ Stance – gestures and postures
- ✓ Smile
- ✓ Silence
- ✓ Sound



# Overcoming Nervousness

- Know your topic
- Get organized
- Breathe deeply to maintain a sense of serenity before you get up on stage
- Focus on your material, not on your audience
- Smile
- Interact with your audience
- Practice mock speeches



# Group Activity

# Thank you

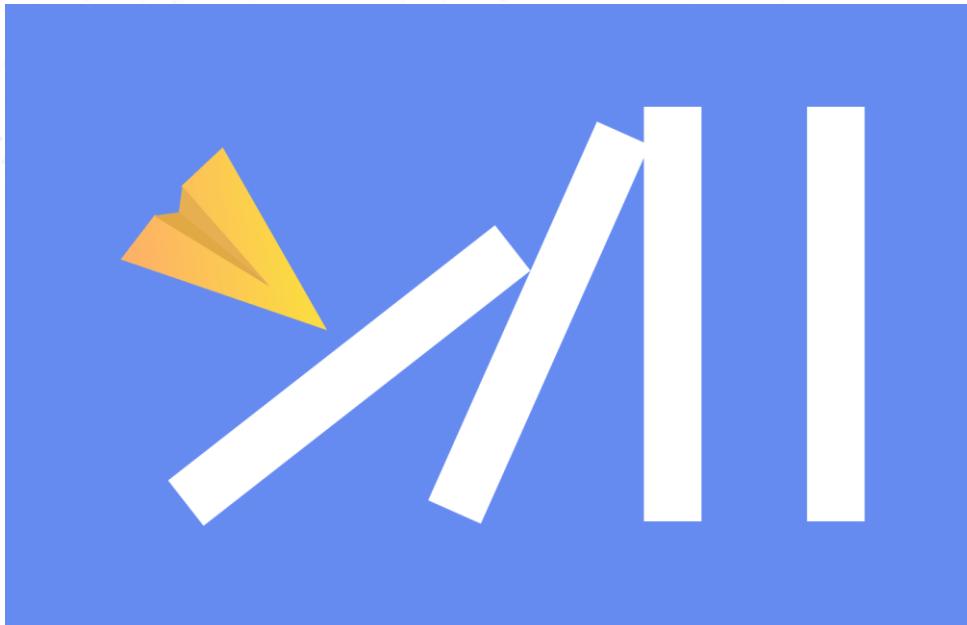


- <http://www.mentalgamecoach.com/articles/BriefSpeeches.html>
- [http://www.ryerson.ca/content/dam/studentlearningsupport/resources/types-of-writing/How to Make a Speech.pdf](http://www.ryerson.ca/content/dam/studentlearningsupport/resources/types-of-writing/How%20to%20Make%20a%20Speech.pdf)
- <http://sixminutes.dlugan.com/speech-preparation-3-outline-examples/>
- <https://www.thoughtco.com/impromptu-speech-1857493>
- <https://sites.psu.edu/leadership/2016/10/23/the-traits-of-a-leader-dr-martin-luther-king-jr/>
- <http://faculty.washington.edu/mcgarrity/COM220/online%20readings/Impromptu%20Speech%20Assignment%20Description.pdf>

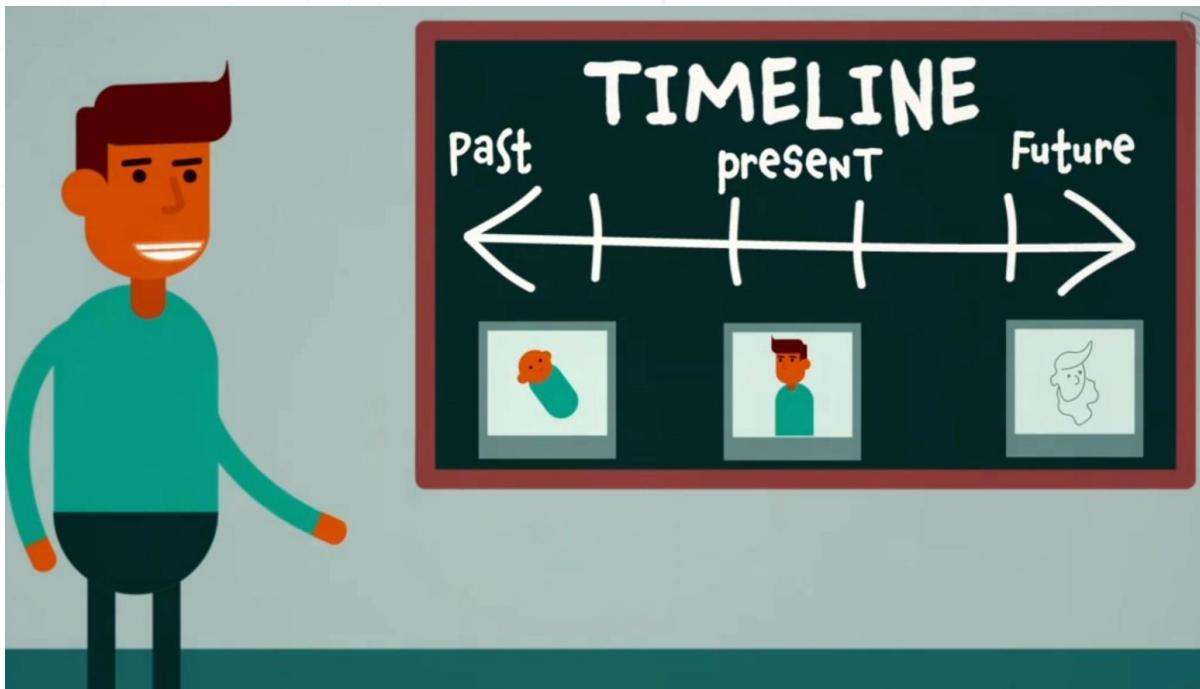
Do you think tourism provide more positive effects for a country? Give your opinion along with the reasons.



- The Changes in the Ocean.



# How does technology affect education?



Topic	Thesis statement = Topic + Your position on it
Population Aging in China	The aging of China's population will soon cause a crisis in the social security programme.
College Internships	The college internship programmes provide important benefits for participants.
Movie Violence in Sri Lankan Cinema	The explicit movie violence provides a clear and definite path for modern aggression in Sri Lanka.



Source

[http://www.peakwriting.com/nu/edt607/thesis/effective\\_thesis.html](http://www.peakwriting.com/nu/edt607/thesis/effective_thesis.html)

# IT1040 & EN1072

## Communication Skills

### Lecture 09

### Tenses Recap III

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Go to [www.menti.com](http://www.menti.com) and use the code which will be shared by your teacher.  
Then type your answers to the following questions.



## Warm Up

### Looking into the Future

What will you be doing  
-at this time tomorrow?  
-five years from now?  
-twenty-five years from now?

Watch the following video clip and identify what the respective future tense/s. (02 min)



Copy link

# Simple Future Tense

## Usage

What we **expect to happen** in the future.

1. It **will take** 50 years for the temperature to return to normal.

2. Come on, I **will help** you to sort out the files. **Spontaneous decisions**

3. You **won't finish** it in just one day. / It **will rain** tomorrow anyway.

4. I **will do** it tomorrow

Be careful! You'll fall

I'll deal with you later!

**A promise, warning or threat.**

**Opinion, hope, uncertainty, or assumption** with regards to future

## Signal words

**Future time:** In a year, next ..., tomorrow, etc

**If-clause type:** (if you ask her, she **will help** you.)

**Supposition:** I think, probably, perhaps

**The level of certainty** : definitely, probably, possibly etc



# Near Future : “Going to ....”

## Usage

- The sky is getting darker. I think it **is going to rain**.
- I **am going to drive** to work today.
- **Predictions based on present evidence**
- **Intentions**

## Structure

Subject + BE ( am / is / are ) + going to + V1 (First Form of Verb)

\* \* \* \* \*



Watch the following video clip and identify why the respective future tense. **(02 min)**



# Future Progressive Tense

(Click on ‘raise hand’ icon if you know the reason for using this tense in each example.



## Usage

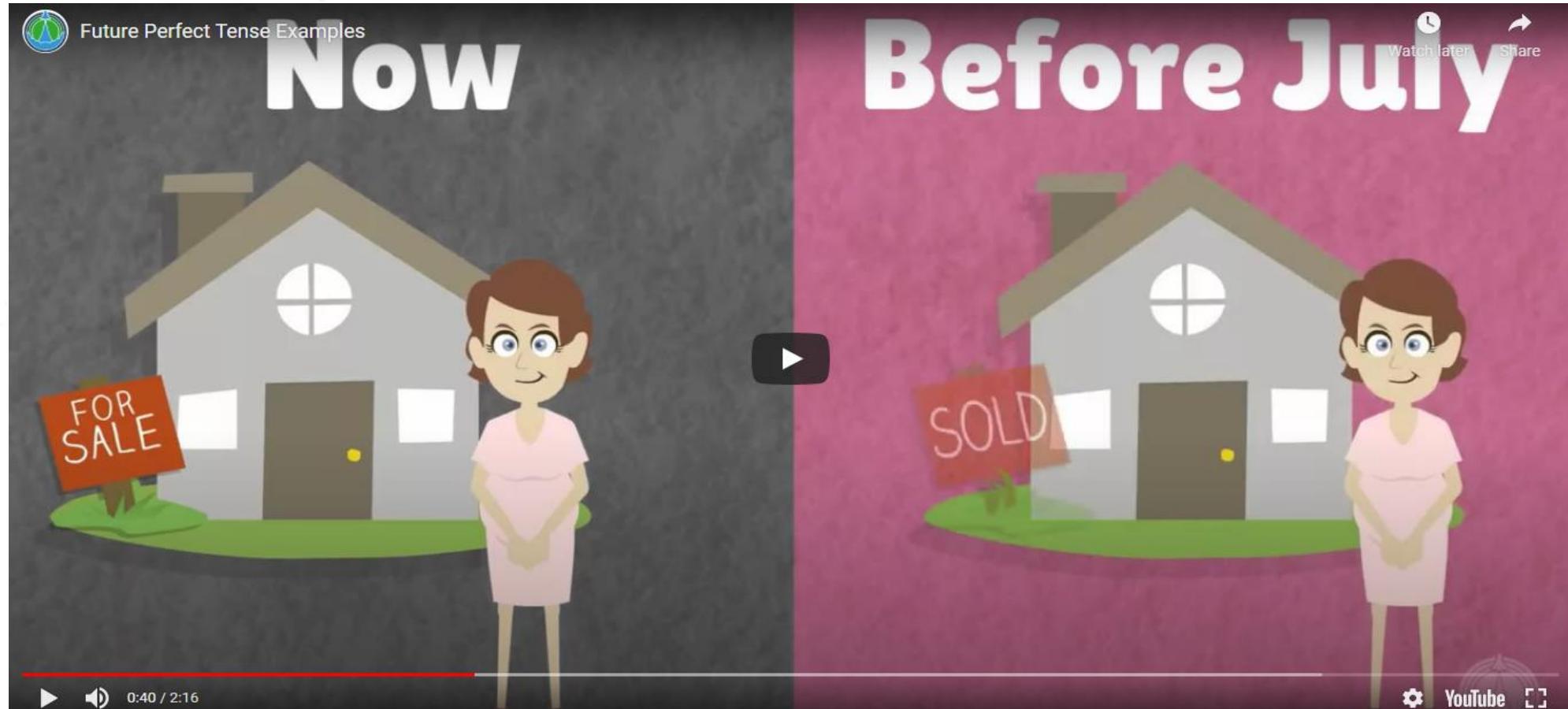
1. Next Monday you **will be working** in your new job.

