

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





LIFE CHAT

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

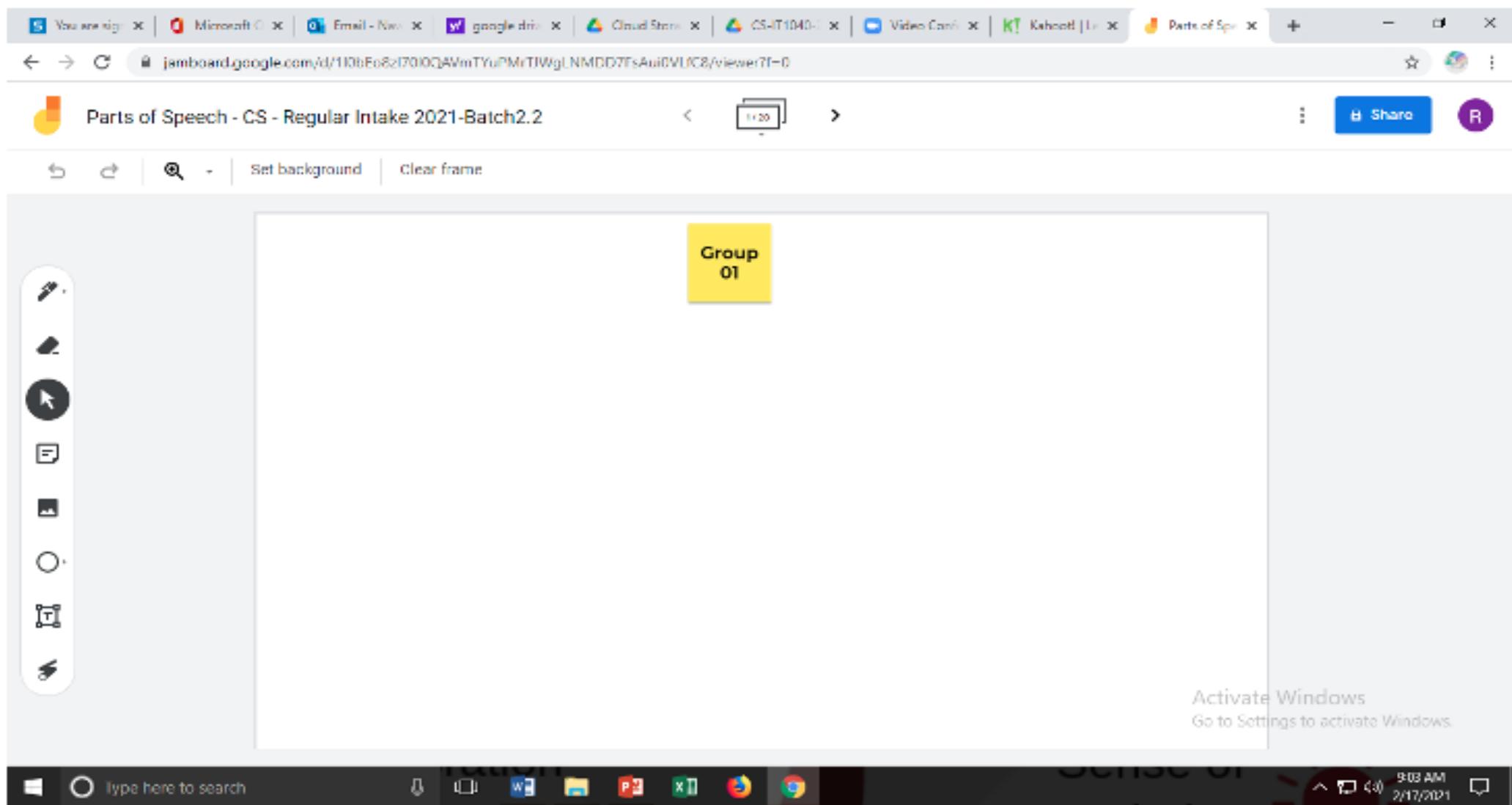
Group 07 - Prepositions

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

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
- 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

Faculty of Humanities and
Sciences
ELTU



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

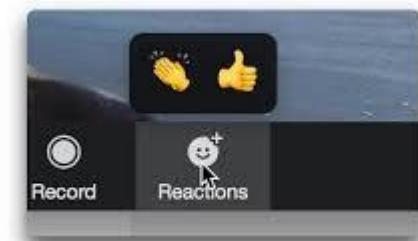
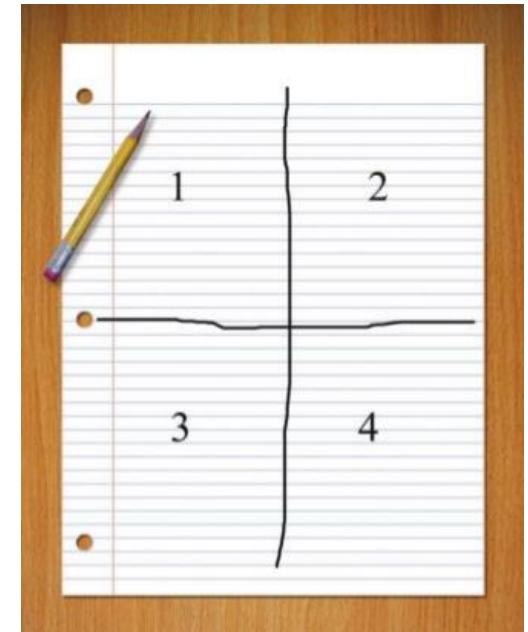
- Define the usages of present tenses
- Write the appropriate present tense form as per the context.



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

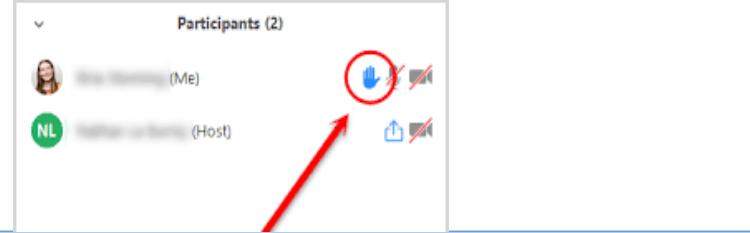
- ✓ Something you do every day.
- ✓ What you are doing right now.
- ✓ Something you have experienced.
- ✓ Something you have been doing for a certain period of time.

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)

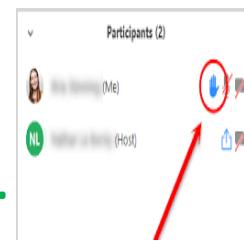
<https://www.youtube.com/watch?v=p9M7FhSYcH4>

Stative Verbs

www.perfect-english-grammar.com

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

Faculty of Humanities and
Sciences
ELTU

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**

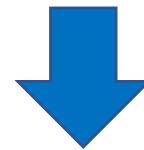
When we describe people we must describe their



Physical appearance



Qualities



Habits

Appearance



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

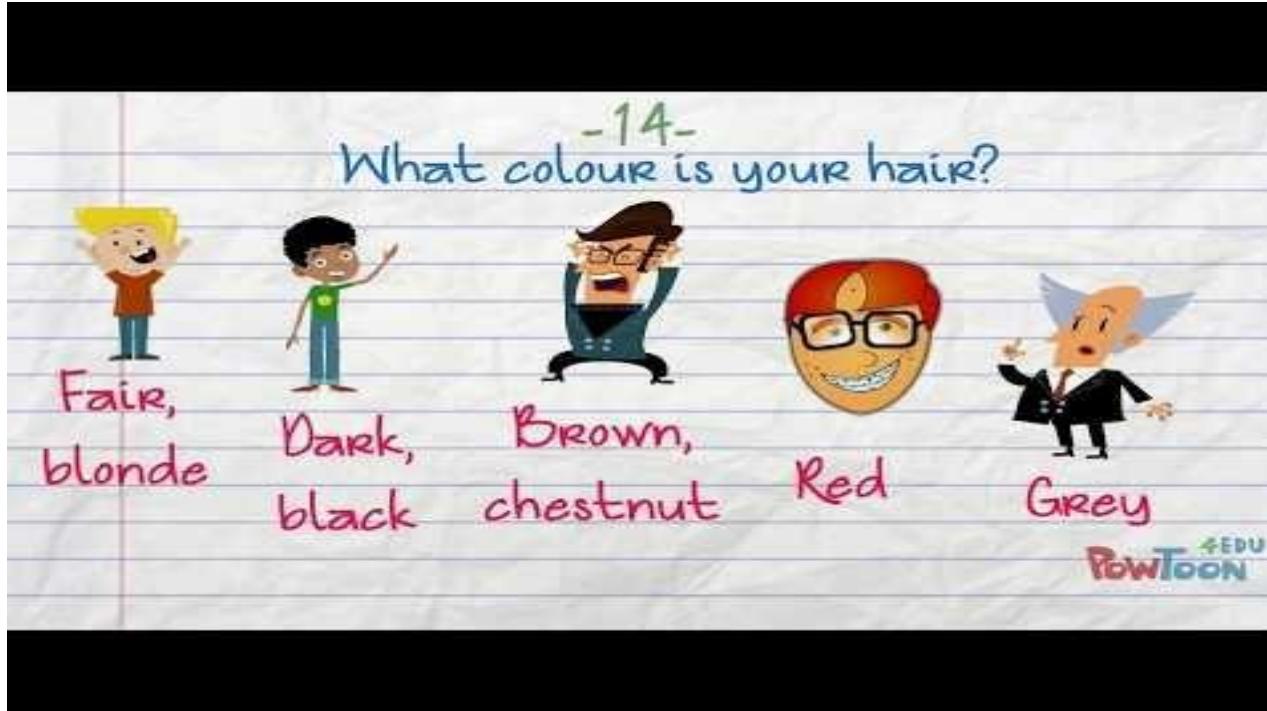
- Before him, at a little distance, reclined a very *large* and very *fat* man, with a *wide* face, and a *stern* expression. His *large* head was very *grey*; and his beard, like a frame, was grey also. His clothing was of *rich* material, but *old*. This *stern-countenanced* was the dread Henry VIII.



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
- Type the Game Pin
- And type your first name



Habits

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

Faculty of Humanities and
Sciences
ELTU



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



- Watch the video and then go to 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

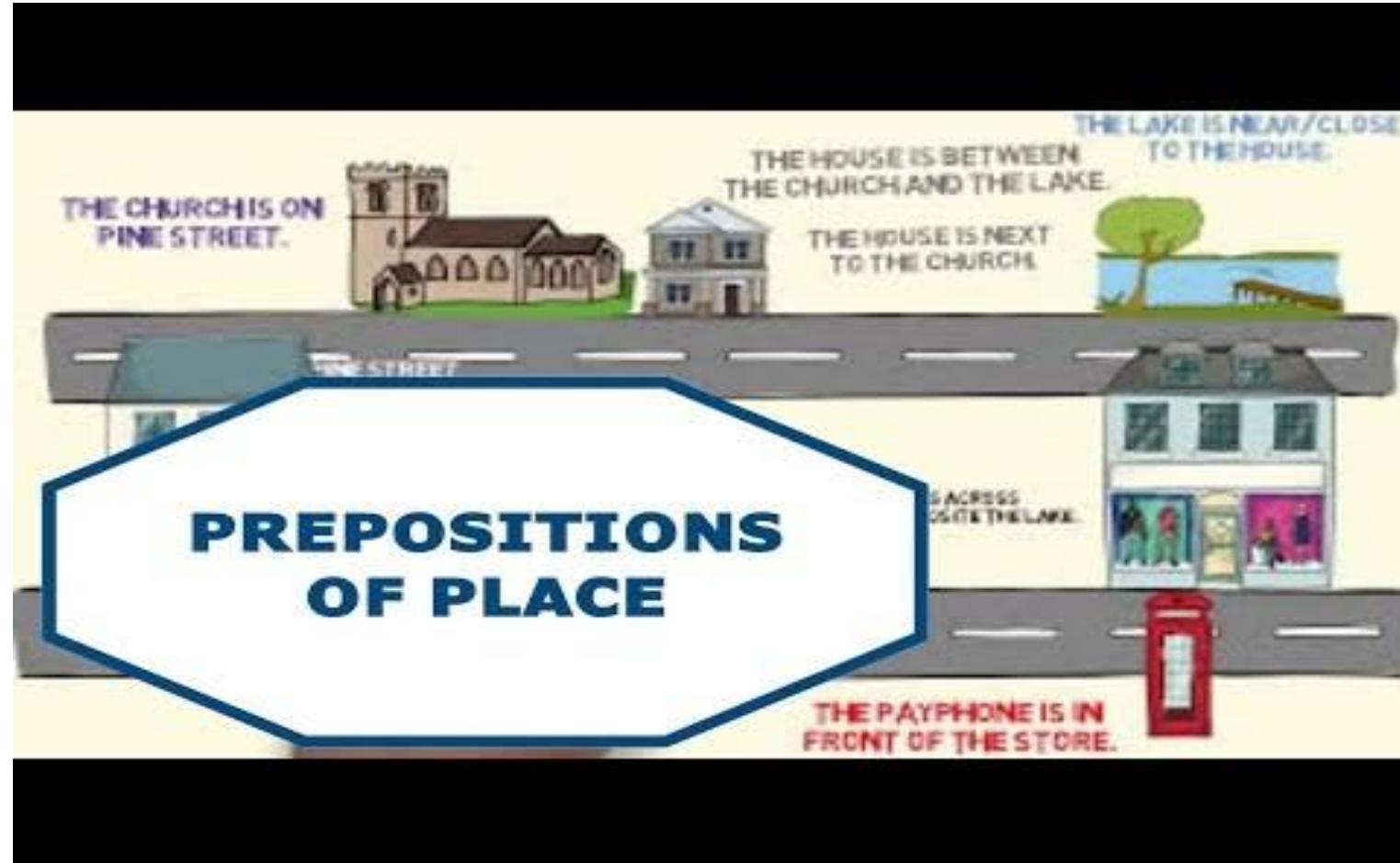


Cross

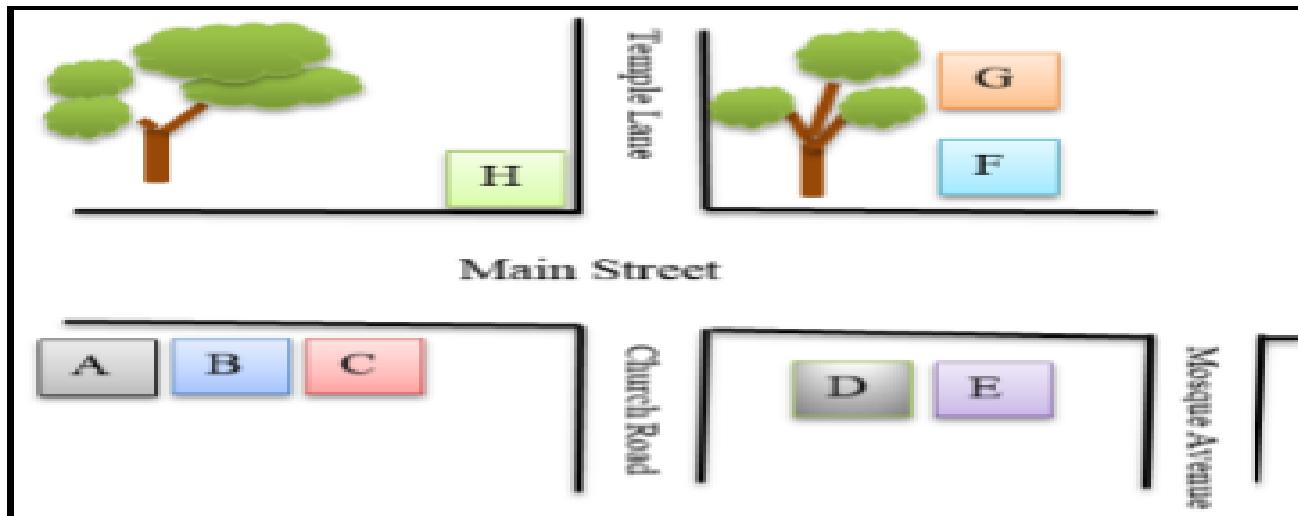


➤ Prepositions of place

<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. B is between A and C.
2. D is next to E
3. H is at the corner where Main Street meets Temple Lane.
4. G is behind F
5. F is in front of E

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



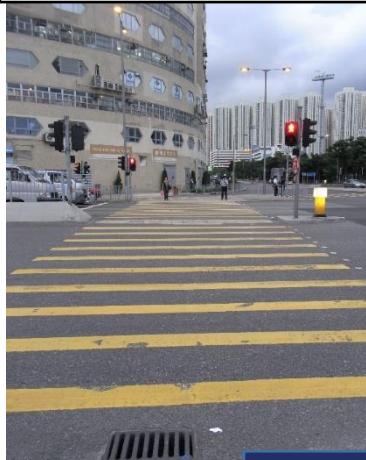
Railway bridge



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?

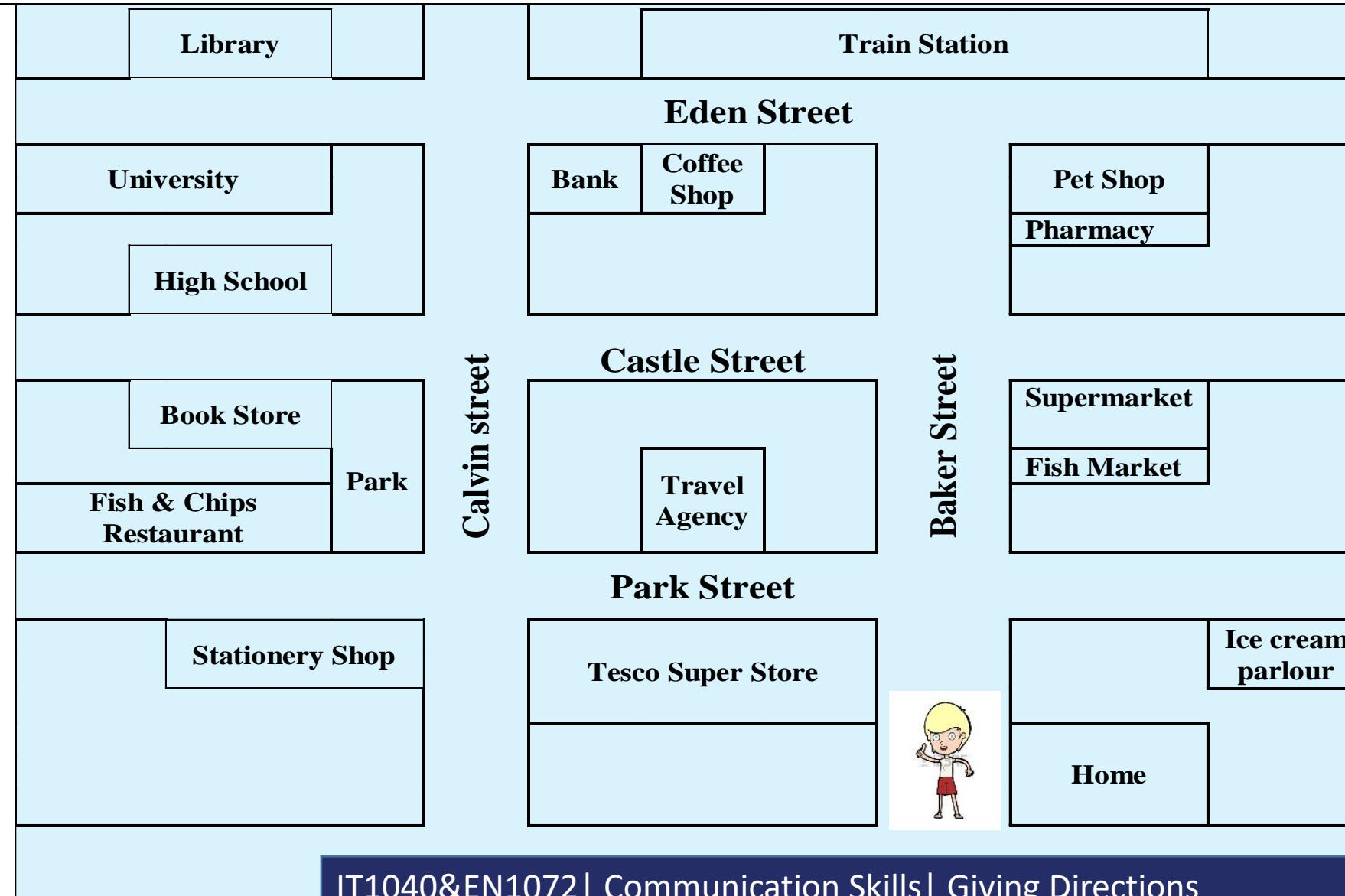
Practice Listening - Gap fill



- 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
- <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.

