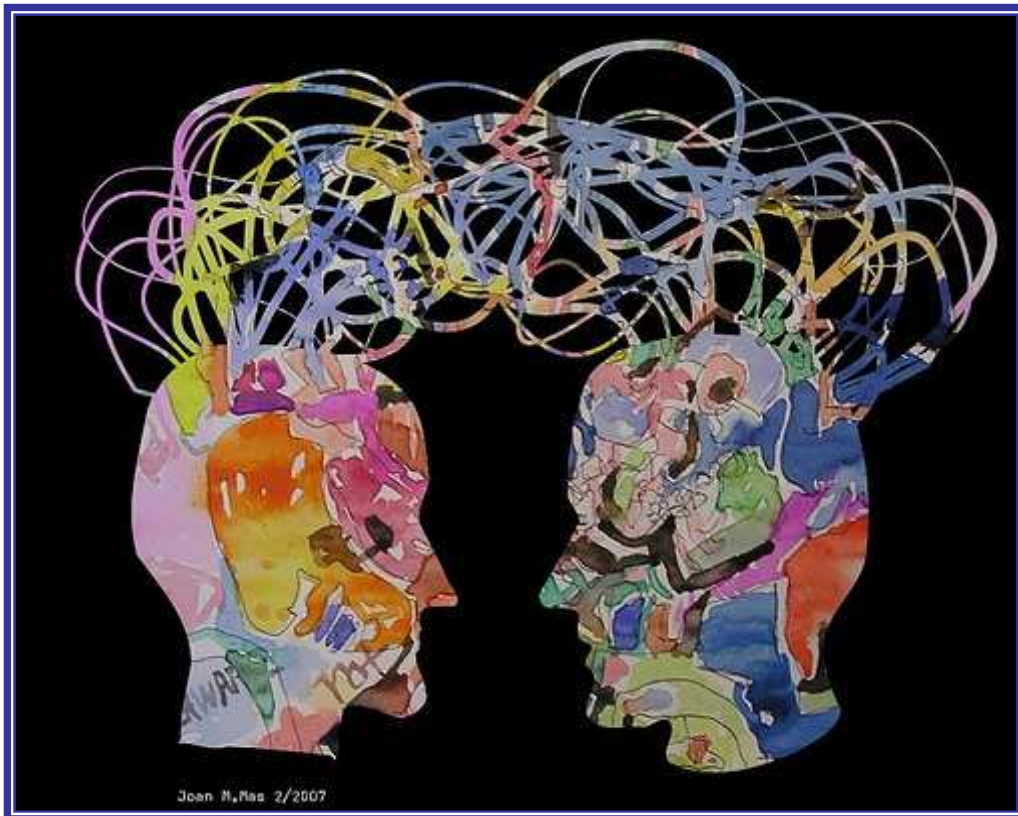


EAP in Communication I



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Edited by Aynur Yürekli

IZMIR UNIVERSITY OF ECONOMICS
SCHOOL OF FOREIGN LANGUAGES

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FOREWORD

Izmir University of Economics

This book has been designed for first year university level students who pursue their academic studies in an English medium higher education institution. It aims to equip students with the necessary academic skills by exposing them to the content of Communication Sciences. It follows a content-based integrated approach in which listening, speaking, reading and writing skills are explained, illustrated and practiced. “***EAP in Communication***” consists of two books. These books are modular in nature and they follow the process from academic input (listening/reading) to academic output (speaking/writing) throughout the units.

Book I consists of *Listening and Note-taking* and *Academic Speaking Skills* modules, whereas Book II consists of *Academic Reading* and *Academic Writing Skills* modules.

In the first module of “***EAP in Communication I***”, Listening and Note-taking skills are developed by training students in making written records in note form of important/relevant information from a lecture or discussion and then using this information in the output task at the end of each unit.

In the second module, Academic Speaking Skills are developed by training students in coping with the challenges of researching and giving a coherent academic presentation on a topic that relates to their field of study.

I truly believe that this book will be a great asset for Freshman students who are studying at the Faculty of Communication.

Aynur Yürekli, Coordinator
Izmir University of Economics
Undergraduate English Program

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INTRODUCTION TO ACADEMIC SKILLS

By the end of this unit students will be able to:

- understand the course
- explain what academic skills are
- explain the connection between input and output

TARGET OUTPUT

At the end of this unit, I will be asked to:

‘answer questions about the benefits of this course’



Part A: DISCUSSION

1 Consider alone and then in groups the following questions:

- a) List at least 5 of the skills which you consider as “academic”.

- b) Discuss to what extent you think you are capable of doing these in English. Give yourself a score out of 5. 5=very good, 4=good, 3=average, 2=bad, 1=very bad. Then, calculate your group average for each skill.

Part B: READING

1. Read the following text and choose the best description. Be prepared to justify your choice.

- a) The text explains how long the course takes and what students will have to do. It tells us which courses to choose and why.
- b) The text explains the difference between studying at school and studying at university and explains each part of the course.
- c) The text explains the connection between what we study in our departments and learning English. It also tells us about academic skills.

WELCOME TO ENG 101

ACADEMIC SKILLS IN ENGLISH I & II is a one-year course which will help you deal with life at University.

1 Maybe when you were at High School, the most important thing for you was to get a good mark and pass your exams. What was the best way to do this? Well, most of the time you learnt everything your book and textbook told you until you knew it by heart and then repeated exactly the same information in the exams.

2 This technique was probably very successful at school but won't work at University. Why not? Well, university isn't just something to pass. It is also a preparation course for adulthood. The big difference between children and adults is the ability to think for yourself, NOT just repeat exactly what your professor tells you in lectures. The key things you will be tested on is your ability to find different pieces of information, evaluate them and then use them to create your own opinions, ideas or creations. The aim of this course is to give you the skills that will enable you to do this.

3 Another difference between University and school is that everything finishes with a real OUTPUT (production), for example, a paper, a presentation or a creation like a piece of art, or a model etc. To do this, you will need to do research quickly and effectively, take notes from reading and lectures, take part in discussions and be able to use source texts effectively, which will be the INPUT for your task. However, the most important part is putting everything together, analyzing and synthesizing the information you gathered and turning it into an output. These are the skills ENG 101 and ENG 102 will help you to develop.

4 There are four modules spread over the two semesters. The length and content of these modules will depend on your faculty. However, for everyone, the course will start with the "Introduction to Academic Skills ENG 101" unit, which you are doing now. This will give you a general idea of the course, what is expected of you in your departments and help you to understand the skills that you will need to collect information for output. This will mean looking at how we process information that comes from oral/written input, how we use books and articles and how we evaluate the information we have.

5 In the first semester two main modules will be covered:

The first one, the Listening and Note-taking Module focuses on the skill of academic listening and how you record important information from a lecture or discussion and then use this information for output. It also shows subskills for making note-taking more efficient and easy, like using charts and abbreviations.

6 The module called Speaking for Academic Purposes starts with an Introduction to Research Unit, in which you will be familiarized with the basics of doing research. However, the module particularly focuses on two different situations, general speaking skills related to an academic context and giving presentations. Both of these tasks you will be called on to do during your time at this university so you need to know how to present your ideas and opinions coherently and persuasively. At the end of the first semester, you will also be expected to give a short presentation as part of your final grade.

7 In the second semester you will cover two other main modules as well:

The Academic Reading Module focuses on how to select the appropriate texts, how to read quickly and effectively and how to take relevant information from texts and use it for output. It offers you practice in various skills such as identifying main ideas, understanding an author's point of view, skimming, scanning.