An action which **will be in progress**, which is certain to happen.

2. **Will** you **be bringing** your friend to the class tomorrow?

When **politely asking for information** related to future.

Watch the following video clip and identify what the respective future tense.  
**(02 min)**



# Future Perfect Tense

## Usage

Simple Present

1. By the time we **get** home, the match **will have begun**.

A **completed** action in future. Often used with the time expression, **by or by the time**

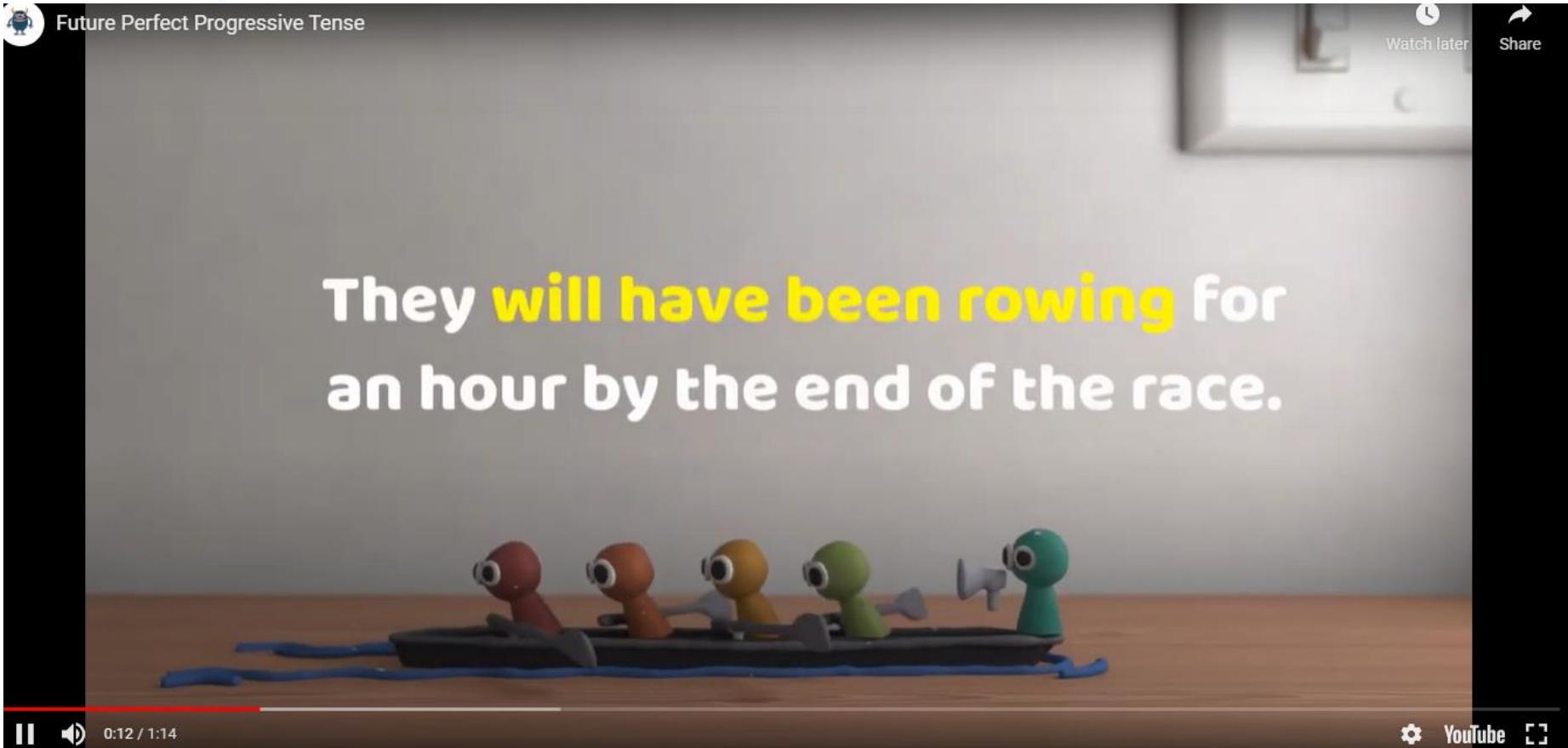
2. Oh no, we want to go on a bike ride in an hour.  
Don't worry, he **will have repaired** the bike by then.

\*This form is used to **project ourselves forward in time and to look back.**

## Signal words

by the time....., .....by then, before a certain time, etc.

Watch the following video clip and identify why the respective future tense. (02 min)



# Future Perfect Progressive Tense

An action that will **continue up until a point** in the future. In fact, we **look back at the duration** of that activity. **Emphasizes the length of the action.**

1. When I turn thirty, **I will have been playing piano for twenty-one years.**

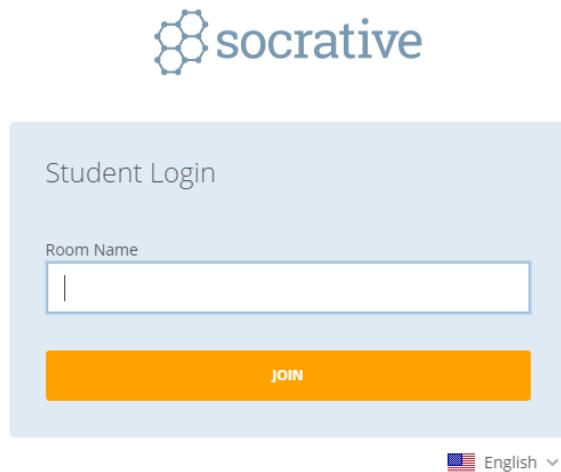
2. I **will have been waiting here for three hours** by six o'clock.

\*The activity is **currently unfinished** and **is expected to continue** in the future.

Signal word  
for.....

# Let's play a quiz!

- Go to [www.socrative.com](http://www.socrative.com)
- Click on 'Login'
- Then select 'student login'
- Next to join the quiz, **type the room name** which will be given to you by the lecturer



# Holiday Plans ( 20 minutes )

- In groups, **arrange a class holiday** and then **present the plan** using future forms. (Breakout Rooms)
- You have to **type the itinerary** in the Padlet wall.
- Other groups could then vote on which holiday they would most like to go on.



# References

- <https://www.ef.com/wwen/english-resources/english-grammar/future/>
- <https://www.englishgrammar.org/future-continuous-tense-2/>
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# IT1040 & EN1072

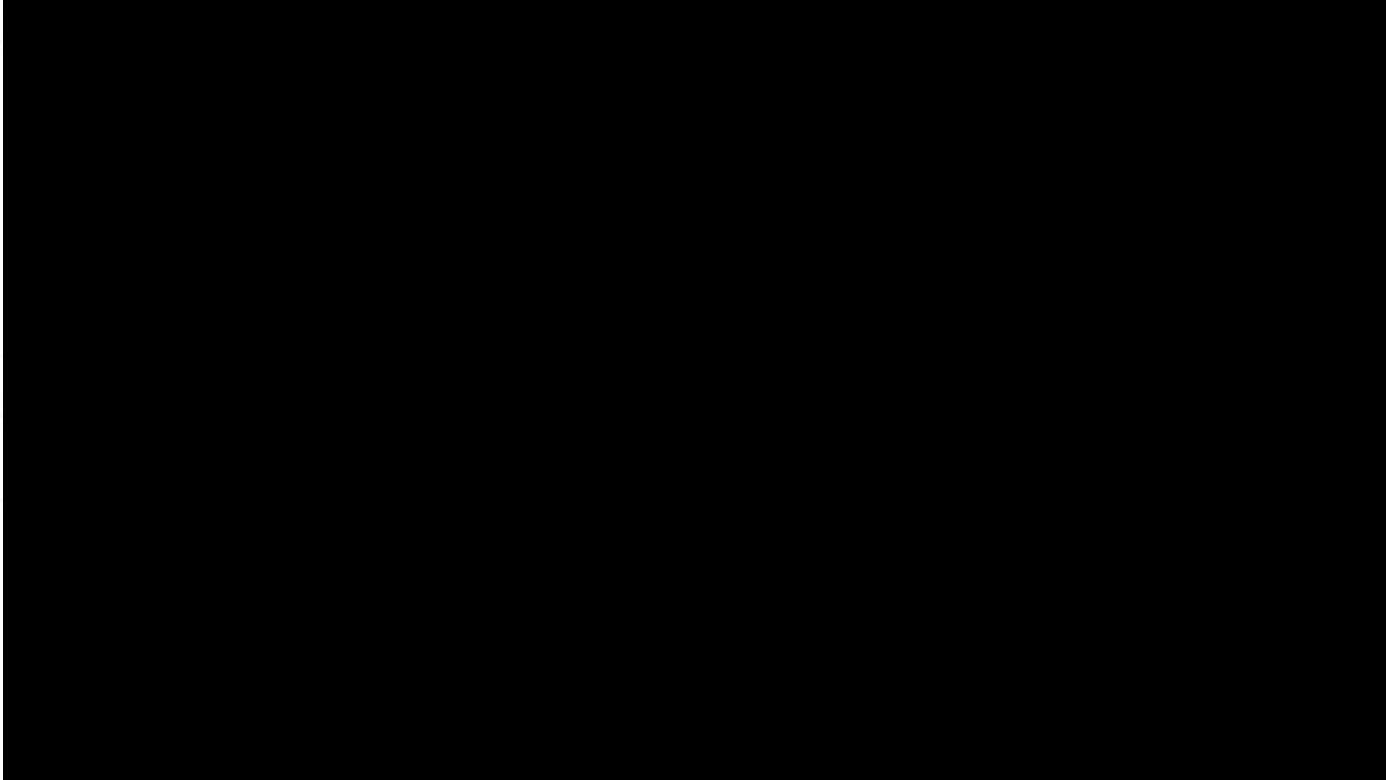
## Communication Skills

### Lecture 10

#### Nondiscriminatory Language



# Watch the following video



# What is non discriminatory language?

- **Inclusive** language to address and describe **all people**, regardless of sex, race, ethnicity and physical or intellectual characteristics.

what's the  
opposite of  
nondiscriminatory?



discriminatory, biased,  
interested, subjective,  
prejudiced, involved, partial,  
passionate, unfair, unjust





## How to use non-discriminatory language?

## 1) Use the inclusive title when writing a female name

- Use ‘Ms’ in preference to ‘Miss/Mrs’ unless this is preferred by the individual being referred to.



