BBI 2409
English for Academic Purposes
Course Description

- This course involves reading skills of linear and non-linear reading to improve study skills. Speaking skills and writing skills through skimming, scanning, dictionary use, discussion and presentation of viewpoints and summary writing.
- By the end of this course, students should be able to use their reading skills and apply them for academic purposes.
Course Content

- Reading skills (linear & non-linear)
- Study skills
- Dictionary use
- Parts of speech
- Word formation
- Speaking skills
- Writing skills
Assessment

- Assignment 1 = 15%
- Assignment 2 = 15%
- Mid-Semester Exam = 30%
- Final Exam = 40%
Assignment 1 (to be submitted on week 7 (4-8 April 2016))
- Individual work
- Find 3 academic articles (200-250 words) that covers the same theme.
  - E.g.: Theme – Animal Abuse
    - 1st article: What can we do to stop animal abuse
    - 2nd article: Animal abuse at the zoo
    - 3rd article: Rescuing abused animals
- Summarise each article to not more than 100 words.
- Compile the articles and your summaries and submit it to your respective centres.
- Please make sure you have a proper cover page for the assignment.
  - Please refer to Assignment 1 Document
Assignment 2 (to be submitted together with assignment 1)

- Individual work
- Video record yourselves doing a 10-12 minutes presentation explaining about the three articles that you have chosen for Assignment 1.
- You must not read (or appear to be reading) during your presentation.
- Burn the video recording into a CD and submit the CD along with Assignment 1 to your respective centres.
- Please make sure you label the CD with your name, student number and contact number.
Mid-Semester Exam (TBA)

- 1 hour 30 minutes
- Parts of speech
- Word class
- Prefix and suffix
- Reading comprehension
- Sentence completion
- Scanning for information
Final Examination (TBA)

- 1 hour 30 minutes
- Reading comprehension
- Cloze passage
You are also required to join BBI2409 PJJ Edmodo group.

Please refer to ‘How To Create Edmodo Account’ slides for further details.

Edmodo group code: wrgt99
Week 1 – 7
Parts of Speech

- **Noun** (naming words for people, places, objects, ideas, emotions, qualities and activities)
- **Pronoun** (words used to replace a noun)
- **Adjective** (words use to describe nouns or to compare)
- **Verb** (put static objects into motion or help to clarify the objects in meaningful ways.)
- **Adverb** (Give more information about verbs, adjectives, adverbs)
Circle the noun in each group of words.

1. hop, kind, flashlight
2. hake, jam, sorry
3. house, sweet, playful
4. learn, doctor, little
5. spicy, walk, flower
Circle the noun in each group of words.

1. hop, kind, **flashlight**
2. hake, **jam**, sorry
3. **house**, sweet, playful
4. learn, **doctor**, little
5. spicy, walk, **flower**
Replace the noun with appropriate pronoun.

1. The girl listened to music at lunch.
   ________ listened to music at lunch.

2. The boy played games after dinner.
   ________ played games after dinner.

3. The cat climbed onto the kitchen table.
   ________ climbed onto the kitchen table.

4. My brother is in high school.
   ________ is in high school.

5. The mall was filled with hundreds of people.
   ________ was filled with hundreds of people.
1. The girl listened to music at lunch.  
   She listened to music at lunch.

2. The boy played games after dinner.  
   He played games after dinner.

3. The cat climbed onto the kitchen table.  
   It climbed onto the kitchen table.

4. My brother is in high school.  
   He is in high school.

5. The mall was filled with hundreds of people.  
   It was filled with hundreds of people.
Spot the adjectives in the paragraph.

Last night, it snowed! I woke up and felt excited when I saw the deep, white snow out my frosted window. Quickly, I put on my wool mittens and fuzzy hat. Mom helped me slide on my heavy coat and shiny, new boots. I flung open the door and ran out into the cold air. I love the snow!
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Verb Practice

Spot the action words in each sentence.

1. At night before bedtime, Grandpa and I jump on the bed.
2. After we jump, I am tired and want to sleep.
3. “Can you kiss me goodnight?” I ask my Mother.
4. At breakfast, I open the milk and pour it into a glass.
5. After I drink my milk, I eat two eggs and a piece of toast.
Spot the action words in each sentence.

1. At night before bedtime, Grandpa and I jump on the bed.

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3. “Can you kiss me goodnight?” I ask my Mother.

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5. After I drink my milk, I eat two eggs and a piece of toast.
Adverb Practice

Spot the adverbs in this paragraph.

Today I helped my mom cook dinner. We carefully cut the vegetables and slowly placed them into a boiling pot of water. Next, mom quickly browned the chicken and patiently let it cook through. I eagerly waited for my next job, which was to gently sprinkle spices into the soup. But, I accidentally poured in too much cumin. I quietly told my mom my mistake, and she sweetly told me, as a child, she had coincidently made the same mistake.
Spot the adverbs in this paragraph.

