



National University  
of Computer and Emerging Sciences



# Expository Writing

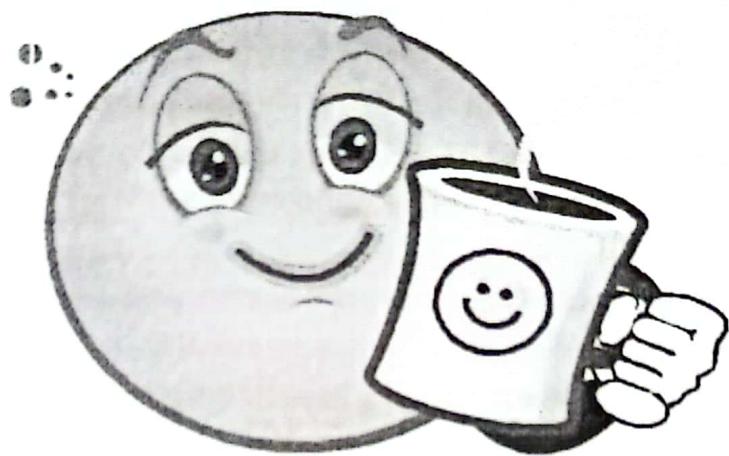
## Lab Manual

For the Students of

- Computer Science
- Software Engineering
- Artificial Intelligence
- Cyber Security

Spring 2024

FRESHMAN BATCH  
NUCES, Karachi Campus



Dear Student,  
You are to read this  
yourself!

**SOME HANDY TIPS FOR IMPROVING YOUR SPEAKING SKILLS:**

- Speak more slowly.
- Take time to say some of the long and difficult words.
- Pronounce the ending of each word.
- Find out the word class of different words.
- Take a breath between word classes.

- Stress on keywords.
- Stress on the right syllable.
- Elongate vowel sounds. Practice saying "trek and track", "dock and dog".
- Once you develop confidence, increase your speaking rate.
- Use a dictionary to study the pronunciation of words.
- When you listen to a native speaker, study mouth movements to understand how a word is pronounced.
- In listening, try to absorb the music (intonation and rhythm) of English.
- Daily read aloud in English.
- Record your voice and listen to check how you sound.
- Talk with friends in English to develop spontaneity.
- Teach English to a friend. Teaching something is the best way to remember it for life time.
- Write a diary. Then read it out loud.
- Don't underestimate yourself. Be confident.
- Don't feel inferior because of a better speaker. In fact, with the guidelines above, focus your attention on how much you have improved and achieved. The idea is to be positive.
- Without input, there is no output. Remember that it is impossible to learn a language without exposure.
- Use massive reading to learn English.
- Use massive listening to learn English as well as English accent and pronunciation.

### **HOW TO BE AN INTERESTING SPEAKER:**

- Speak with enthusiasm.
- Listen carefully for clues.
- Be curious.
- Find out what excites people.
- Look pleasant and be friendly.
- Use non-verbal communication well.
- Be provocative.
- Think out of the box.

## **EXERCISE ROUTINE TO FOLLOW**

In the beginning, focus more on becoming fluent and confident. To develop fluency, do the following:

1. Decide for a practice time. Speak for at least one hour daily (if not daily, then at least 5 days a week).
2. During the practice time, you can do the following activities:
  - Read a text (begin with a simple one), and then summarize the main points orally by using the vocabulary of the writer.
  - Read something difficult. Then simplify it and speak the main ideas. To simplify, break very long sentences into shorter ones and use simpler vocabulary. Follow the organization of the writer. This can also help you learn how to organize thoughts when you speak.
  - Speak out your thoughts and feelings.
  - Select any topic and do an oral brainstorming.
  - Watch movies, shows, news, etc, and jot down some phrases and sentences. Then use your notes to give an oral summary of what you saw and how you felt about it.
  - Download a video. Listen to it. Then try to mimic and imitate the speaker to learn pronunciation and accent.

Once you become fluent, you can start focusing on accuracy.

## **HOW TO HANDLE CLASSROOM SPEAKING TASKS:**

### **1. PLAN YOUR TALK:**

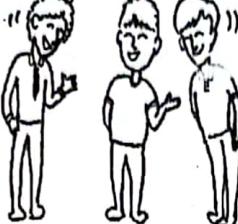
When you are given a topic, do the following:

*Think--Generate Ideas--Organize them--Do a mental rehearsal--Speak*

### **2. DO NOT USE THE WRITTEN STYLE IN SPEAKING:**

Spoken language is much simpler than the written variety. The differences between speech and writing are:



POINT OF DIFFERENCE	SPEECH 	WRITING 
CONTEXT	Occurs in a context which often makes references clear.	Creates its own context, and so has to be fully explicit.
FEEDBACK	Immediate feedback is possible as the listeners are present right before the speaker. Feedback can be both verbal (questions, comments, grunts, etc) as well as non-verbal (facial expressions, body language, etc)	No immediate feedback is possible. The writer may have to anticipate the reader's feedback and incorporate it into the text.
GRAMMAR	Grammar is simpler. Sentences may be shorter. Sometimes sentences used may be incomplete or ungrammatical.	Grammar is complex. Grammatical rules are followed strictly. Sentences may be longer with many clauses. Passive forms may be common.
VOCABULARY	Depends on the context	Depends on the context
ORGANIZATION	Loosely organized with many repetitions, re-starts, jumps to different topics, pauses, and hesitations.	Extremely well-organized and properly structured. Information and ideas are divided into well-formed sentences and paragraphs.
PERMANENCE	Speech is temporary or transitory.	Writing is durable and permanent. It can last for centuries.
NON-VERBAL COMMUNICATION TOOLS	Speech gets support from body language, facial expressions, tone, etc. In many cases, non-verbal	Such non-verbal communication tools are absent. Punctuation marks, underlining, capitals,

	communication tools alone are enough to convey messages.	connectors, and many more things can be used to represent things like pauses, emphasis, tone, etc.
<b>LEARNING FACTOR</b>	Speech is spontaneous and natural. However, public speaking has to be learnt.	It is a learnt skill.

So, when you are asked to share ideas or thoughts about a really complex topic, use very simple style in speech as it is spontaneous. On the other hand, use correct grammar in writing as it is not a spontaneous activity.

Following is the note on the definition of terrorism from Wikipedia:

There is no universally agreed, legally binding, criminal law definition of terrorism. Common definitions of **terrorism** refer only to those violent acts which are intended to create fear (terror), are perpetrated for a religious, political or ideological goal, and deliberately target or disregard the safety of non-combatants (civilians). The word "terrorism" is politically and emotionally charged, and this greatly compounds the difficulty of providing a precise definition. Studies have found over 100 definitions of "terrorism". The concept of terrorism may itself be controversial as it is often used by state authorities (and individuals with access to state support) to delegitimize political or other opponents, and potentially legitimize the state's own use of armed force against opponents (such use of force may itself be described as "terror" by opponents of the state).

If the same information is given via speech, the style, sentence structures, organization, and vocabulary will become very simple so that the human ear can grasp the messages easily. Just have a look at the spoken version:

Well, terrorism has many definitions. There is no universal definition available. Terrorism is any act that is very violent and bad. It is done to create fear in people for some political, religious, or other goal. It is difficult to define the word. Studies have found 100s of definitions. Sometimes the authority may use it unjustly to discredit opponents or enemies for right action

Keep this difference of speech and writing in mind. So, don't panic if you are given a difficult topic to speak. Use short and simple sentences with familiar and easier words.

### 3. USE SIGN POSTING OR LINK WORDS IN SPEAKING:

Always use link words (connectors) when you speak. Link words will help you guide your listeners smoothly along your ideas. They will also show connection between your thoughts and make your talk more coherent. Here is a useful list of connectors to be used in speaking:

To Begin Introducing your Point, you might consider starting with...	I'd like to begin by... Let's start by... First of all, I'll... Starting with... To start with... I'll begin by...
For Finishing a Topic, try...	Well, I've finished talking about... Well, that's all I have to say about... We've considered... So much for this subject...
Moving from one point to another, why not use...	Now, let us move on to. Next, let us consider... Turning to... Moving on to... I would like now to discuss...
Applying Signposting Techniques in a discussion...	So, where does that lead us? Let us consider this in more detail... What does this all mean? Translated this into real terms...
Giving an example...	Here's an example. I was... For example,... A good example of this is... To illustrate,... To give you an example,... To illustrate this point...
To Summarize and conclude...	In conclusion,... To conclude,... So, let's sum up, shall we? I would like now to recap... Let's summarize what we've covered briefly... Finally, let me remind you of some of

	the issues we've covered... To sum up the main points...
To rephrase:	Let me rephrase that, In other words Another way of saying the same thing is That is to say
To emphasize	What is very significant is... What is important to remember... I'd like to emphasize the fact that... I'd like to stress the importance of... What I tried to bring out... What we need to focus on...
To refer to what you have said previously:	As I have already said earlier... As we saw in part one... To repeat what I've said already...
To refer to what an expert says:	I quote the words of ... In the words of... According to... Here I'd like to quote... As Mr. X says in his book... There is a famous quotation that goes...
To refer to common knowledge:	As you all may well know... It is generally accepted that... As you are probably aware (of)...

## CONVERSATIONAL ENGLISH

Conversational English has the following features:

- It uses contractions.
- It is very brief and to the point.
- It uses idiomatic expressions, especially phrasal verbs, more often.

To learn conversational English:

- Watch movies, cartoon films, and jot down important expressions.
- Read comics.
- Study the dialogues in novels.
- Practice talking about simpler topics, like, likes and dislikes, hobbies, friends, favorite recreational spots, etc.

An example of conversational English:

Peter: Bob, I hate to break the news, but our sales were down again last month.  
Bob: Down again, Peter?  
Peter: Yeah. These days, everybody's shopping at our competition, Honest Abc's Furniture Store.  
Bob: Ah... That's bad, but everything in there costs an arm and a leg!  
Peter: That's true. They do charge... Well, forget it. We are about to go bankrupt. That's what's important.  
Bob: I'm sorry to hear that. I thought my new advertising campaign would save the day.  
Peter: Let's face it. Your advertising campaign was a real flop. So, you're fired. We need a real professional here.

## SOME USEFUL EXPRESSIONS:

### **Giving your opinion neutrally**

"I think..."  
"I feel that..."  
"In my opinion..."  
"As far as I'm concerned..."  
"As I see it..."  
"In my view..."  
"I tend to think that..."

### **Giving a strong opinion**

"I'm absolutely convinced that..."  
"I'm sure that..."  
"I strongly believe that..."  
"I have no doubt that..."  
**English expressions for asking someone's opinion**  
"What do you think?"  
"What's your view?"  
"How do you see the situation?"

### **Agreeing in English**

"I think you're right."  
"I agree with you."

### **Strong agreement**

"I couldn't agree with you more."  
"You're absolutely right."  
"I agree entirely."  
"I totally agree."

### **Partly agreeing**

"I agree with you up to a point, but..."

"That's quite true, but..."

"I agree with you in principle, but..."

#### **Disagreeing**

"I'm not sure I agree with you."

"(I'm afraid) I don't agree."

"(I'm afraid) I disagree."

"(I'm afraid) I can't agree with you."

"(I'm afraid) I don't share your opinion."

#### **Note**

When you disagree with someone in English, you can often sound more polite by using a phrase such as "I'm afraid..."

#### **Disagreeing strongly**

"I don't agree at all."

"I totally disagree."

"I couldn't agree with you less."

#### **What's important (priorities):**

The most important thing for me is that.....

What's really important to me is.....

The most crucial thing for me is.....

The most vital thing for me is.....

What really motivates me is.....

I'm extremely interested in.....

In terms of priorities.....

As far as my priorities go.....

The least important thing for me is.....

At the top of my list of priorities is.....

For more expressions, vocabulary, and listening lessons refer to sites:

[www.english-at-home.com](http://www.english-at-home.com)

[www.esl-lab.com](http://www.esl-lab.com)

[www.free-english-study.com](http://www.free-english-study.com)

# **LAB 2**

## **Conversation Skills**

Conversation skills can be divided into the following:

- Greetings
- Small talk
- Expanding and maintaining your conversation
- Seeing off

## **Small Talk**

Small talk is how many conversations begin. It's just short conversations about every day topics, but those short conversations can lead to longer and more important ones. In the working world being able to make small talk, feeling comfortable making small talk, often leads to greater professional success. Small talk is where conversations begin, but how do you start? And how do you keep the conversation going? Take a minute and think about how you begin conversations in your own language. What kind of greetings do you use? What do you talk about? While every conversation is different, you can probably think of many ways they are the same. Opening lines, ways you introduce yourself and things you talk about.

Hello, I'm Jody. What's your name? >> Hello, I'm Ben. >> Nice to meet you, Ben. >> What's next? Make a connection and ask some questions. This is a great event, isn't it? What brings you here? >> I'm here for work and you? >> Me too. What kind of work do you do? >> Now that you've made a connection,

listen, listen and listen. Here's a chance to learn a little bit more about the person. Find out what you have in common and keep the conversation going. Smile and keep your eyes on the person you're talking to.