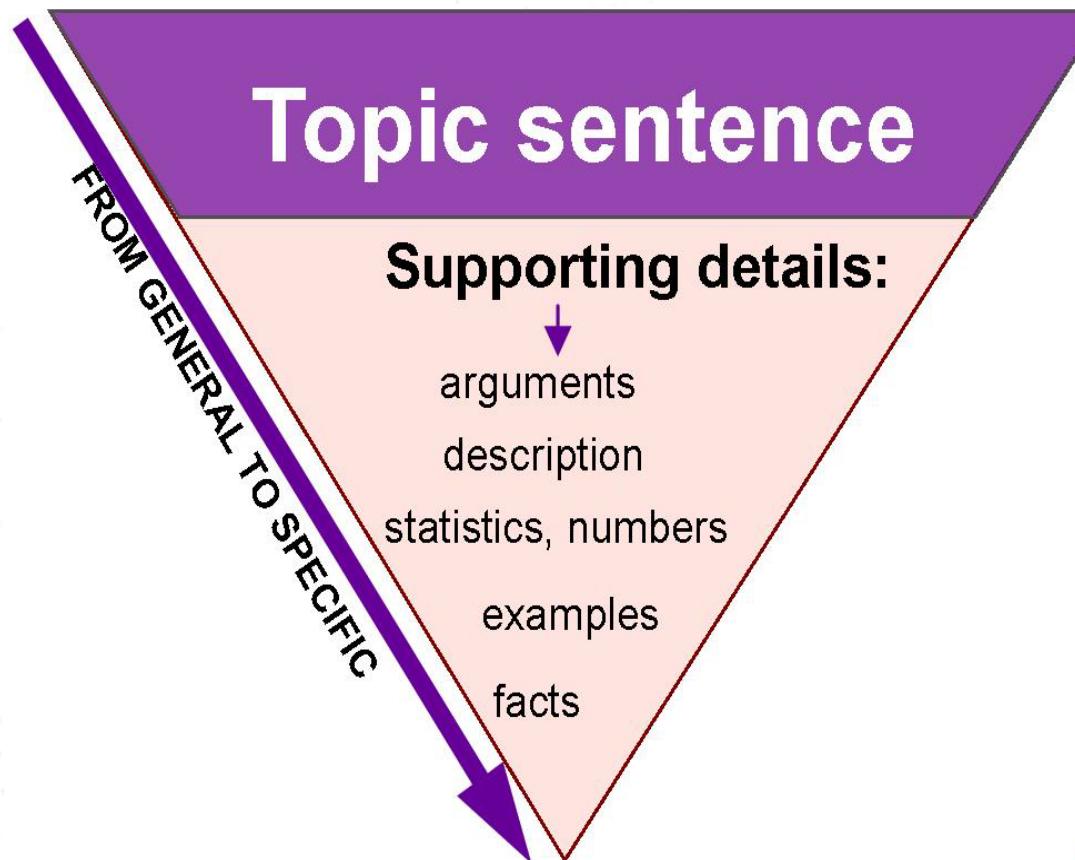
- The television is a major source of home entertainment.
- The television is an effective educational tool.
- The television has become smaller since its initial invention.

Topic

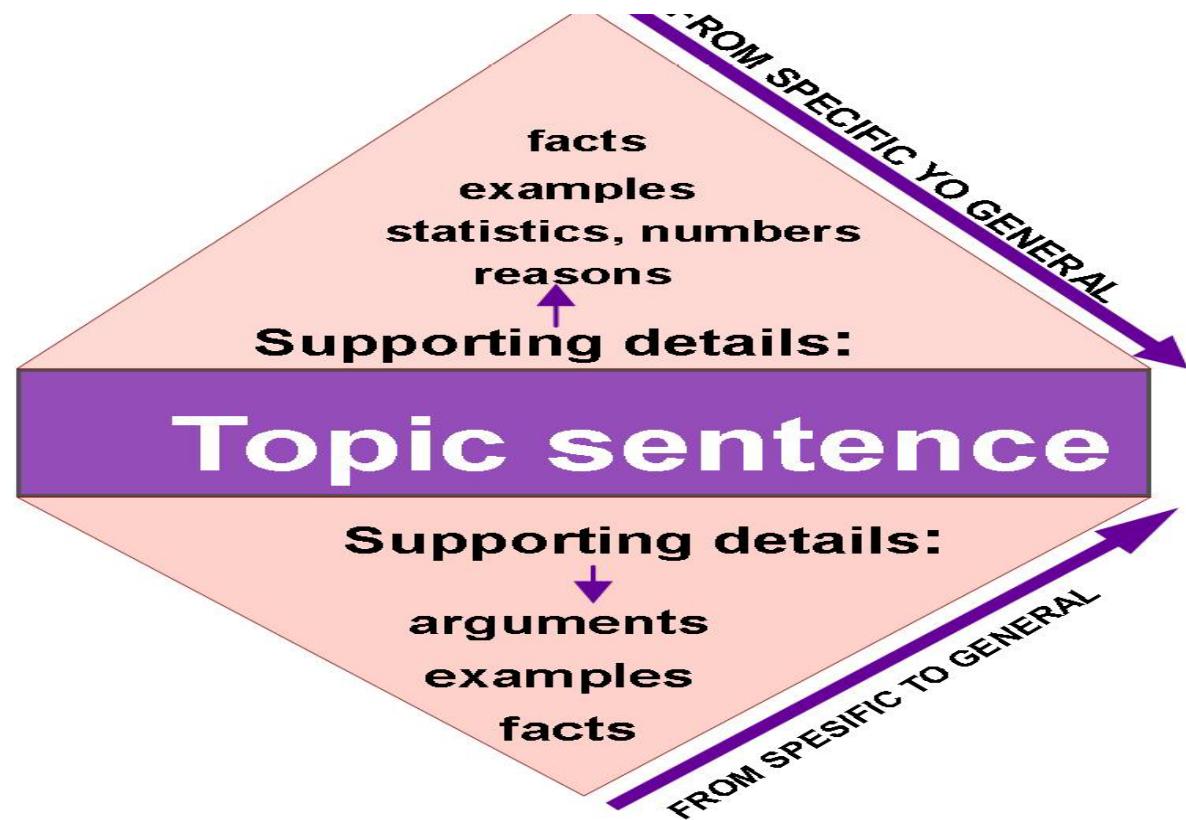
Controlling Idea

Where to find the topic sentence in a paragraph?

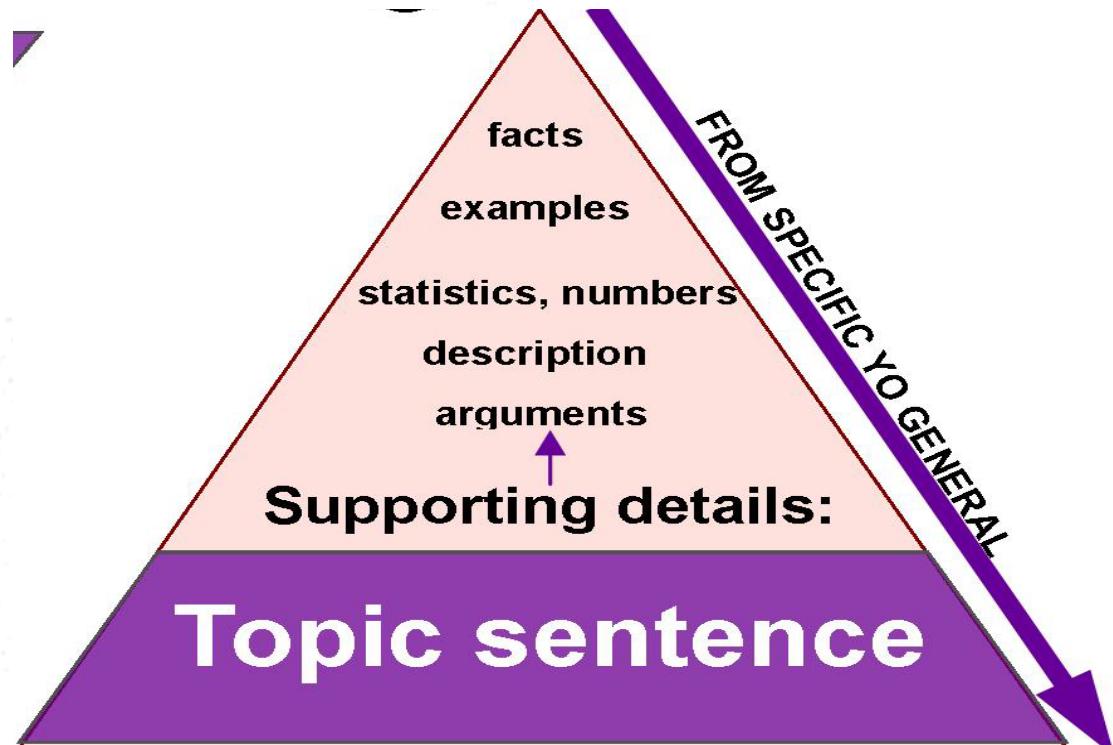
1. As the first sentence



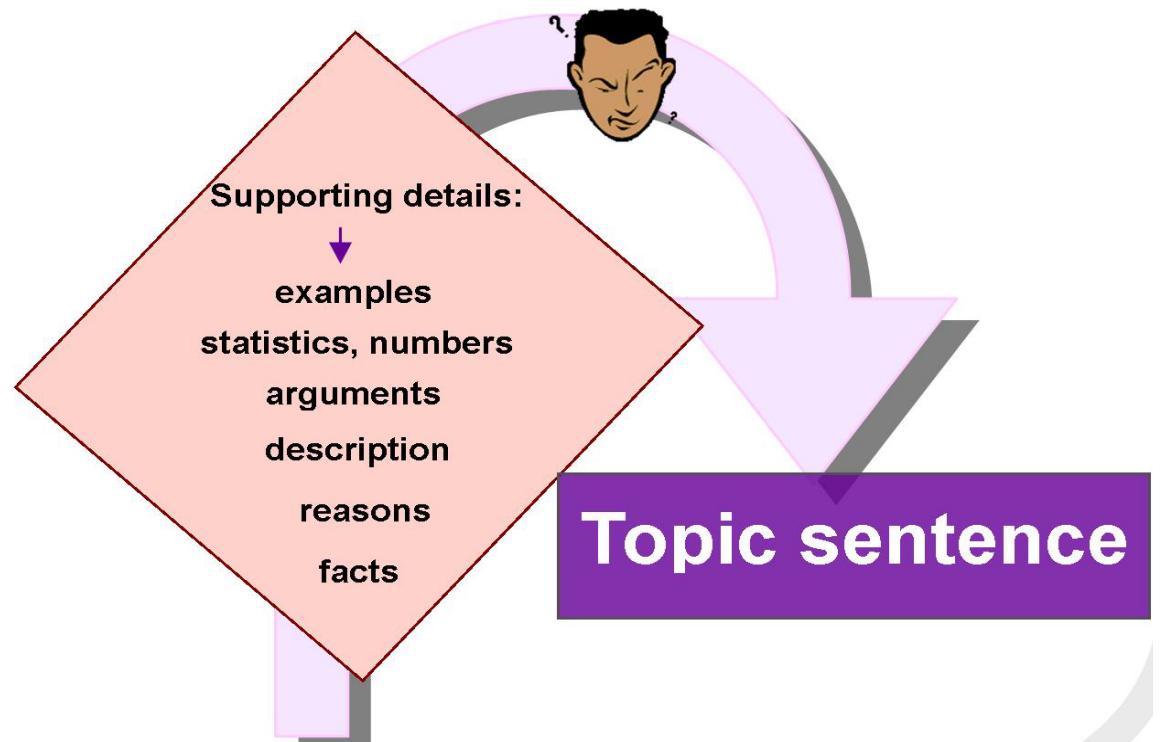
2. Within the paragraph



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

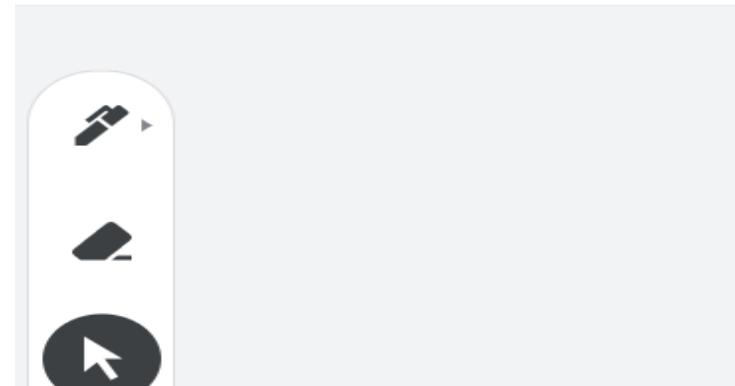
Beaches differ in various parts of the world. Thailand has miles of empty beaches. They are beautiful, clean, and uncrowded, even in summer. You can spend the whole afternoon on a beach and not see another person. In Japan, on the other hand, the beaches are very crowded. You can hardly find a place 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
- •
- •
- •
- •
- •
- •
- •
- •

Listening Comprehension Skills



Listening Test



Types of Questions

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

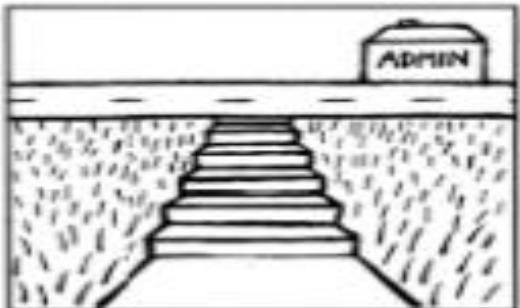
Section 01 – Question 01 to 12

Questions 1-5 Circle the appropriate letter

Example What are the students looking for?

- | | | | |
|----------|------------|----------|--------------|
| A | Main Hall | C | Old Hall |
| B | Great Hall | D | Old Building |

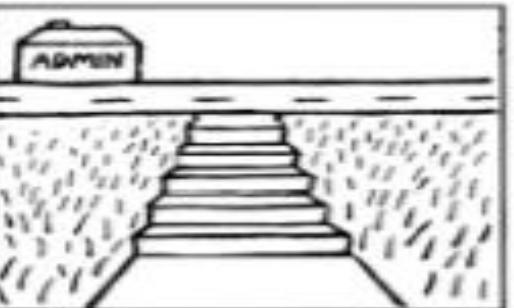
1. Where is the administration building?



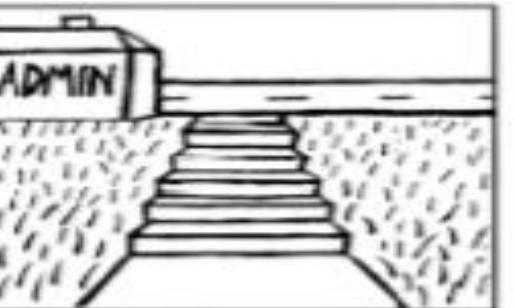
A



B



C



D

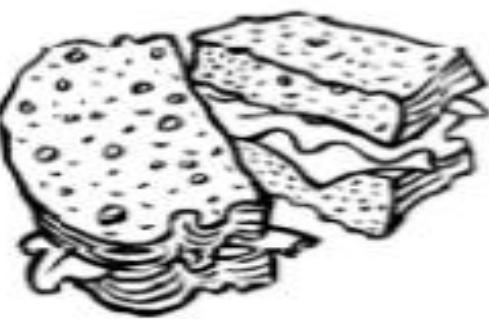
2. How many people are waiting in the queue?

- 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?



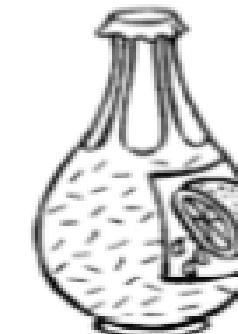
A



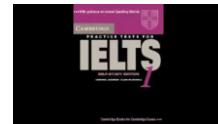
B



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)

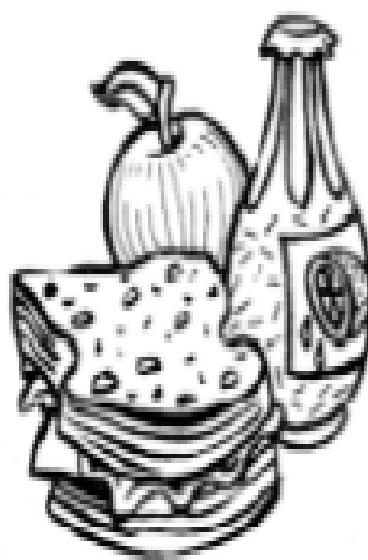
Course: (10)

Questions 11-12

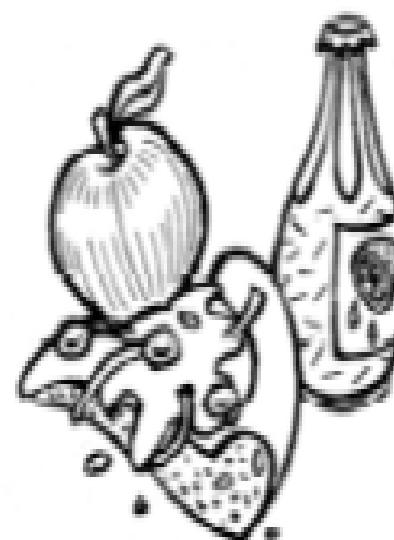
11. What did the man buy for her to eat?



A



B



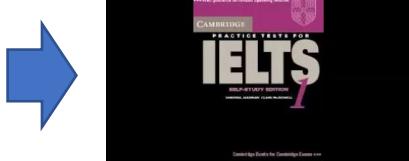
C



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.

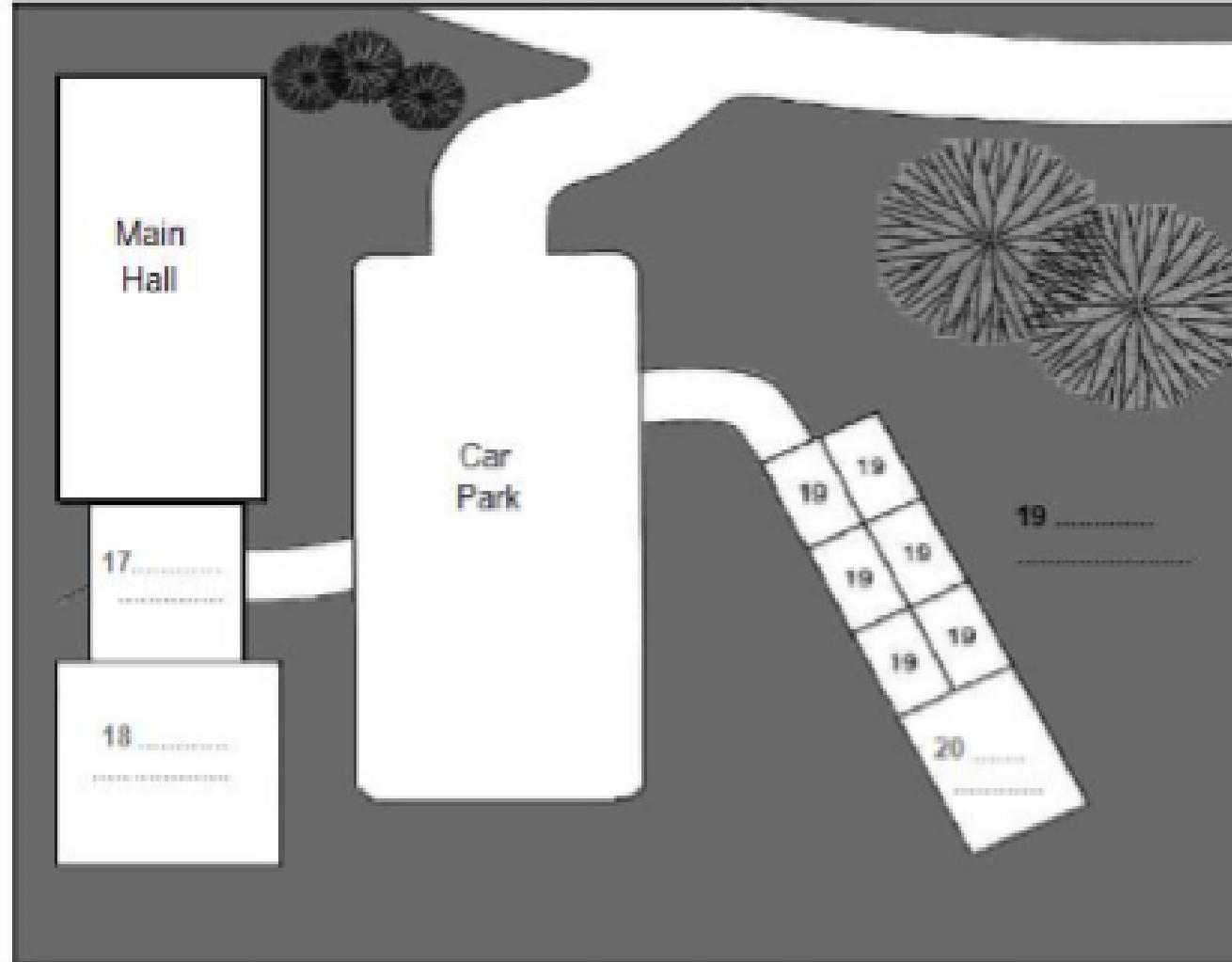
Opening hours	9 am to 10 pm on 16..... 10 am to 6 pm on Saturdays
50% 'morning discount'	9 am to 12 noon on weekdays