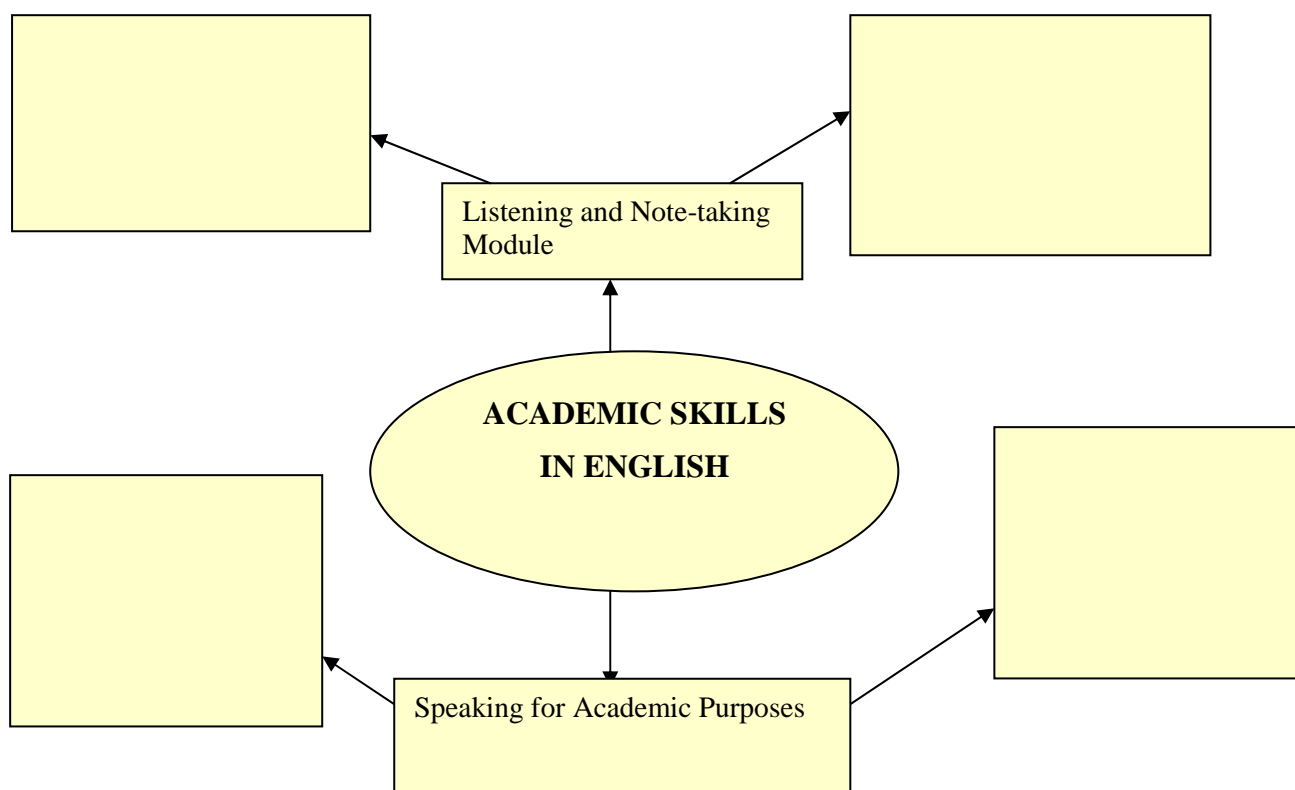
8 Finally, Academic Writing is a key module. Most of the output you will be required to do in this module will be written and you will need to make sure that your writing is coherent, concise, persuasive and makes good use of sources and information to support your arguments. At the end of the second semester, you will be asked to write an essay as part of your final assessment.

9 ENG 101 is not an English course. We assume that if you have passed the Entrance Exam or Proficiency Exam, then you are capable of following an academic course using the English language. Therefore, it will be up to you to make up for any deficiencies you might have in your use of English. However, we do recognise that there is a different type of vocabulary needed to study in English and you will be given support in learning the necessary words (the AWL or Academic Word list) for your respective faculties.

10 In conclusion, this course will help you develop the necessary academic skills so that you can efficiently gather information from different sources, select the pieces of information that you need to do a given task, and organize/produce your output. It is an important course in the sense that you will be required to do tasks that relate directly to your department needs.

G. Kempton, 2008.

2. Read the text again and complete the following chart with the sub-skills involved in the first semester modules.



3. a) Label the objectives in the box with the right modules. One has been done for you.

1. Academic Reading
2. Speaking for Academic Purposes
3. Listening and Note-taking
4. Academic Writing

By the end of the course I will be able to.....

Identify the main idea – 1&2

Develop an argument

Understand important points

Take notes

Write an essay

Participate in a discussion

Quote correctly

Describe a process and developments

Understand supporting ideas

Use sources

Use abbreviations

Understand an author's point of view

Use graphs when giving a speech

Cite references

Read efficiently

Get the general idea of a lecture

Differentiate between facts and opinions

Make a presentation

b) With your partner, choose two objectives for each module that you want to develop in this course. Justify your choice to the class.

1. Academic Reading

a) _____

b) _____

2. Speaking for Academic Purposes

a) _____

b) _____

3. Listening and Note taking

a) _____

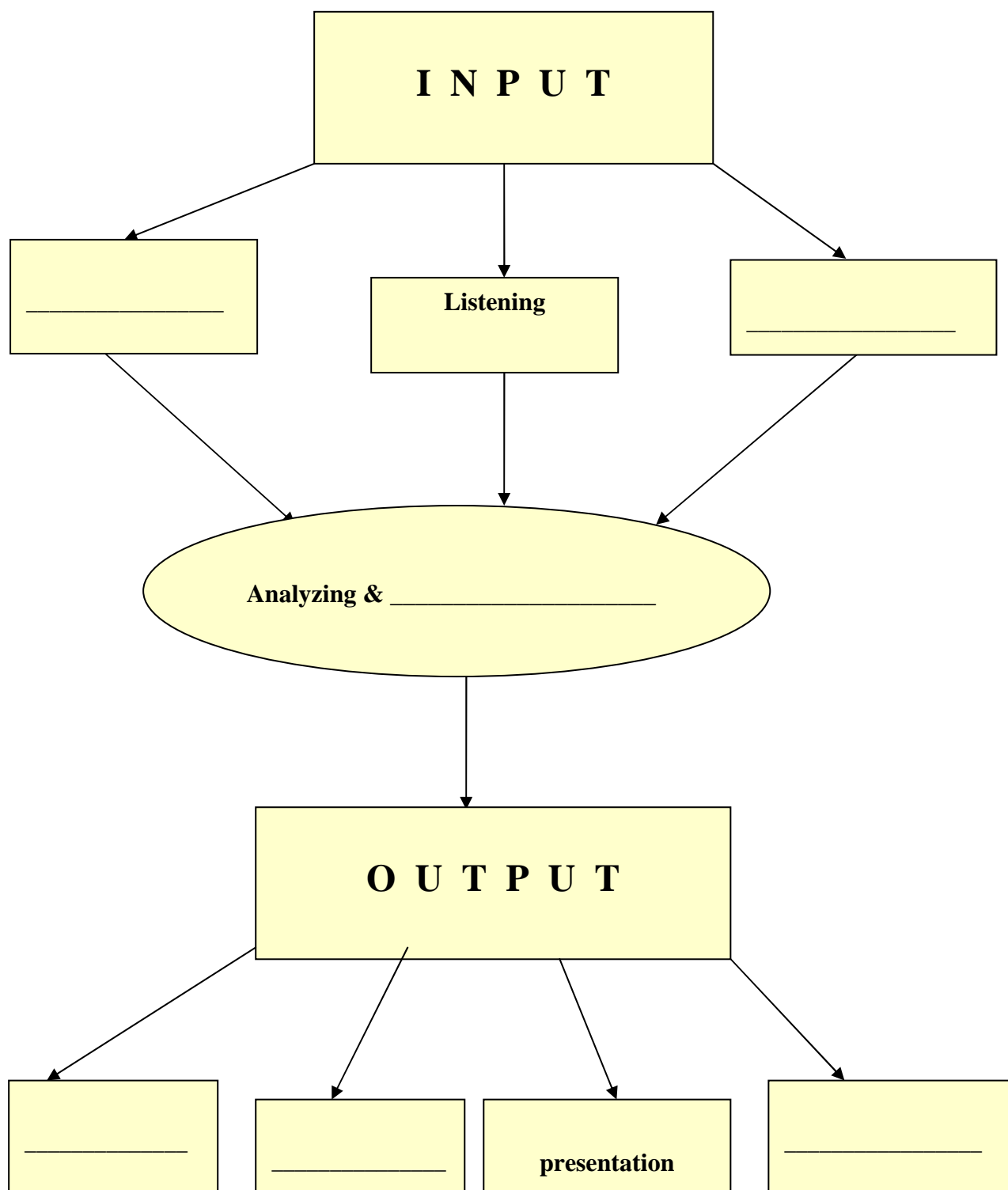
b) _____

4. Academic Writing

a) _____

b) _____

4. Below is a chart that shows the input-output process. Read paragraph 3 again and together with a partner, fill in the missing information.