So, you're in technology? What do you think about my new phone? >> Wow, it's really great. I haven't seen one of those yet. >> You're right, it is great. Once you're comfortable with someone, it's easy to keep the conversation going. What are some other popular small talk topics? Hobbies, family, news, sports, just to name a few. And remember, the more detail you add to a conversation, the easier it is to keep it going. Don't just answer yes or no. And as you find yourself coming to the end of a conversation, keep it going with a plan to see that person again.

Have you tried that new restaurant across the street? >> No, but I've heard a lot about it. The chef is famous and the food is delicious. >> I'd really like to try it. Want to join me?

So, what do you need to do to make your small talk meaningful? Introduce yourself. Ask questions. Be a good listener. Show your interest and find out what you, and the other person have in common. Think of ways to extend the conversation. Small talk could be the start of a new friendship, a new job and an interesting connection. Making small talk confidently is a key skill and one I hope you'll practice and enjoy more and more.

## Small Talk: Who, What, Where, When, Why

WHO makes small talk?

People with many different relationships use small talk. The most common type of people to use small talk are those who do not know each other at all. Though we often teach children not to talk to strangers, adults are expected to say at least a few words in certain situations (see where). It is also common for people who are only acquaintances, often called a "friend of a friend", to use small talk. Other people who have short casual conversations are office employees who may not be good friends but work in the same department. Customer service representatives, waitresses, hairdressers and receptionists often make small talk with customers. If you happen to be outside when the mailman comes to your door you might make small talk with him too.

WHAT do people make small talk about?

There are certain "safe" topics that people usually make small talk about. The weather is probably the number one thing that people who do not know each other well discuss. Sometimes even friends and family members discuss the weather when they meet or start a conversation. Another topic that is generally safe is current events. As long as you are not discussing a controversial issue, such as a recent law concerning equal rights, it is usually safe to discuss the news. Sports news is a very common topic, especially if a local team or player is in a tournament or play-off or doing extremely well or badly. Entertainment news, such as a celebrity who is in town, is another good topic. If there is something that you and the other speaker has in common, that may also be acceptable to talk about. For example, if the bus is extremely full and there are no seats available you might talk about reasons why. Similarly, people in an office might casually discuss the new paint or furniture. There are also some subjects that are **not** considered acceptable when making small talk. Discussing personal information such as salaries or a recent divorce is not done between people who do not know each other well. Compliments on clothing or hair are acceptable; however, you should never say something (good or bad) about a person's body. Negative comments about another person not involved in the conversation are also not acceptable: when you do not know a person well you cannot be sure who their friends are. You do not talk about private issues either, because you do not know if you can trust the other person with your secrets or personal information. Also, it is not safe to discuss subjects that society deems controversial such as religion or politics. Lastly, it is not wise to continue talking about an issue that the other person does not seem comfortable with or interested in.

WHERE do people make small talk?

People make small talk just about anywhere, but there are certain places where it is very common. Most often, small talk occurs in places where people are waiting for something. For example, you might chat with another person who is waiting for the bus to arrive, or to the person beside you waiting to get on an aeroplane. People also make small talk in a doctor's or dentist's waiting room, or in queues at the grocery store. At the

office, people make small talk in elevators or lunchrooms and even in restrooms, especially if there is a line-up. Some social events (such as a party) require small talk among guests who do not know each other very well. For example, you might talk to someone you do not know at the punch bowl, or at the poolside. It is called "mingling" when people walk around in a social setting and talk to a variety of people.

WHEN do people make small talk?

The most common time for small talk to occur is the first time you see or meet someone on a given day. For example, if you see a co-worker in the lounge you might say hello and discuss the sports or weather. However, the next time you see each other you might just smile and say nothing. If there is very little noise, that might be an indication that it is the right time to initiate a casual conversation. You should only spark up a conversation after someone smiles and acknowledges you. Do not interrupt two people in order to discuss something unimportant such as the weather. If someone is reading a book or writing a letter at the bus stop it is not appropriate to initiate a conversation either. Another good time to make small talk is during a break in a meeting or presentation when there is nothing important going on. Finally, it is important to recognize the cue when the other person wants the conversation to stop.

WHY do people make small talk?

There are a few different reasons why people use small talk. The first, and most obvious, is to break an uncomfortable silence. Another reason, however, is simply to fill time. That is why it is so common to make small talk when you are waiting for something. Some people make small talk in order to be polite. You may not feel like chatting with anyone at a party, but it is rude to just sit in a corner by yourself. After someone introduces you to another person, you do not know anything about them, so in order to show a polite interest in getting to know them better, you have to start with some small talk.

## Small Talk and Professional Communication

The ability to make small talk is a vital skill for business people. In many cultures — for example, China — people put great emphasis on getting to know their business partners, and feeling comfortable with them, before making deals with them. In English-speaking countries, such as Britain and America, it is also common to "oil the wheels" of business with small talk. Following are some tips on making small talk.

### Be open

One of the most important skills during small talk is the ability to keep the conversation going. One way to do this is to ask open questions, which require your partner to answer with more than "yes" or "no".

Practise using open questions in English — those that start with "when", "where", "how", "how long" etc. For example: "When did you arrive in Germany?" or "What do you think of Berlin so far?"

### Give feedback, add information

As the listener in a conversation, you can encourage the speaker by giving feedback. This can either be verbal — with expressions such as "I see", "oh, that's interesting" or "right" — or non-verbal noises, such as "uh-huh". In small talk, silence is definitely not golden.

Another way that listeners can help to make conversation flow involves adding extra information. For example, if you are asked a closed question such as "Is your hotel alright?", then, rather than simply replying "yes", you could say, "Yes, thank you, it's very comfortable, and the service has been excellent."

You can help further by adding a question of your own: "Have you seen the swimming pool there? It has a very unusual design."

### **Classic small talk topics...**

There are a number of classic topics for business small talk, and you should make sure you know the English vocabulary and phrases to talk about them. These include: health (for example, "How have you been recently?"), travel ("How was your flight?"), accommodation ("How is your hotel?"), family ("How old are your children now?"), holidays ("Where did you go on holiday this year?"), and, of course, the weather ("How's the weather been here recently?").

This area of English vocabulary is often underestimated by business people, who regard it as not being part of "business English". In practice, however, these are often the areas where business people have most difficulties; they know the English jargon to talk about their jobs, but don't know how to describe the thunderstorm last night.

### **Keep small talk small**

It is sometimes said that, in light conversation, "the British talk about the weather, the Germans talk about their health". But remember that your business partners do not want to hear a detailed report of your medical troubles.

I once greeted a young German student of business English in Munich with the innocent question, "Hi Maria, how are you?" and received the answer, "Not so very well, actually. I spent the whole night on the toilet." This is more information than any business partner needs. Instead, she could either have pretended she was "fine" or, if she really wanted to let me know she wasn't well, she could have said "actually I'm not feeling too good today, but I'll be fine."

### **...and less common small talk topics**

Religion, sex and politics are usually thought of as conversation topics to be avoided during business small talk. However, while it is essential to be sensitive to your business partner's culture and personality, it would be absurd to rule out three of life's most interesting conversation topics. More important is how you talk about these matters. For example, a question such as "I believe you have elections coming up soon, don't you?" could lead to an interesting discussion.

There is no clear line between small talk and getting down to business.

### **Getting down to business**

The transition from small talk to business can often be difficult. First, you need to be aware of how long you should spend on small talk. For this purpose, you need to be sensitive to the individual(s) to whom you are talking and not simply have fixed ideas such as "in Italy, people always make small talk for four and a half minutes before starting work".

To make the transition to business, you can use phrases such as "Shall we get started" or "Maybe, we should get down to business now."

#### **And more small talk...**

Many business people make the mistake of believing that small talk comes only at the start, before the "real business". However, although you should not waste time in meetings or negotiations, look out for signals from your business partners that they, too, are ready for a short break from business talk. Often, short interludes of small talk during the business section can help to improve relations and make it easier to reach the deal you want.

## **Small Talk: Conversation Starters**

#### **Talking about the weather**

- Beautiful day, isn't it?
- Can you believe all of this rain we've been having?
- It looks like it's going to snow.
- It sure would be nice to be in Hawaii right about now.
- I hear they're calling for thunderstorms all weekend.
- We couldn't ask for a nicer day, could we?
- How about this weather?
- Did you order this sunshine?

#### **Talking about current events**

- Did you catch the news today?
- Did you hear about that fire on Fourth St?
- What do you think about this transit strike?
- I read in the paper today that the Sears Mall is closing.
- I heard on the radio today that they are finally going to start building the new bridge.
- How about those Reds? Do you think they're going to win tonight?

#### **At the office**

- Looking forward to the weekend?
- Have you worked here long?
- I can't believe how busy/quiet we are today, can you?
- Has it been a long week?
- You look like you could use a cup of coffee.
- What do you think of the new computers?

### **At a social event**

- So, how do you know Justin?
- Have you tried the cabbage rolls that Sandy made?
- Are you enjoying yourself?
- It looks like you could use another drink.
- Pretty nice place, huh?
- I love your dress. Can I ask where you got it?

### **Out for a walk**

- How old's your baby?
- What's your puppy's name?
- The tulips are sure beautiful at this time of year, aren't they.
- How do you like the new park?
- Nice day to be outside, isn't it?

### **Waiting somewhere**

- I didn't think it would be so busy today.
- You look like you've got your hands full (with children or goods).
- The bus must be running late today.
- It looks like we are going to be here a while, huh?
- I'll have to remember not to come here on Mondays.
- How long have you been waiting?

## **Business small talk: examples and useful**

In the following, we present dialogues and key phrases for English business small talk. You will also find lists with useful phrases from these examples that will help you in future conversations.

Introducing yourself and others in English

In the first two conversations, you will find useful phrases for introductions and situations in which you meet people again.

This is the setting for our fictional English business small talk: Jason, Susan, Gesine, Fridtjov and Ben are all at a conference, where they are making new contacts and reconnecting with old ones.

### **1. Starting a conversation: introducing yourself**

**Jason:** I don't think we've been introduced. I'm Jason. Jason Horn.

**Susan:** Nice to meet you. I'm Susan.

**Jason:** Pleased to meet you, Susan. How are you enjoying the conference so far?

**Susan:** It's been great. I've met so many interesting people. And it's a nice break from the office, to be honest.

**Jason:** I know what you mean. Have you been to one of these conferences before?

**Susan:** Yes, I was at the one in Glasgow a couple of years ago. What about you?

**Jason:** That's funny, I was there, too.

## 2. Introducing someone else in English

**Jason:** Susan, this is my Norwegian colleague, Fridtjov. We work in the same department. Fridtjov, this is Susan.

**Fridtjov:** Good to meet you.

**Susan:** It's nice to meet you, too. Em, could you say your name again for me?

**Fridtjov:** It's Fridtjov. Don't worry. Everyone has difficulty pronouncing my name.

**Susan:** Fridtjov. Is that how you say it?

**Fridtjov:** Yes. Perfect!

Starting a conversation with someone you already know

If you already know the other person, you wouldn't start the conversation by introducing yourself. The following dialogues represent business small talk situations in which people meet again, speak for the first time in person or remind somebody that they have met before.

## 3. Reconnecting with someone

**Susan:** Gesine? Hi, it's Susan. Susan Christie.

**Gesine:** Oh, hi, Susan! I thought I recognized you. How are you?

**Susan:** I'm great, thanks. And you?

**Gesine:** I'm fine. Fancy meeting you here! What are the chances?

**Susan:** [laughs] I know. You wouldn't have time for a quick coffee, would you?

**Gesine:** Sure. That would be lovely.

## 4. Starting a conversation: Meeting in person

**Jason:** You must be Gesine. I'm Jason. It's good to meet you at long last.

**Gesine:** Ah, Jason. It's great to meet you. We've been talking on the phone for years — it's funny that this is the first time we've actually met.

**Jason:** I know! Come on, I'll introduce you to my colleagues.

## 5. You don't remember me

**Jason:** Ben? Hi, I'm Jason. You don't remember me, do you?

**Ben:** I'm sorry. Can you jog my memory?

**Jason:** Jason Horn. We met last year in Bristol. At the conference.

**Ben:** Oh, right. I remember now. We met at one of the evening events, right? Was it the one in the town hall?

**Jason:** Yes, that's the one.

**Ben:** Goodness, I'm so sorry. It's good to see you!

**Jason:** No worries.

In professional situations that involve some sort of travel, this is usually a good topic for business small talk.

After you have started the conversations, you'll want the small talk to go on for some time and avoid awkward pauses.

It's never wrong to ask your conversational partner how they are. The answer to this question, however, is usually very short in English conversations. Detailed recounts of your health issues or marital problems are not the best small talk topics. It's a lot more innocuous to ask how your conversational partner likes the event at which you've met. Other quite universal small talk topics are the weather, travel, accommodation or your background. In the following dialogue extracts, you'll find how you can get a conversation with a business partner going using these small talk topics.

