

# COMMUNICATION SKILLS

(ENGLISH – II)



**COURSE PACK**

**SPRING-2022**

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ENGLISH LANGUAGE CENTRE

UNIVERSITY OF CENTRAL PUNJAB

KHAYABAN-E-JINNAH ROAD, JOHAR TOWN, LAHORE



# **COMMUNICATION SKILLS**

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**SPRING-2022**

**COMPILED BY:**  
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## **Acknowledgement**

We would like to express our deepest appreciation to all the English-II (Communication Skills) team members who helped in the compilation of this course pack. We would also like to acknowledge the support that Ms. Nadra Huma Quraishi has provided to our team. Furthermore, we would especially like to thank Hira Zulifqar, Neelam Nazir, Ayesha Asif, Zainab Samee, Rakhshanda Fawad, Sumaira Latif and Muhammad Shahid for their contribution.

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**University of Central Punjab, Johar Town, Lahore**

## **Course Outline**

**Course Title:** English-II (Communication Skills)

**Course Code:**

**Semester:** Spring-2022

**Instructor:**

**Email:**

### **COURSE DESCRIPTION**

Communication skills is aimed at enabling students to improve their presentation, reading and writing skills for academic success. Students will explore strategies of effective presentation skills through a dedicated module with rigorous training and practice during the course. The students will be required to undertake essential readings for improving their comprehension of written material.

They will explore and practice writing techniques with an emphasis on expository writing. During the course, they will learn to critically review their writing to improve diction and mechanics. The course would help students to critically read, analyze, and prepare various types of academic texts that are both coherent and cohesive. The students will learn to develop CVs, Cover letters and how to prepare themselves for job interviews. The students will also practice translating passages.

All activities and assessments cater to blended learning and are developed to enhance students' critical thinking and problem-solving skills.

### **COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to:

- Comprehend and write complex, literary and advanced level scripts in academic and professional settings
- Produce academic and professional documents appropriate to audience, purpose, and genre
- Locate, evaluate, and incorporate pertinent information
- Identify elements of essay-structure from various genres
- Practice writing coherent expository essays with an appropriate topic sentence, supporting sentences and use of cohesive devices and appropriate mechanics of writing
- Develop and/or present verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate demonstrating oral communication skills

- Develop and enhance career skills that are needed for academic and professional success, such as using ethical codes, working collaboratively, observing etiquette, and resolving workplace conflicts
- Develop interpersonal skills that contribute to effective personal, social and professional relationships
- Identify and review credible research material
- Practice translation skills and translating passages from various disciplines from Urdu to English

### **COURSE LEARNING OUTCOMES**

After completing this course, the students will be able to:

- Comprehend analytical and critical text, and write with accuracy
- Write academic documents like essay, precise, summary, and project objectively
- Write professional documents like memorandum, and business letters
- Edit and proof read while identifying and correcting errors
- Conduct excellent interviews and complete follow-up employment correspondence
- Improve interpersonal and ICT skills required for effective teamwork and developing cordial work environment. Nourish leadership and initiative taking capabilities coupled with written and oral competencies to enrich managerial effectiveness
- Prepare students for the practical application of ICT in real-life situation
- Write well-organized academic tasks including examination answers with topic/thesis statement & supporting details
- Demonstrate knowledge and skill in the translation of texts from Urdu to English

### **ASSESSMENT STRUCTURE**

<b>Assessment Type</b>	<b>Percentage</b>
Quiz(s)	10
Assignments(s)	10
Mid Term	20
Class Participation	10
Project/Presentation	10
Final Examination	40

#### **Any specific teaching/learning strategies:**

Methodology will include lectures, interactive sessions, group presentations, reading material, write-shops, movies and group projects taught through the blended approach.



COURSE CONTENT AND DELIVERY PLAN		
Week	Topics	Assignment / Quiz
01	<b>Ice Breaker</b>	
02	<b>Introduction to communication</b> <ul style="list-style-type: none"> <li>Basics of communication</li> <li>Types of communication</li> <li>Process of communication</li> <li>Seven C's of Communication: Concise, Clear, Concrete, Correct, Complete, Considerate, Courteous</li> </ul>	
03	<b>Subject –verb agreement</b>  <b>Academic writing: Discourse Markers – Linking ideas</b> <ul style="list-style-type: none"> <li>Sentence Connectors – showing Comparison</li> <li>Sentence Connectors – Showing Addition</li> <li>Sentence Connectors – showing Cause/ Effect</li> <li>Sentence Connectors – Showing Condition</li> <li>Sentence Connectors – showing Contrast</li> </ul>	
04	<b>Academic writing: Modifiers</b> <ul style="list-style-type: none"> <li>Misplaced modifiers</li> <li>Methods to correct: <ul style="list-style-type: none"> <li>Misplaced adjectives</li> <li>Misplaced nouns</li> <li>Misplaced verbs</li> <li>Misplaced clauses</li> </ul> </li> <li>Dangling modifiers</li> <li>Methods to correct dangling modifiers</li> </ul> <b>Parallelism in academic writing</b>	<b>Quiz # 1</b> (Subject-Verb Agreement Academic Writing: Discourse Markers – Linking ideas)
05	<b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>Analyze and develop: <ul style="list-style-type: none"> <li>Thesis statement</li> <li>Topic sentences</li> <li>Supporting sentences</li> <li>Making inferences</li> </ul> </li> </ul>	<b>Assignment # 1</b> (Reading Comprehension)
06	<b>Reading and Summarizing</b> <ul style="list-style-type: none"> <li>Process of summary writing</li> <li>Different excerpts of fiction and non-fiction will be provided to students</li> <li>Learning Reading Strategies <ul style="list-style-type: none"> <li>Skimming and Scanning</li> <li>Speed Reading</li> <li>Understanding how to summarize</li> <li>Reading a long script and writing a summary</li> </ul> </li> </ul> <b>Short Stories</b>	<b>Quiz # 2</b> (Parallelism and Modifiers)

COURSE CONTENT AND DELIVERY PLAN		
	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Elements of short story</li> <li>▪ Offer four short stories</li> </ul>	
07	<b>Essay Writing</b> Covering: introductory paragraph: different ways of introducing paragraph., supporting paragraphs and conclusion of paragraph (5 paragraph structure) <ul style="list-style-type: none"> <li>▪ Expository essays</li> <li>▪ Descriptive essays</li> <li>▪ Deconstruction of essays</li> </ul>	
08	<b>Presentation Skills</b> <ul style="list-style-type: none"> <li>▪ Expand, elaborate, vocal and non-vocal aspects</li> <li>▪ Your brief <i>Introductory Speech</i> from the date of your birth till this day</li> <li>▪ Select an item to speak about, which relates to your life in some way</li> <li>▪ Informative Speech: to inform the audience about some person, object, process, concept or an event</li> </ul>	<b>Assignment # 2</b> (Essay Writing)
09	<b>Mid -Term</b>	
10	<b>Business Letter writing</b> <ul style="list-style-type: none"> <li>▪ Letter parts</li> <li>▪ Letter formats: Full block, Modified, Semi-block, Simplified form</li> <li>▪ Types of letters: Negative, Inquiry</li> </ul> <b>Memorandum Writing</b> <ul style="list-style-type: none"> <li>▪ Parts of the Memorandum</li> <li>▪ Lay out of the Memorandum</li> </ul>	
11	<b>Translation Skills</b> <ul style="list-style-type: none"> <li>▪ Categories of Translation</li> <li>▪ Process of Translation</li> <li>▪ Major Methods of Translation</li> <li>▪ The Principles of Translation</li> <li>▪ Rules of Translation</li> <li>▪ Translation Exercises: Solved &amp; Unsolved</li> </ul>	

<b>COURSE CONTENT AND DELIVERY PLAN</b>		
12	<b>Electronic mail</b> <ul style="list-style-type: none"> <li>Parts of email writing</li> <li>Drafting of email writing</li> </ul> <b>Documentaries</b> <b>Listening and speaking</b> <ul style="list-style-type: none"> <li>Active and reflective listening</li> <li>Organizing and speaking</li> </ul>	<b>Quiz # 3</b> (Translation)
13	<b>CV Writing and Interviews</b> <ul style="list-style-type: none"> <li>Writing Resume</li> <li>Types of Resume: Chronological, Functional, combination</li> <li>Developing your CV: plan, organize, revise</li> </ul> <b>Cover Letter:</b> Format and content <b>Conducting Interviews:</b> Mock interviews	<b>Quiz # 4</b> (E-Mail Writing)
14	<b>Précis Writing</b>	<b>Assignment # 3</b> (CV Writing)
15	<b>Project Presentations</b> <ul style="list-style-type: none"> <li>Power point Presentations will be held</li> <li>The Paper will be submitted for evaluation</li> </ul>	<b>Project Presentations</b>
16	<b>Course Revision</b>	
17	<b>FINAL-TERM</b>	

### **Recommended Books**

- Wide, P. (2017). *Mastering Technical Communication Skills: A Student's Handbook*. CRC Press.
- Whitcomb, C., & Whitcomb, L. E. (2012). *Effective interpersonal and team communication skills for engineers*. John Wiley & Sons.
- Gerson, S. J., & Gerson, S. M. (2012). *Technical communication: Process and product*. Boston, MA: Prentice Hall,.
- Whitcomb, C., & Whitcomb, L. E. (2012). *Effective interpersonal and team communication skills for engineers*. John Wiley & Sons.
- Verderber, K. S., Verderber, R. F., & Sellnow, D. D. (2013). *Communicate!* Cengage Learning.
- Guffey, M. E., & Loewy, D. (2010). *Business communication: Process and product*. Cengage Learning.

### **WEB RESOURCES**

- 
- Purdue University Website pages excerpts (links to be provided)
  - [Essential Tools of the Internet: Using E-Mail and the Web for Effective Communication, in The Public Manager](#) by [Dina M. Lewis](#). 3 pgs.
  - [Effective Communication Skills for Scientific and Technical Professionals](#) by [Harry E. Chambers](#)

## Rubrics

### Rubrics for Presentations

#### Rubric for Face-to-Face presentation

##### Assessment Grid

Accuracy	Fluency	Confidence	Eye contact	Dress code	A/V aids/ICT Skills	Interaction
2	2	1	1	1	2	1

##### Assessment Standards

Below are the criteria of marking standards of different elements in the final project presentation.

Criteria	Beginner 1-4	Elementary 5-6	Intermediate 7-8	Advanced 9-10
Accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
Fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty quite smoothly.

<b>Confidence</b>	Speaker is not confident at all. Time is managed ineffectively.	Speaker is only a little confident. Time is managed loosely.	Speaker is quite confident. Time is managed appropriately.	Speaker is very confident. Time is managed properly.
<b>Eye Contact</b>	Eye contact is avoided all the time.	Eye contact is loosely maintained.	Eye contact is mostly maintained.	Eye contact with the audience is well maintained.
<b>Dress Code</b>	Student is dressed very casually.	Student is dressed formally with a few hints of casual attire.	Student is mostly in formal attire.	Student is in full formal attire.
<b>A/V Aids/ICT Skills</b>	Visual aids are very poorly prepared.	Visual aids are prepared satisfactorily.	Visual aids are well prepared.	Visual aids are excellently prepared.
<b>Interaction</b>	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc.

## Rubric for Online presentation

### Assessment Grid

Accuracy	Fluency	Confidence	Typography	Color Scheme	A/V aids/ICT Skills	Content is error free
1	2	1	1	1	2	2

Criteria	Beginner 1-4	Elementary 5-6	Intermediate 7-8	Advanced 9-10
<b>Accuracy</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g.in forward planning, in monitoring others' reactions).
<b>Fluency</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty quite smoothly.
<b>Confidence</b>	Speaker is not confident at all. Time is managed ineffectively.	Speaker is only a little confident. Time is managed loosely.	Speaker is quite confident. Time is managed appropriately.	Speaker is very confident. Time is managed properly.
<b>Typography is used appropriately</b>	Font use and cueing make readability very difficult.	Fonts are used inconsistently throughout the presentation.	Some inconsistency in use of headline and body fonts.	Headline and body fonts are used consistently. Use of cueing devices (bold, font changes)

		Cueing is often inappropriately used.	Cueing is inconsistent.	highlights important content.
<b>Color is used appropriately</b>	No color scheme has been used. Colors have been chosen randomly and do not enhance the content.	Color scheme uses several clashing colors. Color is used to enhance content inconsistently.	Color scheme has some clashing colors. Color is used somewhat to enhance the content	Color scheme has appropriate mix of complementary and contrasting colors. Color is used consistently to enhance the content.
<b>A/V Aids</b>	Visual aids are very poorly prepared.	Visual aids are prepared satisfactorily.	Visual aids are well prepared.	Visual aids are excellently prepared.
<b>Content is free of spelling or grammar errors</b>	Content has more than two grammatical, typographical or spelling errors.	Content has one or two grammatical errors but no misspellings or typographical errors.	Content has one or two misspellings or typographical errors, but no grammatical errors.	Content has no misspellings, typographical or grammatical errors.



### Rubric for Essay Writing

<b>Criteria</b>	<b>Poor 1-3</b>	<b>Satisfactory 4-8</b>	<b>Good 9-12</b>	<b>Excellent 13-15</b>
<b>Content</b>  Your written response shows an understanding and interpretation of the writing prompt.	Minimally addresses the writing prompt. Digresses, repeats or dwells on insignificant details throughout.	Meets few of the requirements of the writing prompt. Discusses very basic ideas. Makes few connections to help explain the thesis.	Offers a simple interpretation of the writing prompt.  Lacks a theme	Provides a thoughtful analysis of the writing prompt  Uses a clear theme throughout.
<b>Development</b>  Your written response gives a clear and logical explanation of ideas, using supporting material.	Shows a lack of development of ideas.	Contains inaccurate, vague or repetitive details  Has limited development of ideas.	Shows weakness in development of ideas and/or develops ideas without thorough explanation.	Builds and elaborates ideas thoroughly. Uses examples precisely and develops the topic in an interesting and imaginative way. Demonstrates coherence in the ideas. Develop ideas clearly and consistently
<b>Organization</b>  Your written response shows a coherent, orderly, well-reasoned approach	Is less organized than a 2-point response  Exhibits no organizational pattern or focus	Shows an attempt to create a focus  Disorganized and digresses from the topic	Does not show a logical sense of organization.  Strays from the topic and difficult to follow	Sets up and maintains a clear focus. Establishes a logical, rational sequence of ideas with transitional words and sentences.
<b>Corrections/Language Use</b>  Your response shows a sense of audience by using effective vocabulary and varied sentence structure.	Shows minimal control of language skills.  Maybe illegible or unrecognizable as English.  Exhibits little control of the language	Uses vocabulary that is slightly below level. Has a vague sense of audience. Has errors that begin to interfere with comprehension	Has a sense of audience and uses simple sentences? Uses an appropriate level of vocabulary. Demonstrates partial control of mechanics. Exhibits some errors that do not	Has vivid language, fluidity and a sense of engagement and voice. Has sophisticated style of sentence structure, sentence variety and vocabulary.

	Has errors that make comprehension difficult.	Shows a beginner's control of the language.	interfere with comprehension.	Has essentially no errors
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### Rubric for Translation

Criteria	1-3	4-6	7-8	9-10
<b>Text realization and Understanding</b>	transfer undermined by serious inaccuracies	Transfer of general ideas but with a number of lapses in accuracy	Almost complete transfer	Complete transfer from source text (ST)
<b>Clarity</b>	TT have no	TT have unclear ideas	TT message is somehow unclear to the audience	Target text (TT) delivers clear information to the audience
<b>Grammar</b>	A large number of grammatical mistakes	TT has a number of grammatical mistakes	almost complete grammatical sentences	Complete grammatical sentences
<b>Cohesion and Naturalness</b>	TT is completely desultory	TT is a bit desultory	TT is almost read as one original piece	TT read as one original piece
<b>Spelling and Style</b>	TT contains excessive inappropriate and/or incorrect terms or style/register choices and a huge number of spelling errors	TT contains frequent inappropriate and/or incorrect terms or style/register choices with a number of spelling errors.	TT contains few or no inappropriate term or style/register choices and a few spelling errors	Style and register are appropriate for the topic in the TL with rare spelling error

### Rubric for Business Letter Writing

<b>Criteria</b>	<b>Beginning 1-3</b>	<b>Developing 4-5</b>	<b>Accomplished 6-8</b>	<b>Exemplary 9-10</b>
<b>Organization</b>	Several noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	Some noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	Mostly uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)	Accurately uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)
<b>Content</b>	Purpose of letter is unclear Main idea is not supported by explanations or facts Letter rambles; hard to follow or understand Tone is inappropriate for intended audience	Purpose of letter is unclear More explanations or facts need to be used to support the main idea Hard to follow Tone is too formal or too informal for intended audience	Letter clearly states the purpose Some explanations or facts used to support the main idea Somewhat hard to follow Tone is generally appropriate for intended audience	Letter clearly states the purpose Appropriate explanations or facts used to support the main idea Easy to follow Tone is appropriate for intended audience
<b>Language Usage</b>	Incorrect use throughout the letter of punctuation or grammar Frequent spelling errors distract from letter	More than two mistakes in punctuation or grammar More than two spelling errors	One or two mistakes with punctuation or grammar One or two spelling errors	Accurate use of punctuation and grammar No spelling errors

### Rubric for Précis Writing

<b>Criteria</b>	<b>Poor 1-3</b>	<b>Satisfactory 4-6</b>	<b>Good 7-8</b>	<b>Excellent 9-10</b>
<b>Clearly reflects key points and arguments of the article</b>	Has not understood the text	Covers a few points and arguments	Covers most points and arguments	Covers all key points and arguments
<b>Written in the 3rd Person</b>	Not written in 3rd person	Inconsistent use of 3rd person	Mostly written in 3rd person, but slightly shifts to 1 <sup>st</sup> or 2 <sup>nd</sup> person	Written in 3rd person completely and consistently
<b>Clearly Written Text, Good Sentence Structure</b>	Can understand few ideas; Sentences don't follow grammatical rules	Can understand some ideas, many awkward sentences	Can understand most ideas, but sentence structure is not as strong as it could be	Can understand all ideas, strong phrasing and sentence structure
<b>Accurate Grammar and Punctuation</b>	Not comprehensible; Syntactical errors	Many errors present; No proofreading/editing	Some errors that should have been caught with better proofreading	Only a few errors found

### Introduction to Communication

Communication is the art and process of sharing ideas. Effective communication depends upon richness of those ideas.

#### Types of communication

There are two types of communication based on channel:

- Verbal communication
- Nonverbal communication.

**Verbal Communication:** Verbal Communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication always remember the simple rule i.e. keep it short and simple.

Verbal Communication is further divided into two types: oral /spoken and written communication

- Oral/Spoken Communication:** In oral communication, spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. Examples of spoken communication that are used in the workplace include conversations, interviews, counseling/helping colleagues, meetings, conferences and so on (Wenbin Nah, 2008). In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking.
- Written Communication:** In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via, letters, reports, memos, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication.

**Non-verbal Communication:** According to McConnell (2003), non-verbal communication is behavior, other than spoken or written communication, that creates or represents meaning. In other words, it includes facial expressions, body movements, and gestures. Non-verbal communication is talking without speaking a word. It is very effective, maybe even more so than speech. As the saying goes, action speaks louder than words.

**Appearance** Speaker: clothing, hairstyle, neatness, use of cosmetics. Surrounding: room size, lighting, decorations, furnishings.

**Body Language:** Facial expressions, gestures, postures and how one stands is an important element of non-verbal communication. For example, leaning towards a speaker indicates intense interest. Frequently looking away from the speaker indicates disinterest or impatience

**Sounds:** Voice tone, Volume, Speech rate

#### Types of Communication Based on Purpose and Style

Communication types based on style and purpose are

- i. Formal Communication
  - ii. Informal Communication
- i. **Formal Communication** In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergo in formal pattern. Authority

lines are needed to be followed in formal communication, use of slang and foul language is avoided and correct pronunciation is required.

- ii. **Informal communication** The Informal Communication is the casual and unofficial form of communication wherein the information is exchanged spontaneously between two or more persons without conforming the prescribed official rules, processes, system, formalities and chain of command.

### Intercultural communication

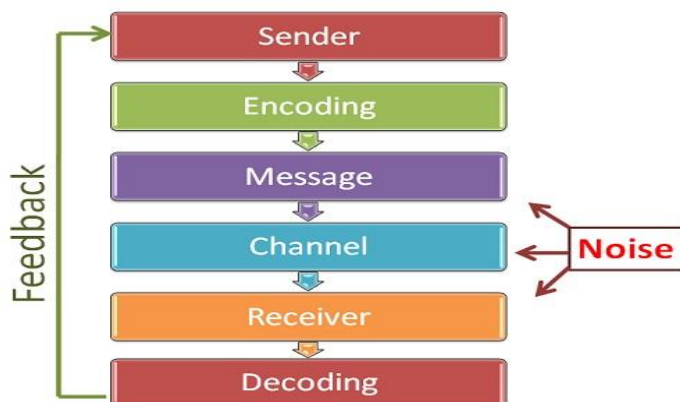
Intercultural communication skills are those required to communicate, or share information, with people from other cultures and social groups. While language skills may be an important part of intercultural communication, they are by no means the only requirement. Intercultural communication also requires an understanding that different cultures have different customs, standards, social norms, and even thought patterns.

Finally, good intercultural communication skills require a willingness to accept these differences and adapt to them.

#### Activity: Picture-Telling

Have a variety of pictures for each student. Give each a time limit and let them describe what they see in story form. During this exercise, they are processing visual cues and utilizing their ability to speak them to the classroom. The other children practice their listening skills.

#### Process of communication:



Communication Process can be defined as a procedure that is used to impart a message or information from a sender to a receiver by using a medium of communication.

The message goes through five stages when it is sent by the sender to the receiver. These stages are as follows: **-Sender** -the sender is the entity that conveys or sends the message. At this stage, an idea, thought or feeling is formulated in the mind of the sender as a result of an external, internal stimulus or motivation. **Message** - is what is being transmitted from sender to receiver. **Encoding** - encoding is a process through which the message is symbolized. It involves giving the message a communication form. **Channel** - channel is the medium through which message is being sent. The sender selects the most appropriate and effective vehicle that will deliver the message to the receiver.

- Communication channels may include websites, letters, email, phone conversations, videoconferences and face-to-face meetings.

- Effective communication relies on selecting an appropriate communication channel for your message. Selecting the wrong communication channel can cause communication obstacles including information overload and inadequate feedback.

**Receiver** - is the entity that receives the message. **Decoding** - decoding is the process in which the message is translated and meaning is generated out of it. **Feedback** - is the process through which receiver sends his response. The communication process is explained diagrammatically.

## Activity

### 1. Chinese Whisper

Have students gather together in a circle. The instructor will whisper one short topic, sentence, or phrase into the ear of the student next to them. This phrase will be whispered into the ear of each student around the circle until arriving back at the instructor, who will then compare the original sentence to the one that it became.

### 2. Role Play

Engage students in a professional conversation using the role-playing technique. This will enhance their perspective taking and creative thinking skills.

## Speaking skills (Stand Up for Fillers)

How many people use “like” or “um,” or “uh” or “so,” or “right” to fill a silent space? It is a nervous habit that is often rooted in the perceived discomfort of silence. This activity helps eliminate these fillers in conversation or in public speaking.

Each student is given a topic that they will speak about for 1-3 minutes (topic is not important; it should be simple). During their speaking time, the remainder of the class will stand when they hear any of these fillers occur in the speech.

It is a deliberate shock to the speaker to see the entire class stand when they hear these fillers and helps to be mindful about using precise vocabulary.

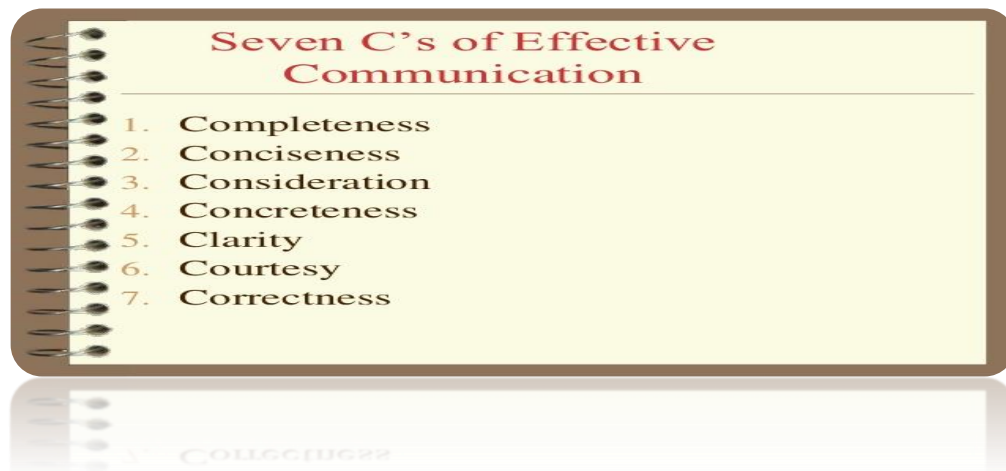
## Impromptu speech

An Impromptu speech is a talk that you give on the spot with no preparation. The speech could be as professional as a project update or as casual as a toast at a wedding. Either way, you are expected to say something smart, witty and charming. While it might feel like torture even to the most second C-level executive, giving an extemporaneous speech the mark of an excellent communicator and leader.

## Persuasive speech

A persuasive speech is a specific type of speech in which the speaker has a goal of convincing the audience to accept his or her point of view. The speech is arranged in such a way as to hopefully cause the audience to accept all or part of the expressed view. Though the overarching goal of a persuasive speech is to convince the audience to accept a perspective, not all audiences can be convinced by a single speech and not all perspectives can persuade the audience.

## Seven C's of Communication:



There are **7 C's of effective communication** which are applicable to both written as well as oral communication. These are as follows:

1. **Completeness** - The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. A complete communication has following features:
  - 1.1. Complete communication develops and enhances reputation of an organization.
  - 1.2. Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete.
  - 1.3. A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver.
  - 1.4. Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information.
  - 1.5. It persuades the audience.
2. **Conciseness** - Conciseness means wordiness, i.e, communicating what you want to convey in least possible words without forgoing the other C's of communication. Conciseness is a necessity for effective communication. Concise communication has following features:
  - 2.1. It is both time-saving as well as cost-saving.
  - 2.2. It underlines and highlights the main message as it avoids using excessive and needless words.
  - 2.3. Concise communication provides short and essential message in limited words to the audience.
  - 2.4. Concise message is more appealing and comprehensible to the audience.
  - 2.5. Concise message is non-repetitive in nature.
3. **Consideration** - Consideration implies "stepping into the shoes of others". Effective communication must take the audience into consideration, i.e, the audience's view points, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience's needs while making your message complete. Features of considerate communication are as follows:
  - 3.1. Emphasize on "you" approach.
  - 3.2. Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience.



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- 3.3. Show optimism towards your audience. Emphasize on “what is possible” rather than “what is impossible”. Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.
  4. **Clarity** - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has following features:
    - 4.1. It makes understanding easier.
    - 4.2. Complete clarity of thoughts and ideas enhances the meaning of message.
    - 4.3. Clear message makes use of exact, appropriate and concrete words.
  5. **Concreteness** - Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Concrete message has following features:
    - 5.1. It is supported with specific facts and figures.
    - 5.2. It makes use of words that are clear and that build the reputation.
    - 5.3. Concrete messages are not misinterpreted.
  6. **Courtesy** - Courtesy in message implies the message should show the sender’s expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message has following features:
    - 6.1. Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message.
    - 6.2. Courteous message is positive and focused at the audience.
    - 6.3. It makes use of terms showing respect for the receiver of message.
    - 6.4. It is not at all biased.
  7. **Correctness** - Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features:
    - 7.1. The message is exact, correct and well-timed.
    - 7.2. If the communication is correct, it boosts up the confidence level.
    - 7.3. Correct message has greater impact on the audience/readers.
    - 7.4. It checks for the precision and accurateness of facts and figures used in the message.
    - 7.5. It makes use of appropriate and correct language in the message.

Awareness of these 7 C’s of communication makes you an effective communicator.

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## Quiz

- 1. Why is encoding relevant for communication?**
  - a. It is the method by which a message is sent
  - b. It is the process of interpreting a message once it is received.
  - c. It is a form of noise that disrupts the receiver from understanding the message.
  - d. It is the process of transforming a thought into a message that can be sent.
  
- 2. Johnny is a second-year freshman. He is having some difficulties in understanding his professor because he did not have enough sleep. Why is this an example of noise?**
  - a. He cannot properly encode the message due to his fatigue.
  - b. He is obviously being disrupted by his fellow classmates.
  - c. He is unable to listen to the message due to hearing impairment.
  - d. His fatigue is preventing him from decoding the message.
  
- 3. Which of these is the biggest hurdle to communications that exists before a message is even sent?**
  - a. Interference
  - b. Feedback
  - c. Sender
  - d. Context
  
- 4. A response from a receiver is called**
  - a. Feedback
  - b. Communication
  - c. Medium (channel)
  - d. Context
  
- 5. Communication between two people is called**
  - a. Interpersonal
  - b. Intrapersonal
  - c. Interference
  - d. Context
  
- 6. Noise barrier/Interference can be defined as**
  - a. a conflict with another person
  - b. the way a message is transmitted
  - c. a blockage of communication
  - d. a nonverbal message
  
- 7. All but one of the following are elements involving the communication process. Which one is not an appropriate element?**
  - a. Sender
  - b. Technology
  - c. Message
  - d. Receiver
  
- 8. In the communication process decoding takes place**
  - a. with the element of noise
  - b. within the message
  - c. by the receiver

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d. by the sender

**9. Good communication occurs when a/an \_\_\_\_\_ meaning is reached.**

- a. unresolved
- b. shared
- c. prejudice
- d. nonverbal

**10. In the communication process, the sender engages in encoding and interpreting whereas the receiver engages in decoding and translating.**

- a. Strongly agree
- b. Strongly disagree
- c. Partially agree
- d. Partially disagree

### **Speaking and Listening Activity:**

1. How cultural values affect professional communication? Support your answer with an example from a professional environment.
2. How beliefs of a person affect the communication process?
3. Biases affect the professional environment negatively. Support your answer with an example.
4. How common experiences facilitate the communication process? Give example from professional setting.
5. How does fear hinder the professional success? What tactics you suggest to cope with the situation?
6. What is communication and which type of communication do you prefer, written or verbal? Explain the reasons for your preference.
7. What are physical barriers in communication process and how can we reduce the frequency of these barriers?
8. Do you think emotional attitude leads to miscommunication at a professional place? Support your answer with relevant examples.
9. What are physiological barriers of communication and how can we overcome these problems?
10. Is complexity in organizational structure a barrier in effective communication? Elaborate.
11. How does gender barrier affect professional communication?
12. What communication tactics will you suggest if you are delivering a speech before fifty members?
13. Do you agree that tone of a speaker increases attention span of the audience? Support your answer with an example.
14. What is non-verbal communication and how does it complement verbal communication?
15. How facial expressions of the speakers facilitate them in engaging target audience?

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## References

- <https://www.managementstudyguide.com/seven-cs-of-effective-communication.htm>
- [https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwiEh6Pp1bvKAhUQEVAKHc\\_uBSsQjRx6BAgBEAQ&url=https%3A%2F%2Fwww.slideshare.net%2Fasifrasheed589100%2F7cs-in-communication&psig=AOvVaw1JHzgXnC9rAstxwBH03r1N&ust=1567841166031750](https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwiEh6Pp1bvKAhUQEVAKHc_uBSsQjRx6BAgBEAQ&url=https%3A%2F%2Fwww.slideshare.net%2Fasifrasheed589100%2F7cs-in-communication&psig=AOvVaw1JHzgXnC9rAstxwBH03r1N&ust=1567841166031750)
- <https://www.toolshero.com/communication-skills/7cs-of-effective-communication/>
- <https://positivepsychology.com/communication-activities-adults-students/>
- [https://tools.mheducation.ca/college/partridge/student/olc/1mcp\\_mc\\_10.html](https://tools.mheducation.ca/college/partridge/student/olc/1mcp_mc_10.html)
- <https://www.skillsyouneed.com/ips/intercultural-communication.html>
- <https://magneticspeaking.com/how-to-give-an-impressive-impromptu-speech/>

### Subject-Verb Agreement

The concept of subject-verb agreement is relatively simple: the subject and the verb of each sentence must agree with each other in number. If a subject is singular, then the verb must also be singular. If the subject is plural, then the verb must also be plural. When an error in subject-verb agreement occurs, the verb must be changed to agree with the subject. Several rules have been created to apply to subject-verb agreement.

#### Rules for Subject-Verb Agreement

##### **RULE 1 – A verb agrees with its subject in number.**

Singular subjects take singular verbs:

The car stays in the garage.

The flower smells good.

There is an old saying: “Opposites attract.” The rule for singular and plural verbs is just the opposite of the rule for singular and plural nouns. Remember this when you match subjects and verbs. You might guess that stays and smells are plural verbs because they end in s. They aren’t. Both stays and smells are singular verbs.

##### **RULE 2 – The number of the subject (singular or plural) is not changed by words that come between the subject and the verb.**

One of the eggs is broken. “Of the eggs” is a prepositional phrase. The subject “one” and the verb “is” both are singular. Mentally omit the prepositional phrase to make the subject verb-agreement.

#### Exercise 1

**Direction(s): Circle the correct verb in each of the sentences below.**

1. Your friend (**talk/talks**) too much.
2. The man with the roses (**look/looks**) like your brother.
3. The women in the pool (**swim/swims**) well.
4. Bill (**drive/drives**) a cab.
5. The football players (**run/runs**) five miles every day.
6. That red-haired lady in the fur hat (**live/lives**) across the street.
7. He (**cook/cooks**) dinner for his family.
8. The boys (**walk/walks**) to school every day.
9. The weather on the coast (**appear/appears**) to be good this weekend.
10. The centre on the basketball team (**bounce/bounces**) the ball too high.

## Exercise 2

**Direction(s):** Write four sentences of your own following the first two subject-verb agreement rules given above.

### RULE 1

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### RULE 2

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**RULE 3 – Some subjects always take a singular verb even though the meaning may seem plural.** These subjects always take singular verbs:

Each, someone, either, anyone, neither, nobody, one, somebody, no one, anybody, everyone, everybody

Someone in the game was (not were) hurt.

Neither of the men is (not are) working.

**RULE 4 – The following words may be singular or plural, depending upon their use in a sentence, some, any, all, most.**

Most of the news is good. (singular)

Most of the flowers were yellow. (plural)

All of the pizza was gone. (singular)

All of the children were late. (plural)

## Exercise 3

**Direction(s):** Circle the correct verb in the sentences below.

1. Each of the girls (**look/looks**) good on skis.
2. Everybody (**was/were**) asked to remain quiet.
3. Neither of the men (**is/are**) here yet.
4. (**Is/Are**) each of the girls ready to leave?
5. Several of the sheep (**is/are**) sick.
6. Some members of the faculty (**is/are**) present.
7. Nobody in the class (**has/have**) the answer.

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8. Each of the girls (**observe/observes**) all the regulations.
  9. All of the milk (**is/are**) gone.
  10. Most of the seats (**was/were**) taken.

#### **Exercise 4**

**Direction(s): Write four sentences of your own illustrating rules 3 and 4.**

**RULE 3**

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**RULE 4**

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**RULE 5 – Subjects joined by “and” are plural. Subjects joined by “or”, or “nor” take a verb that agrees with the last subject.**

Bob and George are leaving.

Neither Bob nor George is leaving.

Neither Bob nor his friends are leaving.

**RULE 6 – “There” and “here” are never subjects. In sentences that begin with these words, the subject is usually found later on in the sentence.**

There were five books on the shelf. (“were” agrees with the subject “book”)

Here is the report you wanted. (“is” agrees with subject “report”)

**RULE 7 – Collective nouns may be singular or plural, depending on their use in the sentence.**

**A collective noun is a noun used to name a whole group.**

Following are some common examples:

Army, crowd, orchestra, audience, flock, public, class, group, swarm, club, herd, team, committee, jury troop, United States

The orchestra is playing a hit song. (Orchestra is considered as one unit—singular.)

The orchestra were asked to give their musical backgrounds. (Orchestra is considered as separate individuals—plural)

## Exercise 5

**Direction(s): Circle the correct verb in each of the sentences below.**

1. Margo and her parents (**visit/visits**) each other often.
2. Either the cups or the glasses (**are/is**) in the dishwasher.
3. Vern and Fred (**need/needs**) a ride to work.
4. There (**is/are**) a dog, a cat, and a bird in the garage.
5. Neither Matt nor his brothers (**was/were**) at the party.
6. Here into the main ring of the circus (**come/comes**) the trained elephants.
7. Either the workers or the boss (**deliver/delivers**) the merchandise.
8. The committee (**work/works**) hard for better schools.
9. There (**is/are**) many things to do before the holidays.
10. The jury (**was/were**) polled for their verdicts.
11. Here (**is/are**) the nails you need for the projects.
12. Either Joyce or Ellen (**was/were**) here.
13. The United States (**is/are**) a country of contrast.
14. A magazine and a book (**was/were**) lying on the floor.
15. The family (**is/are**) occupied with their individual problems.

## Exercise 6

**Direction(s): Write 6 sentences of your own illustrating rules 5, 6, and 7.**

RULE 5

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RULE 6

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RULE 7

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**RULE 8 – Expressions of time, money, measurement, and weight are usually singular when the amount is considered one unit.**

Five dollars is (not are) too much to ask.

Ten days is (not are) not nearly enough time.

On occasion, however these terms are used in the plural sense:

There were thirty minutes to countdown.

**RULE 9 – Some nouns, while plural in form, are actually singular in meaning.**

Mathematics is (not are) an easy subject for some people.

Physics is (not are) taught by Prof, Baldwin.

Mumps, Home Economics, Social Studies, Economics, Measles, Calisthenics, Statistics, Civics, Physics, Gymnastics, Phonics, News, Acrobatics, Aesthetics, Thesis, Mathematics

**RULE 10 – Don't and doesn't must agree with the subject. Use doesn't after he, she, it.**

Doesn't he (not don't) know how to sail?

They don't (not doesn't) make movies like that anymore.

### **Exercise 7**

**Direction(s): Circle the correct verb in each of the sentences below.**

1. Mumps (**is/are**) one of the most uncomfortable diseases.
2. One hundred dollars (**is/are**) not a lot of money to some people.
3. She (**doesn't/don't**) look very well today.
4. Twenty minutes (**is/are**) the amount of time it takes me to get home from work.
5. It (**doesn't/don't**) seem so cold today.
6. Gymnastics (**is/are**) easy for Angela.
7. Interesting news (**is/are**) what sells our paper.
8. A pound of cookies (**cost/costs**) about a dollar.
9. They (**doesn't/don't**) think they'll win the game tonight.
10. He (**don't/doesn't**) speak very well

### **Exercise 8**

**Direction(s): Write six sentences of your own illustrating rules 8, 9, and 10.**

**RULE 8**

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## RULE 9

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## RULE 10

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### Exercise 9

**Direction(s): Write the correct verb in the blank to the left of each sentence.**

1. \_\_\_\_\_ Everybody (was/were) asked to be quiet.
2. \_\_\_\_\_ In a marathon, few of the starters (finishes/finish) the race.
3. \_\_\_\_\_ Sixty days (is/are) not enough time to complete the project.
4. \_\_\_\_\_ All of the workers (is/are) receiving their bonus.
5. \_\_\_\_\_ On our street (is/are) many tall trees.
6. \_\_\_\_\_ It (don't/doesn't) make any difference.
7. \_\_\_\_\_ The value of cars and motorcycles (has/have) increased.
8. \_\_\_\_\_ The principal and her husband (is/are) honoured guests.
9. \_\_\_\_\_ Either the pitcher or the base runners (was/were) caught napping.
10. \_\_\_\_\_ One of my friends (believe/believes) in E.S.P.
11. \_\_\_\_\_ Have you ever heard the expression, "No news (is/are) good news?"
12. \_\_\_\_\_ There (was/were) several dents in the car.
13. \_\_\_\_\_ Louise (doesn't/don't) want to drive that long distance.
14. \_\_\_\_\_ Either Luis or Horace (pay/pays) the bills in our house.
15. \_\_\_\_\_ A boy and a girl (were/was) here to see you.
16. \_\_\_\_\_ The box of apples (is/are) on the porch.
17. \_\_\_\_\_ Some of the job applicants (is/are) expected to pass the difficult screening test.
18. \_\_\_\_\_ The army (is/are) conducting manoeuvres in March.
19. \_\_\_\_\_ Here (come/comes) the family now.
20. \_\_\_\_\_ Neither of us (is/are) going to work.
21. \_\_\_\_\_ (Doesn't/Don't) they know when to quit?
22. \_\_\_\_\_ Thirty minutes (is/are) the time limit for the test.
23. \_\_\_\_\_ Measles (is/are) a disease most children experience.

24. \_\_\_\_\_ The class (is/are) turning in their registration forms today.

25. \_\_\_\_\_ Beyond the mountains (is/are) a fertile valley.

## **Links for online practice:**

### **Subject Verb Agreement**

- [http://www.menlo.edu/wp-content/uploads/2015/03/SUBJECT-VERB\\_AGREEMENT.pdf](http://www.menlo.edu/wp-content/uploads/2015/03/SUBJECT-VERB_AGREEMENT.pdf)
- [https://collegeofsanmateo.edu/writing/tutorials/04\\_PS\\_AdvSubVerbAgreement\\_Final.pdf](https://collegeofsanmateo.edu/writing/tutorials/04_PS_AdvSubVerbAgreement_Final.pdf)
- <https://www.nova.edu/tutoring-testing/study-resources/forms/subject-verb-agreement.pdf>
- <https://www.nova.edu/tutoring-testing/study-resources/forms/subject-verb-agreement.pdf>
- <https://gato-docs.its.txstate.edu/jcr:1ffc71e-ae4e-44e0-bd03-0a98ebda2146/Subject-Verb%20Agreement.pdf>
- <http://serragotestprep.com/Sub-vd%20agr.pdf>
- <https://www.espressoenglish.net/advanced-subject-verb-agreement-exercises/>
- [http://www.kaisons.org/uploads/3/4/0/1/3401675/\\_subject\\_verb\\_agreement\\_10.pdf](http://www.kaisons.org/uploads/3/4/0/1/3401675/_subject_verb_agreement_10.pdf)

## **Discourse Markers-Linking Idea**

### **Sentence Connectors-Showing Comparison (than, as)**

She is shorter than I am.

He is as tall as a giant.

### **Sentence Connectors-Showing Addition (and, also, as well as, besides, both)**

It is cold and windy today.

She is not only pretty but also intelligent.

Ram as well as Shyam is lazy.

Both Nita and Rita are twin sisters.

Besides her money, she lost her passport too.

### **Sentence Connectors-Showing Cause/Effect (because, since)**

She lady is smiling because of the joke.

He went there since he had no option.

### **Sentence Connectors-Showing Condition (if, unless)**

If it rains the match will be cancelled.

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You will not pass your exams unless you work hard.

### **Sentence Connectors-Showing Contrast (but, yet, although)**

He felt humiliated, but just walked away.

She looked carefully, yet she slipped.

Although she is ninety, she is active.

### **Sentence Connectors-Showing Opposition (Although, however, nevertheless, despite-must be followed by noun and is more formal, in spite of-is followed by noun and verb+ ing)**

John did not miss a single lesson; although, he has a terrible cold.

The man has much money. However, he is not happy at all.

I can manage to stay cheerful despite everything.

### **Exercise-1**

**Choose the correct connector from the bracket and fill in the blanks.**

1. I bought an ice cream \_\_\_\_\_ I was hungry (although, because, though).
2. \_\_\_\_\_ we don't know the way, we should look at the map (since, due to, in case).
3. Stand still \_\_\_\_\_ I can brush your hair. (so, so that, in order to).
4. \_\_\_\_\_ people take exercise, they become fat and stiff. (unless, although, as long as).
5. I shall enjoy the race, \_\_\_\_\_ if I don't win it. (although, even, though).