## 2) Recasting the sentence in the plural form

- A writer should use correct grammar and punctuation in his writing. 
- Writers should use correct grammar and punctuation in their writings.



### 3) Rewriting the affected noun

- A student must present his research results to the examiner. 
- A student must present the student's research results to the examiner.



## 4)Replacing the offending pronoun with the definite article ‘the’

- The lecturer will display his timetable on his door. 
- The lecturer will display the timetable on the door.



## 5) Eliminating the offending pronouns (Only if the original noun is plural)

- An executive should read his e-mails sent from clients daily. 
- An executive should read e-mails sent from clients daily.



## 6) Replacing the offending pronoun with the generic pronoun, 'one'.

- A staff member in Argentina earns less than he would in New York. 
- A staff member in Argentina earns less than one would in New York.



## 7) Rewriting using the relative pronoun ‘who’.

- A grocery store offers discounts to a customer when he buys more than four jars of spaghetti sauce. 
- A grocery store offers discounts to a customer when who buys more than four jars of spaghetti sauce.



## 8) Rewording the sections where the offending pronouns are used

- The assumption of many e-mail users is that if a writer corrects his grammar and proofreads his document, he is wasting time. 
- The assumption of many e-mail users is that if a writer he correcting grammar and proofreading a document, he is a wastage of time.



## Please avoid using

- the form 'you' 
  - the form 'his or her/ him or her/  
he or she / himself or herself' 
- ⋮ ⋮
- ⋮ ⋮
- ⋮ ⋮
- ⋮ ⋮
- ⋮ ⋮
- ⋮ ⋮
- ⋮ ⋮



## 9) Avoiding stereotypical nouns

- **Occupational titles**

*Headmistress /headmaster - **principal***

*Chairman –**chairperson / chair***

*Policeman – **police officer***



*Businessman – **business executive, business person***

*Fireman – **firefighter***

*Steward /stewardess- **flight attendant***

*Craftsman – **artisan***

*Salesman /saleswoman - **sales clerk, salesperson***

- Inherently sexist words

Mankind - **humanity, humankind, people, humans, human beings**

Man-made - **synthetic, artificial**

The common man- **the common / average person, ordinary people**

- **Physical and or intellectual inability**

Blind musician - **a musician with a vision impairment**

A disabled person - **a person with special needs / differently abled person**

Deaf - ..... **with hearing impairments**

# Activity - Padlet Wall (20 min)

Go to the Padlet wall via the link and type the given sentences in the nondiscriminatory language.



# Possible Answers



- When a student writes a paper, **he** must proofread it carefully.

Sample answer 01 - When students write papers, they must proofread them carefully.

Sample answer 02 - When a student writes a paper, the student must proofread it carefully.

Sample answer 03 - When a student writes a paper, one must proofread it carefully.

Sample answer 04 - When a student writes a paper, the paper /it must be proofread carefully.

(\*This is the past participle of the verb ‘proofread’, since this is in passive voice.)



- A **businessman** should make it a practice to check **his** email every day.

Sample answer 01 - A business person should make it a practice to check the email every day.

Sample answer 02 - Business executives should make it a practice to check their emails every day.

Sample answer 03 -A business person should make it a practice to check one's email every day.



- If an executive gets an email that angers **him, he** should not reply it immediately.

Sample answer 01 – If an executive gets an email that angers the executive, the executive should not reply it immediately.

Sample answer 02 – If executives get an email that angers them, they should not reply it immediately.

Sample answer 03 - If an executive gets an email that angers oneself, one should not reply it immediately.



- When **a man** grows older, **he** becomes more reflective.

Sample answer 01 – When people grow older, they become more reflective.

Sample answer 02 –When a person grows older, that person becomes more reflective.

Sample answer 03 – When one grows older, one becomes more reflective.

Sample answer 04 ~~When a man grows~~ Growing older, makes a person/human being ~~becomes~~more reflective.



- Anyone, who wants **his** teaching evaluated, should submit the enclosed application by October 8.

Sample answer 01 – Anyone, who wants one's teaching evaluated, should submit the enclosed application by October 8.

Sample answer 02 –Everyone who wants their teaching evaluated, should submit the enclosed application by October 8.

Sample answer 03 –Anyone, who wants the teaching evaluated, should submit the enclosed application by October 8.



- If a complainant is not satisfied with the board's decision, **he** can ask for a rehearing.

Sample answer 01 – If a complainant is not satisfied with the board's decision, the complainant can ask for a rehearing.

Sample answer 02 – If complainants are not satisfied with the board's decision, they can ask for a rehearing.

Sample answer 03 -If a complainant is not satisfied with the board's decision, he can ask for a rehearing can be asked.



- The **chairman** must submit **his** budget by March 1st.

Sample answer 01 - The chairperson must submit the budget by March 1st.

Sample answer 02 - The chairperson must submit one's budget by March 1st.

Sample answer 03 -~~The chairperson must submit his budget~~ By March 1<sup>st</sup>, the budget must be submitted by the chairperson.