## 6. Travel small talk

**Jason:** How was your trip, Gesine? Not too arduous, I hope.

**Gesine:** [laughs] No, it wasn't arduous at all. The plane was almost empty, so I had three seats all to myself. And I took the tram here. The venue is very central, isn't it?

**Jason:** You can say that again! Now, how about we grab a coffee before we get down to business?

**Gesine:** That would be great. Thanks.

## 7. Small talk about your background

**Susan:** Jason said you're from Norway. How long have you lived here?

**Fridtjov:** I moved here in 2007.

**Susan:** Oh, that's quite a while. I've always wanted to go to Norway. Whereabouts are you from?

**Fridtjov:** I'm from Trondheim. Have you heard of it?

**Susan:** Yes, I have. A friend of mine lived there, actually. The world's biggest sundial is in Trondheim, isn't it?

**Fridtjov:** [laughs] Yes, that's right! The Trondheim Torg. That's funny that you know about that.

## Business small talk tip: Things in common

Small talk is about finding a connection with the person you are talking to. Listen carefully to the information people share with you in a conversation and try to follow up with a question to find out more. When someone asks a question, offer a little more information than they asked for. As soon as you find a topic on which you both have plenty to say, you'll be off to a good start.

## 8. Asking someone where they come from

**Fridtjov:** And what about you, Susan? Where are you from? I can't quite place your accent.

**Susan:** I'm from Northern Ireland. But I moved here when I was a teenager, so my accent isn't as strong as it used to be.

**Fridtjov:** Oh, right. I've never been to Northern Ireland before. Are you from Belfast?  
**Susan:** No, I'm from Portstewart. It's about 60 miles north of Belfast.

## 9. Small talk about your accommodation

**Susan:** So, where are you staying while you're here?

**Gesine:** At the inn by the park. Do you know it?

**Susan:** I've never stayed there, but I've only heard good things about it. It's very handy for the conference venue.

**Gesine:** It is, and it's very comfortable. I don't travel much in my job, so it's a bit of a treat to stay in a nice hotel and not to have to worry about my kids and so on.

**Susan:** [/laughs] I bet.

## 10. Small talk about the weather

**Ben:** I can't believe the weather we've been having — rain, rain, rain. It's so depressing.

**Jason:** Yeah, I know. I heard that it's supposed to get better by the end of the week.

**Ben:** Really? Isn't that what they said last week?

**Jason:** Yeah, well, you can't really trust the weather forecast. It's the time of year, though, isn't it? It's always miserable in January.

Being able to tell entertaining stories is a great small talk skill

Keeping the conversation going

Let's keep the conversation going. Once you've started off with a general and rather unpersonal topic, you might want to lead over to a somewhat more personal topic. Small talk is all about finding out what you have in common with other people. If you can find a topic that you are both interested in, conversation should flow quite easily.

## 11. Small talk about your family

**Susan:** I think I remember you said you had three kids. Is that right?

**Gesine:** Yes, just the three.

**Susan:** Just three? Sounds like a bit of a handful to me.

**Gesine:** It's getting easier, now that they're older. They can even be quite good company sometimes.

**Susan:** And you have a dog, too, don't you?

**Gesine:** Well, we did. He passed away last year, unfortunately.

**Susan:** Oh, dear. I'm so sorry. Losing a pet is awful.

**Gesine:** Yeah, it is. Anyway, let's talk about something cheerier.

## Business small talk tip: Changing the subject

You may want to change the subject because you find the current small talk topic awkward, or because you would like to start talking about business. Using the following English expressions can help make the transition smooth:

- Anyway ...
- So, tell me ...
- Oh, by the way...

## 12. Telling a story

**Gesine:** You'll never guess what happened to my daughter the other day.

**Susan:** What?

**Gesine:** Well, she's 15 and loves entering competitions. But sometimes, you have to be 18 to enter, so I let her use my name. Well, she won. Or rather, I did.

**Susan:** Cool! What did you win?

**Gesine:** A luxury holiday for two in the Maldives!

**Susan:** That's amazing! Are you taking your daughter or your husband?

**Gesine:** My daughter, of course.

## 13. Small talk about work

**Jason:** So, are you still with the same company?

**Ben:** Yeah, I am, actually. It'll be ten years next year.

**Jason:** And everything's going well?

**Ben:** Things have noticeably picked up, so that's a relief. What about you? Have you been promoted yet?

**Jason:** [laughs] I have, actually. I remember telling you about that.

**Ben:** Good for you! What's your official title these days, then?

**Jason:** Principal planning consultant.

Inviting somebody along

Especially if you meet at an event, you might want to ask the other person to join you for a cup of coffee or some other activity. Here is how you can do that:

## 14. An invitation to the pub

**Jason:** A few of us are going to the pub. Would you like to join us?

**Ben:** I'd love to. Thanks. What time are you going?

**Jason:** Around 7.30 this evening.

**Ben:** Oh, I forgot. I've got to call the New York office at eight. I'm not going to be able to make it.

**Jason:** Why don't you come along after your call?

**Ben:** OK, I could do that. Where are you going to be?

**Jason:** At the Prince of Wales on Market Wynd.

## Ending a conversation

Ending small talk can feel as awkward as starting the conversation. However, especially at professional events, it is important that you don't spend the whole time talking to the same person. It's therefore important that you know how to end a conversation politely in English.

### 15. Saying Goodbye

**Susan:** Is that the time? I'd better get back to work. Listen, it was lovely catching up. I'm so glad I bumped into you.

**Gesine:** It was great to see you, too, Susan. It made my day.

**Susan:** Give me a call next time you're in London.

**Gesine:** I will, for sure.

**Susan:** Have a safe trip back home and a great time in the Maldives!

**Gesine:** Thanks, I will! Take care.

#### Final Word of Advice:

**Small talk and overall conversational skills are the key to bonding, networking, and building support groups in not just the business world but everywhere in life.**

## Small Talk Activities

**Work in pairs or groups of 3 and prepare an outline for a conversation with another student group.**

Your conversation outline should include

- Your greetings
- Initial questions to start small talk (choose small talk topics and prepare questions)
- Prepare more questions to maintain the conversation
- Exchange contact information and see off

Each group will get 10 minutes to prepare the outline. The role play time for each group will be 10 minutes.

Select any one scenario to prepare your dialogue:

1. You are at an education fair where scholarships and opportunities to study abroad are displayed.
2. You are at a business convention where young entrepreneurs are invited to share their experiences.
3. You are at the launch of a famous war game.
4. You are in the library of your university and want to bond with a senior.
5. You are in an inter university programming competition.

## LAB 3

### ENGLISH LISTENING SKILLS

#### **LISTENING:**

Listening is the most important language skill. In fact, it is the first communication skill that human beings master after they are born. A scientific definition of listening is as follows:

“Listening refers to making a conscious MENTAL effort to receive, decode, and interpret oral messages.”

At a microscopic level, if we analyze what happens when we listen (decode), we find that listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

**Important Advice:**

Remember, listening requires

- Concentration
- Attentiveness
- Decoding
- Interpretation



#### **LISTENING TO A FOREIGN LANGUAGE:**

Listening to a foreign language requires incredible amount of concentration, focus, and attentiveness. It is a challenging task.

How comfortable are you when you listen to native English accent? How would you rate your skills on a scale of 1 to 10?

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#### **WHAT MAKES FOREIGN LANGUAGE LISTENING DIFFICULT?**

- Unfamiliarity of the accent [pronunciation, intonation, stress patterns] and style
- Speed or pace of delivery
- Contractions and other features of spoken English

## **OVERCOMING CHALLENGES:**

The following strategies can be very helpful in overcoming the above difficulties:

- Acquaint and familiarize yourself to the native accent through regular listening
- To keep up with the pace of the native speaker, you must try to listen for the gist. Pay special attention to the words that the speaker particularly stresses on as these words carry the gist of the entire message.
- Listen, listen, and listen. Organize a regular time for listening practice. Practice daily or at least thrice a week.

## **IMPROVING ENGLISH THROUGH LISTENING:**

- While listening, make note of the words, phrases, idioms, and expressions you find interesting. Maintain a “Listening Vocabulary Notebook”. Remember that listening will teach you spoken English.
- Speak what you have just listened to. Give an oral summary using the style and vocabulary of the speaker.
- Imitate the music of the language.
- Focus on the grammatical structures used by the speaker along with the communicative functions of these structures.
- Learn the correct pronunciation of the words.
- Focus on and try to adopt the native stress patterns in words as well as sentences.

To improve your listening skills,  
listen, listen, and listen. Organize a regular time for listening practice. Practice daily or at least  
thrice a week

## **INTERNATIONAL PHONETIC ALPHABET AND THE SOUNDS OF ENGLISH:**

They enable you to read or find out the correct pronunciation of words from a dictionary or other relevant source. Each IPA symbol denotes or represents a single individual sound in the English language.

There are 44 sounds in English (12 vowels, 8 diphthongs, 24 consonant sounds) which are depicted in the chart below:

		monophthongs				diphthongs		<b>Phonemic Chart</b> voiced unvoiced
VOWELS	i: sheep	I ship	ʊ good	u: shoot	ɪə here	eɪ wait		
	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɪɔ boy	əʊ show	
	æ cat	ʌ up	a: far	ɒ on	eə hair	aɪ my	aʊ cow	
CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

(The above phonetic chart is reproduced from English Phonetics by Michael Wells.)

Adapted by EnglishClub.com

Visit the following URL to listen to each sound.

<http://www.teachingenglish.org.uk/activities/phonemic-chart>

### EXERCISE:

Commonly mispronounced words in Pakistan. Check up their correct pronunciation in a dictionary.

Opportunity/Develop/Shepherd/Women/Symbolism/Modem/Pizza/Assume/Hypocrisy/

Academic/Icon/Process/Content/Dictionary/Record/Prefer/Photography/Coupon/

Evolution/Echo/Mortgage/Wednesday/Breakfast/Stapler

### **ASSIGNMENT:**

How will the knowledge of the technical details explained in this chapter help you improve your native accent listening skills? Also, how will this knowledge help you in improving your own accent and pronunciation?

Write your answer in no more than 100 words.

## **SPEAKING TASK: IMPROMPTU SPEECH**

**Let's experience public speaking!**

**Choose any topic ONE topic. Take 2 minutes to brainstorm some points. Now come on the stage and share your thoughts with the class.**

- 1. WHO AM I**
- 2. For a bright future, you have to work in the present.**
- 3. What annoys you the most and how you deal with this anger then.**

## **LAB 4**

### **UNDERSTANDING NATIVE ENGLISH ACCENT:**

Intonation and stress are two key elements in accent.

#### **STRESS:**

Stress refers to the relative emphasis that may be given to a syllable in a word or a word(s) in a sentence. It is important because it highlights the message carrier words in a sentence.

There are two kinds of stress-word stress and sentence stress.

Word Stress refers to the process whereby particular **syllables** (or parts of words) are stressed within an overall **word**.

Sentence Stress refers to the process whereby particular **words** are stressed within an overall **sentence**.

#### **How Sentence Stress Works and Why**

In any given sentence in English there will be words that carry stress and others that don't. This is not a random pattern. Stressed words carry the meaning or the sense behind the sentence, and for this reason they are called "Content Words" – they carry the content of the sentence.

Unstressed words tend to be smaller words that have more of a grammatical significance – they help the sentence "function" syntactically and for this reason they are called Function Words.

Obviously the "content" of a sentence carries more significance than the particular "way" it is put together. An easier way to think of it is that if you take out all the "function" words (without real meaning) from a sentence, the sentence will still have a certain amount of meaning and can be understood. Doing the opposite will remove the meaning from a sentence and render it obsolete. It is logical that the meaningful units within a sentence will carry the most significance and therefore stress.

*Content Words* include: (Main) Verbs, Nouns, Adjectives, Adverbs, Negative Auxiliary Verbs, Demonstratives, Question Words

*Function Words* include: Pronouns, Prepositions, Articles, Conjunctions, Auxiliary Verbs, (Main) Verb "to be"

#### **Examples:**

Content Words		Function Words	
Main Verbs	<i>go, talk, writing</i>	Pronouns	<i>I, you, he, they</i>
Nouns	<i>student, desk</i>	Prepositions	<i>on, under, with</i>
Adjectives	<i>big, clever</i>	Articles	<i>the, a, some</i>
Adverbs	<i>quickly, loudly</i>	Conjunctions	<i>but, and, so</i>
Negative Aux. Verbs	<i>can't, don't, aren't</i>	Auxiliary Verbs	<i>can, should, must</i>
Demonstratives	<i>this, that, those</i>	Verb "to be"	<i>is, was, am</i>
Question Words	<i>who, which, where</i>		

I am talking to the clever students.

You're sitting on the desk, but you aren't listening to me.

He's writing quickly, so it's difficult for him to hear me.

### EXERCISE:

Indicate the words that will be stressed in the given sentences.

1. He had finished breakfast before I arrived.
2. Phillip ordered pasta for dinner.
3. They will have to stay up late if they are going to finish their homework.
4. It must have been something in the air that caused Jack to shout.
5. Could you please be quieter?