### **Exercise-2**

**Choose transitional expressions from the given list and insert them in the paragraph below. Use correct punctuation. (But, for example, otherwise, similarly, yet)**

Since the major cost of advanced education, if the student is away from home, is board and lodging, one can argue that as far as possible the expansion of public education beyond high school should be arranged locally. \_\_\_\_\_ in order to offer equal opportunities, we should have to envisage using public funds to provide years of free board and room for a considerable fraction of our high school graduates. \_\_\_\_\_ there are various types of professional and vocational education that can be given at only a few canters in even a very populous state. It is literally impossible, \_\_\_\_\_ to give adequate instruction in clinical medicine except in cities of sufficient size to support large hospitals. \_\_\_\_\_ advanced work in the arts, sciences, and letters can be done only where adequate libraries and laboratories are at hand. It is clearly in the national interest to find all the latent talent available for the lengthy training that research careers demand. \_\_\_\_\_ to establish research centres at every point in the United States where general education beyond the high school is desired would be not merely uneconomical, but impossible.

### **Exercise-3**

**Fill in the blanks between sentences with conjunctions selected from the following list. Not all will be used, of course, and some can be used more than once. Use a comma (,) or a semi-colon (;) before or after the conjunctions, as necessary.**

(and, or, nor, but, for, so, yet, either . . . or, neither . . . nor, both ... and, not only ... but also, however, therefore, moreover, furthermore, also, besides, consequently, else, otherwise, nevertheless, hence, then, accordingly, likewise)

My Uncle Harry was an unusual man. He was always kind \_\_\_\_\_ at the same time he was also temperamental. He loved children, \_\_\_\_\_ he disliked their noisy ways. He could not stand loud, unnecessary noise \_\_\_\_\_ could he bear the discordant sounds of some modern music. He \_\_\_\_\_ watched television \_\_\_\_\_ allowed his children to watch it. He \_\_\_\_\_ disapproved of television \_\_\_\_\_ of movies. His idea of fun was to read the encyclopaedia to his children, \_\_\_\_\_ they became very wise at early ages. His goal was to read everything that had been written \_\_\_\_\_ he did not succeed. He felt that he had to read \_\_\_\_\_ he would always be half educated. He wanted to buy books; \_\_\_\_\_ he believed in thrift. In his old age he became ill; \_\_\_\_\_ his eyes grew weak. The doctor told him not to read; \_\_\_\_\_ uncle Harry lost interest in life. He began to watch \_\_\_\_\_ television \_\_\_\_\_ films. This was bad for his eyes; \_\_\_\_\_ he said the doctor only told him not to read.

Uncle Harry was an unusual man; \_\_\_\_\_ we loved him.

## Links for online practice:

### Discourse Markers

- <http://dlicteachers.pbworks.com/w/file/fetch/97191789/Academic%20-%20Unit%208%20-%20Discourse%20Markers%20-%20Exercise%20-%201%20page%20with%20Answers.pdf>
- <http://humbox.ac.uk/1526/4/Microsoft Word - Student materials Week 4.pdf>
- <https://www.englishgrammar.org/discourse-markers-exercise/>
- <https://test-english.com/grammar-points/b2/discourse-markers/>
- <https://www.esl-lounge.com/student/vocabulary/2v1-discourse-markers.php>
- <http://sites.nbed.nb.ca/wiki/ecc-mal/English%2010/Writing/Discourse%20Markers.pdf>
- <https://dictionary.cambridge.org/grammar/british-grammar/discourse-markers-so-right-okay>

### Reference(s)

- [http://webdelprofesor.ula.ve/humanidades/azapata/materias/english\\_4/connectors\\_and\\_transitional\\_expressions\\_exercises\\_answers.pdf](http://webdelprofesor.ula.ve/humanidades/azapata/materias/english_4/connectors_and_transitional_expressions_exercises_answers.pdf)
- <http://wps.pearsoned.com/wps/media/objects/6524/6681325/Connectors.pdf>
- <https://www.pcc.edu/staff/pdf/645/SubjectVerbAgreement.pdf>

## Chapter 3

### Academic Writing: Modifiers

A **modifier** is a word/phrase/clause which modifies other words in a sentence. To be specific, a modifier is either an adjective or an adverb. The adjectives modify the nouns, and the adverbs modify the verbs or the adjectives or the other adverbs. See the details of adjectives and adverbs.

#### Example:

Alex bought a chocolate cake yesterday.

(Here, 'a' is an article which modifies the word 'cake' and the word 'chocolate' is the direct adjective of the word 'cake'. So, both the words 'a' and 'chocolate' are adjectives which modify the noun 'cake'. The word 'yesterday' announces the time of the action, i.e., the verb 'bought'. So, it is an adverb which modifies the verb.)

#### Misplaced Modifiers

Modifying phrases should be placed as close as possible to the words they modify. Otherwise, they sometimes distort the meaning of the sentence and add unintended humor.

**Incorrect:** The boy saw the red car looking out the window.

**Correct:** Looking out the window, the boy saw the red car.

In the incorrect version, the phrase looking out the window modifies car. Thus, the car was looking out the window. To correct this error, simply move the phrase so that it is placed near the word it truly modifies (the boy).

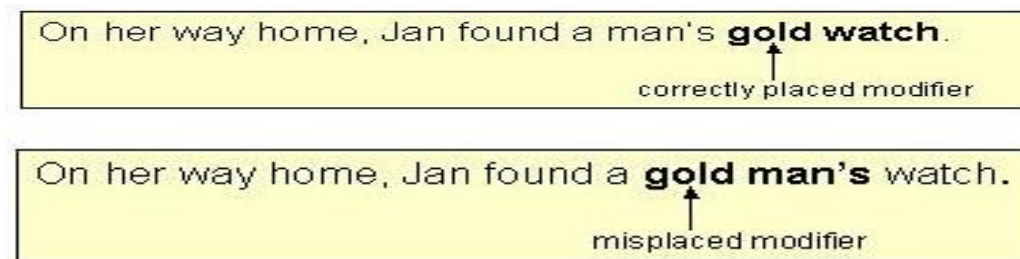
Remember that the placement of a single modifying word changes the meaning of the sentence. Look at the three possibilities when the word only is placed in different positions.

I only saw Janet. (I did not speak to her.)

Only I saw Janet. (No one else saw her.)

I saw only Janet. (I saw no one else.)

1. **A misplaced modifier** is a word, phrase, or clause that is improperly separated from the word it modifies / describes. Example



2. Misplaced adjectives are incorrectly separated from the nouns they modify and almost always distort the intended meaning

The child ate a **cold dish** of cereal for breakfast this morning.  
↑  
misplaced adjective (modifies *dish*)

The child ate a dish of **cold cereal** for breakfast this morning.  
↑  
correctly placed adjective (modifies *cereal*)

3. Placement of adverbs can also change meaning in sentences. Watch out for adverbs such as only, just, nearly, merely, and almost. They are often misplaced and cause an unintended meaning

We ate the lunch that we had brought **slowly**.

We **slowly** ate the lunch that we had brought.

4. Misplaced phrases may cause a sentence to sound awkward and may create a meaning that does not make sense.

They saw a fence behind the **house made of barbed wire**.

They saw a **fence made of barbed wire** behind the house.

5. Misplaced clauses may cause a sentence to sound awkward and may create a meaning that does not make sense.

Ralph piled all of his clothes in the **hamper that he had worn**.

Ralph piled all of his **clothes that he had worn** in the hamper.

---

**Exercise 1: Rewrite the following sentences, correcting the errors in misplaced modifiers.**

1. John stopped and parked the car looking at the scenery.

2. Lying on the desk, Jerry read the letter.

3. Braided in bright colors, Daniel picked up the rope.

4. The man saw the car swimming in the lake.

5. The woman reported the accident interviewing for a job.

6. Singing in the treetops, I saw a bird.

7. He enjoyed watching the cloud formation lying on the lawn.

8. My dad only gave me five dollars for the trip.

9. The speaker said that we only get twenty-five percent of the profits.

10. Covered with cream gravy, the waitress served the potatoes.

---

**Exercise 2: Read the sentences below and opt for the choice which is the best revision of the sentence.**

**1. I saw the United Nations Building walking up the street.**

- a) I, when I was walking up the street, saw the United Nations Building.
- b) The United Nations Building was seen by me walking up the street.
- c) Walking up the street, I saw the United Nations Building.
- d) I, seeing the United Nations Building, walking up the street.

**2. Filled with a delicious snack, the television entertained the small child.**



- 
- a) The television, filled with a delicious snack, entertained the child.
  - b) The child was entertained by the television filled with a delicious snack.
  - c) The child was filled with a delicious snack, the television entertained him.
  - d) The television entertained the small child filled with a delicious snack.

**3. At the age of five, my mother took me to visit the animals at the zoo.**

- a) My mother, at the age of five, took me to visit the animals at the zoo.
- b) When I was five, my mother took me to visit the animals at the zoo.
- c) My mother took me to visit the animals at the age of five at the zoo.
- d) When my mother was five, she took me to visit the animals at the zoo.

**4. Sally bought a new coat for her husband with a pin stripe.**

- a) Sally bought a new coat with a pin stripe for her husband.
- b) Sally, with a pin stripe, bought a new coat for her husband.
- c) A new coat with a pin stripe is what Sally bought for her husband.
- d) What Sally bought was a new coat for her husband with a pin stripe.

## **Dangling Modifiers**

A dangling modifier is a phrase or clause that does not clearly modify any word in the sentence. This kind of error makes the meaning of a sentence absurd. Look at these examples:

**Incorrect:** Listening closely, no sound could be heard.

**Correct:** Listening closely, he could hear no sound.

In the incorrect sentence, we have no idea **who** was listening. Because the phrase is placed next to the word *sound*, it should modify *sound*, theoretically, but that is absurd. Sound cannot listen. In order to correct the sentence, we must insert a word the phrase can logically modify. By adding the word *he*, we have a correct sentence.

Before we practice correcting these errors, let's look at three more examples:

**Digging in the garden, an old rag doll was discovered.**

(The sentence implies that the rag doll was digging in the dirt.)

**Solving the case, one important clue was overlooked.**

(Who solved the case . . . the clue?)

**Climbing the tree, a bird's nest was found.**

(Did the nest climb the tree?)

## **How to correct dangling modifiers?**

### **Correction Method 1**

Leave the modifier as it is. Change the main part of the sentence so that it begins with the term actually modified. This change will put the modifier next to the term it modifies.

**Walking to the movies**, the cloudburst drenched Jim.

dangling modifier

*Walking to the movies*, **Jim** was drenched by the cloudburst.

## Correction Method 2

Change the dangling modifier phrase to a subordinate clause, creating a subject and verb. Leave the rest of the sentence as it is.

**When nine years old**, my mother enrolled in medical school.

dangling modifier

**When I was nine years old**, my mother enrolled in medical school.

subject      verb

**Exercise 1: All these sentences have at least one dangling modifier. Identify them and fix them.**

1. To please the neighbors, some fireworks were set off a day early.  
\_\_\_\_\_
2. Though only sixteen years old, the college accepted Martha's application.  
\_\_\_\_\_
3. Climbing up the ladder carefully, the frightened cat was brought down from the tree.  
\_\_\_\_\_
4. After a quick change into my hospital gown, the nurse told me to relax.  
\_\_\_\_\_
5. Before replacing any wall outlet, the electricity should be turned off.  
\_\_\_\_\_
6. Vegetables are an important part of your culinary repertoire. To be cooked well, you must steam vegetables.  
\_\_\_\_\_  
\_\_\_\_\_
7. As a long sturdy rod, I know the Bass master 2000 is the best fishing pole available for fly-fishing.  
\_\_\_\_\_  
\_\_\_\_\_

8. I have many fond memories of my Aunt Judy. While still a boy, my Aunt Judy and I went to the Dallas Cup Rodeo. For something so rustic, the event was quite exciting.
- 
- 
9. Dentists provide many useful tips for your health. For instance, flossing your teeth daily, gum disease can be prevented.
- 
- 
10. Before engaging in strenuous aerobic exercise, warm-up activities are necessary.
- 
- 
11. Higher education is suffering from the twin evils of bureaucracy and the second is politics.
- 
- 
12. Stung by wasps, bees, or other such insects, powerful toxins can bring on allergic reactions so severe that people might die. Being aware of the danger is the first step to preventing such a death.
- 
- 
13. The investment firm must choose to either disclose its clients to the SEC or to immediately return the funds to those clients.
- 
- 
14. Before crashing his car, the defendant smoked two marijuana cigarettes, drank sixteen ounces of bourbon, and was swallowing three Valium pills.
- 
- 
15. Ugly, warty creatures with protruding noses and bat-like wings, architecture students find gargoyles endlessly fascinating as expressions of the grotesque.
- 
- 
16. There are many pictures of comedians hanging on the walls at Gavin's Restaurant. These images are of people who have performed there. He is an unusual host noted for his decorations.
- 
- 
17. When following a strict diet--one high in protein and low in carbohydrates-- weight loss programs can make a difference in the quality of life. Given that doctors acknowledge this fact, it is surprising more people do not try Dr. Atkins' diet plan.
- 
- 
-

18. The robber was described as a six-foot-tall man with brown hair and blue eyes and a mustache weighing 150 pounds.

\_\_\_\_\_

\_\_\_\_\_

19. Disgusted with his own dangling modifiers, the teacher reviewed his handouts and felt ill.

\_\_\_\_\_

\_\_\_\_\_

20. The time had come to leave at last. Deciding to pack up for college, my dog stared sadly at me as I bustled about the room.

\_\_\_\_\_

\_\_\_\_\_

21. Inhaling the fumes from paint thinner, statistics show that significant brain damage can occur.

\_\_\_\_\_

\_\_\_\_\_

22. After several years of inhaling fumes from paint thinner, brain damage is often one of the results.

\_\_\_\_\_

\_\_\_\_\_

**Exercise 2: In each of the following sentences, part of the sentence or the entire sentence is underlined. Choose the answer that best expresses the meaning of the original sentence through revision of the underlined portion.**

**(Choice A is always the same as the underlined part; the other four choices are different.)**

**1. Failing to get approval from his parents, depression overwhelmed the young man**

- a) depression overwhelmed the young man
- b) depression overwhelming the young man
- c) overwhelmingly depressed was the young man
- d) the young man was overwhelmed by depression
- e) the man, young and overwhelmed was depressed

**2. Having moved often, the new surroundings did not hamper the child's activities**

- a) the new surroundings did not hamper the child's activities
- b) not hampering the child's activities were the new surroundings
- c) the child's activities were not hampered by the new surroundings
- d) the child not being hampered by activities in the new surroundings
- e) the child, unhampered by his new surroundings, continued his activities

**3. To sing in the choir, music must be studied**

- a) music must be studied
- b) one must study music
- c) it is necessary to study music
- d) it is a must that music be studied

- 
- e) studying music is a necessity

**4. Turning his lights on dim, the car sped down the highway**

- a) the car sped down the highway
- b) speeding down the highway
- c) the man in the car sped down the highway
- d) the man speeding down the highway in his car
- e) speeding down the highway was the car of the man

**5. To dance well, proper shoes must be worn**

- a) proper shoes must be worn
- b) wearing proper shoes is a must
- c) you can only do it if you wear proper shoes
- d) requiring the wearing of proper shoes
- e) dancers must wear proper shoes

**6. Coming home last night from the movies, the car had a flat tire**

- a) the car had a flat tire
- b) a flat tire was had on the car by us
- c) we had a flat tire on the car
- d) having a flat tire on the car
- e) the car's flat tire delayed us

**7. Before reaching home, a long detour had to be taken**

- a) a long detour had to be taken
- b) having to take a long detour
- c) we had to take a long detour
- d) a long detour had to be taken by us
- e) taking us a long detour

**8. After moving to Alabama, Harry's dream was fulfilled**

- a) Harry's dream was fulfilled
- b) dreaming by Harry was fulfilled
- c) it was the dream that was fulfilled by Harry
- d) fulfilling Harry's dream
- e) Harry saw his dream fulfilled

**9. Running from the house, the keys on the desk were grabbed**

- a) the keys on the desk were grabbed
- b) grabbing the keys on the desk
- c) the keys were grabbed by her on the desk
- d) she grabbed the keys on the desk
- e) and from the desk she grabbed the keys

**10. While visiting in Paris, Napoleon's tomb was found especially interesting**

- a) Napoleon's tomb was found especially interesting
- b) I found Napoleon's tomb especially interesting

- c) of especial interest was Napoleon's tomb
- d) I was especially interested by Napoleon's tomb
- e) finding the tomb of Napoleon especially interesting

## Links for online practice

### Modifiers

- <https://www.jccc.edu/student-resources/academic-resource-center/writing-center/files/dangling-misplaced-modifiers1.pdf>
- <https://www.uvu.edu/writingcenter/docs/handouts/grammar/misplacedanddanglingmodifiers.pdf>
- <https://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/aeslandgrammar/Dangling-and-Misplaced-Modifiers.pdf>
- <https://www.everettcc.edu/files/programs/communications/writing-center/grammar/dangling-modifiers.pdf>
- [https://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/9th%20ELA/Unit%202/modifiers\\_misplaced\\_and\\_dangling%20\(1\).pdf?id=12858](https://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/9th%20ELA/Unit%202/modifiers_misplaced_and_dangling%20(1).pdf?id=12858)
- <http://chompchomp.com/handouts/modifierrules.pdf>
- [https://irsc-asc.weebly.com/uploads/3/1/8/1/31813909/036\\_modifiers\\_-\\_dangling\\_misplaced.pdf](https://irsc-asc.weebly.com/uploads/3/1/8/1/31813909/036_modifiers_-_dangling_misplaced.pdf)
- <https://www.eriesd.org/site/handlers/filedownload.ashx?moduleinstanceid=14946&dataid=14053&FileName=Q2U2%20-%20Grammar%20-%20Dangling%20Modifier%20Lesson.pdf>
- <https://grammar.yourdictionary.com/games-puzzles-and-worksheets/misplaced-and-dangling-modifiers-worksheet.html>

### Reference(s)

- [https://owl.purdue.edu/owl/general\\_writing/mechanics/dangling\\_modifiers\\_and\\_how\\_to\\_correct\\_the\\_m.html](https://owl.purdue.edu/owl/general_writing/mechanics/dangling_modifiers_and_how_to_correct_the_m.html)
- [https://owl.purdue.edu/owl/general\\_writing/mechanics/dangling\\_modifiers\\_and\\_how\\_to\\_correct\\_the\\_m.html](https://owl.purdue.edu/owl/general_writing/mechanics/dangling_modifiers_and_how_to_correct_the_m.html)
- <https://examples.yourdictionary.com/examples-of-dangling-modifiers.html>
- <https://www.chompchomp.com/terms/danglingmodifier.htm>
- <https://examples.yourdictionary.com/examples-of-misplaced-modifiers.html>
- <https://www.niu.edu/writingtutorial/grammar/misplaced-modifiers.shtml>
- <https://writingexplained.org/grammar-dictionary/misplaced-modifier>

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## Parallelism

Parallelism in sentences refers to matching grammatical structures. Elements in a sentence that have the same function or express similar ideas should be grammatically parallel, or grammatically matched. Nouns should be parallel with nouns, participles with participles, gerunds with gerunds, infinitives with infinitives, clauses with clauses, and so on.

### B-A-L-A-N-C-E-D

Parallel structure makes sure that your writing is balanced:

A sentence shall be parallel in these categories:

- i. Parallel structure in a series
- ii. Parallel structure with correlative conjunctions
- iii. Parallel structure with coordinating conjunctions
- iv. Parallel structure with verbs
- v. Parallel structure with phrases or clauses of comparison

#### i. Parallel structure in a series

- **When your sentence includes a series, make sure you have not used different grammatical structures for the items.**
  - He described skiing in the Alps, swimming in the Adriatic, and the drive across the Sahara Desert. (not parallelism)
  - He described skiing in the Alps, swimming in the Adriatic, and driving across the Sahara Desert. (parallel)
- **It doesn't matter what grammatical structure you choose for your series as long as you keep it consistent.**
  - Elaine liked to have a beer, exchange stories with her friends, and watch the men walk by. (not parallel)
  - Elaine liked having a beer, exchanging stories with her friends, and watching the men walk by. (parallel)
- **When you use words such as to, a, an, his, her or their with items in a series, you can use the word with the first item, thus having it apply to all the items; or you can repeat it with each item. If you choose to repeat it, you must do so with all the items, not just some of them.**
  - He liked their courage, stamina, and their style. (not parallel)
  - He liked their courage, stamina, and style. (parallel)
  - He liked their courage, their stamina, and their style. (parallel)
  - She saw a van, a car, and bicycle collide. (not parallel)
  - She saw a van, car, and bicycle collide. (parallel)
  - She saw a van, a car, and a bicycle collide. (parallel)
- **By this principle, an article or a preposition applying to all the members of a series must either be used only before the first term or else be repeated before each term.**
  - The French, the Italians, Spanish, and Portuguese (not parallel)

- The French, the Italians, the Spanish, and the Portuguese (parallel)
- In spring, summer, or in winter (not parallel)
- In spring, summer, or winter & In spring, in summer, or in winter (parallel)
- **Lists after colon shall be parallel.**
  - The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and looking up irregular verbs (not parallel)
  - The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and irregular verbs (parallel)
- **When you are comparing items in a sentence, make sure that the elements you are comparing or contrasting are grammatically parallel.**
  - He spoke more of his term as ambassador than being president (not parallel)
  - He spoke more of being ambassador than of being president (parallel)
  - The schools in the rural area are smaller than the inner city (not parallel)
  - The schools in the rural area are smaller than the schools in the inner city (parallel)
  - John Taylor Gatto criticizes public schools because they are compulsory, funded by the government, and destroy students' humanity (not parallel)
  - John Taylor Gatto criticizes public schools because they are compulsory, government-funded, and normalizing (parallel)
  - John Taylor Gatto criticizes public schools because they require students to attend, receive money from the government, and destroy students' humanity (parallel)
- **In antithetical constructions, something is true of one thing but not another. But not and rather than are used to set up these constructions. As with comparisons, both parts of an antithetical construction should be parallel.**
  - The administration approved the student's right to drop the class but not meeting with the professor (not parallel)
  - The administration approved the student's right to drop the class but not to meet with the professor (parallel)
  - The committee chose to postpone the motion rather than voting on it (not parallel)
  - The committee chose to postpone the motion rather than to vote on it (parallel)

## ii. **Parallel structure with correlative conjunctions**

- **Errors in parallel structure often occur with correlative conjunctions: either ...or; neither ...nor; both ...and; not only ...but also; whether ...or; if... then. The sentence structure following the second half of the correlative conjunction should mirror the sentence structure following the first half.**
  - The scientists disputed not only the newspaper article but also they disputed the university's official statement. (not parallel: phrase with clause)
  - The scientists disputed not only the newspaper article but also the university's official statement. (parallel: phrase with phrase)



- Either I like the job or not. (not parallel: clause with adverb)
- Either I like the job or I don't like it. (parallel: clause with clause)
- Either I like the job or I don't. (parallel: clause with clause)
  
- I have neither the patience to complete the assignment nor do I have the time complete it. (not parallel: phrase with clause)
- I have neither the patience nor the time to complete the assignment. (parallel: noun phrase with noun phrase)
  
- My dog not only likes to play fetch, but also chase cars. (not parallel)
- My dog not only likes to play fetch, but he also likes to chase cars. (parallel)
- My dog likes not only to play fetch, but also to chase cars. (parallel)
  
- **Be sure that any element you want to repeat appears after the first half of the correlative conjunction. Look at the position of “as” in the following examples. In the second sentence, “as” appears before “either” and is repeated after “or”, which makes the construction not parallel.**
- Not Parallel: They acted as either individual citizens or as members of the committee.
- Parallel: They acted either as individual citizens or as members of the committee.
  
- Not Parallel: We expected not only to be late but also we expected to be exhausted.
- We expected not only to be late but also to be exhausted.
- We expected to be not only late but also exhausted. (better)

### iii. Parallel structure with coordinating conjunctions

- Not Parallel: I am allergic to the dog's hair and how it smells.
- Parallel: I am allergic to the dog's hair and its smell.
  
- Not Parallel: My best friend took me dancing and to a show.
- Parallel: My best friend took me to a dance and a show.

### iv. Parallel structure with verbs

- **When you have more than one verb in a sentence, be sure to make the verbs parallel by not shifting tenses unnecessarily. Also, don't shift from an active to a passive verb.**
- Kate prepared the speech on the plane, and it was delivered by her at the conference. (Not parallel: active verb followed by passive verb)
- Kate prepared the speech on the plane and delivered it at the conference. (parallel: both verbs are active)
  
- Justin was excited about inviting friends over, eating a good meal, and to play a game of cards. (Not parallel)
- Justin was excited about inviting friends over, eating a good meal, and playing a game of cards. (Parallel)
  
- When the weather outside is cold and starting to get windy, I like to be indoors. (Not parallel)
- When the weather outside is cold and windy, I like to be indoors. (Parallel)

---

v. **Parallel structure with Phrases or Clauses of Comparison**

- **When you connect two clauses or phrases with a word of comparison, such as *than* or *as*, use parallel structure.**
  - Incorrect: James enjoys reading more than to write.
  - Correct: James enjoys reading more than writing.
  
  - Not Parallel: I would rather pay for my education than financial aid.
  - Parallel: I would rather pay for my education than receive financial aid.
  
  - Not Parallel: Here is where the cold winds blow and the bears hibernate, where a family's income is double the national average, and almost everyone lives in a trailer.
  - Parallel: Here is where the cold winds blow and the bears hibernate, where a family's income is double the national average, and where almost everyone lives in a trailer.
  
  - Not Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.
  - Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.
  
  - Not Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.
  - Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.
  - Parallel: The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

**Exercises**

**Exercise 1: Rewrite the following sentences to make parallel structure.**

1. Tell me his name and where he lives.

---

2. He is tall, red-headed, and has freckles.

---

3. I decided to go home, to get my gear, and later I went fishing.

---

4. I saw how he held the bat, how he hit the ball, and then he ran to first base.

---

5. We danced all night, laughed all day, and during the morning all we did was cry.

---

---

**Exercise 2: Correct the sentences.**

1. We must either raise revenues or it will be necessary to reduce expenses.  
\_\_\_\_\_  
\_\_\_\_\_
2. Stoics deny the importance of such things as wealth, good looks, and having a good reputation.  
\_\_\_\_\_  
\_\_\_\_\_
3. In his farewell address to the army, the general praised his soldiers for their unsurpassed courage and gave thanks because of their devotion.  
\_\_\_\_\_  
\_\_\_\_\_
4. The crowd that had gathered outside the court was loud and they were angry.  
\_\_\_\_\_  
\_\_\_\_\_
5. The police have a duty to serve the community, safeguard lives and property, protect the innocent against deception, and they must respect the constitutional rights of all.  
\_\_\_\_\_  
\_\_\_\_\_
6. Sir Humphry Davy, the celebrated English chemist, was an excellent literary critic as well as being a great scientist.  
\_\_\_\_\_  
\_\_\_\_\_
7. The Johnsons were cheerful and knowledgeable traveling companions, and behaved generously.  
\_\_\_\_\_  
\_\_\_\_\_
8. The delegates spent the day arguing with one another rather than work together to find common solutions.  
\_\_\_\_\_  
\_\_\_\_\_
9. My sister's promotion means that she will be moving to another state and take the children with her.  
\_\_\_\_\_  
\_\_\_\_\_
10. A company is not only responsible to its shareholders but also customers and employees as well.  
\_\_\_\_\_  
\_\_\_\_\_

- 
11. Examples of aerobic exercises are distance running, swimming, cycling, and long walks.
- \_\_\_\_\_
- \_\_\_\_\_
12. Consuming too much of a fat-soluble vitamin can be as harmful as not to consume enough.
- \_\_\_\_\_
- \_\_\_\_\_
13. The gyrocompass not only points to true north at all times, it is unaffected by external magnetic fields.
- \_\_\_\_\_
- \_\_\_\_\_
14. Everything that could make a sound either was removed or taped down.
- \_\_\_\_\_
- \_\_\_\_\_
15. John Taylor criticizes public schools because they are compulsory, funded by the government and destroy students' humanity.
- \_\_\_\_\_
- \_\_\_\_\_
16. The new instructor was both enthusiastic and she was demanding.
- \_\_\_\_\_
- \_\_\_\_\_
17. Annie's dress was old, faded, and it had wrinkles.
- \_\_\_\_\_
- \_\_\_\_\_
18. By the time she was there, the child was not only active but also she was well coordinated.
- \_\_\_\_\_
- \_\_\_\_\_
19. It is a truism that to give is more rewarding than getting.
- \_\_\_\_\_
- \_\_\_\_\_
20. A battery powered by aluminum is simple to design, clean to run, and it is inexpensive to produce.
- \_\_\_\_\_
- \_\_\_\_\_

**Exercise 3: For the following sentences choose the answer that best expresses the meaning of the original sentence through revision of the underlined portion. Choice A is always the same as the underlined part; the other four choices are different.**

1. To maintain a sound organization, we must recognize the leadership of our president, and it is necessary to follow a policy of integrity.

- 
- a) it is necessary to follow a policy of integrity
  - b) following a policy of integrity
  - c) the necessity to have a policy of integrity to follow
  - d) necessarily to follow a policy of integrity
  - e) we must follow a policy of integrity

**2. To accept false criticism, explained the counselor, is giving up one's self esteem.**

- a) giving up one's self-esteem
- b) bad because you give up your self-esteem
- c) to give up one's self-esteem
- d) one's way to give up your self-esteem
- e) the same as giving up one's self-esteem

**3. The women baked the cookies, but the kitchens were cleaned by the husband.**

- a) the kitchens were cleaned by the husbands
- b) the husbands cleaned the kitchens
- c) the cleaning was done by the husbands
- d) the kitchens being cleaned by the husbands
- e) the husbands were the cleaners of the kitchen

**4. One patient had a broken arm, a fractured skull, and two of her ribs were broken.**

- a) two of her ribs were broken
- b) ribs of which two were broken
- c) along with having two broken ribs
- d) two broken ribs
- e) she had two broken rib

**5. Before continuing the program, we considered expense, convenience and how easy it would be to implement it.**

- a) how easy it would be to implement it
- b) how to implement it easily
- c) ease of implementation
- d) implementing it easily
- e) we wondered how easily we could implement it

**6. The surgeon had a kind voice, a steady hand, and was good at bedside manners.**

- a) was good at bedside manners
- b) good bedside manners
- c) being good at bedside manners
- d) he had good bedside manners
- e) manners that were good at the bedside

**7. To the immature person, war may be an exciting adventure, but a brutal and horrible experience is how the wise person sees it.**

- 
- a) a brutal and horrible experience is how the wise person sees it
  - b) experiencing it is brutal and horrible to the wise person
  - c) how a wise person sees it is that it is brutal and horrible
  - d) to the wise person, it is a brutal and horrible experience

**8. The city was expecting high winds, heavy rain, and possibly it would hail**

- a) possibly it would hail
- b) hail could possibly come
- c) they also expected it to hail possibly
- d) possibly they thought it could hail
- e) possible hail

**9. Her gym instructor told her to sit out and that she should practice slowly.**

- a) that she should practice slowly
- b) to practice slowly
- c) begin practicing slowly
- d) practicing slowly
- e) slowly is how she should practice

**10. The actors wore yellow hats while yellow shoes were worn by the actresses.**

- a) yellow shoes were worn by the actresses
- b) yellow shoes were being worn by the actresses
- c) the actresses were wearing yellow shoes
- d) the actresses wore yellow shoes
- e) wearing yellow shoes was done by the actresses

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## Links for online practice

### Parallelism

- <https://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/9th%20ELA/Unit%202/Parallelism%20grammar%20exercises.pdf?id=12859>
- [https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc/\\_documents/Parallelism\\_Practice.pdf](https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc/_documents/Parallelism_Practice.pdf)
- <https://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/Parallelism%20Practice.pdf>
- <https://owlcation.com/humanities/Easy-Faulty-Parallelism-Examples-and-Exercises>
- [https://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-parallelism.php](https://www.myenglishpages.com/site_php_files/grammar-exercise-parallelism.php)
- <http://www.grammar-worksheets.com/worksheets/parallelism.php>
- <https://www.wallace.edu/sites/www/Uploads/files/Student%20Services/TWC/Student%20Resources%20Page/Parallelism%20Handout%20with%20Exercises.pdf>

### Reference(s)

- <https://examples.yourdictionary.com/examples-of-parallelism.html>
- <https://writingexplained.org/grammar-dictionary/parallelism>
- [https://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-parallelism.php](https://www.myenglishpages.com/site_php_files/grammar-lesson-parallelism.php)
- <https://www.niu.edu/writingtutorial/grammar/parallelism.shtml>

### Reading Comprehension

#### Main Idea

Main idea is also known as the central idea of a paragraph. The main idea of a paragraph is the primary point or concept that the author wants to communicate to the readers about the topic.

#### Types of Main Ideas

There are two types of main ideas:

1. Stated main idea
2. Implied/inferred main idea

##### 1. Stated Main Idea

Stated main idea is always given in the paragraph. It is embedded in the topic sentence. A paragraph typically starts with the topic sentence containing the main idea, and the rest of the paragraph provides specific details to support and develop the point. Main idea sums up the author's primary message.

Topic sentence is the statement of the main idea. It is that statement under which all other material in the paragraph examples, reasons, facts, details and other evidence can fit. Topic sentences with the stated main idea are usually located in the **first sentence** of the paragraph, but not always. They may also be at the **end of the paragraph**. They may even appear **twice** at the **beginning** and at the **end**.

#### Identifying the Sated Main idea

Stated main idea can be located at three different places in a paragraph. It can occur at the beginning, in the middle or at the end of a paragraph. Sometimes it occurs twice in a paragraph, i.e., in the beginning and at the end of a paragraph.

#### Stated main idea: beginning of the paragraph

*Consumers concerned about the hazards of noise can reduce noise pollution in many ways.* They can purchase noisy products such as garbage disposals and lawn mowers with reduced noise levels. They can also use sound-absorbing materials in their home. Carpeting can be installed instead of hard flooring, and cork and fabric can be used in rooms that tend to be noisy. Also, people can become less noisy themselves. They can learn to avoid shouting, to close doors without slamming them, and to play radios, TV sets, and stereos at moderate levels.

Notice that all information after the first sentence is about ways to reduce noise pollution. First sentence is the most general because it states that there are ways to reduce noise pollution. It summarizes the other statements in the paragraph.

#### Stated main idea: within a paragraph

The physical complaints of neurotic people who are overly anxious, pessimistic, hostile, or tense were once largely ignored by physician. Many doctors believed that the frequent complaints of neurotic were exaggerations. However, new research shows that neurotics are, more likely to have physical problems. Specifically, researchers found neurotics stand a greater chance of having five particular ailments: arthritis, asthma, ulcers, headaches, and heart diseases. In addition, there is



evidence that people who are pessimistic in their teens and twenties are more likely to become ill or die in their forties.

In the above example, the two sentences before the topic sentence introduce the question of physical health of neurotics. The topic sentence gives the writer's main idea on the topic. The last two sentences develop the main idea by giving specific details of the relevant research. Hence, the main idea is the third sentence.

### **Stated main idea: end of the paragraph**

A study at a prison shows that owning a pet can change a hardened prison inmate into a more caring person. Another study reveals that senior citizens, both those living alone and those in nursing homes, become more interested in life when they are given pets to care for. Even emotionally disturbed children smile and react with interest if there is a cuddly kitten or puppy to hold. Animals, then, can be a means of therapy for many kinds of individuals.

In the above example, previous sentences build up to the main idea.

### **Stated main idea: beginning and end of the paragraph**

We are on our way to become a cashless, checkless society, a trend that began with the credit card. Now some banks are offering "debit cards" instead of the credit cards. The cost of purchases made with these cards are deducted from the holder's bank account and are not added to the monthly bill. In addition to that, checking accounts, which are mainly used for paying bills, are going electronic. Now some people can make computer transactions over their pushbutton phones to pay bills by transferring money from their account to the account of whomever they owe. Soon we may be able to conduct most of our business without signing a check or actually seeing the money we earn and spend.

## **2. Implied Main Idea**

Implied main idea, also known as inferred main idea, is not given in the paragraph. It is hidden in the text and is deduced from the details supporting the main point.

In ancient times, irrational behavior was considered the result of demons and evil spirits taking possession of a person. Later, Greeks looked upon irrational behavior as a physical problem caused by an imbalance of body fluids called "humors" or by displacement of an organ. In the highly superstitious Middle Ages, the theory of possession by demons was revived. It reached a high point again in the witch-hunts of eighteenth-century Europe and America. Only in the last one hundred years did true medical explanations gain wide acceptance and categories of illnesses were changed.

In the above paragraph, no sentence is a good topic sentence that covers all other sentences. We must ask ourselves, "What is the main point the author is trying to make up with these details?" "Does all or most of the material support this idea?" In this case, the details show that people have explained mental illness in many different ways over the years. Although this is not stated, it is a broad enough summary to include all other material in the paragraph and hence can be referred as implied main idea.

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## Practice Passages

### Stated Main Idea

Directions: Read each paragraph. Mentally determine its topic. Then identify its stated main idea sentence by asking yourself, "What is the one most important point the author wants me to understand about the topic?" The sentence that answers that question is the paragraph's stated main idea sentence.

#### Passage 1

Tsunamis, large ocean waves caused by underwater earthquakes, can be deadly and destructive. For example, in December 2004, an underwater earthquake triggered a massive tsunami throughout the Indian Ocean. The tsunami killed more than 200,000 people and caused billions of dollars of damage to the coasts of numerous Southeast Asian countries.

#### The stated main idea is

- a. Tsunamis
- b. Tsunamis, large ocean waves caused by underwater earthquakes, can be deadly and destructive.
- c. The tsunami killed more than 200,000 people and caused billions of dollars of damage to the coasts of numerous Southeast Asian countries.
- d. African music has several interesting characteristics.

#### Passage 2

Even today, the U.S. Supreme Court does not reflect the U.S. population. It was 1967 before the first black Justice was appointed. It was 1981 before the first woman was appointed to the Court. It was 1986 before the Court had its first justice of Italian descent. No person of Hispanic or Asian descent has yet been appointed as a member of the Court.

#### The stated main idea is

- a. Even today, the U.S. Supreme Court does not reflect the U.S. population.
- b. It was 1967 before the first black justice was appointed.
- c. No person of Hispanic or Asian descent has yet been appointed as a member of the Court.

#### Passage 3

In Africa, music is usually performed outdoors. There is spontaneous music making as well as performances by social and music groups at ceremonies and feasts. There is no musical notation (written music). African music tradition, like folklore and history, is transmitted orally. Music is a social activity in which almost everyone participates. Clearly, African music has several interesting characteristics

#### The stated main idea is

- a. In Africa, music is usually performed outdoors.
- b. There is no musical notation (written music).
- c. Clearly, African music has several interesting characteristics.

#### Passage 4

High achievement motivation affects people's choice of occupation and job success. High achievement motivation refers to the psychological need for success in school, sports, occupations, or other competitive situations. People with high achievement motivation often go into occupations that reward individual achievement, such as sales, engineering, architecture, or law. Moreover, people with high achievement motivation tend to go into occupations that realistically match their abilities. For this reason, they have little

anxiety or fear of failure. And when success is achieved, they enjoy the fruit of their labour more than an average person.

**The stated main idea is**

- a. High achievement motivation affects people's choice of occupation and job success.
- b. Moreover, people with high achievement motivation tend to go into occupations that realistically match their abilities.
- c. For this reason, they have little anxiety or fear of failure.

**Passage 5**

Democracy comes from the Greek word *demos*, which means "the people," and *kratia*, meaning "to rule." The term democracy refers to a form of government in which the people govern, either directly or through elected representatives. In other words, it is a set of rules for determining who will exercise the authority of government.

**The stated main idea is**

- a. The term democracy refers to a form of government in which the people govern, either directly or through elected representatives.
- b. The meaning of the term democracy.
- c. In other words, it is a set of rules for determining who will exercise the authority of government.

**Implied Main Idea**

**Passage 1**

How do migrating animals find their destination? They navigate in a variety of ways. Fish use their sense of smell to recognize their migration paths and the change in water temperature guides them. Birds use the position of the sun to orient themselves. Some birds have magnetic particles in their ear that act as a compass. Mammals rely on their memory.

**The topic of this paragraph is**

- a. Destination
- b. Fishes' sense of smell
- c. How birds orient themselves?
- d. Migrating animals

**The implied main idea is**

- a. How do migrating animals find their way?
- b. Migrating animals navigate in a variety of ways.
- c. Mammals rely on their memory.

**Passage 2**

Psychologists say that a sigh can express satisfaction and contentment. Frequent sighing can suggest despair and depression. It can also express disgust or frustration. It can express several emotions, so there is no one correct way to interpret its meaning.

**The topic of this paragraph is**

- a. Psychologists
- b. A sigh; sighing
- c. Despair and depression
- d. Interpreting emotions

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**The implied main idea is**

- a. Psychologists say that a sigh can express satisfaction and contentment, and frequent sighing can suggest despair and depression.
- b. Sighing can express several emotions.
- c. A sign can express emotions, such as disgust or frustration.
- d. A sigh can express several emotions, but there is no one correct way to interpret its meaning.

**Passage 3**

You are up to your neck in credit card debt. You are feeling stressed, perhaps even panicked. You may be tempted to take out a home equity loan to pay off high credit card debt. Financial specialists say that it is a bad idea. If you spend the money instead of paying off your debt, you will dig yourself into a deeper financial hole. Even worse, you could lose your home.

**The topic of this paragraph is**

- a. Credit card debt
- b. Feeling stressed and panicked
- c. Using a home equity loan to pay off credit card debt
- d. Consulting financial specialists

**The implied main idea is**

- a. You are feeling stressed, perhaps even panicked, and you may be tempted to take out a home equity loan to pay off high credit card debt.
- b. You may be tempted to take out a home equity loan to pay off high credit card debt, but financial specialists say that it is a bad idea.
- c. If you spend the money instead of paying off your debt, you will dig yourself into a deeper financial hole.
- d. Financial specialists say that it is a bad idea.

**Passage 4**

Whenever your physician orders a medical test for you, ask why you need it. You should also inquire about the risks and benefits of the medical test. Find out how to prepare for it. For example, you may need to speed up or discontinue medications or herbal remedies you are taking. Finally, be sure to ask what the test will involve.

**The topic of this paragraph is**

- a. Why your physician orders a medical test?
- b. Medical tests
- c. Risks and benefits
- d. Discontinuing medications and herbal remedies

**The implied main idea is**

- a. There are several questions you should ask whenever your doctor orders a medical test for you.
- b. You should also inquire about the risks and benefits of the medical test.
- c. Find out how to prepare for it.
- d. For example, you may need to speed up or discontinue medications or herbal remedies you are taking.

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### Passage 5

When tigers hunt, they hunt alone. In contrast, lions hunt in groups; they work together to drive their prey into an ambush. Cheetahs are known for their speed when they chase their prey. Leopards are able to climb trees when they are prowling for prey. Surprisingly, jaguars often hunt in water. There is great diversity in the hunting habits of large cats. There is also great diversity in the places in which they hunt.

#### The topic of this paragraph is

- a. How tigers and lions hunt?
- b. Cheetahs, leopards, and jaguars
- c. Where cats hunt?
- d. The hunting habits of large cats

#### The implied main idea is

- a. When tigers hunt, they hunt alone, but in contrast, lions hunt in groups.
- b. Cheetahs, leopards, and jaguars have different methods of hunting.
- c. There is also great diversity in the places in which they hunt.
- d. There is great diversity in the hunting habits of large cats, and there is also great diversity in the places in which they hunt.

### Thesis Statement

#### Narrowing down

It is a process of limiting the scope of writing. Broad and elaborate subjects are narrowed down to focused and specific topics for essays, papers, articles and many other write-ups. Narrowing down is a journey from the 'general' to the 'specific'. Subjects are general/broad but topics are specific/narrowed.