# IT1040 & EN1072

## Communication Skills

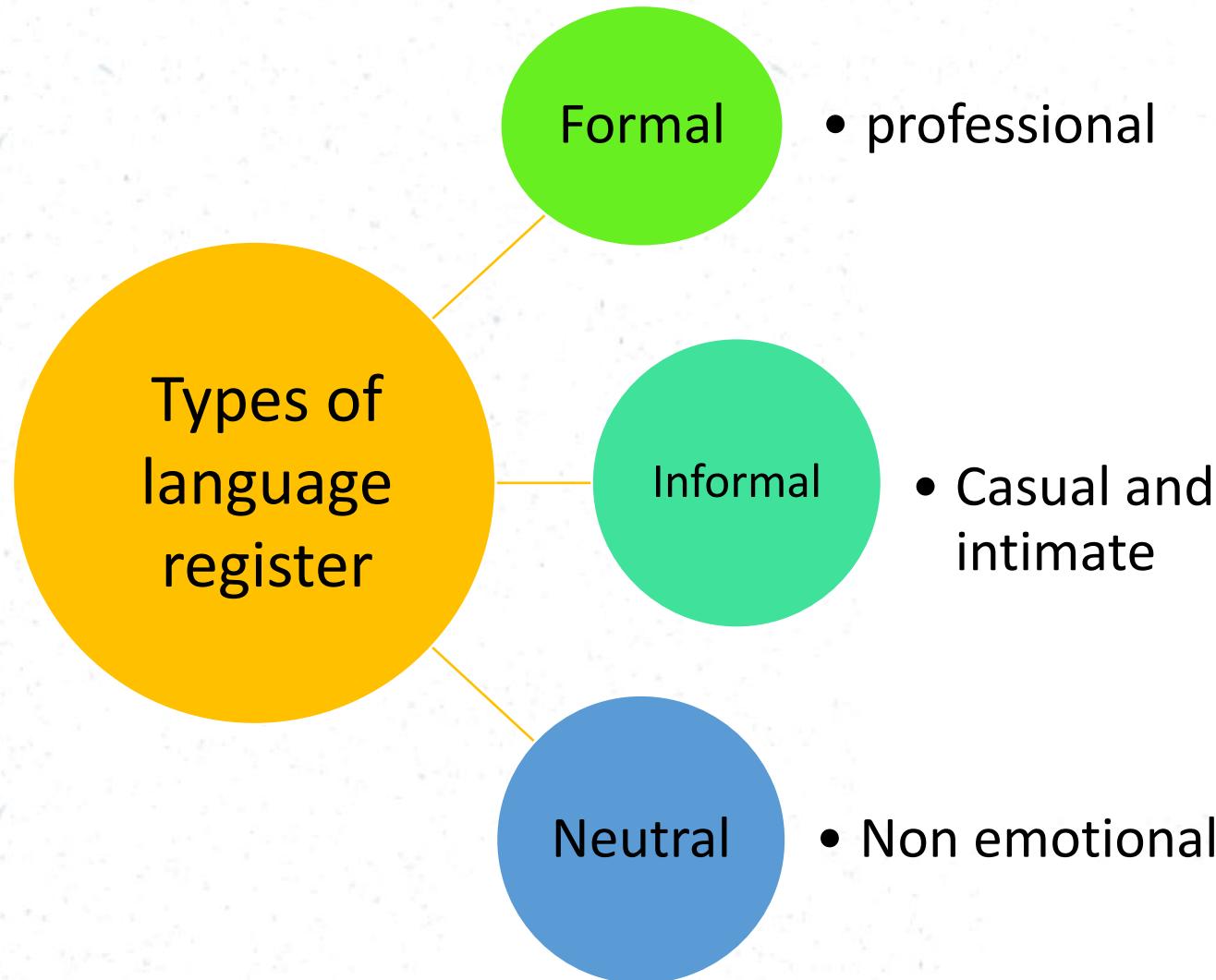
### Lecture 11

### Formal Language

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# Learning Outcomes

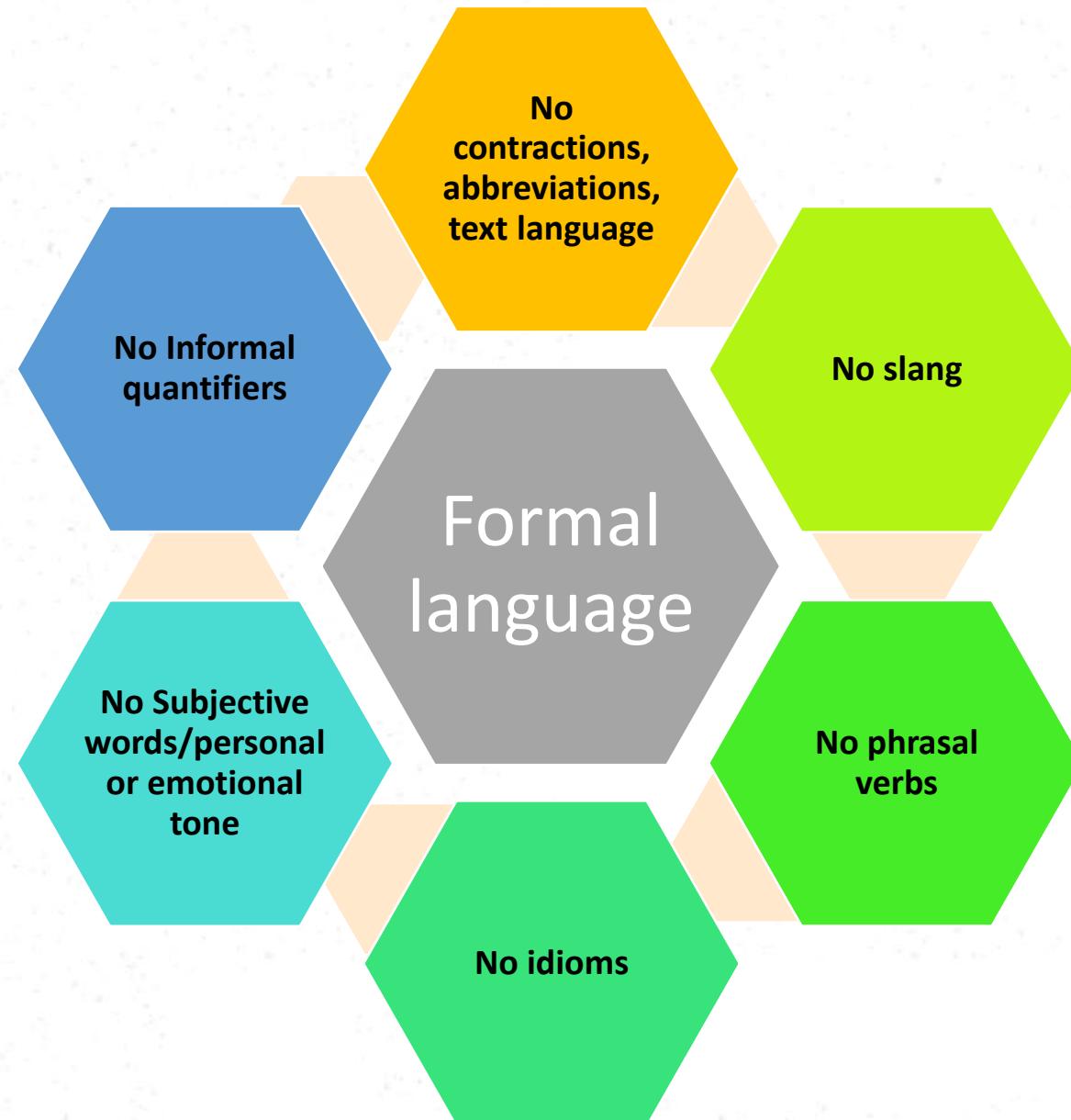
- Define what formal language is
- Identify the features of formal language and informal language
- Write the formal equivalents of informal words/phrases and sentences
- 
- 
- 
- 
- 
-



Formal English is more common in writing than in speaking.

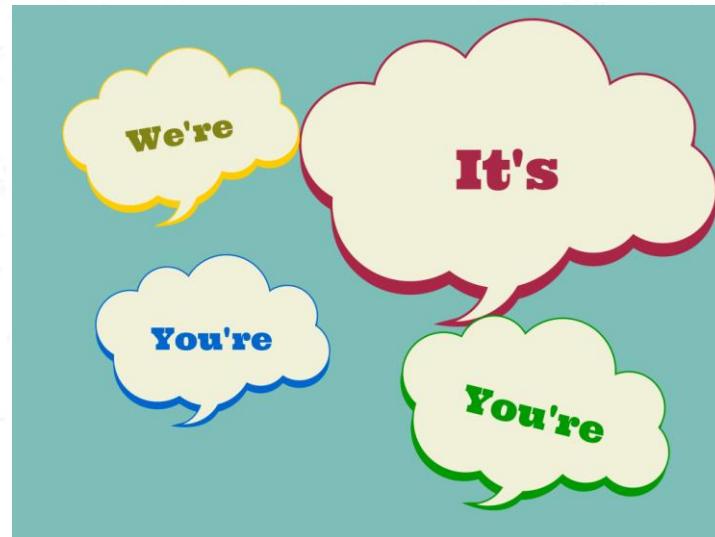
- Business Letters
- Reports
- Official speeches
- Announcements
- Professional emails

Informal English is more common in spoken English.



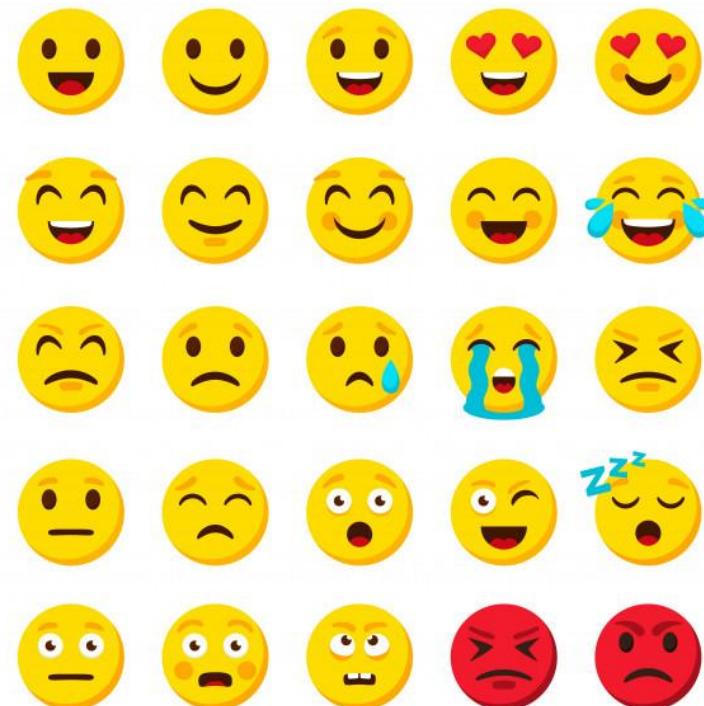
# No contractions, abbreviations

- **Contraction:** a short form of a word or combination of words that is often used instead of the full form in spoken English
  - **Abbreviation:** a shortened form esp . of a word or phrase



# No text language, emoticons

- **Emoticon:** an image made up of symbols such as punctuation marks, used in text messages, emails, etc. to express a particular emotion



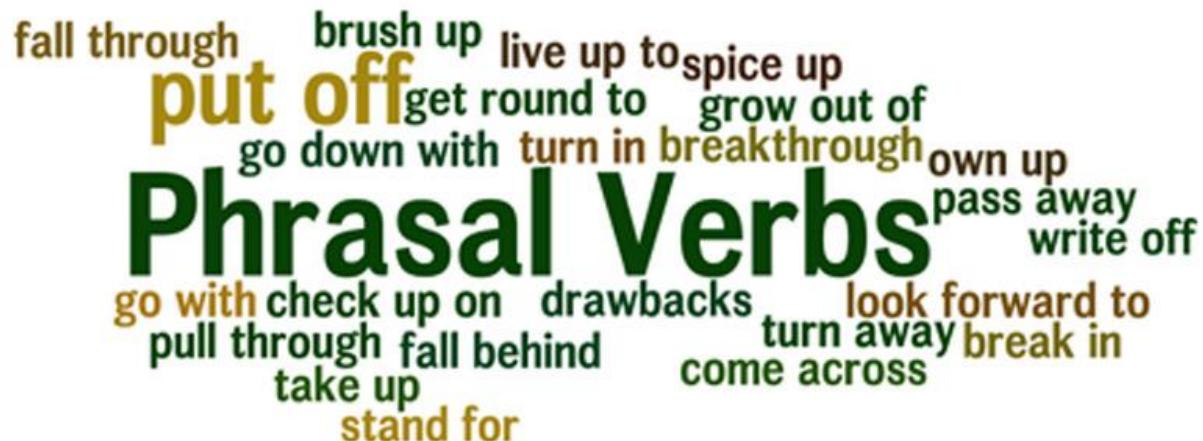
# No slang

- **Slang:** very informal language that is used esp. in speech by particular groups of people and which sometimes includes words that are not polite:



# No phrasal verbs

- **Phrasal verb:** a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts:



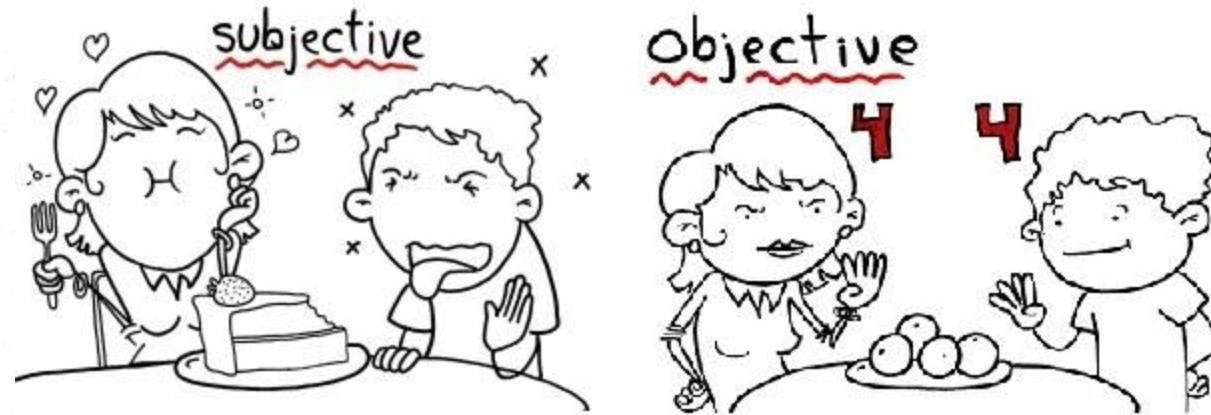
# No idioms

- **Idiom:** a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own:



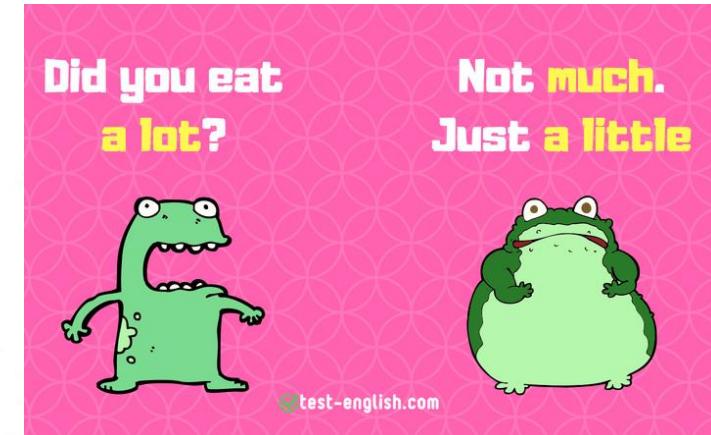
# No subjective expressions

- Anything **objective** sticks to the facts, but anything **subjective** has feelings. Objective and subjective are opposites. Objective: It is raining. Subjective: I love the rain!
- • •



# No informal quantifiers

- Sometimes we can make a sentence more formal or more informal just by changing the quantifier.
- Many people were invited to the wedding. (formal)
- A lot of people arrived late. (informal/natural)
- They made little progress. (formal)
- They didn't make much progress. (informal/natural)



**Formal**

**Informal or neutral**

Carry out  
Conduct  
Friendly  
Cordial  
Right  
Correct  
Show  
Demonstrate  
Swap  
Exchange

The image shows a screenshot of a Slido poll interface. The background is a dark blue space with numerous small white stars. In the top right corner, the word "slido" is written in a white, lowercase, sans-serif font. On the far left, there is a small circular icon with a white left-pointing arrow. The central text is displayed in two lines: "Join at" above "slido.com" and "#39763" below it, all in a large, bold, white sans-serif font. To the right of this text is a vertical white line. To the right of the vertical line is a large white square containing a black QR code. At the bottom of the screen, there is a dark navigation bar with several icons: a blue circle with a white plus sign, a white left-pointing arrow, a green circle with a white play button, a white dropdown menu labeled "1: Poll", a white square with a diagonal line, a white lightning bolt, a white right-pointing arrow, and a white gear icon. Next to the gear icon is the text "Showing Q&A". To the right of the gear icon are two small white squares.

Rewrite the following sentences in formal language

Rewrite this sentence in formal language

- The improvements can't be introduced due to funding restrictions.
- The improvements cannot be introduced due to funding restrictions.
- Lecturers count on students to use correct grammar and punctuation in essays.
- Lecturers expect students to use correct grammar and punctuation in essays.
- The task was a bit easier than before.
- The task was slightly easier than before.

# Rewrite this sentence in formal language

- I wanna pass my English exam tomorrow.
- **I want to pass my English exam tomorrow.**
- If you want to succeed , you ought to follow this process.
- **In order to succeed, this process ought to be followed.**
- Sweden's Prime Minister, Fredrik Reinfeldt, totally flipped out when he read the latest report from the press.
- **The Prime Minister of Sweden, Fredrik Reinfeldt, expressed his concern when he viewed the most recent report from the press.**
- The research assistant checked out the incident asap.
- **The research assistant investigated the incident at his earliest/ promptly.**

- I think that the issue of global warming will be the primary concern at the meeting.
- It is clear that the issue of global warming will be the primary concern at the meeting.
- The issue of global warming will be considered primarily at the meeting.
- Yesterday's test was a piece of cake.
- Yesterday's test was easy.

# References

- <https://dictionary.cambridge.org>
- <https://www.really-learn-english.com/language-register.html>
- <https://awelu.srv.lu.se/grammar-and-words/register-and-style/formal-vs-informal/>
- • •
- • •
- • •
- • •
- • •

# Thank You!

# IT1040 & EN1072

## Communication Skills

### Lecture 12

#### Email and Memo Writing

Faculty of Humanities and  
Sciences  
ELTU

# Learning Outcomes (Email Writing)

- Define email writing
- Describe the etiquette used in formal email writing
- Write a formal email
- • •
- • •
- • •
- • •
- • •
- • •

# What is an Email?

- Email is a system of sending written messages electronically from one computer to another. Email is an abbreviation of 'electronic mail'.
- • •

• • • <https://www.collinsdictionary.com/dictionary/english/email>

# Importance of Email Writing

It is a less expensive form of communication.

It helps to contact/send information to a large group.

It provides a written record of the communication.

It is an instantaneous form of communication.

It can be used anytime and anywhere.

It has several important features.

# Features

Automatic reply to messages

The address can be stored or reused anytime

Notification of delivering or not of a message

Facility to send copies of a message to many people

Signatures can be attached

Attachments in the form of files, graphics or sound can be sent.

# Structure of a Formal Email

## Subject Line

- the first part of the email your reader sees.
- It can determine whether your reader opens the email.
- Most experts agree that subject lines should be short (six to ten words) and specific.

## Salutation

- how you greet the reader.
- It's important that you understand whether you are addressing a formal or informal audience.

## Body Text

- The body text conveys the main message of the email.
- It should also include an introduction and conclusion. It should be written in short paragraphs of one to two sentences.
- Where it will add clarity, use bulleted or numbered lists.

## Signature

- Your signature can be formal or informal, depending on your audience.
- A good email signature template helps your reader find all the information about you that they need.



To

Cc

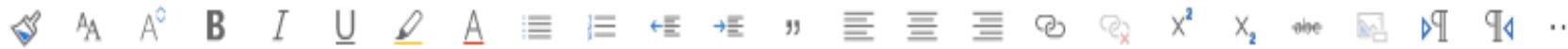
Bcc

Add a subject

Salutation (\*open punctuation)

Body Paragraphs (in \*full block layout)

The Closing(\*open punctuation)



Send

Discard



## Full block format

- Everything should be left aligned.

Aaaaaaaaaaaaaaaaaaa  
Bbbbbbbbbbbbbb  
Cccccccccccccc  
12345678



## Open punctuation

- No punctuation marks in salutation and closing

Dear Madam/Sir ,

Yours faithfully ,

Dear Madam/Sir

Yours faithfully

# 1

## GREETINGS

Dear Sir or Madam,

To whom it may concern

Dear Mr or Ms Jones,

Dear Dr Smith



# 2

## REASON FOR WRITING REPLYING

I am writing

to make a reservation

to apply for the position of...

to confirm my booking

to ask for further information about ...



With reference to our telephone conversation on Friday,  
I would like to let you know that...

My

### 3 MAKING A REQUEST ASKING FOR INFORMATION



- Could you please let me know if you can attend ...
- if you are available for a meeting on 12th December?
  
- Could you possibly arrange a meeting with the Logistics Manager?
  
- I would also like to know if there are any swimming pools in your area.

4

## OFFERING HELP GIVING INFORMATION



We are happy to let you know that your article has been selected for publication.

I am glad to inform you that we will be holding our annual conference in Brussels on 20 September 2014.

Should you need any further information/assistance, please do not hesitate to contact us.

My

## 5 COMPLAINING

I am writing  
to express my dissatisfaction with...  
to complain about...



I regret to say that I was not completely satisfied with the room you provided us.

I would like to receive a full refund and compensation for the damages.

# 6 APOLOGIZING



We would like to apologize for any inconvenience caused.

Please accept our apologies for the delay,

Please let us know what we can do to compensate you for the damages caused.

We will make sure that this will not happen again in the future.



# 7

## ATTACHING FILES



I am attaching my CV for your consideration.

I am sending you the brochure as an attachment.

Please see the statement attached.



# 8

## ENDING CLOSING FORMULA



I look forward to hearing from you.

Yours faithfully,  
(when you start with Dear Sir/ Madam,)

Yours sincerely,  
(when you start with the name e.g. Dear Ms Collins)

Sincerely,





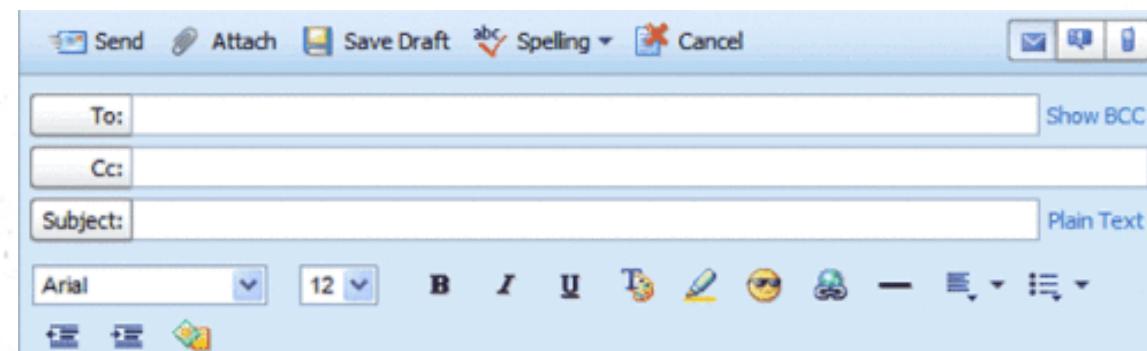
# NETIQUETTE

Rules about the proper and polite way  
to communicate with other people  
when you are using the Internet

[www.lessonplansdigger.com](http://www.lessonplansdigger.com)

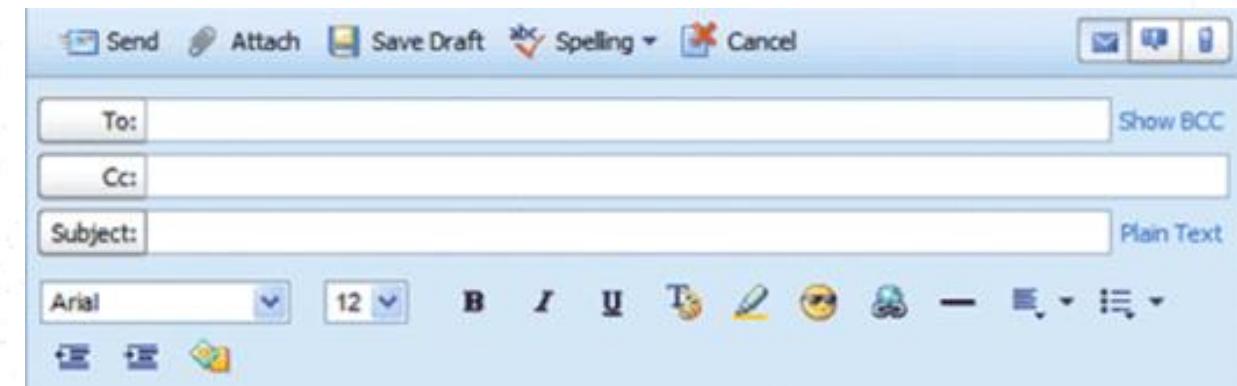
# Use a professional email address

- Always have an email address that conveys your name so that the recipient knows exactly who's sending the email.
- Never use email addresses (perhaps remnants of your grade-school days) that are not appropriate for use in the workplace, such as "babygirl@..." or beerlover@...