### Word Stress Rules

There are two very simple rules about word stress:

1. **One word has only one stress.** (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)
2. **We can only stress vowels, not consonants.**

Here are some more, rather complicated, rules that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally.

### A. Stress on first syllable

rule	examples
Most 2-syllable nouns	PRESent EXport CHIna TAble
Most 2-syllable adjectives	PRESent SLENdEr CLEVer HAPPy

### B. Stress on last syllable

rule	examples
Most 2-syllable verbs	preSENT exPORT deCIDE beGIN

There are many two-syllable words in English whose meaning and class change with a change in stress. The word **present**, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words **export**, **import**, **contract** and **object** can all be nouns or verbs depending on whether the stress is on the first or second syllable.

### C. Stress on penultimate syllable (penultimate = second from end)

rule	examples
Words ending in <b>-ic</b>	GRAPHic geoGRAPHic geoLOGic
Words ending in <b>-sion</b> and <b>-tion</b>	teleVISION revelATION

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say **teleVISION** and others say **TELevision**. Another example is: **CONtroversy** and **conTROversy**.

#### D. Stress on ante-penultimate syllable (ante-penultimate = third from end)

rule	examples
Words ending in <b>-cy</b> , <b>-ty</b> , <b>-phy</b> and <b>-gy</b>	deMOcracy dependaBILITY phoTOgraphy geOLOGY
Words ending in <b>-al</b>	CRITICAL geoLOGICAL

#### E. Compound words (words with two parts)

rule	examples
For compound <b>nouns</b> , the stress is on the <b>first</b> part	BLACKbird GREENhouse
For compound <b>adjectives</b> , the stress is on the <b>second</b> part	bad-TEMpered old-FASHioned

rule	examples
For compound verbs, the stress is on the second part	underSTAND overFLOW

#### Explore the topic more

<https://linguapress.com/grammar/word-stress.htm>  
<https://englishpost.org/the-british-council-interactive-phonemic-chart/>

#### Task:

In groups of 4, do the following:

1. Choose any ONE topic. Develop a thesis.
2. Search and prepare content on it. (Use your internet)
3. Prepare a 5-minute-long presentation (No slides needed)
4. Deliver the presentation using the skills taught.

#### Topics:

1. Fast Food
2. Televise all court proceedings.
3. You tube needs to monitor comments.
4. Freedom of speech rights needs to be rewritten.
5. Celebrities are not role models.
6. This generation cannot fix anything.
7. Boredom always leads to trouble.
8. Journalism codes are no longer respected by journalists.
9. Open source software is better than Microsoft.
10. Is Beauty subjective!

Tip: Some topics are informational while some are persuasive. Use your knowledge gained for English Composition and Comprehension to structure your presentation.

## LAB 5

### INTONATION:

Intonation refers to the variation of pitch while speaking. Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation.

An easy way to understand the technical concept of intonation is pondering over the following question.



If you are made to listen to various native or non-native accents of English, what is it that helps you identify the origin or mother tongue of the speaker??

How can you say that a particular person speaking English is a Sindhi, Arabic, Indian, American, and Australian??

English intonation is different for different kinds of sentences. Following table gives a general idea about how the pitch rises and falls across sentences.

Sentence types:	Intonation pattern
1. Wh-word questions 2. Yes/No questions 3. Statements 4. Question-Tags 5. List	1. Falling 2. Rising 3. Falling 4. Chat-Falling, Check-Rising 5. Rising to Falling

Intonation patterns can also reveal the attitude or mood of the speaker. Say the following sentence:

**"It's raining."**

Now say it again to mean "What a surprise!", or "How annoying!" or "That's great!". There are many possibilities.

#### 1. English Intonations: Falling intonation (for statements)

**The falling intonation** is the most common intonation pattern in English. You'll hear it in a statement.

→ **Statement** = A simple sentence (affirmative or negative), not a question, not an exclamation. For example:

- “*I like cookies.*”
- “*We don't have time.*”
- “*Sarah is here.*”

In a common statement, intonation *falls slightly* at the end. In other words, the last syllable of the sentence is a bit lower (in pitch), and a bit quieter.

You can hear examples in the video lesson. Try to listen to the falling intonation, and repeat the examples to practice.

When I was teaching English with businesses, managers often had trouble with the correct intonation in the beginning, and they often felt it was impossible to fix. But it is possible, and it can be done!

You need to know the rules, but you also need action, *practice*. That's what makes all the difference!

**The extra mile:**

You can learn the rules for modern American English and get tons of practice with Master Real American English!

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## 2. English Intonations: Rising intonation (for Yes/No questions)

“Yes / No” questions are questions that you can answer with “yes” or “no” (they often begin with a verb like “do”, “be,” “have,” “will,” “would”, “can”, or “could.”)

For example:

- “*Will I be involved?*”
- “*Can they finish the project in time?*”
- “*Is English important or urgent?*”
- “*Is there a secret?*”
- “*Do you have an idea for a solution?*”

In these sentences, the intonation *rises* at the end of the sentence. In other words, the last syllable sounds *higher* (in pitch), and a bit louder. It shows that you're asking a question!

Use the examples in the video lesson to practice your intonation with Yes/No question, by repeating after me!

**The extra mile:** in phonetics (and in music) a sound that's higher in pitch is also called *sharper*.

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## 3. English Intonations: Rising and falling (for Wh- questions)

“Wh-” questions are questions that start with an interrogative words (adverb or pronoun) such as: What →

- “**What do you want?**” (in the video lesson)
- *When* → “*When is the deadline?*”
- *Where* → “**Where do you want to go?**” (in the video lesson)
- *Why* → “*Why do we need to focus on this?*”
- *How* → “*How can I connect with my audience?*”
- *Who* → “**Who do I want to be in the world?**” (in the video lesson)
- *Whose* → “*Whose goal do we need to fulfill?*”
- *Which* → “*Which color do you want for your website background?*” They all start with “Wh-”, with the exception of “How” (sentences with “How” also follow the same intonation.)

Here the intonation *rises* on the most important word in the sentence, and then *falls* at the end of the question.

Can you hear that intonation in the examples I give in the video lesson?

Repeat after me so you can practice!

**The extra mile :** “*Whom*” is also an interrogative pronoun to ask about a person who’s the object of the sentence. But in real modern American English, we’d rather simply use “Who” instead.

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#### 4. English Intonations: Recap to remember

Intonation *falls* on *statements*: “*I want to travel to the Bahamas.*”

Intonation *rises* on *yes/no questions*: “*Do you want to go with me?*”

Intonation *rises then falls* on *wh- questions*: “*Where do you want to go?*”

There’s always something more to learn for speaking English, but remember: the goal is communication. You do not need to lose your accent to master real American English – you “only” want to be understood clearly.

#### Lab Task

### Power Communication Skills: Using Support Material

**Exercise:** Test your knowledge.

**What type of support material is used in the following examples? Choose from the options below:**

1. Hypotheticals
2. Anecdote
3. Statistics/Numerical data
4. Analogy
5. Any other

- a) I think access to clean water is a huge problem. 1.1 billion people don't have access to water. Well according to a lecture, half of the world's hospital beds are filled with people suffering from a water-related disease.
- b) One advantage of social media sits is that we can get in touch and keep in touch with people easily. I have family all over the country, I posts pictures and messages to my family all the time and it makes me feel like they aren't so far away.
- c) A company without a good CEO is like a boat at sea without a captain.
- d) Rapid population growth is a problem because it puts a strain on resources. The Earth has a lot of space and a lot of resources, but the strain on resources comes from the infrastructure we have in place to access them. Look at it like this, you have a stadium that's designed for 10,000 people and it's got lots of space, but then all the sudden you have 20,000 people in it. Sure it's crowded, but that may not be the problem. The stadium wasn't designed for that many people. There aren't enough places to get food and drink, there aren't enough restrooms, there aren't enough emergency exits for that many people. In time

we could expand the stadium to adapt, but when we don't plan for that many people, it's a big problem and even dangerous. That's what I mean about rapid population growth and resources.

- e) I don't like the idea of GMOs personally, but I think it's a really bad idea to completely ban genetically modified foods. Let's suppose we're growing crops, but then there is some terrible new disease, or a swarm of insects that completely kills that type of crop. Maybe we would need the science of GMOs to create a crop that would survive in the new conditions. What if we need GMOs to adapt?

### **SUPPORTING AND CONVEYING IDEAS EFFECTIVELY**

Be it formal or informal conversation, the ability to convey your ideas effectively is central to being a good communicator.

In case of public speaking, making an outline for a speech or presentation is not the end of the story. The second important thing that has to be worked on is

- How will you support your ideas and arguments?
- What approach will you take?
- How will you impress your audience?
- How will you make your points credible, believable, and influential?

To achieve the above objectives, you need to gather good support material for your ideas.

Apart from public speaking, in regular conversation as well, it is important to know how to express ideas effectively. For impactful conveyance of ideas, one of the techniques is the use of good support material.

### **FUNCTIONS OF SUPPORT MATERIAL:**

It is important to understand that support material should be used to achieve a very well-defined objective. Support materials can help you

- Prove your points
- Illustrate your points
- Simplify your ideas
- Make your points concrete
- Make your points effective and clear
- Makes your points interesting, inspiring, and appealing

Can you think of any more uses of support materials?

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### **WHAT IS SUPPORT MATERIAL?**

Support material refers to the items you use to prove and illustrate your points. Items **commonly** used as support material are

1. Stories, anecdotes
  2. Quotations
  3. Statistics and other numerical data
  4. Analogies
  5. Definitions
  6. Other examples
  7. Facts as examples
  8. Insightful observation
  9. Advice
  10. Something practical
  11. Hypothetical examples
- 

#### **RULES FOR USING SUPPORT MATERIAL:**

There are three basic rules regarding supports:

1. Make sure that your supports really support something. Don't throw in quotes, **statistics**, etc just to show off.
  2. Use a variety of supports for a given idea or in a given speech. Different people **respond** to different type of information.
  3. Less is more. Go for one great story or fact instead of many which are not so striking.
- 

#### **STORY AS A SUPPORT MATERIAL:**

Stories have always been one of the most powerful and effective support materials. The **power of** the story is deeply rooted in the human psyche. In fact, in ancient times, stories have been the main vehicle for the transmission of cultural and religious values and beliefs from one generation to another in a particular society.

Stories can work wonders if used effectively to support an idea or a point. Different type of stories can be used as support material. Some of the types are given below:

1. Success Story
2. Parable
3. Fable
4. Story about a famous person
5. Personal Story
6. Humorous Story

#### **Checklist for using stories:**

- I. What type of story have you selected?
- II. What point is your story going to support?
- III. How long is it?
- IV. What are the beginning, middle, and end of the story?
- V. What makes the story interesting?

**EXERCISE:**

Use a story to support one of the following points/ideas.

1. Travelling by bus in Karachi can be both exciting and torturing.
  2. Politics today, in Pakistan, seems more like a sick game being played in some mad house by absolute lunatics.
  3. Our greatest glory is not in never failing but in rising up every time we fail.
- 

**QUOTATION AS A SUPPORT MATERIAL**

Quotes get immediate attention, especially when they come from a very famous person. Here are some guidelines about how to use quotes to support your points:

1. Make sure that the quote relates to a point.
2. Don't drop names.
3. Use a variety of sources.
4. Don't use very lengthy quotes.
5. Use quotes from a source your audience may least expect you to site.

Following is an example of an idea explained through a quote.

*"Some people are great thinkers, and have amazing ideas, but there is a serious problem with them. They are shy, lack confidence, don't trust themselves.....well, in short they are introverts. But I have something to say to them. Goethe once said, "Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it." In the light of this quote, I would like to say to them that boldness or confidence is no less a quality than intellect. One must be confident and bold enough to speak one's mind to advance in the society."*

**EXERCISE:**

Find relevant quotes to support any one of the following points/ideas.

1. Sometimes an unusual experience can teach you a lot.
  2. Being successful is sometimes being lucky and most of the time being a determined hard worker.
  3. Creative writing is a relaxing activity.
-

## **STATISTICS AND NUMERICAL DATA AS SUPPORT MATERIAL**

Statistics can provide great credibility and authenticity to your ideas. They can make your ideas more concrete. Some people are numbers people and immediately fall for good statistical evidence. Consider the following rules when using statistics to support your ideas:

1. Give your listeners time to digest a statistic as numbers are processed slowly when compared with words.
2. Round off numbers.
3. Use credible source. In some cases, it is important to mention the source.
4. Repeat key numbers.
5. Use startling statistics. For example:

*Every five seconds of the school day, a child drops out of school.*

*Every day three children die of injuries inflicted by abusive parents.*

*Every 14 hours a child the age of five or younger is murdered."*

Following is an example of a point explained using statistics.