It can further be explained by stating that a topic is a specific part of a subject on which a writer focuses. Subjects such as the *environment*, *literature*, and *sports* are too broad to be dealt with adequately in a single essay. Entire books are written about these and other subjects. Thus if your subject is sports, you might choose as your topic rule violations in college recruiting, violence in ice hockey, types of fan behaviour, the psychology of marathon runners, or the growth of sports medicine. Suppose, for example, you select farming and advertising as possible subject areas. The examples on the following page illustrate how to narrow these broad subjects into manageable topics. Notice how each successive topic is more narrowed than the one before it. Moving from the general to the specific, the topics become appropriate for essay writing.

The diagram illustrates the hierarchy of specificity for three topics: Chocolate, Advertising, and TV advertising of health fiber cereals. The hierarchy moves from 'Very general' at the top to 'Very specific' at the bottom.

**Chocolate Hierarchy:**

- Chocolate
- Effects of chocolate
- Positive effects of chocolate
- Health benefits of chocolate
- Benefits for mood enhancement

**Advertising Hierarchy:**

- Advertising
- TV advertising
- TV advertising of food
- TV advertising of cereal
- TV advertising of health fiber cereals

**Central Specificity Scale:**

- Very general
- ↓
- Less general
- ↓
- General
- ↓
- More specific
- ↓
- Very specific

It is usually a single sentence at the end of your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

## Constituents of a Thesis Statement

1. Topic
2. Opinion
3. Supporting points/qualifiers

1. Vaguely worded thesis: Cigarette smoking wreaks havoc on the body.
2. The improved version: Cigarette smoking harms the body by constricting the blood vessels, accelerating the heartbeat, and activating excess gastric secretions in the stomach.

## Explanation

In the above example Cigarette smoking is the topic, “wreaks havoc” is the opinion. This means it does not have the third important constituent of thesis statement. Hence it a weak thesis statement.

The improved version (2) is a strong thesis statement because there is a topic “Cigarette smoking”, an opinion “harms the body” and the three supporting points which justify the opinion of the writer such as “constricting the blood vessels, accelerating the heartbeat, and activating excess gastric secretions in the stomach.”

**Look at another example below and underline the three constituents. Also, state if it is a weak or strong thesis.**

1. Indonesia has a lot of interesting festivals. \_\_\_\_\_
2. Diwali is an important festival for Indians because they celebrate, remember traditional legends, and enjoy time with their families. \_\_\_\_\_

## What is not a thesis statement?

- a) A factual statement cannot be thesis statement, e.g. Christmas is celebrated on 25th December.
- b) A topic sentence cannot be thesis statement, e.g. The blood vessels in a smoker’s body are severely constricted because of the tar buildup from the cigarettes.
- c) A question cannot be a thesis statement, e.g. how can death rate be improved in poor countries?

## Five General Rules of Identifying a thesis statement

1. **A thesis statement makes an assertion; it is not a simple statement or observation.**

**Fact or observation:** More people are attending community colleges.

**Thesis Statement:** Community colleges are attracting more students because they offer job training programs as well as academic courses of study.

2. **A thesis statement takes a stand; it does not make an announcement.**

**Announcement:** The thesis of this paper is the difficulty of solving the environmental problems of the Indian River Lagoon.

**Thesis Statement:** Solving the environmental problems of the Indian River Lagoon will prove more difficult than what many people believe.

3. **A thesis statement is a main idea, not a title.**

**Title:** The effect of the internet on society.

**Thesis Statement:** Continuous advances in the field of internet has a huge impact on communication in the modern society.

4. **A thesis statement narrows the topic.**

**Broad:** The American automobile industry has many problems.

**Narrow (Thesis Statement):** The primary problem facing the American automobile industry is competition from foreign auto makers.

5. **A thesis statement is specific.**

**Vague:** John D. MacDonald’s stories are very good.

**Specific (Thesis Statement):** John D. MacDonald’s stories has advanced the thriller genre by employing intelligent dialogue, introducing environmental and economic concerns, and delving into moral issue.

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### Exercise 1

A New York publisher has estimated that 50,000 to 60,000 people in the United States want an anthology that includes the complete works of William Shakespeare. And what accounts for this renewed interest in Shakespeare? As scholars point out, the psychological insights he portrays in both male and female characters are amazing even today.

#### Select the best thesis statement.

- a. New Yorkers have a renewed interest in the work of Shakespeare.
- b. Shakespeare's characters are more interesting than fictional characters today.
- c. Shakespeare was a psychiatrist as well as a playwright.
- d. Academic scholars are putting together an anthology of Shakespeare's work.
- e. People today are interested in Shakespeare's work because of the characters.

### Exercise 2

Sushi, the thousand-year-old Japanese delicacy, started small in the United States, in a handful of restaurants in big cities. Today, sushi consumption in America is 50% greater than it was ten years ago and not just in restaurants. Sushi is also sold at concession stands in sports stadiums, university dining halls, and in supermarkets throughout the country.

#### Select the best thesis statement.

- a. Sushi is now a fast food as popular as hot dogs, burgers, and fries.
- b. More sushi is sold in restaurants than in supermarkets.
- c. Americans are more adventurous eaters than they were in the past.
- d. Sushi wasn't always widely available in the United States.

### Exercise 3

Litigation is not always the only or the best way to resolve conflicts. Mediation offers an alternative approach and it is the one that can be quite efficient and successful. Mediation can be faster, less expensive, and can lead to creative solutions. Additionally, mediation focuses on mutually acceptable solutions, rather than on winning or losing.

#### Select the best thesis statement.

- a. There is too much reliance on litigation in our society.
- b. Litigation is expensive, slow, and limited by its reliance on following the letter of the law.
- c. Mediation is the best way to resolve a crisis.
- d. Mediation can be an effective way to resolve conflicts

### Topic Sentence

A topic sentence states the main idea, includes or summarizes reasons that support main idea, and make a claim about the main idea of the paragraph. The topic sentence, however, shows only what the paragraph it is attached to is about.

#### Tips that will help you identify topic sentences

- **Identify the topic.** Figure out the general subject of the entire paragraph.



- **Locate the most general sentence (the topic sentence).** This sentence must be broad enough to include all of the other ideas in the paragraph.
- **Study the rest of the paragraph.** The topic sentence must make the rest of the paragraph meaningful. It is the idea that ties all of the other details together.

**Exercise: Read the paragraphs and underline the topic sentences.**

I would like to tell you about my uncle. His name is Juma and he is thirty-nine years old. He is my father's youngest brother. I really like Uncle Juma because he is very kind and very funny. He also tells us interesting stories about the places he visits.

All my brothers have jobs. My oldest brother, Edward, is a doctor at the hospital in the center of the city, and the second oldest, Daniel, is an accountant in an office near our home. My youngest brother is a policeman. I am the only brother who is still at school.

I love football. I loved football when I was a small boy, and I love it now. My favorite team is Manchester United. I go to see our local club team every weekend, and now I play for the college three times a week.

### **Supporting Sentences**

A paragraph contains facts, statements, examples, specifics which guides us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are called **supporting details**.

### **Determining Supporting Details**

1. Decide which details help to further the story line.
2. Decide which details help you to understand the main idea.
3. Answer question raised by the main idea (who, what when, why or how).

### **Types of Supporting Materials**

**1. Comparisons** in which one thing is shown to be like another.

Example: Skilled college students are like unskilled students in their desire for a diploma.

**2. Contrasts** in which one thing is shown to differ from another.

Example: Skilled students are different from unskilled students in a way that they use a method to read a textbook.

**3. Statistics**

Example: 75 percent of the students who do not attend class regularly receive C grades or worse.

**4. Quotations** from authorities

Example: Professor Smith admits, "I tell students that they don't need to attend my class if they don't want to. I know, however, that if they don't come, they won't pass."

**5. Vivid Description**

Example: The students took the exam from the professor's hand, looked at the grades quickly, gave a sigh of relief and began to smile.

## Major and Minor Supporting Details

There are two kinds of supporting details-*major* and *minor*. The main idea and its major supporting details form the basic framework of paragraphs. The **major details** are the primary points that support the main idea. Paragraphs often contain **minor details** as well. While the major details explain and develop the main idea, they, in turn are expanded upon by the **minor supporting details**.

## Main Idea and Major and Minor Detail

**Studies reveal that people's first names can have an influence on them.** Some names reflect on people in a positive way. For example, one survey showed that American men consider the name *Susan* to be very attractive. And participants in a British study thought *Tony* to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essay supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

### Exercise 1

**Look at the topic sentences below (a-g) and choose the best 4 supporting sentences for each blank.**

Learning English is very difficult. Firstly, \_\_\_\_\_  
\_\_\_\_\_. In addition, \_\_\_\_\_  
\_\_\_\_\_. Also, \_\_\_\_\_  
\_\_\_\_\_. Finally, \_\_\_\_\_  
\_\_\_\_\_. I think it will take a long time to learn English well.

- a. I don't like speaking English.
- b. We don't have the chance to practice with native speakers.
- c. Many people in the world learn English.
- d. The grammar is very different from my native language.
- e. The pronunciation is difficult to get right.
- f. It is easy to learn English vocabulary.
- g. I have only one English class a week.

### Exercise 2

**Look at the topic sentences below (a-g) and choose the best 4 supporting sentences for each blank.**

I hate my job. For one thing, \_\_\_\_\_  
\_\_\_\_\_. Another thing is that \_\_\_\_\_  
\_\_\_\_\_. Also, \_\_\_\_\_  
\_\_\_\_\_. However, the worst thing is that \_\_\_\_\_  
\_\_\_\_\_. I think it's time to look for a new job.

- a. My colleagues are friendly.
- b. The salary is very low.
- c. My boss is always getting angry and shouting at me.
- d. The office is in a great location.
- e. I want to work there forever.
- f. I have to work until about nine o'clock every night.
- g. Our office building is old and dirty.

### **Making Inferences**

An Inference is a conclusion made by connecting prior knowledge or known information with new information when the meaning is not obvious in the text, it is sometimes referred as reading between the lines.

### **Examples**

- a. When you enter a house, you see backpacks by the door, small shoes scattered near them. You see an art easel, and a room with a doll house and a toy box. You can infer that there are children in this family.
- b. Your friend walks past you without smiling. Her head is hanging down. She wipes a tear away from her eye, and looks at her report card. You can infer that your friend did not have good grades on her report card.
- c. You walk into the room and the teacher tells you to clear your desk and take out a piece of paper and a pencil. You can infer that an assessment will occur soon.

### **Practice Exercise**

**Directions: Read the passage and then respond to the questions at the end of the passage. Each question requires a logical inference based on textual details. Explain your answer by referencing the text.**

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag. Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

**1. What type of job does Paul work?**

Paul works some kind of job that requires him to get dirty: ditch digger, miner, laborer, etc.

**How do you know this?**

Paul's clothes are muddy every day.

**2. Describe Alice.**

Alice is a very clean person with a good deal of control over the household.

**What information in the text supports your description?**

Alice requires Paul to follow a cleaning procedure and she inspects him.

**3. What relationship do Paul and Alice have?**

They are husband and wife or mother and son

**Why do you feel this way?**

Either can be supported.

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**EXERCISE 1**

**Read the following conversation and answer the questions.**

A: Look at the long line! Do you think we'll get in?

B: I think so. Some of these people already have tickets.

A: How much are the tickets?

B: Only nine dollars for the first show. I'll pay.

A: Thanks. I'll buy the popcorn.

**1. Who are these people?**

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**2. What are they talking about?**

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**3. What do you think will happen next?**

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A: This is one of the reasons I hate working in a big city.

B: I know. Every day, it's the same thing.

A: This is terrible! We may be here all night! I hope we don't run out of gas.

B: No, I think there's enough.

A: Let's turn on the radio. Maybe there's some good music.

B: Sorry, the radio's not working.

A: I think I'll take the train tomorrow!

**1. Where are these people?**

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**2. What are they talking about?**

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**3. What do you think will happen next?**

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A: When did this happen?

B: Yesterday. I was playing soccer and I fell down.

A: Can you move it at all?

B: Only a little.

A: Can you walk on it?

B: No. It hurts too much.

A: I think we'll have to take an X-ray.

B: Will I be able to play in the game tomorrow?

A: I'm afraid not.

**1. Where are these people?**

**2. Who are they?**

**3. What are the people talking about?**

**EXERCISE 2**

**Read each sentence and circle the one answer choice that is a logical inference based upon that sentence.**

**1. Blood cholesterol was considered to be the problem for adults only.**

- a. Blood cholesterol is no longer a problem for adults.
- b. Only children have a problem with blood cholesterol.
- c. Blood cholesterol affects both adults and children.

**2. When apple growers talk about new varieties of apples, they don't mean something developed last month, last year, or even in the last decade.**

- a. Apple growers haven't developed any new varieties in recent decades.
- b. Some varieties of apples can be developed in a short time, but others take a long time.
- c. New varieties of apples take many years to develop.

**3. In all cultures, gestures are used as a form of communication, but the same gestures may have very different meanings in different cultures.**

- a. No two cultures use the same gestures.

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- b. One gesture will never have the same meaning in two cultures.
  - c. A person from one culture may misunderstand the gestures used by a person from another culture.
4. **Although sheepherding is an older and more beloved occupation, shepherds never caught the attention of American filmmakers the way cowboys did.**
- a. There have been more American films about cowboys than about shepherds.
  - b. Films about shepherds were popular before films about cowboys.
  - c. Cowboys are generally younger than shepherds.
5. **As an architect, Thomas Jefferson preferred the Roman style, as seen in the buildings of the University of Virginia, to the English style favored by Charles Bullfinch.**
- a. The architecture of the University of Virginia was influenced by the Roman style.
  - b. Bullfinch was an English architect.
  - c. Jefferson preferred to build in the English style of architecture.
6. **Even spiders that do not build webs from silk use it for a variety of purposes, such as constructing egg sacs and nursery tents.**
- a. All spiders build webs.
  - b. Spiders that build webs don't build egg sacs or nursery tents.
  - c. Silk is used by all spiders.
7. **There is more quartz in the world than any one kind of feldspar, but the feldspars as a group are five times more common than quartz.**
- a. One type of quartz is five times more plentiful than feldspar.
  - b. Quartz is less common than the feldspars.
  - c. The most common type of feldspar is as plentiful as quartz.
8. **A quick glance at the penmanship of George Washington, Franklin D. Roosevelt, or John Kennedy reveals that illegible handwriting does not indicate weakness of character.**
- a. Washington, Roosevelt, and Kennedy all had handwriting that was difficult to read.
  - b. A person's handwriting reveals a lot about that person.
  - c. The author believes that Washington, Roosevelt, and Kennedy all had weak characters.

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Reading and Summarizing

Skimming & Scanning

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

1. Description of Skimming

Skimming is used to obtain the gist (the overall sense) of a piece of text e.g. Use skimming to get the gist of a page of a textbook to decide whether it is useful and should therefore be read more slowly and in more detail.

How to use It	When to use It
(1) Read the title, subtitles and subheading to find out what the text is about. (2) Look at the illustrations to give you further information about the topic. (3) Read the first and last sentence of each paragraph. (4) Don't read every word or every sentence. Let your eyes skim over the text, taking in key words. (5) Continue to think about the meaning of the text.	(1) When one needs to know the overall sense or the main ideas of a text. (2) When there are large amounts of reading and limited time to review it in detail. (3) When one is seeking specific information rather than reading for comprehension or pleasure. (4) When it is necessary to find out if it is a book should be read at all or in more detail. (5) When one needs to know if a text may be of interest in one's research.

Skimming to save time

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general, follow these steps:

- Read the *table of contents* or *chapter overview* to learn the main divisions of ideas.
- Glance through the main headings in each chapter just to see a word or two. Read the *headings of charts and tables*.
- Read the entire *introductory paragraph* and then the *first and last sentence* only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.
- Stop and quickly read the sentences containing *keywords* indicated in boldface or italics.
- When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
- Read *chapter summaries* when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

- When you skim introductory and concluding paragraphs
- When you skim topic sentences
- When you find an unfamiliar word
- When the material is very complicated

## 2. Description of Scanning

Scanning is a fast-reading technique. It's a way of reading to look for specific information in a text. Scanning can be used to look up a phone number, read through the small ads in a newspaper, or for browsing TV schedules, timetables, lists, catalogues or web pages for information. For these tasks you don't need to read or understand every word.

Scanning is often confused with skimming, but is in fact a distinct reading strategy involving rapid but focused reading of text, in order to locate specific information, e.g. looking for particular details such as dates, names, or certain types of words. It is processing print at a high speed while looking for answers to specific questions. When you scan, you must begin with a specific question which has a specific answer. Scanning for information in this way should be both fast and accurate.

### Types of materials appropriate for scanning:

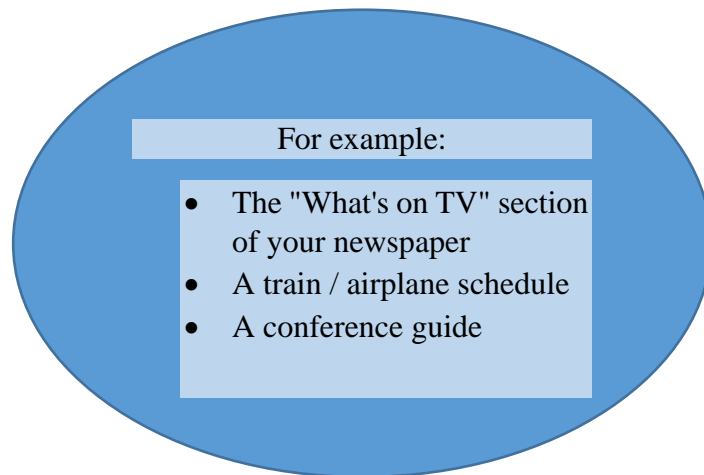
Simple: lists, dictionaries, white pages, tables, signs, classified ads. Less simple: yellow pages, reference works, tables of contents, indices (indexes), web pages

Complex: continuous prose - documents, articles, books, long descriptions

How to use it?	When to use it?
<ol style="list-style-type: none"> <li>1. Always start from the beginning of the passage.</li> <li>2. Move your eyes quickly over the lines, looking for key words related to the information you want to find.</li> </ol>	<ol style="list-style-type: none"> <li>1. When one needs to find a particular or specific piece of information,</li> <li>2. When one only needs to extract specific details from a text.</li> <li>3. When studying or looking to find specific information from a book or article quickly</li> </ol>



3. Stop scanning and begin reading as soon as you find any of the key words you're looking for.	as there is not always time to read every word.
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### Tips

1. Don't try to read every word. Instead let your eyes move quickly across the page until you find what you are looking for.
2. Use clues on the page, such as headings and titles, to help you.
3. In a dictionary or phone book, use the 'header' words to help you scan. You can find these in bold type at the top of each page.
4. If you are reading for study, start by thinking up or writing down some questions that you want to answer. Doing this can focus your mind and help you find the facts or information that you need more easily.
5. Many texts use A-Z order. These include everyday materials such as the phone book and indexes to books and catalogues.
6. There are many ways to practice scanning skills. Try looking up a favorite recipe in the index of a cookbook, search for a plumber in your local Yellow Pages, or scan web pages on the Internet to find specific information.

### Activity 1

**Read the following questions and then use the TV Schedule on the next page to find the answers.**

1. Is there a show about making good investments?
2. You are thinking about traveling to the USA for a vacation. Which show you should watch?
3. Your friend doesn't have a TV, but would like to watch a film starring Tom Cruise. Which film should you record?
4. Peter is interested in wild animals which show should he watch?
5. Which outdoor sport you can watch?
6. Which indoor sport you can watch?
7. You like modern art. Which documentary you should watch?
8. How often you can watch the news?
9. Is there a horror film scheduled for the evening?

## CBC

### CBC

**6.00 p.m.:** National News - join Jack Parsons for your daily news roundup.

**6.30:** The Tiddles- Peter joins Mary for a wild adventure in the park.

**7.00:** Golf Review- Watch highlights from today's final round of the Grand Master's.

**8.30:** Shock from the Past- This entertaining film by Arthur Schmidt takes a poke at the wild side of gambling.

**10.30:** Nightly News- A review of the day's most important events.

**11.00:** MOMA: Art for Everyone- A fascinating documentary that helps you enjoy the difference between pointillism and video installations.

**12:00:** Hard Day's Night- Reflections after a long, hard day.

## FNB

**6.00 p.m.:** In-Depth News - In-depth coverage of the most important national and international news stories.

**7.00:** Nature Revealed- Interesting documentary taking a look at the microscopic universe in your average speck of dust.

**7.30:** Ping - Pong Masters- Live coverage from Peking.

**9.30:** It's Your Money- That's right and this favorite game show could make or break you depending on how you place your bets.

**10.30:** Green Park- Stephen King's latest monster madness.

**0.30:** Late Night News- Get the news you need to get a hard start on the upcoming day.

## ABN

**6.00 p.m.:** Travel Abroad - This week we travel to sunny California!

**6.30:** The Flintstones- Fred and Barney are at it again.

**7.00:** Pretty Boy- Tom Cruise, the prettiest boy of them all, in an action-packed thriller about Internet espionage.

**9.00:** Tracking the Beast- The little understood wildebeest filmed in its natural surroundings with commentary by Dick Signit.

**10.00:** Pump Those Weights- A guide to successfully using weights to develop your physique while getting fit.

**11.30:** The Three Idiots- A fun farce based on those three tenors who don't know when to call it quits.

**1.00:** National Anthem- Close the day with this salute to our country.

### Scanning for research and study

Scanning, too, uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

Facts may be buried within long text passages that have relatively little else to do with your topic or claim. Skim this material first to decide if it is likely to contain the facts you need. Don't forget to scan table of contents, summaries, indexes, headings, and typographical cues. To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological, or most-to-least, for example. If after skimming you decide the material will be useful, go ahead and scan:

- Know what you're looking for. Decide on a few key words or phrases—search terms, if you will. You will be a flesh-and-blood search engine.
- Look for only one keyword at a time. If you use multiple keywords, do multiple scans.

- Let your eyes float rapidly down the page until you find the word or phrase you want.
- When your eye catches one of your keywords, read the surrounding material carefully.

### **Scanning for answering the questions**

If you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

- Read each question completely before starting to scan. Choose your keywords from the question itself.
- Look for answers to only one question at a time. Scan separately for each question.
- When you locate a keyword, read the surrounding text carefully to see if it is relevant.
- Re-read the question to determine if the answer you found answers this question.

Scanning is a technique that requires concentration and can be surprisingly tiring. You may have to practice at not allowing your attention to wander. Choose a time and place that you know works for you and dive in.

## **PHOBIAS**

What is a phobia? A phobia is an intense fear or feeling of anxiety that occurs only in a particular situation that frightens you.

This might be something as seemingly logical as a fear of heights, or as illogical as a fear of the colour green. At other times you don't feel anxious. For example, if you have a phobia of spiders (as millions of people do), you only feel anxious when there's a spider around, otherwise you feel fine. About one in ten people has a significant phobia, although few people seek treatment.

People develop phobias to all sorts of things. Each phobia has its own name. Some (of a very long list) include:

Musophobia – fear of mice; Peladophobia – fear of bald people; Amathophobia – fear of dust; Pnigophobia – fear of choking or smothering; Maieusiophobia – fear of childbirth; Homichlophobia – fear of fog; Arachibutyrophobia – fear of peanut butter sticking to the roof of the mouth.

Phobias make people avoid situations they know will make them anxious, but this can make the phobia worse. A person's life can become increasingly dominated by the precautions they take to avoid a situation they fear. You may know there's no real danger and you may feel embarrassed by your fear, but you're still unable to control it. It's better to confront your fears, even if it's in a very careful way or with the help of a trained therapist.

A phobia is more likely to go away if it began after a distressing or traumatic event.

What's the treatment?

Cognitive behavioral therapy – a 'talking treatment' where you learn all about the thing or situation you are scared of and how to change your behavior – has a high success rate in phobias. Your GP can refer you.

### **Answer the following questions:**

**1. The purpose of the text is to \_\_\_\_\_.**

- a. give information about phobias
- b. give instructions for people with phobias
- c. persuade people with phobias to seek help

**2. A phobia \_\_\_\_\_.**

- a. happens to everyone when they are frightened
- b. happens only in certain situations
- c. only happens to people who are anxious

**3. Phobias \_\_\_\_\_.**

- a. are logical
- b. are not logical
- c. can be logical or not logical

**4. The number of people who have phobias is \_\_\_\_\_.**

- a. five out of ten people
- b. ten people
- c. 10 percent of the population

**5. Peladophobia is \_\_\_\_\_.**

- a. fear of bald people
- b. fear of dust
- c. fear of fog

**6. The writer advises people with phobias to \_\_\_\_\_.**

- a. consult a psychotherapist
- b. avoid situations that make them anxious
- c. confront the fear rather than avoid it

**7. Which of these phobias is not mentioned in the text?**

- a. Arachibutyrophobia
- b. Arachnophobia
- c. Amathophobia

**8. Cognitive Behavioural Therapy is \_\_\_\_\_?**

- a. a recommended treatment for phobias
- b. not a recommended treatment for phobias
- c. is a recommended treatment for some phobias

**9. This text might be found under which heading on the BBC website?**

- a. Physical health
- b. Mental health
- c. You and your therapist

**10. What is the main message of this article?**

- a. Some people have phobias and live in fear of certain things.
- b. If you have a phobia, you should see a therapist.
- c. What a phobia is and how to treat it.

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## Pulp Friction

Every second, one hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clear cut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

Hemp has been cultivated by many cultures for thousands of years. It produces fibre which can be made into paper, fuel, oils, textiles, food, and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships; colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibres, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fibre, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not only of the plant used to produce the drug, but also of the commercial fibre-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison -- despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug)

In recent years, two major movements for legalization have been gathering strength. One group of activists believes that all cannabis should be legal -- both the hemp plant and the marijuana plant -- and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fibre; this group wants to make it legal to cultivate the plant and sell the fibre for paper and pulp production. This second group has had a major triumph recently: in 1997, Canada legalized the farming of hemp for fibre. For the first time since 1938, hundreds of farmers are planting this crop, and soon we can expect to see pulp and paper produced from this new source.

**Select the best option.**

**1. The main idea of paragraph one is \_\_\_\_\_.**

- a. scientists are worried about New York City.

- b. logging is destroying the rainforests.
- c. governments make money from logging.
- d. salmon are an endangered species.

**2. The main idea of paragraph two is \_\_\_\_\_.**

- a. Canadian forests are especially under threat.
- b. Hemp is a kind of plant.
- c. Canada is a major supplier of paper and pulp.
- d. Canada produces a lot of hemp.

**3. The main idea of paragraph three is \_\_\_\_\_.**

- a. Paper could be made from hemp instead of trees.
- b. Hemp is useful for fuel.
- c. Hemp has been cultivated throughout history.
- d. Hemp is essential for building large ships.

**4. The main idea of paragraph four is \_\_\_\_\_.**

- a. Hemp is used to produce drugs.
- b. Many famous people used to grow hemp.
- c. It is illegal to grow hemp.
- d. Hemp is useful for producing many things.

**5. The main idea of paragraph five is \_\_\_\_\_.**

- a. Hemp should be illegal because it is dangerous.
- b. Recently, many people have been working to legalize hemp.
- c. Hemp was made illegal in 1938.
- d. Marijuana is not a dangerous drug.

## Summary Writing

### How to write a Summary

**Preparing to write:** To write a good summary it is important to thoroughly understand the material you are working with. Here are some preliminary steps in writing a summary.

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Consider why you have been assigned the text. Try to determine what type of text you are dealing with. This can help you identify important information.
2. Read the text, highlighting important information and taking notes.

### Global Implications of Patent Law Variation

A patent is an exclusive right to use an invention for a certain period of time, which is given to an inventor as compensation for disclosure of an invention.

Although it would be beneficial for the world economy to have uniform patent laws, each country has its own laws designed to protect domestic inventions and safeguard technology. Despite widespread variation, patent laws generally fall under one of two principles: the first-to-file and first-to-invent. The first-to-file principle

awards a patent to the person or institution that applies for a patent first, while the first-to-invent principle grants the patent to the person or institution that was first to invent and can prove it. Most countries have adopted the first-to-file system. However, the United States maintains a first-to-invent system, despite obvious shortcomings. A result of countries employing different patent law principles is inconsistency of patent ownership. Patent ownership is not recognized globally. On the contrary, ownership may change depending on the country. It is not uncommon for an invention to have two patent owners – one in the United States and one in the rest of the world. This unclear ownership often has economic consequences. If a company is interested in using a patented invention, it may be unable to receive permission from both patent owners, which in turn may prevent manufacture of a particular product. Even if permission is received from both owners, pay royalties to both may be quite costly. In this case, if the invention is useful enough, a company may proceed and pass on the added cost to consumers. International economic tension has also been increasing as a result of differing policies. Many foreign individuals and companies believe that they are at a serious disadvantage in the United States with regard to patent ownership because of the logistical difficulties in establishing first-to-invent status. Further, failure of the United States to recognize patent ownership in other countries is in violation of the Paris Conventions on Industrial Properties, which requires all member nations to treat all patents equally. The conflict surrounding patents has prompted the World Intellectual Properties Organization (WIPO) to lobby for universality in patent laws. WIPO maintains that the first necessary step involves compelling the United States to reexamine its patent principle, taking into account the reality of a global economy. This push may indeed result in more global economic cooperation.

### **Writing the Summary:**

When writing the summary there are three main requirements:

- a. The summary should cover the original as a whole.
- b. The material should be presented in a neutral fashion.
- c. The summary should be a condensed version of the material, presented in your own words.

**Also** do not include anything that does not appear in the original. (Do not include your own comments or evaluation.) And be sure to identify your source.

### **Summary example:**

In his paper “Global Implications of Patent Law Variation,” Koji Suzuki (1991) states that lack of consistency in the world’s patent laws is a serious problem. In most of the world, patent ownership is given to the inventor that is first to file for a patent. However, the United States maintains a first-to-invent policy. In view of this, patent ownership can change depending on the country. Multiple patent ownership can result in economic problems; however, most striking is the international tension it causes. The fact that the United States does not recognize patent ownership in other countries, in violation of the Paris Convention on Industrial Properties, has prompted the World Intellectual Properties Organization (WIPO) to push the United States to review its existing patent law principles.

**Q1. Summarize in your own words, the advantages and disadvantages of owning a television. Your account should not be more than 120 words. (10 Marks)**

**Note: Refer to the rubrics given in the course outline.**

With the invention of televisions, many forms of entertainments have been replaced. Lively programs like television serials and world news, have removed from us the need to read books or papers, to listen to radios or even to watch movies. In fact, during the 1970s, when televisions were first introduced, cinema theatres suffered great losses as many people chose to stay in the comforts of their homes to watch their favourite programs. Indeed, the television brings the world into our house. Hence, by staying at home and pressing some buttons world happenings are immediately presented before us. Children nowadays develop faster in language, owing

to the early exposure to television programs. At such **tender age**, it would be difficult for them to read books or papers. Thus, television programs are a good source of learning for them. Furthermore, pronunciations by the **newscasters**, actors or actresses are usually standardized, hence young children watching these programs will learn the 'right' pronunciations too. Owning a television is also extremely beneficial to working parents who are usually too busy or exhausted to take their kids out for entertainments. Surrounded by the comforts of their home, the family can have a chance to get together and watch their favourite television programs.

Of course, we should not be too carried away by the advantages of the television and overlook its negative points. Watching television programs takes away our need to read. Why bother to read the papers when we can hear them from the television news reports? Why read books when exciting movies are screened? The lack of reading is unhealthy especially to younger children as they will grow up only with the ability to speak but not write. I have a neighbour whose six-year-old child can say complete sentences like "I like cats," but when told to write out the sentence, is unable to do so. Not only are the writing skills of children affected, their thinking capacities are also handicapped. Television programs remove the need to think. The stories, ideas and facts are woven in the way television planners wanted. Exposure to such opinions and the lack of thinking opportunities will hinder the children's analysing ability.

Despite the disadvantages of watching television programs, personally, I think that choosing the 'middle path', which is to do selective television viewing and not over **indulging** in the habit should be the best solution to reconcile both the merits and demerits of owning a television.

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**Q2. Summarize in your own words, the following passage. Your account should not be more than 110 words. (10 Marks)**

**Note: Refer to course outline for the rubrics.**

To **venture** into out space, man first of all has to develop an efficient means of travel. Despite the rockets and space shuttles that man has now that can travel at many kilometres per second, the speed is still very slow. It takes months just to reach Venus, our next-door planetary neighbour. To go to planets further away it would take years. Interstellar travel is definitely out of the question now.

According to current developments in science, there is a speed limit in the universe. This limit is the speed of light which is an **astounding** 300,000 kilometres per second. Even at this speed it still takes about eight minutes for light from the Sun to reach our planet. So, at the snail-pace 10 kilometres per second of our rockets, it is obvious why our speed is grossly inadequate.

Even if we have the means of travel, we still have to know the place we are going to. We have to know the conditions and thus devise steps to handle any situation that may crop up. It is foolish just to go to, say, a planet



and land there. The space travellers will surely **perish** if they do not know how to cope with the conditions of the planets.

Man is a creature evolved from the Earth. Earth is his home and his body is made especially for living here. Biologically then space travel presents man with a formidable challenge. At the present stage of our space travel, man is restricted to orbiting the Earth or landing on the moon. It is an established fact that the body undergoes biological changes outside the Earth. An example is that the bones lose their mass and man has to readjust to conditions on Earth when he returns. This is only the one problem that has to be resolved. What about those that come up on long space journeys? No one knows for sure.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Links for online practice

## Reading and Summarizing

- [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/quoting\\_paraphrasing\\_and\\_summarizing](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing)
- <https://students.dartmouth.edu/academic-skills/learning-resources/learning-strategies/reading-techniques>
- <https://www.youtube.com/watch?v=X0erzQDWMWc>
- <https://academicguides.waldenu.edu/writingcenter/assignments/annotatedbibliographies/summary>
- <https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/writing-article-summaries>

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- [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Reading\\_comprehension/The\\_Internet\\*\\_A\\_friend\\_or\\_an\\_enemy\\$bk97092zs](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reading_comprehension/The_Internet*_A_friend_or_an_enemy$bk97092zs)
  - <https://www.pinterest.com/pin/459437599464974380/>

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- [http://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming\\_scanning.html](http://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming_scanning.html)
- <http://esl.about.com/library/lessons/blscan.htm>
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- <http://depts.washington.edu/owrc>

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# Short Story

## **Introduction**

A short story is fictional work of prose that is shorter in length than a novel. The format of short story is often narrative that tends to be more pointed than longer works of fiction, such as novellas (in the 20th and 21st century sense) and novels or books. Usually, a short story focuses on one incident, has a single plot, a single setting, a small number of characters, and covers a short period of time.

Short Story has been defined in different ways such as:

A piece of fictional writing usually less than 5000 words that contains these basic elements: characters, setting, plot, conflict, resolution, climax, dialogue, protagonist, and antagonist.

A short story is a brief work of fiction. The short story resembles the longer novel but generally has a simpler plot and setting. In addition, the short story tends to reveal character at a crucial moment rather than to develop it through many incidents.

## **Components of Short Story**

A short story may have all the elements of a short novel, complete plot and developed characters, but, because of the lack of space, they tend to be structured quite differently from novels.

A Short Story is based on the following components:

1. Setting
2. Character
3. Conflict
4. Theme
5. Plot
6. Point of View

### **1. Setting**

The time and location in which a story takes place is called the setting. For some stories the setting is very important, while for others it is not. There are several aspects of a story's setting to consider when examining how setting contributes to a story (some, or all, may be present in a story):

- **Place** - geographical location. Where is the action of the story taking place?
- **Time** - When is the story taking place? (Historical period, time of day, year, etc)
- **Weather conditions** - Is it rainy, sunny, stormy, etc?
- **Social conditions** - What is the daily life of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?
- **Mood or atmosphere** - What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

### **2. Character**

In fictional literature, authors use many different types of characters to tell their stories. Different types of characters fulfill different roles in the narrative process, and with a little bit of analysis, you can usually detect some or all of the types below.

- **Protagonist**

The protagonist is the central person in a story, and is often referred to as the story's main character. He or she (or they) is faced with a conflict that must be resolved. The protagonist may not always be admirable (e.g. an anti-hero); nevertheless s/he must command involvement on the part of the reader, or better yet, empathy.

- **Antagonist**

The antagonist is the character(s) (or situation) that represents the opposition against which the protagonist must contend. In other words, the antagonist is an obstacle that the protagonist must overcome.

- **Dynamic**

A dynamic character is a person who changes over time, usually as a result of resolving a central conflict or facing a major crisis. Most dynamic characters tend to be central rather than peripheral characters, because resolving the conflict is the major role of central characters.

- **Static**

A static character is someone who does not change over time; his or her personality does not transform or evolve.

- **Round**

A rounded character is anyone who has a complex personality; he or she is often portrayed as a conflicted and contradictory person.

### 3. Conflict

Conflict is essential to plot. Without conflict there is no plot. It is the opposition of forces which ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments; rather it is any form of opposition that faces the main character. Within a short story there may be only one central struggle, or there may be one dominant struggle with many minor ones.

There are two types of conflict:

- **External** - A struggle with a force outside one's self such as society, family, etc.
- **Internal** - A struggle within one's self; a person must make some decision, overcome pain, quiet his/her temper, resist an urge, etc.

### 4. Theme

The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.

### 5. Plot

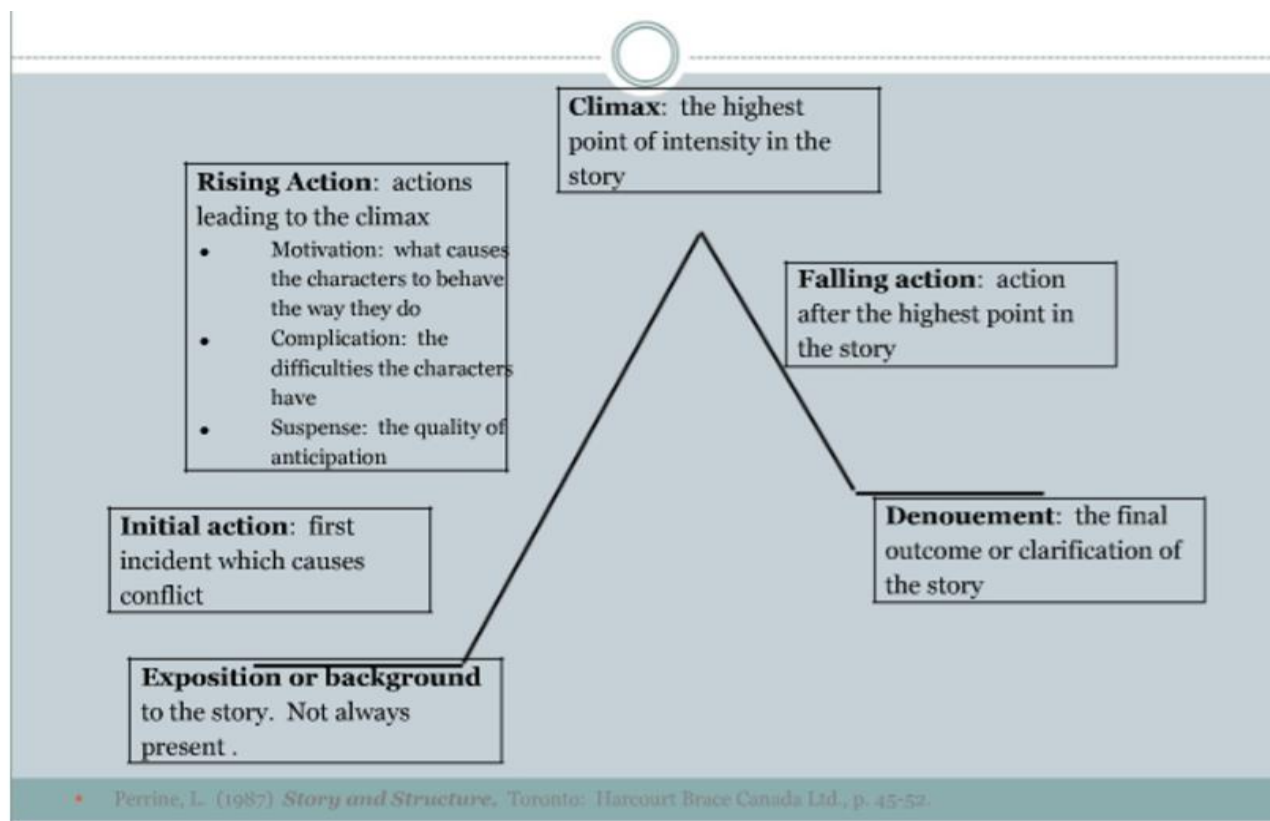
The plot is how the author arranges events to develop his basic idea; it is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting.

There are five essential parts of plot:

- **Introduction** - The beginning of the story where the characters and the setting is revealed.
- **Rising Action** - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).
- **Climax** - This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?

- **Falling action** - The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and denouement).
- **Denouement** - This is the final outcome or untangling of events in the story.

### Plot Diagram



## 6. Point of View

Point of view is the way the author allows you to “see” and “hear” what’s going on. Skillful authors can fix their readers’ attention on exactly the detail, opinion, or emotion the author wants to emphasize by manipulating the point of view of the story.

- **First-person point of view**  
First-person point of view is in use when a character narrates the story with *I-me-my-mine* in his or her speech. The advantage of this point of view is that you get to hear the thoughts of the narrator and see the world depicted in the story through his or her eyes. However, remember that no narrator, like no human being, has complete self-knowledge or, for that matter, complete knowledge of anything. Therefore, the reader’s role is to go beyond what the narrator says.
- **Second-person point of view**  
Second-person point of view is in which the author uses *you* and *your*, is rare; authors seldom speak directly to the reader. When you encounter this point of view, pay attention. Why? The author has made a daring choice, probably with a specific purpose in mind. Most times, second-person point of view draws the reader into the story, almost making the reader a participant in the action.
- **Third-person point of view** is that of an outsider looking at the action. The writer may choose *third-person omniscient*, in which the thoughts of every character are open to the reader, or *third-person limited*, in which the reader enters only one character’s mind, either throughout the entire work or in a

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specific section. Third-person limited differs from first-person because the author's voice, not the character's voice, is what you hear in the descriptive passages.

**Use skimming and scanning to read the following text.**

### **How it Happened**

*By: Arthur Conan Doyle*

I can remember some things upon that evening most distinctly, and others are like some vague, broken dreams. That is what makes it so difficult to tell a connected story. I have no idea now what it was that had taken me to London and brought me back so late. It just merges into all my other visits to London. But from the time that I got out at the little country station everything is extraordinarily clear. I can live it again — every instant of it.

I remember so well walking down the platform and looking at the illuminated clock at the end which told me that it was half-past eleven. I remember also my wondering whether I could get home before midnight. Then I remember the big motor, with its glaring head-lights and glitter of polished brass, waiting for me outside. It was my new thirty-horse-power Robur, which had only been delivered that day. I remember also asking Perkins, my chauffeur, how she had gone, and his saying that he thought she was excellent.

"I'll try her myself," said I, and I climbed into the driver's seat.

"The gears are not the same," said he. "Perhaps, sir, I had better drive."

"No; I should like to try her," said I.

And so we started on the five-mile drive for home.

My old car had the gears as they used always to be in notches on a bar. In this car you passed the gear-lever through a gate to get on the higher ones. It was not difficult to master, and soon I thought that I understood it. It was foolish, no doubt, to begin to learn a new system in the dark, but one often does foolish things, and one has not always to pay the full price for them. I got along very well until I came to Claystall Hill. It is one of the worst hills in England, a mile and a half long and one in six in places, with three fairly sharp curves. My park gates stand at the very foot of it upon the main London road.

We were just over the brow of this hill, where the grade is steepest, when the trouble began. I had been on the top speed, and wanted to get her on the free; but she stuck between gears, and I had to get her back on the top again. By this time she was going at a great rate, so I clapped on both brakes, and one after the other they gave way. I didn't mind so much when I felt my footbrake snap, but when I put all my weight on my side-brake, and the lever clanged to its full limit without a catch, it brought a cold sweat out of me. By this time we were fairly tearing down the slope. The lights were brilliant, and I brought her round the first curve all right. Then we did the second one, though it was a close shave for the ditch. There was a mile of straight then with the third curve beneath it, and after that the gate of the park. If I could shoot into that harbor all would be well, for the slope up to the house would bring her to a stand.

