

## LAB 7

### 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**
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- 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

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**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.
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**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.
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## 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 cite.

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.

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## 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.

### **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 routinely 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?

# LAB 8

## 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?

## **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 9

### 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 Mid: 2.5 hours**

# 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 \_\_\_\_\_.

## **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 sometime 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

- Ummm... / Uhh...
- 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

**NOTE: WEEK 11 will be MID 2 theory**

## 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.

## **Group Discussions: Communicative Functions with Sentence Frames**

### **1. Starting the Talk:**

The aim of our discussion today is to explore.....

As we begin, let's define key concepts that we will be discussing today.....

Let's go around and introduce ourselves.....

### **2. Making Claims (use complex sentences):**

Although some people believe water should be privatized, I want to suggest that....

While it may be true that 11% of the world do not have access to clean water, I think the essential issue here is that water is managed unfairly.

### **3. Inviting a Response:**

What do you think?

Tell us what you think from your perspective.

### **4. Asking for Repetition/Clarification:**

What you mind repeating that part?

Could you please repeat what you just said?

Could you explain that part again?

### **5. Requesting for Elaboration:**

Could you tell me more about....?

Can you be more specific?

Can you elaborate on.....?

### **6. Demonstrating Evidence:**

According to WHO...

On page 2, it says that.....

Based on the study, .....

From the reading, I learnt that...

An example from my life is....

History has shown that....

### **7. Making a connection:**

This is similar to....

This is like the story we read, but different because....

This reminds me of...

### **8. Encouraging Others:**

That is something that I hadn't thought of.

That's a good point.

### **9. Interrupting Politely:**

May I add that.....

I would like to add an idea.



#### 10. Synthesizing the Discussion:

How can we bring all of this together?

Ok, what we have discussed so far is.....

We can say that....

The main point seems to be that.....

We conclude that...

As a result of this conversation.....

As the conversation comes to a close,....

As we end the discussion, let me summarize the main points...

Let me go quickly over the main points..

So, the take away from this discussion is that....

**Activity: In groups of 4, discuss any ONE of the following topics. Conclude the discussion with clear points of action. Select one group facilitator to run the discussion and keep everyone on topic.**

If you are the discussion facilitator, remember to start each discussion with one of the following starters:

- **“What do you think?”**
- “What does your experience tell you?”“What would/could you do?”
- **“Tell me about.”**
- “What ideas come to mind?”

### **TOPIC 1: Obesity**

#### 1. TOPIC

Overweight and obesity are defined as abnormal or excessive fat accumulation that may impair health. There is a mathematical calculation used to determine if someone is obese or overweight using the BMI (Body Mass Index), which takes into consideration a person's weight and height, however, it can be generalized that someone is overweight when they are at least 20% over the average weight for a given height.

#### 2. THE GLOBAL PROBLEM

Obesity is becoming more dangerous in the recent years, according to the World Health Organization. 2.1 billion people are obese or overweight. That is 30% of the world's population. 60% of the obese population live in developing countries. The highest proportion of the obese population lives in the United States. Obesity is responsible for 5% of deaths world-wide. Obesity is a burden to the world's economy.

### 3. BACKGROUND INFORMATION

- **Causes of obesity include:**
- genetics (traits passed down from your parents and their parents)
- medical causes, such as Prader-Willi syndrome and Cushing's syndrome, which are very rare
- some medications
- social and economic issues
- lack of sleep
- quitting smoking
- inactivity
- unhealthy diet and eating habits
  
- **Some effects of obesity:**
- Obesity is the cause for many diseases such as diabetes, heart problems, high blood pressure, stroke, some types of cancer, bone and joint disease.
- Obesity often limits a person's opportunities in life.
- Obesity can reduce a person's life span by 8 years.
- Obesity can be expensive. Costs include: healthcare, high workers' compensation claims, and lower earnings, lower productivity, increased sick days and medical claims.
- Obesity is one of the top three social burdens generated by humans, after smoking and armed war. The economic impact of obesity has been estimated to be \$2 trillion annually and 2.8% of the global GDP. Obesity is estimated to affect almost half of the world's adult population by 2030.