# Include a clear, direct subject line

- Meeting date changed
- Quick question about your presentation
- Suggestions for the proposal



# Think twice before hitting "reply all."

- No one wants to read emails from 20 people when it has nothing to do with them.
- Refrain from hitting "reply all" unless you really think everyone on the list needs to receive the email
- • •
- • •
- • •
- • •
- • •



# Use professional salutations

- Don't use laid-back, colloquial expressions like, "Hey you guys," "Yo," or "Hi folks."

• • •

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• • •



# Choose a simple font.

- Avoid ornate, difficult-to-read fonts. Use a basic font like Times New Roman, Arial, or Cambria.
- Don't use color in your text
- Use size 10 or 12 point, so that the email is easy to read, without being too big.
- Don't use all caps.

**W**hat are  
the **BEST**  
**F**onts  
for **E**mail?

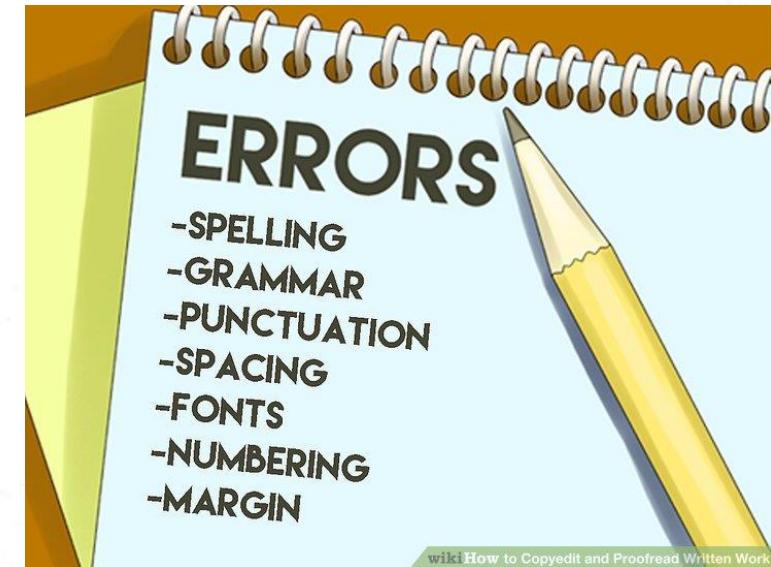
# Reply to your emails — even if the email wasn't intended for you

- It's difficult to reply to every email message ever sent to you, but you should try to
- This includes when the email was accidentally sent to you, especially if the sender is expecting a reply.
- 
- 
- 
- 
- 
- 



# Proofread every message

- Don't rely on spell-checkers.
- Read and reread your email a few times, preferably aloud, before sending it off.
- • •
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- • •
- • •



wikiHow to Copyedit and Proofread Written Work

# Include a signature.

First Name Last Name

Position

Address

Phone/ Cell Phone

Email

# Avoid Slang, Emoticons or Text Speak

- In a workplace a professional should never use slang, short-cuts for words or text-speech.
- The use of these will only cause you to come across as immature and unprofessional, and when dealing with business related correspondence it's completely unacceptable.



- Activity
- Look at the following email and write down the errors you notice with regards to formal language and etiquette
- . . .
- **Sample**
- A student writes to a lecturer requesting permission to use a facility in the faculty.
- . . .

File Edit View Insert Format Tools Actions Help

To... deanfas@nus.edu.sg

Cc...

Subject: Career Fair

Hi Lee

I'm an engineering student from NUS' Careers Club, organising a career fair next month. The committee has spotted a place. We are wondering if we cd use the corridor outside AS6 for the booths we will be putting up. That is a great spot for us to put the booths — heavy traffic and all.

Let me know soonest possible if this is OK?

Awaiting your positive response!

Marcus



To... [deanfas@nus.edu.sg](mailto:deanfas@nus.edu.sg)

Cc...

Subject: Career Fair

Hi Lee

I'm an engineering student from NUS' Careers Club, organising a career fair next month. The committee has spotted a place. We are wondering if we cd use the corridor outside AS6 for the booths we will be putting up. That is a great spot for us to put the booths — heavy traffic and all.

Let me know soonest possible if this is OK?

Awaiting your positive response!

Marcus

A student writes to a lecturer requesting permission to use a facility in the faculty.

- **Inexplicit subject line**
- **Inappropriate salutation**
- **Contractions**
- **Inappropriate tone:** Let me know soonest if this is OK?
- **Informal vocabulary:** a great spot
- **No expression of gratitude**
- **Lack of polite closing phrase**
- **Inappropriate signature:** Signing off without surname implies familiarity.

To...

[deanfas@nus.edu.sg](mailto:deanfas@nus.edu.sg)

Cc...

Subject:

Request for permission to use LT6 Foyer

Dear Prof Lee

I am an engineering student who is involved in organising this year's career fair for Engineering students. This will take place in the last week of November. We would like to use the foyer outside Lecture Theatre 6. This is an ideal location for the fair for these reasons:

1. The place is quite large and will be able to take the number of booths we are planning for.
2. Traffic is heavy so the fair will get maximum exposure and attention.
3. We used it last year and the employers who participated reported that their booths were very well-visited.

Hence, we would appreciate it if you could let us use this location. If you think this is possible, I will send you the official request letter.

We look forward to your response.

Respectfully yours

Marcus Oon

3rd Year, Electrical and Electronic Engineering Department

# Email writing

- Group Activity
- Padlet
- Formal Email Writing

padlet

J Jayathri Kalinga • 1m  
Email writing



Write to a customer to tell them that the product/service they want is not available at the moment.

What is your company's business?

What products/services do you offer?

What is the particular product/service that you normally offer, but is not available at the moment?

Why?

When is it going to be

Write to a customer to tell them that the product/service they want is not available at the moment.

Prepare the situation using the questions below.

- What is your company's business? What products/services do you offer?
- What is the particular product/service that you normally offer, but is not available at the moment?
- Why?
- When is it going to be available again?
- Who is the customer that you are writing to? Why do they need your product/service?
- Are you going to promise any action, give additional information, offer help, or simply say that you will tell them when the product/service is available again?



# IT1040 & EN1072

## Communication Skills

### Memo Writing

Faculty of Humanities and  
Sciences  
ELTU

# Learning Outcomes

Define

Define what is a memorandum/memo

Explain

Explain the format of a memo

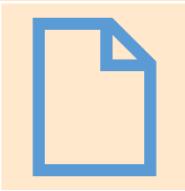
Write

Write a memo to a given scenario

# What is a memo?



Short for “memorandum,” a memo is a type of document used to communicate with others in the same organization.



Memos (or memoranda) are typically used for fairly short messages of one page or less, but informal reports of several pages may also employ memo format.

# When to use memos?

To issue instructions.

To inform the employees about policy changes.

To give suggestions

To request support or information to confirm a decision made on telephone etc.

# Types of memos

## Request memo

**Confirmation memo-** written to confirm a certain agreement taken between two parties ,while including the terms of the agreement and encouraging the recipient to ask for clarification.

**Suggestive memo-** written in requesting views from employees about a certain issue and specifying how they should forward the suggestions.

**Report memo-** written to give an account of the progress using values and charts.

**Informal results memo-** written to give the results of a certain action. It can be research that was completed and people would wish to know the outcome.

What are the parts of a memo?

TO: Kelly Anderson, Marketing Executive

FROM: Jonathon Fitzgerald, Market Research Assistant

DATE: June 14, 2012

SUBJECT: Summer Clothes Line Promotion

Heading

Opening

Through a market research we conducted, it was found out that the proposed advertising media for the new fall lines need to be reprioritized and changed. Findings from focus groups and surveys have made it apparent that we need to update our advertising efforts to align them with the styles and trends of young adults today. No longer are young adults interested in sitcoms as they watch reality televisions shows. Also, it has become increasingly important to use the Internet as a tool to communicate with our target audience to show our dominance in the clothing industry.

Body

Thus, kindly take relevant steps at your earliest.

Conclusion



**Opening** - the purpose, the context, and the specific assignment or task, mentioned in brief; approximately in the length of a short paragraph.