*"According to a Medline article on the National Institutes of Health website, having caffeine in your diet is not of any benefit to your health but moderate consumption is also not considered harmful.*

*They say that having up to 3 eight ounce cups of coffee a day or 250 mg of caffeine is considered (quote) "average or moderate". 10 cups of coffee a day is considered excessive. Also, remember that the amount of caffeine per cup can vary greatly depending on the type of beans that are used and the strength of the brew."*

### **EXERCISE:**

**Find relevant statistics to support any one of the following points/ideas.**

1. Cell phones can be a life-threatening means of communication while driving.
2. Love is an emotion more powerful than hatred.
3. UFOs have been sighted in different parts of the world.

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## **ANALOGIES AS SUPPORT MATERIAL**

An analogy is a comparison that highlights similarities or differences between two objects or concepts. They allow us to explain the unknown in terms of the known, the unfamiliar in terms of the familiar. They are particularly helpful when explaining too abstract concepts.

A good analogy can help your receivers understand a complicated subject or view a common experience in a new way. Analogies can be used with other methods of development to explain a process, define a concept, narrate an event, or describe a person or place.

Analogy is a tool for *thinking* about a subject. To use a good analogy; you must first learn to think in terms of analogies. This can be a great tool in creative thinking. For example, a toddler asks a cynic, "What's a jail?" They reply is, "It's like a school, but there's no teacher."

Some examples of analogies:

- "Do you ever feel that getting up in the morning is like pulling yourself out of quicksand? . . ." (Jean Betschart, *In Control*, 2001)
- "Sailing a ship through a storm is . . . a good analogy for the conditions inside an organization during turbulent times, since not only will there be the external turbulence to deal with, but internal turbulence as well . . ." (Peter Lorange, *Leading in Turbulent Times*, 2010)
- "[T]he world of particle physics is more like a crossword than a clockwork mechanism. Each new discovery is a clue, which finds its solution in some new mathematical linkage. . . ." (P. C. W. Davies, *The Mind of God: The Scientific Basis for a Rational World*, 1992)
- "For some people, reading a good book is like a Calgon bubble bath--it takes you away. . . ." (Kris Carr, *Crazy Sexy Cancer Survivor*, 2008)
- "Ants are so much like human beings as to be an embarrassment. They farm fungi, raise aphids as livestock, launch armies into wars, use chemical sprays to alarm and confuse enemies, capture slaves. . . ." (Lewis Thomas, "On Societies as Organisms," 1971)

#### **EXERCISE:**

Explain any one of the following topic using an analogy.

- Moving to a new neighborhood
- Starting a new job
- Working at a fast-food restaurant
- Quitting a job
- Watching an exciting movie

#### **HYPOTHETICALS AS SUPPORT MATERIAL**

These are what if scenarios. They are very useful for getting people to imagine the possible effects of an action. They are fictional situations that we introduce with phrases like, what if, suppose that, and let's say. Let's look at a hypothetical and a discussion about genetically modified foods. One student says she doesn't like the idea of GMOs personally, but she also says I think it's a really bad idea to completely ban genetically modified foods. Her classmate doesn't understand because she just said she didn't like them. So, she uses a hypothetical to clarify. She says, well, let's suppose

we're growing crops, but then there is some terrible new disease, or a swarm of insects that completely kills that type of crop. Maybe we would need the science of GMOs to create a crop that would survive in the new conditions. What if we need GMOs to adapt? This example hasn't happened, but it gets everybody thinking about what could happen, and that's what a good hypothetical example does.

## LAB 8

### LISTENING LESSON:

#### Answer the following questions:

- How is studying at a university different from studying at school?
- What are the challenges?
- Have you heard about Allama Iqbal Open University?
- How do you think studying with AIOU will be different from studying at FAST?

Now listen to the conversation between Rachel and Paul and do the tasks that follow.

#### Complete the following sentences:

1. Studying at Open university demanded a great deal of \_\_\_\_\_
2. Studying and working at the same time improved Rachel's \_\_\_\_\_ skills.
3. She enjoyed meeting other students at \_\_\_\_\_

#### Answer the following questions:

1. What skills and abilities are essential to be able to study at the Open University?
2. How are the courses usually divided over a year?
3. What are the most difficult aspects of working and studying together?
4. What English accent are they using?
5. Indicate 5 words that Rachel particularly stresses.

#### Grammar Focus:

1. Describe 3 key study and time management strategies that you used when in college.  
Analyze the grammatical structures (tenses and other structures) used by Rachel to explain her strategies at Open University.
2. What tense does Rachel use when she discusses the routine activities at Open University?
3. Both the verbs "needed" and "made" are in the second form. How are they different from each other?

#### Tapescript:

**Paul** The other thing I wanted to ask you was, did you find it hard, studying with the Open University?

**Rachel** You mean, because you're studying on your own, most of the time?

**Paul** Mm.

**Rachel** Well it took me a while to get used to it. I found I needed to maintain a high level of motivation, because it's so different from school. There's no-one saying, 'Why haven't you written your assignment yet?', and that sort of thing.

**Paul** Oh dear.

**Rachel** You'll learn it, Paul. Another thing was that I got very good at time-management because I had to fit time for studying round a full-time job.

**Paul** Well I'm hoping to change to working part-time, so that'll help.

**Rachel** What makes it easier is that the degree is made up of modules, so you can take time off between them if you need to. It isn't like a traditional three- or four-year course, where you've got to do the whole thing of it in one go.

**Paul** That's good, 'cause I'd like to spend six months travelling next year.

**Rachel** Huh, it's all right for some. Then even though you're mostly studying at home, remember you've got tutors to help you, and from time to time there are summer schools. They usually last a week. They're great, because you meet all the other people struggling with the same things as you. I've made some really good friends that way.

**Paul** Sounds good. So how do I apply?

## Power Communication Skills: Persuasive Skills

The lesson will cover the following for effective persuasion in every context (presentations, meeting, discussions, interviews, etc.):

1. Know the 4 modes of persuasion
2. Know the business/academic etiquette for expressing opinions
3. Know the business/academic etiquette to express disagreement and agreement

Remember, professional and academic communication is collaborative not confrontational. As a member of an organization or a field of study, we need the support of others to achieve the greater good for the organization or the field of study.

### Four Modes of Persuasion

#### Ethos

The Greek word *ethos* means "character". When used in the context of rhetoric, it refers to the authority or credibility of the speaker. Whenever anyone presents an argument, we first evaluate whether or not we can trust them. For example, if you were seriously ill (which I hope never happens!), you'd probably trust your doctor's advice rather than your friend's. Sure, your friend may have done a lot of research on WebMD, but your doctor has authority and experience. She's trained for years and treated thousands of patients.

If you were suffering from a less serious illness, however, you might trust the advice of a friend or loved one who has personal experience. For example, if you woke up one day with a cough and sore throat, you'd probably trust your mom's advice to have a bowl of her chicken soup. **Similarly, when we read a piece of writing, we look for ways to determine the writer's credibility. We ask, "Why should I believe you?"**

In the book *Story Brand*, Donald Miller describes the research of Harvard Business Professor Amy Cuddy who has spent more than fifteen years studying how business leaders can make a positive first impression. Miller writes,

Cuddy distilled her research into two questions people subconsciously ask when meeting someone new: ‘Can I trust this person?’ and ‘Can I respect this person?’ In her book *Presence*, Cuddy explains human beings value trust so highly, it’s only after trust is established that a person begins to consider getting to know us further.

So how can we establish trust with readers, prospective customers, or website visitors? **Here are four ways:**

**1. We can share personal stories that show we have experience with the topic.**

For example, you write a blog post about how to cope with grief and share your own experience of losing a loved one.

**2. We can show that other people trust us.**

If you’re selling a product, one of the best ways to do this is with reviews. Glowing reviews are an indicator that other people trust a company and love their product. That’s why you’re more likely to buy the product on Amazon that has thousands of four and five-star reviews rather than the one that only has one or two. A freelance writer can share testimonials on her website from happy clients who praise the quality of her writing. An author can share an endorsement on the cover of her book from a well-known expert.

**3. We can point to our qualifications.**

This might be a degree like a Ph.D., work experience, or awards. For example, a blogger might share logos on their homepage of the many authoritative websites where they’ve been published. A business owner might write on their about page about how long they’ve been in business.

**4. We can show we care about our readers or customers.**

Remember that *ethos* is ultimately about character. Thus, it’s important not to go overboard when establishing our qualifications. The point is to make people trust us, not think of us as braggarts.

For example, if you’ve been published in twenty magazines, you don’t need to display the logos of every single one on your website. Just pick a select few that will demonstrate your expertise and experience. Further, we can demonstrate qualities like compassion and empathy in order to build trust. Many businesses offer a 100% satisfaction guarantee on their products to alleviate customers’ concerns when placing an order.

## **Pathos**

The Greek word *pathos* means “suffering,” “experience,” or “emotion.” As Aristotle explained, this technique has to do with putting your readers into a certain frame of mind. In short, you’re trying to appeal to your readers’ emotions. The most effective ways to do this is through stories.

Soviet leader Joseph Stalin is said to have once stated,

When one man dies, it’s a tragedy. When thousands die, it’s statistics.

It’s a harsh statement, but it does hold a grain of truth. Large numbers and generalizations do not act on our emotions the same way a vivid story about individuals does.

That’s why an article about finding a cure for Alzheimer’s with stories of Alzheimer’s sufferers and their families is far more powerful than one that only quotes studies and statistics. Those stories will impact your readers more than any study or stat could.

You can use *pathos* in a product description to describe how a craftsman built a piece of furniture with love and care, how beautiful the piece of furniture will look in a person’s home, and how the furniture can be passed down in the family as an heirloom. Ultimately, with a dash of *pathos*, you can increase trust with your readers and make them laugh or cry or feel proud or hopeful.

Pictures are another way to employ *pathos*. As the saying goes, a picture’s worth a thousand words.

Sharing a photo of yourself on your blog shows readers that you’re a real human being. Photos in blog posts pique a reader’s curiosity and make an emotional connection. They also help readers visualize the concept or product.

I certainly would only buy a desk if there was a photo of it in the product description. And I might be even more likely to buy the desk if the company showed a photo of how the desk would look in a beautifully decorated room. Even better if other buyers shared photos in their reviews of how the desk looks in their homes.

While *pathos* is a necessary ingredient for making your writing compelling, avoid using it on its own without any accompanying logic or facts. You don’t want to end up manipulating your readers’ emotions.

In fact, “appeal to emotion” is considered a logical fallacy if you don’t have any factual evidence to back up your statements.

Martin Luther King, Jr. used *pathos* throughout his 1963 “I Have a Dream” speech. At the end of his speech, he employed descriptive language to envision a country where racism was no longer a reality: “I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.”

### Logos

*Logos* means “word” or “reason” in Greek. In the sense in which Aristotle used it, it means to appeal to reason or logic. It’s the proof you present to show that your method works, that your position is rock solid, that your claims are accurate. While some people can be swayed by pure *pathos* alone, there are many others who will think you’re trying to dupe them if you don’t present facts and figures.

*This is a pretty straightforward step so I'll just give three examples of some ways you can use logos:*

1. Quoting outside sources in your blog posts to support your arguments (for example, referencing a scientific study, a statistic, a book by an authority, etc.) Instead of making an unsupported claim (e.g., most people find it difficult to exercise), back it up with proof (e.g., this recent study shows that over 80% of people who join a gym only use their membership once or twice).
2. Presenting numbers and data that show how your product has been successful. Many businesses share case studies on their websites. A case study is usually a detailed write up of how the business helped a customer. For example, a copywriter might share a step-by-step case study of how they helped a company re-write their homepage and increase conversions and sales.
3. Listing all of your product’s features (be sure you also include how each of those features will benefit the customer)

### Kairos

We now arrive at the last piece of the puzzle: *kairos*. Essentially, this word means proper time and timing. An article on the website [Writing Commons](#) explains *kairos* in this way,

In Greek, both *kairos* and *chronos* literally mean ‘time,’ but *kairos* does not mean ‘time’ in the same sense as used in contemporary English. In Greek, *kairos* represents a kind of ‘qualitative’ time, as in ‘the right time’...*Kairos* means taking advantage of or even creating a perfect moment to deliver a particular message.

For example, an article about why it’s important to register to vote might have readers nodding their heads in agreement. They might think, “Sure, I’ll get around to registering eventually.” But the odds are most readers probably won’t register any time soon.

However, if the author writes that article several months before an upcoming, important election and tells readers that they only have a few weeks left to register, the author's argument has now become even more persuasive. It's given the readers a reason to act *now*, a sense of urgency.

So in a sense, you can think of *kairos* as the 'urgency strategy'. To make your argument more persuasive, show your readers or potential customers why it's imperative for them to change their thinking or buy your product *now*.

## **Business/academic etiquette for expressing agreement, disagreement, and opinions**

When you're having an academic discussion/meeting, it's like you're building a house together. You're all working together to create a communal space in which you can discuss ideas and achieve common goals. In academics we call this space a discourse community. In a discourse community you collaborate to create a space that's warm and welcoming for everyone. However, there's bound to be disagreement in this process. When you're building a house, you might not agree on the color of the paint. But in a discourse community, disagreements will be over ideas. Disagreement is an essential and healthy part of the discussion process, because hearing a diversity of opinions is good for helping us develop and clarify our own ideas. This is what collaboration is all about. However, when people disagree, they may sound or look confrontational, which brings negative emotion to the community. Collaboration builds up, but confrontation tears down. But, how can we disagree without getting confrontational? Of course, the answer to this question may vary a little from culture to culture, but we'll examine the issue more from an American cultural perspective.