### DISCUSSION QUESTIONS

1. In your opinion, do you believe that obesity is a serious issue our society? Please explain.
2. What do you think are the main issues causing this problem?
3. Is obesity a real issue in your country?
4. What are some ways that obesity can be reduced?

## Topic 2: Nuclear Power

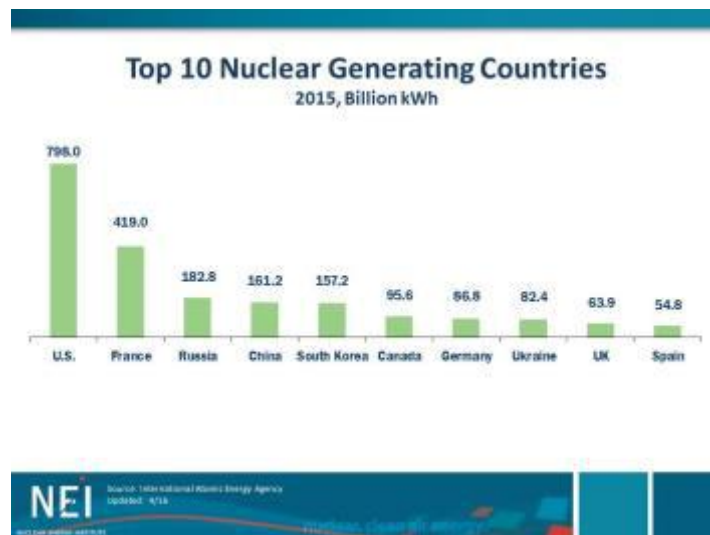
**Nuclear power** is the use of nuclear reactions that release nuclear energy to generate heat, which most frequently is then used in steam turbines to produce electricity in a nuclear power plant.

### THE GLOBAL PROBLEM

Although some argue that nuclear energy is the most environmentally friendly sources of energy and that it is a safe and sustainable energy source that reduces carbon emissions, others argue that nuclear power is a great threat to people and to the environment, as we have witnessed in the tragic Chernobyl disaster in 1986 and the Fukushima nuclear disaster in 2011.

### BACKGROUND INFORMATION

**Nuclear power is becoming a more and more popular source of energy.** “As of May 2016, 30 countries worldwide are operating 444 nuclear reactors for electricity generation and 63 new nuclear plants are under construction in 15 countries. Nuclear power plants provide 10.9% of the world’s electricity production in 2012. In 2015, 13 countries relied on nuclear energy to support at least ¼ of their total energy.”



### Advantages of nuclear power

- Cheap electricity
- Low fuel cost
- Powerful and efficient. The large power-generating capacity can meet industrial and city needs.
- Lower greenhouse gas emission
- Reliable, different from solar and wind power, weather doesn't affect