Part C: SPEAKING

In groups, prepare a short introduction to the Academic Skills in English course for students who may know nothing about the course. Make sure you include the following information:

Differences between school and university

Modules

Input/Output

PART D: WRITING

Answer the following questions:

What do you hope to improve by the end of the course?

During your university life, how do you think this course will help you?

[illegible]

MODULE ONE



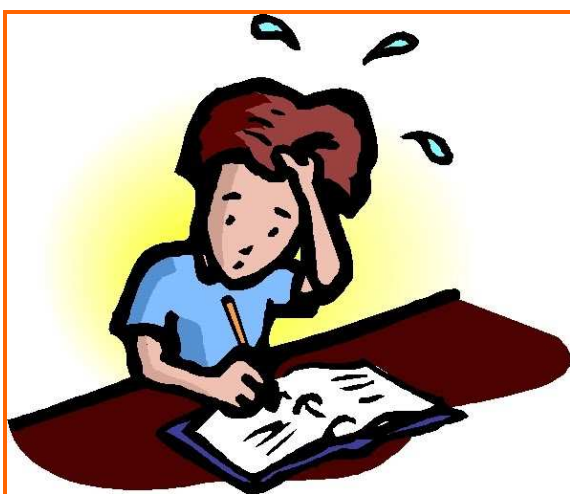
Listening & Note-taking Skills

UNIT I: GOOGLE'S STREET VIEW AND YOUR PRIVACY

UNIT OBJECTIVES:

By the end of this unit I will be able to:

- take notes while listening
- identify the attitude/purpose of a speaker in a spoken text
- identify the main idea and details in spoken text
- paraphrasing/quoting
- write my own opinion



TARGET OUTPUT

At the end of this unit, I will be asked to write a response to the following question: *“Would you be for or against having Street View in Izmir?”*

Part A: DISCUSSION

1. Consider the following questions alone and then discuss in small groups:

In your opinion, which of the following is the most important reason for taking lecture notes? Explain.

- a. It forces you to listen carefully and tests your understanding of the material.
- b. Notes indicate what is important in a textbook.
- c. Notes are easier to remember than a text.
- d. Writing down important points helps you to remember what is important in your text..

ACADEMIC SKILLS TIP: LISTENING AND NOTE TAKING

Taking Notes While Listening

We urge each student to develop his or her own method of taking notes, but most students find the following suggestions helpful:

A. Listen to structuring language/signposts, such as “First of all, secondly, etc.” Listen also for phrases which tell you important information is coming, e.g. Now, let’s move on...

B. Make your notes brief.

- 1. Never use a sentence where you can use a short phrase or a word.*
- 2. Use abbreviations and symbols but be consistent.*

C. Put most notes in your own words. However, the following should be noted exactly:

- 1. Formulas*
- 2. Definitions*
- 3. Specific facts*

D. Use an outline form and/or a numbering system. Indentation helps you distinguish major from minor points.

E. If you miss a statement, write key words, skip a few spaces, and get the information later.

F. Don't try to use every space on the page. Leave room for coordinating your notes with the text after the lecture. (You may want to list key terms in the margin or make a summary of the contents of the page.)

G. Date your notes. Number the pages.

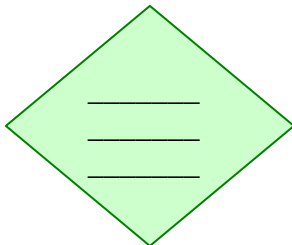
Part B: LISTENING

Listening A

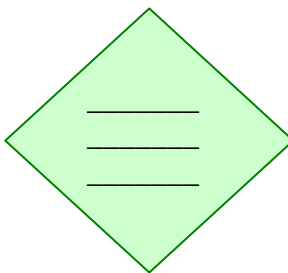
You will watch the video “How to take Good Notes in Class.” Answer the questions in the exercises that follow.

1. What 3 things does the video recommend for taking good notes in class?

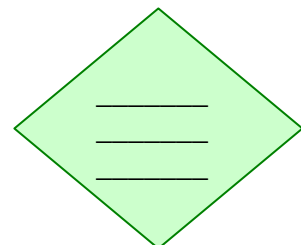
A.



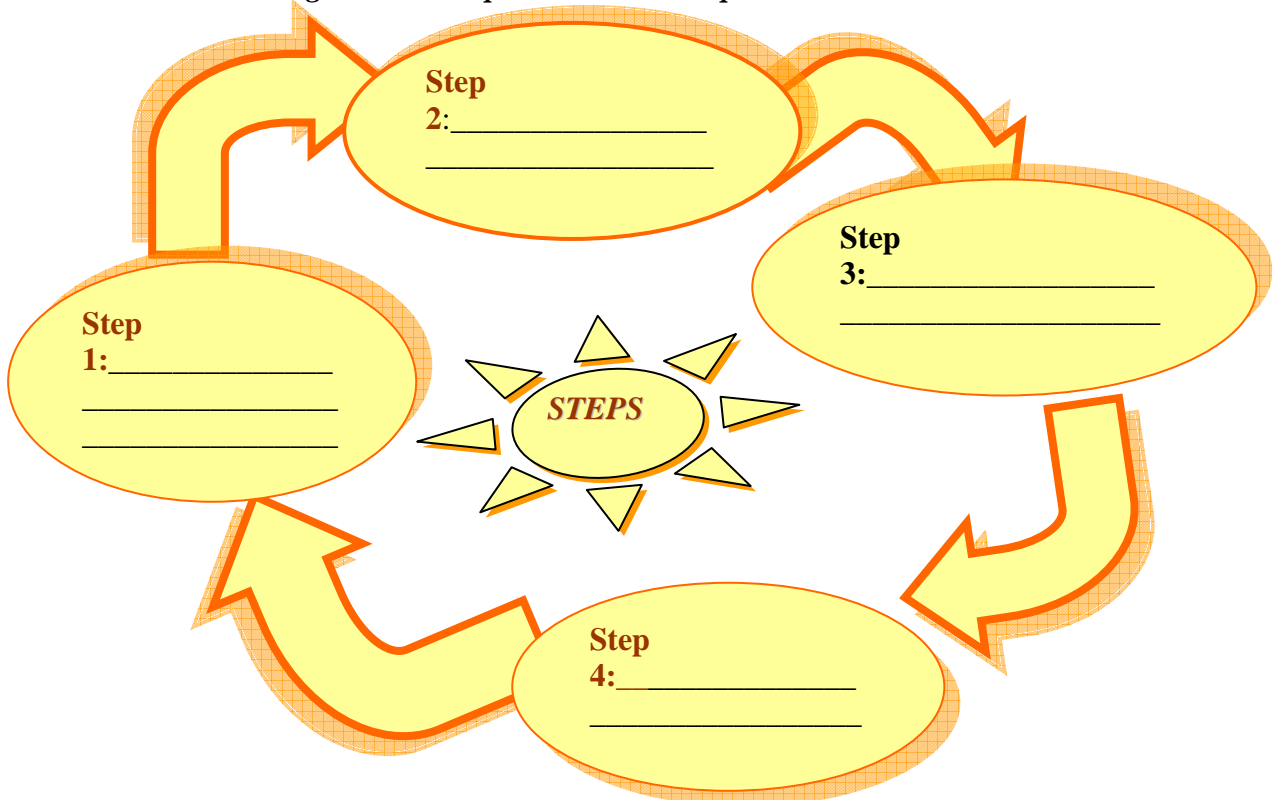
B.