First, present your viewpoint in a logical response backed by evidence or support, instead of a subjective response based purely on emotion. The wrong emotions threaten that warm space of your discourse community. Also remember, if someone disagrees with you, they're disagreeing with an idea, not with you as a person. If you feel yourself getting confrontational, take a step back, breathe deeply, and try to switch to a more neutral frame of mind. When disagreement occurs, check yourself. Think about both the content of what you want to say, the words you choose, and the way you communicate with your body and voice. Think body, voice, content.

When you're disagreeing, don't enter into the personal space of other people. This is interpreted as aggressive. Also avoid aggressive hand gestures and check the micro-expressions in your face. Those are controlled by the small muscles near your mouth and eyes. Next when disagreement occurs we also need to be aware of our voice. When you're disagreeing with someone check your intonation. Intonation is the melody or music of your voice. Finally, during a disagreement, choose your words wisely. How can we replace their confrontational tone with one of collaboration? One way to disagree is to use one of these firm yet polite statements. Like, I'm sorry but I don't agree, I don't agree that, I disagree with you there, or well, actually. Then you need to back up the statement with concrete evidence. Giving evidence is the best way to show that your disagreement is based on facts and logic rather than purely on opinion or emotion.

Let's listen to the example. >> Everyone loves a good romantic comedy. >> Well actually, for at least a decade now, action movies have earned almost three times more money at the box office than romantic comedies. >> Another way to disagree is to build on your partner's comment before you voice your disagreement. You can do this in two ways, to concede the point, and to acknowledge your partner's viewpoint. Conceding a point means that you find something your partner said to agree with before voicing your disagreement. This helps your partner save face in a conversation. You can concede by saying, though it's true that, I agree that, however, or, I see your point, but I can't agree. >> Everyone loves a good romantic comedy. >> Well, it's true that romantic comedies are popular, but they still don't do as well in the box office as action films. You know for at least a decade now, action movies have earned almost three times more money at the box office than romantic comedies. >>

Or maybe you don't agree with anything your partner said. You just want to acknowledge that his or her viewpoint is valid. You could say, that's one way of looking at it, but, or I understand what you're saying, but. By saying these things, you're creating goodwill and opportunities for future consensus. So let's revisit our main points. When you're in a discussion and you want to disagree, be sure to check your body, voice, and the content of what you say, your words. Ensure that they have a collaborative tone, not a confrontational one. And lastly, I'd like to make one more point. When you're disagreeing in a discussion you sometimes reach an impasse. That's a point at which you know no further agreement can be reached. It's like conversational dead end. When this happens you and your conversation partners just have to agree to disagree and get on with the discussion. Just keep the tone of the conversation collaborative, not confrontational. Remember, we can agree to disagree, but we don't have to be disagreeable.

### Preparing for Effective Persuasion

- Research thoroughly
- Think about all of the different viewpoints
- Tailor to your audience - discussing your topic with others is a helpful way to gain an understanding of your audience.
- Consider your credibility for presenting this topic - to persuade the audience you need to convince them of your ethos meaning that you need to convince them that you can be trusted.  
Ask yourself:
  - How involved are you with this topic - are you a key character?
  - Have you contributed to this area, perhaps through blogs, books, papers and products.
  - How qualified are you to speak on this topic?
  - Do you have personal experience in it? How many years?
  - How long have you been interested in the area?

### Vocabulary List

#### Expressing Opinions

- I (don't) think that / I feel like ...

#### Agree Completely

- I agree.
- You're/That's right.
- That's true.
- That's a good idea.
- That makes sense.
- Good point.
- Yes, it's great / very expensive.

Show understanding

- I see what you mean.
- I understand your point.
- I understand how you feel.

Ask questions

- Do you think it's a good idea to be so close to Godiva?
- What about the cost difference?

Make a suggestion

- Would it be a good idea to do some more research?
- What if we opened a smaller store?
- Maybe we could open a small store to test the market.

Express doubt

- Well, I don't know.
- I'm not sure that's completely true.
- I'm wondering if we can compete with Godiva.
- Don't you think we'll lose customers to Godiva?

Remind

- It's really important to (verb)
- Let's not forget that (subject + verb)
- Don't forget that (subject + verb)

Interrupting

- Umm... / Uh...
- But...

Express a negative opinion indirectly

- I don't think it's a great location.
- I don't really agree.

Use vague expressions

- That's a bit expensive.
- That's kind of difficult.
- I see a few problems with that idea.
- I don't really agree.

Use may and might

- That may cost too much.
- They might not pay that much money.

## Activity

**Make groups of 4. 2 members will support a topic while the other two will oppose it. Prepare your arguments following the techniques/rules taught. Now discuss the topic among each other and arrive at a recommendation to make as a group.**

1. Are GPAs doing more harm than good?
2. Should everyone be paid a living wage regardless of whether or not they're employed?
3. Is it ethical for museums in the West to hold onto artifacts taken from other countries?
4. Should automobile drivers be required to take a test every three years?
5. Should universities include meditation breaks during the day?
6. Does what is "right" and "wrong" change from generation to generation or is it universal?
7. Is the fast-food industry legally accountable for obesity?
8. Would it be fair for the government to detain suspected terrorists without proper trial?
9. Is it wrong for the media to promote a certain beauty standard?
10. What is the safest country in the world?
11. Cooking should be taught in schools to both boys and girls.
12. You should never go into business with family members.
13. Teachers should pass a basic exam every few years to renew their certification.
14. Clothes define a person
15. Should a scientist who discovered an invisibility potion share it with other people?
16. Peer pressure is the cause of a lot of mental problems during the teenage years

# LAB 9

## LISTENING LESSON 1:

Fill in the blanks. [5]

1. Good examples of viral marketing are \_\_\_\_\_ providers like Hotmail and Yahoo.
2. Another example of viral marketing is that of \_\_\_\_\_ sent to your PC.
3. The original idea of viral marketing was very low \_\_\_\_\_.
4. Many listeners are concerned about \_\_\_\_\_.
5. The difference between viral marketing and spam depends on providing \_\_\_\_\_.

State whether the following statements are true or false. [5]

1. Viral marketing is a negative phenomenon. \_\_\_\_\_
2. Buzz.com is the website that monitors internet trends. \_\_\_\_\_
3. The guest on the radio show is Michael Doff. \_\_\_\_\_
4. Spams are sent randomly. \_\_\_\_\_
5. The company in the US paid 15 cents an hour to people who sent the company's advertisement viewbar to another person. \_\_\_\_\_

Provide brief answers to the following.

1. What is a spam? [1]

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2. What was the initial idea behind viral marketing? [2]

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3. Why is viral marketing called "viral"? [2]

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### Video Lesson: Albert Einstein

1) This lesson is about the Nobel Prize winning physicist Albert Einstein. Here are some of the words used in the lesson. What do they mean?

Theory, genius, physics, physicist, prestigious, patent, doctorate, concept, despise, pacifist, prominent, project, activist, formula

2) This clip is a short biographical video. Watch it and choose the best answer.

1. Which of these statements about Albert Einstein is true?

- a. he studied at university of Berlin
- b. he was born in 1905
- c. he died at the age of 76

2. Which of these statements about Albert Einstein is not true?

- a. wrote the book a brief history of time
- b. he was born in Germany
- c. he graduate in 1901

3. Which of the words below has a similar meaning to these words? idea, hypothesis, theory

- a. conceit
- b. constraint
- c. concept

4. Which of the words below has a very different meaning to the word 'despise'?

- a. revile
- b. adore
- c. abhor

5. True, false, or we don't know: Einstein enjoyed working as a patent clerk.

- a. true
- b. false
- c. we don't know

6. True, false, or we don't know: He was awarded a doctorate by the University of Zurich.

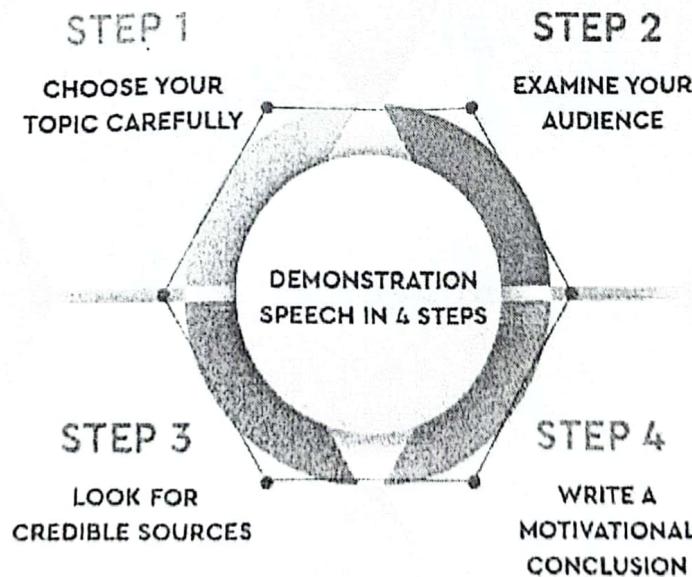
- a. true
- b. false
- c. we don't know

3) Provide short answers for the questions below.

- a. Where did Einstein settle down after being chased out of Germany?
- b. Why was Einstein awarded the Nobel prize?
- c. Which magazine named Einstein "the person of the century"?
- d. Where did Einstein become a professor first?
- e. Why were Einstein's job applications turned down?

## Demonstration speech definition

As the name implies, demonstration speech is a speech devoted to teaching the audience how to do a particular thing. It is a clear, step-by-step practical guide which intends to show people methods of using regular items and even improve someone's life with it. Demonstration speeches exist in different forms: they can be lengthy and detailed, short and straightforward, or medium and accurate. But either way, the very essence of this task is to teach you how to put thoughts into one, well-structured, and logical sequence of steps. It might seem dubious to take such a specific assignment, but if you take time to explore all the nuances and requirements for this task, it'll be much easier to handle it eventually.



- Choose Your Topic Carefully

Like with any other essay type, demonstration speech starts with topic selection. You have a vast field of “how to” speech ideas to talk about, but the ultimate choice is always on you. Also, professors often tend to give a specific topic to their students. In cases like this, it’s even easier. Regardless of what your final topic is, there’s always a need for research. Once the topic is defined, and you’re 100 percent confident that it’s going to fit the timeframe for delivery, go on to the next step, which is the audience analysis.

- **Examine Your Audience**

There are specific criteria which can help you study the audience prior to delivering a speech. These factors include age, occupation, preferences, interests, and so on. So for example, if your listeners are professional gardeners, they’ll probably expect some useful advice on their sphere of interest. Instead of nurturing them with something as banal as “How to grow a plant,” give them real information, like “How to grow and take care of palm Washingtonia.” Likewise, if your audience composes of teenagers, speak about something thought-provoking, yet not too professional and dull. Take, for instance, the topic on how to become successful, or how to deal with depression.

- **Look for Credible Sources**

Before writing the demonstration speech, you’ll first need some assistance to prove the credibility of your sayings. If you don’t want the audience to think like the entire speech is a fly of your imagination, you should arm yourself with relevant evidence to prove the mentioned points. There are many places you can go to, like local libraries. They contain countless books on your topic, so you can use them for your advantage. Alternatively, consider using online resources, but only credible ones if you don’t feel like walking anywhere. Even if such assistance is not enough for you, ask relatives or friends for help. Some of them might be experts in your topic, and more than willing to explain how this or that thing works.