**Body** - The paragraph/s providing the relevant information clearly under headings.

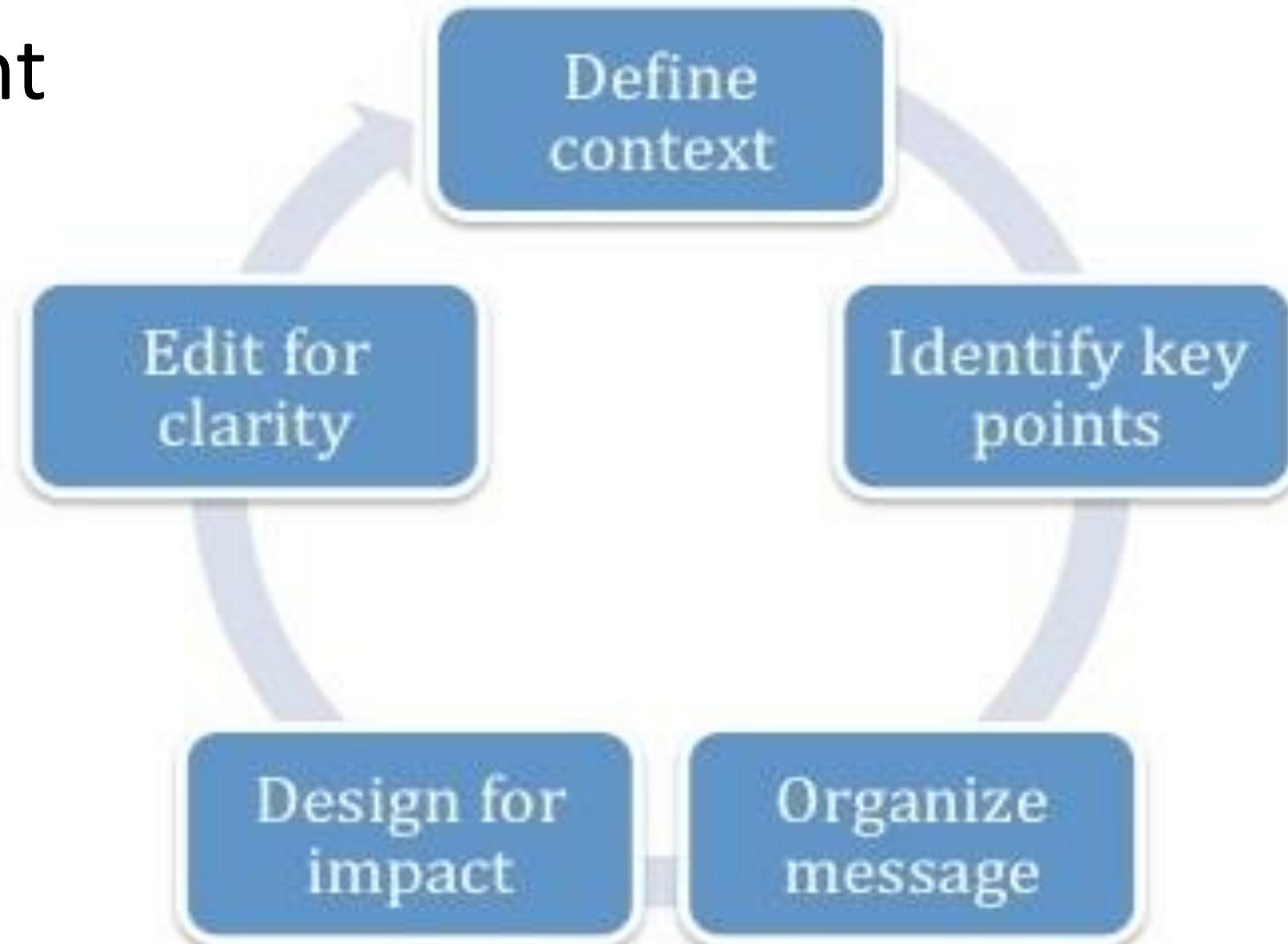


**Conclusion** –courteously stating the action you want the reader to take.

# Format

- Single spaced and left aligned
- Can use headings and lists to organize the information.
- Can be adopted according to the company's formatting procedures.
- Note: You do not end a memo with a closing remark, but simply sign at the end or at the top where you put your designation.

# Important



# ACTIVITY ONE - Write a memo based on the following guidelines:

You are the Merchandising Manager of a textile company. Write a memo addressed to the staff/Merchandising Department informing that Mr. Jack De Bruin will be in Sri Lanka from 16<sup>th</sup> to 19<sup>th</sup> of August 2020. Moreover, inform them that he will be visiting the factory on the 17<sup>th</sup>. In fact, he will be meeting the senior merchandisers at 10.00 a.m. in the Board room. Thus, their attendance is compulsory, and they should come prepared to answer any questions.

\*Sign off appropriately.

To: Staff/Merchandising Department

From: Ashanthi Perera / Manager Merchandising

Date: 8/8/2020

Subject: Visit of Mr. De Bruin

This is to inform you all that Mr. Jack De Bruin- the regional manager (South Asia) of our company- will be visiting Sri Lanka from 16<sup>th</sup> to 19<sup>th</sup> of August. He will be visiting our factory on 17th and will attend the board meeting with senior merchandisers which is scheduled at 10 am. He will discuss the issues occurred due to Covid 19 pandemic and how to revive the industry.

For the senior merchandisers, it is mandatory to attend the meeting and be prepared to answer any questions with regard to your projects.

If you have any concerns, please contact me.

Look forward to meeting you.

# Take Home Task

- A memo to all staff about a special event that is going to take place inside the organization.
- Ideas: a product launch? an anniversary? somebody leaving after long service?
- Basic information like dates and times; what will happen at the event;
- any action you want staff to take etc.
- . . .
- . . .
- . . .

# References

- <https://writingcenter.gmu.edu/guides/writing-business-memos>
- [https://owl.purdue.edu/owl/subject specific writing/professional technical writing/memos/sample memo.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html)
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- [https://learnenglishteens.britishcouncil.org/sites/teens/files/a more formal email - exercises.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/a_more_formal_email - exercises.pdf)
- <https://www.thebalancecareers.com/employment-related-email-message-examples-2061898>
- <https://www.myenglishteacher.eu/>

# IT1040 & EN1072

## Communication Skills

Lecture 13  
Mid Exam Revision – Session 01

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**SLIIT**

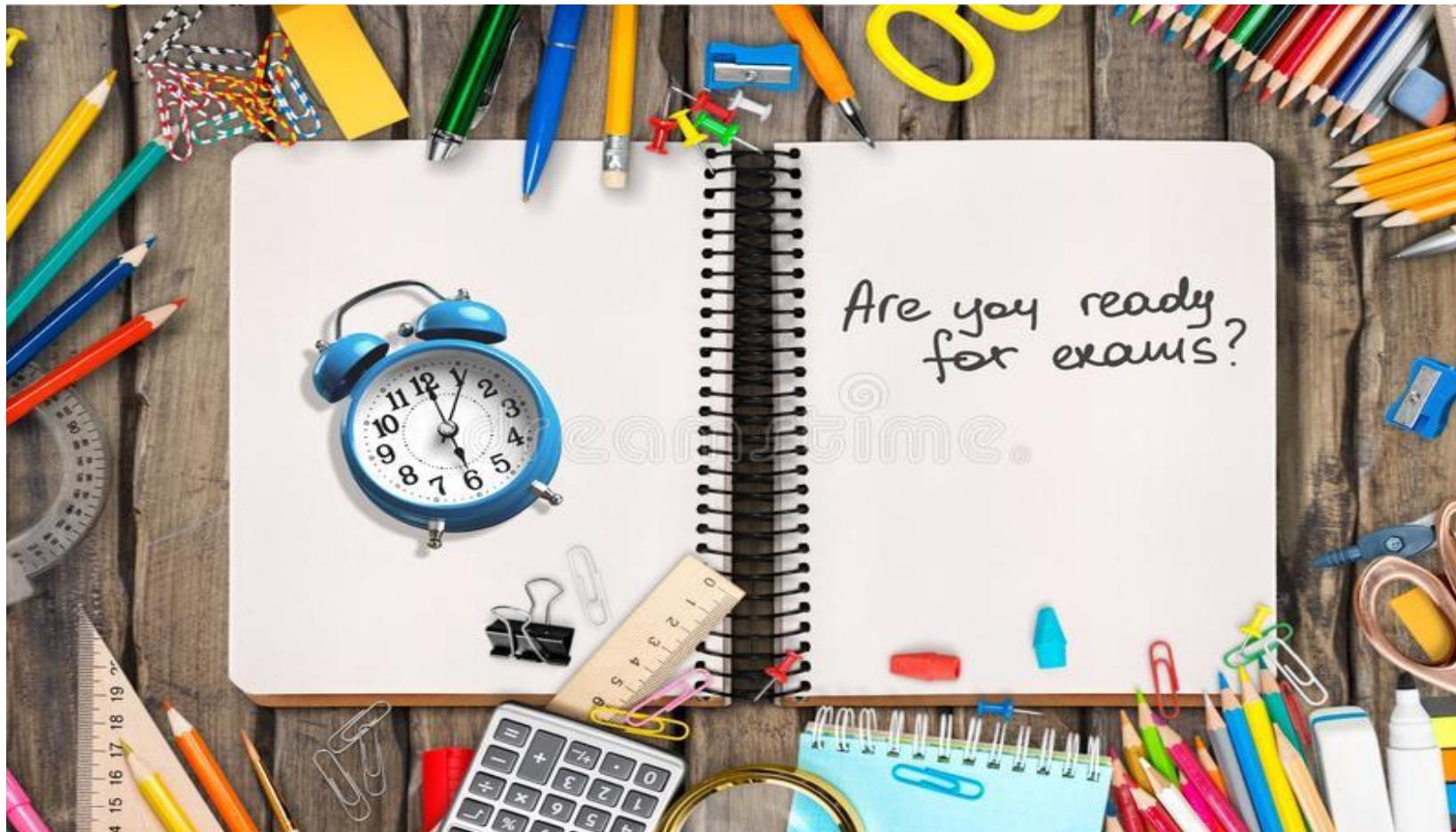
*Discover Your Future*

# Mid paper

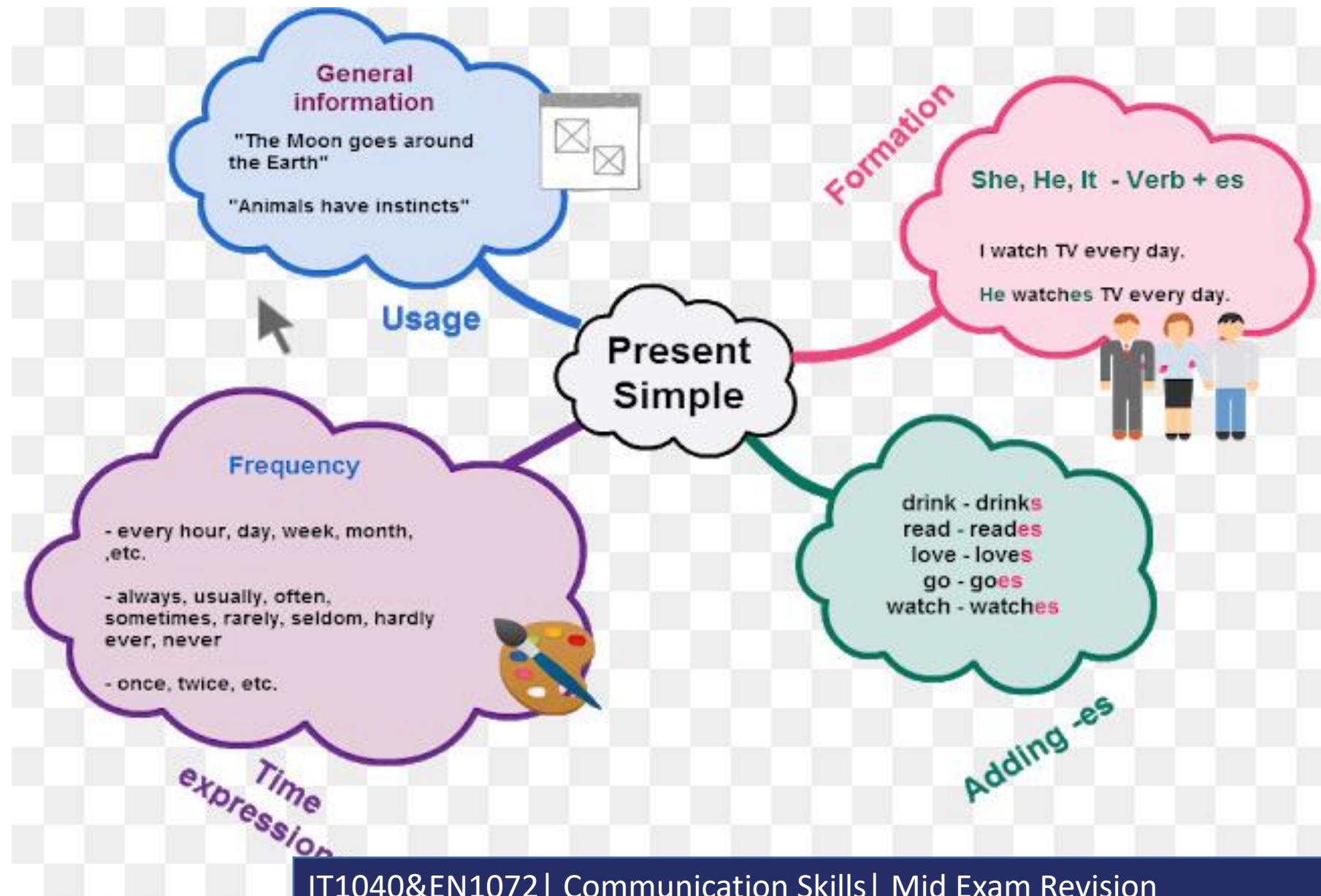
- **Online**
- **01 hour**
- **Weightage taken to the final grade – 20%**