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

IT1040 & EN1072

Communication Skills

Lecture 06

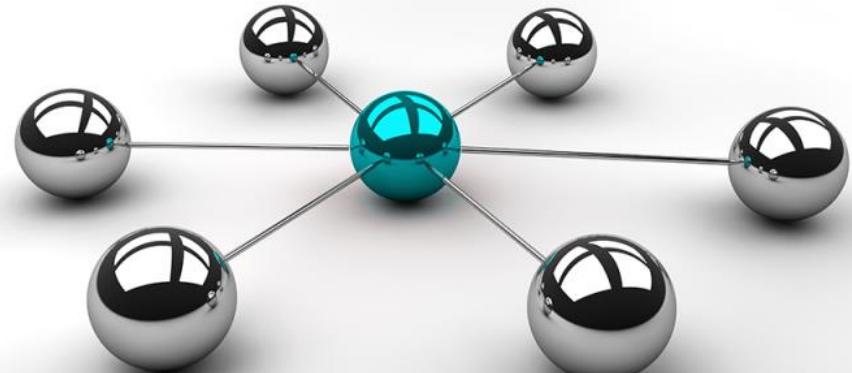
Paragraph writing II

Faculty of Humanities and
Sciences
ELTU

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.**

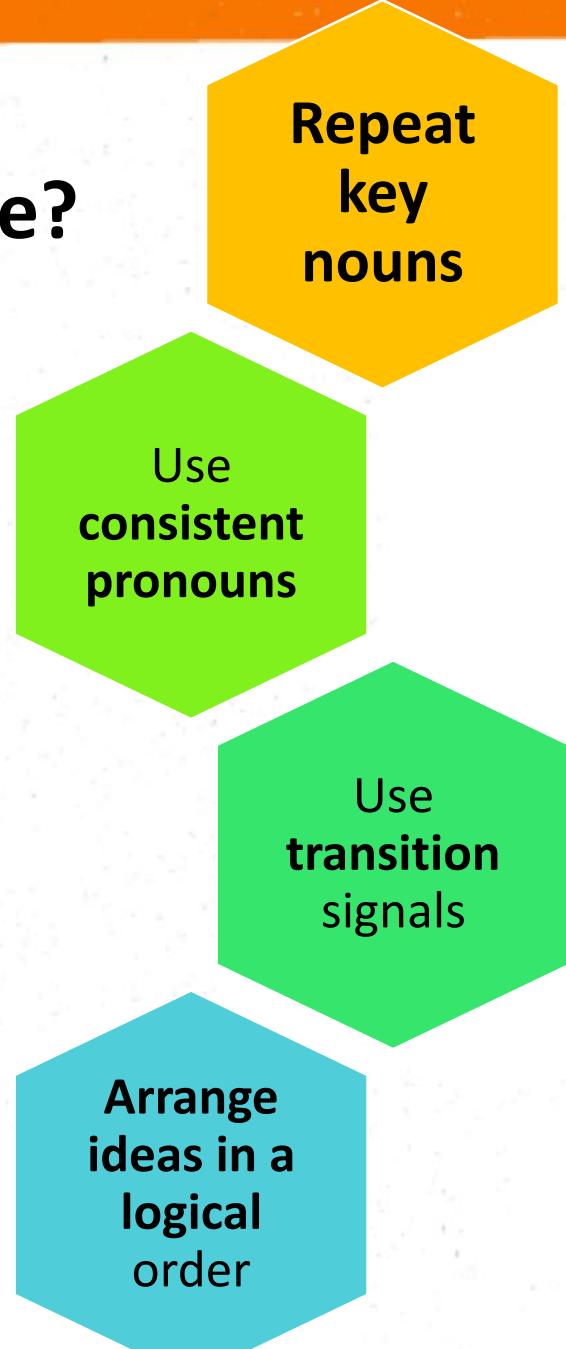
California is a state with every type of geography. It has mountains where you can enjoy the winter sports of skiing, snowboarding, and snowshoeing. It has deserts where temperatures can reach 110°F (43°C) in the summer. It has beaches where you can surf, swim, and fish. It has forests where the world's 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

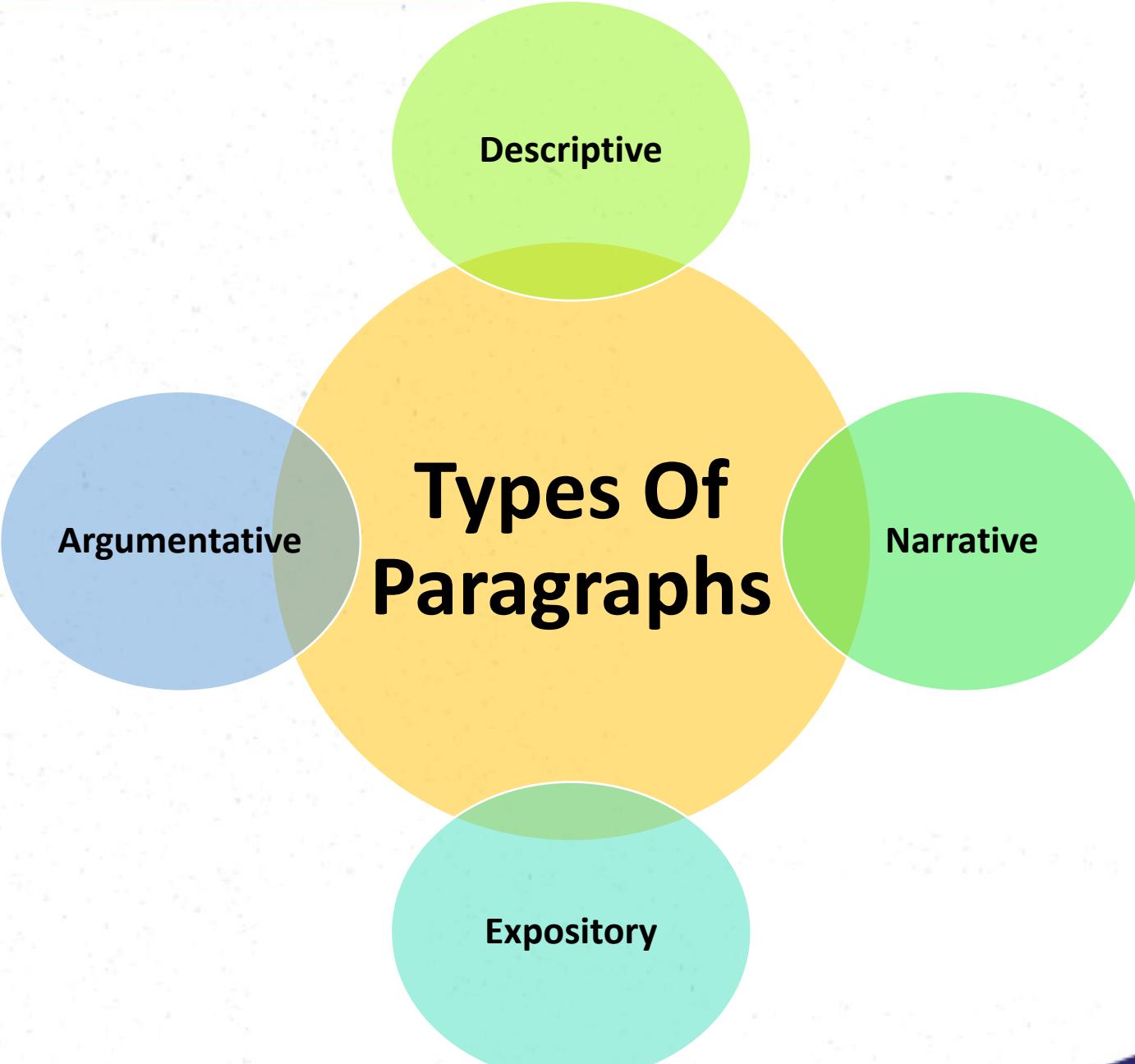
Logical division of ideas

- 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

Faculty of Humanities and
Sciences
ELTU



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

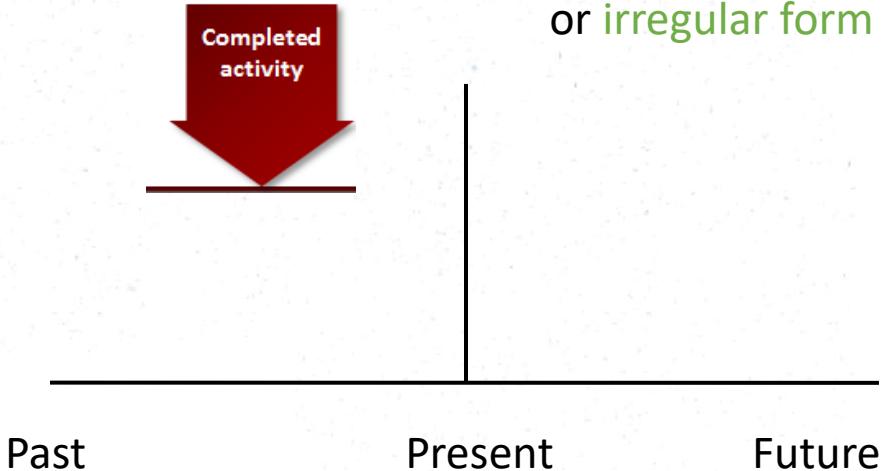


Sang and danced

- 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.



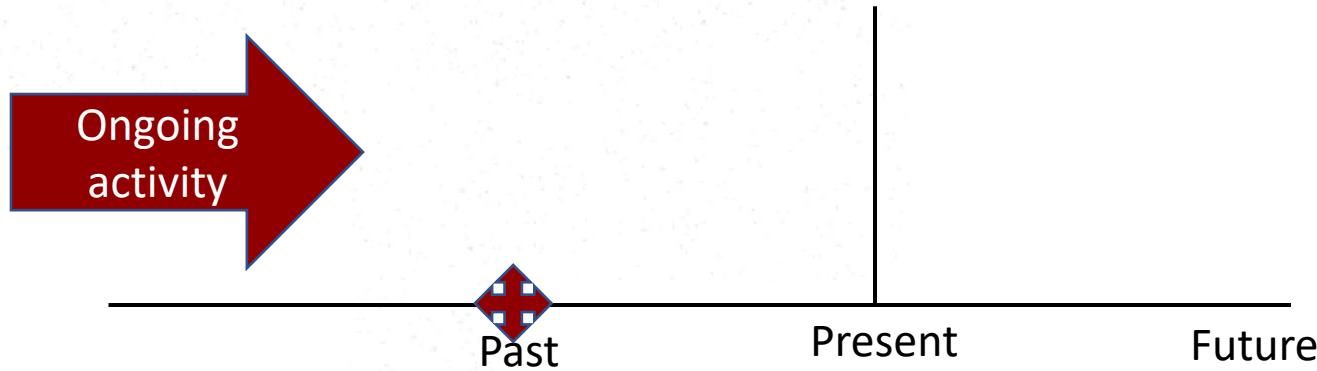
Interrogative

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



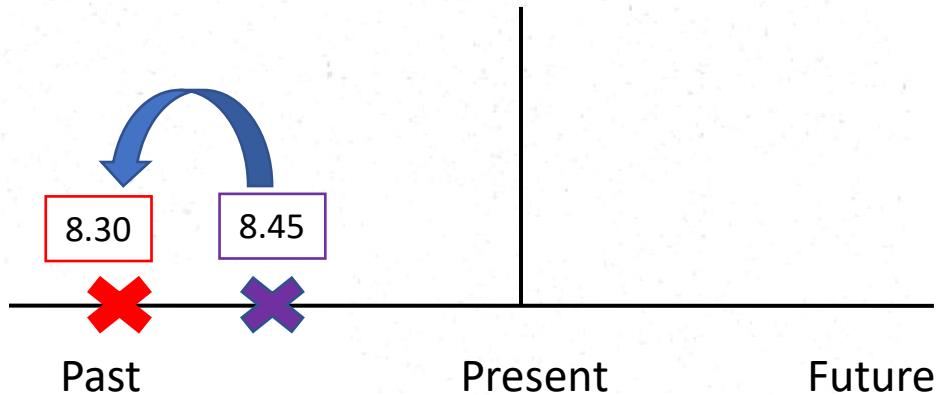
I had just sat down to have lunch when ^{the phone rang.}

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

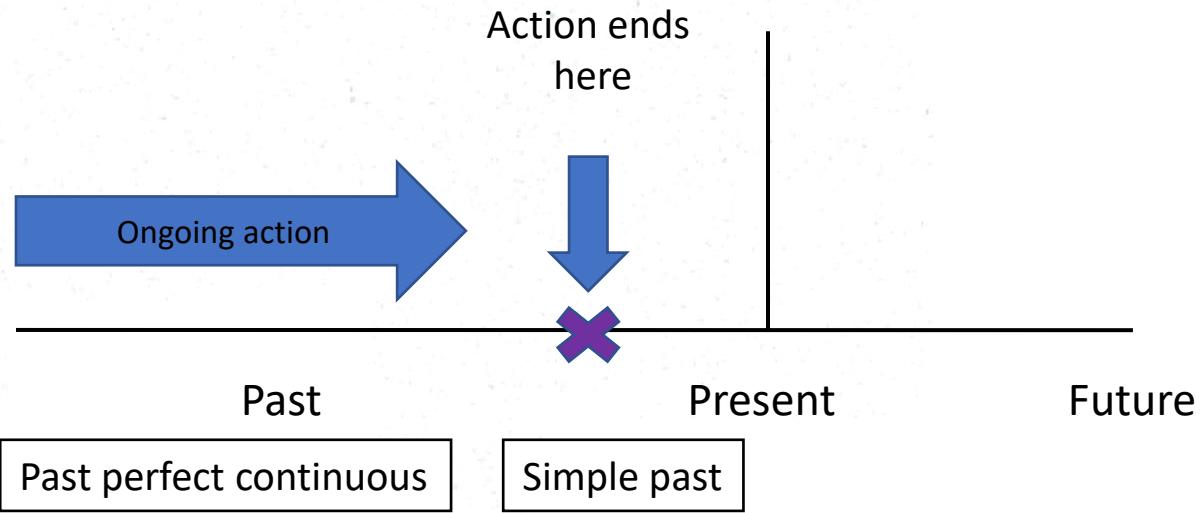


©Rickett

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
- [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

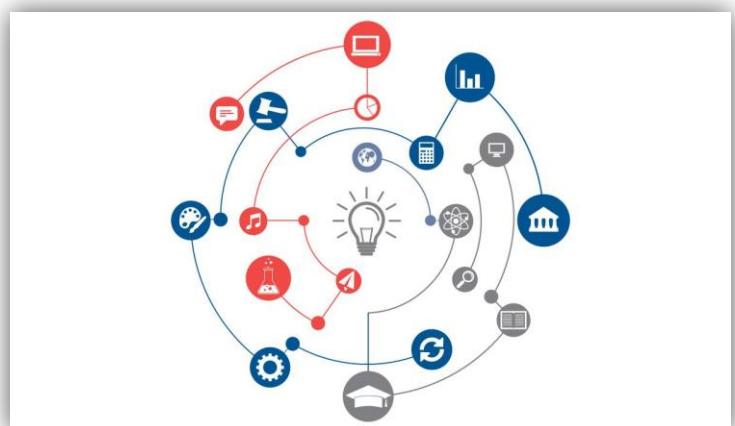
Delivering an Impromptu Speech

Faculty of Humanities and
Sciences
ELTU



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.



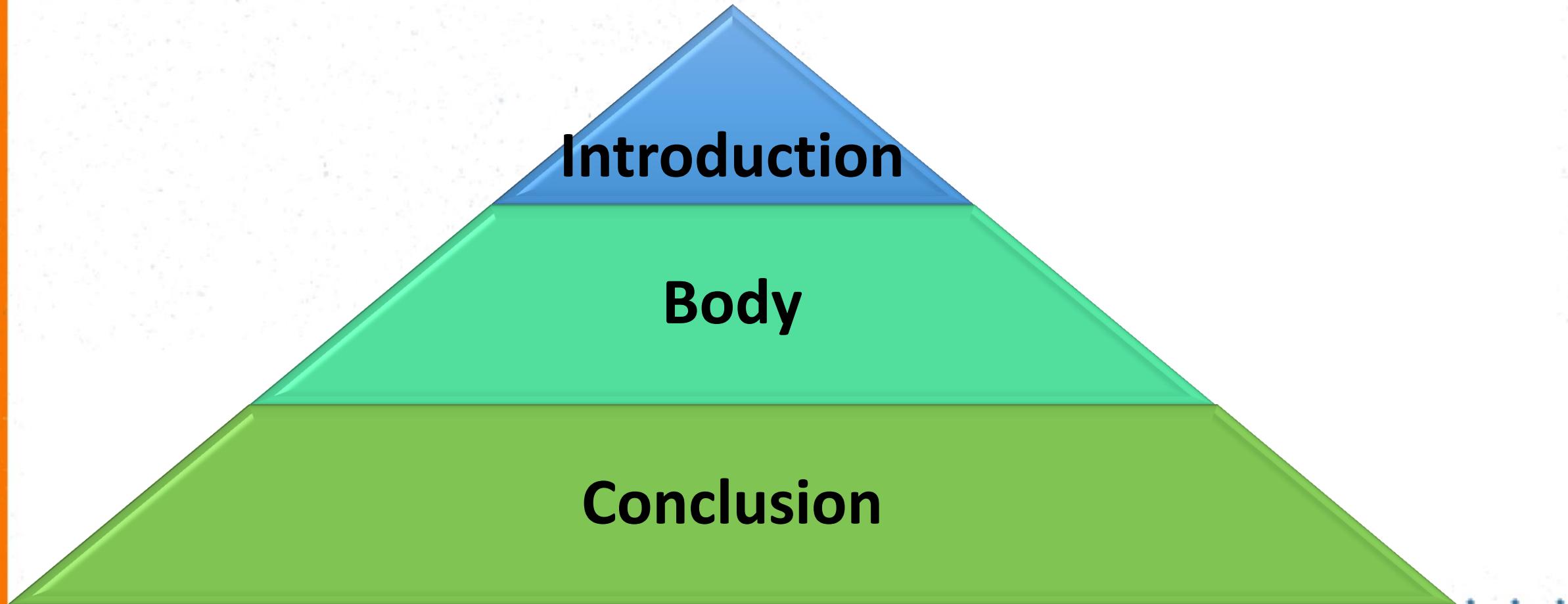
3. Discuss the past, present, and future

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.

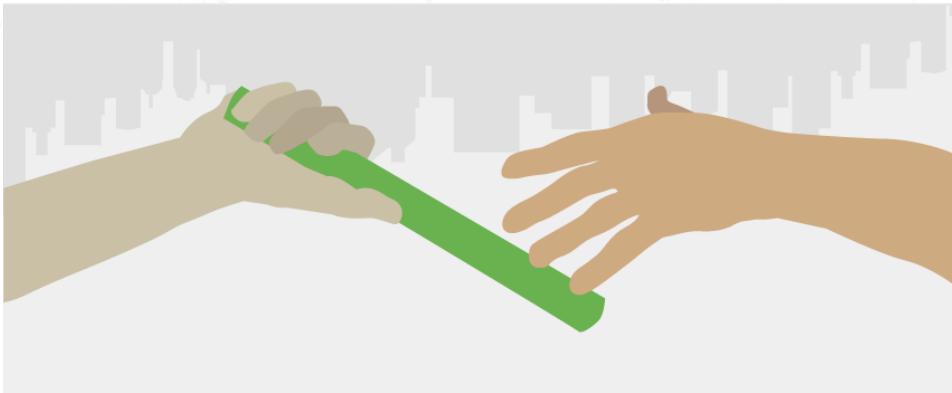
Basic Speech Outlines



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

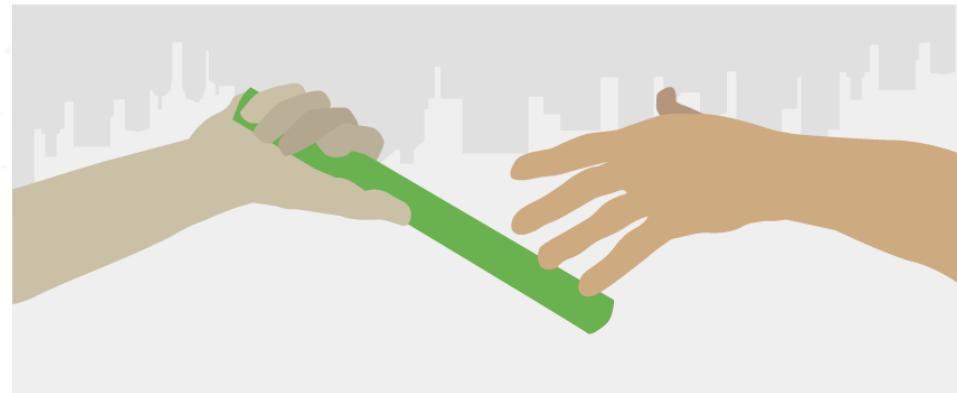
Observe
appropriate and
effective non-
verbal cues

Observe time
limit and have a
proper
conclusion



Signposting : Mini transitions between sub points

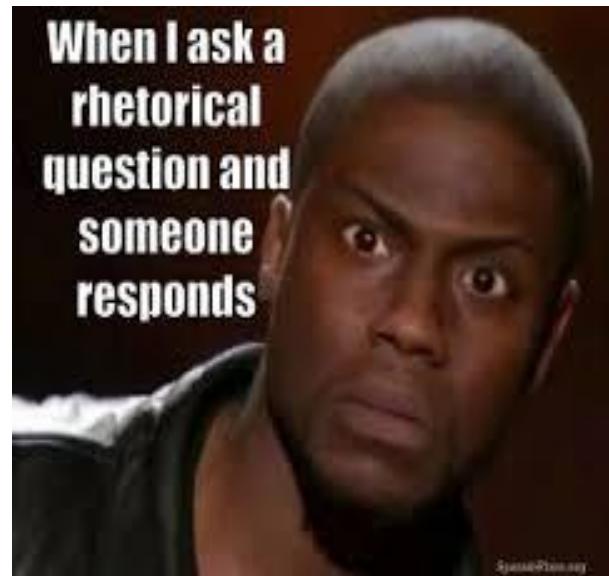
- First
- last , finally
- Now let's consider
- Similarly
- Now I am going to/ now let's consider
- On the other hand
- next, first
- and yet,
- altogether, at present,
- Well, let's take;
- Now, I am going to;
- Okay, I just finished talking about ;
- I now want to discuss.....



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?