C.



2. Watch the video again and complete the mind map.





Part C: DISCUSSION

1. Consider the following questions alone and then discuss in small groups:

- a. What does the picture above remind you of?
- b. “Tech that’s just wrong”, What does that mean to you? Is there a right or a wrong side to technology?
- c. What do you know about Google Maps and Google Street View?
- d. Have you used them when taking a trip? Were they helpful?
- e. What is privacy ?
- f. Is it realistic to expect privacy in a public place such as the street or the park?
Why? Or Why not?

Part D: LISTENING

Listening B

1. Watch and take notes in the box below using some of the suggestions found in the Academic Tip Box and video.

Title: _____	Date: _____
I. _____	
A. _____	
B. _____	
II. _____	
REAL TIME: _____	

2. Looking at your notes, answer the following questions.

a. What is the subject of the video?

b. What are some of the features of Street View that the speaker mentions?

c. According to the speaker, the images are not `real time`. What does she mean by that?

d. How would you describe the speaker's tone or attitude?

- a) Irritated
- b) Anxious
- c) Mysterious
- d) Friendly

3. Watch the video again and working with a friend match the statements in both columns to make a complete statement from the video.

1.	Each street view imagery bubble contains a link to street view help	A.	from the product even where the images have already been blurred.
2.	While the street view feature lets you preview and discover a location,	B.	report inappropriate images for that specific location.
3.	You can do so by clicking on	C.	and submit it to our team for review.
4.	On the next page you can fill out the form	D.	we respect the fact that some people may not want imagery that they feel is objectionable featured on the service.
5.	We make it easy for users to ask to have photographs of themselves, their family's, their cars or their houses completely removed	E.	are among the ways in which we insure that an individuals privacy is respected.
6.	Blurring technology and operational controls like "image removal"	F.	where users can report images they don't like

Part E: READING

TARGET VOCABULARY

residential, privacy, remove, display, inappropriate, available, enable, register, aware, precaution, indicate, distinct, feature

1. **Vocabulary Preview:** Circle the correct answer by selecting the word that comes closest in meaning to the synonyms listed.

1. There are strict laws that regulate _____ *real estate/houses/apartments* property such as the rate of taxes, its use as something other than a home as well as the type of activity that takes place there.
2. Street View is _____ *accessible/attainable/at hand* for use 24 hours a day unlike many tourist information centers.
3. The issue of _____ *confidentiality/concealment/separateness* is important not only on Street View but also on every part of the internet.
4. The popularity of Street View _____ *point out/illustrate/show* that people enjoy looking at famous landmarks in different parts of the world even if they can't travel there.
5. There have been cases where people were caught doing _____ *not proper/unsuitable/out of place* things on Street View but these were promptly removed by Google.

2. *Read the short article below and, answer the following questions.*

Google Street View Sam Jones and Richard Wray The Guardian, Friday 20 March 2009	NOTES
<p>Some will see it as the door to a nightmare, but most people who visit Google's new Street View service will probably do so to discover if they have won a place in online fame - or to decide whether they can put off repainting the house until next year. The new mapping application, which was begun in the UK, allows users to enjoy 360-degree views of 25 cities from Southampton to Aberdeen through their computers and mobile phones.</p> <p>Although the images include millions of residential addresses, people and cars, Google insists that they will respect individual privacy. Google also claims that "in almost all cases" it will remove pictures thought to break privacy or display inappropriate content.</p> <p>Ed Parsons, at Google, said: "Street View has been hugely popular with our users in Europe and worldwide and we're thrilled it's now available in the UK. This enables users to see street-level panoramas of major city roads and look up and print out useful driving directions." He added that</p>	

the Information Commissioner's Office (ICO) had been consulted about privacy concerns - as were the police. "We recognize that there have been concerns about privacy and we think we have addressed those concerns," he said. "We have spoken to Scotland Yard and, from a crime point of view, they are happy with it, there are no issues there."

However, not everyone is happy with the situation. Privacy International has filed a complaint to the Information Commissioner's Office requesting that Google Street View is shut down. Director Simon Davies claimed that he was speaking on behalf of a large number of people who have **registered** a complaint to Privacy International.

Davies stated at a news conference: "We are **aware** that you have given a green light to go ahead. However we believe that these promised **precautions** in Street View's technology (i.e. the automatic blurring of faces) have not been as efficient as Google had **indicated.**"

Although Google's Parsons said that the images on Street View are the same as the ones people would see if they walked or drove through the area in question, he added: "If people do not want their homes **featured** or the **distinctive** details of their personal property, we will take them down, or cut them out of the image."

VisitBritain, on the other hand is a great supporter of Street View. It has assisted Google in the project, suggesting that Street View may increase tourism. Justin Reid, head of online marketing at VisitBritain, claims that the internet is an incredibly rich resource for raising awareness of destinations, driving travel to and around Britain. He says "Street View is a real opportunity for us to showcase our destinations to millions worldwide."

Remember all bold words are on your course wordlist and need special attention

a. Who supports Street View?

b. What does he say to give reasons for supporting Street View?

“

”

c. Who is against Street View?

d. What does he say to support his reasons for being against Street View?

“

”

ACADEMIC SKILL TIP: CITING SOURCES - PARAPHRASING

Paraphrasing involves rewriting a text in your own words without changing the meaning. When you paraphrase another person's ideas, you need to be careful. You do not want to copy someone else's words and pretend that they are yours. If you plagiarize (copy others' words) it is considered stealing and can result in harsh academic consequences that may even include suspension from school.

Avoid this problem by admitting that you are using someone else's ideas. You can cite (give credit to) this person as the original author of the idea. When you cite another person's words you do two things:

- 1. You let the reader know whose words they are (Name the author).*
- 2. You let the reader know when this information was published. (Date of publication)*

Original: Privacy International has filed a complaint to the Information Commissioner's Office requesting that Google Street View is shut down.

Paraphrase: According to Jones and Wray (2009), there was a request placed by Privacy International with ICO to stop Google's Street View service.

- 3. Analyze the differences between the two sentences. What changed?*

CHECKLIST FOR PARAPHRASING

- ☐ *1. Is the information written using different words from the original text?*
- ☐ *2. Is the meaning the same?*
- ☐ *3. Is the source included?*

3. The following paraphrases are the highlighted sentences in the reading text. Decide if they are correct or not and write the corrected version.

- a. According to Jones and Wray (2009), this new program which originated in Britain can be used on computers and cell phones to allow users to have a look at 360 degree views of 25 cities from Southampton to Aberdeen.

- b. Google also maintains that "in almost all cases" pictures that are believed to be violating their privacy rules or are not acceptable to view will be taken out.

- c. Jones and Wray (2009) claim that some people are unhappy.

- d. A great supporter of Street View is Visit Britain.
-
-

4. Looking at your answers in c and d of the exercise above and do the following tasks. Then, use the checklist to make sure that you have completed it correctly.

- a. Paraphrase what was said in “C.”
-
-

- b. Paraphrase what was said in “D.”
-
-

ACADEMIC SKILL TIP: CITING SOURCES - Quoting

If you use more than three consecutive words from a writer or speaker, you need to use quotation marks. When using a quote, you need to make sure that there is a clear reason for using the writer’s/speaker’s exact words. You also need to include information about the author. Also, make sure that the quote has been set up so that it blends into the rest of your writing.