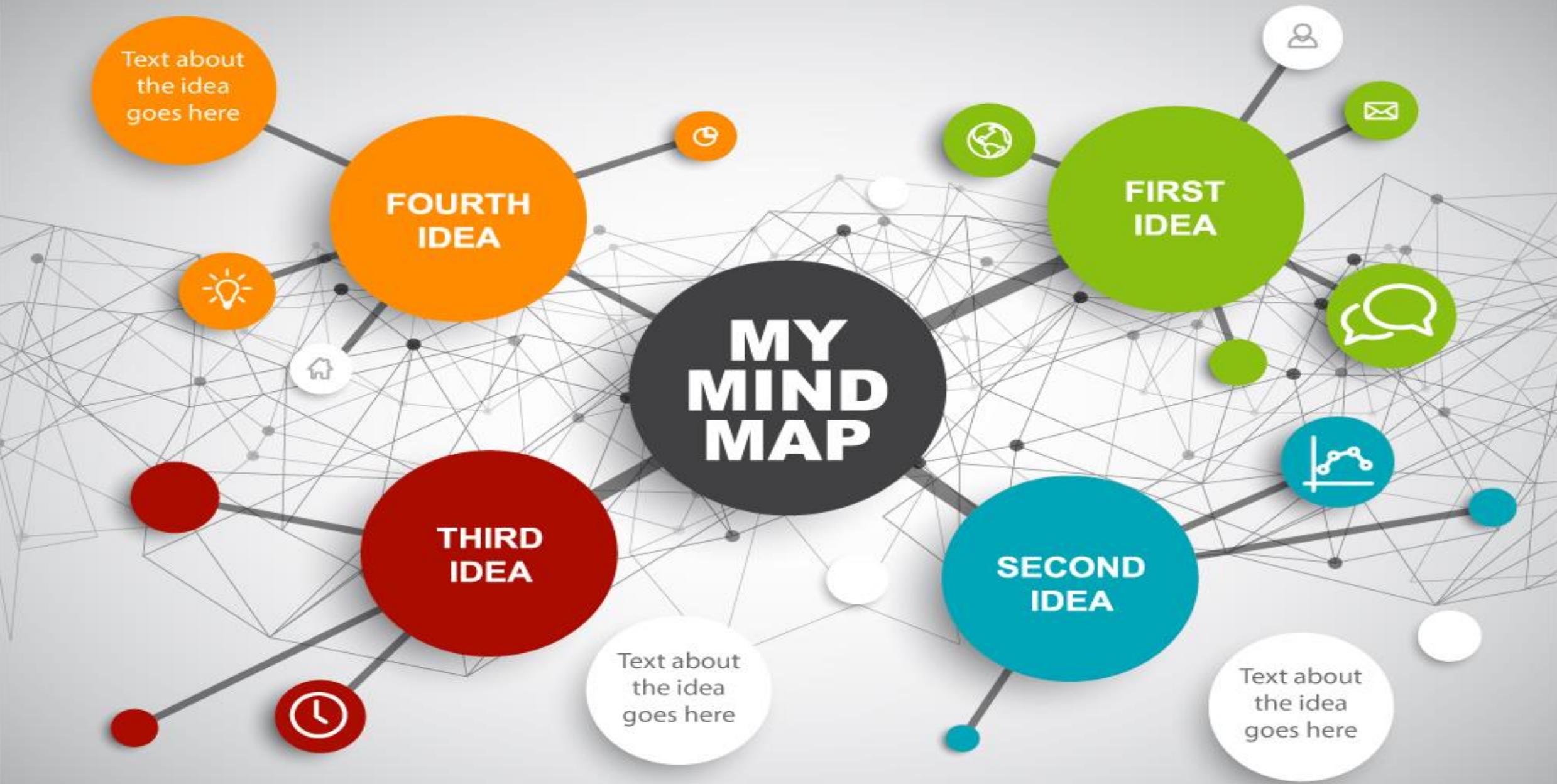
# Today's Recap

Tenses



# Can you guess what this is?





# Group Work – Mind Map on Tenses

- In groups, create a mind map covering the 12 tenses
  - \*Within the group, get into pairs and each pair has to cover two tenses.
- The mind map has to be created in a word document and uploaded to the Padlet wall set up by your lecturer.
  - \*The document should include the group members' names and their student IDs
- The best three mind maps will be selected by your lecturer
- Task Guidelines:

Designing the map – Maximum 30 minutes

Now , let's play a Kahoot game on Tenses (15 min)

- Go to [www.kahoot.it](http://www.kahoot.it)
- Type the Game Pin
- Use your first name to log in

Kahoot link for teachers –

<https://create.kahoot.it/share/tenses-recap-mid-revision-i/7694b241-5309-46ab-89c3-84aba1626638>

# IT1040 & EN1072

## Communication Skills

Lecture 13  
Mid Exam Revision – Session 02

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**SLIIT**

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# Today's Recap

Describing People

Parts of Speech

Paragraph Writing

## **Question 01**

**Select the most suitable word from the given list and write it in the space provided**

**(hard working/well-built/optimistic/skilled/dark skinned/sociable)**

The formula 1 driver Lewis Carl Hamilton, who was born in Hertfordshire, England in 1985, began his motor-racing career at the age of twelve. He is 1.74 metres tall, (1)..... and good looking. He is (2)....., he trains hard in the gym and hard on the circuit because he knows that to beat the best he must be tough and quick.

Despite his youth, the image of this (3)..... young driver in his team colours or, when on official business, in a suit has become a familiar sight to us. But away from the track, Lewis is a 27 year-old who prefers to be with his friends, which makes him a (4)..... character.

In fact, Lewis is (5)..... and (6)..... since he works committedly and confidently. This combination of qualities is what has made him endure the physical, mental and emotional demands of this most dangerous and elitist sport.

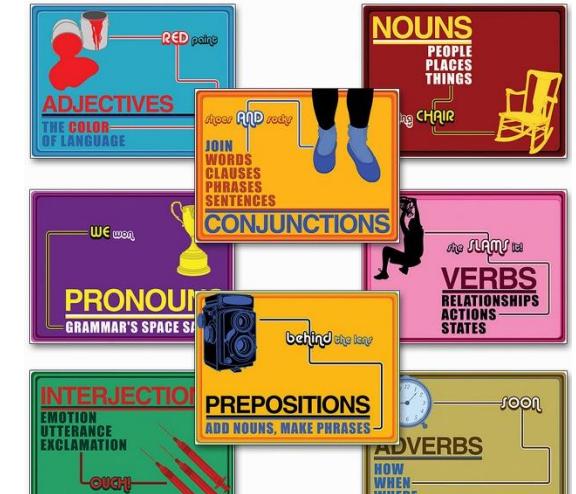
## Choose the correct word form (Parts of Speech) for each word underlined

I think she should not have resigned earlier.

- Adverb
- Conjunction
- Preposition
- Adjective

The policeman is a friend of mine.

- Adjective
- Noun
- Pronoun
- Verb



## **Choose the best topic sentence for the following group of supporting sentences**

\_\_\_\_\_. The most important factor is the student's past experience of study. For instance, if the student has already developed good study habits, studying at the university is not difficult. Furthermore, good study habits need to be complemented by interest and motivation, factors which are important when competition gets tough. However, one should not underestimate the distracting effects of financial and personal difficulties. In fact, all students have to grapple with these at some stage of their university life. Beyond the personal factors, it has to be said that there is also a certain element of luck involved in success: this includes finding excellent teachers and the subject matter that inspire the student to give one's best.

- Motivation is the important factor for succeeding at the university.
- Student success at university is the result of a number of inter-related factors.
- Facing the personal life barriers makes a student achieve his or her targets at the university.

# Answer Key



## Question 1

Select the most suitable word from the given list and write in the spaces provided.

(hard working/well-built/optimistic/skilled/dark skinned/sociable)

The formula 1 driver Lewis Carl Hamilton, who was born in Hertforshire, England in 1985, began his motor-racing career at the age of twelve. He is 1.74 metres tall, (1)... **dark skinned** ... and good looking. He is (2)... **well-built** ...., he trains hard in the gym and hard on the circuit because he knows that to beat the best he must be tough and quick.

Despite his youth, the image of this (3)... **skilled**..young driver in his team colours or, when on official business, in a suit has become a familiar sight to us. But away from the track, Lewis is a 27 year-old who prefers to be with his friends, which makes him a (4)... **sociable** ... character.

In fact, Lewis is (5)... **hard working** ...and (6)... **optimistic** .... since he works committedly and confidently. This combination of qualities is what has made him endure the physical, mental and emotional demands of this most dangerous and elitist sport.

11. Adverb

12. Pronoun

13. Students' success at the university.....