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

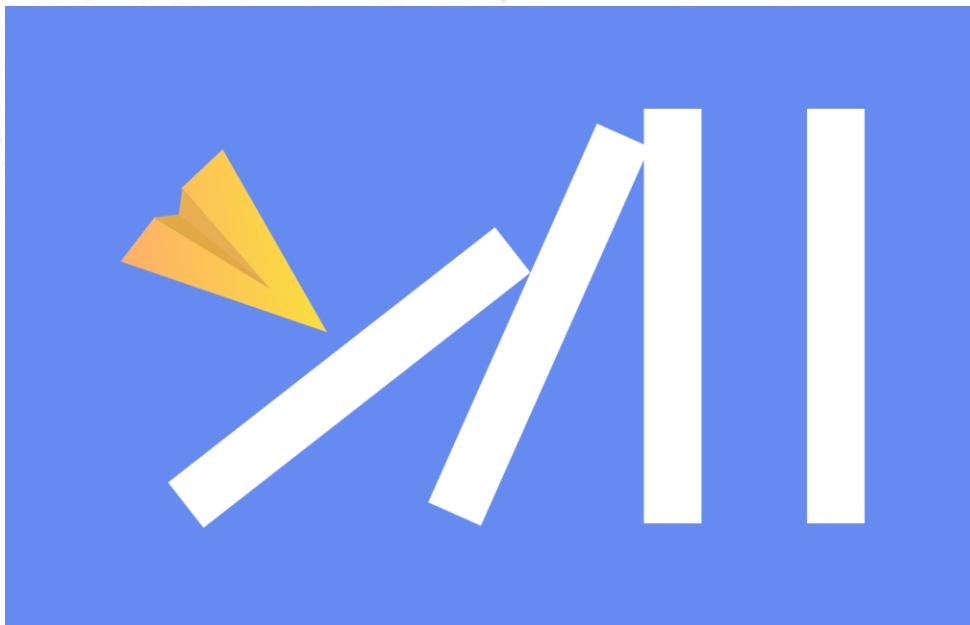


- <http://www.mentalgamecoach.com/articles/BriefSpeeches.html>
- [http://www.ryerson.ca/content/dam/studentlearningsupport/resources/types-of-writing/How to Make a Speech.pdf](http://www.ryerson.ca/content/dam/studentlearningsupport/resources/types-of-writing/How%20to%20Make%20a%20Speech.pdf)
- <http://sixminutes.dlugan.com/speech-preparation-3-outline-examples/>
- <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>

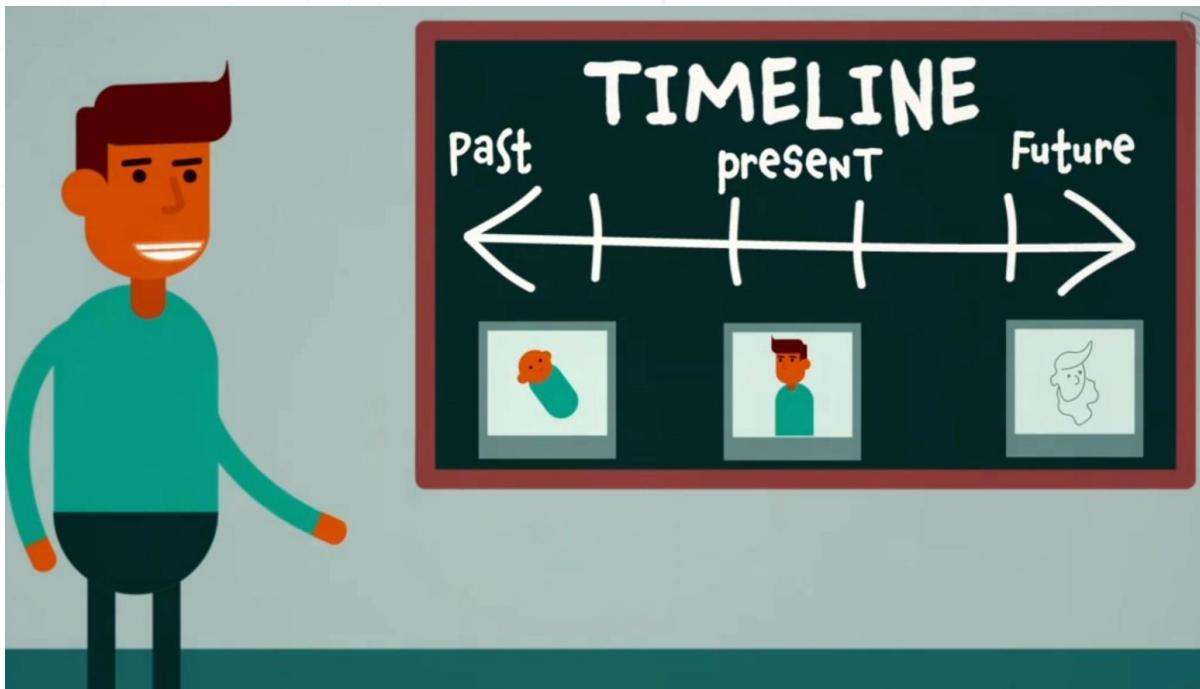
Do you think tourism provide more positive effects for a country? Give your opinion along with the reasons.



- 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

IT1040 & EN1072

Communication Skills

Lecture 09

Tenses Recap III

Faculty of Humanities and
Sciences
ELTU

Go to 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

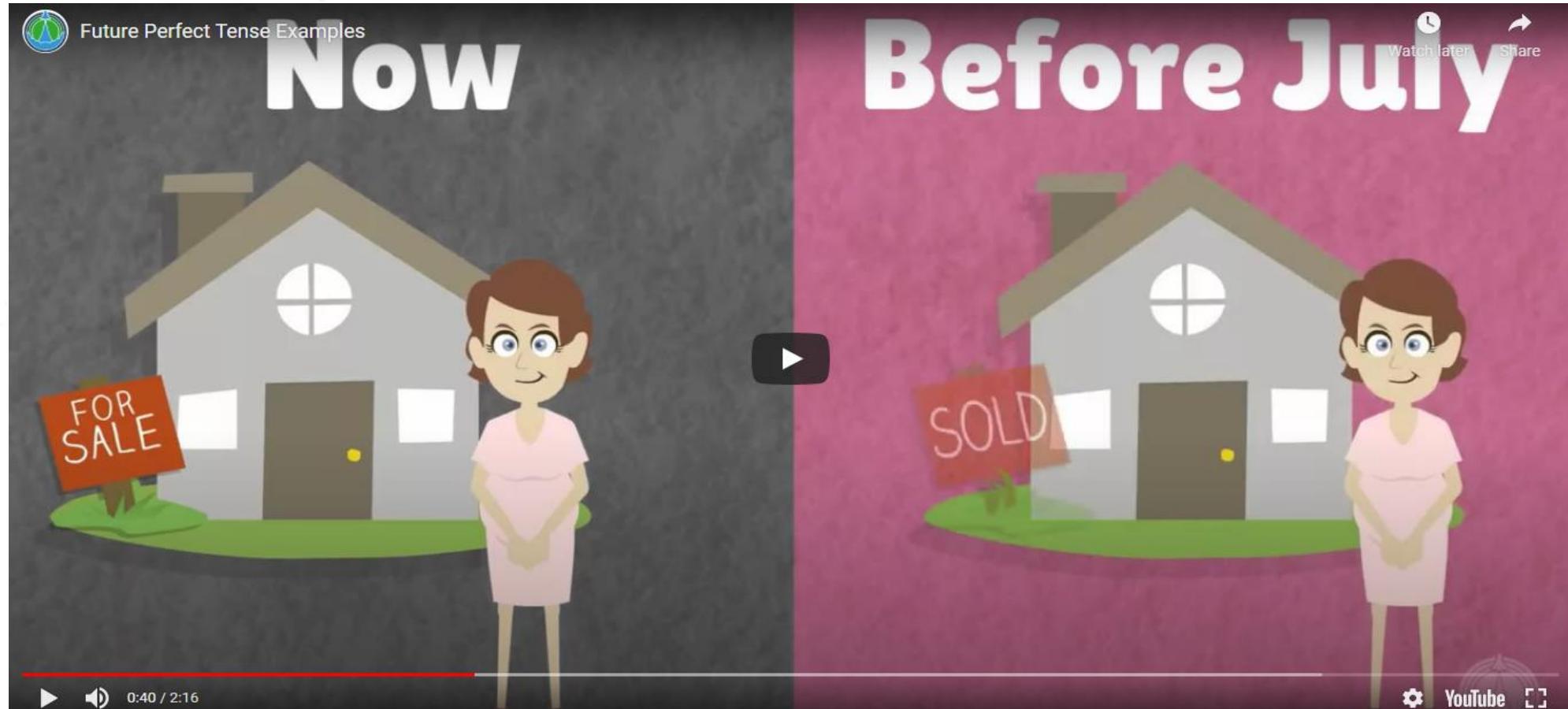
1. Next Monday you **will be working** in your new job.

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**

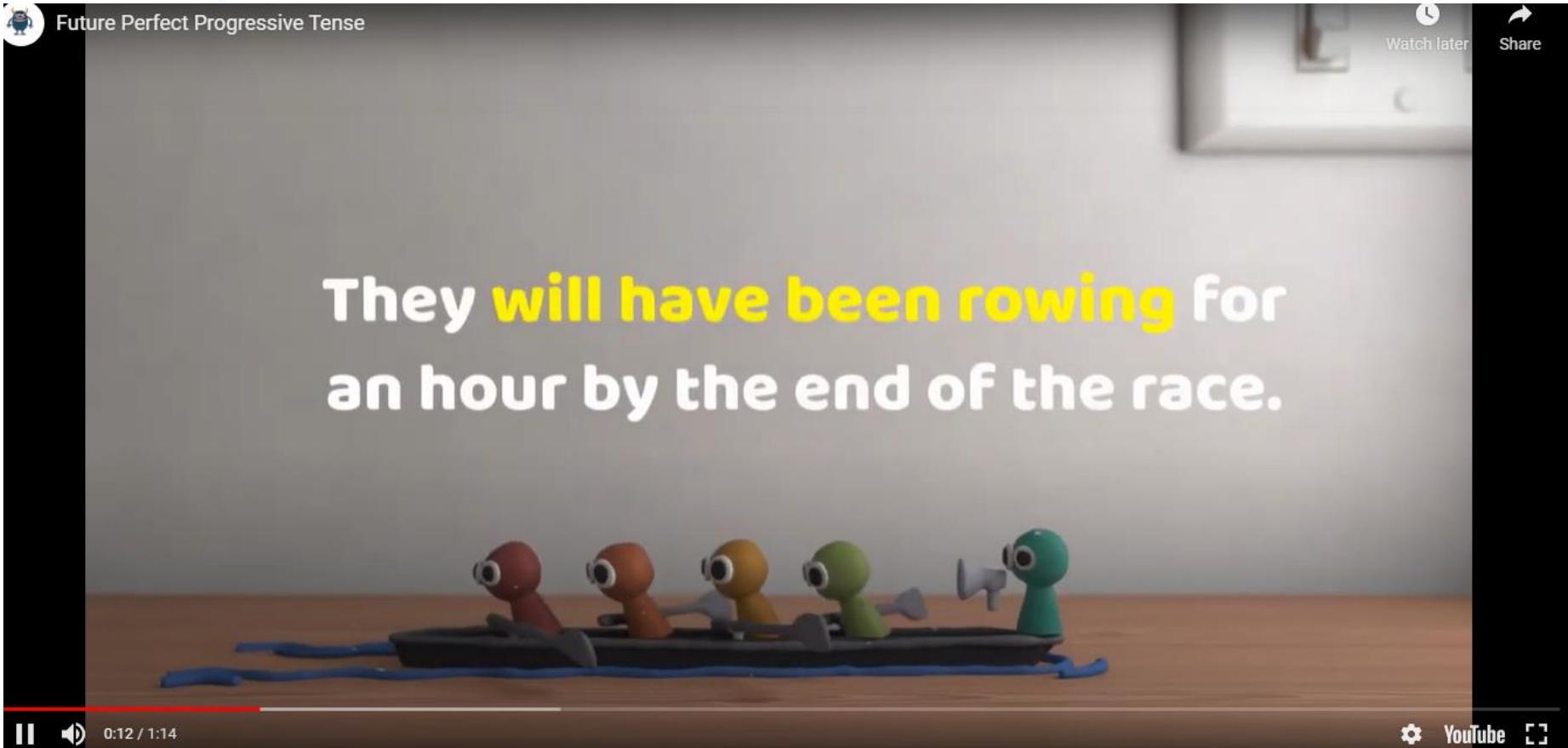
2. Oh no, we want to go on a bike ride in an hour.
Don't worry, he **will have repaired** the bike by then.

*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.**

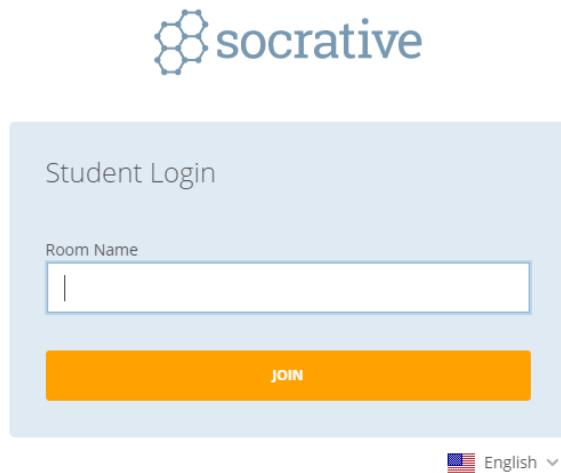
2. I **will have been waiting here for three hours** by six o'clock.

*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
- 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/>
- •
- •
- •
- •
- •
- •
- •
- •

IT1040 & EN1072

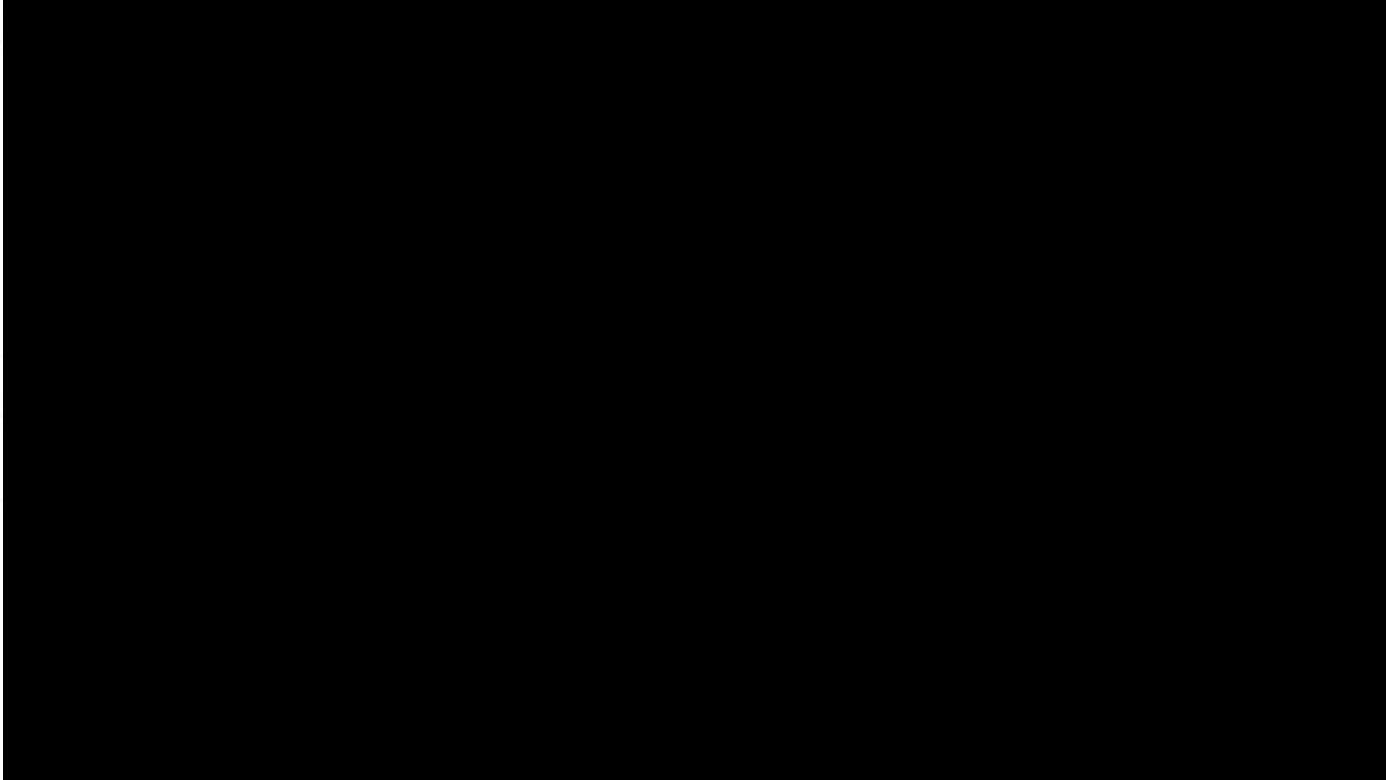
Communication Skills

Lecture 10

Nondiscriminatory Language



Watch the following video

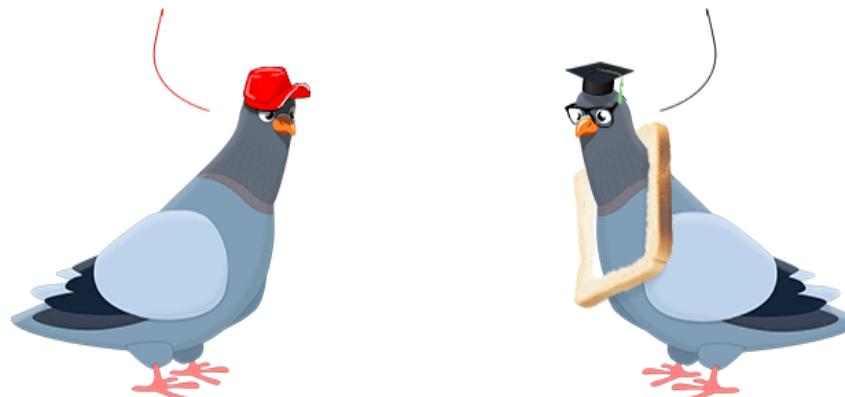


What is non discriminatory language?

- **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 1st, the budget must be submitted by the chairperson.

IT1040 & EN1072

Communication Skills

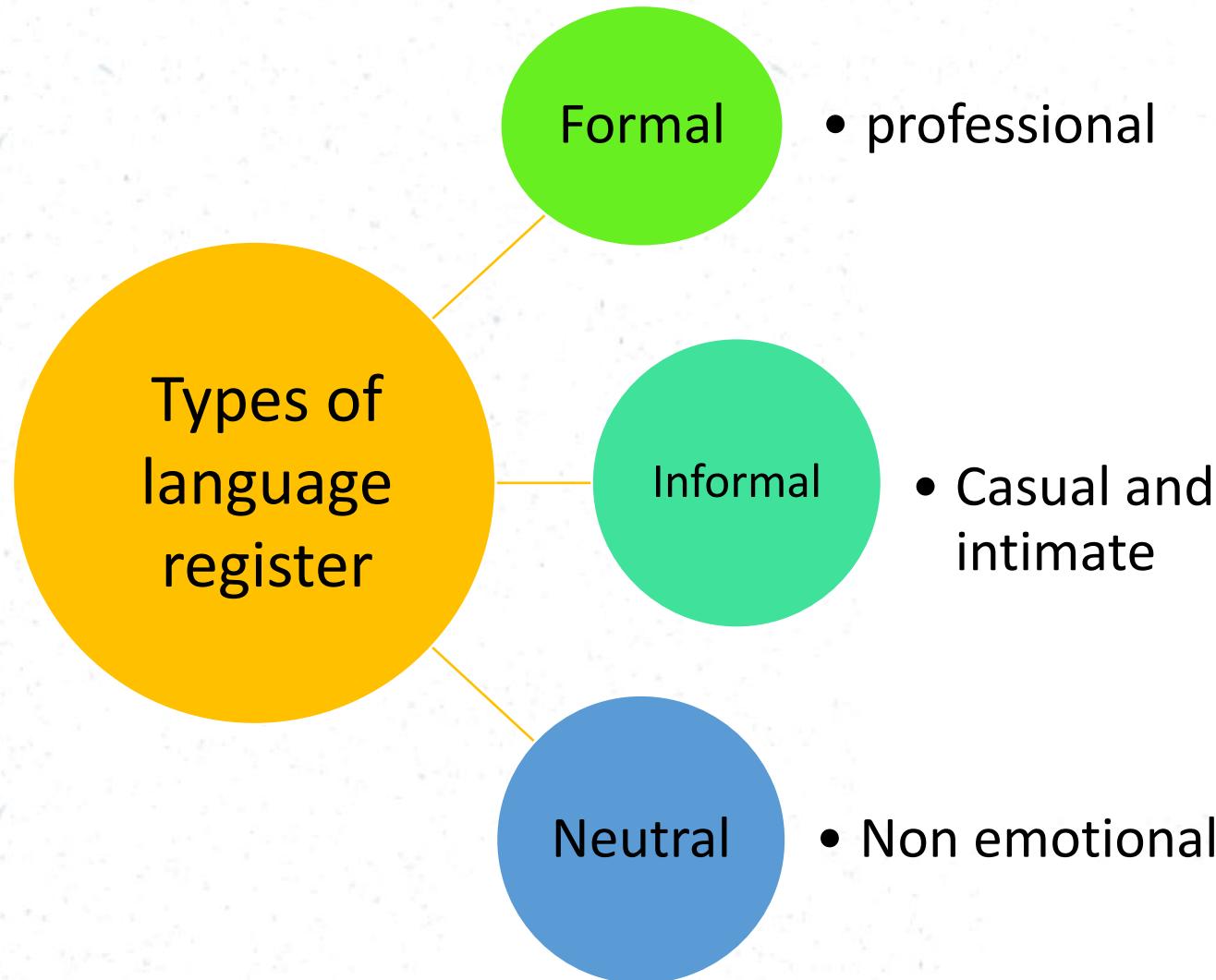
Lecture 11

Formal Language

Faculty of Humanities and
Sciences
ELTU

Learning Outcomes

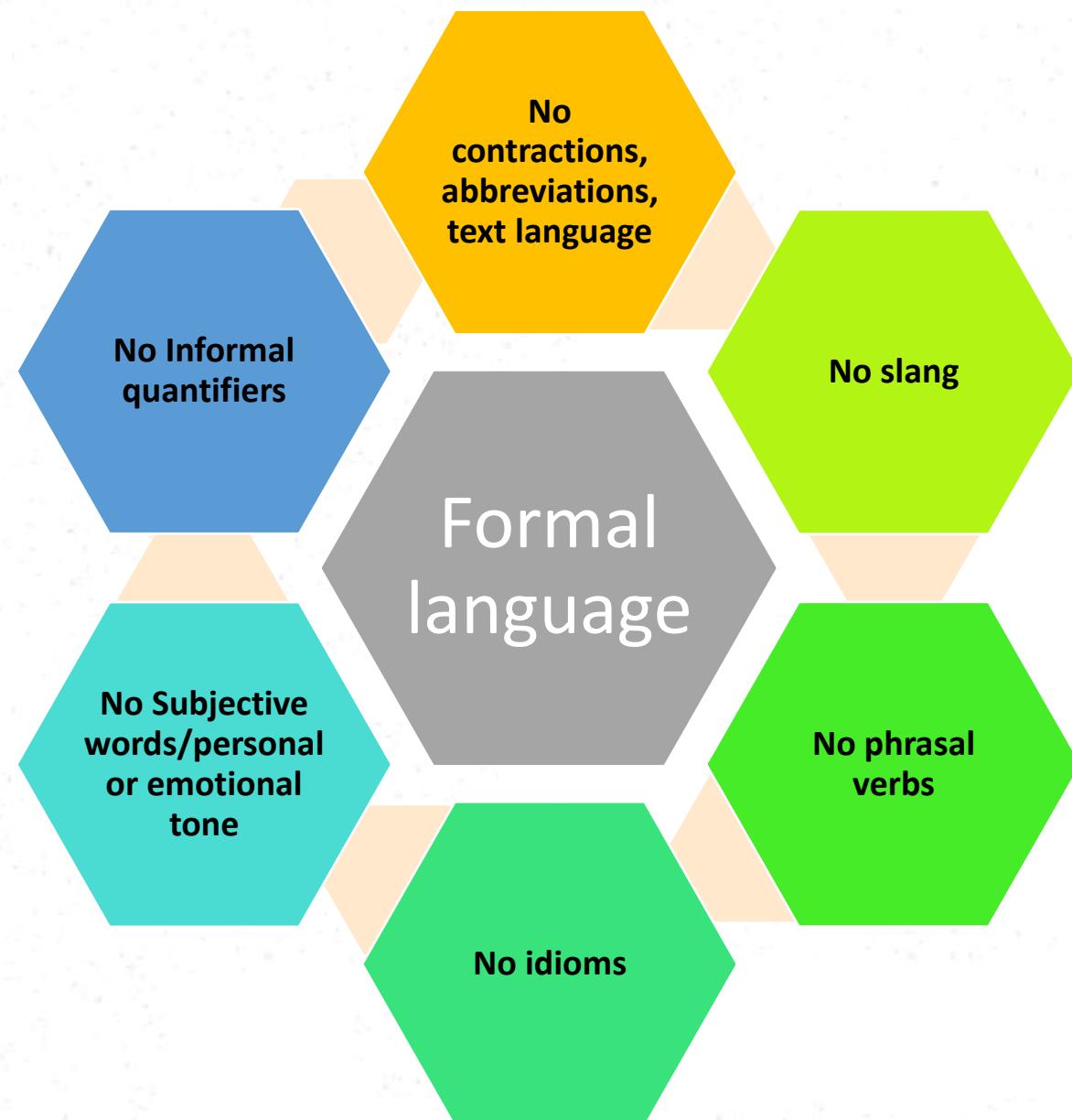
- Define what formal language is
- Identify the features of formal language and informal language
- Write the formal equivalents of informal words/phrases and sentences



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.