Sometimes when you paraphrase another person’s ideas, you may want to include an exact word or phrase that the person said. When you quote another persons’s words you do two things:

- 1. You let the reader know whose words they are (Name the author).*
- 2. You put quotation marks “” around the words that the person said or wrote.*

Example: According to Jones and Wray, (2009) Reid said, “Street View is a real opportunity for us to showcase our destinations to millions worldwide.”

CHECKLIST FOR QUOTATIONS

- _____ 1. Does the quote help you explain your point?
- _____ 2. Are there quotations marks?
- _____ 3. Is the author’s information given?
- _____ 4. Has the quote been introduced/set up properly?

5. Read the essay again and underline where the writer has used quotations. Using the checklist in the tip box, decide whether the quotations have been properly used.

Part F: WRITING

By only looking at your notes and summaries write a response to the following question.

“Street View” would be beneficial to have in Izmir. Explain why or why not.

[illegible]

Reference:

Jones, S., & Wray, R. (2009, March 20). Google Street View . *The Guardian*. Retrieved April 7, 2009, from <http://www.guardian.com.uk>

UNIT II: CROSS CULTURAL COMMUNICATION

UNIT OBJECTIVES:

By the end of this unit I will be able to:

- distinguish main ideas and supporting ideas in spoken text
- listen for and understand information markers used for definitions, furthering & contrasting information, cause, effect, lists and classifications
- recognize the speaker's attitude
- use a suggested note-taking method
- summarize



TARGET OUTPUT

At the end of this unit, I will be asked to write a response to the following question:

“What advice would you give a foreign advertising and PR firm to run a successful campaign in Turkey?”

Part A: DISCUSSION

“Cultural sensitivity can be defined as being aware that cultural differences and similarities exist and have an effect on values, learning, and behavior. It plays a critical role in communication and mass media.” Smithson, (2006)

1. Answer the following self-quiz to find out how culturally sensitive you are.

1. You are in the Arabian Gulf, meeting a client in his office. You can expect him to ...

- a) close his office door, refuse interruptions, and dedicate his attention solely to you.
- b) leave the door open and interrupt your meeting to speak to anyone who wants to see him.
- c) to close the door, but to allow interruptions from anyone who needs him urgently.

2. Polish communication style is

- a) very direct with a lot of eye contact.
- b) very indirect with very little eye contact.
- c) very indirect with a lot of eye contact.

3. You are making a series of proposals and your Bulgarian counterpart keeps nodding her head. Does this mean ...

- a) Yes, I agree completely.
- b) Go on, I'm listening.
- c) No, I don't agree.

4. You are making a series of proposals and your Japanese counterpart keeps nodding his head. Does this mean ...
 a) Yes, I agree completely.
 b) Go on, I'm listening.
 c) No, I don't agree.
5. You're in Japan. A client gives you his card. Should you take it with ...
 a) your left hand.
 b) your right hand.
 c) both hands.
6. And then what should you do with the card (You are still in Japan.)?
 a) Look at it carefully and then put it away in your pocket.
 b) Look at it carefully and place it on the table in front of you during the meeting.
 c) Look at it carefully and then pass it to your colleagues so they can see it.
7. You are organising lunch for a group of Arab visitors. Which of the following should not be on the menu?
 a) beef b) chicken c) pork d) lamb e) fish f) lobster, shrimp or any other shellfish
8. Which two of the following nationalities would not express any emotion through facial expression or other signs during a meeting, but would seem to remain detached and serious?
 a) Japanese b) French c) British d) Finnish e) American
9. You are in Germany visiting a client who you have already met several times. Should you call him by ...
 a) his first name – Klaus
 b) his surname - eg Schmidt
 c) "Mr" + surname – Herr Schmidt
 d) his title - Doktor
 e) his title and surname – Doktor Schmidt
 f) "Mr" + title + surname - Herr Doktor Schmidt

2. Check your answers with the teacher.

Part B: READING

TARGET VOCABULARY

assume, conduct, domestic, hierarchy, implicit principle, slogan, straightforward, individual, essence, evident, explicit, framework, connote, convenience, collective

1. Vocabulary Preview: Circle the correct answer in the target vocabulary box by selecting the word or word form that comes closest in meaning to the synonyms listed.

1. American students tend to be _____ *direct/clear-cut/uncomplicated* in the way they communicate.

2. India and other collective cultures have a _____ *chain of command/pecking order/ranking* that strictly regulates the choice of marital candidates.
3. Advertising campaigns that are a success in the _____ *national/local/internal* market, will not necessarily be successful abroad.
4. A stubborn person may be described as being either strong willed or mulish. “**Strong willed**” _____ *imply/suggest/indicate* admiration for the level of someone's will, while “**mulish**” _____ *imply/suggest/indicate* frustration in dealing with someone who is unreasonably headstrong.
5. When abroad _____ *manage/act/do* yourself as a good guest would.
6. What may appear to be _____ *ease/effortlessness/simplicity* at home may not be regarded the same way in a foreign culture.

2. Read the text and do the tasks that follow.

Cross Cultural Communication

Cross-Cultural Communication: An Essential Dimension of Effective Education

Revised Edition Orlando L. Taylor, Ph.D. 2007

1. Culture affects everything we do. This applies to all areas of human life from personal relationships to **conducting** business abroad. When interacting within our own culture, culture acts as a **framework** of understanding. However, when interacting with different cultures this framework no longer applies due to cross cultural differences.
2. In the area of communication, individualism and collectivism have served as a useful means to compare communication style and content across cultures. Generally speaking, **individualistic** cultures tend to engage in low context communication that is **straightforward, explicit**, and direct. Examples of these cultures would be USA, Germany and European countries. In contrast, **collectivistic** cultures are likely to have high context communication that is abstract, **implicit**, and indirect. China, Japan and many asian countries exemplify this. This contrast of high versus low context communication styles is also **evident** in content materials such as advertising messages.
3. Cross cultural communication is critical to effective cross cultural advertising. Services and products are designed and marketed first for a **domestic** audience. However, when a product is then marketed at an international audience the same domestic advertising campaign abroad will in most cases be ineffective.
4. The **essence** of successful advertising is convincing people that a product is meant **exclusively** for them. By purchasing it, they will receive some benefit, whether it be lifestyle, status, convenience or financial. However, when an advertising campaign is taken to a foreign country different values and perceptions as to what **enhances** status or gives **convenience** exist. These differences make the original

domestic advertising campaign useless in the foreign country.

5. It is therefore important to any cross cultural advertising campaign that an understanding of a particular culture is acquired. Language must be analyzed for its cultural **suitability**. For example, the **slogan** employed by the computer games manufacturer, EA Sports, "Challenge Everything" raises grumbles of disapproval in religious or **hierarchical** societies where harmonious relationships are maintained through the values of respect and non-confrontation. Understanding the way in which other cultures communicate allows the advertising campaign to speak to the potential customer in a way they understand and appreciate.

6. One must be very careful, in some cultures there are lucky colors, such as red in China and unlucky colors, such as black in Japan. Some colors have certain significance; green is considered a special color in Islam and some colors have tribal associations in parts of Africa. Many hotels in the USA or UK do not have a room 13 or a 13th floor. Similarly, airplanes of Nippon Airways in Japan do not have the seat numbers 4 or 9. If there are numbers with negative **connotations** abroad, presenting or packaging products in those numbers when advertising should be avoided.