Perkins behaved splendidly. I should like that to be known. He was perfectly cool and alert. I had thought at the very beginning of taking the bank, and he read my intention.

"I wouldn't do it, sir," said he. "At this pace it must go over and we should have it on the top of us."

Of course, he was right. He got to the electric switch and had it off, so we were in the free; but we were still running at a fearful pace. He laid his hands on the wheel.

"I'll keep her steady," said he, "if you care to jump and chance it. We can never get round that curve. Better jump, sir."

"No," said I; "I'll stick it out. You can jump if you like."

"I'll stick it with you, sir," said he.

If it had been the old car, I should have jammed the gear-lever into the reverse, and seen what would happen. I expect she would have stripped her gears or smashed up somehow, but it would have been a chance. As it was, I was helpless. Perkins tried to climb across, but you couldn't do it going at that pace. The wheels were whirring like a high wind and the big body creaking and groaning with the strain. But the lights were brilliant, and one could steer to an inch. I remember thinking what an awful and yet majestic sight we should appear to anyone who met us. It was a narrow road, and we were just a great, roaring, golden death to anyone who came in our path.

We got round the corner with one wheel three feet high upon the bank. I thought we were surely over, but after staggering for a moment she righted and darted onwards. That was the third corner and the last one. There was only the park gate now. It was facing us, but, as luck would have it, not facing us directly. It was about twenty yards to the left up the main road into which we ran. Perhaps I could have done it, but I expect that the steering-gear had been jarred when we ran on the bank. The wheel did not turn easily. We shot out of the lane. I saw the open gate on the left. I whirled round my wheel with all the strength of my wrists. Perkins and I threw our bodies across, and then the next instant, going at fifty miles an hour, my right front wheel struck full on the right-hand pillar of my own gate. I heard the crash. I was conscious of flying through the air, and then — and then —!

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When I became aware of my own existence once more, I was among some brushwood in the shadow of the oaks upon the lodge side of the drive. A man was standing beside me. I imagined at first that it was Perkins, but when I looked again, I saw that it was Stanley, a man whom I had known at college some years before, and for whom I had a really genuine affection. There was always something peculiarly sympathetic to me in Stanley's personality; and I was proud to think that I had some similar influence upon him. At the present moment I was surprised to see him, but I was like a man in a dream, giddy and shaken and quite prepared to take things as I found them without questioning them.

"What a smash!" I said, "Good Lord, what an awful smash!"

He nodded his head, and even in the gloom I could see that he was smiling the gentle, wistful smile which I connected with him.

I was quite unable to move. Indeed, I had not any desire to try to move. But my senses were exceedingly alert. I saw the wreck of the motor lit up by the moving lanterns. I saw the little group of people and heard the hushed voices. There were the lodge-keeper and his wife, and one or two more. They were taking no notice of me, but were very busy round the car. Then suddenly I heard a cry of pain.

"The weight is on him. Lift it easy," cried a voice.

"It's only my leg!" said another one, which I recognized as Perkins's. "Where's master?" he cried.

"Here I am," I answered, but they did not seem to hear me. They were all bending over something which lay in front of the car.





3. What is the moral of the story? Where can you apply this lesson in real life?

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4. Identify stated and implied main idea from the text.

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5. How much importance do material things have in human life?

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## **“The Last Night of the World”**

*By: Ray Bradbury*

*Originally published in the February 1951 issue of Esquire*

**"What would you do** if you knew this was the last night of the world?"

"What would I do; you mean, seriously?"

"Yes, seriously."

"I don't know — I hadn't thought. She turned the handle of the silver coffeepot toward him and placed the two cups in their saucers.

He poured some coffee. In the background, the two small girls were playing blocks on the parlor rug in the light of the green hurricane lamps. There was an easy, clean aroma of brewed coffee in the evening air.

"Well, better start thinking about it," he said.

"You don't mean it?" said his wife.

He nodded.

"A war?"

He shook his head.

"Not the hydrogen or atom bomb?"

"No."

"Or germ warfare?"

"None of those at all," he said, stirring his coffee slowly and staring into its black depths. "But just the closing of a book, let's say."

"I don't think I understand."

"No, nor do I really. It's just a feeling; sometimes it frightens me, sometimes I'm not frightened at all — but peaceful." He glanced in at the girls and their yellow hair shining in the bright lamplight, and lowered his voice.

"I didn't say anything to you. It first happened about four nights ago."

"What?"

"A dream I had. I dreamt that it was all going to be over and a voice said it was; not any kind of voice I can remember, but a voice anyway, and it said things would stop here on Earth. I didn't think too much about it when I awoke the next morning, but then I went to work and the feeling as with me all day. I caught Stan Willis looking out the window in the middle of the afternoon and I said, 'Penny for your thoughts, Stan,' and he said, 'I had a dream last night,' and before he even told me the dream, I knew what it was. I could have told him, but he told me and I listened to him."

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"It was the same dream?"

"Yes. I told Stan I had dreamed it, too. He didn't seem surprised. He relaxed, in fact. Then we started walking through offices, for the hell of it. It wasn't planned. We didn't say, let's walk around. We just walked on our own, and everywhere we saw people looking at their desks or their hands or out the windows and not seeing what was in front of their eyes. I talked to a few of them; so did Stan."

"And all of them had dreamed?"

"All of them. The same dream, with no difference."

"Do you believe in the dream?"

"Yes. I've never been more certain."

"And when will it stop? The world, I mean."

"Sometime during the night for us, and then, as the night goes on around the world, those advancing portions will go, too. It'll take twenty-four hours for it all to go."

They sat awhile not touching their coffee. Then they lifted it slowly and drank, looking at each other.

"Do we deserve this?" she said.

"It's not a matter of deserving, it's just that things didn't work out. I notice you didn't even argue about this. Why not?"

"I guess I have a reason," she said.

"The same reason everyone at the office had?"

She nodded. "I didn't want to say anything. It happened last night. And the women on the block are talking about it, just among themselves." She picked up the evening paper and held it toward him. "There's nothing in the news about it."

"No, everyone knows, so what's the need?" He took the paper and sat back in his chair, looking at the girls and then at her. "Are you afraid?"

"No. Not even for the children. I always thought I would be frightened to death, but I'm not."

"Where's that spirit of self-preservation the scientists talk about so much?"

"I don't know. You don't get too excited when you feel things are logical. This is logical. Nothing else but this could have happened from the way we've lived."

"We haven't been too bad, have we?"

"No, nor enormously good. I suppose that's the trouble. We haven't been very much of anything except us, while a big part of the world was busy being lots of quite awful things."

The girls were laughing in the parlor as they waved their hands and tumbled down their house of blocks.

"I always imagined people would be screaming in the streets at a time like this."

"I guess not. You don't scream about the real thing."

"Do you know, I won't miss anything but you and the girls. I never liked cities or autos or factories or my work or anything except you three. I won't miss a thing except my family and perhaps the change in the weather and a glass of cool water when the weather's hot, or the luxury of sleeping. Just little things, really. How can we sit here and talk this way?"

"Because there's nothing else to do."

"That's it, of course, for if there were, we'd be doing it. I suppose this is the first time in the history of the world that everyone has really known just what they were going to be doing during the last night."

"I wonder what everyone else will do now, this evening, for the next few hours."

"Go to a show, listen to the radio, watch the TV, play cards, put the children to bed, get to bed themselves, like always."

"In a way that's something to be proud of — like always."

"We're not all bad."

They sat a moment and then he poured more coffee. "Why do you suppose it's tonight?"

"Because."

"Why not some night in the past ten years or in the last century, or five centuries ago or ten?"

"Maybe it's because it was never February 30, 1951, ever before in history, and now it is and that's it, because this date means more than any other date ever meant and because it's the year when things are as they are all over the world and that's why it's the end."

"There are bombers on their course both ways across the ocean tonight that'll never see land again."

"That's part of the reason why."

"Well," he said. "What shall it be? Wash the dishes?"

They washed the dishes carefully and stacked them away with especial neatness. At eight-thirty the girls were put to bed and kissed good night and the little lights by their beds turned on and the door left a trifle open.

"I wonder," said the husband, coming out and looking back, standing there with his pipe for a moment.

"What?"

"If the door should be shut all the way or if it should be left just a little ajar so we can hear them if they call."

"I wonder if the children know — if anyone mentioned anything to them."

"No, of course not. They'd have asked us about it."

They sat and read the papers and talked and listened to some radio music and then sat together by the fireplace looking at the charcoal embers as the clock struck ten-thirty and eleven and eleven-thirty. They thought of all the other people in the world who had spent their evening, each in their own special way.

"Well," he said at last.

"We've been good for each other, anyway."

"Do you want to cry?" he asked.

"I don't think so."

They went through the house and turned out the lights and locked the doors, and went into the bedroom and stood in the night cool darkness. She took the spread from the bed and folded it carefully over a chair, as always, and pushed back the covers. "The sheets are so cool and clean and nice," she said.

"I'm tired."

"We're both tired."

They got into bed and lay back.

"Wait a moment," she said.

He heard her get up and go out into the back of the house, and then he heard the soft shuffling of a swinging door. A moment later she was back. "I left the water running in the kitchen," she said. "I turned the faucet off."

Something about this was so funny that he had to laugh.

She laughed with him, knowing what it was that she had done that was so funny. They stopped laughing at last and lay in their cool night bed, their hands clasped, their heads together.

"Good night," he said, after a moment.

"Good night," she said, adding softly, "dear..."

### **Exercise**

**Answer the following questions.**

**1. Write down five adjectives which you remember from the short story without consulting it again.**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

**2. Write down the summary of the story in three sentences.**

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3. What is the moral of the story? Where can you apply this lesson in your life?

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4. What will you do if it was the last night of your life on earth?

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5. Re-write the end of the story in your own words.

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## Rappaccini's Daughter

*By: Nathaniel Hawthorne*

She asked him about his home and his family. She told him she had spent her life in this garden. Giovanni felt as if he were talking to a very small child. Her spirit sparkled like clear water.

They walked slowly through the garden as they talked. At last they reached a beautiful plant that was covered with large purple flowers. He realized that the perfume from those flowers was like the perfume of Beatrice's breath, but much stronger.

The young man reached out to break off one of the purple flowers. But Beatrice gave a scream that went through his heart like a knife. She caught his hand and pulled it away from the plant with all her strength.

"Don't ever touch those flowers!" she cried. "They will take your life!" Hiding her face, she ran into the house. Then, Giovanni saw Doctor Rappaccini standing in the garden. That night, Giovanni could not stop thinking about how sweet and beautiful Beatrice was. Finally, he fell asleep. But when the morning came, he woke up in great pain. He felt as if one of his hands was on fire. It was the hand that Beatrice had grabbed in hers when he reached for one of the purple flowers.

Giovanni looked down at his hand. There was a purple mark on it that looked like four small fingers and a little thumb. But because his heart was full of Beatrice, Giovanni forgot about the pain in his hand.

He began to meet her in the garden every day. At last, she told him that she loved him. But she would never let him kiss her or even hold her hand.

One morning, several weeks later, Professor Baglioni visited Giovanni. "I was worried about you," the older man said. "You have not come to your classes at the university for more than a month. Is something wrong?"

Giovanni was not pleased to see his old friend. "No, nothing is wrong. I am fine, thank you." He wanted Professor Baglioni to leave. But the old man took off his hat and sat down.

"My dear Giovanni," he said. "You must stay away from Rappaccini and his daughter. Her father has given her poison from the time she was a baby. The poison is in her blood and on her breath. If Rappaccini did this to his own daughter, what is he planning to do to you?"

Giovanni covered his face with his hands. "Oh my God!" he cried. "Don't worry, the old man continued. "It is not too late to save you. And we may succeed in helping Beatrice, too. Do you see this little silver bottle? It holds a medicine that will destroy even the most powerful poison. Give it to your Beatrice to drink."

Professor Baglioni put the little bottle on the table and left Giovanni's room. The young man wanted to believe that Beatrice was a sweet and innocent girl. And yet, Professor Baglioni's words had put doubts in his heart.

It was nearly time for his daily meeting with Beatrice. As Giovanni combed his hair, he looked at himself in a mirror near his bed. He could not help noticing how handsome he was. His eyes looked particularly bright. And his face had a healthy warm glow.

He said to himself, "At least her poison has not gotten into my body yet." As he spoke he happened to look at some flowers he had just bought that morning. A shock of horror went through his body.

The flowers were turning brown! Giovanni's face became very white as he stared at himself in the mirror.

Then he noticed a spider crawling near his window. He bent over the insect and blew a breath of air at it. The spider trembled, and fell dead. "I am cursed," Giovanni whispered to himself. "My own breath is poison."

At that moment, a rich, sweet voice came floating up from the garden. "Giovanni! You are late. Come down."

"You are a monster!" Giovanni shouted as soon as he reached her. "And with your poison you have made me into a monster, too. I am a prisoner of this garden."

"Giovanni!" Beatrice cried, looking at him with her large bright eyes. "Why are you saying these terrible things? It is true that I can never leave this garden. But you are free to go wherever you wish."

Giovanni looked at her with hate in his eyes. "Don't pretend that you don't know what you have done to me."

A group of insects had flown into the garden. They came toward Giovanni and flew around his head. He blew his breath at them. The insects fell to the ground, dead.

Beatrice screamed. "I see it! I see it! My father's science has done this to us. Believe me, Giovanni, I did not ask him to do this to you. I only wanted to love you."

Giovanni's anger changed to sadness. Then, he remembered the medicine that Professor Baglioni had given him. Perhaps the medicine would destroy the poison in their bodies and help them to become normal again.

"Dear Beatrice," he said, "our fate is not so terrible." He showed her the little silver bottle and told her what the medicine inside it might do. "I will drink first," she said. "You must wait to see what happens to me before you drink it."

She put Baglioni's medicine to her lips and took a small sip. At the same moment, Rappaccini came out of his house and walked slowly toward the two young people. He spread his hands out to them as if he were giving them a blessing.

"My daughter," he said, "you are no longer alone in the world. Give Giovanni one of the purple flowers from your favorite plant. It will not hurt him now. My science and your love have made him different from ordinary men."

"My father," Beatrice said weakly, "why did you do this terrible thing to your own child?"

Rappaccini looked surprised. "What do you mean, my daughter?" he asked. "You have power no other woman has. You can defeat your strongest enemy with only your breath. Would you rather be a weak woman?"

"I want to be loved, not feared," Beatrice replied. "But now, it does not matter. I am leaving you, father. I am going where the poison you have given me will do no harm. Good bye to you, Giovanni."

Beatrice dropped to the ground. She died at the feet of her father and Giovanni. The poison had been too much a part of the young woman. The medicine that destroyed the poison, destroyed her, as well.

## **Exercise**

**Answer the following questions.**

**1. Is science a blessing or a curse? Explain with reference to the story.**

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**2. If you were the daughter/son of a world-renowned scientist who goes against nature, will your reaction be different from that of Beatrice?**

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**3. Describe some of the side effects of science which you have learnt from the story.**

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**4. How is the assignation of science in our everyday life affecting the human behaviour?**

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5. Did Beatrice really have to die to justify the end of this story?

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### Links for online practice

#### Short stories

1. The Happy Prince by Oscar Wilde
  - <https://www.wilde-online.info/the-happy-prince.html>
2. The Tell-Tale Heart by Edgar Allan Poe
  - <https://www.poemuseum.org/the-tell-tale-heart>

#### References

- Introduction to Literature: Short Story and Poetry by Virtual University of Pakistan
- <https://www.britannica.com/art/short-story/History> Encyclopedia Britannica Inc.
- [https://www.manythings.org/voa/stories/Rappaccini's Daughter - By Nathaniel Hawthorne - Part 2.html](https://www.manythings.org/voa/stories/Rappaccini's%20Daughter%20-%20By%20Nathaniel%20Hawthorne%20-%20Part%202.html)
- <https://0.tqn.com/z/g/specialed/library/comprehensionrubric.pdf>
- <https://www.aresearchguide.com/character-types-literature.html>
- <https://www.dummies.com/education/literature/understanding-point-of-view-in-literature/>

### Essay Writing

#### Outline for a Five-Paragraph Essay

##### Paragraph 1: Introduction

- The introductory paragraph should include the following elements:
- Background information: Enough information necessary for your reader to understand your topic.
- Thesis statement: Indicates your paper's topic, makes your paper's purpose clear, and provides an overview of the three main supporting points that will unify the essay. The thesis statement is typically the last sentence.
- If you are writing in response to a text, the introduction should include the title, author, and genre of that piece.

##### Paragraph 2: First Body Paragraph (Point 1)

- Begins with a topic sentence that identifies one main idea that will be discussed as support or proof for the thesis statement.
- Supporting sentences use specific details, demonstrated through closely related examples or evidence, to expand and explain the main idea. Generally, a well-developed paragraph has at least five to eight sentences.
- Paragraph unity means that all ideas in a paragraph are closely related to its topic sentence and further develop that topic sentence. That is, all sentences in a single paragraph must be unified around a central point or idea

##### Paragraph 3: Second Body Paragraph (Point 2)

- This paragraph, and any subsequent body paragraph, should begin with a topic sentence that signals the reader that a new idea or point is being introduced.
- As you organize your essay, keep in mind its coherence. Coherence refers to connections among paragraphs and ideas—the logical sequence of your thoughts.
- Use transition words or phrases at the outset of your body paragraphs and to move from one idea to another within your paragraphs.
- Have you transitioned logically from the main idea in the previous paragraph to this one? Are you making clear connections among the paragraphs and ideas? Be sure to think about coherence during the revision stage of the writing process.

##### Paragraph 4: Third Body Paragraph (Point 3)

- This paragraph begins with the final topic sentence that relates back to the remaining point mentioned in the thesis statement. Each paragraph should contain a new main idea.
- Again, flesh out this main idea with specific examples, details, and relevant support.
- Be sure to maintain paragraph unity. That is, each sentence must relate to your topic sentence.

### Paragraph 5: Conclusion

- The conclusion revisits your overall purpose for writing and often invites your reader to consider the implications of why your ideas are significant.
- The conclusion may restate the thesis, summarize the essay's major points, or leave the reader with a final thought to ponder. If you choose to restate the thesis or summarize the essays main ideas, do not repeat the same wording from the introduction or body paragraphs. Remember not to introduce new, unrelated ideas in the conclusion.

### Points to Remember:

- Think of the introduction and conclusion as “bookends” that serve to hold the essay tightly together. The introduction will “push” into or initiate the examination of your topic and the angle you decide to focus on, while the conclusion will “pull” tight all the ideas that you have gathered together for a unified essay.
- Remember, while the five-paragraph essay is a common assignment, other writing may require a more in-depth thesis, often leading to a paper with more than three supporting points in need of their own body paragraphs. Follow the plan for Paragraph 3 if you need to expand beyond three main points. Check with your instructor to ensure whether or not you can exceed this length for an assignment.

### Graphic organizer for a five-paragraph essay

#### Paragraph 1: Introduction

Background information:

Thesis Statement:

#### Paragraph 2: First Body Paragraph (Point 1)

Topic Sentence:

Supporting Details:

**Paragraph 3: Second Body Paragraph (Point 2)**

Topic Sentence:

Supporting Details:

**Paragraph 4: Third Body Paragraph (Point 3)**

Topic Sentence:

Supporting Details:

**Paragraph 5: Conclusion**

## Expository Essays

### What is an expository essay?

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

### The five-paragraph essay

A common method for writing an expository essay is the five-paragraph approach. This is, however, by no means the only formula for writing such essays. If it sounds straightforward, that is because it is; in fact, the method consists of:

1. an introductory paragraph
2. three evidentiary body paragraphs
3. a conclusion

### How Do I Arrange My Information? Using Chronological Order

With this organizational plan, you arrange your ideas in the order in which they happened, from first to last. This is a handy method of organization to use with expository essays if all the ideas are of equal rank. By arranging them in time order, you sidestep the issue of which ones are most important.

You may wish to construct a brief timeline to help you order the events. Chronological essays often include transitions that help readers track the order of events. These words include actual dates, with days of the week, months, and years.

In addition, you can use the following time-order clue words:

### How to Write High-Scoring Expository Essay



Expository essays explain. You can remember that exposition is writing that explains by using this memory trick:

Exposition = explains.

Further, both words start with the same three letters: exp

### Time Order Transition

After	At that time	Finally	First, second, etc.
Last	Later	Next	Now
Subsequently	Succeeding	Soon after	Then

## Model Essay

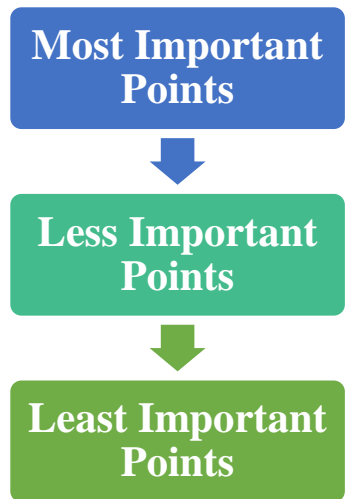
<p>1 First sentence grabs reader's attention and shows command of language.</p> <p>2 Narrows focus to topic. 3 Topic sentence placed last to serve as a lead-in. 4 Main ideas arranged in time order.</p> <p>5 Date shows time order of events.</p> <p>6 Writer makes the point.</p> <p>7 Main ideas arranged in time order.</p> <p>8 Date shows time order of events.</p> <p>9 Transition ("finally") shows time order.</p> <p>10 Writer makes the point.</p> <p>11 Writer makes the point.</p> <p>12 Parallel structure shows sophisticated command of language</p>	<p>When you look back at your life at its end, what will stand out from the daily rhetoric between breakfast and bed? [1] One of the most important parts of your legacy will be your achievements. And if you are able to smile at the great thief as he takes you into the night, your achievements must be of the highest standards. Unfortunately, these goals can prove elusive. Often, they can be achieved only through great risk. [2] We can see this through American history. [3] America is a great country in large part because of the Americans who took risks. [4] The patriots of the American Revolution risked their lives by fighting against the Mother Country, Great Britain. For example, Thomas Paine, an ordinary man who worked at a variety of ordinary jobs, wrote a stirring call to arms in [5] 1776, when most colonists still hoped the quarrel with England could be resolved without bloodshed. Paine's most famous pamphlet, "The American Crisis," convinced many colonists that they would have to fight for freedom. Paine's risk was great indeed: King George put a price on his head. If caught, Paine would have been executed. [6] Paine's brave writings helped achieve freedom for the colonists and independence for America. [7] Centuries later, Dr. Martin Luther King, Jr., took great risks for freedom as well. [8] In the mid-1950s, Dr. King first organized a bus boycott in Montgomery, Alabama, to protest racial segregation in public transportation. King was arrested and jailed; his home was bombed and many threats were made against his life. [9] Finally, King's risk paid off when the Supreme Court outlawed segregation in public transportation in the city. [10] Dr. King showed that nonviolent protest could bring about great achievements. [11] Great achievements often involve great risk. Thomas Paine helped the colonists wrest freedom from Great Britain. His risk? His life. Dr. Martin Luther King, Jr., helped bring racial equality to all Americans. His risk? His life and the lives of his family and friends. [12] Not all achievements require such tremendous peril, but nothing great was ever accomplished without blood, sweat, and tears.</p>
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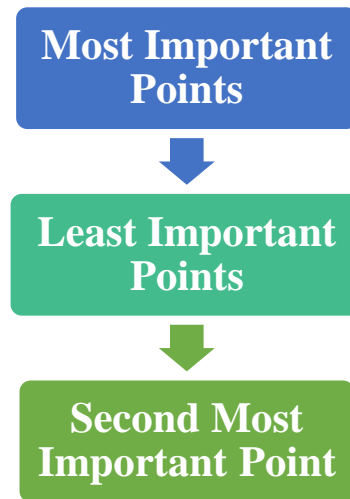
### Using Order of Importance

With this organizational plan, you draw attention to your key ideas by placing them first in your essay. By leading with your strongest points, you impress the scorers with your grasp of the issues. You can also arrange ideas from most to least important, or save the second most important point for last.

The following diagrams show these variations visually:



**Diagram: 6.1**



**Diagram: 6.2**

You can also use transitions such as most important, first of all, second, and so on to show order of importance.



## Model Essay

1 Topic sentence is on target	<p>Some people argue that students fail in school because of dull subject matter, poor teaching, or inadequate families. I don't agree. [1] I think that students do poorly in school due to a lack of effort on their own part. Everyone has the opportunity to do well in school. [2] Success depends on individual students, whether they are willing to put in the effort and time required to do their best.</p> <p>[3] Most importantly, too many students refuse to take responsibility for their actions. [4] They often say, "It's not my fault; the teacher doesn't know how to teach," or "The class is so boring that you can't expect me to pay attention." Instead, students should say, "It's my fault because I didn't study enough" or "I should have turned off the hockey game and opened up the textbook." Sometimes you will get a teacher who isn't that good or a subject that is boring to you. [5] But that's no excuse; you have to deal with it and take charge of your own future.</p> <p>[6] Secondly, you have to be willing to put in the time to succeed. [7] My friends often say, "I just don't have the time to do all the work they assign in high school." The time is there; it's up to the student to use it wisely. [8] Students have to learn to shut off the PlayStation, sign off from AOL, and hang up the telephone. They may have to cut back the number of hours they are working, too, and watch less television. Instead of hanging out with friends every night, they should consider hanging out with them every other night, or just on weekends. [9] Once you finish your school work, you can stand in front of the convenience store as long as you like. Setting clear priorities will make it easier for you to write that term paper and study for that midterm exam.</p> <p>[10] Achievement in high school is important. It is often a crucial factor in your future. So when students fail in high school, we can place the blame where it belongs: on their shoulders. [11] Most important, students must take charge of their work. [12] Second, they must spend the time they need to do their best. You can't win it if you're not in it.</p>
2 Ideas are arranged in order of importance	
3 Most important idea	
4 Specific details	
5 Writer makes the point	
6 Second most important idea	
7 Specific details	
8 Specific details	
9 Nice touch of humor	
10 Writer makes the point	
11 Most important point	
12 Second most important point	

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## Types of Expository essays

**Exposition shows and tells by giving information about a specific topic.**

**Topic:** The subject; what you are writing about?

**Audience:** Who will read your writing?

Expository essays are further divided into five major categories:

1. **Descriptive Essay:** A descriptive essay describes something, some place, some experience, or some situation through sensory information.
2. **Process Essay:** A process essay explains or shows a process of making or doing something.
3. **Comparison Essay:** A comparison essay makes comparison and contrasts between two things.
4. **Cause/Effect Essay:** A cause and effect essay finds out the cause of something and then its effects on something else.
5. **Problem/Solution Essay:** A problem/solution essay presents a problem and its solution for readers.

### Practice Writing Prompts

1. **“Characters on television can best be described as . . .”**

**Assignment:** Are they brash and rude? Are they interesting and knowledgeable? Are they somewhere in between? Complete this statement with an example from your own experience. Using the completed statement, write a well-organized essay in which you explain how you describe the characters you watch on television shows.

2. **“Learn the rules; then break some.”**

**Assignment:** Discuss the extent to which you agree or disagree with this assertion. Support your position by providing reasons and examples from your own experience, observations, or reading. Be sure to cite at least two examples.

3. **“What, then, is the American, this new man? He is neither a European nor the descendent of a European; hence that strange mixture of blood, which you will find in no other country. I could point out to you a family whose grandfather was an Englishman, whose wife was Dutch, whose son married a French woman, and whose present four sons now have four wives of different nations. He is an American who, leaving behind all his ancient prejudices and manners, received new ones from the new mode of life he has embraced, the new government he obeys, and the new ranks he holds. He becomes an American by being received in the broad lap of our great Alma Mater. Here individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great changes in the world.”**

**Assignment:** In this statement, Hector St. Jean de Crevecoeur argues that America is a “melting pot” because we set aside our heritage to embrace a new one. Discuss the extent to which you agree or disagree with his assertion. Support your position by providing reasons and examples from your own experience, observations, or reading. Be sure to cite at least two examples.

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4. **“Even if you’re on the right track, you’ll get run over if you just sit there.”**

**Assignment:** In this statement, American humorist Will Rogers argues for individual action. However, the nail that sticks out gets hammered down, as the Japanese say. Discuss the extent to which you agree or disagree with Rogers’s assertion. Support your position by providing reasons and examples from your own experience, observations, or reading.

5. **“A man may die, nations may rise and fall, but an idea lives on.”**

**Assignment:** In this statement, President John F. Kennedy argues that a valuable idea outlives its creator. Discuss the extent to which you agree or disagree with his assertion. Be sure to cite at least two ideas that have outlived their creators. Support your position by providing reasons and examples from your own experience, observations, or reading.

6. **“A successful individual is one who has achieved meaningful work and meaningful love.”**

**Assignment:** Sigmund Freud argues that we need both purposeful work and meaningful love to be considered a “success.” Agree or disagree with Freud’s position, discussing what you think makes someone a “success.” Support your position by providing at least two examples of successful people you know. Be sure to explain what makes them successful in your eyes or society’s eyes.

7. **“Without friends no one would choose to live, though he had all other goods.”**

**Assignment:** Aristotle argues that we need friends more than anything else. However, friends can often hurt you as much as they help you. Discuss the extent to which you agree or disagree with Aristotle’s assertion. Support your position by providing reasons and examples from your own experience, observations, or reading.

8. **“It has been my experience that one cannot, in any shape or form, depend on human relations for lasting reward. It is only work that truly satisfies.”**

**Assignment:** Bette Davis’s statement appears to be the direct opposite of Aristotle’s belief in that Davis claims that only work brings lasting pleasure, not friendships, love, or other human bonding. However, some friends and lovers do stick with you for the long haul, while jobs and careers can vanish in the blink of an eye (especially now, with layoffs and a sinking economy). Discuss the extent to which you agree or disagree with Davis’s assertion. Support your position by providing reasons and examples from your own experience, observations, or reading.

9. **“Opportunities are usually disguised as hard work, so most people don’t recognize them.”**

**Assignment:** Ann Landers (the late author of a newspaper advice column) argues that we make our own opportunities, our own “good luck,” by working hard. She suggests that hard work = success, so if you want to get ahead, you have to work hard. On the other hand, some people appear to get by without much effort. They seem to have all the luck. Discuss the extent to which you agree or disagree with Landers’s statement. Support your position by providing examples from your own experience, observations, or reading.

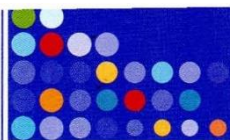
10. **“Lawyers are expected to provide free legal services at some time in their careers. Doctors should or should not have the same obligation to provide free medical care at some time in their careers to people who cannot afford care.”**

**Assignment:** What is your position on this issue? Construct an argument explaining your position. Support your views with examples from your experiences, observations, and reading. To strengthen your position, you might wish to consider alternative or opposing views.

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## Topics for Expository Essays

1. Describe the purposes of the Internet. Include various viewpoints, including that of users and providers.
2. Explain the problems, both personal and societal, that result from obesity.
3. Describe various styles of shoes as well as reasons for their popularity.
4. Describe a major environmental problem and what you believe should be done about it.
5. Describe how communication has changed in the last twenty years.
6. Discuss the events in the life of your favorite author, sports figure, or performer. Explain how these events relate to the person's achievements.
7. Explain the causes and effects of not voting in elections.
8. Explain how to have a winning baseball team.
9. Explain how to choose the right college.
10. Your new job requires that you move to a different city. Describe the steps you will take to prepare for this move.
11. Many people spend a great deal of time with animals. Write about the relationships that people have with animals.
12. Describe an especially memorable photo or picture.
13. You want to organize a family reunion. Describe the steps you will take to contact people and to organize the event.



# WRITING

## Writing Skill

## Writing a descriptive essay



An essay is a group of paragraphs on a particular topic. A descriptive essay describes a person, place, or thing in a way that gives the reader a clear mental picture of the subject of the essay.

### Organization

- First, write an **introduction**. This is a paragraph that should make the reader interested in what you are describing. Within the introduction paragraph, include a **thesis statement**. The thesis statement should tell why the person, place, or thing is your focus.
- Include one or more **body paragraphs**. Each contains the details of your description.
- Finish with a **conclusion**. This is a paragraph that gives your final thoughts or opinion about what you are describing.

### Descriptive language

A good descriptive essay gives a **clear mental picture** of the subject of the essay. The reader should be able to imagine that he or she is with the person described, at the place described, etc. Include strong imagery (language that helps create these mental pictures) in your body paragraphs.

#### Not descriptive

She walked into the room.

He was dressed formally.

The street was filled with people selling food.

#### Descriptive

She walked **slowly** and **nervously** into the **dark** room.

(with adjectives and adverbs)

He wore a **dark suit, a tie, and shiny shoes**.

(with details and specific language)

The street was filled with **loud men shouting out orders above the smoky smell of grilling meat**. (with sensory language related to sounds, smells, etc.)



**A. Read the descriptive essay. Then complete the activities below.**

## A Friendly Welcome and Good Food at Ben's Diner

By Mike Samson | Wednesday, May 5 at 11:22 a.m.

One of my favorite restaurants is Ben's Diner on Fourth Street because it's perfect for a casual, delicious meal. Ben's is a family business that has been serving the local community for over sixty years. Look for their red neon sign with its flashing knife and fork. When you see it, you know you can expect good food that was cooked with fresh, local ingredients.

As soon as you step through the door at Ben's, you'll be glad you came! The restaurant is brightly lit and spotlessly clean, with gleaming tables and sparkling clean floors. You'll get a warm welcome from one of the staff who will take you to a comfortable seat. I like the soft red leather booths, or sometimes I sit at the smooth marble counter. The pleasant noise of conversation and the soothing clatter of dishes will surround you. If you're not already hungry, the rich smell of their homemade chicken soup coming from the kitchen will get you ready to eat.

Ben's menu has some old favorites and some unexpected surprises. Their perfectly grilled burger is made of 100% prime beef. Served on a soft toasted bun, it's crunchy on the outside and moist and peppery inside. Add some sharp cheddar cheese for a satisfying treat. Their Greek salad is famous for its fresh ingredients: bright green lettuce leaves, deep red tomatoes, and tangy purple olives. Or how about chicken fajitas, served beside your table in a sizzling skillet, with a spicy aroma I can't resist?

So, whether you're looking for somewhere new to get some great food or just passing through, I suggest you head over to Ben's. You'll feel right at home and enjoy some good cooking, too.

Comments (2)

Write a comment

Email to a friend

<< Previous review

Next review >>



1. Underline the thesis statement and the concluding sentence.
2. Find at least two sensory details for each sense.

- a. sight: gleaming tables
- b. sound: \_\_\_\_\_
- c. taste: \_\_\_\_\_
- d. smell: \_\_\_\_\_
- e. touch: \_\_\_\_\_

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## Topic Suggestions: Descriptive Essays

1. A cell phone
2. A treasured belonging
3. A laptop computer
4. A favorite restaurant
5. A closet
6. Your memory of a place that you visited as a child
7. An accident scene
8. A city bus or subway train
9. An unusual room
10. A child's secret hiding place
11. An item left too long in your refrigerator
12. Backstage during a play or a concert
13. A street that leads to your home or school
14. Your favorite food
15. The scene at a concert or athletic event

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## Deconstruction of Essays

A basic essay consists of three main parts: introduction, body, and conclusion. Following this format will help you write and organize an essay. However, flexibility is important. While keeping this basic essay format in mind, let the topic and specific assignment guide the writing and organization.

### Parts of an Essay

#### Introduction

The introduction guides your reader into the paper by introducing the topic. It should begin with a hook that catches the reader's interest. This hook could be a quote, an analogy, a question, etc. After getting the reader's attention, the introduction should give some background information on the topic. The ideas within the introduction should be general enough for the reader to understand the main claim and gradually become more specific to lead into the thesis statement.

#### Thesis Statement

The thesis statement concisely states the main idea or argument of the essay, sets indicate the organization of the essay. The thesis works as a road map for the entire essay, showing the readers what you have to say and which main points you will use to support your ideas.

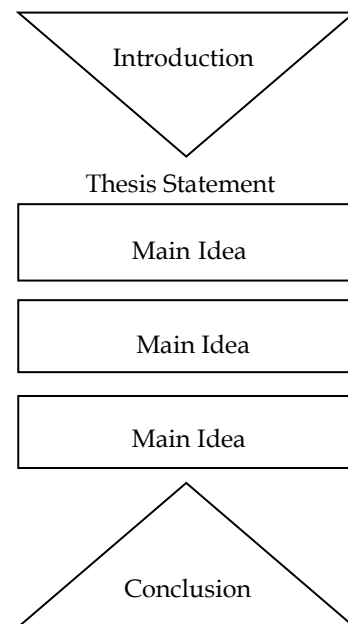
#### Body

The body of the essay supports the main points presented in the thesis. Each point is developed by one or more paragraphs and supported with specific details. These details can include support from research and experiences, depending on the

assignment. In addition to this support, the author's own analysis and discussion of the topic ties ideas together and draws conclusions that support the thesis. Refer to "Parts of a Paragraph" below for further information on writing effective body paragraphs.

#### Transitions

Transitions connect paragraphs to each other and to the thesis. They are used within and between paragraphs to help the paper flow from one topic to the next. These transitions can be one or two words ("first," "next," "in addition," etc.) or one or two sentences that bring the reader to the next main point. The topic sentence of a paragraph often serves as a transition.





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## **Conclusion**

The conclusion brings together all the main points of the essay. It refers back to the thesis statement and leaves readers with a final thought and sense of closure by resolving any ideas brought up in the essay. It may also address the implications of the argument. In the conclusion, new topics or ideas that were not developed in the paper should not be introduced.

## **Parts of a Paragraph**

In an essay, a paragraph discusses one idea in detail that supports the thesis of the essay. Each paragraph in the body of the paper should include a topic sentence, supporting details to support the topic sentence, and a concluding sentence. The paragraph's purpose and scope will determine its length, but most paragraphs contain at least two complete sentences. For more information on this topic, see the Basic Paragraph Format handout.

### **Topic Sentence**

The main idea of each paragraph is stated in a topic sentence that shows how the idea relates to the thesis. Generally, the topic sentence is placed at the beginning of a paragraph, but the location and placement may vary according to individual organization and audience expectation. Topic sentences often serve as transitions between paragraphs.

### **Supporting Details**

Supporting details elaborate upon the topic sentences and thesis. Supporting details should be drawn from a variety of sources determined by the assignment guidelines and genre, and should include the writer's own analysis.

- Expert Opinion
- Facts and Statistics
- Personal Experiences
- Others' Experiences
- Brief Stories
- Research Studies
- Your Own
- Analysis
- Interviews

### **Concluding Sentence**

Each paragraph should end with a final statement that brings together the ideas brought up in the paragraph. Sometimes, it can serve as a transition to the next paragraph.

**Topic Sentence****Supporting Detail #1****Supporting Detail #2****Concluding Sentence**

The root cause of childhood Attention Deficit Disorder (ADD) is difficult to determine, since many biological, genetic, and environmental factors may contribute. While genetics can help explain the prevalence of ADD in children and families, they do not necessarily explain its cause (Winger, 2012). Environmental factors such as social interaction, attachment, and other factors can also play a huge role in the development of ADD but are not necessarily its root, according to Graymond (2011, p. 33). Research suggests that genetic and environmental interactions may both be important in conditioning the risk of ADD as well as its severity and progression. In the classic question of "nature v. nurture," in this case, the answer appears to be both.

### Unity and Coherence

Proper essay and paragraph format not only help to achieve unity and coherence but also enhances the reader's understanding. Well-worded topic sentences and concluding sentences will also help maintain unity throughout the essay.

- *Unity* is the continuity of a single idea (the thesis) throughout the essay. Each detail and example should develop logically and refer back to the original focus.
- *Coherence* means that each point should be linked to the previous and following points to help the essay flow and progress logically and clearly. An easy way to link paragraphs together is through transitions in each paragraph's topic sentence.

[https://www.uvu.edu/writingcenter/docs/handouts/writing\\_process/basicessayformat](https://www.uvu.edu/writingcenter/docs/handouts/writing_process/basicessayformat).

### Various techniques to generate ideas

**Brainstorming**

Let your ideas come in any way without editing them in any way. Just write them down as quickly as possible. Later you can critique your ideas, rearrange them, cluster them under categories, delete some, add others, and so on.

**Mind Mapping**

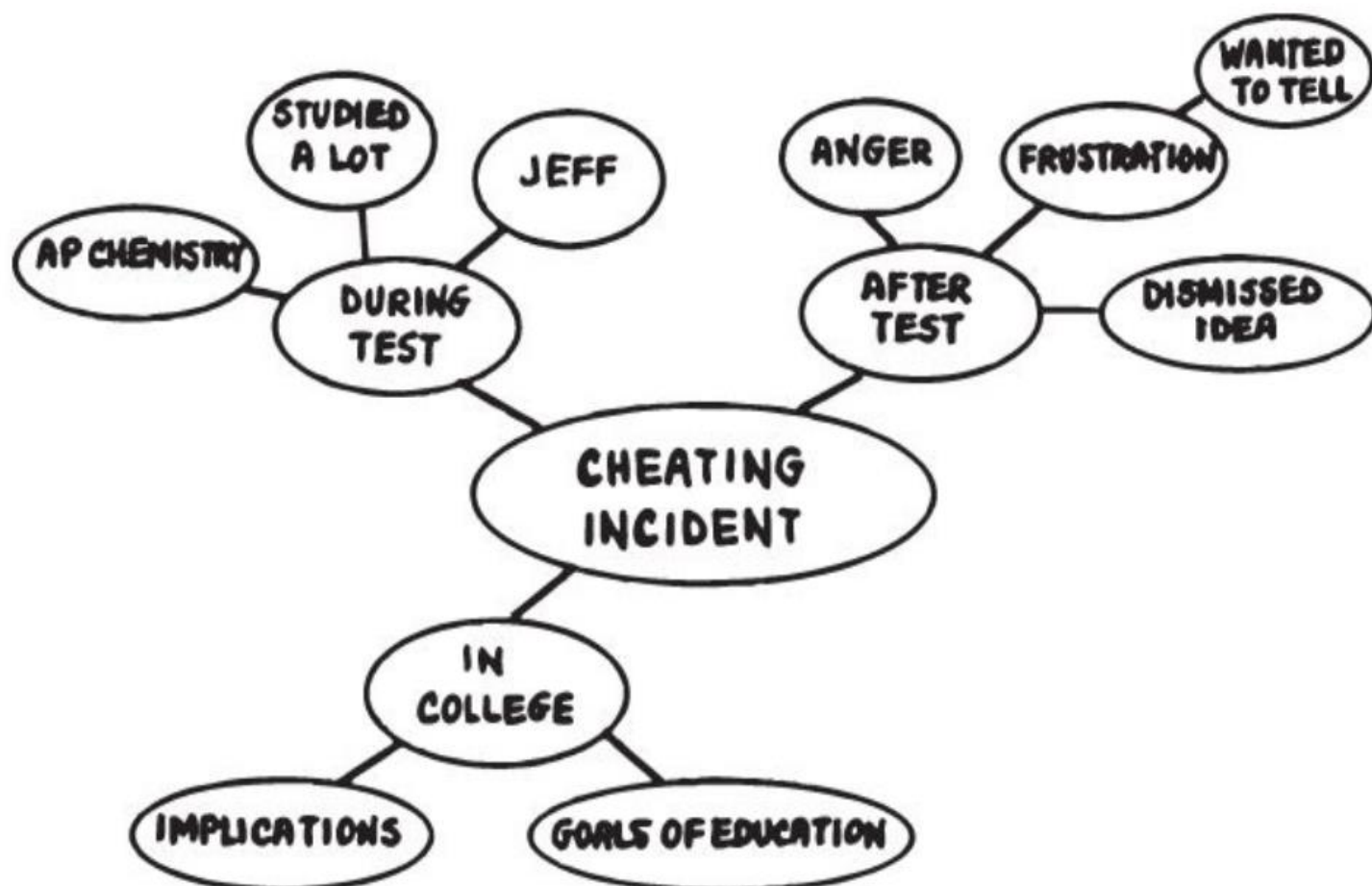
Organic structure that puts thoughts and ideas into minds.