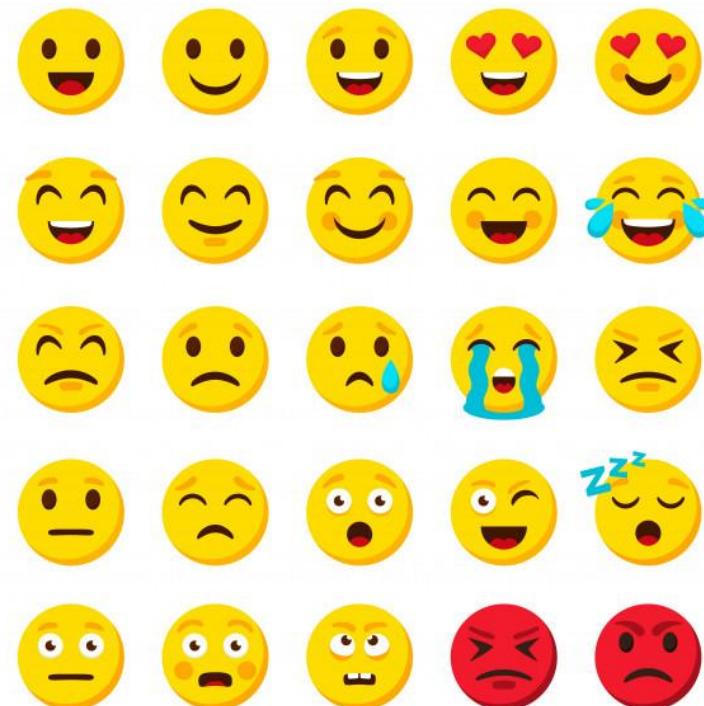
No contractions, abbreviations

- **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



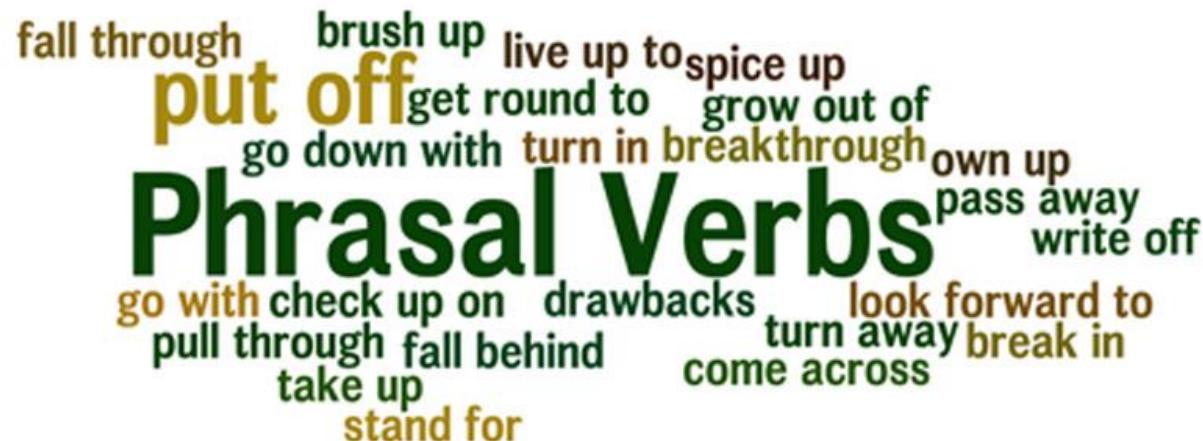
No slang

- **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:



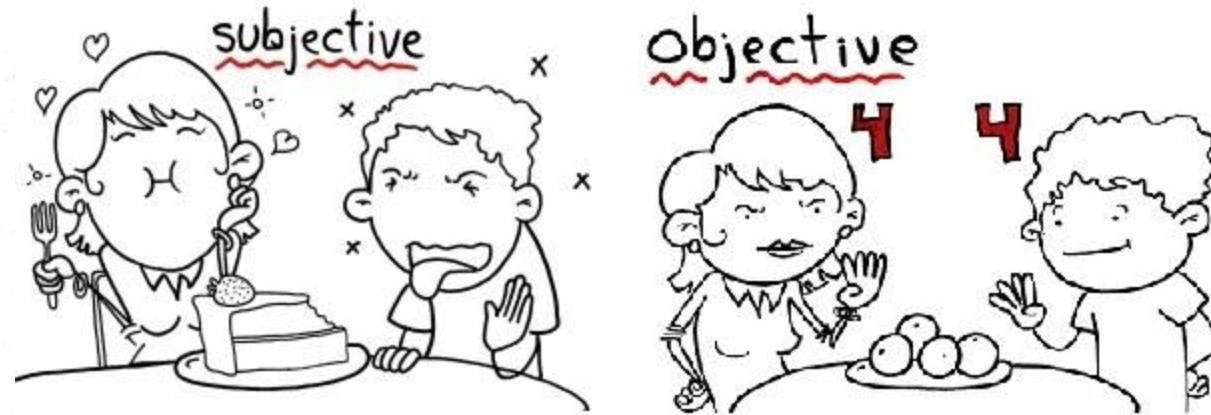
No idioms

- **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:



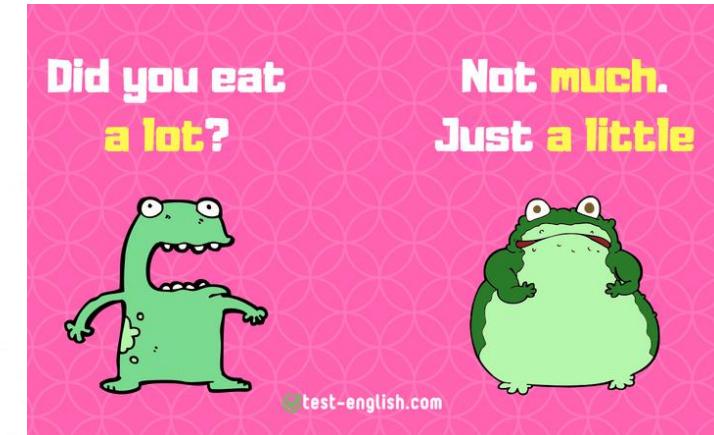
No subjective expressions

- 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 stars and a prominent central nebula or galaxy. In the upper right corner, the word "slido" is written in a white, lowercase, sans-serif font. On the left side, there is promotional text: "Join at" above "slido.com" and "#39763", all in large, white, sans-serif font. To the right of this text is a large, black and white QR code enclosed in a white border. At the bottom of the screen is a dark navigation bar with several icons: a blue circle with a plus sign, a left arrow, a green play button, a dropdown menu labeled "1: Poll", a square icon, a gear icon, and a right arrow. To the right of these icons, the text "Showing Q&A" is displayed. Further to the right are two small, semi-transparent circular icons with settings and a double-dot symbol.

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,





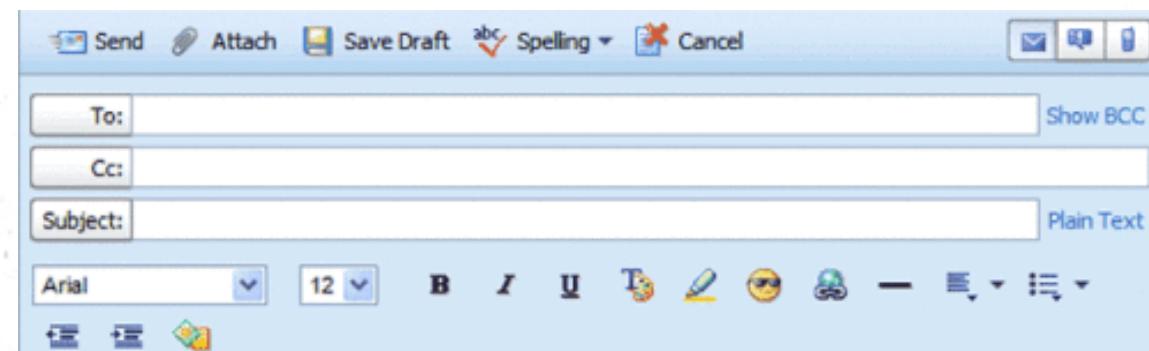
NETIQUETTE

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

www.lessonplansdigger.com

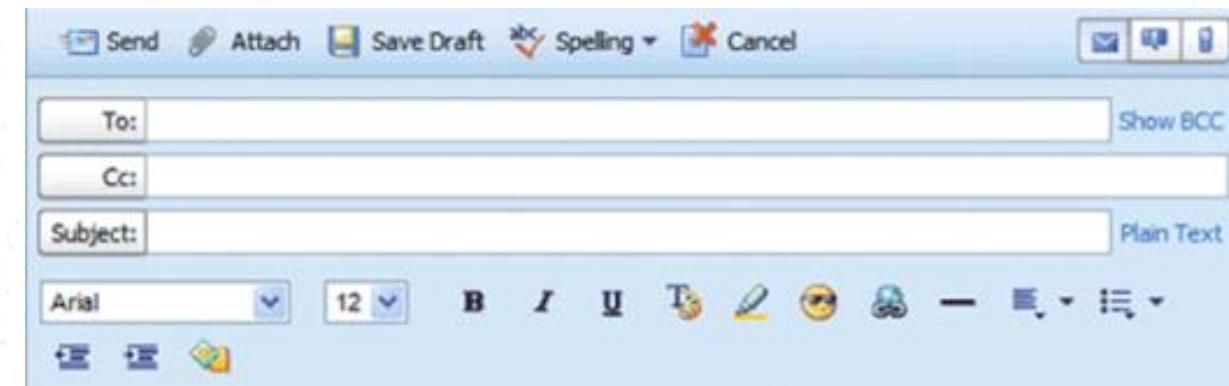
Use a professional email address

- 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."

• • •

• • •

• • •

• • •

• • •

• • •



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.

What are
the **BEST**
Fonts
for **E**mail?

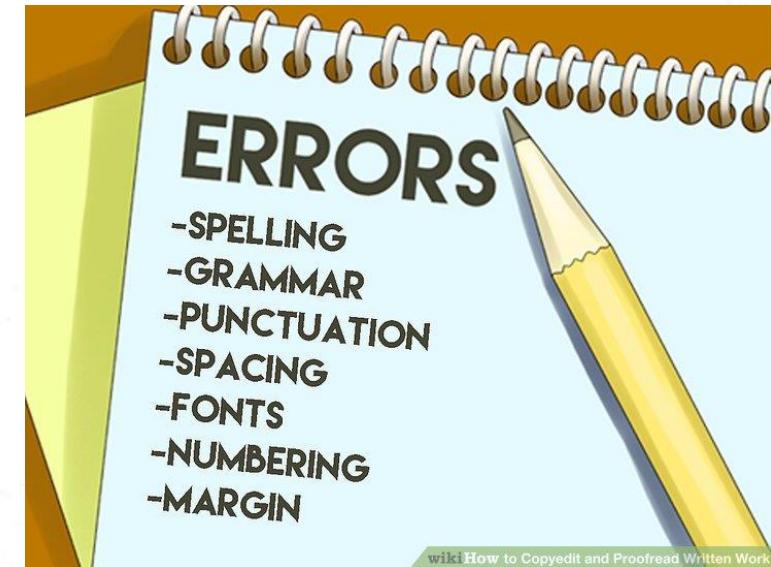
Reply to your emails — even if the email wasn't intended for you

- 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.
- • •
- • •
- • •
- • •
- • •
- • •
- • •



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 could 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

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

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

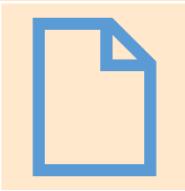
Write

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 16th to 19th of August 2020. Moreover, inform them that he will be visiting the factory on the 17th. 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 16th to 19th 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)
- <https://courses.lumenlearning.com/technicalwriting/chapter/memos/>
- <https://business.tutsplus.com/articles/how-to-write-a-formal-email--cms-29793>
- [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

Faculty of Humanities and
Sciences
ELTU



SLIIT

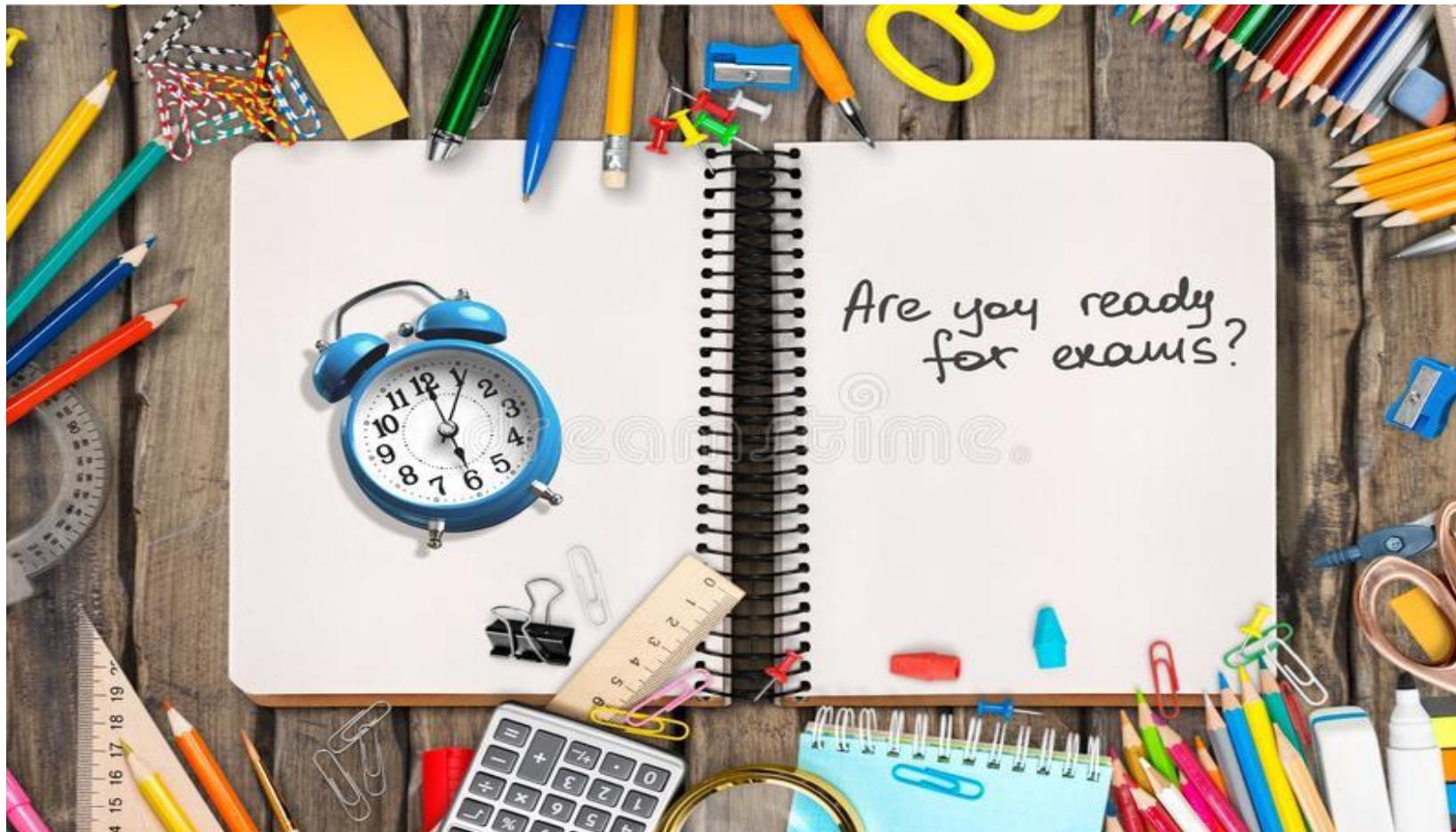
Discover Your Future

Mid paper

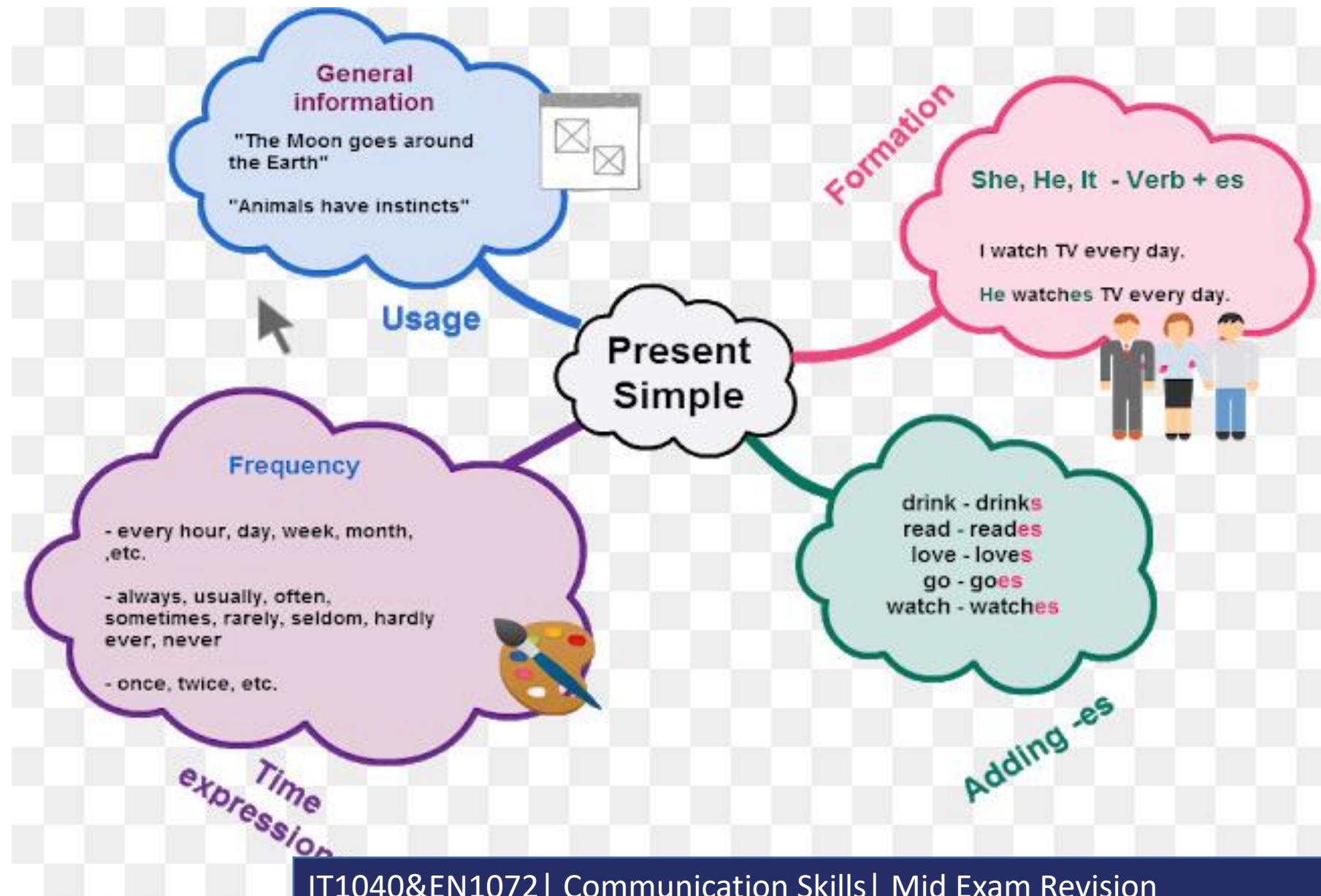
- **Online**
- **01 hour**
- **Weightage taken to the final grade – 20%**