### Disadvantages of nuclear power

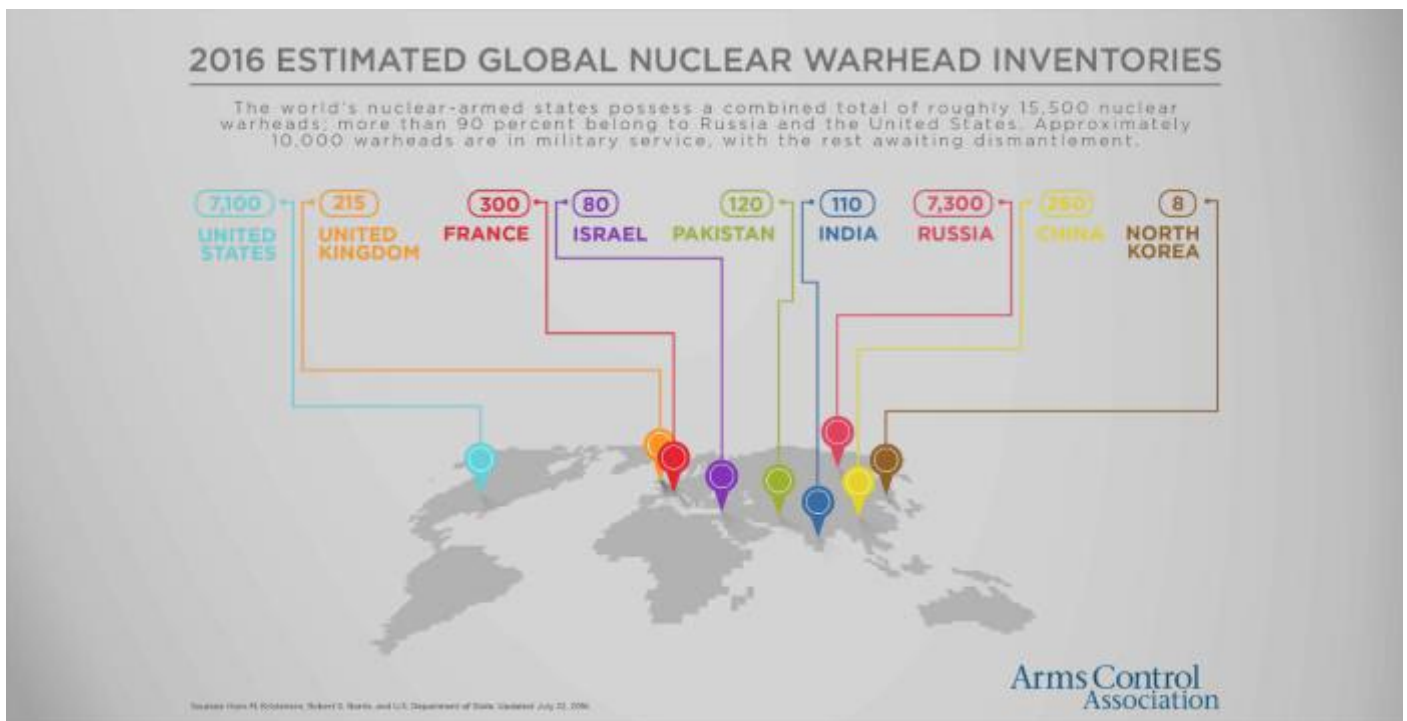
- Risk of nuclear accident

Example of nuclear accidents:

Chernobyl disaster (1986, in former Soviet Union) Within three months of the accident, 31 people died from radiation exposure or other direct effects of the disaster, according to the NRC, UNSCEAR and other sources.

Fukushima nuclear accident (2011, in Japan) At that time, people who were living within a 20-kilometer radius of Fukushima No.1 nuclear power station were ordered to evacuate. That station was stopped, however, there is still high radiation near it.

- Unknown risk
- High cost for investment to set up a nuclear power station
- Subsidies and investment could be spent on other solutions, like renewable energy systems
- Threat of environmental contamination with nuclear power waste o Waste lasts between 200-500 thousand years
- Could be a target for terrorism
- National risk- It could be used as a weapon



## QUESTIONS

- When you hear the term “nuclear power”, is your initial reaction positive, negative, or neutral? Be sure to explain.
- In your opinion, should countries be encouraged to develop and to use nuclear power?

VIDEO TO WATCH Nuclear Energy Explained: Risk or Opportunity <https://youtu.be/d7LO8IL4Ai4>

RESOURCES [www.triplepundit.com/special/energy-options-pros-and-cons/nuclear-energy-pros-and-cons/](http://www.triplepundit.com/special/energy-options-pros-and-cons/nuclear-energy-pros-and-cons/)

<http://energyinformative.org/nuclear-energy-pros-and-cons/>

# 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?

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

### **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 14: Marked Discussion activity**

**LAB 15: Listening Exam and Remaining Discussions**

**LAB16: Marked Business Meetings activity**

5. Video to watch: <https://www.youtube.com/watch?v=c2gd9LH6nW8>
  
6. References <http://www.mayoclinic.org/diseases-conditions/obesity/basics/causes/con-20014834> <http://www.investopedia.com/articles/personal-finance/041715/economic-cost-obese-society.asp> <http://www.healthdata.org/news-release/nearly-one-third-world%E2%80%99s-population-obese-or-overweight-new-data-show> <http://www.who.int/mediacentre/factsheets/fs311/en/> <http://en.wikipedia.org/wiki/Obesity>