7. In conclusion, we can see that the **principles** of advertising run through to cross cultural advertising, too. Cross cultural advertising is simply about using common sense and analyzing how the different elements of an advertising campaign are impacted by culture and modifying them to best speak to the **target** audience. **All words in bold are on your course wordlist and need special attention.**

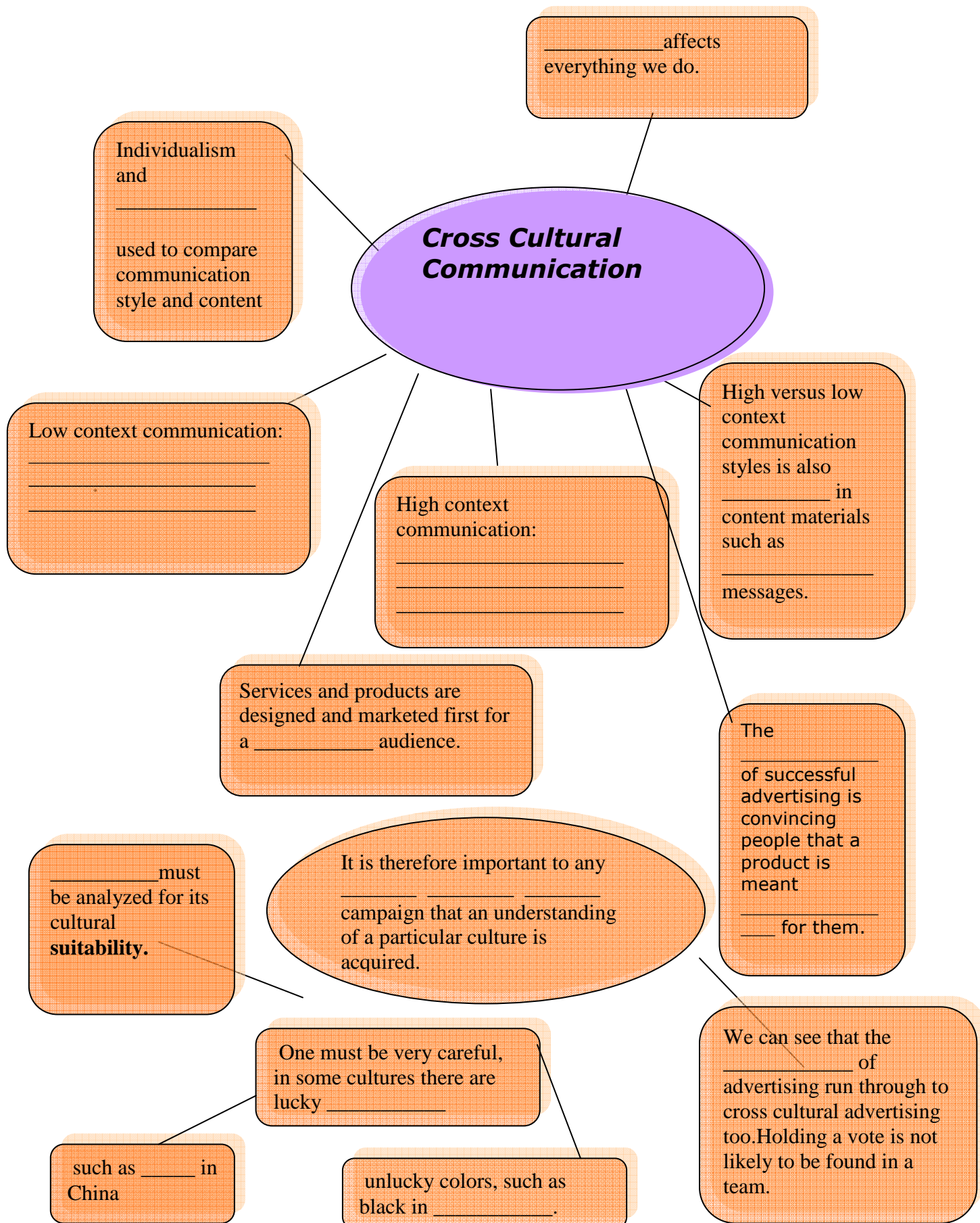
ACADEMIC SKILL TIP: NOTE TAKING II (Mind Mapping)

Organizing information: *There are several methods for note taking and organizing lecture notes.*

Mind mapping is a very effective learning and revision strategy. Memory works by creating a network pattern of associated ideas. A mind map can imitate this pattern and so the brain can relate to the information more easily. The advantages of mind mapping are that:

- *the main theme is in the centre and therefore more clearly defined*
- *the relative importance of each idea is clearly indicated – more important ideas are near the centre*
- *words linked to pictures can be remembered easily and engage both sides of the brain*
- *meaning is vital to memory and mind maps develop understanding and meaning as they make links between topics*
- *the use of pictures and drawings encourages creativity and engages both sides of the brain – pictures are remembered more easily than words. Mind Mapping appeals to students who are visual learners. When you use a mind map, note taking often feels complete, an entire class or lecture can be seen at a glance.*

1. Complete the following mind map by referring to the information from the text.



ACADEMIC SKILL TIP: CITING SOURCES- SUMMARY

One of the most important aspects of academic study is reading and listening in order to make use of the ideas of other people. A summary is a shortened version of a text or spoken word. It contains the main points in the text and is written in your own words.

It is a mixture of reducing a long text to a short text and selecting relevant information. It is very important when you do this to make sure you use your own words, unless you are quoting. You must make it clear when the words or ideas that you are using are your own and when they are taken from another speaker.

You can avoid this problem by acknowledging that you are using someone else's ideas. You can cite this person as the original author of the idea.

When you cite another person's words you do two things:

- 1. You let the reader know whose words they are (Name the author).*
- 2. You let the reader know when was this information published. (Date of publication)*

CHECKLIST FOR SUMMARY

- _____ *1. Does it include all the main points?*
- _____ *2. Is there any unnecessary information included?*
- _____ *3. Is the information written using different words from the original text?*
- _____ *4. Are there any personal opinions in it?*
- _____ *5. Is the source included?*

SUMMARY

In the article "Cross Cultural Communication" Taylor (2007), discusses the problems encountered when communication crosses cultural boundaries. Cultures have two different communicative methods determined by their culture. Individualistic societies communicate in low context way which is more direct and open. On the other hand, collective societies communicate in a high context manner which can be seen as more indirect and distant. Knowing the way a culture communicates is particularly important in advertising since domestic advertising may not directly translate well into another culture. Among other things to consider besides language use of other cultures, is the way colors, numbers are perceived.

Working with another student, look at the summary provided above and complete the following tasks.

- 2. Does the author provide the proper citation? Write the title, author, date of publication.*

3. Name the topic or general subject matter of the text; the author's major assertion, comment, or position on the topic.

4. List the major supporting ideas and show relationships among these ideas.

5. On your own, write a brief summary of paragraph 7.

Part C: LISTENING 1

ACADEMIC SKILL TIP: IDENTIFYING MAIN IDEAS & SUPPORTING DETAILS IN SPOKEN TEXT

The main idea is the general message of the spoken text. The main idea is what is important about the topic, according to the speaker(s). Key words and phrases also known as information markers or signposts can help you identify what the speakers think is important about the topic.

- Supporting ideas/details, on the other hand, are examples, details that give strength to the main ideas. These structures show what the talk is about and how it is supported by example and/or detail.
For example, Today, I'm going to talk about...
I have divided this into three sections...
- They show when one part is finishing and another part is being introduced, and they also show the close of the talk.

For example, I would like to start with...

Having looked at ..., I'd now like to consider

In conclusion, I'd like to emphasise that

*Supporting details can be examples, explanation, elaborations, reasons, solutions, or opinions.
Most often supporting details will be preceded by key words:*

Type of detail Sometimes introduced by these key words

Examples for example, for instance

Explanations this means that

Elaborations in addition,

Reasons because, therefore, in order to

Sometimes lecturers use words or phrases that show the links between ideas. Listening for these words and phrases can help you understand the lecture.

The lecturers may....