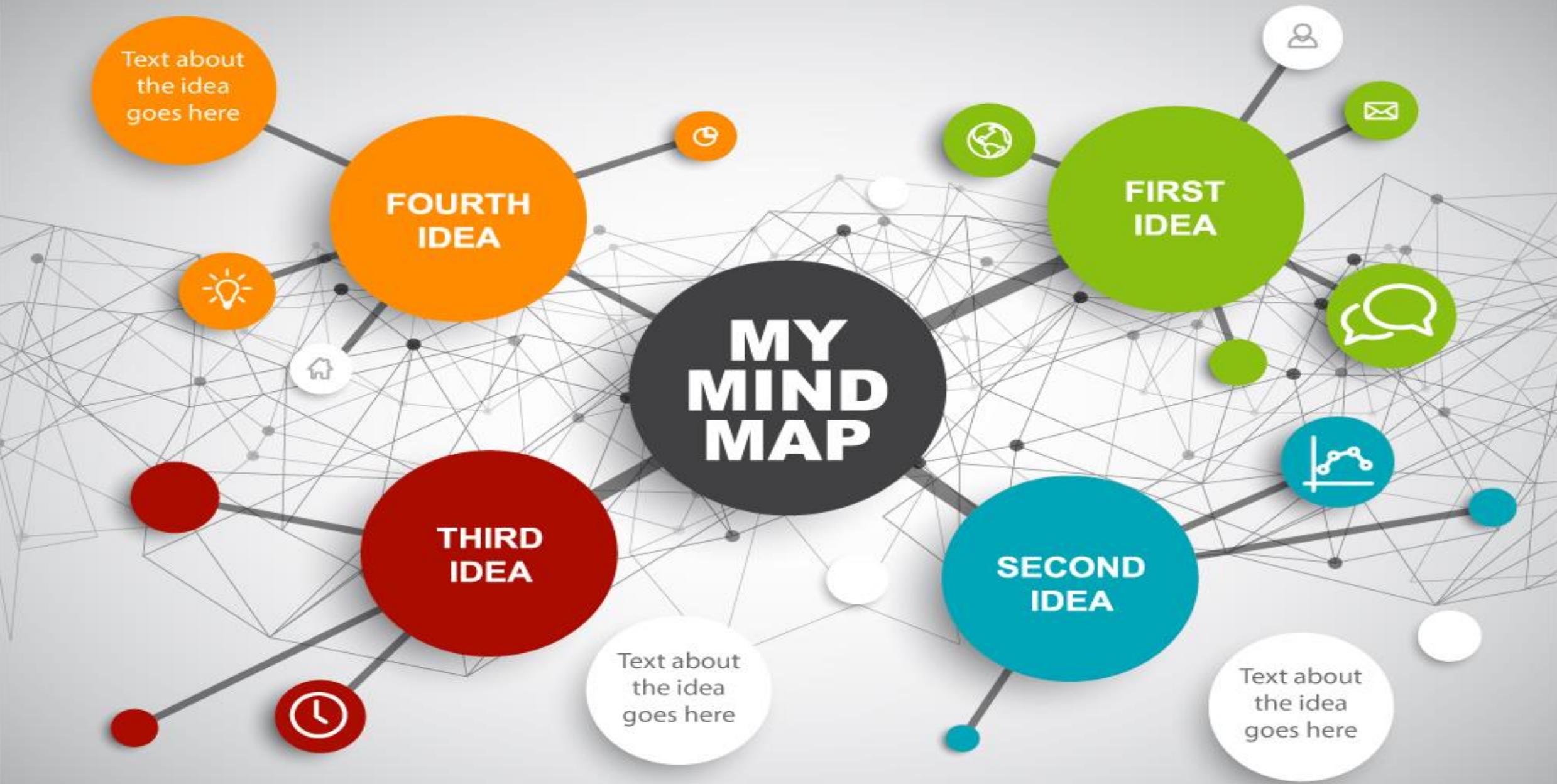
Today's Recap

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
- 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

Faculty of Humanities and
Sciences
ELTU



SLIIT

Discover Your Future

Today' 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.

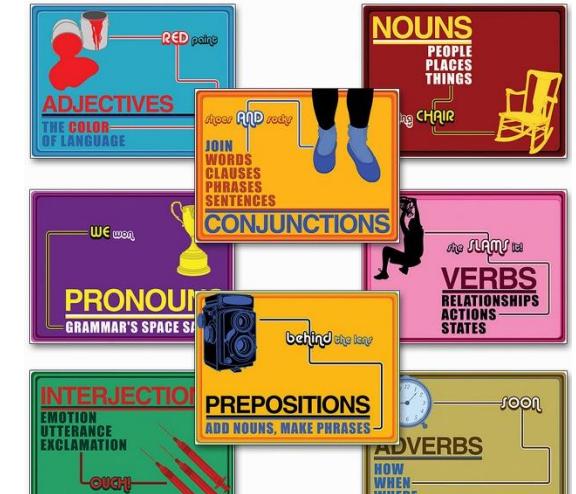
Choose the correct word form (Parts of Speech) for each word underlined

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.....

IT1040 & EN1072

Communication Skills

Lecture 15

Formal Letter Writing I



Learning Outcomes

Define

Define what are formal letters

Compile

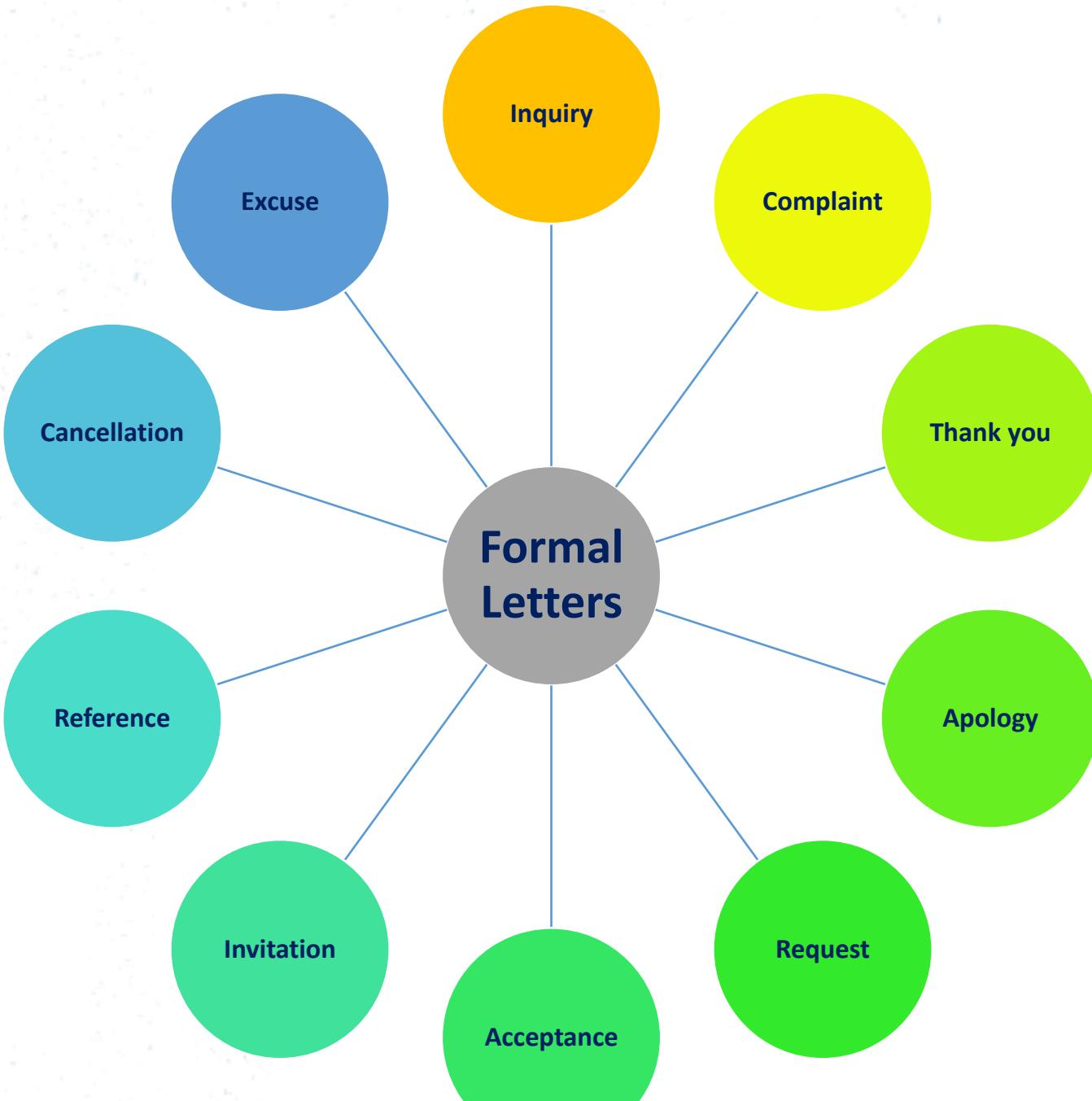
Compile a formal letter according to the proper structure

Examine

Examine a given letter and rewrite it to the appropriate format and guidelines.

What are formal letters?

Letters written for **professional / official** purposes, using **formal** language and following a certain stipulated format



Structure of a Formal Letter



Sender's name
Address
Date

Open Punctuation

Recipient's name
Job title
Company name
Address

Open Punctuation

Salutation
Subject Line

Open Punctuation

Thank you
Yours (sincerely/faithfully)
(signature)
(Your name)

Open Punctuation

Enclosure/s:

Full Block Layout

Sender's Name, address / Letter Head

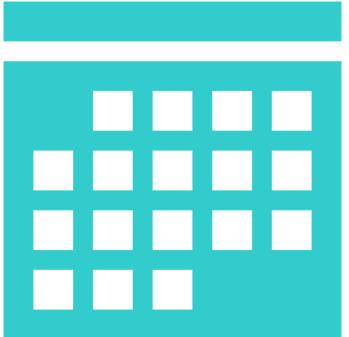
Indeewari Harasgama

53 A

High Level Road

Nugegoda





Date

- Date Month Year (British Method)

*When communicating with the British or pro-British countries.

Ex: 22 April 2020

- Month Date Year – (American Method)

*When communicating with American based companies, or Americans or pro-American countries.

Ex: April 22 2020

Receiver's Address

Name

Business title

Company name

Address

*Country's post code

Country



For international letters

Mr Mindula Wickramasingha
Manager - Sales and Marketing
ABCD Company
128/6
Biyagama Industrial Zone
Biyagama

Head
Department of Information Technology
Faculty of Computing
Sri Lanka Institute of Information
Technology
Malabe

Salutation

If you **know** the recipient's name :

Dear Mr (surname)

Dear Ms* (surname)

Dear Sir

Dear Madam

If you **do not** know the recipient's name:

Dear Madam/Sir

To Whom it May Concern

*always use 'Ms' for women unless you are specifically requested to use Mrs or Miss

Subject Line

- Mentions the **purpose** of writing the letter in **brief** (as a title)

Ex: Postponement of the Annual Prize Giving

Message in detail (Content)

- Consists of an **introduction**, **body** , & **closure**
- **Fully blocked**; one clear line space between paragraphs

Complementary Close + Signature + Name

Depends on the salutation:

If 'Dear Sir' or 'Dear Madam' is used – **Yours faithfully**

If the name is directly addressed ('Dear Mr Brown') – **Yours Sincerely**

Signature is compulsory, along with the full name or name with initials of the sender & the business title

When attaching document/s...

Enclosure
(only if necessary)

Enclosure:
Curriculum Vitae
Application Form
Letters of Reference

1. Identify the specific elements of the following jumbled letter and arrange all its elements by adding numbers from 1 -10 in the correct order

Thank you

Yours sincerely (.....)

With reference to your letter dated 26 March, I want to confirm the Order No.
ABCD/34/09-10 placed by our purchasing department.

The order was given on 3 March 2010. (.....⁶)

12 May 2009 (.....²)

As far as the payment is concerned, I would appreciate if you could send me the account details where the payment has to be made. As per the invoice, we are entitled to a cash discount of 2% if the payment is done within 30 days from the date of invoice. (.7.....)

Dear Mr Johansson ⁴(.....)

Leslie Parker
31 Bloomington Street ¹(.....)
London
SK45 BX123

For your reference I am also sending the purchase order details as an attachment. This shall help you in determining the amount which needs to be deposited in the account. Please contact me, if you have any query. ⁸(.....)

Leslie Parker (...⁹.....)

Leslie Parker

Confirmation of the Order No. ABCD/34/09-10 (...⁵.....)

Carry Johansson (...³.....)

12 Hamilton Street
Brighton
FH26KX

Apologising

We are sorry for the delay in replying to ...

I regret any inconvenience caused (by) ...

I would like to apologise for the (delay, inconvenience)...

Once again, please accept my apologies for ...

Closing

If you require any further information, please do not hesitate to contact me.

* * I look forward to hearing from you.

* * Please contact me if you have any further questions.

* * Please do not hesitate to contact me if you require any further information.

* * Please inform me if I can be of any further assistance

◆ Reason for writing

- I am writing to ...
- I am writing with regard to your article/ advertisement/ letter ...
- I am writing on behalf of ...
- I am writing in response to your article/advertisement/letter...

◆ Asking questions

- I would be grateful if ...
- I wonder if you could ...
- I would particularly like to know ...
- I would be interested in having more details about ...

◆ Requesting Permission

- I am writing to request permission for
- We would appreciate it if you would ...
- I would be grateful if you could ...
- Could you possibly tell us / let us have ...

Useful Words and Phrases for Formal Letters

*Thank
you*



IT1040 & EN1072

Communication Skills

Lecture 16

Formal Letter Writing II

Faculty of Humanities and
Sciences
ELTU



Letter of Complaint



- Common examples are bad service at a hotel, shop, restaurant or other place or faulty goods you have bought.



- It is common to have to do these two things:
 1. Explain the problem
 2. Ask how it will be resolved / Suggest how you want it to be resolved



You have bought a new camera but when you got it home you found it had some problems. You returned the camera and spoke to the company representative a week ago but the camera has still not been repaired.



Write a letter to the company.



In your letter:

Introduce yourself
Explain the situation
Say what action you would like the company to take

Reason for Writing:

- I am writing in order to complain about
- I am writing to complain about
- I am writing regarding
- I am writing to express my dissatisfaction with

Introducing the complaint: Topic sentence stating the positive point. + However, + problem....

- We thoroughly enjoyed the first week of the holiday. However, after that we experienced a number of problems.
- I am (extremely) dissatisfied / disappointed with the service / goods that I received / bought because



First complaint:

* *
* *
* *
* *
* *
* *
* *
* *



Firstly
First of all
The first problem is / was
My first complaint is
My first concern is
The first problem I would
like to draw your
attention is



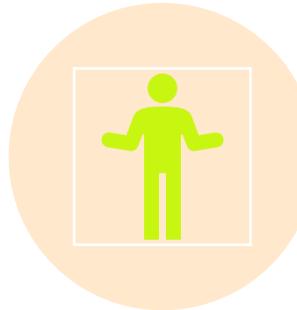
Further complaints:

Secondly
Also
In addition
In addition to this
Added to this
..... is / was also
unsatisfactory /
unacceptable
Not only, but also
To make matters worse,
Furthermore





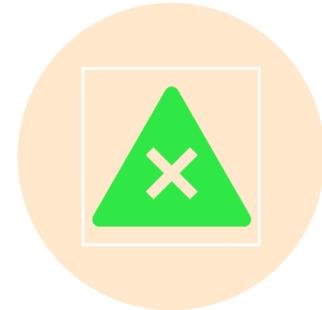
**MENTIONING NEGATIVE
CONSEQUENCES:**



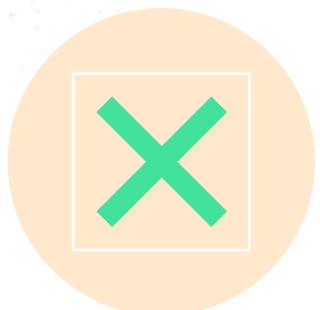
I'M AFRAID THAT...



UNFORTUNATELY,



**EXPRESSING
DISSATISFACTION:**



IT IS NOT ACCEPTABLE TO
/ THAT

I AM NOT AT ALL
PLEASED THAT

I AM DISAPPOINTED
BECAUSE

- **Demanding action:**

- I suggest that you replace the item
 - I therefore suggest that I be given a full refund
 - I would be grateful if my money was refunded
 - I would be grateful if you could give me a full refund
 - I would like to request that
 - To resolve the problem, I would appreciate it if you could
- **Ending the letter:**
 - I look forward to hearing from you
 - I look forward to receiving a full refund
 - I look forward to receiving a replacement
 - I look forward to receiving your explanation
 - I look forward to your reply and a resolution to my problem

Dear Sir / Madam

Complaint Regarding a Camera Purchased from Your Shop

My name is Mark Roberts and **I am writing to you regarding** a Nokia camera that I bought from your department store on Sunhill Road, Dewsbury, on the 5th September.

The camera seemed to work fine at the shop. However, upon returning home, it became clear that the shutter mechanism was not functioning properly. **In addition to this**, there was a small scratch on the lens.

I therefore, returned to the shop the following day, on the 6th September, and spoke to a company representative about the issue. I left the camera with the assistant and they assured me that they would look into the problem with a view to repairing the camera and get back to me a few days later.

However, it has now been one week and when I contacted the shop again they said that the camera has still not been fixed and they do not know how long it will be.

As I am sure you will understand, **it is not acceptable** to be waiting for such a long time for it to be repaired. **I would therefore like to request** that I be given a full refund should I not receive the repaired camera by the end of this week.

I look forward to hearing from you.

Yours faithfully

Mark Roberts

Source: <https://www.ieltsbuddy.com/ielts-complaint-letter.html>

Letter of Request





Opening Statement

The first sentence or two should state the purpose of the letter clearly.



I am writing to request a course overload for 2018-2019...



Be Factual



Include factual detail but avoid dramatizing the situation.



In late October I was diagnosed with tonsillitis. I was sick for over a week, and missed five of my mid-term exams.



NOT In late October after feeling really sick for a few days I finally dragged myself to Student Health Services...





Be Specific



If an appeal or request depends on particular facts which the decision maker will want to verify, be specific.



I missed a test on January 23, because I flew to Vancouver on January 19 for my grandfather's funeral and returned on January 26. I enclose the airline receipt and can provide further corroboration if that would be helpful.



NOT I had to attend a funeral out of town so I missed the test on January 23.



Documentation



Include any documentation required by policy or needed to substantiate your claims. If documentation is being sent by a third party, state that with details.



Stick to the Point



Don't clutter your letter with information or requests that have no essential connection to the main message.



Do Not Try to Manipulate the Reader



Threatening, cajoling, begging, pleading, flattery and making extravagant promises are manipulative and usually ineffective methods.



If you give me a chance to come back to residence next year, I promise to work really hard, get rich, and donate a million dollars to the University...



How to Talk About Feelings

- Anne begged / asked/ pestered passers-by for help.
- overweight/ whale-like
- The men were killed.
- The victims were executed in cold blood.



When I saw my grade, I was very disappointed.



It is tempting to overstate the case when something is important to us. When feelings are a legitimate part of a message own the feeling, and state it as a fact.

Keep Copies



Until a matter is settled, keep copies of all letters sent or received, as well as relevant documents and forms.



Source:http://go.sdsu.edu/student_affairs/ombudsman/writingletter.aspx

Padlet Activity in Breakout Rooms

Write a formal letter using a topic given by your lecturer.

- You are experiencing financial problems and want to ask your landlord if you can pay your rent late. Write a letter to your landlord.

- In your letter explain:
 - Why you are writing to him
 - Why you cannot pay the rent
 - When you will pay the rent.

-
-
-
-
-
-
-
-

Reference

<https://www.ieltsbuddy.com/ielts-sample-letters.html>

[https://eslflow.com/wp-content/uploads/2018/09/Letter writing-essential sentences exercises 2018.pdf](https://eslflow.com/wp-content/uploads/2018/09/Letter_writing-essential_sentences_exercises_2018.pdf)

IT1040 & EN1072

Communication Skills

Lecture 17

READING COMPREHENSION SKILLS - I

Faculty of Humanities and
Sciences

ELTU





LEARNING OUTCOMES

- Define comprehension strategies; skimming and scanning
- Apply skimming and scanning strategies in texts





What is reading comprehension?

Reading with an **awareness of a purpose**

It is another way of saying that you have **set goals** for your readings.

Using the **structure** of your reading, for instance, chapter titles, introductions, headings, sub-headings, bold face or italicized type, review questions, & summary sections **to construct an overview or locate specific information** required for your studies.

...
...



Why is it important?





Main Reading Skills

- Skimming
- Scanning
- Context Clues
- Inference





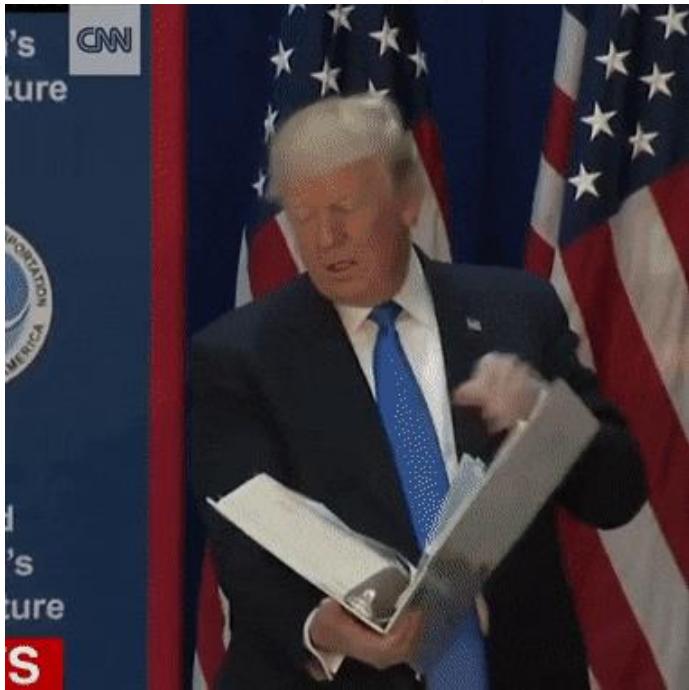
What is Skimming?