Today I helped my mom cook dinner. We carefully cut the vegetables and slowly placed them into a boiling pot of water. Next, mom quickly browned the chicken and patiently let it cook through. I eagerly waited for my next job, which was to gently sprinkle spices into the soup. But, I accidentally poured in too much cumin. I quietly told my mom my mistake, and she sweetly told me, as a child, she had coincidently made the same mistake.
## Prefix and Suffix

- **Prefix** is placed at the beginning of a word to modify or change its meaning.

- **E.g:**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-</td>
<td>against, the opposite</td>
<td>anti-aircraft, antibiotic, anticlimax</td>
</tr>
<tr>
<td>Un-</td>
<td>Not, reversal, cancellation</td>
<td>unreal, unhappy, unplug, unmask</td>
</tr>
<tr>
<td>hyper-</td>
<td>beyond, more than</td>
<td>hypersonic, hyperactive</td>
</tr>
<tr>
<td>dis-</td>
<td>negation, removal, expulsion</td>
<td>disadvantage, dismount, disbar</td>
</tr>
</tbody>
</table>
- A **suffix** is a group of letters placed at the end of a word to make a **new** word.

- **E.g**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Making</th>
<th>Example original word</th>
<th>Example suffixed word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ation</td>
<td>nouns</td>
<td>explore</td>
<td>exploration</td>
</tr>
<tr>
<td>-ary</td>
<td>adjectives</td>
<td>imagine</td>
<td>imaginary</td>
</tr>
<tr>
<td>-ly</td>
<td>adverbs</td>
<td>help</td>
<td>helpfully</td>
</tr>
<tr>
<td>-ize</td>
<td>verb</td>
<td>terror</td>
<td>terrorize</td>
</tr>
</tbody>
</table>
Read each sentence. Choose the correct meaning of the underlined word.

1. Mary wants to **replay** the DVD.
   - play before
   - play again

2. Cali was **unkind** to her friend.
   - very kind
   - not kind

3. Pete walked **happily** to the park.
   - in a happy way
   - not happy
4. The **dancer** was on the stage.
   - to dance
   - someone who dances

5. You should never be **dishonest**.
   - not honest
   - too honest
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   - **not honest**
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Skimming and Scanning for specific details
- Skimming → Reading a text quickly to get the general sense of a text.
- Scanning → Reading in a high speed looking for specific information

Main Idea
- Important information that tells more about the overall idea of a paragraph or section of a text.

Topic Sentence
- a sentence that captures the meaning of the entire paragraph or group of sentences. It tells what the passage is mainly about.
Summarising

- Re-telling of the main ideas and the important details in a **shorter form**.
- **Paraphrasing** important information in as few words as possible.
reading

thinking

PARAPHRASING & SUMMARISING

understanding

rewriting
By current scientific reckoning, our planet is 4.54 billion years old, give or take a few million years.

What?
By current scientific reckoning, our planet is 4.54 billion years old, give or take a few million years.

What?
By current scientific reckoning, our planet is 4.54 billion years old, give or take a few million years.

What?

What about it?

Who says?
By *current scientific reckoning*, our planet is 4.54 billion years old, give or take a few million years.

What?

What about it?

Who says?

Sample:
Scientists say the earth is about 4 1/2 billion years old.
When it comes to momentous events in U.S. history, the War of 1812 ranks low in the minds of many - a forgettable hiccup in history.

What?
When it comes to momentous events in U.S. history, the War of 1812 ranks low in the minds of many - a forgettable hiccup in history.

What? What about it?
When it comes to momentous events in U.S. history, the War of 1812 ranks low in the minds of many - a forgettable hiccup in history.

Sample:
The War of 1812 is not a very memorable part of U.S. history.
Language expressions commonly used in oral presentation.

- Greet the audience.
  - “Hello ladies and gentlemen.”
  - “Good morning everyone.”
- Introduce yourself.
  - “Let me introduce myself.”
  - “My name is ... “
- Introduce your topic
  - “I plan to talk about...”
  - “The subject of my presentation is...”
- Give your objective. (purpose, aims or goals)
  - “....to give you some interesting information on...”
  - “What I would like to do today is...”

- Share your content.
  - “First, ...”
  - “Secondly, ...”
  - “To illustrate my point....”

- Signalling where you are.
  - “I have explained to you the first article, now let’s move on to the second article...”
  - “We have come to the end of the presentation..”
Ending the presentation

- “We have come to the end of the presentation...”
- “To recap what have been discussed..”
- “In conclusion...”