- **Write a Motivational Conclusion**

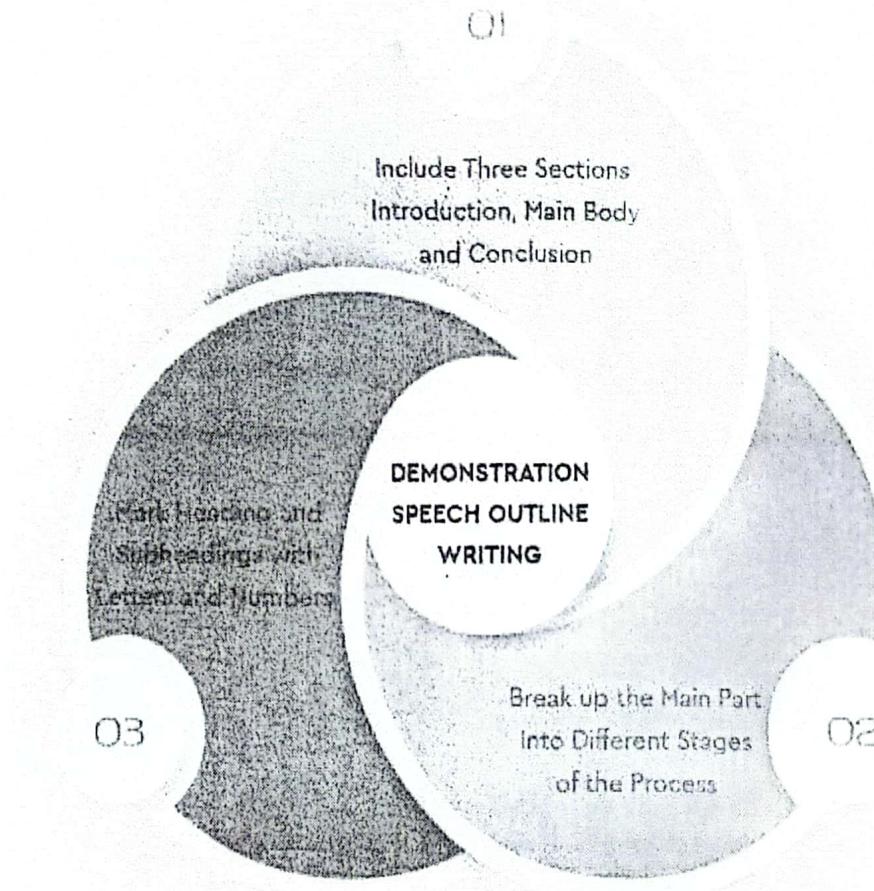
The best way to finish your demonstration speech is to give your audience a great insight into the process they haven’t experienced themselves. For this, you can call listeners to action and motivate them to follow your practice. Let’s review an example of a proper ending: “Now that you’ve learned about the basics of DIY table creation, you can craft one easily by yourself without costly materials and mountains of time.” Such a prominent calling will make people not only have a positive impression of your speech but also encourage them to make something useful.

### Demonstration speech outline

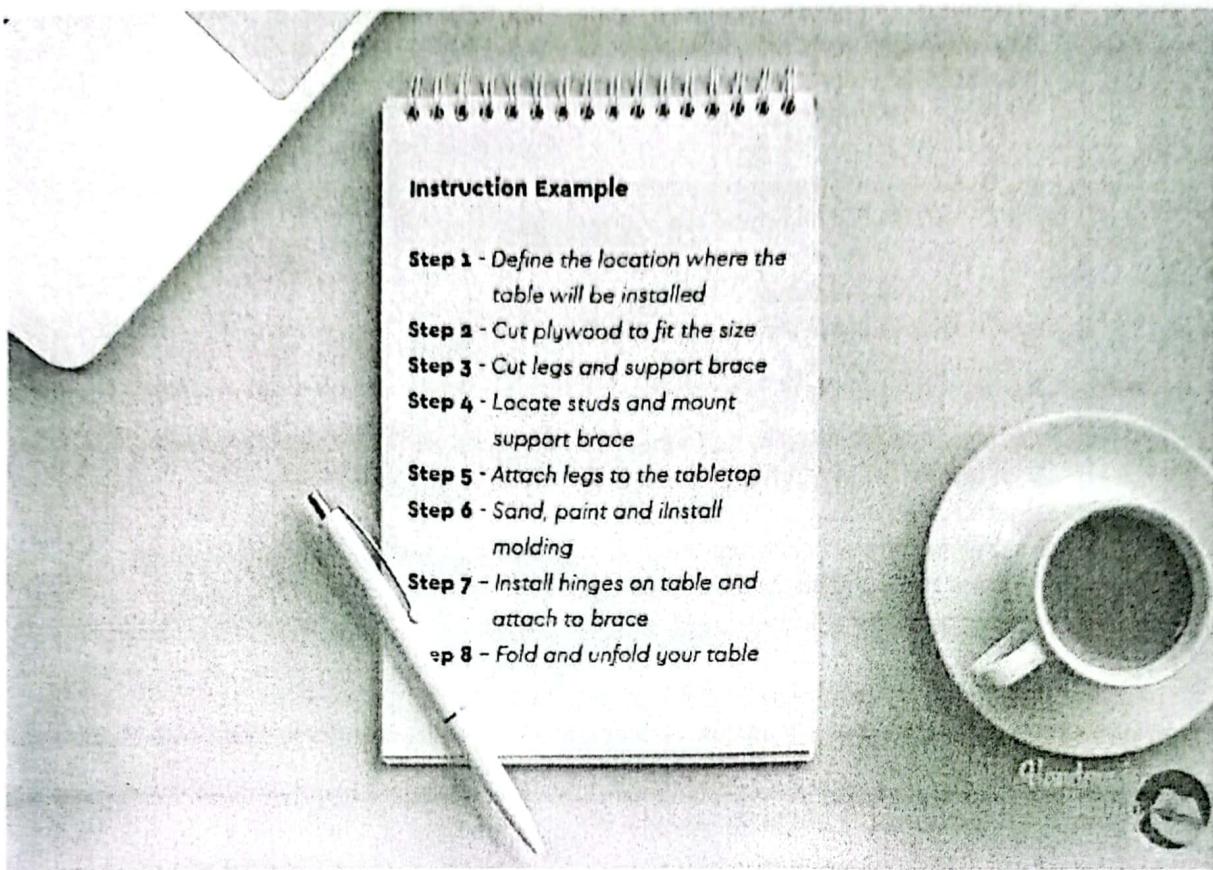
An outline is a way to structure the information that you want to share with your audience. The outline should explicitly showcase the order of steps that you will use in your demonstration speech. Many students seem to neglect the power of creating outlines for their academic writing tasks, but in vain. The key feature that makes outlines as significant as other processes of speech creation is a

schematic representation of the main ideas. It means that writing the final variant of your demonstration speech will be much easier as you have an exact plan, and you don't need to think of the main points on the fly. As for the structure of an outline, it should contain the following elements:

- three sections – introduction, main body, and conclusion.
- the main part should be broken up into different stages of the process.
- headings and subheadings marked with letters and numbers for easier navigation throughout the outline



At the phase of plan creation, it's also vital to adhere to theses and use them as reference points. These can be either sentences or just keywords. Do as you are accustomed to doing and feel comfortable with making amendments before proceeding with writing the speech text. For each statement, use examples from personal life to validate the adequacy of described steps. Vast reasoning is, of course, excellent, but without specifics, they do not cling. To find the response in the heart of the audience, make your how-to-do instructions more understandable. For example, if you want to explain to your audience how to make and install a wall-mounted folding table, don't just enumerate the instruments required and tell people how to fold and unfold the table. Rather, give them proper instructions.



## DEMONSTRATIVE SPEECHES IN COMPUTER SCIENCE

Demonstrative speeches are speeches in which the aim of the speaker is to demonstrate

- A process
- How an activity/task is done
- How to use a given object or a thing

For projects given in different courses, students are required to give a demonstrative speech (Also called a presentation without a slide show) in front of the teachers. Following steps are involved in planning a demonstrative speech:

1. Determine the speech purpose: The first most important thing is to understand your aim behind speaking. Usually, there can be two major aims: TO INFORM and TO PERSUADE.
2. Analyze audience: Remember that your audience will be lecturers, professors, or clients.
3. Context analysis: The situation and domain of communication will be formal.
4. Planning your speech: First brainstorm, and jot down all the steps involved in a process, all the steps one needs to follow when performing a task, and all the key instructions and guidelines about how to use something. The idea is to break down the subject into many parts. Explain each part separately.

5. Organizing information: Organize everything into a clear pattern which will naturally lead to the completion of the task or process.
6. Visual aid: Use charts, videos, objects, or anything else that can help you demonstrate and explain everything effectively.

For example, in a demonstrative speech on the project "Developing a Game", your teacher will **expect** you to achieve the following objectives and address the given issues:

- To inform about the game
- Explain why you chose this type of a game.
- To demonstrate how the game will be used/ operated?
- What are the different functions?
- How can these functions be performed? You will have to give a demo and explain.
- What techniques (algorithms) did you use and why? Justify your choices.
- How can your game serve the society?
- What type of impact will your game have on the human personality and psychology?
- What are the future implications of your game?
- Where do you see it in the future?

In your speech, you will carry out two goals: Inform with demo and persuade the teacher in favor of your choices and vision. You can address each question one by one in an organized fashion. Same questions and issues are to be addressed in other such projects as well.

# **LAB 10**

## **LISTENING LESSON:**

### **Fill in the blanks. [5]**

1. The manager has to motivate the workers both as a \_\_\_\_\_ and individual workers.
2. Good communication between the workers and \_\_\_\_\_ is important for success in the professional environment.
3. Managers have \_\_\_\_\_ tools that can boost both \_\_\_\_\_ and \_\_\_\_\_.
4. The managers at the Swedish company Kochums managed a profit of \_\_\_\_\_ by changing their attitude towards the workers.

### **State whether the following statements are true or false. [5]**

1. The most important thing for a manager is motivation.
2. Motivating workers is a complicated task.
3. Money is the most important factor for workers.
4. Workers at Western Electric increased productivity after management started to include them in decision making.
5. The company Kochums changed from being a failing company to a successful one after changing their motivation practice.

### **Provide brief answers to the following.**

1. **What are the special tools that managers use to motivate workers? [2]**

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2. **What did managers at Kochums stopped doing in order to motivate the workers? [1]**

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3. **What sorts of things are more important to workers than money? [2]**

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# **LAB 10**

## **Video Lesson: Friday the 13th Superstition**

**1) Here are some words used in this lesson. How many of them do you know?**

superstitious, lucky, misfortune, fear, doom, elevator, misstep, patience, precaution, avoidance

**2) Listen and fill in the blanks.**

1. Millions of people around the world \_\_\_\_ Friday the thirteenth.
2. Friday the thirteenth is considered a very \_\_\_\_ day in some cultures.
3. People who believe in superstitions are said to be \_\_\_\_.
4. Superstitious people will often \_\_\_\_\_ anything to do with the number 13.
5. Some people will even take the day off and stay at home, to avoid bad \_\_\_\_.

**Leading a Meeting**

**Vocabulary List**

Starting a Meeting

- OK, let's get started.
- Shall we begin?

Making Introductions

- This is (Name) from (department/company).
- Do you all know (Name) from (department/company)?
- Let's take a couple of minutes for people to introduce themselves.

Stating the objectives and referring to the agenda for the meeting

- Today we need to ...
- By the end of this meeting, I hope we'll ...
- This/Here is what's on our agenda today.
- The first thing on our agenda is the budget
- First, we're going to ... and then...
- If we have time, we'll also discuss...
- Any questions?

Introducing the First Topic

- So, let's start with...
- Shall we start with...?
- (Name), would you like to „„
- (Name) is going to show us...

Managing the Discussion

- (Name), what do you think?
- OK, thanks (Name). You made a good point.
- You raised an important issue. (raise an issue / a question / a concern)
- I'm glad you brought that up. (bring up an idea / a topic)
- Does anyone want to add anything?
- Are there any questions?

### **Managing Time**

- Let's move on to ...
- Are you/we ready to make a decision?
- We have ... more minutes.
- We need to / We should watch the time here.

### **Keeping the Discussion on Track**

- Let's continue this in our next meeting or in email.
- Maybe this discussion could happen at a later time / in another meeting.
- How about postponing this discussion until ...?

### **Summarizing**

- So we've agreed/decided to (verb).
- Good. We've agreed/decided on (noun).
- Well, I think we have a good plan.

### **Assigning Next Tasks**

- Here are things we're going to follow up on.
- (Name) is going to (action)
- At our meeting next week we'll...

### **Closing**

- OK, thanks for your input.
- All right. Thanks everyone.
- OK, good meeting. Thank you.
- OK, see you next month.

## **Reporting in Meetings**

### **Vocabulary List**

#### **Providing Background Information**

- At our last meeting, Karin asked us to [verb]
- We formed a committee to [verb]
- Our team was asked to [verb]
- We started this because [subject]/[verb]

#### **Explaining Purpose**

- This will help us [verb]
- We need this information to [verb]
- We got more information so that we can / will be able to [verb]

#### **Handing out a document**

- Here's ....
- This is ...
- a report on
- an analysis of
- the results of
- the plan for

### **Directing People's Attention**

- Please look at page 3 of the report.
- Please take a look at the table on page 4.
- The most important information is on page 4.
- If you look at table 3, you'll see the results.
- You can see the total at the bottom of table 3.

### **Pointing Out Location in Documents**

- on the first/second page
- at the top/bottom of the page
- in the middle
- on the front/back
- on the right/left
- below / above

### **Pointing Out Location in Tables**

- in the first/top row
- in the first/last column
- in the first column on the right/left
- at the top/bottom

### **Identifying Text Features**

- highlighted
- underlined
- (in) bold
- CAPITALIZED / (in) CAPS
- with the arrow -> pointing to it <-
- crossed out

### **Referring to Sources**

- According to ...
- This is a report from...
- on the website

### **Drawing Conclusions**

- As you can see...
- This means that...
- So, we think that...

### **Degree of Certainty**

- If we are ..., people will....
- If we were..., people would/might....
- If we do that, we might...