- Skimming is a way to read **quickly** in order **to get an overview of a text**
- When you skim, you **do not read every word**
- The **main purpose** of skimming is **to get a general idea/sense of what the text is about.**

??



Skimming Examples



- The Newspaper – to *quickly get the general news of the day*
- Magazines – to *quickly discover which articles you would like to read in more detail*
- Business and Travel Brochures – to *quickly get informed*



How to Skim:

- * Read the **title**.
- * Read the **introduction** or the first paragraph.
- * Read the **first sentence of each paragraph**.
- * Read any **headings** and **sub-headings**.
- * Notice any **pictures, charts, or graphs**.
- * Notice any **italicized** or **highlighted** words or phrases.
- * Read the summary or **last paragraph**.



Scanning

What is scanning?

- A method of **selective reading**
- A quick reading to find a specific piece of information





Scanning Activity

Scan the text which will be sent to you via Zoom chat, and write down answers.

You are in a race against the other students. Thus, scan the text as quickly as possible and write down:

- **Tour start times;**
- **Two prices;**
- **Two ages**
- **One phone number**

Post your answers to the Padlet Wall which will be sent to you by the lecturer

London Weekend Walks

We are the country's leading tour operator, with over 100 years of experience in the industry. We offer a wide variety of walks with the ultimate goal to give you a real taste of what makes our great outdoors so special. You can plan your trip online or download our free app.

AMF Tours of Money

£10.00 Westminster Underground
A guided tour of the underground system of London, from its history to its present day. You will learn about the engineering behind the system, how it has changed over time, and the stories behind some of the most famous stations. You will also have the chance to see some of the most iconic landmarks in the city.

London Greenwich

£2.00 Tower Hill Underground
A guided tour of the underground system of London, from its history to its present day. You will learn about the engineering behind the system, how it has changed over time, and the stories behind some of the most famous stations. You will also have the chance to see some of the most iconic landmarks in the city.

Great Walks

£2.00 Central London Underground
A guided tour of the underground system of London, from its history to its present day. You will learn about the engineering behind the system, how it has changed over time, and the stories behind some of the most famous stations. You will also have the chance to see some of the most iconic landmarks in the city.

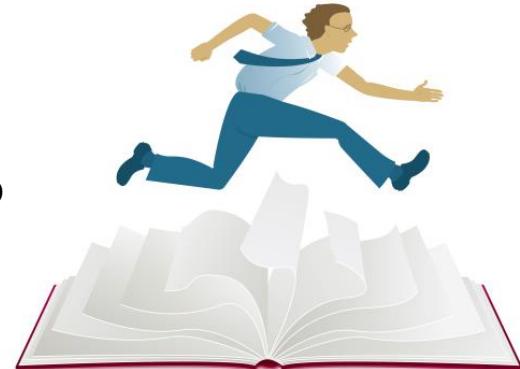
London Underground

£2.00 Tower Hill Underground
A guided tour of the underground system of London, from its history to its present day. You will learn about the engineering behind the system, how it has changed over time, and the stories behind some of the most famous stations. You will also have the chance to see some of the most iconic landmarks in the city.

London Transport Museum

£1.00 Tower Hill Underground
A guided tour of the underground system of London, from its history to its present day. You will learn about the engineering behind the system, how it has changed over time, and the stories behind some of the most famous stations. You will also have the chance to see some of the most iconic landmarks in the city.

LONDON UNDERGROUND LTD
PARKES TOWER, LONDON W1W 8HE



Key to worksheet

- Start times: 11 a.m., 2 p.m., 3 p.m.
- Prices: £4.50, £3.50
- Ages: 26, 12
- Phone number: 020 7426 8462

Let's play this Kahoot game

- <https://create.kahoot.it/share/skimming-and-scanning/57e5aeeb-6542-42ae-8500-536d2bb4447a>



How to Scan:

- Write down or read on the given set of questions that require **specific information**.
- Try to anticipate **how the answer will appear** and identify the **tips** that can be used **to** locate the answer. For example, if you are looking for a certain date, you can quickly read the paragraph looking only for numbers.
- Use **headings** and any other aids that will help you **identify which sections might contain the information** you are looking for.
- **Selectively read** and skip through sections till you find the answer.

Scanning examples



- Searching a word in a dictionary

Skimming and Scanning in Brief



Skimming and Scanning

-a reading and research strategy



RECORDED WITH

SCREENCAST-O-MATIC

Interview |





Online activity

Write the answers for the questions, using information in the reading texts. The time for the task is only 10 minutes. Use skimming and scanning techniques to locate the answer.

<http://esl-bits.net/interact/sets/gist/gist12/gist12.htm>

Skimming and scanning activities

- <https://www.settlementatwork.org/lincdocs/linc5-7/info.management/LINC6/reading/02.skim.scan.crime/02.skim.scan.crime.act1.comp.htm>
- Worksheet 01, 02 and 03



Summary

- What is reading comprehension
- Two reading skills; Skimming and Scanning



References

- <https://lss.info.yorku.ca/resources/reading-skills-for-university/>
- https://americanenglish.state.gov/files/ae/resource_files/etf_56_1_pg45-52.pdf
- <http://pioneer.netserv.chula.ac.th/~pkanchan/html/skim.htm>
- <https://www.bbc.co.uk/teach/skillswise/skimming-and-scanning/zd39f4j>

IT1040 & EN1072

Communication Skills

Lecture 18

READING COMPREHENSION SKILLS - II

Faculty of Humanities and Sciences

ELTU



Learning Outcomes

- Define the types of context clues
- Identify the meaning of words using context clues
- Examine a text and make inferences

Exercise 01

1. Read each sentence silently.
2. Try to guess the meaning of the highlighted word.
3. You will have 30 seconds to solve!

Example 01

- Since it was raining outside, I used my **bumbershoot** to keep from getting wet.

Bumbershoot is an umbrella



Example 02

- The **ranivorous** hawk, an animal that eats frogs, is found in central and eastern Africa.

Ranivorous means **frog-eating**



Example 03

- Unlike Kyle, who is a conformer and a follower, Jeremy is a **maverick**.

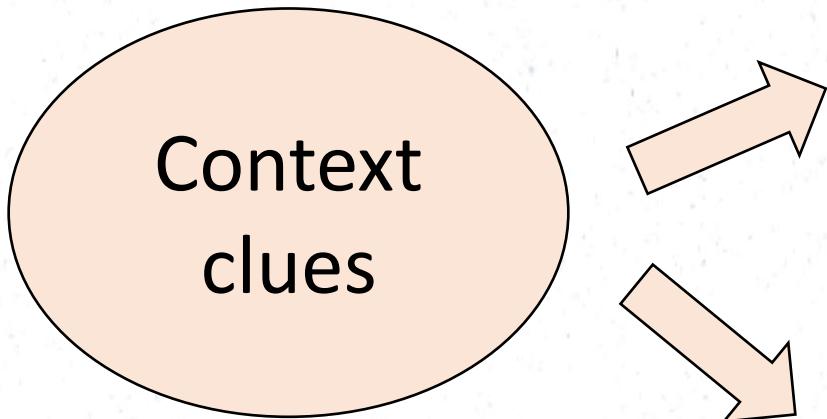
Maverick is a **loner**, someone who is independent of the group.



Context clues

- **Hints found within a sentence, paragraph, or passage**
- A reader can use them to understand the meanings of **new or unfamiliar words**
- It is like being a **reading detective!**





Immediate context
(other words in the
sentences)

Wider context (other
sentences in the
paragraph)

Note down the types of context clues you hear in this song.



Types of Context Clues

- ◆ Examples
- ◆ Synonyms
- ◆ Antonyms
- ◆ Definition
- ◆ Unstated or implied meaning



- Examples

Sedentary individuals, or people who are not very active, often have diminished health.

- Synonyms

The **remote** site was far away from our current location.

- Antonyms

Unlike Jen, who was easygoing, Jackie was fastidious.

- Definition

Sedentary individuals, people who are not very active, often have diminished health.

- Unstated or implied meaning

John burst out of the woods and found himself at the edge of a **precipice**. Clinging to a boulder, he gazed down dizzily at the blue ribbon of river below.



Activity 02: Identify the context clue given in each sentence and define the underlined word.

- This situation is a conundrum, a puzzle that's difficult to solve.



- The dates are listed in chronological order; they start at the beginning and end with the last event.



- The feral cat would not let us pet him, unlike our friendly cat.



- Celestial bodies, including the sun, moon, and stars, have fascinated man through the centuries.



- The coach takes every opportunity to censure his players, yet he ignores every opportunity to praise them.

Antonyms

- Our baseball team's pitcher has a few eccentric habits, such as throwing exactly thirteen warm-up pitches and never wearing socks.

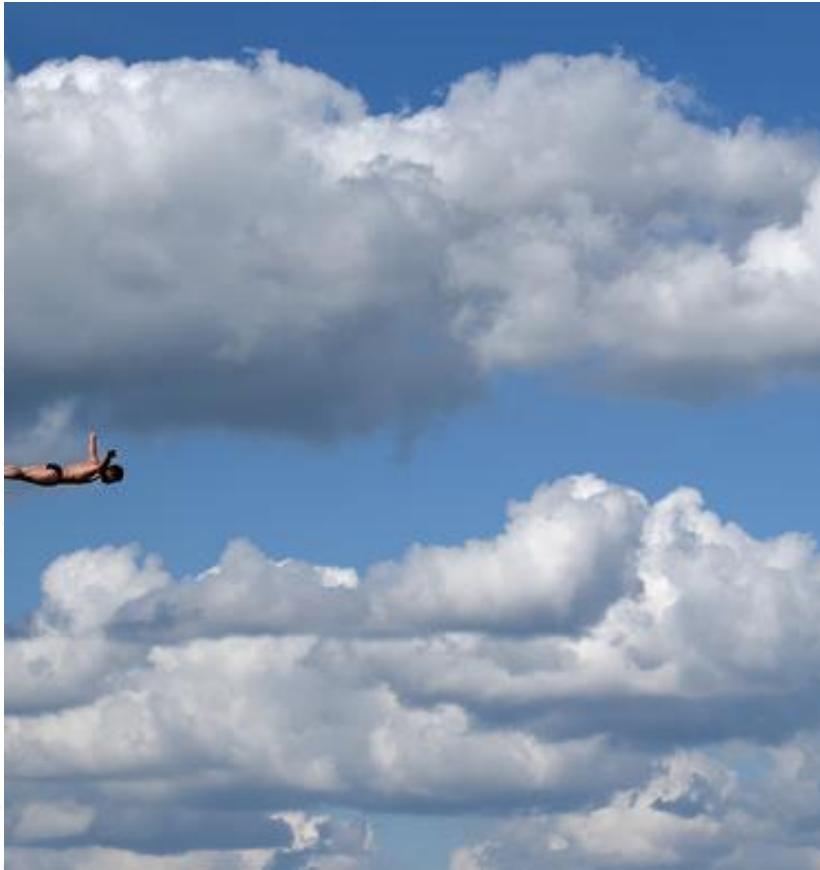
Examples

- The newlyweds agreed to be very frugal in their shopping because they wanted to save enough money to buy a house.

Definitions

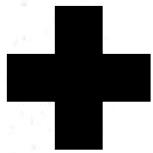
Making Inferences

- What do you see in this picture?
- What can you infer or make an educated guess, based on what you see?



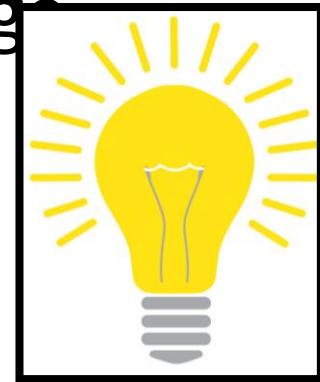
Based on few clues (the bathing suit, the open arms, the fact that humans can't fly) the photo above shows a **diver in mid-dive**.

It comes from the Lens Blog's Aug. 3 [Pictures of the Day](#) post, and the caption reads, "Carlos Gimeno of Spain competing in the preliminary round of the **men's high dive at the FINA World Championships in Kazan, Russia.**"



Look at the
clues

Background
knowledge





What is an inference?

- An idea or conclusion that's drawn from evidence and reasoning.
- **Reading between the lines** or just looking **carefully** at the facts and coming to conclusions.

Activity-Read the passage and answer the questions that follow.

References

- <https://examples.yourdictionary.com/examples-of-context-clues.html>
- [http://www.mpsaz.org/taft/staff/dkwilhalme/resources/files/context clues.pdf](http://www.mpsaz.org/taft/staff/dkwilhalme/resources/files/context_clues.pdf)

Extra Online Activity

<https://quizizz.com/join/game/U2FsdGVkX1%252B10%252FRUtCIO0htYdJCa06FboGyfpoNfBJ%252BzqqdcDhLQfiE1T63oZJK?gameType=solo>

IT1040 & EN1072

Communication Skills

Lecture 19

Narrative Essay Writing

Faculty of Humanities and
Sciences
ELTU



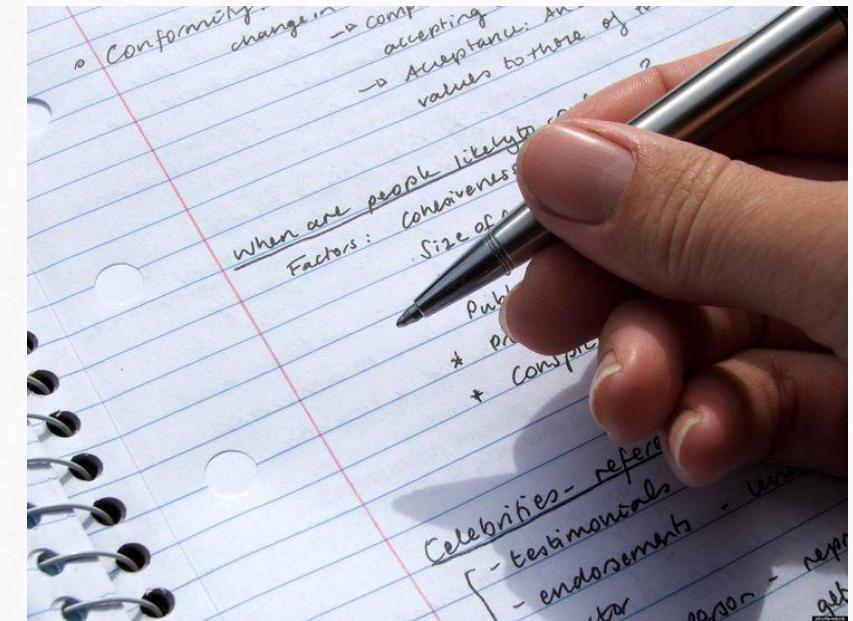
SLIIT

Discover Your Future

Learning Outcomes

- Define the basic essay structure
- Explain what is narrative writing and its techniques
- Compose a narrative essay on a given prompt

- Essays can be a **rewarding** but **challenging** type of writing and often require **previous planning** and **practice**.
-



What is an essay?

- Originated from the verb *exigerer* (French) , which means "to examine" ; ideas concerning a particular topic.
- It requires skills such as **analysis, comparison, contrast, and persuasion.**
- Furthermore, essays **require clarity in their purpose and direction.**

While watching the video write answers for the following questions:

- What are the elements which are required for an effective introduction in an essay?
- What should the body paragraphs consist of?
- What are the strategies which can be used to conclude an essay?



Genres of Essays

- Descriptive
- Narrative
- Expository
- Persuasive / Argumentative



4 TYPES OF ESSAY

Narrative
tells the story

Descriptive
puts a picture in your head

Expository
explains something

Persuasive
wants the audience to agree

Write down the following questions and answer them while watching the video

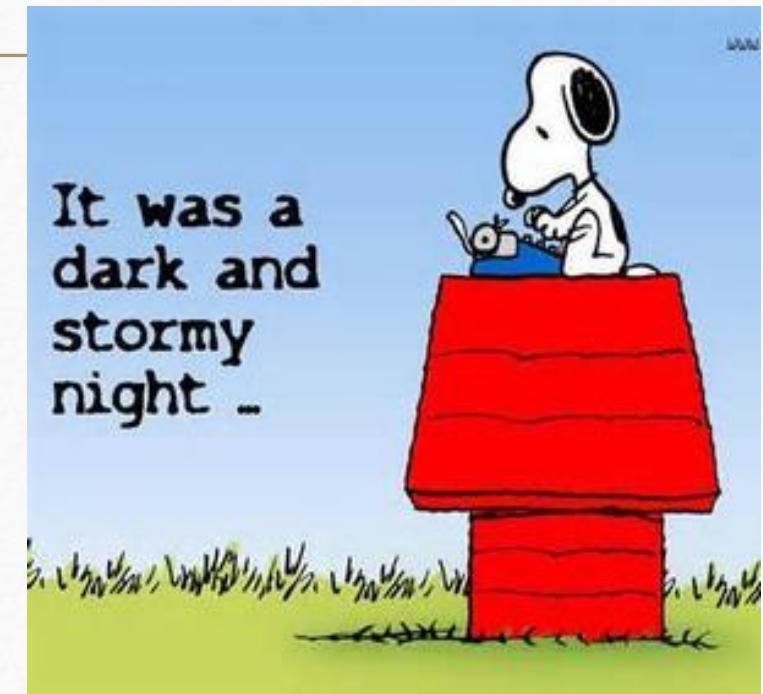
- What are the **main steps** in narrative writing?
- What are the **five elements of the narrative arc**?



HOW TO WRITE A NARRATIVE ESSAY

What is narrative writing?

- An essay that narrates a story; can be either **experiential (observed)**, or **personal**; expressed **creatively**.



Guidelines for writing a narrative essay

Chronological Order:

Chronological order is a way of organizing ideas in the order of their occurrence in time.



Have a clear purpose and appropriate point of view

**Include all elements
(intro, setting, characters, climax, conclusion)
in the chronological order**

Have a descriptive language with a sound choice of words and apply appropriate narrative techniques.



Descriptive Language

- Language used to *evoke specific emotions and senses in the reader.*
- Words need to be vivid and colorful to help the reader feel the same feelings that you felt.

NARRATIVE TECHNIQUES

- **Dialogue** – what the characters say to one another in a story, narrative, or non-fiction text.
- **Pacing** – The timing of the story. Often used to develop suspense within a plot. The pacing of a story helps to add to the dramatic or comedic impact.
- **Description** – the details that develop the characters, plot, setting, theme, and point of view of a narrative.
 - **Imagery:** When the author incorporates details that appeal to the **5 senses** (hearing, smell, sight, touch, and taste) into the narrative
 - They also add to the **mood** and **tone** of a story through the reflection of the characters or of the narrator.
 - **Reflection** – when the characters or the narrator look back on what has happened and determine why those things were important to the narrative's forward movement.

A good narrative essay should consist of:

Introduction

- **sets the scene** (place, time, characters), creates an **interesting mood/atmosphere** and **begins dramatically** to capture the readers' attention

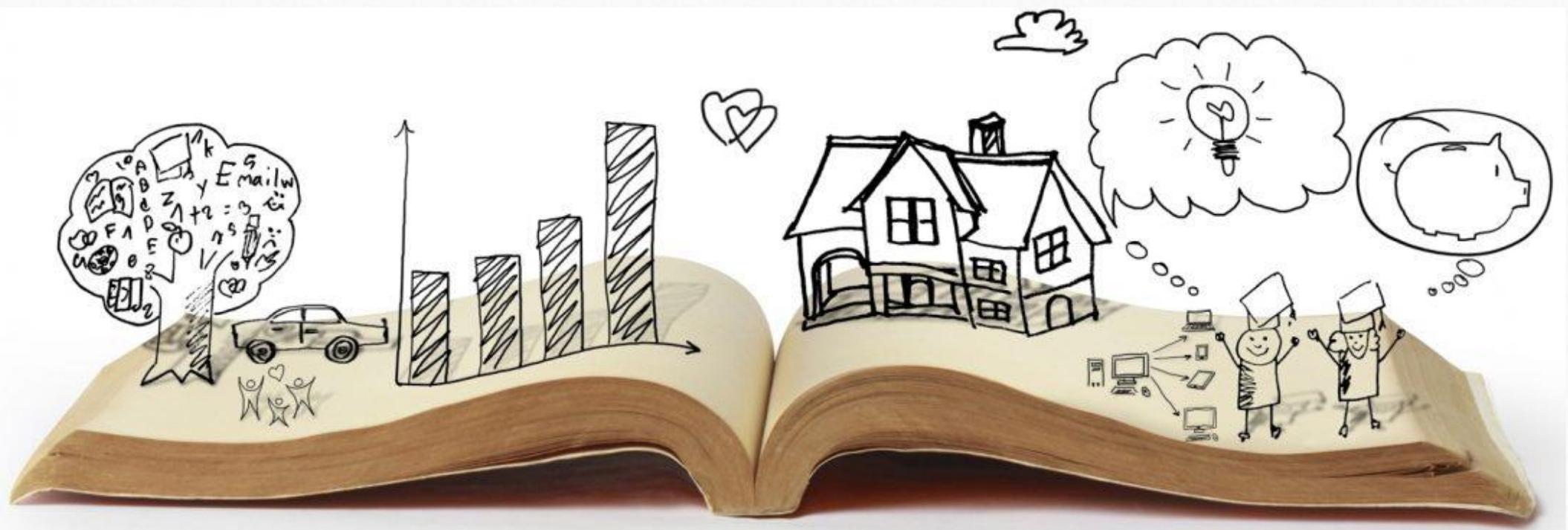
Main Body

- **develops the series** of events clearly, gives **vivid description** of the people/places involved
- **Use dialogue effectively.**

Conclusion

- **completes** the story, perhaps in an unexpected way, and may **describe people's feelings/reactions, the consequences** of what happened.