**Branching**

Great for the linear thinker who prefers structure. List main ideas down the left side of the page, leaving lot of white space. List supporting ideas to the right of the main idea. List the examples to for each supporting idea to the right. Connect each supporting idea with its examples with line.

**Questioning**

When you run out of ideas, apply the 5W's: Who, What, When, Where and Why?



Kirszner-Mandell, *Patterns for College Writing*, 14e, © 2018 Bedford/St. Martin's

Student Name \_\_\_\_\_

### VALUES

What do you value most? Honesty? Integrity? A strong work ethic? Loyalty? Commitment? List out your values. Try to order you values from most to least important.

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Can you think of particular moments in your life that demonstrate how you live by your values? Or when someone or thing challenged your values and how you dealt with it?

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What positive qualities do you have that your friends would say about you? Your Teachers?

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### ACADEMICS

What kind of student have you been throughout high school? What type of student do you desire to be? How will you ensure that you stay focused in school?

\*\*\*\*For example: I intend to stay organized or ( insert other adjectives describing how you work) \_\_\_\_\_ and seek out help from my peers and professors to help get me through challenging situations.

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### Reference(s)

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- <https://www.slideshare.net/pwald/deconstructing-an-essay>
- McGraw-Hill's SAT 2400 - A Sneak Preview of the New Verbal Section
- A Writer's Workshop: Crafting Sentences, Building Paragraphs

### Presentation Skills

#### Introduction

#### Presentation and presentation skills

A presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team. Presenting information clearly and effectively is a key skill in getting your message across.

Presentation skills are the skills you require in delivering effective and engaging presentations to a variety of audiences. These skills cover a variety of areas such as the structure of your presentation, the design of your slides, the tone of your voice and the body language you convey. Today, presentation skills are required in almost every field, and most of us are required to give presentations on occasions. While some people take this in their stride, others find it much more challenging.

#### Checklist for all presentations

There are many occasions when you may be asked to speak in public or to a group of people. They include:

- Presenting or making a speech at a conference or event.
- Objecting to a planning proposal at a council meeting.
- Proposing a vote of thanks to someone at a club or society.
- On behalf of a team, saying goodbye and presenting a gift to a colleague who is leaving.
- Seeking investment or a loan to help you set up a new business.

These can all be considered presentations. They do not, however, all require the same approach. You would not, for example, use PowerPoint to thank a colleague who was leaving. It would be unusual (though it has been done) to use it in a speech at a wedding. However, a conference audience would be somewhat surprised NOT to see slides projected onto a screen.

It follows, therefore, that there is no single set of rules that apply to all presentations. There are, however, some things that every presentation opportunity has in common. These include:

- **You will present better if you have prepared effectively.** This does NOT necessarily mean that you have written out your speech verbatim and rehearsed it until you know it off by heart—although that might work for some people. Well prepared speech, however will lead to a confident in body language and a good command over the content you present.
- **You need to be clear about your audience and your message.** Every presentation will be better if you have clearly considered the message that you want or need to convey, and how best to convey it to your audience. These two pieces of information drive your style, structure, content, and use of visual aids.
- **You must never overrun your allocated time.** In other words, don't outstay your welcome. Almost every speech or presentation is better if it is shorter. **Generally speaking, your audience starts on your side.** As

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a rule, your audience is there (more or less) voluntarily. They have chosen to listen to you, and they want to enjoy your presentation. The occasion is yours to lose.

### Types of Presentations

The following is an overview of several common types of presentations and their purpose. Each presentation type requires a specific organization technique to assure they are understood and remembered by the audience.

- **Informative:** Keep an informative presentation brief and to the point. Stick to the facts and avoid complicated information.
- **Instructional:** Your purpose in an instructional presentation is to give specific directions or orders. Your presentation will probably be a bit longer, because it has to cover your topic thoroughly. In an instructional presentation, your listeners should come away with new knowledge or a new skill.
- **Arousing:** Your purpose in an arousing presentation is to make people think about a certain problem or situation. You want to arouse the audience's emotions and intellect so that they will be receptive to your point of view. Use vivid language in an arousing presentation— project sincerity and enthusiasm.
- **Persuasive:** Your purpose in a persuasive presentation is to convince your listeners to accept your proposal. A convincing persuasive presentation offers a solution to a controversy, dispute, or problem. To succeed with a persuasive presentation, you must present sufficient logic, evidence, and emotion to sway the audience to your viewpoint.
- **Decision Making:** Your purpose in a decision-making presentation is to move your audience to take your suggested action. A decision-making presentation presents ideas, suggestions, and arguments strongly enough to persuade an audience to carry out your requests. In a decision-making presentation, you must tell the audience what to do and how to do it. You should also let them know what will happen if they don't do what you ask.

## Verbal and non-verbal aspects in presentation

### Verbal aspects

You need to appear comfortable and engaging when speaking before a live audience, even if you're not. This can take years of practice, and sometimes presenting just isn't for certain people. An uncomfortable presenter is a challenge for everyone. Fortunately, public speaking skills can improve with practice.

- **Speaking and listening**  
Speaking is one form of verbal communication, but you will need other forms to give a good presentation. Specifically, you must know how to answer questions. You should be able to understand questions asked by your audience (even if they're strange or poorly worded) and provide respectful, honest, and accurate answers without getting off-topic.

Acknowledge your audience by making verbal contact with them. At the beginning of your talk ask if they can see and hear you, or check that lighting and sound levels on audio-visual equipment are satisfactory. During your presentation, ask rhetorical questions that you can then answer (e.g. "How do we know this

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was true?” or “So, what does this prove?”). At the end of your talk give the audience an opportunity to ask questions or to clarify detail— this encourages them to take ownership of your material.

The use of questions is an important tool. Questions involve your audience’s mind in a more stimulating way than simply asking them to sit and listen to your talk. Draw an audience in with clear, focused questions.

- **Reading and writing**

Reading tends to focus your thoughts on your notes, thus losing contact with your audience. Reading can also reduce your voice to a monotone, removing energy and enthusiasm from your delivery. Directly addressing your audience is much more engaging.

You may or may not need a written script, but you do need to pre-plan what you are going to say, in what order you will say it, and at what level of detail. If you can write a cohesive essay, you can plan a presentation.

### **Non-verbal aspects**

The key to any presentation is practice, practice, practice! This includes deciding how you want to use your voice to emphasize your point, looking your audience in the eyes, smiling, and using gestures that will complement your words. The above practices in non-verbal communication will help to build trust with your audience, give clarity to your words, and add interest in your message. Grab a mirror! Grab a friend or family member. Practice your presentation to include what points you want to emphasize and how you can use your body and voice to do this. And when it is time, you will give a smooth and clear presentation that keeps everyone engaged and allows your message to be received with enthusiasm.

- **Vocalics**

Though we speak frequently during the course of a day, a formal speech requires extra attention to detail in preparation of a more formal speech presentation. What can one do in advance to prepare for a speech? The challenge is partly determined by the speaker’s experience, background and sometimes cultural influence and existing habits of speaking. Dialect, Tone, Pitch, and Projection each depends on long-term practice for success. These aspects are like signatures, and should be developed and used by each speaker according to his own persona.

Vocalics is the study of paralanguage, which includes the vocal qualities that go along with verbal messages, such as pitch, volume, rate, vocal quality, and verbal fillers.

- **Pitch**

Pitch helps convey meaning, regulate conversational flow, and communicate the intensity of a message. It deals with where your voice is resonating on the musical scale. **Intonation** refers to how your pitch rises and falls, creating vocal variety. When pitch rises, the voice communicates uncertainty or indecisiveness. This can be seen when we ask questions. For example, imagine saying the phrase “I like your shirt” to a friend. Try it right now with your tone going up at the end. Now say it with your tone staying the same or coming down. Your intonation drastically changes the meaning.

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As a speaker, you want to be careful you are not communicating hesitancy or uncertainty when you intend to communicate confidence. Similarly, the dropping of pitch communicates certainty or finality.

- **Volume**

Volume helps communicate intensity. A louder voice is usually thought of as more intense, although a soft voice combined with a certain tone and facial expression can be just as intense. We typically adjust our volume based on our setting, the distance between people, and the relationship. In our age of computer-mediated communication, TYPING IN ALL CAPS is usually seen as offensive, as it is equated with yelling. A voice at a low volume or a whisper can be very appropriate when sending a covert message or flirting with a romantic partner, but it wouldn't enhance a person's credibility if used during a professional presentation.

When using volume as a tool of communication, speakers must consider projection. When you are speaking for an audience, you want to be loud enough to be heard. This volume often requires speakers to adjust how they project sound and focus their sound towards a target.

- **Rate of speech**

Speaking rate refers to how fast or slow a person speaks and can lead others to form impressions about our emotional state, credibility, and intelligence. As with volume, variations in speaking rate can interfere with the ability of others to receive and understand verbal messages. A slow speaker could bore others and lead their attention to wander. A fast speaker may be difficult to follow, and the fast delivery can actually distract from the message. Speaking a little faster than the normal 120–150 words a minute, however, can be beneficial, as people tend to find speakers whose rate is above average more credible and intelligent.

- **Tone**

Our tone of voice can be controlled somewhat with pitch, volume, and emphasis, but each voice has a distinct quality known as a vocal signature. Voices vary in terms of resonance, pitch, and tone, and some voices are more pleasing than others. People typically find pleasing voices that employ vocal variety and are not monotone, are lower pitched (particularly for males), and do not exhibit particular regional accents. Many people perceive nasal voices negatively and assign negative personality characteristics to them.

- **Verbal fillers**

Verbal fillers are sounds that fill gaps in our speech as we think about what to say next. They are considered a part of nonverbal communication because they are not like typical words that stand in for a specific meaning or meanings. Verbal fillers such as “um,” “uh,” “like,” and “ah” are common in regular conversation and are not typically disruptive. Verbal fillers in more formal settings, like a public speech, can hurt a speaker's credibility.

- **Articulation**

It deals with how the words come out of your mouth, specifically how the words are shaped. Pronunciation is articulation combined with cultural influences to create ways of saying words that are identifiable to specific regions or groups of people. While two separate concepts, they often work in tandem when we are dealing with language. As a speaker, you want to make sure the audience can understand you. Paying attention to how you form your words can help you avoid mumbling or slurring your words together.



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- **Pronunciation**

It is grounded in culture and expectations can vary depending on your audience and specific speaking context. A dialect, which refers to how a person or group specifically forms their words and arranges their grammar, may impact how you are communicating with your audience. You may want to be aware if the audience has a similar or different dialect than you. For example, if you grew up in the Midwest, you may refer to Pepsi as “pop” with the o sounding more like an a. Whereas, those in the south would refer to it as a “coke” with a long o sound. And then there is the rest of the nation who say “soda.” People often forget they have a dialect and will sometimes view other dialects as inferior. But everyone has a dialect that delineates from ethnic heritage as well as regional locations. Being aware of dialect is important in public speaking because parts of your dialect may not be familiar to a group who uses a different one. You may end up using a term common to you, but unfamiliar to your audience. You may also pronounce a word in a way that the audience wouldn’t understand. By being aware of these issues, you can address them in your presentation if necessary.

- **Vocabulary**

If in doubt about your meaning, your audience will come back to the words that you used and double-check what you might have meant. It is therefore important to choose carefully, especially when you are saying something important.

Things to consider include:

**Your audience.** The words you choose will be different if you are talking to 200 people at a conference, a trusted colleague, your boss, or your children. You need to think about your audience’s overall level of understanding of the subject, and also the type of language that you use.

**Shorter sentences are easier to process and understand.** Using shorter sentences also creates urgency.

**Simpler words are also easier to understand.** If you cannot explain something in simple terms, you have probably not understood it yourself. This is particularly important if your audience are not all native speakers of the language.

- **Vocal variety**

While there are different vocalics, they function together to create meaning and vocal variety. Be aware of how volume, pitch, rate, articulation, and pronunciation are working together in your speech to communicate to the audience. What does it do to a sentence when you get quieter, slow down, and drop your pitch all at the same time? How about getting louder, speeding up, and raising your pitch all while over articulating? These tools are excellent for helping to craft meaning beyond your words. Being aware of how they interact with each other can increase your ability to utilize them for making meaning when you are speaking.

Some other non-verbal aspects of an effective presentation are:

- **Facial aspects**

Your face will say something before your mouth ever does. It can be hard for your face not to show what you are really thinking on the inside, so become aware of what it is doing as you speak. If you do not, you may become a victim of a face that contradicts the message coming out of your mouth. Some examples of facial aspects to consider are eye contact, eyebrow movements, and smiling/frowning. When controlled, it

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can be a great asset to your presentations by conveying your emotions, creating interest, and complementing the content you share.

- **Posture/Body language**

This is the position of your spine and strategically changing your location to connect your message with the audience. Posture, stance, pace, and personal space all fit into this category. Use this communication in your presentations to convey openness, feelings of confidence, and comfort. Remember to stand up straight.

- **Personal space**

Closely related to body language, spatial awareness affects control and interest of your audience. You can use proximity to your audience to control those all-so common side-bar conversations. Have you ever been in a presentation or class where the instructor came right up next to you? It can definitely get your attention! Movement toward your audience while listening to and answering questions will convey interest in your audience and what they have to say. By walking toward the audience, you are showing them you want to engage with them. But be careful – it can also create an uncomfortable environment when you put yourself in someone's personal space.

- **Gestures**

This communication is moving part of your body, usually your head or hands, to express and emphasize an idea. This includes pointing at a slide, holding up a number in conjunction with a number displayed on the presentation, nodding, and using your hands to mimic your words, such as conveying size. This is helpful for adding emphasis, repeating, showing clarity, and directing attention in your presentations.

- **Appearance**

Like it or not, first impressions matter! This consists of physical traits and features you notice about someone before they ever speak. Clothes, hair, shoes, and make-up all fit into this category. Your appearance can support the presentation by showing credibility, demonstrating you care, and building trust. As the saying goes – Dress for the job you want, not the job you have! But in this case, dress for the impression you want to make! Until you have the reputation of Steve Jobs, don't wear flip flops and shorts (unless you are speaking to a bunch of surfers – then it might make sense!)

- **Eye contact**

Eye contact is part of everyday communication and an audience can feel uncomfortable if they are denied it. Making eye contact with individuals gives them a sense of involvement in your presentation and helps to convey your objectives on a personal level. Make sure that you share eye contact with all members of a small audience and all areas of a large audience. Regularly shift your focus around the room, not so that you look nervous, but to help involve as many people as possible in your talk.

## **Ways for an Effective Presentation**

Making a presentation puts you on public display. An audience not only listens to your ideas, it also responds to the way you use your voice and your body. You need more than a well written presentation to make an impact. You will

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also need to deliver it in a lively, flexible and interesting way. To begin with, imagine that you are in the audience for your presentation. What might:

- grab your attention?
- stimulate your imagination?
- inspire your confidence?
- develop your understanding?

Now think about ways to encourage these things.

- **Practice:** Naturally, you'll want to rehearse your presentation multiple times. While it can be difficult for those with packed schedules to spare time to practice, it's essential if you want to deliver a rousing presentation. Try to practice where you'll be delivering your talk. Do a practice run for a friend or colleague, or try recording your presentation and playing it back to evaluate which areas need work. Listening to recordings of your past talks can clue you in to bad habits you may be unaware of, as well as inspiring the age-old question: "Is that what I really sound like?"
- **Know your audience:** You need to know who you are presenting to. Different audiences need to hear different messages and tones of voice. Also find out if there are any time constraints and tailor your content accordingly. The organization may have already communicated these details but if not, ask.
- **Attend other presentations:** If you're giving a talk as part of a conference, try to attend some of the earlier talks by other presenters to scope out their presentation skills and get some context. This shows respect for your fellow presenters while also giving you a chance to feel out the audience. What's the mood of the crowd? Are folks in the mood to laugh or are they a bit stiffer? Are the presentations more strategic or tactical in nature? Another speaker may also say something that you can play off of later in your own presentation.
- **Arrive early:** It's always best to allow yourself plenty of time to settle in before your talk. Extra time ensures you won't be late (even if Google Maps shuts down) and gives you plenty of time to get adapted to your presentation space.
- **Adjust to your surroundings:** The more adjusted to your environment you are, the more comfortable you'll feel. Make sure to spend some in the room where you will be delivering your presentation. If possible, practice with the microphone and lighting, make sure you understand the seating and be aware of any distractions potentially posed by the venue (e.g., a noisy road outside).
- **Remember, most audience are sympathetic:** One of the hardest fears to shake when speaking in public is that the audience is secretly waiting to laugh at your missteps or mistakes. Fortunately, this isn't the case in the vast majority of presentations.

The audience wants to see you succeed. In fact, many people have a fear of public speaking, so even if the audience seems indifferent, the chances are pretty good that most people listening to your presentation can relate to how nerve-racking it can be. If you start to feel nervous, remind yourself that the audience gets it, and actually wants to see you nail it.

- **Speak naturally and take your time:** Pause during natural sentence breaks – speak clearly, project your voice and don't rush through the presentation. If you forget a point, carry on, it happens – you can always come back to it later with a variation on 'one point I should also mention is...' The main thing to remember here is that you always – always – talk faster than you think you do, so slow down.

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- **Smile:** Smiling increases endorphins, replacing anxiety with calm and making you feel good about your presentation. Smiling also exhibits confidence and enthusiasm to the crowd. And this tip works even if you're doing a webinar and people can't see you. Just don't overdo it – no one enjoys the maniacal clown look.
  - **Actively engage the audience:** People love to talk and make their opinions heard, but the nature of presentations can often seem like a one-sided proposition. It doesn't have to be, though. Asking the audience what they think, inviting questions, and other means of welcoming audience participation can boost engagement and make attendees feel like a part of a conversation. It also makes you, the presenter, seem much more relatable. Consider starting with a poll or survey. Don't be put off by unexpected questions – instead, see them as an opportunity to give your audience what they want.
  - **Do not try to cover too much material:** Your presentations should be full of useful, insightful, and actionable information, but that doesn't mean you should try to condense a vast and complex topic into a 10-minute presentation.
  - **Be entertaining:** Don't be afraid to inject a little humor into your talk. If you're not sure about whether a presentation is “too much,” run through it for a couple of friends and ask them to tell it to you straight.
  - **Admit you do Not have all the answers:** Very few presenters are willing to publicly concede that they don't actually know everything because they feel it undermines their authority. However, since we all know that nobody can ever know everything about a given topic, admitting so in a presentation can actually improve your credibility. If someone asks a question that stumps you, it's okay to admit it. This can also increase your credibility with the audience, as it demonstrates that, no matter how knowledgeable a person might be, we're all learning, all the time. Nobody expects you to be an omniscient oracle of forbidden knowledge – they just want to learn from you.
  - **Do not fight the fear:** Accept your fear rather than trying to fight it. Getting yourself worked up by wondering if people will notice your nervousness will only intensify your anxiety.

## Conclusion

Continually explore your personal style using any or all of the above suggestions in different combinations for different effects in a formal presentation. Above all, remember two main points:

- be yourself— even in the most formal of surroundings you will need to be yourself. No one will be impressed if you try to perform like a classical actor or act like a stand-up comedian;
- avoid any behavior that might be off-putting to your audience— always be deliberate and clear in your use of your voice and physical actions.

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- <https://www.skillsyouneed.com/present/what-is-a-presentation.html>
- <https://www.skillsyouneed.com/presentation-skills.html>
- <https://aristotle.com/blog/2014/09/types-of-presentations/>
- <https://courses.lumenlearning.com/suny-publicspeakingprinciples/chapter/chapter-12-vocal-aspects-of-delivery/>
- <https://open.lib.umn.edu/communication/chapter/4-2-types-of-nonverbal-communication/>
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- <https://www.skillsyouneed.com/ips/nonverbal-face-voice.html>
- <https://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-presentation-skills>
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## Chapter 8

### Business Letter Writing

#### Rules for Writing Formal Letters

In English there are a number of conventions that should be used when writing a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions.

#### Addresses:

##### 1) Your Address

The return address should be written in the top right-hand corner of the letter.

##### 2) The Address of the person you are writing to

The inside address should be written on the left, starting below your address.

#### Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

#### Salutation or greeting:

##### 1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

##### 2) Dear Mr. Jenkins,

If you know the name, use the title (Mr., Mrs., Miss or Ms., Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs. or Miss, you can use Ms., which is for married and single women.

#### Ending a letter:

##### 1) Yours Faithfully

If you do not know the name of the person, end the letter this way.

##### 2) Yours Sincerely

If you know the name of the person, end the letter this way.

##### 3) Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

#### Content of a Formal Letter

**First paragraph:** The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information and it should clarify the purpose of writing the letter. Keep the essential information and concentrate on organizing it in a clear and logical manner rather than expanding too much.




**Last Paragraph:** The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

### Negative Letter

The negative news message delivers news that the audience does not want to hear, read, or receive.

Parts of the Negative News Message	Example
Buffer or Cushion	Thank you for your order. We appreciate your interest in our product.
Explanation	We are writing to let you know that this product has been unexpectedly popular, with over 10,000 requests on the day you place your order.
Negative News	This unexpected increase in demand has resulted in a temporary out-of-stock/backorder situation. We will fulfill your order, received at 11:59 p.m. on 09/09/2019, in the order it was received.
Redirect	We anticipate that your product will ship next Monday. While you wait, we encourage you to consider using the enclosed \$5 off coupon toward the purchase of any product in our catalog. We appreciate your business and want you to know that our highest priority is your satisfaction.

### Negative Letter (Full Block)

<b>Organization Letter Head</b> OR <b>Your Name</b> <b>Your Address</b> ( <i>can be positioned only to the left</i> ) <b>Date</b> ( <i>can be positioned only to the left, before/after or at the start</i> ) <b>Recipient's Name</b> ( <i>specific official or person</i> ) <b>Recipient's Address</b>	 HEADER
<b>Reference or Subject</b> ( <i>as required</i> ) <b>Dear Recipient</b> ( <i>Salutation</i> ) <b>First Paragraph</b> – Buffer or Cushion <b>Second Paragraph</b> – Explanation <b>Third Paragraph</b> – Negative news and redirect	 BODY
<b>Subscription</b> – Thanking you, yours sincerely etc. <b>Your Signature</b> <b>Your Typed First Name Last Name</b> <b>Your Designation</b> ( <i>as required</i> ) <b>ENCL</b> (optional) stands for ‘Enclosure’	 CLOSING




### Scenario for Negative Letter

You are a supervisor and have been given the task of discussing repeated tardiness with an employee, Chris. Chris has frequently been late for work, and the problem has grown worse over the last two weeks. The tardiness is impairing not only Chris’s performance, but also that of the entire work team. Your manager has instructed you to put an end to it. The desired result is for Chris to stop his tardiness behavior and improve his performance.



### **Inquiry Letter (Full Block)**

An enquiry letter is a formal way of requesting to get information about anything from anyone formally.

<b>Organization Letter Head</b> OR <b>Your Name</b> <b>Your Address</b> ( <i>can be positioned only to the left</i> ) <b>Date</b> ( <i>can be positioned only to the left, before/after or at the start</i> ) <b>Recipient's Name</b> ( <i>specific official or person</i> ) <b>Recipient's Address</b>	 <b>HEADER</b>
<b>Reference or Subject</b> ( <i>as required</i> ) <b>Dear Recipient</b> ( <i>Salutation</i> ) <b>First Paragraph</b> – Details of the Inquiry <b>Second Paragraph</b> – Brief history, suggestions, statistical data etc. <b>Third Paragraph</b> – Offer assistance towards communication and assistance	 <b>BODY</b>
<b>Subscription</b> – Thanking you, yours sincerely etc. <b>Your Signature</b> <b>Your Typed First Name Last Name</b> <b>Your Designation</b> ( <i>as required</i> ) <b>ENCL</b> (optional) stands for 'Enclosure'	 <b>CLOSING</b>

#### **Scenario:**

Write a letter as the Manager of a large corporate firm (Mathew and Smith Law Firm) to your head office in order to clarify a dispute as to the job status of one of your employees. The employee claims that he has recently been promoted to make him now 2nd in charge although no notification has been received, this causing some friction amongst employees.

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### Sample Complaint Letter for Poor Customer Service

Arnold Armstrong  
89 Villa Street  
Val Haven, CT 95135  
Phone – 890056711  
armisstrong@arnold.com

30th June, 2018  
Customer Care Manager  
Customer Service  
Airtel Telecom  
8423 Green Terrace Road  
Asterville, WA 65435  
Dear Sir or Madam

**Re:** Order Number TF285347

I recently ordered a new Beutel Modem (item #285347), Model 100CX from your website on 20th June 2012. I received the order on 7th July. Unfortunately, the modem turned out to be defective.

I connected it to my PC and installed all the drivers provided. I followed the manual provided but it didn't work. All the Lights on the Modem were ON. I even went through troubleshooting but to no avail. I even installed it on my friend's PC but 'No Connectivity'. I used my Dying Modem to check if the 'Line wasn't Faulty'. The internet worked fine and there was 'No issue with the Line'. I even formatted and reinstalled Windows just to make sure that there wasn't a problem in my system. But that didn't make the modem work.

As mentioned above, I have tried everything and the fault lies clearly in the modem. I would like you to credit my account for the amount charged for the modem. I needed a new modem so I bought it from a local shop. I don't need a Replacement but a Refund which I am entitled to as per your Policy.

Thank you for taking the time to read this letter. I have been a loyal and satisfied customer of your company for quite some time now. This is the first time I have encountered a problem.

Looking forward towards a Prompt Refund.

Sincerely,

**Signature**

Arnold Armstrong

## Sample Inquiry Letter

Beyonce Jackson  
Viale Europa 22  
Italy  
90896879  
[jacksob@mail.com](mailto:jacksob@mail.com)  
December 20<sup>th</sup>, 2018

Carla Truman  
Human Resource Secretary  
Conservation Italia  
Ufficio Roma Trullo  
Casella Postale 1234  
00149 ROMA RM  
Italy

Dear Ms. Truman

Earth provides enough to satisfy every man's needs, but not every man's greed. Wise words from a wise man - Mahatma Gandhi. These are not just words; these are instructions to lead a life in the wisest manner. I believe in it and I follow it ardently. Myself - Beyonce Jackson and for the past 5 years, I have worked for 'Caracal Foundation' in India as Chief Conservator. My contract with the foundation is about to end in about 4 months. I love animals and try every bit for their welfare. That is the reason why I chose to become a Conservator.

Wildlife has always been my passion since childhood and I would photograph them and read about them all through my school and college days. In fact, I was nicknamed 'Wild Jackson' for my achievements in bird watching competitions, drawing, painting and anything concerned with wildlife. I would often create wildlife posters and banners whenever required. I only read wildlife books in the library.

At the college level I started photographing the local wildlife and was positioned 3<sup>rd</sup> in the Wildlife Yearly Competition. I even attended the 'Conservation Week' organized by the local SPCA (Society for Protection against Cruelty towards Animals). My article on Lake Orta was also published and appreciated in the monthly 'Wildlife' magazine.

I am well aware that you have not offered any jobs or advertised for the same but it is my strong feeling that I will get an opportunity in your foundation sooner or later. And whenever that happens please do contact me. I am sure I will live up to your expectations.

I have attached all the relevant documents for your consideration, please go through them. I am not boasting but I am merely making you aware of my apt suitability for the job.

Thanking You.

Sincerely,

Beyonce Jackson

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## Links for online practice

### Business letter

- <https://study.com/academy/practice/quiz-worksheet-business-letter-writing-process.html>
- <https://quizizz.com/admin/quiz/56fbc81fbb00b31b0a1b9bfd/personal-business-letter-test>
- <https://www.noslangues-ourlanguages.gc.ca/en/quiz/jeu-quiz-anatomie-lettre-business-letter-eng>
- <https://www.educationquizzes.com/in/primary/english/writing-5-letter-writing/>
- <https://www.proprofs.com/quiz-school/story.php?title=letter-writing-pre-quiz>
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## Memorandum Writing

A memo is actually short for Memorandum. It is one of the most used means of official communication in the business world. Its main purpose is to serve as a reminder or to give some instructions. Again, these like circulars are a means of mass communication, i.e. to communicate with a large number of people within the organization.

Usually, we write a memo for one of the following five reasons

- As a reminder
- Highlight an event or circumstance
- To recount an event
- Keep an official record of anything
- To pass information or instructions

### Advantages of Memos

- They are a very cost-effective way of mass communication. And their transmission is also very cheap.
- Another advantage is its simplicity. They are very simple to write and understand.
- Memos tend to be brief and to the point. They also reach a lot of people. So, they are very time-saving as well.
- They also serve as evidence in case of a dispute

### The Format of a Memo

Let us see the steps for writing a memo.

1. **Heading:** After the name and address of the company (which is on the letterhead) we type the word “Memo” or ‘Memorandum’ at the top of the page in the center.
2. **Recipient:** Address the recipients in the correct format, Example - ‘**To:** All Employees of the Sale Division’
3. **Writer:** Write the name of the person writing the memo, Example – ‘**From:** Mr. ABC, Head of Sales’
4. **CC:** Additional Recipients: These are the people who will receive a courtesy copy of the memo. We don’t address the memos to them, but we keep them in the loop.
5. **Date:** The date of writing the memos is an important detail that one must include.
6. **Subject Line:** This will give the reader a brief idea about the information in the memos. The line must be brief, precise and to the point. Example – Subject: Meeting of all employees of the Sale Division.
7. **The body of a memo:** This is where all the information is contained. A formal salutation is not required in a memo. Just relay the necessary information with clarity and precision. The body must not be too long. The ending must restate the issue and end on a positive note.
8. **Proofread:** Finally, proofread the memo before sending it. Read over your writing to **cut** unnecessary material, **clarify** your main points, and **proofread** for grammar and factual errors. And before you submit your memo to your audience, consider getting **feedback** from a colleague to ensure your message is effective and professional.

Memorandum

To

:

From

:

Date

:

Subject

:

Body of the Memo containing the details

### Important Points to Remember

- Always use a clear and specific subject line.
- Do not waste the reader's time by using lengthy memos. Be clear and concise.
- Use the active voice.
- Use the first person.
- Be formal.
- Avoids slangs and friendly words.
- One should use a careful and logical arrangement of information.
- Keep the paragraphs short.
- Use enumerations for the paragraphs.
- Use solid capitals and center indentation for important details.
- Use of bullets to make points.
- Always end the memo in courteous words.
- Use text fonts and color to attract attention.
- Avoid rude and thoughtless memos.
- It does not need a complimentary close or a signature.
- Proofread the content before sending.

### Difference between E-mail and Memo

Business memos and emails may look similar at first, a memo has some key differences. Memos are usually more formal than emails and are often used when you need to give your message a more official look. They can also be printed and distributed wherever this message would have the most impact.

Most business memos skip the greeting (such as “Greetings, Ms. Lawson”) and immediately go into the body text. Whenever you start a paragraph in a memo, always put the main point of that paragraph first, as this makes your writing direct and easy to follow.

Generally, memos don’t include a farewell (such as “Sincerely, Tonya”), but it may be appropriate depending on your message or your company’s style. If you do include a farewell, make it brief.

### **Sample Memo for Information Technology Department**

To: Computer Programming Division

From: Vice President Lumbergh

Date: February 19, 2016

Subject: Attaching cover sheets to TPS reports

This is to remind the division that, starting today, we are now filing all Testing Procedure Specification (TPS) reports with new cover sheets.

The reason for this change is simple. In addition to a new format, the cover sheets provide a summary of the report as well as the updated legal copy. The new cover sheets also include Initech's new logo.

Though this change may initially seem like a headache and an extra step, it is necessary to include the new cover sheets due to their updated information. Failing to do so will result in a confusing and inaccurate product delivered to our customers.

Please be sure to follow this new procedure.

Best regards,

Vice President Lumbergh

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### Sample Memo for Business School

To: All Staff

From: Company Executive

Date: February 19, 2016

Subject: Employee Commute Options Survey

We are conducting a commuting survey this week among all employees. The purpose of the survey is to discover what methods we currently use to commute and what alternative methods are of most interest. The survey is required by Department of Environmental Quality's Employee Commute Options (ECO) rules. These rules are part of the Portland area clean air plan to keep the air clean in light of air pollution associated with continued growth in the region.

ECO requires employers to provide employees with incentives to use alternatives to driving alone to work. The results of the survey will be used by (company name) to design a transportation program that reflects the needs and desires of (company name) employees. We must receive completed surveys back from at least 75 percent of (company name) employees to meet the requirements.

The survey will be distributed via e-mail on (date). Please take a couple of minutes to fill out the survey and return in by (date). If you have questions, please talk to (transportation coordinator).

We will share the results with you in the employee newsletter when they are completed.

Thanks for your participation

Your Executive



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## Sample Memo for Corporate Culture

To: All Staff

From: The Manager

Date: May 27, 2017

Subject: Inappropriate use of time on Google Doodle games

Coworkers,

It has come to my attention that many in the office have been spending time on the Google home page micro games. This memo is a reminder to use your work hours for work. According to a recent article, the estimated daily cost of people collectively playing these games instead of working is over \$120 million—which is calculated based on the daily average increased time spent on the Google home page (36 seconds).

If these estimates are applied to our 600 office employees, this results in a nearly \$700 weekly loss. This is a conservative estimate considering the extensive discussions that occur about beating the office's current high score. The extra cost quickly adds up.

Of course, we don't want you to view our organization as a place of drudgery and draconian rules. I encourage a fun and competitive environment, and I recognize that we certainly won't be profitable if you are unhappy or dissatisfied with your jobs. This is just a reminder to be careful with your use of company time.

Thank you,

The Manager

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## **Links for online practice**

### **Memorandum**

- <https://study.com/academy/practice/quiz-worksheet-memo-writing-process.html>
- <https://www.biz-e-training.com/email-practice/>
- <https://quizizz.com/admin/quiz/56d0a330de231b216813df03/memo-test>
- <https://www.proprofs.com/quiz-school/story.php?title=formatting-memos-1>
- <https://www.vskills.in/practice/memo-test>

### **Reference(s)**

- <https://www.proprofs.com/quiz-school/story.php?title=formatting-memos-1>
- [https://reviewgamezone.com/mc/candidate/test/?test\\_id=14198&title=Memo%20Formats](https://reviewgamezone.com/mc/candidate/test/?test_id=14198&title=Memo%20Formats)
- <https://www.toppr.com/guides/business-correspondence-and-reporting/writing-formal-mails/definition-effective-mails/>
- <https://www.businessmanagementideas.com/memos/memo-types-5-main-types-of-memos/3251>
- <http://blog.rescuetime.com/2010/05/24/the-tragic-cost-of-google-pac-man->

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## Chapter 9

### Translation Skills

#### Introduction

Translation is an important tool to understand foreign language. To explain one language into another language is known as translation. A translation skill is a type of skill that may be related in one way or another, directly or indirectly, to translation as a subject and a process, whether in theory or in practice.

Translation is necessary for the spread of information, knowledge, and ideas. It is absolutely necessary for effective and empathetic communication between different cultures. Translation, therefore, is critical for social harmony and peace. Translation is also the only medium through which people come to know different works that expand their knowledge.

#### Categories of Translation:

Mainly, we classify translation into two basic categories that are:

(1) **Intralingual translation** is a category that refers to an interpretation of verbal signs by means of other signs of the same language and it is also known as ‘rewording’.

(2) **Interlingual translation** is a category that refers to an interpretation of verbal signs by means of some other language and it is also known as ‘translation proper’.

#### Process of Translation

The process of translation between two different written languages involves the changing of an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).



#### Major Methods of Translation

There are two basic methods of translation, *Free and Literal* that are still suggested by translation theorists, writers and professional translators in the theory of translation. These are described as:

##### Literal Translation:

Literal translation is normally taken to mean literal, direct and precise translation of meaning, neither more nor less. Everything is translated to a measure as much as possible: no deletions, no additions, no unnecessary exaggerations, no artificialities or groundless digressions. Thus, literal translation is "*the accurate translation of meaning as closely, directly and completely as possible*"

##### Free Translation:

Free translation is normally taken as a method concerned more with the message than the fine details of meaning and its componential constituent words in context. Sometimes free translation is also known as “**creative**

**translation**”, this type of service is a form of translation that doesn't necessarily pay that much attention to detail, while excluding or adding content to the original text to preserve the overall meaning for fluency and naturality.

<i>Free/Communicative Translation Method</i>	<i>Literal/Semantic Translation Method</i>
priority to message priority to effect faithful to TL norms and culture faithful to TL readership tends to translate expressive, pragmatic meaning and intentions creative pragmatic more literary special concern with TL style and tone committed to TL translation attempts to render the spirit	priority to meaning priority to accuracy faithful to SL norms and culture Faithful to SL readership insists on referential / lexical / surface meaning non-creative non-pragmatic less literary normal concern with SL style and tone committed to SL text attempts to render sense

### Required Language Skills for Translation

These skills are primarily language skills required for foreign language acquisition and learning in the first place, especially writing, reading and comprehension (alongside non- translational language skill, listening and speaking). Naturally, prior to any ability to translate into another language, the translator is required to read and write adequately in the foreign language and understand it well. In other words, these basic language skills are a prerequisite for translating anything by anyone. Here are some of the most common translational skills that we use:

- Reading skills
- Writing skills
- Comprehension / understanding skills
- Grammatical skills
- Lexical / semantic skills
- Phonological skills
- Stylistic skills
- Pragmatic skills

### The Principles of Translation

There are some general translation principles which are relevant to all types of translation.

**1) Meaning:** The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be transposed.

**2) Form:** The ordering of words and ideas in the translation should match the original as closely as possible. This is particularly important in translating legal documents, guarantees, contracts, etc. But differences in language structure often require changes in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls.

**3) Register:** Languages often differ greatly in their levels of formality in a given context, for example, the business letter. To resolve these differences, the translator must distinguish between formal or fixed expressions and personal expressions, in which the writer or speaker sets the tone.

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**4) Source language influence:** One of the most frequent criticism of translation is that it does not sound natural. This is because the translator's thoughts and choice of words are too strongly molded by the original text. A good way of shaking off the source language influence is to set the text aside and translate a few sentences aloud, from memory. This will suggest natural patterns of thought in the first language, which may not come to mind when the eye is fixed on the source language text.

**5) Style and clarity:** The translator should not change the style of the original text. But if the text is not accurately written, or full of tedious repetitions, the translator may, for the reader's sake, correct the defects.

**6) Idiom:** Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, proverbs and sayings, jargon, slang, and colloquialisms and (in English) phrasal verbs. If the expressions cannot be directly translated, try any of the following:

- a. Retain the original word, in inverted commas.
- b. Retain the original expression, with a literal explanation in brackets.
- c. Use a close equivalent.
- d. Use a non-idiomatic or plain prose translation

### **Rules of Translation**

Translation is an art. Each language has its own peculiarities and not always the result of a translation is the word imagined, as in the case of false cognates, for example. However, knowing the basic rules of translation can be really helpful.

Some of them only apply to one language, while others can be used for different languages. However, knowing these rules will help you understand how to proceed when translating from one language to another

Learning these rules will help you deal with different languages and avoid the most common mistakes and confusions that occur while translating.

1. **Keep Sentences Short and to the Point:** Brief sentences aid comprehension and reduce the risk of errors. It's easier to fit shorter text segments together than lengthy sentences. To boost read ability, write about 20 words or less.
2. **Use Standard English Structure:** This includes using a subject, verb and object with modifiers. Check your basics. Proofread your text.
3. **Use an Active Voice:** Active voice is direct and easier to translate, and Active Voice uses fewer words. Fewer words mean a lower error rate and also a lower translation price. Words like 'by' and 'was' are reflective of a passive voice.  
Here's an example:  
Passive: The project was completed on time by Mary. Active: Mary completed the project on time.
4. **Check the Basics:** Proofread your own work. This prevents errors in translation and limits opportunities for misunderstanding. Make sure grammar and punctuation are correct and polish your content.
5. **Say it in the Same Way:** Writing a single concept in different ways affects the overall consistency of translation. Re-using existing content that has already been translated reduces the rate of error and saves time.

6. **Avoid Humor:** Slang, jargon, and humor rarely translate well. The same goes for regional phrases and metaphors. Chances are translators on the other side of the world are clueless when it comes to American slang. Expressions like – “You hit that one out of the park” are not universally understood or appreciated. They just don’t translate.
7. **Get Dates and Numbers Correct:** Write out the month to avoid confusion. You do not want your reader wondering if you mean the 3rd of February, or the 2nd of March. Agreed upon style guides are a great way you get this right across the organization.
8. **Provide Background Information:** Don’t assume a translator will know the audience. Provide background information that is not obvious to others. For example, formality of address is a crucial element of Japanese language and culture, and a Japanese translator will need information about the audience to give the translation the proper tone.
9. **Abbreviations / Acronyms:** Avoid using abbreviations and acronyms unless you explain or define them when they are first mentioned.
10. **Avoid Phrasal Verbs** (containing a verb form with one or more article): Their use tends to complicate translations. For example, use “met” rather than “ran into.” Phrasal verbs often have multiple meanings and are less formal.
11. **Make Sure it Works:** English text is typically shorter than other languages, which means sufficient space is needed for expansion to other languages—sometimes up to 35%! This is important for software interfaces and graphics. Differences exist not only in sentence length, but also in individual word length—as some languages use large compound words. Planning ahead saves money and time.
12. **Be Clear in Cross-cultural Communication:** This requires some study and practice to master. But once the stage is set for translation, you can focus on the translation process itself and further refine content to suit your audience.

## Activity 1

Read the following paragraph given in Urdu, complete the translation using appropriate vocabulary. An outline is given to help you out.

آپ اس بات سے آگاہ ہوں گے کہ اس سال کراچی میں غیر معمولی بارش ہوئی ہے اور یہ موسم یہاں کافی عرصے تک رہا ہے۔ اس کے نتیجے میں شاید ہی کراچی کا کوئی ایسا محلہ ہو جو متاثر نہ ہوا ہو۔ میں آپ کی توجہ بطور خاص امین آباد کی طرف دلانا چاہتی ہوں۔ اس محلے کے تمام بلاک طوفانی بارش کا شکار ہوئے ہیں۔ یہاں کی سڑکیں، جو پہلے ہی سے خستہ حال تھیں، اب بالکل ٹوٹ گئی ہیں۔ پانی جمع رہنے سے تار کول بہہ گیا ہے۔ پتھر اور گڑھے ہر طرف نمایاں ہیں۔ ان کی وجہ سے ٹریفک رک جاتی ہے، گاڑیوں کو نقصان پہنچتا ہے اور حادثات بھی رونما ہوتے ہیں۔ آپ سے درخواست ہے کہ آپ اپنے دائرہ کار میں آنے والے علاقوں کا خود معائنہ کریں اور جلد از جلد سڑکوں کی مرمت کا انتظام کریں۔

\_\_\_\_\_ aware of the fact \_\_\_\_\_.  
 \_\_\_\_\_ extraordinary \_\_\_\_\_, and this weather \_\_\_\_\_. As a  
 result, \_\_\_\_\_ which has not been affected.  
 I want to \_\_\_\_\_. \_\_\_\_\_ of this neighborhood \_\_\_\_\_  
 \_\_\_\_\_ disastrous \_\_\_\_\_. \_\_\_\_\_ already deteriorated \_\_\_\_\_,  
 \_\_\_\_\_. The coal tar \_\_\_\_\_. \_\_\_\_\_ and pits are  
 \_\_\_\_\_. Traffic gets stuck there, \_\_\_\_\_, and \_\_\_\_\_. It is requested \_\_\_\_\_  
 \_\_\_\_\_ areas coming under your jurisdiction, and \_\_\_\_\_ as soon as  
 possible.

## Activity 2

Read the 'poor' translation for the following passage of Urdu, discuss the types of errors linked with Subject-Verb Agreement and rectify the translated version for those errors.