## **Activity**

**In groups of 5, present a meeting role play on any ONE of the following topics. The meeting should include brainstorming ideas, assigning of duties, problem solving. One student will act as the chair.**

- 1. Scenario 1:** You are a study group. You have to prepare a presentation on Virtual Reality. Discuss and finalize your specific thesis, divide task among group members and assign duties with deadline. In your previous practice presentation, two group members were given negative feedback such as lack of confidence and no good supporting details. Discuss how the group will overcome this problem and ensure they perform better this time.
- 2. Scenario 2:** Your group is supposed to present creative solutions to instill reading habits in Pakistani students. Discuss ideas, develop presentation thesis, assign topics with deadline. Your teacher feels that your group usually fails to come up with practical and feasible solutions. Address this issue and decide how you will convince the teacher in this presentation.
- 3. Scenario 3:** Imagine that your group has to write a proposal to the Ministry of Education about updating a particular subject course book. Select the subject and discuss the changes that need to be made and assign further research topics to group members with deadlines. Your previous proposal on a different topic received negative feedback such as the importance of solution was not explained with clear evidence, the solution seemed too farfetched for Pakistan, and the writing was not well-organized. Discuss how you will counter these issues.

**NOTE:** Every member must participate actively. Remember, meeting usually include briefings, reporting, discussions, and assigning of task. Address all these aspects in the role play.

## **LAB 12**

**LISTENING LESSON:**  
**Answer the following questions:**

1. Can you name some famous commercial planes?
2. Which is one is your favourite?
3. How do you think these planes are manufactured?
4. Have you ever flown in an Airbus?

Now listen to the tape and do the following tasks.

**Put these points in the order they are mentioned.**

- a) The countries which collaborate in the manufacturing
- b) The range without refuelling
- c) The size
- d) Where the plane is put together
- e) Where the wings are made

**Fill in the blanks.**

1. The wing area is big enough to park \_\_\_\_\_ cars.
2. The building of the A380 is a remarkable example of \_\_\_\_\_.
3. The construction of each aircraft is the result of collaboration between \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
4. Parts of the nose and tail are made in \_\_\_\_\_.
5. Some wing panels, \_\_\_\_\_, and most of the \_\_\_\_\_ electronics are also made in America.

**State whether the following statements are true or false.**

1. The A380 can fly a staggering 15,000km without refueling.
2. The final assembly line is in Malaysia.
3. The main sections of the fuselage are constructed in Hamburg, Germany.
4. The giant two deck fuselage will typically have 467 seats, but has the potential to carry up to 800 passengers.
5. Airbus claim that the plane will burn about 10 litres of fuel per passenger per 100km, making it as economical to run as a family car.

**Grammar Focus:**

1. Find examples of passive voice in the text.
2. Why do you think the speaker has chosen to use passive voice for certain information?
3. Read any newspaper article and perform the same activity.

**Power      Communication      Skill:      Reporting      in  
Meetings/Small Gatherings**

When you speaking in a meeting or small professional gatherings/discussions, sometimes you need to remind people or explain something by giving some background information. Here are some examples of ways to do that. >> At our last meeting, Karin asked us to get more information about potential shoppers. We formed a committee to find out more information about the population. Our team was asked to do a market analysis. We started this because we want to expand. >> You may also need to remind people or explain what the purpose is. >> This will help us decide which location is better. We need this information to help us make a decision about location. We got more information so that we can make a more informed decision. >> When you hand out the document as you speak, you can say here's our report or, this is the report on the two sites. When you give something directly to someone, you can say, here you are, or here you go. >> Tina, do you have another copy of the report? >> Sure, here you are. >> I need one too. >> Okay, here you go. >>

Of course, a report is not the only thing that you would pass out at a meeting. You might have a report on consumer spending, an analysis of the market, the results of our survey, or a plan for development. Pay attention to the prepositions here. We never said English was easy, right? We can replace the prepositions for and of by using the nouns as adjectives. An analysis of the market becomes a market analysis. The results of our survey can be our survey results. And the plan for development becomes the development plan. Nowadays we often don't print things out for meetings. Here are some expressions you might need for these situations. >> I sent you our report yesterday. Did everyone receive the file with our survey results? >> Okay, so now it's time to go back to Renier Chocolates, where the team is still talking about where to locate a new store.

### **Scenario**

Okay, at our last meeting we decided we needed more information to help us make a decision about the new location for our store. So, Tina and I have done some research and here's a summary of some of our findings. Neil, here you go. Okay, so, on the first page we have some data from the Visit Seattle site with the average number of visitors to different areas of the city. As you can see, Pike Place Market attracts more visitors than any other spot in Seattle, over 10 million per year. >> Wow, that's a lot. >> Yeah, it really is. Of course, not all those visitors are tourists. But we do have some data about the number of tourists in Seattle and the amount of money they contribute to the Seattle economy. You'll see that information at the table at the bottom of the page. >> What about the other locations? >> Well, unfortunately, we don't have comparable statistics from the university district or any information about visitors to South Center. So, we've decided to conduct our own research. We're going to do two things, a customer survey and a focus group. Let me give you these. These were the questions we're planning on asking. The first page is the survey and on the back are questions for the focus group. And, of course, we're going to hand out free chocolates to encourage people to participate.

### **Directing people's attention**

Okay. So, first, what was decided at the last meeting that chocolates? That they needed to get more information, so that the team could make a decision. How many documents did they provide? Two. A summary of the information they found and the questions they planned to ask in a survey and in

a focus group. So it's clear that they are not finished with their work. They have plans to do more consumer research. Let's look at the expressions they used to point people's attention to certain parts of the documents. >> Please look at page 3 of the report. Please take a look at the table on page 4. The most important information is on page 4. >> When you report on the information you found in your research, you can use expressions like these. >> If you look at table 3, you'll see the results. You can see the total at the bottom of table 3. >> Maybe you noticed that Eric and Tina helped their colleagues find the tables and information in different places in the document. They pointed out the location with expressions like these. Notice that they use the before each location. That's because they're referring to one specific location in the document. When data is given in a table, these expressions are useful to talk about where something is. Sometimes, we need to point out text that we've emphasized in some way. Let's look at the document. Answer the questions. >> Which number is at the top on the right? Which number is at the bottom of the second page? Which number is on the first page, at the bottom, on the left? >> Look at the information in the table. Answer the questions. >> What attraction is underlined? Which words are capitalized? What numbers are highlighted? Which row is in bold? What is the arrow pointing to? Which column has the attendance figures?

## Reporting and referring to sources

So far, we've talked about what to say when you hand out a document, and how to direct people's attentions to important information. Now, we're going to focus on language that you would use to discuss that information. You'll be able to explain where you got the information, summarize what it says, draw conclusions or make predictions and discuss the future plans. Sometimes, a report isn't one you've written yourself. Then it's important to explain where the information or report is from.

>> According to the International Chocolate Association, consumption of chocolate is growing. This is a report from the tourist bureau. We found a lot of data about chocolate consumption on the ICA website. >>

Students often ask me about the word data. Is it singular or plural? It can be either. If you're using it to mean information, then you can use it in the singular. The data is interesting. If you mean a series of facts or numbers, then you are thinking of many individual responses. In that case, it's plural. If you work in math or science, you will use it most often in the plural. The word statistics is always plural, unless you're talking about a course, or the field of statistics. >> The data is interesting. It shows how much visitors spend when they visit Seattle. The data are incomplete. We haven't finished our survey yet. Here are some statistics about chocolate consumption. Statistics is an interesting field. >>

Be careful about word order when you have a question word like where or how much within a statement. Look at the two examples, the first one is a question. Where should we open a new store? The second one is a statement and it has regular subject verb word order. We are discussing where we should open a new store. Here's some other examples. Notice the word order in the statements is subject, verb. >> How much does it cost? I asked how much it costs. Where is the store? I don't know where the store is. >> Okay now you try it. Read the question that Rainier

chocolates asked in their survey. How will it be different in the report? Listen to the correct answer.

>> We want to know how much you spend. We ask them how often they buy chocolate. We're trying to figure out where we should open a new store. Here are some phrases you can use to talk about conclusions you draw from the information. >> As you can see, Pike Place Market is the best place to be. This means that sales will probably be higher at the market. So, we think that the market is the best choice. If that's true, then the choice is clear, the Market is the best place for us. >> When you're drawing conclusions, if you're certain use will to talk about the future. If you're less certain, frame the idea as a possibility with would or might instead of will. >> If we are at the Market, people will buy our gift boxes to take home. If we were at the Market, people would buy our gift boxes to take home. If we do that, we might get more orders later on our website.

**NOTE:** A consumer is anyone who buys or uses a product or service. The verb form is consume, but it's not as common as the words buy or use. A client is someone who uses or pays for a professional service, like at an accounting firm or a lawyer's office. Customer means someone who buys a product or service from a business. So for example, Starbucks and Costco have lots of customers. The word user is quite common now because of technology. For example, are you a Mac or a Windows user? We also use it in the expression user-friendly when we talk about the customer experience. Companies try to reach certain types of consumers. Their target market. For example, the toy company sells games. Its' target market is families with children. In order to learn more about these target markets companies, do market research. One common word used in market research is likely. It means what is the possibility or probability and it's followed by to plus a verb.

How likely are consumers to buy from our company? >> They're likely to want big cars. Men are more likely to say that. Teenagers are the most likely to buy soda. >> Focus groups and surveys are common ways to get information about consumers. A focus group is a face-to-face meeting with a group of people who give their opinions on something. It's a good way for a company to find out what features of a product or service are important to consumers. Surveys are sets of questions to find out about consumer preferences and buying behavior. For example, do you prefer milk chocolate or dark chocolate? How often do you buy candy? There are lots of ways to conduct a survey, face-to-face, online, in a mailing or by telephone. In lesson one, you heard about plans for a survey that Menier Chocolates wants to conduct. Here's a list of some information they might include.

## Reporting on data

The following is an example of a member reporting a survey result.

So, as you know, we're considering three different locations. And each location has a very distinct target group of consumers. Right now, we're going to tell you about two of the groups, university students and shoppers at South Center Mall. I've given you all the summary of our findings, so right now, I'll just go over the highlights. In all, we surveyed 300 people, 150 in each group. As you can see from our survey results, students were not very likely to buy premium chocolate. Most of them spent less than \$3 a week on candy, and they didn't even have a strong preference for chocolate. Any kind of candy would satisfy them. They sometimes bought chocolate for a gift on average three times a year, but it was usually a chocolate bar, not a gift box. And they usually

spend no more than 3.50 on this. The shoppers at South Center, on the other hand, said that they prefer premium chocolate. And they spend about \$5 a week on chocolate. And they buy a box of chocolate as a gift two or three times a year. They were willing to spend between \$15 and \$20 a box.

**Activity:**

In groups of 4, report your findings on the following topics. Use Google to find information and also interview your classmates.

1. Most used mobile apps in Pakistan.
2. Current ranking of social media sites as per their usage in Pakistan.
3. Most popular games among Pakistani teenagers (16+).
4. Most like mobile phone brands among Pakistani youth.
5. Most common complaints among your classmates regarding Flex and Slate.

Follow the format below:

- Topic of the report
- Purpose of the report
- Sources of data (sites/reports/people approached)
- Stepwise reporting of data in an organized important to less important information
- Suggestions based on the findings (1 to 2)

## LAB 13

Listening Lesson: The Great Fire of London

**1) Discuss an important event in your country's history. Say:**

1. When the event happened?
2. What caused the event?
3. What happened during the event?
4. What happened afterwards?
5. Do people do anything special to mark the event today?

**2) You are going to watch a video on "The Great Fire of London". Read the statements below and decide whether they are true or false.**

1. This fire happened a long time ago.
2. The fire destroyed most of the city of London.
3. The monument to the Great Fire of London was built in recent times.

**Find the correct answers from the video.**

**3) Now watch the video and listen out for these words and expressions used in context.**

storey, tenement, alley, illegal, practicalities, tolerate, unsophisticated, tried and tested

**4) Choose the best answer.**

1. When did the Great Fire of London start?

- b. Sep 6, 1666
- c. Sep 2, 1666
- d. Sep 9, 1666

2. Where did the Great Fire of London begin?

- a. Baker Street
- b. Pudding Lane
- c. Pie Place

3. Why did the mayor stop the firefighters from demolishing surrounding buildings?

- a. because it was too dangerous
- b. because they didn't have planning permission
- e. because the landlord hadn't consented to them doing so

4. How long did the fire burn for?

- a. 2 days
- b. 3 days
- c. 4 days

5. Which of these statements is not true?

- a. London was the biggest city in England at the time of the fire
  - b. the fire destroyed 80, 000 homes
  - c. the fire started in a bakery
6. Who designed the Great Fire of London Monument?
- a. Sir Christopher Raven
  - b. Sir Christopher Robin
  - c. Sir Christopher Wren
7. Which of these statements is true?
- a. the fire melted the chains on the city gates
  - b. records show that hundreds of people perished in the fire
  - c. the monument is built on the spot where the fire began

**Lab 14: Listening Final Exam, Demonstrative Speeches**

**LAB 15: Marked Task: Demonstrative Speeches**

**LAB16: Marked Task: Business Meeting**