Usage of Language in Narrative Writing



Phrases to be Used in Narrative Writing

Useful time phrases

- Last year/last summer/month/week/yesterday
- After an hour / One week ago / After a few minutes
- On that day
- Suddenly /out of the blue

Adjectives for expressing feelings

- I felt ... afraid (of/to) sad (about) scared (to) surprised (to) upset (about)
- I felt ... delighted (about/to) excited (about/to) happy (about/to)

Transitional Sentences

- **Last sentence** of each paragraph which builds the **coherence & cohesion** of the plot.
- Transitional sentences have two purposes:
 - (1) to **signal the end** of the action in one paragraph
 - (2) to **provide a link** to the action of the next paragraph.

This was my first visit to the international terminal of the airport, and nothing was familiar. I could not make sense of any of the signs. Where was the check-in counter? Where should I take my luggage? I had no idea where the immigration line was. I began to panic. What time was it? Where was my plane? I had to find help because I could not be late!

I tried to ask a passing businessman for help, but my words all came out wrong. He just scowled and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the terminal, and the passengers stepped off carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word.

Narrative Essay Do's and Don'ts

Do's

- Choose a topic you **like** and **interested** in
- Prepare an **outline** / **draft** of the main elements in the **narrative arc**
- Create an **attention-grabbing opening**
- Devote certain parts of the essay to **explain the atmosphere** of the story
- Give **details about the characters**



Don't

- Jump between events ignoring logical sequence of the plot
- Devote equal time to every event unless they are equally important for the plot
- Skip introduction and conclusion

Narrative Essays

A Poor Attempt

3. "I could not forget the look on his eyes. Even after 20 years, I still remember the gaze....."

Write a narrative essay using the prompt give

Poor Attempt

he essay.

"I could not forget the look on his eyes. Even after 20 years, I still remember the gaze.... I never can remember his eyes. His eyes is very beautiful. ~~He was gone~~. One day he ^{was} meet. That day was very happy for me. ~~because~~ because he was meet. He was show I show you watched to me after two week. I couldn't meet to us but I can remember I was coming comming in the campus. I saw was seen his. He was come to my side. He was took with me.

He asked "What is your name." I said
to his my name he was do joke my name
I was smiling, I ask his name he
told his name His name was Nuwantha.
I couldn't remember his name because
it was like to nuwantha. so after that
we were meet every day we were had
a friendship. we don't know know it is
meaning friendship or another thing

Narrative Essays

A Good Attempt

*Refer the uploaded sample essay

What's
Your
Story?

Type a narrative essay using one of the given prompts as the introduction to your essay (30- 40 min) . Use the Padlet Wall prepared by your lecturer.

- After a few agonizing minutes of indecision I decided to abandon the car and take a taxi. But even the taxi took ages to get there because there was a terrible traffic jam.
- I was waiting for the traffic light to turn green when suddenly ...
- The car had flipped over and it looked like it was about to explode.
- Suddenly I heard a loud noise. I thought it was just the TV at first but it sounded like it was coming from the closet in my room. What was inside it?
- It was the most exciting day for my life. My family was in such high spirits
• I should have never deleted the chain letter e-mail from my computer. The letter clearly warned me that if I did, I would have one day of bad luck.



padlet



Marking Criteria

Organization	Content	Originality/ Creativity	Grammar & Spelling	Writing Mechanics	Coherence & Cohesion
				(Capitalization, punctuation, etc.)	

References

<https://wr1ter.com/narrative-essay>

IT1040 & EN1072

Communication Skills

Lecture 20

Argumentative Essay Writing

Faculty of Humanities and Sciences

ELTU



SLIIT

Discover Your Future

Learning Outcomes

- Define what are argumentative essays
- Write an argumentative essay following the relevant techniques



What is an argumentative essay?

Write down the following questions and answer them while watching the video.

1. What **type of topics** do argumentative essays focus on?
2. What is the **purpose** of an argumentative essay?
3. What are the **tips** to write an effective argumentative essay?
4. What makes **the introduction** of an argumentative essay?
5. What makes **the body paragraphs** of an argumentative essay?
6. **How many reasons** should be explained to **support the thesis statement**?
7. What is **a counter argument** and why is it important?
8. What are the **two ways to respond a counter argument**?
9. How should the **concluding paragraph** be written in an argumentative essay?



Exercise: <http://smrtvideolessons.com/2013/07/2...>

- What **type of topics** do argumentative essays focus on?

Controversial

- What is the **purpose** of an argumentative essay?

Persuade

- What are the **tips** to write an effective argumentative essay?

Clear position, clarity, audience

- What makes **the introduction** of an argumentative essay?

Hook, background info, thesis statement (your opinion)

- What makes **the body paragraphs** of an argumentative essay?

Reasons& Details

- **How many reasons** should be explained to **support the thesis statement**?

03

- What is a **counter argument** and why is it important?

Opposing view of your point

- What are the **two ways to respond** a counter argument?

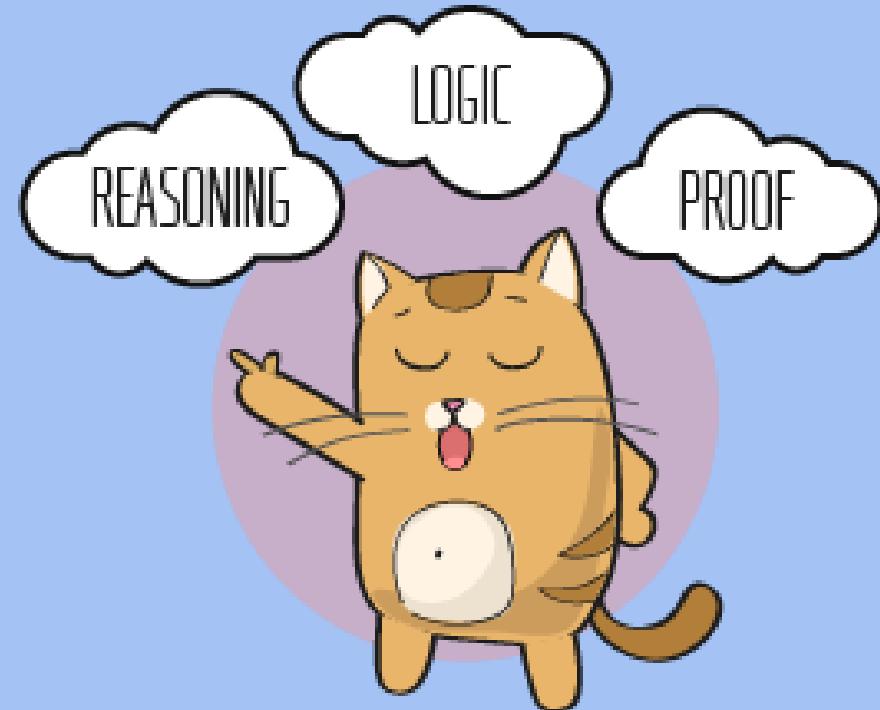
Refute or Concede

- How should the **concluding paragraph** be written in an argumentative essay?

Restate the thesis, summarize the main points , end with a strong statement

What is an argumentative essay?

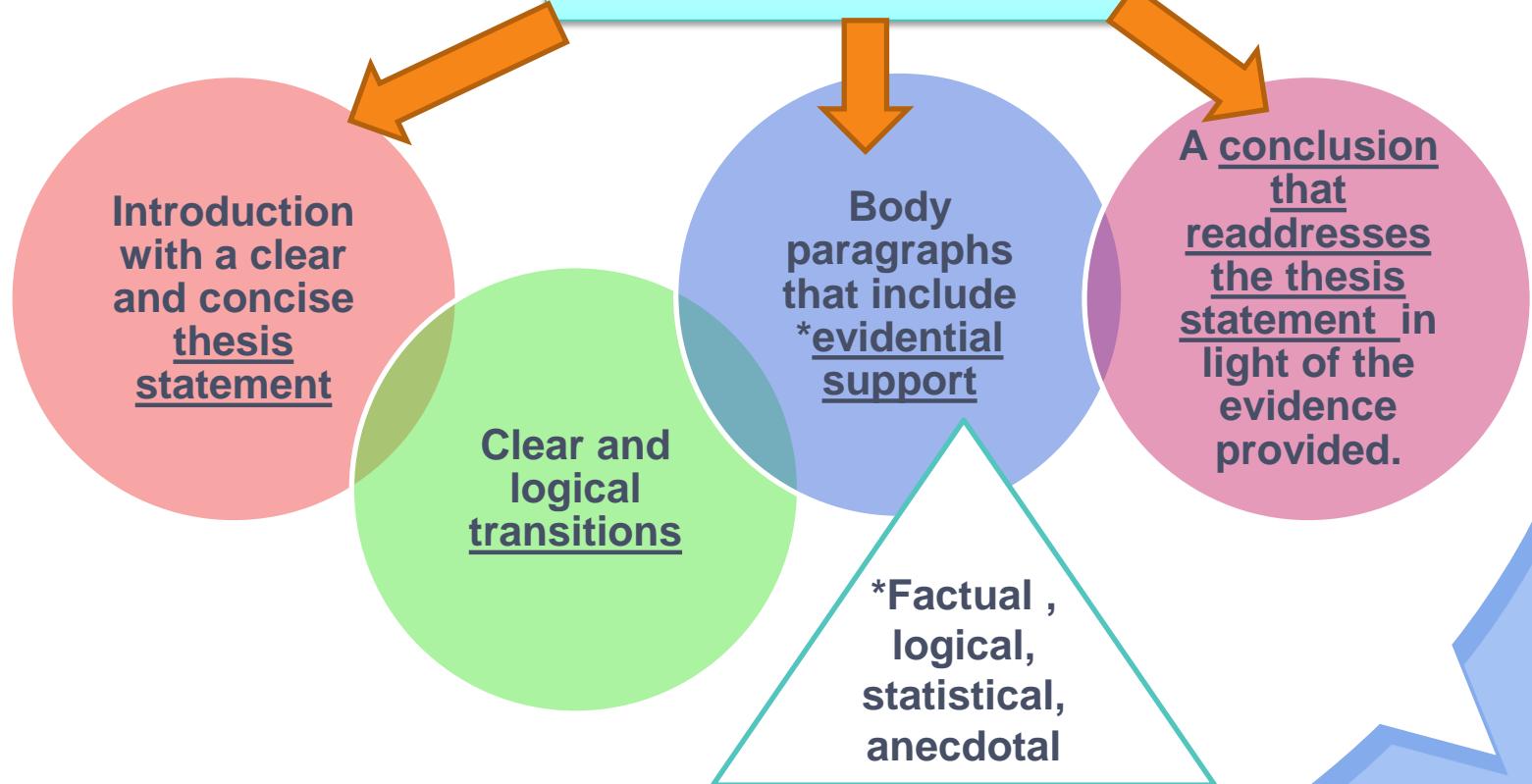
A genre of writing that requires to examine a topic; **collect, generate, and evaluate evidence**; and **establish a position** on the topic.



1. What constitutes the structure
of an argumentative essay?



The five-paragraph essay



Step 01

Comprehending
the topic and the
type of the task



- Read the question statement while focusing on the **key words**.
- See whether the topic being narrowed down to a **particular area / group**

Ex: Forests are the lungs of the earth. Destruction of the world's forests amounts to death of the world we currently know. Do you agree or disagree?

Your point of view

What is the topic:

The Earth / The Death of the world - Deforestation affecting the entire world

Ex: Advances in technology and automation have reduced the need for manual labour. Therefore, working hours should be reduced. To what extent do you agree?

What is the topic:

Working hours being reduced due to automation taking over some human's duties

Your point of view & why it's the best option over others

Step 02

**Brainstorming and
forming a
viewpoint**



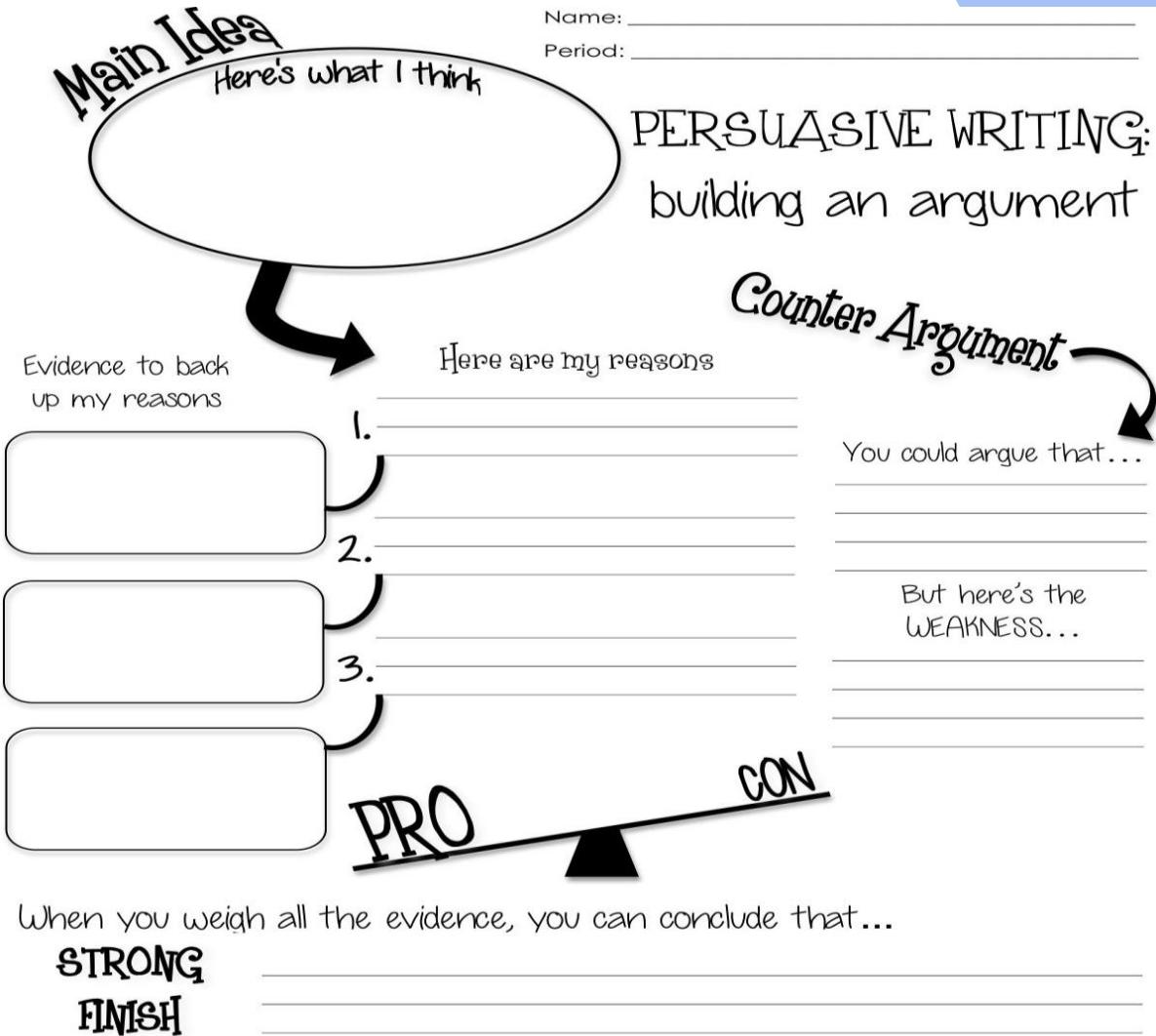
- ✖ Review the selected topic and brainstorm for **at least 3 strong reasons** and **examples for each reason**, to form an opinion or judgment about the topic.

Step 03

Planning the draft



Sample Outline



Step 04

**Writing the
introduction**



First, set the context by **reviewing** the topic in a general way and **introducing** it.

Next explain **why the topic is important**

Lastly, write a clear **thesis statement** indicating your stance to the given statement

In addition, you can **outline the reasons** or the **number of reasons that will be explained in the body paragraphs** (Optional)



Pollution is a problem in the world today

→ A weak thesis statement

1st Alternative: only the point of view

The world that we live in today is dominated by advertising. Adverts are on television, on the World Wide Web, in the street and even on our mobile phones. However, many of the strategies used to sell a product or service can be considered immoral or unacceptable.

2nd Alternative: point of view and the three reasons supporting it

People differ from each other. Specially in a working environment one gets to work with many people and maintaining sound relationships has become a key skill that employers look for in their employees. In fact, having a diverse group of people in an office setting leads to richer ideas, more cooperation, and more empathy between people with different skin colours or backgrounds.

Strong thesis statements



Sample Introductory Paragraph

Students Who Study Abroad Achieve Greater Success. Do you agree or disagree?

Hook/ background

Much of our learning takes place outside the classroom. We learn how to maintain budgets, work in a team, develop business relationships, and more. Imagine extending those skills on a global level. We would immediately cease to believe that the world only contains people and things we can see, but, rather a wide variety of opinions, customs, beliefs, and ethics. This is why every college-level student must study abroad during their undergraduate years. They will learn more in that semester abroad than in any other academic year.

Significance

Thesis St

Activity cont.

Now start answering this task in the Padlet Wall

- use supporting reasons you wrote at the beginning, and decide the topic you prefer most
- Write an introductory paragraph to the selected topic along with a good thesis statement

Forests are the lungs of the earth. Destruction of the world's forests amounts to death of the world we currently know. Do you agree or disagree?

Step 05

Organizing
the body
paragraphs



Body paragraph 01

1st Reason
(factual, logical,
statistical
evidence/examples)

Body paragraph 02

2nd Reason
(factual, logical,
statistical
evidence/examples)

Body paragraph 03

3rd Reason
(factual, logical,
statistical
evidence/examples)

Thesis Statement



Present Argument Logically



Provide Counterarguments

Arrangement of the paragraphs

- ✗ Each main reason has to be arranged in the **order of their strength**.
- ✗ Along with one of the reasons, **mention a contrary argument**.



Why is it important to have a counter argument?

- to **balance** your viewpoint/argument and make it **more valid** and **convincing**.
- make sure to either **refute** or **concede** the counter argument

Where should it be presented in the essay?

- as a quick move **within a paragraph**, where you imagine a **counterargument** not to your main idea but **to the sub-idea that the paragraph is arguing** .
- as a section/ paragraph **just before the conclusion** of your essay



Some scholars and researchers claim that there are negative impacts of technology on a child's developing mind. According to one research study, scholars claimed that "moderate evidence also suggests that early exposure to purely entertainment content, and media violence in particular, is negatively associated with cognitive skills and academic achievement" (Kirkorian, Waltella, & Anderson, 2008, p. 8). Although there is validity to the presented argument, this theory excludes educationally driven programming, some of which is specifically designed to educate children beyond what they might experience by age-appropriate schooling alone. There is incredible value in formal education and the public school system; however, classroom modalities are not the only way children learn about the world around them. Educational stimuli can come in the form of direct contact with a teacher, reading a book, or

Here, the student identifies the counterargument.

The student then begins to respond to the counterargument and states that this opposing argument is incomplete.

Language expressions to be used

Personally I believe
that....

In my opinion, /
perspective, /point of
view,.....

As far as I am
concerned,.....

Your
perspective

Others'
opinions

Transitions

It has been argued that...

Some people claim / argue / believe that...

An argument commonly put forward is that...

Proponents of (topic) argue / believe / claim that...



Logical Transitions for Coherence

- **Linking words** hold the content together.
- **Without this logical progression**, it is difficult to follow the argument or have a coherence, and the structure will collapse.

However, there are a number of arguments in favour of making university education free for all. Firstly, it will encourage more people to attend and this will benefit society. In fact, it will lead to a more productive and educated workforce. Research has generally shown that those countries that have a better educated population via university have higher levels of innovation and productivity.

In addition,

Listing Points to Show New Ideas:

Firstly,
First of all,
To begin with,
Secondly,
Finally,

Giving more reasons:

Furthermore,
In addition,
Also,
Moreover,

Showing an Example:

For example,
For instance,
To illustrate,

Showing Contrast:

However,
On the other hand,
In contrast,

Showing a Result:

Therefore,
As a result,
Consequently,
Thus,

Showing the present time period:

These days,
Nowadays,
At present,

To introduce concluding comments:

To conclude,
In conclusion,
In brief,
All in all,s

Activity cont.

- use the three supporting reasons you have written to the topic you have selected and organize them according to their importance/strength
- then, write three body paragraphs
 - *include a counter argument and make sure to either refute or concede it.

Step 06

**Writing the
conclusion**



To make the conclusion **effective & logical.**

-Do not introduce any new information

-Restate the significance of the topic, review the main points, and the thesis statement .



Activity cont.

-conclude the essay you started with an appropriate concluding paragraph

Step 07

Developing a creative title is an opportunity to attract the reader and as a "**preview**" what your essay will be about.

Providing an Attractive Title



Activity 02

Word limit- 250

More Questions from Past Papers:

- **Technology and electronic devices are being used more and more in education.** Discuss the advantages and disadvantages and give your own opinion in this regard.
- **Nowadays celebrities are more famous for their glamour and wealth than their achievements; which sets a bad example for young people.** To what extent do you agree or disagree with this statement?
- **According to a recent study, the more time people use the Internet, the less time they spend with real human beings.** Some people say that instead of seeing the Internet as a way of opening up new communication possibilities world wide, we should be concerned about the effect this is having on social interaction. Do you agree or disagree with this opinion?

Marking Criteria

Facts			Grammar & Spelling	Writing Mechanics (Capitalization, punctuation, etc.)	Justifying/ Expressing opinion
Organization	Content	Relevance			

References

https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html

<https://writingcenter.fas.harvard.edu/pages/counter-argument>

<https://writingcenter.ashford.edu/counterargument>