اگر آپ دیگر افراد کے ساتھ رہتے ہیں اور آپ میں علامات موجود ہیں، تو ان کو آپ کی علامات شروع ہونے والے دن  
 سے دس دنوں تک گھر میں رہنے کی ضرورت ہوگی اگرچہ ان میں کوئی بھی علامات نہ ہوں۔ انہیں جتنی جلد ممکن ہو ایک  
 ٹیسٹ بیک کرانا چاہیے۔ اگرچہ انہیں متقی نتیجہ حاصل ہو، پھر بھی انہیں دس دن کی کی علیحدگی مکمل کرنی چاہیے۔ اگر ان  
 میں علامات ظاہر ہوں، تو انہیں ان کی علامات ظاہر ہونے والے دن سے دس دنوں تک گھر میں رہنے کی ضرورت ہے۔  
 آپ کے پورے گھر انے کو ممکنہ کورونا وائرس انفیکشن سے متاثرہ گھرانوں کے لیے گھر پر رکنے سے متعلق ہدایات پر عمل  
 کرنا چاہیے۔

If you lives with other people and you has symptoms, keep them at home for 10 days from the day your symptoms start. You will needs to stay even if they have no symptoms. A test should be book as soon as possible. Although they has a negative outcome. If obtained, they must still completes a 10-day separation.

If signs appears in them, then on the day when their signs appear. They need to staying at home for up to 10 days. They should do this. Although this gives them more time than the original 10-day separation period.

Your whole family from our possible corona virus infection. Follow the home stay instructions for affected families.

### Activity 3

- Following has a short text in Urdu as well as in English.
- Divide the class into two groups.
- Give the students in group A, the text in Urdu and the students in group B, the text in English.
- Tell them they have to translate the texts into the other language (English or mother tongue). They can confer among themselves on how they would like to do this. They do not need to all have the same final translated text.
- When groups have finished, ask them to pair up so that every student A is with a student B.
- Tell them to swap their translated texts. They must now translate the text back into the original language.
- At the end, tell them to compare with each other, and with the original.

#### Text A

آلودگی کا زہر کرہا مرض کو اپنی لپیٹ میں لے رہا ہے اور اس سے انسانی زندگی کو سب سے زیادہ خطرات لاحق ہیں۔ درخت اور پودے انسانی زندگی کا لازمی جزو ہیں۔ آئیے ہم سب آگے بڑھیں۔ کم از کم ایک پودا، صرف ایک پودا اپنی مدد آپ کے تحت اپنے گھروں کے آس پاس یا سڑکوں کے قریب خالی جگہوں پر لگائیں اور آنے والی نسلوں کا مستقبل بہتر بنائیں۔

#### Text B

Pollution is spreading all over the Earth, and that is most dangerous for human life. Trees and plants are the part and parcel of human life. Come, let's move forward. Plant at least one plant yourself around your houses or any vacant places near the roads and make the future better for the coming generations.



#### Activity 4

Read the following paragraph, translate it into English and compare your translated texts with peers.

اللہ تعالیٰ نے حضرت محمد ﷺ کو نہایت رحیم اور بلند اخلاق بنایا اور اس بات کی گواہی دی کہ آپ اخلاق کے اعلیٰ درجے پر فائز ہیں۔ اخلاق کے لحاظ سے آپ ﷺ کا کوئی ثانی نہیں۔ اخلاقی لحاظ سے کوئی ایسی خصوصیات نہیں ہیں جو آپ ﷺ میں نہ ہوں۔ اللہ تعالیٰ نے ہر خوبی سے آپ ﷺ کو نوازا تھا۔

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#### Activity 5

Translate the following text using *Communicative Translation Method*.

علامہ اقبال شروع سے ہی حاضر جواب اور شوخ طبیعت واقع ہوئے تھے۔ ایک روز، جب ان کی عمر گیارہ سال تھی، انہیں سکول پہنچنے میں دیر ہو گئی۔ ماسٹر صاحب نے پوچھا: "اقبال تم دیر سے آئے ہو؟" اقبال نے بے ساختہ جواب دیا: "اقبال ہمیشہ دیر سے آتا ہے۔"



## Translation Exercises: Solved

1.

اولمپکس میں پاکستان کی میڈلز سے محرومی پر مجھے اپنے والد کی بات یاد آگئی، ہم بھی ہر کھیل میں اپنے کھلاڑی سے یہی امید لگائے بیٹھے رہے کہ گولڈ نہیں تو سلور یا برانز میڈل جیت ہی لیں گے، جب ایسا نہ ہوا تو انہیں برا بھلا کہنے لگے، یہ نہ سوچا کہ انہیں سہولتیں کتنی ملیں، تیاریاں کیسے کیں، فنڈز کس حد تک میسر تھے، جب ناکافی تیاریاں ہوں گی تو اس پر تو اگر ارشد ندیم جیسے کھلاڑی پانچویں پوزیشن لے سکتے ہیں تو انہیں سر آنکھوں پر بٹھانا چاہیے۔

On deprivation of medals in Olympics, I was reminded of my father's words, we have also pinned hopes on our athletes that if not gold, they would win silver or bronze medal. When they failed to come up to our expectations, we started hurling negative criticism on them. We have never realized how aptly were they facilitated, how did they manage to prepare to meet the challenge, to what extent were the funds released to facilitate them. If with insufficient preparations, athletes like Arshad Nadeem can secure fifth position then we should welcome them by all means.

2.

تاریخ گواہ ہے کہ پاکستانی قوم نے ہمیشہ جرأت اور بہادری سے ہر مشکل کا مقابلہ کیا ہے۔ اور یہ ہمیشہ سرخرو ہوئی ہے۔ دہشت گردی کے مقابلے میں پوری قوم نے جس طرح اپنی مصلح افواج اور قانون نافذ کرنے والے اداروں کا ساتھ دیا وہ اپنی مثال آپ ہے۔ اور مصلح افواج اور دیگر اداروں کے نوجوانوں نے اپنی جان کی قربانی دے کر دہشت گردی کو جس طرح شکست دی وہ سنہری حروف سے لکھنے کے قابل ہے۔ آج ملک میں امن قائم ہو چکا ہے، توانائی کی حالت بہتر ہے۔ ملک میں پانی کے نئے ذخائر بن رہے ہیں۔ ملکی معیشت دن بہ دن مضبوط ہو رہی ہے۔ ہمسایہ ممالک، خاص طور پر عرب ممالک کے ساتھ تعلقات روز بہ روز بہتر ہو رہے ہیں۔ آج پاکستان خطے میں باوقار، مضبوط، پرامن اور ترقی کرتے ہوئے ملک کی حیثیت سے ابھر رہا ہے۔ لہذا پاکستان کا مستقبل روشن ہے۔

History has shown that the Pakistani nation has always faced every challenge with courage and bravery. And it has always proved itself. The manner in which the entire nation sided with its armed forces and law enforcement agencies in the fight against terrorism is exemplary. And the way in which the youth of the armed forces and other institutions have defeated terrorism by sacrificing their lives is worth writing in golden letters. Today peace has been established in the country, the state of energy/power resources is better. New water reserves are being created in the country. The country's economy is getting stronger day by day. Relations with neighboring countries, especially the Arab world, are improving day by day. Today, Pakistan is emerging as a dignified, strong, peaceful and developing country in the region. Therefore, the future of Pakistan is bright.

### 3.

تحقیق کے مطابق کرہ ارض کا اوسط درجہ حرارت تیزی سے بڑھ رہا ہے اور اگلے بیس برس میں دینھ درجے سینٹی گریڈ تک بڑھ جائے گا۔ یہ وہ حد ہے جسے ماہرین ایک خطرہ قرار دیتے رہے ہیں کیونکہ اس سے موسم کا مزاج مزید بگڑے گا۔ قدرتی موسمیاتی آفات میں اضافہ ہوگا، خشک سالی بڑھے گی اور جنگلات کی آگ مزید بھڑکے گی۔ تحقیق میں انسانی سرگرمیوں کو اس کا ذمہ دار ٹھہرایا گیا ہے تاہم اس وقت بھی کیلی فورنیا پر جنگلات کی آگ پانچ لاکھ ایکڑ ہبزہ جلا کر بھسم کر چکی ہے۔ جبکہ وینس شہر میں ٹخنوں تک پانی بھر آیا ہے۔ گزشتہ برس ہم ایمازون اور آسٹریلیا کی آگ میں نصف ارب جانوروں کو جلتے ہوئے دیکھ چکے ہیں۔

According to research, the average temperature of the planet is rising rapidly and will rise by one and a half degrees Celsius in the next twenty years. This is the limit that experts have been considering a threat because it will make the weather worse. Natural climate disasters will increase, droughts will increase, and forest fires will intensify. Research has blamed human activities, but forest fires in California have burned half a million acres of vegetation. The city of Venice is flooded up to the ankles. Last year, we saw half a billion animals burnt in the fires of Amazon and Australia.

### 4.

ازبک ڈائننگ ٹیبل نے مجھے بہت متاثر کیا۔ یہ لوگ کھانے پینے کے شوقین ہیں۔ یہ گھر میں موجود کھانے کی تمام اشیائیں پر رکھ دیتے ہیں۔ یہ لوگ دودھ گھسنے کھاتے ہیں۔ مگر اس کے باوجود صحت مندر رہتے ہیں۔ کیوں؟ کیونکہ ان کی خوراک قدرتی اور سادہ ہوتی ہے۔ یہ سلاڈ اور فروٹ زیادہ کھاتے ہیں۔ یہ کھانے کے دوران مسلسل سبز چائے بھی پیتے ہیں۔ یہ آلو، گندم، چاول، گھی اور تیز مصالحے استعمال نہیں کرتے۔ مین کورس یا مین ڈش صرف ایک ہوتی ہے۔ باقی سوپ، سلاڈ، فروٹ، جوس اور ڈبل روٹی کے ٹکڑے ہوتے ہیں۔ یہ کھانے کے دوران ہنستے کھیلتے بھی ہیں۔ اور موسیقی سے بھی لطف اندوز ہوتے ہیں۔ ازبک لوگ آرام بھی کرتے ہیں۔ یہ خود بھی خوش رہتے ہیں اور دوسروں کو بھی خوش رکھتے ہیں۔ ہم اگر سیکھنا چاہیں، تو ہم ازبک قوم سے بہت کچھ سیکھ سکتے ہیں۔ چنانچہ ہمیں ازبکستان کی طرف کھلنے والی تمام سرحدیں کھولنی چاہئیں۔ تاکہ ہمارے لوگ بھی دیکھ سکیں۔

The Uzbek dining table has deeply impressed me. These people are eager to eat and drink. They put all eatables in the house on the table. These people eat for two hours and so. But still stay healthy. Why? Because their diet is natural and simple. They eat more salads and fruits. They also drink green tea regularly during meals. They do not use potatoes, wheat, rice, ghee and spices. There is only one main course or main dish. The rest of the items are of soup, salad, fruit, juice and bread. They also laugh and play during meals. And also enjoy music. Uzbeks also stay relaxed. They keep themselves happy and keep others happy too. If we want to learn, we can learn a lot from the Uzbek nation. Therefore, we must open all the borders towards Uzbekistan so that our people can also visit it.

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5.

معاشرے میں جہیز جیسی لعنت کو ختم کرنے کے لیے والدین کو بھی سختی سے عمل کرنا ہو گا۔ وہ عہد کریں کہ نہ جہیز دیں گے اور نہ لیں گے، لوگوں کو بھی بتایا جائے کہ جہیز مانگنا ہی جرم نہیں بلکہ اپنی حیثیت سے بڑھ کر تحائف کے نام پر جہیز دینا یا اپنی جائیداد وغیرہ فروخت کر کے جہیز کے مطالبات پورے کرنا بھی ایک اخلاقی جرم ہے، ہمارے معاشرے میں جہیز کے علاوہ بہت سی غیر اسلامی رسمیں پائی جاتی ہیں، جن کی وجہ سے سماج میں زبردست بے چینی بڑھ رہی ہے، امر کے لیے تو کوئی بات نہیں لیکن غریبوں کے لیے یہ سہیاں مصیبت ثابت ہو رہی ہیں۔ نوجوان جہیز کا لالچ اپنے دل سے نکال کر انقلاب لا سکتے ہیں۔

Parents must also work hard to end the scourge of dowry in society. They should promise that they will not give or take dowry. People should also be told that asking for dowry is not a crime but giving dowry in the name of gifts or fulfilling the demands of dowry by selling one's property etc. is a moral crime. In addition to dowry, there are many non-Islamic rituals in our society, which are causing great unrest in the society. It is not a big deal for rich people, however, for the poor class, it is proving to be problematic. Young people can bring revolution/ change by taking the greed of dowry out of their hearts.

## Translation Exercises: Unsolved

1.

ہمارے معاشرے میں وقت کے ساتھ ساتھ پڑھے لکھے خاص کر نوجوان طبقے میں مطالعہ کا رجحان کم ہو چکا ہے۔ جس کے نتیجے میں لاعلمی اور ذہنی الجھاؤ بڑھ رہا ہے۔ مطالعہ کتب ہمیشہ سے انسان کی ضرورت رہی ہے۔ باشعور انسان کے لیے یہ غذا کی سی حیثیت رکھتی ہے۔ کتاب کو تنہائی کا بہترین ساتھی کہا جاتا ہے۔ مطالعہ کتب غیر محسوس انداز سے انسان کی ذہنی نشوونما اور کردار میں مثبت تبدیلیاں لانے میں اہم کردار ادا کرتا ہے۔ شرط یہ ہے کہ انسان مثبت کتب سے اپنا رشتہ استوار رکھے۔ دنیا میں جتنے بھی عظیم رہنما اور لوگ گزرے ہیں، ان میں ایک قدر مشترک رہی ہے کہ انہوں نے مطالعہ کتب کو اپنی عادت بنایا۔

2.

علامہ اقبال ایک شاعر ہی نہیں تھے بلکہ ایک سیاسی مفکر بھی تھے۔ آپ کے سیاسی نظریات نے معاشرہ میں انقلابی تبدیلیاں پیدا کیں اور مسلمانوں کو خاص طور پر اپنے حقوق سے آگاہ کیا۔ تصور پاکستان کے موجد کے حوالہ سے تو آپ کی شخصیت نمایاں اور واضح ہے جبکہ ایک سیاسی مفکر کی حیثیت سے لوگ کم آشنا ہیں۔ علامہ اقبال کی نگاہ میں جو لوگ عوام کی ضروریات و مسائل سے آگاہ نہیں وہ بے دل لوگ ہیں۔ علامہ نے اپنے تمام تر فلسفے کو فرد کی اہمیت اور قوم سے تعلق پر مبنی کیا ہے ان کے خیال میں ایک فرد کی انفرادی طور پر کوئی اہمیت نہیں یہاں تک کہ وہ ایک قوم کی صورت میں میدانِ عمل میں سرگرم نہ ہو۔ ظاہر ہے کہ قوم کی تشکیل افراد کی محتاج ہوتی ہے۔

3.

بے روزگاری، رشوت اور سفارش ایسے موضوعات ہیں جس پر میرے بہت سارے صحافی قلم اٹھا چکے ہیں۔ میں عوام کے سامنے اصل حقائق اور دیگران سے پیدا شدہ مسائل کو سامنے لانا چاہتا ہوں۔ ترقی پذیر ممالک میں قدرتی وسائل کی کمی ہوتی ہے جس کے باعث وہ ترقی کی منزل جلدی طے نہیں کر پاتے۔ ترقی پذیر یا پسماندہ ممالک میں بے روزگاری کا ہونا ضروری ہوتا ہے۔ پاکستان بھی ترقی پذیر ممالک کی صف میں کھڑا ہے۔ بے روزگاری نہ صرف پاکستان کا مسئلہ ہے بلکہ پسماندہ اور ترقی پذیر ممالک اس مسئلہ کے حل کے لئے موثر اقدامات کر رہے ہیں پھر بھی یہ مسئلہ ختم ہونے میں نہیں آتا۔ اصل وجہ یہ ہے کہ جب تک ان ممالک کے قدرتی وسائل میں اضافہ اور ان کا صحیح استعمال نہ ہو بے روزگاری کا خاتمہ ناممکن ہے۔

4.

تجزیے سے معلوم ہوا کہ جن لوگوں کو شکایت تھی کہ وقفے وقفے سے ان کی نیند ٹوٹ جاتی ہے جس کے باعث وہ گھنٹوں نیند لینے کے بعد بھی چاق و چوبند محسوس نہیں کرتے، ان میں رگوں اور دل سے متعلق بیماریوں کے علاوہ دیگر اسباب سے اچانک موت کی شرح، مسلسل کئی گھنٹوں تک سکون کی نیند سونے والوں سے نمایاں طور پر زیادہ تھی۔ جن لوگوں میں نیند متاثر رہنے کی شرح جتنی زیادہ تھی، ان میں اچانک موت کی مجموعی شرح بھی اسی حساب سے زیادہ دیکھی گئی۔ جن افراد کی نیند سب سے زیادہ متاثر تھی، ان میں کسی بھی وجہ سے ناگہانی موت کا خطرہ بھی سب سے زیادہ یعنی تقریباً دو گنا تھا۔

روشینوں کے شہر کراچی میں کم و بیش تین کروڑ کی آبادی ہے۔ اس شہر کے مسائل بھی کافی ہیں، جس کو سیاسی یا ذاتی عناد کے باعث مستقل بنیادوں پر حل کرنے کا سوچا ہی نہیں گیا۔ تاہم اس شہر نے کئی نامی گرامی ادیب سماجی کارکن، دانشور، فنکار اور مخیر حضرات پیدا کئے ہیں۔ گنجان شہر ہونے کے باوجود یہاں کے مستقل مقامی باشندے اپنی جان پر کھیل کر دوسروں کی جانیں بچانے کے لئے کوشاں رہتے ہیں۔ اس شہر کی خاص بات یہ ہے کہ یہاں غریب سے غریب انسان بھوکا اٹھ تو سکتا ہے مگر بھوکا سو نہیں سکتا۔

#### Reference(s)

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- [https://www.thenewsmanual.net/Manuals%20Volume%201/volume1\\_13.htm](https://www.thenewsmanual.net/Manuals%20Volume%201/volume1_13.htm)
- <http://blogs.exeter.ac.uk/translation/blog/2018/06/19/the-importance-of-translation-studies/>
- [https://www.academia.edu/35098158/Introducing Translation Studies Theories and Applications](https://www.academia.edu/35098158/Introducing_Translation_Studies_Theories_and_Applications)
- <https://www.scribd.com/doc/306359283/A-RUBRIC-for-Translation-1>

#### Video links

- <https://www.youtube.com/watch?v=4fYVGPV0oms>
- <https://www.skilling.pk/tag/urdu-to-english-sentence-translation-exercises-pdf/>
- <https://www.youtube.com/c/EmranAliRai/playlists>

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## Chapter 10

### Electronic Mail

In the information age, email has become the dominant form of communication. Being able to write a polished, professional email is now a critical skill both in college and the workplace. Below are some key distinctions between formal and informal writing, as well as some guidelines to follow when composing a formal email to a superior (professor, current or prospective employer, etc.) or someone who does not know you.

#### Informal vs. Formal

##### Informal

- Written to friends and family
- Accuracy and grammar (spelling and punctuation) are not important
- You can make up your own rules

Example:

Hi Linda,

How's it going?

Sorry I haven't been in touch for such a long time but I've had exams so I've been studying every free minute. Anyway, I'd love to hear all your news and I'm hoping we can get together soon to catch up. We just moved to a bigger flat so maybe you can come and visit one weekend? How's the new job?

Looking forward to hearing from you!

Helga

##### Formal

- Written to a professor, colleague, boss, etc.
- Must always be professional
- Accurate grammar, punctuation, and spelling necessary

Example:

Dear Professor Johnson,

I was unable to attend class today due to a doctor's appointment. When you have a moment, could please let me know what I missed and what homework I need to have completed for Friday?

Regards,

Julia



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## **Email Format**

### **Salutation**

The salutation of a formal email is similar to the salutation of a letter. When writing to someone you do not know by name, you put “To Whom it May Concern.” When applying for a job, you would address the person by, “Dear Hiring Manager.” If you do know the recipient’s name, you put “Dear Mr./Ms. Smith.” For a formal salutation, you should not use the recipient’s first name or the informal greetings “Hello” or “Hey.”

### **Body Paragraphs**

It is important to remember that an email needs to be concise. The first sentence, known as the opening sentence, can be a greeting if the situation allows it.

- I hope all is well with you.
- Thank you for your prompt response.

However, for most formal emails it is best to get straight to the point. Depending on the subject, you should have a maximum of four paragraphs and each paragraph should contain a single point. It is also important to provide questions in order to prompt a response. At the end of your last paragraph, you should provide a “thank you” or “call to action” depending on the subject of your email.

- Thank you for your assistance with...
- Thank you for your time and I look forward to hearing back from you.
- Please feel free to call or email me if you have any questions.
- I would appreciate it if this could be taken care of promptly.

### **Closing**

Like the salutation, the closing of a formal email can be the same as the closing to a letter. However, unlike the salutation, there are more options for a closing.

- Thank you
- Best regards
- Sincerely

The closing is then followed by your full name. It is also beneficial to add your job position (if applicable) and phone number under your name in the 4th paragraph.

### **Tips**

- Do NOT use contractions. For example: don’t, haven’t, I’m, isn’t.
- Do NOT write in all capital letters.
- Use formal vocabulary and sentence structure. Do NOT use slang.
- Proofread the email at least twice and get a second opinion if possible.

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**Exercise**  
**Formal vs Informal**

State whether the sentence would be classified as either formal or informal. If informal, change it into formal.

Example: Hi y'all!

informal; To Whom it May Concern:

1. I am pleased to inform you that you have won our grand prize.

\_\_\_\_\_

2. I hope all is well with your new career choice.

\_\_\_\_\_

3. I shouldn't have gone and missed with it!!

\_\_\_\_\_

4. I can't help you with that cuz it's too hard.

\_\_\_\_\_

5. Hi, how are you?

\_\_\_\_\_

**Exercise**  
**Find and correct the errors in the following emails:**

1. Hello Professor Smith,

I'm sorry to tell you but im sick and will not be able to come to class. See ya  
Wednesday. Jason

2. Dear Sally

Blue,

I read online that you're selling business cards. I was wondering how much if i only  
wanted 500? Is color and a logo extra? Can I see an example before all are shipped or  
will that cost extra? You seem to have a great business so I hope you can help.

Regards,

Jess Higgins

\_\_\_\_\_

\_\_\_\_\_

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3. Dear Sir/Madam,

I am a graduate from Menlo college. I got a degree in business and would now like to use it. Your company looks interesting. Can I come in for an interview? I have a lot of experience from my schooling and extra curriculars. I think I can help the company a lot. Please respond to my email to let me know.

Thanks, Max Oates

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### Format of an e-mail

<b>From: Sender's email ID</b>
<b>To: Recipient's email ID</b>
<b>Cc: Other individuals receiving the same mail with visible IDs</b>
<b>Bcc: Other individuals receiving the same mail with invisible IDs</b>
<b>Subject: Title or the reason of writing email</b>

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**Salutation:** Words such as Dear, Respected, etc.

**Main Body:** The main content of the email

- **Introduction**
- **Matter in detail**
- **Conclusion**

**Closing:** Ending Statement

**Attachment:** Attached files with email

**Signature Line:** Sender's name, signature and other details

### **E-mail Scenarios**

- At a networking event, you meet a person who works in the Finance department of Nestle. He gives you his card and encourages you to send your CV to him. What would you write in your mail to him?
- You are the CEO of a small firm with 20 employees. You have noticed that several people are frequently arriving late to work and not justifying their behavior. You would like to write an email that will help in addressing this concern. What would you write?
- You would like to invite the GM Sales at Shell as a guest to a conference (Topic: cost-benefit analysis) at UCP. What would you write?
- You work for Netsol, a mid-sized software house as a Business Development manager. You are expected to send emails to potential clients you have never met in person and try to win business for the company. How do you phrase your introductory email?
- You work in the supply chain department of a consumer goods firm. For the last two weeks, a vendor that supplies raw materials to you has delivered several hours later than you anticipated. While this has not affected you directly so far, such behavior over a consistent period may be problematic. How would you address the point person in this operation?
- You have resigned from your current job and would like to send out one farewell email to your colleagues. What would you say?
- You are the lab instructor of an IT Department. A piece of equipment that is used infrequently, but must be available when needed, is in need of repair. Inform your supervisor (Mr. Ali Ahmad) of the condition of the equipment, its importance to your operation, and the need for repair. Supply specific details and suggest a course of action. (Follow complete format of e-mail writing.)

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## Links for online practice

### Email Writing

- <https://www.slideshare.net/kundana19/email-electronic-mail-56618050>
- <https://www.slideshare.net/AbidFakhrealam/electronic-mail-75986945>
- <https://sendgrid.com/docs/ui/analytics-and-reporting/email-activity-feed/>
- <https://www.slideshare.net/howardburns/email-writing-exercises>
- [https://elt.oup.com/student/businessoneone/int/a\\_emailpractice/?cc=global&sellLanguage=en](https://elt.oup.com/student/businessoneone/int/a_emailpractice/?cc=global&sellLanguage=en)

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## Documentaries

### **What is a Documentary?**

A documentary is a non-fiction video or film that informs viewers about a real-life topic, person, event, or issue. They are typically educational in nature, extremely detailed, and often have a persuasive tone about them. In the end, a documentary is usually filmed with a seriousness that, hopefully, inspires everyone that sees it.

### **How to make a documentary:**

Following steps must be followed for a documentary making.

#### **Step 1: Choose a Topic**

Documentaries are sometimes known for being about relatively obscure ideas. And that's okay. Sometimes the director's reason for filming a documentary about an unknown topic is to expose the public to that new idea. However, you must be careful to choose a topic that will resonate and mean something to your audience.

#### **Here are some tips for choosing the subject of your documentary:**

- Select a topic you are passionate about.
- Don't film something that everyone already agrees on. The point is to stir up some controversy or show a different viewpoint.
- Decide whether your topic will be grandiose or small-scale. Then stick to it.
- Whether you like it or not, make sure your idea is marketable. Draft an in-depth proposal and bring it to the production studio you wish to film with and major industry players that may consider funding your documentary.
- The first step can sometimes take the most planning. Defining what your documentary will be about is the single most important step because all other steps in filming a documentary follow this first step. Make it count.

#### **Step 2: Do Your Research**

In line with step number one, once you have a good idea, it is important you do proper research about your topic. Since documentaries are non-fiction, it is essential to your reputation as a documentary filmmaker that you base your film in truth.

#### **To ensure your documentary is as accurate and comprehensive as possible, be sure to:**

- Take notes as you conduct research, so no important details are left out of the film.
- Interview people, read up on appropriate literature, and check other similar documentaries.
- Decide which points will enlighten your audience and resonate the most with them.
- Make the angle of your topic interesting, emotional, and inspiring.

#### **Step 3: Get a Budget**

Documentaries are notorious for going way over budget, so make sure you know just how much changes you can make when it comes to the expenses that your documentary will require.

#### **Here are some important things that should be included in the overall budget:**

- Equipment and studio fees

- 
- Location permits
  - Liability insurance
  - Production crew
  - Office and administrative expenses
  - Catering
  - Props
  - Post production time and editing
  - Copyright fees
  - Marketing expenses
  - Distribution fees

#### **Step 4: Write a Script**

Unlike a feature film production, the script for a documentary is not written out word-for-word. Rather, a general outline is created, a preferred direction is determined, and a shot list framework is laid out for the production crew.

You will want to know things such as locations, ideas you want to cover, and possibly questions that will be asked on camera of those you are interviewing.

You may even consider adding in a narrative that can be done as a voice-over. However, only after everything is filmed and the final product has been reviewed and approved should a narrative be added in. You do not want to guide the documentary with narrative.

#### **Step 5: Schedule Your Filming**

Sometimes, during the filming of a documentary, things take an unexpected turn. This is normal and sometimes welcomed. However, before you set out to film anything, you should definitely have a plan that will make the documentary stay within budget.

##### **Here are some factors to consider when putting together your filming schedule:**

- Contact those you want to interview and schedule times to meet with them.
- Arrange all travel plans for on-location filming.
- Consider events that you want to include and film accordingly.
- Get permission to film things such as writings, pictures, drawings, music, and other documents you want to include from their creators to avoid copyright issues.

Though you will not know at the start of filming exactly what direction your documentary will take, it is good to plan ahead as much as possible. This will keep you on schedule and provide solid footage that will make sense when it is time to edit.

#### **Step 6: Shoot Your Documentary**

Now that everything is planned out, it is time to start filming your documentary. There are plenty of things you can film that can potentially play an important role in the overall message of your documentary.

##### **Some of these include:**

- Conduct interviews with relevant figures that support your message. This can include interviews you direct with your questions, old footage of interviews, seminars, or public rallies, and even footage of people in their daily lives as it applies to your documentary.

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- Gather real-life events as they unfold to make your documentary strong. Getting as much real-world footage as possible will give your documentary authority on the subject.
  - Film what is termed an establishing shot to put your scenes into context, introduce new ideas, and make the overall film flow naturally. These shots often include historical landmarks, time of day progressions, close-up shots of an important location related to your topic, and even serve the purpose of defining the theme of your scene.
  - If appropriate, film re-creation may include how your viewers can get an idea emotions people felt during the time of the incident that you are trying to portray in your documentary.

### **Step 7: Edit Your Documentary**

After all the footage has been collected and you are satisfied that you have made the point you want to establish for your final product, take care to professionally edit all shots.

This means choosing scene sequences, adding music/graphics/text/voiceovers, and making sure your documentary makes sense as a whole and is in line with your original idea.

Aim to cut out all unnecessary footage so as to not bore your audience. Observe keenly and keep only the most impactful scenes.

### **Step 8: Get Your Documentary Seen**

This step may start out with a simple screening of your documentary to close friends and family to get an idea of how your intended audience will react. This will also include heavy marketing of your documentary via various platforms such as YouTube, social media networks, websites, and even old-fashioned flyers.

The great thing about documentaries is that there is no shortage of places to screen them. Take for instance these distribution ideas:

- National Education Telecommunications Association (NETA)
- Discovery Communications
- PBS (Public Broad Casting)
- The History Channel
- Independent Film Channel
- Sundance Channel
- Pakistan National Council of Arts (PNCA)
- National College of Arts (NCA)
- Riphah International University
- Beaconhouse National University
- Institute for Art and Culture
- IQRA University (Karachi)

### **Final Thoughts**

In the end, there is a lot that goes into creating a powerful documentary that is seen by a large audience and has a positive impact. Getting your education at a reliable production school will only refine the skills needed to create a documentary from start to finish.

In Pakistan if you are interested in becoming a documentary filmmaker, consider contacting Pakistan National Council of Arts (PNCA). Our industry professionals instruct aspiring



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filmmakers in all aspects of production, not just the point and record skills that many people think is required of a filmmaker.

With state-of-the-art equipment, a deep knowledge of the film industry, and plenty of networking opportunities, NCA is the place to go if you are dreaming of becoming a documentary filmmaker.

### **Documentaries**

- <https://www.youtube.com/watch?v=I5UBikauIQM\>
- <https://www.youtube.com/watch?v=DtujJRFuIi0&t=13s>
- [https://www.youtube.com/watch?v=yrOoJ\\_iEWoE&t=15s](https://www.youtube.com/watch?v=yrOoJ_iEWoE&t=15s)

### **Activity One:**

#### **Watch, Think, and Describe!**

This activity is designed to polish students' powers of observation and oral description. Students will be required to watch a scene from a chosen documentary/video clip. They will be required to describe what the place looked like; giving as much details as possible, this could be a room, a street, or a café. In addition to that they can also describe the events happening to the best of their understanding.

#### **Activity two:**

After watching this student will be discussing the main idea in groups and then one student will come as a presenter and will present the discussed points in the class.

### **Link (s) for online documentaries**

- <https://www.proprofs.com/quiz-school/topic/documentary-film>

### **Reference(s)**

- <https://www.sheffielddav.com/education/guide-filming-powerful-documentary>

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## Chapter 11

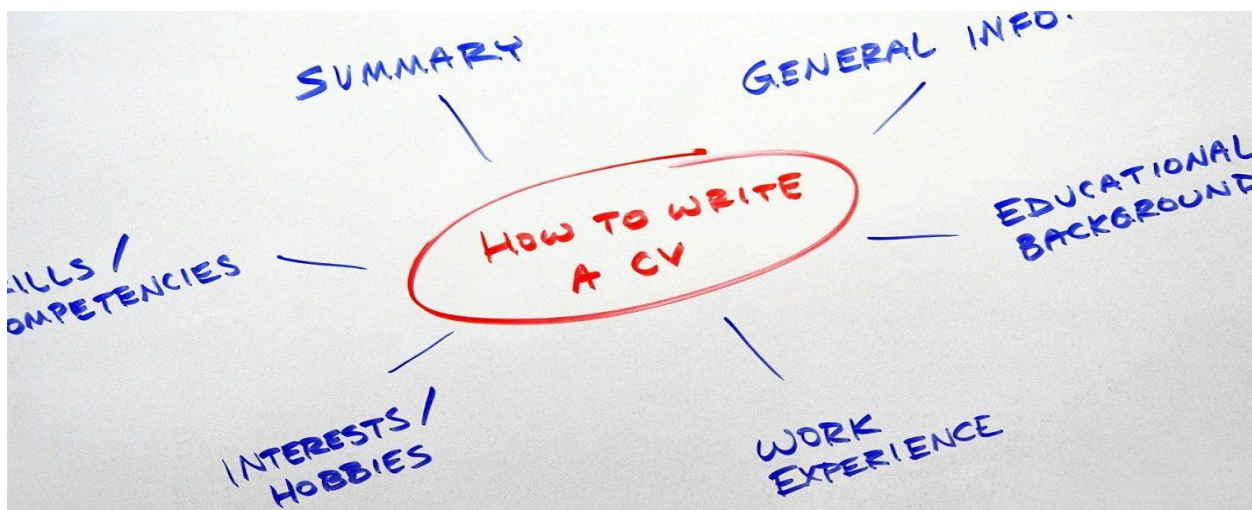
### CV Writing and Interviews

#### How to Create an Effective CV

A Curriculum Vitae (CV) gives you an opportunity to provide the employer with a summary of your education, experience and achievements and helps you get an interview. This is your marketing document to a potential employer. Use this opportunity by making your CV as interesting and appealing as possible.

#### Key Features

- No more than two well-balanced A4 pages
- Effective use of headings (don't change typefaces, but consider capital letters or bold to make headings stand out)
- Clear layout, concise format
- Organized into typical standard sections of information (see below)
- Tailored to the job/work area
- Using bullet points can help to give your CV more impact, especially if combined with 'Action Verbs'
- Use note form so avoid using 'I' and 'my', 'the' or 'a', etc.



#### Headings for Your CV

Headings are very powerful as they signpost the reader. Your headings reflect the content of your CV. These are examples, but you can use alternative headings.

#### Personal Information

Put your name in larger font at the top of the page as your main heading, and makes it stand out. There is no need for the heading 'Curriculum Vitae' as the document is self-explanatory. Provide one reliable address, daytime telephone number and email address. Sub-titles are not needed. Nationality (if there might be a query with regards to your work permit status) and gender (if

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this is unclear or could be male or female) are both optional. Date of birth is not needed due to anti-ageism legislation. Marital status is not needed either.

### **Education**

Begin with your most recent education; include university name, degree subject, projected outcome and details. Consider what is relevant and important for the job role. Include as much technical information as possible for technical roles, but keep it more general for graduate training schemes not related to your degree subject. Then continue with A levels and GCSEs (or equivalent qualifications).

### **Work Experience**

Dates (also in reverse chronological order), job title, organization, place or country (avoid stating full address). Consider organizing your experience, e.g. Finance Experience and Other Experience if applying for a finance sector job, Scientific Experience and Other Experience if applying for a science sector job. Use relevant headings. Then describe your tasks and achievements indicating the skills you have developed. Make use of action verbs (see page 2) and use the past tense of these for work carried out in the past. Include any unpaid work, as this still provides evidence of your skills.

### **Skills**

IT skills (e.g. packages you can use competently), driving license, language skills (give an indication of the level of written/verbal skills), First Aid qualification or any other certificates you may have. For technical positions provide more detail on relevant technical skill.

### **Interests and Achievements**

This could also be called 'Achievements and Responsibilities' and includes information about key interests, roles of responsibility, awards, volunteering, travel, etc. Be specific - quantify what you do or indicate positive outcomes, rather than just providing a list.

### **References**

Insert 'available on request' unless specifically asked. If asked, you need to provide full contact details of two referees, typically your tutor and a previous employer.

## **OPTIONAL EXTRAS AND FURTHER TIPS**

### **Profile**

This is a short and concise summary of your education, skills and experience, designed to attract immediate attention. Aim for no more than 3 or 4 lines maximum. It comes after your personal details and you could use this to tailor your CV to a specific area of employment or to highlight your career objective. Bland statements are best avoided (e.g. 'Seeking employment with a dynamic business to build on my outstanding achievements.') However, it can work well if you are considering a change in career direction.

### **Awards**

Include this as a separate heading after education if you have achieved a number of scholarships, school prizes or any other award.

## **Jo Olsen**

2 Long Road, London, SW7 7AZ  
07123 456780 / jolsen16@sample.imperial.ac.uk

### **EDUCATION**

2016-2020 **Imperial College London**

#### **MEng Mechanical Engineering with a Year in Europe**

- Relevant Modules: Stress Analysis, Fluid Mechanics, Design and Manufacture.
- Successfully completed various group projects including a task to design and make a small hovercraft in a team of four.
- Developed an understanding of the entire design and prototyping process through the completion of an individual project undertaking drive transmission design project.
- In addition to engineering courses, participated in a French language course at Imperial.

2009-2016 **Leeds City Academy, Yorkshire**

A Levels: Maths (A\*), Physics (A\*), Further Maths (A), French (A)  
GCSE's: 6A\*, 4A

### **WORK AND VOLUNTARY EXPERIENCE**

2016 **Imperial College London**

#### **Temporary Events Assistant**

- Worked at several corporate events on campus, providing a first point of contact to external visitors and speakers from industry and other universities.
- Demonstrated strong customer focus, working as part of a team of other students and members of the Events department at Imperial.

2013 **Kirklees Badminton and Squash Club**

#### **Qualified Badminton Coach**

- Regularly coaching children aged between 10 and 16 to encourage active participation in sport.
- Voted on to the club management committee to represent the views of younger members, and introduced and maintained a social media presence which has increased membership by 22%

2011 **9th Leeds City Explorer Scout Group**

- Participated in numerous local and international volunteering activities, including undertaking charity walk from Leeds to Edinburgh, which raised £2,500 for children's charities.

### **IT AND LANGUAGE SKILLS**

- Proficient in Microsoft Office applications
- Coding in MATLAB
- CAD and solid modeling in Solid works
- Advanced French

### **INTERESTS AND ACHIEVEMENTS**

- 1st Year Student Rep (2016/17), representing student body at academic committee; proposed and designed template to assist with online learning module.
- Active member of Imperial Engineers without Borders student society.
- 1st 4Sport Level 1 award in badminton coaching.

**REFERENCES AVAILABLE ON REQUEST**

## Sample- 1 Page CV for Banking and Finance

**Xi Li**

39 James Square, London, SW7 1NN, United Kingdom  
+44 7123 45678 | xili@sample.imperial.ac.uk | www.linkedin.com/in/xilisample/1

### EDUCATION

#### Imperial College London

**London, United Kingdom**

*Bachelor of Science in Mathematics and Statistics for Finance*

September 2015 – June 2018

- Predicted to graduate with First Class Honours – (ranked top 5% in first and second year)
- Modules: Financial Management, Statistical Modelling, Time Series, Games Theory
- Awarded prize for best group in 2nd Year, M2R project, leading a team of 4
- Achieved Distinction in Imperial Horizons course: ‘Professional Skills for Employability’

### PROFESSIONAL EXPERIENCE

#### China Gold Asset Management

**Beijing, China**

*Summer Analyst, Investment Division*

July 2017 – August 2017

- Participated in a 3 billion live deal within energy industry
  - Designed financial model individually to estimate earnings of a convertible bond, which facilitated the adjustment of transaction structure.
- Worked effectively in a project team on non-performing commodities assets.
  - Proposed solutions on assets recovery and produced business plan as part of a team of 5

#### Blue Sky Securities

**Beijing, China**

*Summer Analyst, Corporate Finance Division*

June 2016 – July 2016

- Contributed to the IPO of a high-end laser company
  - Conducted laser industry research and comparable company analysis
  - Collaborated with a team of 4 and composed the industry section of Due Diligence report
- Provided integrated financial advisory services to a medium-sized sports company based in Jiangsu
  - Analyzed a major competitor’s financial and identified potential market in sport industry
  - Discussed effectively with clients and amended business plans based on market performance

#### PwC China

**Shanghai, China**

*Summer Intern, Finance Division*

June 2015 – August 2015

- Analysed 25+ transactions across all industry, including 25 million deal with Shanghai Electric
- Performed basic audit tasks and liaised with project manager to request client information

### FURTHER RELEVANT EXPERIENCE

#### Imperial College London

**London, UK**

*Research Assistant, Computational Statistics*

August 2016 – September 2016

- Implemented graph and string matching algorithms efficiently in statistical analysis
- Gained experience of working in a team with 2 PhD researchers and also a Senior Lecturer

#### Enactus Imperial

**London, UK**

*Project Leader*

October 2015 – March 2016

- Investigated producers of ethically sourced chilled green tea and negotiated with college shops to introduce the product.
- Donated the profit made from speciality tea sales to support Enactus Philippines project

### SKILLS, ACTIVITIES & INTERESTS

**Languages:** Mandarin (Native), English (Fluent)

**Programming Skills:** Python, Matlab, R, C++

**Activities & Interests:** Volunteered for London Fashion Week 2015/2016, Finance Society, Swimming

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## Sample- 1 Page CV for Arts and Humanities

### SIANMAGELLAN

Balliol College, Oxford, OX1 3BJ • 07685 314523 •

[sian.magellan@balliol.ox.ac.uk](mailto:sian.magellan@balliol.ox.ac.uk)

#### EDUCATION

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**University of Oxford, Balliol College, BA Hons English**  
**2017**

**2014 –**

- First year exam results: 2.1 (65% average)

**St John's School, Milton Keynes**

**2007 – 2014**

- A levels: French A\*, English A\*, Chemistry A, Geography A GCSEs: 5 A\*, 3 A, 1 B including A\* in English and Maths
- Awarded School Prize for A-level results and Smith Prize for 'Contribution to School Life'

#### EXPERIENCE

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**WWOOF, Organic Farm in Haute Vienne, France, Volunteer (summer)**

**2016**

- Improved to near-fluent French, while learning organic food production chain processes
- Developed good working relationships with 22 colleagues from 12 countries

**Oxford University, The Student Consultancy, Team Leader, (8 weeks) 2015**

- Led a team of five students to develop marketing strategy for local start-up
- Designed and executed paper and phone surveys, engaging 250 participants
- Presented recommendations to client; all implemented within 3 months and delivering 20% increase in sales within 6 months

**EGM Analysis, Market Research Assistant (1 month internship)**

**2015**

- Responsible for producing eight data tables summarizing previous field activities using SPSS
- Presented daily key data summary to four senior managers, with a colleague
- Developed knowledge and interest in marketing and consumer goods

**Red Lion Hotel, Newport Pagnell, Waitress (part-time summer work)**

**2014**

- Provided professional, courteous dinner service in busy gastro-pub with 80 covers
- Maintained positivity and good working relationships in high-pressure service environment

#### COMMUNITY ACTIVITIES AND SKILL

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**Languages:** English – native; French – near-fluent; German – conversational

**IT:** Proficient in Excel and SPSS, WordPress, InDesign, and MS Office

**Music:** Lead clarinetist in Milton Keynes Youth Band; member of National Youth Orchestra Marketing Officer for Balliol College wind ensemble. Promoted concerts and managed ticket sales, increasing

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## How to Write a Cover Letter

A cover letter introduces and markets you effectively by complementing your CV. It tells your story by highlighting your relevant strengths and motivation for the person and organization you are writing to, rather than listing all the things that can already be seen on your CV. Always take the opportunity to submit a cover letter if you are given the opportunity. The cover letter gives you scope to showcase what interests and drives you, and your enthusiasm for an organization and the role. You can use it to align yourself with the organization's strengths, values and culture, and highlight in a targeted way your knowledge and strongest, most relevant skills for the position.