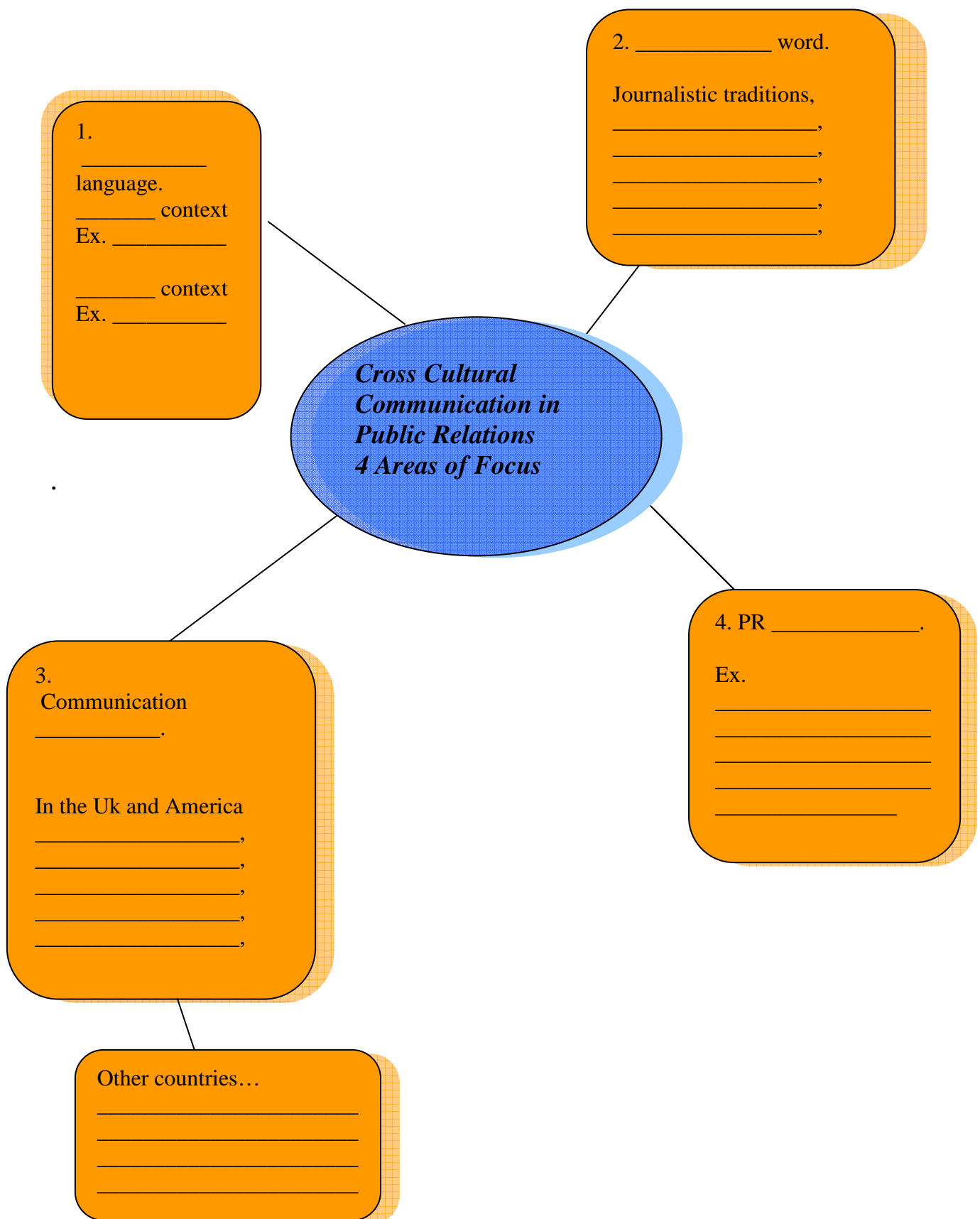
- *give the order of new points by using various links e.g. To begin with.*
- *define terms. It is important to note them down as words can have specific meanings in different subjects.*
- *give further information about a topic by using linkers, such as moreover...*
- *present contrasting information e.g. In contrast...*
- *make classifications e.g. X may be classified according to...*
- *focus on the causes or the effects of a certain problem e.g. because of...*

1. Some of the following information markers are used in the lecture you will listen to. Working with another student look at the signals given in the table below and categorize them under the following headings: defining, listing, giving further information, giving contrasting information, classifying and giving causes and effects.

Although... X consists of N categories... First of all... By X, I mean... Besides...
Y and Z are types of X. So... Furthermore.... To begin with... Not only...but (also)...
X can be divided into N classes. Secondly... On the other hand... X is called... Also...
Alternatively... Then... Because... X is known as... X is... But... Moreover...
In order to... This term is used generally to mean... Therefore... We can add that...
However... X may be classified according to... The reason for... X may be defined as...
Lastly... The next point I'd like to make is....

DEFINING	LISTING	FURTHER INFORMATION
CONTRASTING INFORMATION	CLASSIFYING	CAUSE & EFFECT

2. Listen to the lecture and complete the following mind map.



3. Listen to the lecture again and answer the following questions.

a. What is the listening mainly about?

b. What is the speaker's main point?

c. How does the speaker define Public Relations?

d. How does the speaker conclude the lecture ?

4. Place in correct order the following information as you hear them.

_____ PR practitioners employ many different communication channels when trying to circulate information relating to their campaign

_____ Press releases, features and copywriting all require a certain amount of cross cultural sensitivity when being applied abroad.

_____ The use of publicity materials in PR campaigns such as logos, slogans, pictures, colours and designs must all be cross culturally examined.

_____ Through areas such as brand management, advertising, media relations and crisis management, PR practitioners seek to advance interest, trust and belief in a product or company.

_____ Cross cultural differences can make or break a PR campaign.

_____ In conclusion, the above cited areas are a few of those that require cross cultural assessment by PR practitioners...

Part D: WRITING

1. The reading text in this unit and the listening discuss cross cultural communications. Look back at the notes that you have taken and reply to the following:

“The cross-cultural communication problems encountered in advertising and those encountered in Public Relations are similar. What cultural advertising and PR advice would you give to a foreign manufacturer of an energy drink to become successful in Turkey?”

In your response consider the following:

- a) *Is Turkey is a low or high context culture?*
b) *What would Turkish people consider taboo or forbidden?*
c) *What channel would be most effective in urban and rural areas, etc.*

[illegible]

UNIT III: GLOBAL BRANDS

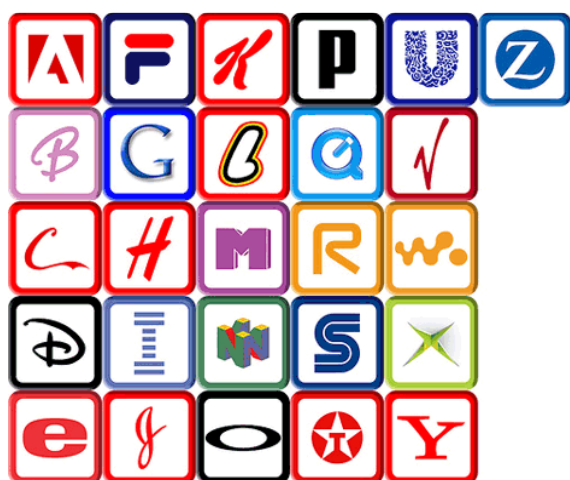
UNIT OBJECTIVES:

By the end of this unit I will be able to:

- recognize persuasive language and a speaker's attitude
- identify discourse markers (signposts) and their functions
- identify fact and opinions
- recognize the 3 parts of a definition

TARGET OUTPUT

At the end of this unit, I will be asked to write a summary of what a brand and a global brand are.



Part A: DISCUSSION

1. Look at the picture on the left and consider the following questions:

a. Complete the blanks.

- | | |
|----------|----------|
| A. Adobe | K. _____ |
| B. _____ | L. _____ |
| C. _____ | M. _____ |
| D. _____ | N. _____ |

b. Can you identify all of the letters?

c. Are the letters on the left "logos" or brands? What is the difference?

Part B: LISTENING Listening A

ACADEMIC SKILLS TIP: PURSUASIVE LANGUAGE & A SPEAKER'S ATTITUDE

So far, we have seen how language has been used to give information. Language is also used to convince and persuade, most especially in the field of mass communication and advertising.