The content and style are up to you, but a logical and engaging structure is the key. Below are some guidelines:

### Style

Try to sound professional yet conversational, rather than wordy or too stiff and formal. Write in clear, concise English – take care not to drown the reader with your detail and avoid jargon they may not understand.

### Content

#### Layout

Set it out like a business letter. Brevity adds power, so do not exceed one A4 page in length. An exception is if the job has a person specification consisting of a detailed list of skills, and selection is based on applicants demonstrating in this letter that they have them all (i.e. there is no other application form). In that case you can exceed one page – but remember that being concise and relevant is still important!

#### Introduction

Introduce yourself and explain why you are writing. If you are responding to an advertisement, state where you saw it. This tells the recruiter why they are reading the letter, and it gives them feedbacks on which of their advertising sources are working. You need to think about how you would like to introduce yourself; it could be that you mention the course you are studying and when you plan to finish it along with your place of study.

#### Why this job?

- Explain why you are interested in the job and the organization. Tailor the letter to the organization and job description and make it implicit that you have not sent out multiple copies of the same letter to different employers. If you can, say something original about the organization: don't just repeat the text from their publicity material.
- Draw on your research, especially what you have learnt from speaking with their staff (e.g. whilst meeting them at a fair or event, or during work shadowing/experience) as this will demonstrate an awareness and understanding of them that goes beyond the corporate website. Be specific about why the position is particularly attractive for you, and back this up with evidence from your past, or by linking this to your overall career plans, and what you find exciting about this sector.

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### **Why you?**

- Explain why you are well-suited to the position. Refer to the relevant skills, experience and knowledge you have and match what you say to the requirements outlined in the job description. Tell your story and highlight key evidence so that you are building on, but not using exactly the same phrases contained in your CV.
- Even if you think that this position is out of reach, your job is to convince the recruiter that you are qualified enough and able to do the job. Focus on your accomplishments and the transferable skills that are relevant to the role. State explicitly how you match the job criteria – don't expect the person reading your letter to infer your skills or experiences for themselves.
- Support your claims by referring to examples that are already detailed in your CV. You can make a stronger, more credible case by linking different experiences that highlight similar skills or competences. For example:  
You first demonstrated your organizational skills by creating (an event) at school, and you have developed them further by raising (£xx) at last year's fundraiser and, most recently, by leading (another event) for your Society attended by (number) of people. The role (applied for) would allow you to use your passion for helping others, which has driven your success as College Welfare Officer and the personal sense of achievement gained from working as a peer counselor.

### **Conclusion**

Reiterate your desire to join the organization and end on a 'look forward to hearing from you' statement, followed by 'Yours sincerely' if writing to a named individual, and 'Yours faithfully' if you have not been able to find a named contact. Type your name, but also don't forget to sign the letter if you are printing it out.

### **Top Tips**

- Write to a named person if you possibly can – rather than Dear Sir/Madam.
- Check your spelling and get someone else to read it over.
- Check that it says clearly what you want it to say. Are there any sections that are hard to read or follow? If yes, try to simplify the language, avoid jargon, use shorter sentences or take out that section completely.
- Make the letter different each time. If you insert another company name, does the letter still read the same? If so, try to differentiate each letter more!
- Don't start every sentence with "I".
- Provide evidence for all your claims.
- Don't repeat your whole CV.



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## Sample Cover Letter

14 Bay Tree Road  
Birmingham  
B23 6TY

Ms Gill Cooper  
OxiAID  
Carstairs Street  
London  
W12 6YG  
10th<sup>h</sup> March 2016

Dear Ms Cooper,

I wish to apply for the post of Fundraising Officer that I saw advertised on the Oxford University Careers Service website. I am in my final year at Oxford University studying Mathematics. I have a long-standing interest in charity work, and believe that I have the qualities and experience required to be a successful fundraiser for OxiAid.

My experiences with Jacari have made me realize that I am attracted to the opportunity to help other young people and to develop my fundraising skills in such an environment. I am particularly interested in OxiAID because it has established its credentials working in some of the most challenging areas of social aid, and the government funding recently awarded to the organization is recognition of the success of its philosophy.

I have really enjoyed motivating people to work with me towards a common, worthwhile goal. As Marketing and Publicity Officer for the College Ball last year I was extremely pleased that we had more applicants for tickets than ever before – a 25% increase on the previous year's sales. I believe that the marketing pack I put together for potential sponsors played its part in attracting record levels of sponsorship. One of the most rewarding aspects of being at Oxford has been the work I have done with Jacari. During my time on the committee the number of volunteers involved in the project has increased by 50%, and I have enjoyed both the challenge of raising the profile of the society and my work with young people. One of the aspects of voluntary work that especially appeals to me is the spirit of teamwork that it often entails. This spirit has also been apparent on the working holidays that I have undertaken with the National Trust and English Heritage.

I would welcome the opportunity to discuss my application with you and look forward to hearing from you.

Yours sincerely,

Joseph Williams

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## Mock Interviews

### Activity

All students will be required to pair up and decide who wants to be the interviewer and who wants to be the interviewee. All those who decide to be the interviewer will be provided with a Mock Interview Script. Based on the given script the pair will rehearse their role play of the whole interview session and conduct it in front of the class.

After role plays, a class discussion will be facilitated around the conducted interviews. The class will be required to discuss:

- Who do they think would be the better person for the job?
- Why do they think so?
- What did this person do well?
- What impressions would these answers give the employer?

### Questions for Interview

#### Mandatory

- Tell us about yourself.
- Tell us about your strengths and weakness.
- Why should we hire you?

#### Optional

- Where do you see yourself in next five years?
- Tell us about a time when you show leadership?
- Why do you want to work in this organization?

### Reference(s)

- <https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/careers-service/public/resources/publications/Imperial-Guide-to-CVs.pdf>
- <http://www.careers.ox.ac.uk/cover-letters/>
- <https://david-king.squarespace.com/s/Mock-Interview-Instructions-Script-4.pdf>.

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## Chapter 12

### Précis Writing

#### What is a Précis?

A precise is like a miniature portrait of the passage: it retains the absolute essential points accompanied with the mood and tone of the author of the passage. The one aspect one must be careful about is that one should not add one's subjective interpretation or comments to the précis and should try to retain the original author's voice and opinions. As far as the writing style is concerned, one must ensure that one should write clear and effective sentences (no rambling) and one's diction is flawless. Ultimately, it the coherence of the views that you presented in the précis that matter, and this can be achieved by making sure that one is precise and to the point in one's approach. Unnecessarily long sentences or rambling thoughts are not required in précis writing, and one should make sure that one sifts from one point to another in a smooth matter. At the end of the day, the précis should make sense and be logical in its presentation.

While keeping the above in mind, you need to keep in mind what a precis is not. The following are some of things that should not be a part of or a reflection of the precis:

- simply a summary of a passage.
- simply an abstract of a passage.
- an outline of a passage.
- a mere selection of a few important sentences from a passage.
- a collection of disconnected facts and statements.

#### Features of a good précis

A good Précis:

- is marked by clarity, brevity and precision.
- is not just lifting of the sentences from the original. It should be written in the précis writer's own words.
- is a miniature version of the original passage.
- must have a logical order and be well-knit and well connected.
- must have coherence; must use linking devices such as so, therefore, and, because further etc. and must follow the order of ideas of the original.
- must have a title.
- is written in reported speech.
- must not contain any details not found in the original.

#### Do's in a précis

- Start your précis by highlighting the main idea of the passage and you should create contextual environment where you can place the necessary points. Once the main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.

- 
- Compress and clarify a lengthy passage, article, or book, while retaining important concepts, key words, and important data.
  - Remove what is superfluous and retain the core essence of the work.
  - Always remember that mentions about history/writing about history should be advisably done in the past tense.
  - State the purpose of the research or piece of writing (why was it important to conduct this research or write on this topic?)

**Don'ts in a précis**

- Do not express your own opinion, wish, remark or criticism.
- Do not insert any question in your précis. Its significance, if essential, may be expressed by a statement.
- Do not use abbreviations or contractions.
- Do not be jerky. This suggests that most probably, you have not understood the sense of the passage properly.

**Rules of making a précis**

A well written précis should be a serviceable substitute for the original work. The goal of a précis is to preserve the core essence of the work in a manner that is both clear and concise. While writing a précis, the writer should follow the below given rules to make it an effective piece of work.

**Read Carefully:** First read the passage twice or thrice carefully to summarize it. This will enable you to understand the main theme of the passage.

**Underlining:** Underline and mark the important ideas and essential points from the original text.

**Outline:** With the help of underlined ideas, draw the outline of your précis.

**Omission:** Omit all the unnecessary information or the long phrases which could be replaced by one word. All the adjectives and the adverbs can also be omitted in order to make a good précis.

**Don't Omit:** While making a précis, the writer should never omit the important points and ideas which are essential to be described.

**Size:** Keep the fact in your mind that the length of the précis should be the one third of the original passage.

**Indirect Speech:** A précis should be written in indirect speech. If there is direct speech in the passage, it should be changed into indirect speech.

**Tense and Person:** It should be written in the third person and past tense. In the case of universal truth the present tense should be used.

**Own Words:** A précis should be written in your own words and the writer should abstain from borrowing words from the original passage.

**Précis of a Dialogue:** The précis of a dialogue or conversation should always be expressed in form of narrative.

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**Objective Approach:** A précis writer should adopt an objective approach. He should not add his personal ideas to a précis. Put all the important points and ideas in a logical order.

**One Paragraph:** There could be two or more paragraphs in the original text. While making the précis, try to write all the ideas in one paragraph.

**Rough Draft:** After omitting all the unnecessary ideas, the writer should prepare a rough draft to finalize it.

**Final Draft:** Having read the rough draft and pointed out some mistakes which may be found in the rough draft, the writer can prepare the final draft.

### Solved Exercise

#### Passage

**Read the following passage and answer the question given at the end.**

A life of action and danger moderates the dread of death. It not only gives us fortitude to bear pain, but teaches us at every step the precarious tenure on which we hold our present being. Sedentary and studious men are the most apprehensive on this score. Dr. Johnson was an instance in point. A few years seemed to him soon over, compared with those sweeping contemplations on time and infinity with which he had been used to pose himself. In the still life of a man of letters there was no obvious reason for a change. He might sit in an arm chair and pour out cups of tea to all eternity would it had been possible for him to do so. The most rational cure after all for the inordinate fear of death is to set a just value on life. If we mere wish to continue on the scene to indulge our head-strong humour and tormenting passions, we had better be gone at once,; and if we only cherish a fondness for existence according to the good we desire from it, the pang we feel at parting which it will not be very server.

#### Questions

- i. Suggest a suitable title for the passage.
- ii. What type of people are afraid of death and why?
- iii. How can we get rid of the fear of death?
- iv. What idea do you form about Dr. Johnson from this passage?
- v. Explain the meanings of the words written in bold types.
- vi. Make a précis of the passage.

#### Solution

- i. Suitable Title: The fear of death.
- ii. People who spend much time sitting and studying are the most afraid of death. Because they lead a peaceful life and want no change.
- iii. The most sensible way of getting rid of the fear if death is to value life properly. We should know that our hold upon life is very risky and that we may die any moment.
- iv. From this passage we learn that Dr. Johnson was afraid of death. He led a peaceful life and wanted no change. He was fond of tea.
- v. Explanation of the meanings of words:  
Precarious Tenure — Uncertain period, life  
Inordinate fear — Unreasonable fear, fear of death.

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vi. **Summary or précis:**

If we lead an active life facing dangers, we will less fear death. People, who lead a lazy and peaceful life, are the most afraid of death. The most sensible way of getting rid of the fear of death is to value life properly. If we do not give unnecessary importance to our life, we will not feel the pang of death.

**Sample 1**

It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So all healthy minded people like making money ought to like it and enjoy the sensation of winning it; it is something better than money.

A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay—very properly so and justly grumbles when you keep him ten years without it—till, his main mission of life is to win battles, not to be paid for winning them. So of clergymen. The clergyman's object is essentially baptize and preach not to be paid for preaching. So of doctors. They like fees no doubt—ought to like them; yet if they are brave and well-educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fairly to them, would rather cure their patient and lose their fee than kill him and get it. And so with all the other brave and rightly trained men: their work is first, their fee second—very important always; but still second.

**The Main Points:**

- Money making is a common attraction in life.
- But it cannot be the principal aim of well-educated, intellectual brave persons.

**Précis:**

Money-making is a common attraction in life. But it cannot be the principal aim of well educated, cultured and brave man. A brave soldier prizes honor and victory more than his pay. A good clergyman is more interested in the moral welfare of his people than his returns. A doctor (good) values the care of his patient far more than his fees. Thus, with all the well-educated, intellectual persons, their work is first, money next.

**Sample 2**

Home is the young, who known "nothing of the world and who would be forlorn and sad, if thrown upon it. It is providential, shelter of the weak and inexperienced, who have to learn as yet to cope with the temptations which lies outside of it. It is the place of training of those who are not only ignorant, but have no yet learnt how to learn, and who have to be taught by careful individual trail, how to set about profiting by the lessons of teacher. And it is the school of elementary studies—not of advances, for such studies alone can make master minds. Moreover, it is the shrine of our best affections, the bosom of our fondest recollections, at spell upon us after life, a stay for world weary mind and soul; wherever we are, till the end comes. Such are attributes or offices of home, and like to these, in one or other sense or measure, are the attributes and offices of a college in a university.

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**Précis:**

Home shelters the young who are weak and unexperienced and unable to face the temptations in life. It is a center of their elementary education and a nursery of sweet affections and pleasant memories. Its magic lasts forever. A weary mind turns to it for rest. Such is the function of a home and in some measure of the university.

**Sample 3**

Teaching is the noblest of professions. A teacher has a sacred duty to perform. It is he on whom rests the responsibility of molding the character of young children. Apart from developing their intellect, he can inculcate in them qualities of good citizenship, remaining neat and clean, talking decently and sitting properly. These virtues are not easy to be imbibed. Only he who himself leads a life of simplicity, purity and rigid discipline can successfully cultivate these habits in his pupils.

Besides a teacher always remain young. He may grow old in age, but not in spite. Perpetual contact with budding youths keeps him happy and cheerful. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair.

**Précis:**

Teaching is the noblest profession. A teacher himself leading a simple, pure and disciplined life can mold the character of the young children and make them neat and good-mannered citizens. Besides he remains every young forgetting his own domestic worries in the constant company of the young.

**Sample 4**

English education and English language have done immense goods to India, in spite of their glaring drawbacks. The notions of democracy and self-government are the born of English education. Those who fought and died for mother India's freedom were nursed in the cradle of English thought and culture. The West has made contribution to the East. The history of Europe has fired the hearts of our leaders. Our struggle for freedom has been inspired by the struggles for freedom in England, America and France. If our leaders were ignorant of English and if they had not studied this language, how could they have been inspired by these heroic struggles for freedom in other lands? English, therefore, did us great good in the past and if properly studied will do immense good in future.

**Précis:**

English is spoken throughout the world. For international contact our commerce and trade, for the development of our practical ideas, for the scientific studies, English-is indispensable "English is very rich in literature," our own literature has been made richer by this foreign language. It will really be a fatal day if we altogether forget Shakespeare, Milton, Keats and Shaw.

**Practice Paragraphs:****Paragraph 1**

Boredom as a factor, in human behavior has been one of the greatest motive powers throughout the historical epoch and is so at the present day more than ever before. The desire for excitement

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is very deep-seated in human beings. Since the early days of human civilization, the hunt was exciting, war was exciting, courtship was exciting. But with the coming of agriculture, life began to grow dull. In old days, after supper everybody sat around and had what was called “a happy family time”. This meant that the head of the family went to sleep, his wife knitted and the daughters wished they were dead due to boredom. All this wait of boredom should be borne in mind in estimating the world of a hundred years ago. We were less bored than our ancestors were but we are more afraid of boredom. We have come to believe that boredom is not part of the natural lot of man, but can be avoided by a sufficiently vigorous pursuit of excitement. A wish to escape from boredom is natural; indeed, all cases of mankind have displayed it as opportunity occurred. Wars, genocide and persecutions have all been part of flight from boredom; even quarrels with neighbors have been found better than nothing. Boredom, however is not to be regarded as wholly evil. A certain power of enduring boredom is essential to a happy life. All great books contain boring portions and all great lives have contained uninteresting stretches.

## **Paragraph 2**

The present age is remarkable for its speed. Science and technology have made life extremely busy and speedy. Life is so busy that we are all rushing mechanically from place to place, from pillar to post, like machines not knowing why. There is haste in our every activity right from the morning when we get up to the time we go to bed at night. There is so much of work to do for everyone that the question of having free time does not arise. This type of life is particularly applicable to cities where places of residence and work are far apart. The modern young man or woman gets up late in the morning, as he or she goes to bed late in the night. Instead of going for a morning walk, he or she switches on the radio after getting up and starts his/her contact with the world through the machine. Completely detached from nature and its beauties, man starts his daily routine with speedy machine. During peak hours in the morning and evening all the roads in the cities become overcrowded with traffic of every sort, and one is enraged at the noise and mad rush of automobiles. A person becomes so much mechanical and mechanized in a city that he loses all charms of life and becomes oblivious of the beauties of nature.

## **Paragraph 3**

The society consists of many natural and many corporate persons. The natural person has freedom to express himself even if, he is mad, he behaves irrationally to express his madness. The corporate person also is free to express his corporate identity. In these cases, the first represents only himself, and the second represents no more than the group of natural persons composing his corporate person. Therefore, when a person, for instance, expresses himself in an irrational manner that does not mean that the other persons of society are also mad. The expression of natural persons of the society are also mad. The expression of a natural is only self-expression, and that of a corporate person is only the expression of the interests or viewpoints of persons forming the corporate person. Democratically, a natural person should not be permitted to own any means of publication or information. However, he has the natural right to express himself by any means, even if it is an irrational manner to prove his madness. Any journal issued by a trading association or by a chamber of commerce is only means of expression



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for this particular social group. It represents its own point of view and not the viewpoint of public opinion. This applies to all other corporate and natural persons in society.

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## Chapter 13

### Project Presentations

#### Tips for making effective power point presentations

- Keep your visuals clear and simple.
- Avoid using too many colours, patterns and graphics in one frame.
- Use a minimum of words for text and title frames.
- Upper-and-lower-case letters are more legible than all capital letters.
- Vary the size of letters to emphasize headings and subheadings.
- Avoid using more than three font size per frame.
- Try to keep all type horizontal.
- Contrasting colours work best.
- Highlight your main point or heading with a dominant colour.
- Avoid intensely bright or saturated colours that compete with the text.
- Keep colour schemes consistent throughout the presentation.
- During your talk, make specific reference to each of your slides.
- Avoid a series of slides that merely repeat what you are saying.

#### Instructions for making presentations

##### Online Presentation

Make sure your audience is paying attention to you and not your work-from-home situation with these online presentation tips. Online presentations are the norm now that more people are working from home. For many, moving from in-person to online presentations may bring a new set of challenges to overcome.

Are you concerned you might fumble with new technology or appear frazzled when presenting in an unfamiliar digital arena? You're not alone. These eight tips can help you deliver online presentations like a pro.

##### 1. Simplify your slides

- Each web conference platform has its own distinctive way of displaying slides. Avoid technical hassles by designing simple, easy-to-read slides.
- Place text in the center instead of at the edges of the slides because they may not display correctly on your audience's screens. Also, consider creating high contrast slides—they are easier to read for your virtual audience.
- Remember: Online listeners are likely to multitask or to be distracted. To prevent them from missing your main points, you need to drive home your key messages quickly. To do this, use a sentence headline for your slide titles that states the main point of your slide. You can then include the evidence for each of your key points in the body of the slide.

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## **2. Use of ICT skills**

- Technology keeps us connected, but its complexity creates additional avenues for potential disruption. One way to prepare is to look at technology through the lens of Murphy's Law, which states that anything that can go wrong, will go wrong. Focus on what you can control.
- Use the most reliable internet connection you can. Web-conferencing providers generally consider a wired connection to be more optimal than wireless (WiFi) connections. And WiFi connections are considered better than cellular connections.
- Have another device (or emergency tablet or phone) at the ready in case you encounter a problem.
- Download a PDF version of your presentation to pull up in case there's a technical mishap with your slides (You do this by selecting "Save As" and choosing "PDF.") When saving your presentation as a PDF, remember to delete your hidden slides first as they will not remain hidden when you display your PDF presentation.
- Close any unnecessary applications to ensure that they don't interfere your web conferencing software. Also shut off any other background activities that require a substantial amount of memory or bandwidth, such as downloading or uploading large files or instant file synchronizations.
- Get familiar with the platform you're using in advance. Practice muting and unmuting your microphone. If you're the host, practice muting and unmuting one or all other participants. Follow the instructions in the help center of your video conferencing app so that you don't fumble during the event.

## **3. Set the scene**

- Eliminate any visual clutter behind you. Clutter includes plants, boxes, piles of books, food, toys, laundry, pets — an ideal background is a plain wall to eliminate distractions and look professional.
- If you can't tidy up your space, you can also create a sophisticated virtual background. Check out Canva's free virtual backgrounds as an example. You can upload these designs to any video conferencing system that allows for customized backgrounds.

## **4. Formal dressing**

- Wear your regular workplace casual clothes. When picking out an outfit, avoid distracting patterns or multi-colored shirts, as well as shiny fabrics such as satin or silk as they may shimmer when you move your body on camera. Solid colors are best—you want people to focus on your message, not your clothes.

## **5. Light up your face**

- If the lighting in your room isn't optimal, set up a desk lamp behind your laptop, cantered right over the camera to light up your face. For this to work well, minimize the lighting from other parts of the room by lowering the shades to prevent light coming from the side or the back.
- Avoid sitting with a bright window behind you as it will make you appear dark and foreboding. Switch positions so that you sit with the bright window in front of you.

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## **6. Make sure they can hear you and only you**

- Ideally, you should present in a quiet room. However, working from home with a partner or kids can make it less of an ideal setting for controlling background noise. You can mitigate this challenge by investing in a good headset with a built-in microphone that cancels or neutralizes outside sounds, as well as turning off your phone and any noisy computer notifications.

## **7. Placement of your computer**

- Raise your laptop so that your camera is at eye level. You can do this quickly by placing a box or a stack of books underneath your laptop. Practice speaking to the camera, not the screen. As well, angle the laptop screen so that you are centered in the frame, and your head is not cut off.
- You may also need to move back a little. If you sit too close to your laptop, your face may look blown up. That's not the most flattering angle. Either sit with your back resting comfortably on your chair or push the laptop back. Ideally, it would help if you sat at an arm's length from the screen. Sit up straight, smile. Make an effort to look good.

## **8. Regularly re-engage your audience's attention**

- An audience's attention can flag, especially during an extended online presentation. One way to judge your listeners' attention level is through the attention tracking feature that is available in some web conferencing applications. Attention tracking features are indicators next to each attendee's name on your attendee pane that show you if the person has an app other than the web conference at the forefront of their screen.
- Regardless of whether or not your web conferencing platform offers an attendee tracking feature, consider planning ahead of time to re-engage your audience's attention.
- For one thing, spread out your points over more slides, rather than less, so that new slides appear on the screen periodically to bring wandering minds back to you and your message.
- To prevent listeners from tuning you out, pick up the pace. If you speak at a leisurely pace, you risk losing your virtual audience.

You can also re-engage flagging attention with frequent change-ups or interruptions in your speaking pattern by:

- Asking a direct or rhetorical question.
- Soliciting feedback or comments.
- Using engaging images here and there.
- Telling an anecdote that illustrates your point.
- Providing an example or two to explain a point or introducing a metaphor to bring a pivotal point to life.
- Showing a brief video clip that ties into your message.
- Use anything that's relevant and breaks up a monotonous pattern, and you'll come across as a more engaging presenter.

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## Face-to-Face Presentation

**Have confidence:** You are speaking because you know what you are talking about, or that others think you do because they asked you.

**Know your audience:** Think through who they are, why would they listen to you and what might they want to hear about. (if you are speaking at a conference -ask the organizers for a breakdown of who is in the audience.

**Think about your topic:** What makes it current / needed / of interest? I have also used the method which involves thinking of an issue and then coming up with tips and a case study to solve it. This then becomes the focus of your presentation.

**Identify your key messages:** Include your key messages in your presentation more than once - just in case people don't hear it the first time around. You can also use them to summarize at the end of your presentation.

**Keep to time** Never add content to make your presentation longer.

**Use visuals** Use PowerPoint or a hand out with photos / pictures or use a real-life prop.

**Use a story** Make your point and then bring it to life by telling a story / using a case study of real time relevance.

**Be authentic - Be you:** Talk to / with your audience as you would do one on one and in an everyday setting.

**Involve your audience** Ask them a question, ask them for a show of hands, involve them in an activity with the person sitting next to them etc.

**Include a call to action:** At the end of your presentation, ask your audience to do something as a result of your presentation. This way your message will live on through your audience as they leave the room.

Throughout your presentation be generous to yourself and to your audience. Yes, it's live so give it your best. I have heard it said that "pre- planning makes for perfect presentations." So, ponder this, maybe how you prepare and what you do before you stand up to speak might be as important if not more important than when you are on your feet. If this is the case maybe you don't need to be so worried about public speaking after all!

## SUGGESTED TOPICS FOR PRESENTATION

1. Child labor
2. Life without internet.
3. How online learning can be useful?
4. How social networking sites can help in learning.
5. Benefits of using multi-media in the classroom
6. Impact of using technology in classroom
7. How to Use social media to increase your business?
8. Why should everyone respect the culture of their people?
9. Leadership an innate skill, or result of the experience?
10. Online business: a short-term trend or a solution to the future?
11. Mental fatigue as a cause of professional failures.
12. Are grades a good way to assess the student's abilities?
13. The significance of newspaper in our life.
14. Unemployment: Is only Government responsible.

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## **Annex (Law Department)**

### **Mediation Practice Scenarios**

In your group of three and using the five steps given below, choose a participant identity (student, host family member or YFU AR-mediator) and practice mediating the situation. Take about 4 minutes for each step, then switch roles to give all group members a chance to be the mediator.

**Step 1:** Gather Information

**Step 2:** Set the Ground Rules with the participants

**Step 3:** Clarify the Issue

**Step 4:** Assist in developing solutions

**Step 5:** Create and implement the solution

#### **Scenario 1: Karin (17) from Lithuania**

Karin is a student from Lithuania. She has excellent English and is very bright. Karin's host family has no children at home and she is attending a small country school in a very conservative community. Karin reports that her host mother, Janice, disapproves of the clothes that she likes to wear, her style of make-up, and where she wants to go, (the small, local music venue). Karin shared that her host mother, Janice, has made disapproving remarks about Karin's friends and constantly reminds Karin of her curfew (even though Karin always comes home on time). Unlike Janice, who runs three miles every morning, Karin is not an athlete. Karin has chosen not to get involved in school activities but would rather hang out after school with her "music" friends. She spends a great deal of time on the internet listening to new bands; and usually wears her headphones in common areas of the home, especially when she is doing her assigned chores. She has declined the multiple invitations to attend church with her host family. Karin is mostly happy and she is excited to be discovering the "music scene in the US". She sometimes feels judged by her host family and she is frustrated that they don't really connect. However, she does her best to follow their rules and do well in school. She had straight. As her first semester, and her teachers report that she is an outstanding student. Her community service at the local food bank has been rewarding and she plans to continue to do this every other Saturday.

Host Mom, Janice, was very excited to have a "daughter" and could not wait for Karin to become part of her family. Janice and her husband don't have any children of their own and have no experience with teenagers. They expected that the three would bond immediately and they could even teach Sunday School class together at church. Janice was very excited to share her favorite hobby, caring for her plants in the greenhouse. However, she has discovered that though Karin wrote on her application that she "helps her mother in the garden" at home, that meant the lawn, not planting and growing things. Janice does not like that Karin spends so much time in her room on the internet, and she is very disturbed that Janice dresses in all black and wears heavy "Gothic" make-up. Janice feels this look is offensive, especially to her church friends who come by the house. Recently Karin has talked about getting her nose pierced and even shared an email with Janice that her Natural Mom said it was fine and she was happy that Karin was developing her own unique style. Janice told Karin that getting her nose pierced was "out of the question." Karin rolled her eyes and replied, "OK, no nose piercing."

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A few days later, Janice arrived home to find Karin doing her homework. As she asked Karin about her day, she was horrified to see Karin had a small gold ring piercing her lower lip. Janice called her AR and requested Karin be moved to a new family. As an Area Rep, you suggest a mediation.

**Mediation participants are:**

Exchange student Karin

Host Mom Janice

YFU Area Representative

## **Mediation Practice Scenarios**

In your group of three and using the five steps learned in the presentation, choose a participant identity (student, host family member or YFU AR-mediator) and practice mediating the situation. Take about 4 minutes for each step, then switch roles to give all group members a chance to be the mediator.

**Step 1:** Gather Information

**Step 2:** Set the Ground Rules with the participants

**Step 3:** Clarify the Issue

**Step 4:** Assist in developing solutions

**Step 5:** Create and implement the solution

### **Scenario 2: Nao (15) from China**

Nao is a 15-year-old from China with excellent English. His host family consists of two Protestant pastors, Dean and Karen Smith, and two little Chinese adopted children, Ashley and Hannah. The host parents want their kids to learn about their heritage from Nao. For the first few days, everything went swimmingly. Then almost abruptly, communication ceased, Nao refuses to spend any time with the children, grades have dropped from B to D in math and English, and Nao has announced to his Area Rep that he hates the food. He has been with the current host family for a month.

Nao's host father, Dean, is frustrated that this is not at all working out as YFU had promised. He wants Nao to spend time with his children, to do things with them as a family; that include things Nao doesn't enjoy, like watching science fiction movies. The host mother also says Nao is eating them out of house and home, and most of all, Nao believes that the 15 minutes of conversation he has with whichever adult happens to be home when he arrives is enough conversation for the day. Nao's host mother reports that once this 15 minute of time has passed, Nao ensconces himself in his room, and reappears only after their dinner is over and the kitchen cleaned up, in order to raid the fridge and eat anything and everything in sight.

Today the school called with concerns about his failing grades and has noted that teachers report that Nao refuses to speak. The school wants to know what YFU plans to do about this and has threatened expulsion if his grades don't improve and he starts participating in class. As an Area Rep, you suggest a mediation.

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**Mediation participants are:**

Exchange student Nao

Host Parents Dean &/or Karen

YFU AR

## **Mediation Practice Scenarios**

In your group of three and using the five steps learned in the presentation, choose a participant identity (student, host family member or YFU AR-mediator) and practice mediating the situation. Take about 4 minutes for each step, then switch roles to give all group members a chance to be the mediator.

**Step 1:** Gather Information

**Step 2:** Set the Ground Rules with the participants

**Step 3:** Clarify the Issue

**Step 4:** Assist in developing solutions

**Step 5:** Create and implement the solution

### **Scenario 3: Alexandra (17) from Germany**

Alexandra is a 17-year-old girl from Germany. Her host family has hosted two other German girls successfully. Alexandra is less serious and more social than the two former students. Alexandra feels a responsibility to her host parents but wishes she could accept a friend's offer to be her host family. Alexandra feels that her host parents are comparing her unfavorably to the previous exchange students. Although they don't object to her friends, they criticize her social life and want her to spend more time at home. Alexandra is doing well in school, but they complain that she doesn't take school as seriously as the other girls did. Alexandra feels that her host parents don't accept her as her own person. Moreover, they seem tired of hosting and planning activities that would interest her. They have also gotten lax about preparing meals and Alexandra sometimes goes out to eat with friends because there's no meal at home.

Alexandra's host parents have loved hosting with YFU and keep in very close touch with their former students. They were very excited to choose Alexandra since she 'fit the mold' of their other international kids, with whom they got along very well. Now they feel that Alexandra is too independent. The host mother does not work and would like to welcome Alexandra home from school every day and have a little time together, to work on her English and talk about the day. This routine always worked well in years past. Alexandra's host father always makes himself available to help with homework after dinner. He is discouraged that Alexandra hasn't taken him up on it yet.

Today Alexandra came home to find her host mom in tears, and her host dad is not sure what to do about the situation. The host dad called the AR and the AR suggested a mediation.

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**Mediation participants are:**

Exchange student Alexandra

Host Parents

YFU AR

## **Mediation Practice Scenarios**

In your group of three and using the five steps learned in the presentation, choose a participant identity (student, host family member or YFU AR-mediator) and practice mediating the situation. Take about 4 minutes for each step, then switch roles to give all group members a chance to be the mediator.

**Step 1:** Gather Information

**Step 2:** Set the Ground Rules with the participants

**Step 3:** Clarify the Issue

**Step 4:** Assist in developing solutions

**Step 5:** Create and implement the solution

### **Scenario 4: Greta (17) from Sweden**

Greta is a 17-year-old girl from Sweden. She lives with a farming family in the country - two host parents and two younger siblings (8 and 10). Greta is very social and participates in many school activities, because she loves to be busy and to be with her friends. The high school is about 15 minutes from the family's home and the nearest city with a mall is about half an hour away. Greta likes her host parents but does not want to hang out with them. Greta's siblings keep barging into her room and wanting her attention when she is busy chatting or texting with friends. She doesn't feel like there is anyone in the home to talk to. She was hoping to be placed with a family in the city who had children her own age. Greta is becoming more and more frustrated with her living situation, especially when recently, Greta was not able to go to the basketball game because the host parents couldn't take her.

Greta's host parents spend a lot of time working their land and taking care of the livestock and house. They do not want to spend their spare time running Greta to the mall 20 miles away to be with her friends. The host parents are quiet people who communicate by doing not by talking. They generally like Greta. Sometimes they feel like they are just a bed and breakfast and/or a taxi for Greta as she is always asking to go out with friends or go to the mall. They worry that their children are getting on Greta's nerves because she is always telling them to get out of her room.

When she came home from school today, Greta asked her host father for a ride to a friend's house to stay the night. The Host Father replied that he did not have time. With this response, Greta ran up the stairs and slammed her door, screaming, "I hate this place." Fifteen minutes later, Greta and the ten year-old sibling are yelling at one another, and the ten-year old bursts

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into tears. Greta then locked herself in her room, started packing her bags, and called her Area Rep to ask to be moved. The Area Rep suggested having a mediation.

**Mediation participants are:**

Exchange student Greta

Host Parents

YFU AR

**Notes for the Trainer when debriefing the situations:**

**When debriefing, use these questions:**

- What was the most challenging aspect of the mediation?
- Were there any “steps” that were extremely difficult, why? How did the Mediator handle this?
- Do you feel that the mediation was successful and the family is on a track for improving? If not, what could have been done differently in the mediation?

**Additional notes to consider:**

**Situation one- Karin:**

This is tricky, Karin is happy for the most part; however, her host parents are not. As a Mediator, it might be tempting to “side” with the parents, as Karin found a “loop hole” and didn’t follow the rules. Take note of being neutral, and seeing all sides of the situation. Also recognize that expectations are at play in this case. It is also noteworthy that aside from the piercing issue, Karin is doing well at school, follows the rules, and has connected with American friends.

**Situation two- Nao:**

There are multiple issues. Did the Mediator help the group focus on the most critical problem- the potential expulsion from school? In this case, the Mediator needs to be careful as there are several issues and it is best to focus on one problem at a time. In addition, there are multiple cultural issues and the impacts of culture shock should not be underestimated.

**Situation three- Alexandra:**

During the mediation, did the Mediator stay solution focused? In this case, there could be very simple, concrete actions that would improve the situation, like the family designating time to spend together doing something new; or a specific rule that the host parents do not bring up the names of past students. It might be easy to place blame, make sure that as a Mediator, you are directing the mediation in a positive way with the mindset that a mutually agree-able solution can be found.

**Situation four- Greta:**

While there are many dynamics and personality challenges in the background, the Mediator needs to help the family and student figure out the most critical issue to solve. Defining the most critical issue might be the most challenging aspect of this scenario. Being balanced and providing support to both the student and family are key. Important questions to understand might include: did Greta’s behavior of slamming the door cause stress to the family, or is this a typical behavior in the home? Would some guidelines around how often the family can provide transportation

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help the family live more peacefully together? What kinds of compromises might the mediator suggest?

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## **Law Partnership Negotiation Exercise**

This exercise involves the negotiation of certain partnership issues by two lawyers who are planning to form their own law firm. Each student assumes the role of one of the prospective partners and negotiates with another student playing the role of the other party. The exercise is intended to help students develop their planning, problem solving and negotiation skills, and to reinforce their knowledge of substantive partnership law. The fact pattern is intended to present a setting in which an interest-based approach to negotiation is indicated, and to demonstrate the importance of economic, business, relationship and personal issues in transactional law practice. Students are required to (1) prepare a written plan identifying, inter alia, the interests, options and alternatives of the parties with respect to certain issues concerning the proposed partnership, (2) develop a strategy and tactics for negotiation, (3) conduct negotiations, and (4) submit a brief report on the outcome of the negotiations.

The Law Partnership Negotiation Exercise is designed for use in a basic Business Associations course in law school. We used the exercise for the first time in Prof. Syliva Lazos' class in the fall of 2000 at the University of Missouri-Columbia Law School. Based on our experience in that class, the exercise was revised and will be used in the spring semester Business Associations class. I also used the exercise this winter in my Business Planning class, with additional assignments regarding tax law and business formation issues.

### **Law Partnership Negotiation Background Information**

#### **Allocation of Profits/Losses during Partnership**

Generally, the methods by which partnerships allocate profits/losses depend on a number of factors, including the type of business (e.g. service, commercial or investment partnership), size of firm, philosophy of the partners, firm traditions and the current business environment (including the tax laws).

**Law Partnerships:** Law firms use various methods to allocate profits including the following:

- Annual allocations based on formulas that weigh a number of factors, such as hours billed, generation of client business, administrative work.
- Allocations to each partner of "units" or "points" that represent a fixed percentage of firm profits. In many firms, the units or points are reallocated annually by the partners (small firms) or management committee (medium and larger firms) based on one or more factors such as hours billed, generation of client business, administrative work, and political power and influence within the firm.
- On the basis of seniority (a "lock-step" system).
- Equal allocations (generally small firms in which partners are of comparable power or worth to the firm)

In current practice, the amount of client business that an attorney brings to a firm is frequently a major factor in attaining and retaining partnership status, and in determining partner compensation.

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Profits and losses for the firm are generally determined on an annual basis. Law partnerships usually authorize partners to take periodic advances against their entitlement to future profit distributions. These advances are called “draws”.

**Allocation of Profits/Losses following Dissolution:** Partnership law provides rules for the settlement of accounts following dissolution of a firm. However, law firms frequently include provisions in their partnership agreements that provide for continuation of the partnership and buy-out of a departing partner’s partnership interest. For example, a firm may pay a departing partner an amount equal to a specified percentage or multiple of his/her average profit allocation for the last several years, instead of calculating and paying the partner his allocated share of profits generated from matters during her/her partnership. Methods and terms of buy-out provisions may vary significantly from firm to firm. The application and terms of buy-out and valuations provisions often vary depending on the reason that a partner leaves a firm (death, retirement, disability, voluntary withdrawal for other employment, etc.) and the type of practice in which the firm or individual attorney engages.

**Capital Contributions:** Capital contributions made by partners in a partnership often differ in type and amount. For example, it would not be unusual in investment and commercial partnerships for some partners to contribute all or most of the capital and for others to contribute services. Some partnerships use capital contributions as the basis for allocation of profits/losses. However, law firms generally derive their revenues primarily from providing professional services to clients. While partners may be required to make standard capital contributions, allocations are usually based on other factors considered more relevant to the production of revenue, such as the generation of client business and services rendered to clients or the firm. Capital contributions from attorneys entering established law partnerships are often payable over a number of years from future partnership distributions.

**Financing/Creditors:** A state’s partnership law may shield partners of limited liability partnerships from personal responsibility for partnership obligations except those arising out of their own personal misconduct. However, it is likely that major creditors (including lenders and landlords) of a small, recently established firm will require each of the partners to fully and personally guarantee partnership obligations as a condition of extending credit to the partnership.



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## Law Partnership Negotiation

### General Information for Both Parties

Over the past fifteen years, Kristina Yokomura has developed a successful law practice as a sole practitioner. Her clients are closely-held businesses of small-to-medium size. Kristina describes herself as a “corporate and transactional lawyer”; she does not do litigation work. When her clients need litigation services, she refers them to competent counsel. During the last year or so, she has been thinking about bringing a litigator into her practice in order to provide her clients with “full-service” representation. Kristina is confident that her corporate clients would send her a substantial amount of their litigation business if she had someone to do the work. She estimates that she could get at least \$175,000 of such business within a year and up to \$500,000 annually after a few years of building up the litigation practice.

Gross revenues from her corporate law practice average about \$400,000 each year; expenses run about 40% of this amount. There are three years remaining on Kristina’s current office lease. Although her offices are not large enough for an additional lawyer and secretary, space adjacent to her offices has recently become available. A lease on this additional space would be approximately \$30,000 annually. Kristina estimates that her other business expenses would increase by at least \$70,000 if she brings a litigator into her practice (including salary and benefits for a second secretary/receptionist, additional insurance, supplies, bar membership dues and fees, and interest on any loans to finance capital expenditures, etc.). She calculates first-year capital expenditures for office renovation, decoration, additional furniture and equipment, etc. at approximately \$25,000.

Kristina met Liam Oribe at a dinner last winter given by the chief executive of one of Kristina’s major clients, XYZ Industries. Liam is a senior associate in the litigation department at Miller, Loss & Steele (“ML&S”), where he has worked on a number of litigation matters for XYZ Industries. He has averaged around 1900 billable hours annually during his eight years at ML&S. His annual salary is \$100,000. Although Liam has a reputation as a hardworking, efficient and effective attorney, he is not generally considered to be a “people person”, and has not brought in any clients to ML&S. In December, the firm will vote on whether to admit Liam to the partnership. It is not likely that Liam will make partner. ML&S expects associates who are passed over for partnership to look for other employment and to leave the firm within a year.

Kristina and Liam met for lunch several times during the last few months and talked in general terms about the possibility of forming a law firm. Kristina originally suggested that Liam work as her associate under a one-year employment contract, with the understanding that they would discuss a partnership arrangement if “things worked out”. However, since Liam made it clear that he is interested only in a partnership opportunity, Kristina dropped the employment contract idea.

Liam and Kristina have scheduled a short meeting to begin serious negotiations on the terms of a partnership agreement for a limited liability partnership. The first item on their agenda is to decide how to share the profits and losses of the partnership. In order to reach a reasonable agreement on profit/loss allocations, they will consider a number of other issues that will affect their financial arrangements, including the following:

- Methods of allocating profits/losses between the partners
- Capital contributions
- Guaranteed compensation
- Allocation between partners of any personal liabilities on loans, guarantees or other contracts incurred or assumed by any partner for the benefit of the partnership
- Rights to revenue generated from partnership clients if a partner withdraws or the firm breaks up for any reason

### **Law Partnership Negotiation**

#### **Assignment:**

1. This exercise involves a transactional negotiation between two lawyers who want to form their own law firm. You will play the role of one of these prospective partners and negotiate with another student in the class who will play the role of the other party. The purpose of this exercise is to help you develop your problem-solving and negotiating skills and to reinforce your knowledge of substantive partnership law.
2. There are two short writing assignments for this exercise: a negotiation plan and a negotiation report. They are described in the PREPARATION AND PLANNING and the NEGOTIATION sections below.
3. Schedule and Due Dates:
 

Negotiation Plan Due Date	[Date]
Negotiation	[Date]
Negotiation Report Due Date	[Date]
4. You should have the following materials for this exercise:
5. List of Assigned Roles and Negotiation Partners
  - General Information for Both Parties
  - Confidential Information (Assigned Role)
  - Background Information Sheet
  - Suggested Reading List

**Please do not share your confidential information or the results of your negotiation with anyone in the class who has not completed his or her negotiation session.**

Required reading assignments for this exercise:

- Pages 71-81, 87-96, 119-126 in Chapter III of DISPUTE RESOLUTION AND LAWYERS, (abr., 2nd ed., 1998) by LEONARD L. RISKIN & JAMES E. WESTBROOK
- Pages 3-5 in GETTING READY TO NEGOTIATE: THE GETTING TO YES WORKBOOK (1995) by ROGER FISHER & DANNY ERTEL
- Pages 119-31 in BARGAINING FOR ADVANTAGE: NEGOTIATION STRATEGIES FOR REASONABLE PEOPLE (1999) by G. RICHARD SHELL
- PAGES 509-530 (CHAPTER 17) in BUSINESS BASICS FOR LAW STUDENTS ( 2ND ED., 1998) by ROBERT W. HAMILTON & RICHARD A. BOOTH

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## Preparation and Planning

1. Preparation and planning are important elements in the negotiation process. Carefully review the information sheets and the relevant statutory and case law. If you do not understand any of the business aspects of the problem, ask questions and/or do the necessary research.
2. Prepare a written negotiation plan. Methods of planning vary with the individual planner and the type of negotiation – there is no single correct approach. Your plan may be in any form you choose (e.g. outline, memorandum, chart), but must address the following points:
  - a. **Information:** What information do you need from the other party; what questions will you ask during the negotiation? What confidential information will you share with the other party? Is there any confidential information that you do not plan to disclose?
  - b. **Interests:** What are the underlying wants, needs and concerns that you will try to satisfy through this negotiation (why do you want to do this deal)? Which is the most important. How do you think your partner would answer these questions from his/her perspective?
  - c. **Options:** What are the possible areas of agreement between the parties? Of disagreement? Are trade-offs possible? What agreements might satisfy the interests of both parties?
  - d. **Standards:** Are there criteria and standards that you can use as “objective authority” to explain or support any options you may propose (e.g. estimates of income/expenditures, billable hours, clients brought to firm, “default provisions” of the law, methods used by other firms)? Which might your partner use?
  - e. **Alternatives:** If you do not reach agreement in this negotiation, what are your alternatives? (What else can you do satisfy your interests?)<sup>1</sup> What do you think your partner’s alternatives are?
  - f. **Proposals:** Based on your identification and analysis of the parties’ interests, options, standards and alternatives, what are your proposals for agreement?<sup>2</sup>
3. You may include any additional points or issues in your negotiation plan that you find helpful in planning your approach. For example, some authorities recommend preparing a “balance sheet” listing the pros and cons of various choices you may face in the negotiation, or listing the order and nature of each concession you expect that you or the other party will make. For additional information on negotiation planning, strategies and tactics, see the Suggested Reading List.
4. Consider your strategy and tactics. (A strategy is a plan for satisfying your interests; a tactic is a way to implement a strategy.) How will you approach the negotiation? Will your strategy be competitive or collaborative or a combination of both? How will the negotiation session begin? What issues will you discuss? In what order? Easy or hard issues first? What information do you need from the other side? What information will you disclose? Will you be the first party to propose specific terms for the agreement (i.e.

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specific percentages for profit allocations between the partners)? If so, will your proposals be extreme or moderate? Think about how you can use communication skills and signals (verbal and non-verbal) during the negotiations: your tone, phrasing, gestures, and attitude.

## **Negotiation**

- I. A negotiation session lasting approximately one hour will be held during class on [Date]. You may continue negotiations outside of class, if you wish. There is no requirement that you come to an agreement on all or any of the negotiation issues.
- II. Negotiation Report. For class on [Date], prepare a brief negotiation report (1-2 pages) responding to the following questions:
  - a) Which role did you play? Who was your partner?
  - b) How long did your negotiations last?
  - c) Describe your negotiation strategy and tactics. Did you follow the strategy and tactics you planned to use?
  - d) What strategy and tactics did your partner use?
  - e) Did you reach any agreements?  
If so, briefly describe them. How do the results compare to the outcome you wanted?  
If not, why were you and your partner unable to agree?
  - f) How would you rate your performance in the negotiation? What did you do well? What might you have done more effectively? What would you do differently in a similar situation?
  - g) How would you rate your partner's performance in the negotiation? What did he or she do well? What might he or she have done more effectively?

## **Considerations for the Exercise**

- 1) This exercise presents you with a fact pattern designed to encourage interest-based, rather than adversarial, negotiation. Remember that while transactional negotiations often have distributive aspects (e.g., a greater share of profits for one partner necessarily means a lesser share for the other), they are not zero-sum games. In this exercise, both parties expect that a partnership arrangement will be of mutual benefit. Keep in mind that if the negotiations are successful, the parties will be building a law practice together; the negotiations can set the initial tone for their relationship.
- 2) The Confidential Information sheets contain information about the parties' positions (what the parties say they want) and the parties' interests (the underlying concerns, needs and desires that motivate the parties to take positions). You are not locked into these "positions"; try to generate options for agreements that will both advance and protect your interests and address the interests of your partner.

The following are some of the questions that are likely to arise in negotiating the issues set forth in the General Information sheet:

- How will profits be allocated between the partners? For what period? Will losses be allocated in the same way? When and how will allocations be reconsidered? Using what criteria?
- Will one or more of the partners be guaranteed compensation? If so, will it be a salary deducted from the firm's revenues before the calculation of profits/losses, or will it be charged against the partner's distributive share of the profits?
- Contributions to Capital: How much from each party? In what form? Property only? Services? Timing of contributions?
- It is likely that the partners will be required to personally guarantee partnership obligations to major creditors. What happens if a guarantee is called upon? Does or should the partner who pays under the guarantee have any right to reimbursement or contribution from the partnership or the other partner?
- What about loans to the partnership from a partner? Should they bear interest? Does or should the other partner have personal liability for the repayment of portion of the loans to the lending partner?
- If the partnership breaks up, who has the right to continue representing the clients of the firm? To any revenues generated after the split from matters begun during the partnership term?

### **Law Partnership Negotiation** **Confidential Information for Kristina**

Kristina has been quite successful over the last fifteen years, but is concerned about the future of her practice. She does not litigate, so she recommends other lawyers to her clients if they need litigation services. Although she has always been careful to recommend qualified litigators who are either sole practitioners or with firms that do not have corporate practices, some of her clients have begun to use litigators from "full-service" firms. She is concerned about losing clients to these firms, especially since a number of the executives who send her business are nearing retirement age. Furthermore, a number of her clients are approaching the size at which it would make sense for them to hire in-house counsel for their corporate and transactional legal work. In fact, XYZ Industries recently offered her a position as its first in-house general counsel, at an annual salary of \$250,000. Kristina refused the offer because she enjoys private practice and values her independence; she would not be interested in an in-house position unless the compensation was much higher. Kristina has recommended several candidates who are being considered by XYZ Industries for the in-house counsel position.

Kristina estimates that she will lose about \$75,000 of corporate and transactional business annually when XYZ hires in-house counsel. However, because of her long-term relationship with XYZ and the likelihood that the general counsel will owe his/her position to Kristina's recommendation, Kristina is confident that she will get a substantial amount of the company's litigation business if she adds a litigator to her practice. Kristina intends to devote the time she allocated in past years to XYZ Industries to generating new client business. Kristina is outgoing, confident, well-connected, and convinced that she can drum up new business if she gets the time to try. She is also tired of 60-70 hour workweeks. Long-term, she would like to concentrate on rainmaking activities (including presentations at conferences and writing articles for

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publication), and hire other attorneys to do most of the legal work. Kristina is used to running her own show, and envisions herself as the benevolent senior partner of a small, friendly firm.

Kristina has invested a substantial amount of time investigating Liam, and knows that he is a well-respected and hard-working attorney. She thinks that they would get along well, and that a joint practice would benefit them both. Hiring Liam would also be a plus in obtaining litigation work from XYZ Industries; the chief executive officer of the company has mentioned to Kristina that Liam does great work on an efficient and timely basis. Kristina would prefer to hire Liam as an associate this year, and decide about a partnership later. Putting together a partnership is time-consuming and expensive, and if things do not work out, a dissolution and wind-up will be disruptive and costly. However, she understands the importance of partner status to Liam.

She is willing to work out a partnership arrangement if Liam is reasonable about financial matters, and if she can get out of the partnership whenever she wants with her assets and book of business intact. She would like this deal to happen, but she is not desperate. If she and Liam cannot come to an agreement, she will look for another litigator.

Kristina expects gross revenues for the first year of the partnership to be about \$500,000: \$325,000 from her corporate practice (assuming the \$75,000 reduction in corporate business from XYZ Industries when it hires a general counsel), and \$175,000 from the litigation business she expects to get from her corporate clients. She thinks expenses should run about \$285,000 (based on her average expenses for prior years, plus her estimates of the capital expenditures and additional annual expenses for the partnership). Kristina expects her capital contributions to the partnership will include (i) office equipment, decorations, furniture, law books and supplies with a fair market value of \$45,000, (ii) the office lease, and (iii) a cash operating account with a current balance of \$35,000. She wants a \$10,000 capital contribution from Liam; she thinks this would both demonstrate and reinforce his commitment to the partnership. It would also help pay for first-year capital expenditures. However, depending on his financial condition (he and his wife recently had twins), she is willing to accept \$5000.00

Kristina wants to allocate profits and losses on a fixed percentage basis. Of course, she expects to get a high allocation and most of the firm's profits; she will be the one putting up the capital, the office lease, the clients, and putting in the long hours. Even with a high percentage of the profits, she will be taking a substantial reduction in income. (Fortunately, she can afford the reduction for a few years; she has done very well in the stock market.) She does not think Liam will be very busy during the first year of the partnership; the \$175,000 of litigation business she anticipates bringing into the firm should not take up more than 900 hours or so of Liam's time. Given this light work load and his talent for organization, Kristina wants Liam to take over some of the administrative duties of the partnership and handle the computer and other technology issues – at the most, she figures these duties will require about 250 hours per year. She realizes that Liam will not make much money for the first few years with a low profit allocation, but she figures that is his trade-off for the partnership opportunity and the first year's light workload. When he contributes more to the firm in billable hours and capital, they can renegotiate the allocations. She is willing to provide in the partnership agreement that they will review allocations on an annual basis. If Liam thinks he needs more income than a reasonable allocation of partnership profits will provide, he can accept her original offer to work as an associate for an annual salary of \$75,000, and they can consider a partnership arrangement at a later date. Although an employment arrangement would probably cost Kristina more than giving Liam a small percentage of partnership profits, it would certainly make life a lot easier if practicing together does not work out.

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It is likely that any major creditors of the partnership will require both Kristina and Liam to give personal guarantees of certain partnership obligations. Kristina expects the partners to share the liabilities under any such guarantees. She also expects Liam to assume personal liability for a portion of (i) the repayment to her of any loans she makes to the partnership or advances she makes on its behalf, and (ii) her obligations under the existing office lease.

### **Law Partnership Negotiation**

#### **Confidential Information for Liam**

Given that the major qualification for partnership at ML&S is bringing in client business, Liam believes it is unlikely that he will be offered partnership. For the last eight years, he has devoted himself completely to the practice of law, and has not had any time for client development. He knows that the partners at ML&S do not regard him as a “people person”. In his opinion, it depends on which people you mean. ML&S’ clients (advertising and investment banking types) are not people he relates to easily; he does just fine with those who have a more technological bent – XYZ Industries, for example. Liam majored in computer science in college and has some ideas on how he could develop a practice with respect to evolving “internet law”. At this point, however, he sees no reason to develop business for ML&S. Although Liam has started to consider his career options, he is in no great hurry to find another position. He is considered an excellent and productive attorney, and does not think the firm will rush him out the door. He has contacted several legal recruiters, and has gone on a few interviews for both inhouse litigation positions and law firm jobs. However, corporate life does not appeal to him, and a substantial book of client business is a requirement for partnership at most law firms. He is very interested in the possibility of going into partnership with Kristina. She has a fine reputation and established clients, and he thinks that they would have a good working relationship. Most importantly, he would be the only litigator at the firm. This would be an opportunity for him to build his own department and practice. In twenty years, he envisions himself as a senior partner of a prosperous, cutting-edge, sizable law firm. Although Kristina suggested hiring him as an associate for a one-year trial period, Liam wants a partnership. He believes this is the best way to insure Kristina’s commitment to the development of a litigation practice. Besides, many of his friends and acquaintances will be making partner at their firms this year – he has his pride.

He is concerned about how to survive financially through the first few years of developing the partnership’s business. He recently became the father of twins. Their birth, and the continuing rise in housing prices and interest rates, induced him to purchase a home that is not comfortably within his means. Unfortunately, he will not be able to make a capital contribution to the firm – the down payment for the house used up all his savings. However, he figures his administrative work could be considered a contribution to the firm.

He has reviewed Kristina’s estimates for revenue and expenses, and knows that she does not expect substantial profits for the first year of the partnership. Although it will be a hard sell, he needs a minimum compensation guarantee in case the litigation business Kristina anticipates bringing into the partnership does not materialize. He can justify a compensation guarantee for a number of reasons. For one thing, he expects to bring in litigation work from XYZ Industries. ML&S spreads client matters among different associates in order to encourage client loyalty to the firm instead of to individual attorneys. However, after Liam completed his first case for

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XYZ, its chief executive officer, Gino Schwartz, asked ML&S to assign Liam to the company's litigation matters in the future. Liam believes that Schwartz will continue to send him this business when Liam leaves ML&S. Annual billings by ML&S for XYZ litigation matters have averaged about \$150,000; this business would be more than enough to cover Kristina's estimates for first year capital expenditures and additional annual expenses of the partnership. Secondly, he is willing to take on all the administrative work of running the partnership, and of upgrading technical services for the firm. Kristina's communication and computers systems are circa 1989, and he anticipates spending many hours bringing them into the 21st century. Kristina's estimate of \$25,000 for capital expenditures is too low. What Liam has in mind for technical upgrades will put the number closer to \$40,000 - but he believes the additional investment will pay off quickly in terms of efficiency and quality product. Thirdly, he thinks that future growth in the corporate law business will come from representation of new, high-tech companies; any litigation clients he attracts could also be a new source of corporate work for Kristina. All in all, he thinks a minimum compensation guarantee of \$85,000 would be fair (along with any excess of his profit share over this amount). In the event that the new firm's litigation work is less than anticipated for the first year, he will have time for some legal writing. He has been approached by a legal publisher to write a guide on alternative dispute resolution in contractor/subcontractor disputes, but has never had the time to devote to it. The guide would give him an additional \$5000-\$10000 in income, depending on sales.

With respect to profit allocation, Liam believes that the partner who does the work on a matter should get at least half of the profits from it; the partner who brought in the client should get some portion, and the rest should be divided between the partners. If a partner withdraws or the partnership splits up, the allocation of profits made or generated (including from receivables and unbilled time) up to the date of the withdrawal or split-up should be made as usual. After that, it's every lawyer for himself/herself. The attorney chosen by the client to handle or complete a matter should get all the revenue it generates after the date of withdrawal or split-up.

## **Law Partnership Negotiation**

### **Suggested Reading List**

The following is a short list of books and articles relating to the topic of negotiation.

#### **Books**

1. Robert B. Cialdini, *INFLUENCE: THE PSYCHOLOGY OF PERSUASION* (2d ed. 1993) (social psychology and communication)
2. Roger Fisher, William Ury and Bruce Patton, *GETTING TO YES* (2d ed. 1991)
3. Stephen Goldberg, Frank E.A. Sander and Nancy Rogers, *DISPUTE RESOLUTION: NEGOTIATION, MEDIATION, AND OTHER PROCESSES* (3rd ed., 1999)
4. David A. Lax and James K. Sebenius, *THE MANAGER AS NEGOTIATOR: BARGAINING FOR COOPERATION AND COMPETITIVE GAIN* (1986)
5. G. Richard Shell, *BARGAINING FOR ADVANTAGE: NEGOTIATION STRATEGIES FOR REASONABLE PEOPLE* (1999)
6. Douglas Stone, Bruce Patton and Sheila Heen, *DIFFICULT CONVERSATIONS: HOW TO DISCUSS WHAT MATTERS MOST* (1999)
7. William Ury, *GETTING PAST NO* (1993)



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## Articles

1. Donald G. Gifford, A Context-Based Theory of Strategy Selection in Legal Negotiation, 46 OHIO STATE LAW JOURNAL 41, (1985)
2. Ronald J. Gilson & Robert H. Mnookin, Foreword: Business Lawyers and Value Creation for Clients, 74 OREGON LAW REVIEW 1 (1995)
3. Peter R. Jarvis & Bradley F. Tellam, A Negotiation Ethics Primer for Lawyers, 31 GONZAGA LAW REVIEW 539 (1995/96)
4. Russell Korobkin and Chris Guthrie, Psychological Barriers to Settlement: An Experimental Approach, 93 MICHIGAN LAW REVIEW 107 (1994)
5. Russell Korobkin and Chris Guthrie, Psychology, Economics, and Settlement: A New Look at the Role of the Lawyer, 76 TEXAS LAW REVIEW 77 (1997)
6. Craig McEwen, Managing Corporate Disputing: Overcoming Barriers to the Effective Use of Mediation for Reducing the Cost and Time of Litigation, 14 OHIO ST. J. ON DISP. RESOL. 1 (1998)
7. Jean R. Sternlight, Lawyers' Representation of Clients in Mediation: Using Economics and Psychology to Structure Advocacy in a Nonadversarial Setting, 14 OHIO ST. J. ON DISP. RESOL. 269 (1999)
8. James J. White, Machiavelli and the Bar: Ethical Limitations on Lying in Negotiation, (1980) AMERICAN BAR FOUNDATION RESEARCH JOURNAL 926-35
9. Gerald B. Wetlaufer, The Ethics of Lying in Negotiations, 75 IOWA LAW REVIEW 1219 (1990)

## Draft II of Teacher Notes

### LAW PARTNERSHIP NEGOTIATION EXERCISE

#### 1. INTRODUCTION

This exercise is designed for use in a basic Business Associations course. It involves the negotiation of certain basic financial provisions by two lawyers proposing to establish their own law firm partnership. It is intended to help students develop their problem solving, planning and negotiation skills, and to reinforce their knowledge of substantive partnership law.

#### 2. OBJECTIVES

Our culture depicts lawyers most frequently as litigators, and our law schools instruct students primarily through the analysis of appellate case law. It is not surprising that many students associate law practice with adversarial activities, and assume that problems and conflicts are resolved primarily by reference to legal principles and rules. Students are less familiar with transactional law practice, which emphasizes preventive law, planning, counseling, problem solving, drafting and negotiation. This exercise is designed to accomplish the following objectives:

To Explore the Use of Interest-Based Methods of Negotiation in the Context of a Relationship-Based Business Transaction. Commentators differ on whether, and in what context, an “interest-based” approach to negotiation is appropriate or effective. Certain types of business transactions

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appear to be inherently adversarial (e.g. hostile take-overs), and most business transactions have some adversarial aspects. Generally, however, the parties and their representatives in business negotiations expect the contemplated transactions to produce a mutual benefit. This exercise contemplates the formation of a law firm partnership; a voluntary, relationship-based enterprise. It is intended (i) to create a scenario where an interest-based approach to negotiation is clearly appropriate and (ii) to demonstrate that economic, business, relationship and personal issues are likely to be of primary importance to parties to transactions, rather than legal principles or rights.

To Assist in the Development of “Lawyering Skills”; and to Reinforce Knowledge of Substantive Partnership Law through Practical Application. In this exercise, students practice certain “lawyering skills” in the context of a business transaction. After reviewing certain information provided with respect to the parties and the proposed partnership, and applicable case and statutory law, the students are required to (i) identify, and assign priorities to, the interests of the prospective partners, (ii) generate and assess the options for agreement between the prospective partners, (iii) identify and assess alternatives to agreement by the prospective partners, (iv) develop strategy and tactics for the negotiation, and (ii) conduct negotiations. The students play the roles of the parties, not their attorneys, so that they can exercise flexibility during negotiation without consideration of whether they have the requisite authority from a client.

### **3. Timing and Assignment**

The problem should be assigned after or concurrently with class sessions on partnership law. The assigned reading for the exercise is from Chapter III (“Negotiation”) in Riskin and Westbrook’s DISPUTE RESOLUTION AND LAWYERS (ABRIDGED 2D. ED, 1998), and several short readings on negotiation planning and strategies and law firm practice. Two weeks prior to the negotiation session, the students are assigned roles, divided into negotiating pairs, and provided with a packet of materials containing instructions, party and background information, and a short list of supplemental readings relating to the topic of negotiation. The class time allocated for this exercise is as follows:

Distribution of materials and review of instructions	15 minutes
Lecture: review negotiation concepts, and economic and law firm practice considerations	25-50 minutes
Negotiation Session	50 minutes
Debriefing Session	50 minutes

Students spend time outside of class preparing for the negotiation and debriefing session, and are required to prepare a written negotiation plan and negotiation report. The negotiation plan must cover specified points relating to

- i. the motivations and options of the parties to the negotiation,
- ii. the negotiated outcomes the parties hope to achieve, or are willing to accept.

These requirements are designed to direct the students toward an interest-based approach to the negotiation. Students should be encouraged to consider various strategies and tactics so that they are prepared to alter their game plans if necessary, during the negotiation. The second writing assignment is a negotiation report in which the students respond to a brief list of questions relating to the results of the negotiation and the performance of the parties. The

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purpose of this assignment is to help students focus on their performance and help them prepare for the debriefing session. The negotiation plan is due at the beginning of the negotiation session. The negotiation report is due at the beginning of the debriefing session.

The students negotiate during class time for approximately 50 minutes, and may continue their negotiations outside of class if they wish. The instructor may find it useful to observe parts of each negotiation. In order to elicit a relatively contemporaneous and accurate reaction to the negotiations from the students, the debriefing session can be held during the next scheduled class following the negotiation session. The instructor may prefer to schedule the debriefing for a later class in order to allow additional time for students to continue negotiations if they so desire, and to write the negotiation report. The instructor may also prefer to review the negotiation reports before the debriefing in order to help guide the session.

#### **4. Activities**

This exercise is designed for use in a basic Business Associations course for second year law school students at the University of Missouri-Columbia School of Law.<sup>3</sup> These students have been exposed to the basic principles of negotiation and alternative dispute resolution through exercises integrated into their first-year substantive law and legal writing courses. Approximately one hour of class time is set aside for a lecture reviewing negotiation basics, discussing the points covered in negotiation plans, and on economic, structural and practical aspects of law firm partnerships. An instructor who uses this exercise with students who have not any exposure to negotiation may wish to devote more class time to the introduction of interest-based negotiation theory, strategies and tactics. In the first trial of this exercise, we found that students tended to discuss “interests” in their negotiation plans, but frequently focused on “positions” during actual negotiations. An instructor with additional class time available, or who can call upon the assistance of another instructor, may find it beneficial to divide the class into sections by assigned roles (one section of “Kristinas”, one of “Liams”) and spend 20-30 minutes discussing interests, alternatives and options with each section with particular reference to the assigned roles.

The business organizations course for which this exercise is designed is the first introduction to business law and issues for many students. They are not expected to consider tax and accounting issues.<sup>4</sup> As evidenced by their negotiation reports, some students in the first trial of this exercise indicated unfamiliarity with or confusion over certain business and practical aspects of the problem. The instructor may wish to address some of these issues in a pre-negotiation lecture:

- Necessity of focusing on practicalities as well as legal rights; (e.g., Will a person with contractual liability actually be able to pay? What if income or expense estimates are not accurate? How are net profits calculated for a partnership? What is the difference between “allocation” of profits and “distribution” of profits?)
- Necessity of planning for losses and liabilities, as well as profits and gains
- Differences between service, investment and commercial partnerships.
- Differences between service, investment and commercial partnerships.

We use the debriefing session to focus on both (1) the students’ efforts to integrate problem solving with substantive partnership and other relevant law; and (2) the process used by students in their attempts to reach agreement during the negotiation process. The following is a list of

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questions that may be of use to the instructor during the debriefing session with respect to the negotiation planning and process.

**Planning and Preparation Issues:**

- What are the interests of Kristina? Liam?
- What options did you develop to meet these interests during your planning process?
- What did you determine was your best alternative to negotiating an agreement with your partner? What could you have done prior to the negotiation to develop your alternatives?
- Did “default” provisions of [UPA OR RUPA] influence your planning in any way?
- How did you reconcile your position on right to profits from client matters generated after a break-up of the partnership with [UPA OR RUPA] and applicable case law?
- Did preparing the negotiation plan help you organize your thoughts? Generate new ideas?
- Would you change the way you plan future negotiations, based on your experience in the negotiation session?

**Negotiation Issues:**

- What was the tone of your negotiations? How was it established? How did it effect the negotiations?
- How would you describe your strategy? Competitive, interest-based? How would you describe your partner’s?
- How did the negotiations begin? What issue was discussed first?
- Do you think your time was spent efficiently during the negotiation?
- Did you follow your planned strategy during negotiations? Why or why not?
- Did your partner react during the negotiations as you anticipated?
- Did you come to any agreements?
- If so, what were they? General commitments or specific agreements? Do you think they were “fair”? What criteria are you using to determine “fairness”? How were agreements generated? Proposals by one side? Brainstorming? Did anyone appear to want the agreement more than the other?
- If not, why do you think you were not able to agree?
- What standards, criteria (if any) did you use during the negotiation?
- Which tactics worked for you? for the other party? Which tactics did not work?
- What do you think you could have done more effectively? What mistakes did you make?

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- What did your partner do effectively? How could your partner have improved his or her performance?

## 5. MATERIALS

- Instructions for Law Partnership Negotiation
- Background Information Sheet
- General Information for Both Parties
- Confidential Information for Kristina
- Confidential Information for Liam
- List of Assigned Roles and Negotiation Partners

### Reference(s)

- <https://yfu-marketing.squarespace.com> › Mediation\_Practice-Scenarios-wl2j
- [dwyersnegotiationskills.pbworks.com](http://dwyersnegotiationskills.pbworks.com) › law+partnership+negotiation

### Sales Letter

Home National  
Bark 902 Home  
Avenue  
Portland, Oregon 97207

March 8, 2008

Mr. George W. Marlon  
Boston Transit Authority  
57 West City Avenue Boston, MA02110

Subject: Magic  
Loans Dear Mr.  
Marlon:

At this time, each year, everyone thoughts turn to vacation plans and home improvements. If you are considering a major recreational purchase a home improvement this year. you may want to find out about Magic Loans Home National Bark.

Sincerely,

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Magic Loans is loan that is made against equity that you have in your bane. Magic Loans can be used to buy the ca or anything you have always wanted. They can also be used for conventional FHA home improvement loans. such a private swimming pool. Of course. a Magic Loans does not have to be used only fa recreational items. You may want to use money that is now equity to pay for college expenses for your children.

So if you have equity in your home and would like to talk with someone about the possibility of borrowing against that equity. please complete the postage-paid replay card included with this letter. Just drop it in the mail and a Home National Bark loan officer will call you to explain Magic Loans possibilities as well as to answer any question you may have. Let us help make you dream Come true.

Writing a [letter of complaint](#) can be tricky, but the most important thing to remember is to be direct and tasteful. No one will take your complaint seriously if you are ranting and raving. Take a look at this example complaint letter for ideas on how you should approach writing a letter of complaint.

**Complaint letter:**

56 Disgruntled Street  
Somewhere Unhappy  
I AM MAD  
Customer Service Manager  
That Awful Company  
Somewhere Awful  
UR BAD  
March 15, 2020  
Dear Sir/Madam,

I am writing today to complain of the poor service I received from your company on March 12, 2020. I was visited by a representative of That Awful Company, Mr. Madman, at my home on that day.

Mr. Madman was one hour late for his appointment and offered nothing by way of apology when he arrived at noon. Your representative did not remove his muddy shoes upon entering my house, and consequently left a trail of dirt in the hallway. Mr. Madman then proceeded to present a range of products to me that I had specifically told his assistant by telephone I was not interested in. I repeatedly tried to ask your representative about the products that were of interest to me,

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but he refused to deal with my questions. We ended our meeting after 25 minutes without either of us having accomplished anything.

I am most annoyed that I wasted a morning (and half a day's vacation) waiting for Mr. Madman to show up. My impression of That Awful Company has been tarnished, and I am now concerned about how my existing business is being managed by your firm. Furthermore, Mr. Madman's inability to remove his muddy shoes has meant that I have had to engage the services, and incur the expense, of a professional carpet cleaner.

I trust this is not the way That Awful Company wishes to conduct business with valued customers—I have been with you since the company was founded and have never encountered such treatment before. I would welcome the opportunity to discuss matters further and to learn of how you propose to prevent a similar situation from recurring. I look forward to hearing from you.

Yours faithfully,

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## HEC Plagiarism Policy

### 1.Preamble

In the wake of fundamental improvements being introduced in the system of Higher Education in Pakistan, the credit, respect, recognition of research and scholarly publications, career development and financial gains are now linked with such original works accomplished without replicating the efforts of other researchers. It has therefore become necessary that the menace of plagiarism is highlighted and curbed through exemplary punitive actions. On the other hand, we must also guard against bogus or false complaints in order to prevent victimization which may make researchers and scholars shy away from research simply because of the fear of prosecution. A Plagiarism Policy has therefore become necessary to create awareness, define various forms in which Plagiarism exhibits itself, present a methodology of investigation, cater for punitive action proportional to the extent of the offence and even address the issue of false or spurious complaints.

### 2.Definition

According to the Concise Oxford Dictionary, **Plagiarism** is defined as "**taking and using the thoughts, writings, and inventions of another person as one's own**". This, or various similar definitions found in recognized publications / documents, are very broad and can be used to create awareness about Plagiarism but are not practical enough to apply in order to ascertain guilt or innocence in specific cases. In order to establish the violation of ethical norms, or academic or intellectual dishonesty resulting from Plagiarism and to take punitive actions in this regard, it is necessary that the variety of forms in which Plagiarism manifests itself are known. These include but are not limited to the following:

- “Verbatim copying, near-verbatim copying, or purposely paraphrasing portions of another author's paper or unpublished report without citing the exact reference.



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- Copying elements of another author's paper, such as equations or illustrations that are not common knowledge, or copying or purposely paraphrasing sentences without citing the source.
  - Verbatim copying portions of another author's paper or from reports by citing but not clearly differentiating what text has been copied (e.g. not applying quotation marks correctly) and /or not citing the source correctly”<sup>[1]</sup>.
  - "The unacknowledged use of computer programs, mathematical / computer models / algorithms, computer software in all forms, macros, spreadsheets, web pages, databases, mathematical deviations and calculations, designs / models / displays of any sort, diagrams, graphs, tables, drawings, works of art of any sort, fine art pieces or artifacts, digital images, computer-aided design drawings, GIS files, photographs, maps, music / composition of any sort, posters, presentations and tracing." <sup>[2]</sup>
  - "Self-plagiarism, that is, the verbatim or near-verbatim re-use of significant portions of one's own copyrighted work without citing the original source." <sup>[1]</sup>

3. **Explanation from Wikipedia, the free encyclopedia:** Wikipedia, the free encyclopedia on the web describes and explains Plagiarism as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution. Within academia, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud and offenders are subject to academic censure. In journalism, plagiarism is considered a breach of journalistic ethics, and reporters caught plagiarizing typically face disciplinary measures ranging from suspension to termination. While plagiarism in scholarship and journalism has a centuries-old history, the development of the Internet, where articles appear as electronic text, has made the physical act of copying the work of others much easier. Plagiarism is different from copyright infringement. While both terms may apply to a particular act, they emphasize different aspects of the transgression. Copyright infringement is a violation of the rights of the copyright holder, which involves the loss

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of income and artistic control of the material when it is used without the copyright holder's consent. On the other hand, plagiarism is concerned with the unearned increment to the plagiarizing author's reputation. In the academic world, plagiarism by students is a very serious academic offense which can result in punishments such as a failing grade on the particular assignment (typically at the high school level), or a failing grade for the course (typically at the college or university level). For cases of repeated plagiarism, or for cases where a student has committed a severe type of plagiarism (e.g. copying an entire article and submitting it as his / her own work), a student may be suspended or expelled, and any academic degrees or awards may be revoked. For professors and researchers, who are required to act as role models for their students, plagiarism is a very serious offence, and is punishable by sanctions ranging from suspension to termination, along with the loss of credibility and integrity. Charges of plagiarism against students, faculty members and staff are typically heard by internal disciplinary committees, which students and faculty members have agreed to be bound by." [3]

Wikipedia also describes Self-plagiarism as "the re-use of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so or without citing the original work. Typically, high public-interest texts are not a subject of self-plagiarism; however, the authors should not violate copyright where applicable. "Public-interest texts" include such material as social, professional, and cultural opinions usually published in newspapers and magazines." [3]

**4. Aim:** The aim of this policy is to apprise students, teachers, researchers and staff about Plagiarism and how it can be avoided. It is also aimed at discouraging Plagiarism by regulating and authorising punitive actions against those found guilty of the act of Plagiarism.

**5. Applicability:** The policy is applicable to students, teachers, researchers and staff of all institutions and organizations in Pakistan who are involved in writing or publishing their work. In this context a "**Student**" is a person who, on the date of submission of his / her paper / work is a registered student of any University or Degree Awarding Institution recognized by Higher Education Commission (HEC). "**Teachers and Researchers**" include faculty members or equivalent of the University / Organization or/of a constituent or affiliated college or researchers

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of an organization and such other persons as may be declared to be so by regulations. “**Staff**” is any employee of an organization involved in writing and publishing his / her work.

**Any person listing his CV on the website or any current publication or applying for any benefit on the basis of published or presented work that is plagiarized will be liable to be punished as per prescribed rules.**

**6. Responsibility of the Institutions & Organizations:** All institutions and organizations are responsible to apprise their students, teachers, researchers and staff of the definition, implications and resulting punishments in case, after due investigation, they are found guilty of plagiarism. The institutions / organizations must acquaint their students, teachers, researchers and staff with this policy and ensure that they are fully aware that all authors are deemed to be individually and collectively responsible for the contents of papers published by Journals/Publishers etc. Hence, it is the responsibility of each author, including the coauthors, to ensure that papers submitted for publication should attain the highest ethical standards with respect to plagiarism. To facilitate the institutions / organizations in creating awareness about Plagiarism, a modified version of "Little Book of Plagiarism", a publication of Leeds Metropolitan University is appended as "Annexure" to this policy. Any University or Degree Awarding Institution which does not adopt and implement this policy will have its degree derecognized by HEC.

**7. Reporting:** To inform HEC or respective Universities / Organizations of alleged plagiarism, a complaint is to be made by email, post, fax or other means to HEC Quality Assurance Division or respective Universities / Organizations. In case of lodging a complaint in the form of a letter, copy may be sent to HEC. The following information is to be provided:

- a) “Citation of the original paper or document or idea which was plagiarized, (paper title, author(s), publication title, month and year of publication if available and the journal, in which published, with details). If the original paper is unpublished (e.g. an institutional technical report, an on-line paper), the complainant is to provide as much information as possible to ensure authenticity of the claim.
- b) The citation of the alleged plagiarizing paper (paper title, author(s), publication title, month and year of publication if available and the journal with details in

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which published). If the paper is unpublished (e.g. an institutional technical report, an on-line paper), the complainant is to provide as much information as possible to ensure proper investigation.

- c) Copies of both papers if possible.
- d) Any other information that would help HEC or respective Universities / Organizations to efficiently resolve the claim.”<sup>[1]</sup>
- e) Name, designation, organization, address, e-mail address and telephone number of the complainant.

**8. Investigation:** Upon receipt of an allegation of Plagiarism, the HEC Quality Assurance Division will request the respective Vice Chancellor / Rector / Head of the Organization to carry out investigation. The complaints received through HEC or directly by a University/ Organization will be dealt with by the Universities / Organizations according to the procedures given below. The Vice Chancellor / Rector / Head of the Organization will have the discretion of not taking any action on anonymous complaints. For investigation of Plagiarism cases, the Vice Chancellor / Rector / Head of Organization will have an obligation to:

- a) Constitute a “**Plagiarism Standing Committee**” consisting of 3 senior faculty members, a subject specialist in that particular field is to be coopted, a senior student (only if a student is being investigated upon) and a nominee of the HEC. The seniority of the members of “Plagiarism Standing Committee” should be of a level keeping in view the seniority of the individual being investigated upon and the nature and gravity of the offence.
- b) Provide a guideline, prepared by HEC for the functioning of the "Plagiarism Standing Committee", to all members of the Committee.
- c) Provide clear terms of reference to the “Plagiarism Standing Committee” for their investigation.
- d) The members of the “Plagiarism Standing Committee” are to sign a confidentiality statement that during the investigation they will, under no

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circumstances, disclose any individual author's name, paper titles, referees, or any other personal or specific information concerning the plagiarism complaint under investigation, nor shall they reveal the names of the committee members.

- e) Provide opportunity to the author / authors under investigation to justify the originality of their concepts and research work. Similar opportunity will also be provided to the author whose paper is deemed to have been Plagiarized and / or the complainant, to justify the complaint.
- f) Provide every opportunity to the “Plagiarism Standing Committee” to use all foreseeable means to investigate the plagiarism claim.

**9.** The ‘**Plagiarism Standing Committee**’ shall then conduct the investigation. Depending on the details of the claim, the investigation may include, but may not be limited to, any or all of the following steps:

- a) Manual and / or automated tests for content similarity <sup>[1]</sup>.
- b) Determination of the extent and quantum of significant material plagiarized.
- c) Soliciting comments to the claim, from the Editor-in-Chief (of a journal) or Program Chair (of conference proceedings) and referees of either or both papers.
- d) Consultation with legal counsel. <sup>[1]</sup>
- e) Consult / contact witnesses and record statements there-of if so required.
- f) Consult / contact present and / or past employers of the authors.

**10.** The ‘**Plagiarism Standing Committee**’ will submit its report with clear cut findings and recommendations to the Vice Chancellor / Rector / Head of the Organization within a specified period not exceeding sixty days. The Vice Chancellor/Rector/Head of the Organization will have the discretion to implement the recommendations after approval through the statutory process and take punitive action against the offender as per penalties prescribed under this policy or to forward the report to HEC or his/her parent organization for further action if outside their purview/jurisdiction.

**11. Penalties for Plagiarism**

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Plagiarism is an intellectual crime. As such the penalties for plagiarism should not only take into account the severity and recurrence of the offence, but also the intellectual standing of the offender. This entails a gradual increase in punitive action with minimum punishment for a first-time offence by a student who copies a homework assignment to a maximum punishment for a teacher/researcher/staff who attempts to present / publish, or actually presents / publishes plagiarized material; as his own, in a conference / journal. Therefore, the punishments for Plagiarism have been divided into two separate categories, i.e those for "Teachers, Researchers and Staff" and those for the "Students". The groups have already been defined in para 5 above.

**(a) Penalties for Teachers, Researchers and Staff:** When an act of plagiarism, as described earlier in paras 2 and 3, is found to have occurred, the "Plagiarism Standing Committee" in its recommendations, DEPENDING UPON THE SERIOUSNESS OF THE PROVEN OFFENCE, will advise the Competent

Authority of the Organization, to take any one or a combination of the following disciplinary action(s) against the teacher, researcher and/or staff found guilty of the offence:

**(i) Major Penalty:**

In cases where most of the paper (or key results) have been exactly copied from any published work of other people without giving the reference to the original work, then (a) a major penalty of **dismissal** from service *needs to* be prescribed, along with (b) the offender may be "Black Listed" and may NOT be eligible for employment in any academic/research organization, and (c) the notification of "Black Listing" of the author(s) may be published in the print media or may be publicized on different websites at the discretion of the Vice-Chancellor/Rector/Head of the organization.

**(ii) Moderate Penalty:**

In case where some paragraphs including some key results have been copied without citation, then a moderate penalty involving any one or

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both of the following needs to be imposed (a) demotion to the next lower grade, (b) the notification of “Black Listing” of the author(s) which may be published in the print media or may be publicized on different websites at the discretion of the Vice-Chancellor/ Rector/ Head of the organization.

**(iii) Minor Penalty:**

In case a few paragraphs have been copied from an external source without giving reference of that work, then minor penalties need to be prescribed for a specified period involving any one or more of the following: (a) warning, (b) freezing of all research grants, (c) the promotions/annual increments of the offender may be stopped, for a specified period and (d) HEC or the University/Organization may debar the offender from sponsorship of research funding, travel grant, supervision of Ph.D. students, scholarship, fellowship or any other funded program for a period as deemed appropriate by the “Plagiarism Standing Committee”.

**(b) Students:** When an act of plagiarism, as described earlier in paras 2 and 3, is found to have occurred, the "Plagiarism Standing Committee" in its recommendations, DEPENDING UPON THE SERIOUSNESS OF THE PROVEN OFFENCE, will advise the Vice Chancellor/Head of the Organization, to take any one or a combination of the following disciplinary action(s) against the student(s) found guilty of the offence:

- i. In the case of thesis, the responsibility of plagiarism will be of the student and not of the supervisor or members of the Supervisory Committee.
- ii. The offender may be expelled/rusticated from the University and from joining any institution of Higher Education in Pakistan for a period as deemed appropriate by the "Plagiarism Standing Committee". A notice may be circulated among all academic institutions and research organization to this effect.
- iii. The offender may be relegated to a lower class.

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- iv. The offender may be given a failure grade in the subject.
  - v. The offender may be fined an amount as deemed appropriate.
  - vi. The offender may be given a written warning if the offence is minor and is committed for the first time.
  - vii. The degree of a student may be withdrawn if AT ANY TIME it is proven that he or she has presented Plagiarized work in his/her MS, MPhil or PhD dissertation if the extent of plagiarism comes under the category of major penalty as conveyed in Para 11(a-1).
  - viii. The notification of the plagiarism by the author(s) may be published in the print media or may be publicized on different websites at the discretion of the Vice Chancellor/Rector/Head of the Organization.
  - ix. HEC or the University/Organization may debar the offender from sponsorship of research funding, travel grant, scholarship, fellowship or any other funded program for a period as deemed appropriate by the "Plagiarism Standing Committee".
  - x. Any other penalty deemed fit by the "Plagiarism Standing Committee".

### **Co-Authors/Declarations**

1. Provided that a co-author has listed a paper in his/her resume and applied for a benefit forthwith, any co-author is deemed to be equally responsible for any plagiarism committed in a published paper presented to or published in a journal or presented at a conference.
2. All Journals in Pakistan must require ALL authors to sign a declaration that the material presented in the creative work is not plagiarized (Sample Attached)



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**b. Additional Actions Required:** In addition to the above punishments, the following additional common actions must be taken if the offence of Plagiarism is established:

- a) If the plagiarized paper is accessible on the web page its access will be removed. The paper itself will be kept in the database for future research or legal purposes.
- b) The author(s) will be asked to write a formal letter of apology to the authors of the Original paper that was plagiarized, including an admission of plagiarism. Should the author(s) refuse to comply then additional punishments as deemed fit may be recommended by the "Plagiarism Standing Committee.
- c) If the paper is submitted but not published yet, the paper will be rejected by the Editor-in-Chief or the Program Chair without further revisions and without any further plagiarism investigation conducted.<sup>[1]</sup> However, Warning may be issued to the author/ co-author.

**c. Appeal:** As the penalties are severe, the affected person(s) will have the right to appeal to the Chairman HEC/Vice Chancellor/Rector/Head of the Organization for a review of the findings or may submit a mercy petition within 30 days from the date of notification. Such appeals / petitions will be disposed off within 60 days of receipt, by following the laid down procedures regarding such appeals.

**d. Penalty for Wrong Reporting / False Allegation:** If the case of Plagiarism is not proved and it is confirmed that a false allegation was lodged, the Vice Chancellor/Rector/Head of the Organization will inform the complainant's Organization and will recommend disciplinary action against the complainant, to be taken by his/her parent organization.

## **References**

- [1] "ACM (Association of Computing Machinery) Policy on Plagiarism"  
(<http://www.acm.org/pubs/plagiarism%20policy.html>)

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- [2] “Academic Integrity Statement: Appendix1” (University of Southampton  
Calendar 2006/7)  
(<http://www.calendar.soton.ac.uk/sectionIV/part8a.html>)
- [3] “Plagiarism From Wikipedia, the free encyclopedia”  
(<http://en.wikipedia.org/wiki/plagiarism>).

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