Listening for persuasive use of language in speakers is an important skill. Sometimes speakers use words not to just convey information but also to persuade listeners. The words are used for their emotional force or for the appeal they make to the listener's feelings, desires and needs.

Emotive language reveals a speaker's attitude and feelings toward the subject and persuades the listener to feel the same rather than to increase the listener's knowledge of the subject.

Emotive meaning of words comes from the word connotation, i.e. the images and feelings that are associated with the word.

1. Listen to an interview with Naomi Klein who is the author of “No Logo” as she explains the reality behind the branding world’s façade (face). Answer the following questions.

a. What is Naomi Klein’s attitude towards branding? Is Klein for or against “brands”? What was said that led you to that conclusion?

b. To “deconstruct” means to take apart. What example does Klein use to explain the deconstruction of brand production?

c. What is “brand based investigative activism ?”

d. Why do you think large “brand companies” want to keep secret their world of production?

e. Do you agree with Klein’s point of view?

ACADEMIC SKILLS TIP: DISCOURSE MARKERS or SIGNPOSTS

Lectures and other styles of communication are built upon the relationships of ideas. Discourse markers, (DM) also signposts, can help you determine these relationships. To the listener, a DM signals the speaker's shift or change in the conversation and asks the listener to make the logical connection. Typically, DMs signal such activities as the introduction of a topic, the parts which will be discussed by the speaker, and the conclusion.

In general, these can be divided into three main categories:

Topic Markers, Topic Shifters, Summarizers

Let me start with...

So, let’s turn to...

All this says is...

First, ...

So there you’ve got...

Let me talk about __, then we’ll go to __

One final point/thing is...

The (other) thing that _____

My point is that...

Exemplifiers, Relaters , Evaluators

So again,

As _____ would have us believe

If you’ve seen _____ then you’ve seen/know...

See if _____ clears this up,

You might say that _____ is fine with me.

One way is...

*This ties in with _____,
Along the same lines I suggest to you...
And what I meant by that was...
As we'll see
We should see this in connection with*

Qualifiers, Aside Markers

*I guess I got off the track here
Where was I?
That's true, but...
That's not really what we mean by...
It doesn't mean that...
Well, of course...
It depends on how you define
I won't trouble you with...
But I'm getting a little ahead of myself.*

Listen to the passage again and answer the following questions.

NAOMI KLEIN:

So let's turn to ^a branding that is such a big part of our culture and our lives. We don't fully understand the global extent of the production. See if this clears it up ^b. Pick up sport shoes like a pair of Adidas, NIKE or Puma. You have the story of globalization in the palm of your hand. First,^c you have leather that was maybe produced in Argentina, next,^d it may have been shipped to the Philippines, then ^e the leather was manufactured into a shoe by a Korean factory. Afterwards, it was shipped through a Hong Kong broker, working for a company owned by someone in New York. So there you've got ^f this sport shoe, and if you deconstruct it, or take it apart, you can trace all the components through the global economy. One final point ^g is, add to that how much that company that's selling you that shoe spent on advertising last year, and how much money they paid a super star like Kobe Bryant to sponsor them, then you have a complete view of the global economy – the winners and the losers. It depends on how you define ^h “everyone” when you say “globalization benefits everyone.” My point is that ⁱ not “everyone” is a winner, not in the true sense.

2. Some of the discourse markers have been underlined. Choose one of the DM categories to explain their function in the video.

- | | |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | |

3. Here is a list of expressions that signal different parts of a lecture. Put them into correct boxes.

<i>Our topic today is ...</i>	<i>We're going to discuss...</i>
<i>First we'll look at ... and then we'll look at ...</i>	<i>I want to talk about ...</i>
<i>Next,</i>	<i>What I mean is ...</i>
<i>For example ...</i>	<i>Today I'm going to focus on ...</i>
<i>I'm going to talk about ...</i>	<i>Let me give you an example ...</i>
<i>Here are some examples: ...</i>	<i>Let's look at how this works ...</i>
<i>Take X, for example...</i>	<i>Finally,</i>
<i>Let me show you what I mean ...</i>	<i>What I want to talk about today is ...</i>

Expressions that signal:

<i>Topic of a Lecture</i>	<i>Main points</i>	<i>Examples</i>



Part C: DISCUSSION

1. Look at the picture and consider the following questions in pairs:

- a) How many of the logos do you recognize?
- b) What makes a brand a global brand?
- c) Have you used any of these brands?
- d) Which car brands are marketed as “luxury brands” that symbolize luxury, status and class? Give reasons.

-
- e) Which car brand is marketed as “everyday average person”? Give reasons.
-

2. In groups, compare your answers.

Part D: READING

TARGET VOCABULARY

trend, emerge, shift, quantitative, slip, projection, reinforce, complex, inevitable, evaluate, volatile, available, ultimate, qualitative, sustainable

1. Vocabulary Preview: Choose the correct answer by selecting the letter of the definition that comes closest in defining the word listed.

1.____ **available**

- a. To come out into view
- b. Convenient for use or disposal
- c. Change place or direction

2.____ **slip**

- a. Make stronger
- b. Furthest or highest in degree or order; utmost or extreme
- c. To slide and usually fall

3.____ **evaluate**

- a. Place a value on; judge the worth of something
- b. A long range plan thrown out for analysis and discussion
- c. Highly changeable, fickle; tending to become violent or explosive

4. ____ **projection**

- a. A long range plan thrown out for analysis and discussion
- b. Unavoidable; certain to happen; can't keep from happening
- c. A pattern of change over time

5. ____ **qualitative**

- a. Of relating to or involving quality or kind; concerned with degree of excellance
- b. To slide and usually fall
- c. A pattern of change over time

6. ____ **volatile**

- a. Highly changeable,fickle; tending to become violent or explosive
- b. To come out into view
- c. Convenient for use or disposal

7. ____ **inevitable**

- a. A long range plan thrown out for analysis and discussion
- b. Unavoidable; certain to happen; can't keep from happening
- c. Make stronger

2. The following are the first lines of paragraphs taken from the text. Write a brief answer/comment to the questions.

a. Google, Apple, Amazon.com, Zara and Nintendo are among this year's top winners in Interbrand's annual ranking of The Best Global Brands. **(Do you recognize them, have you bought them? Are you surprised to see them on the list?)**

b. Coca-Cola (No.1) remains the best global brand for the eighth year in a row. **(Why do you think that is?)**

c. A brand is not a name or a logo. **(What does this mean?)**

3. Read the short article below and, in groups, discuss the following questions.

**Global Brands Interbrand/Businessweek
September 18, 2008,by Burt Helm**

1. Google, Apple, Amazon.com, Zara and Nintendo are among this year's top winners in Interbrand's annual ranking of The Best Global Brands. Not surprisingly, financial services giants Merrill Lynch, Citi Bank and Morgan Stanley are among the companies that have **slipped** dramatically down the list. Many people believe that this was **inevitable** due to the economic down turn.

2. Coca-Cola (No.1) remains the best global brand for the eighth year in a row. Yet, a notable **shift** in this year's rankings was made by IBM, which took over the No. 2 position

from Microsoft (No. 3). Google also moved into the top brands, at No. 10, after ranking at No. 2 in 2007. Kodak, the makers of cameras and film stock considered by some people as invincible, did not make the list. According to the Wall Street Journal, Kodak lost 238 million dollars last year.

3. The Best Global Brands 2008 ranking is a reflection of the global economy. The current credit crisis in the U.S., the growth of **emerging** markets and the increased emphasis on **sustainability** are all key **trends** that resulted in brands rising or falling on the list, said Jez Frampton, Global CEO of Interbrand. The increasing **complexities** of the global economy **reinforce** the importance of protecting and growing a brand. **It is a company's most valuable asset and a far less volatile asset than others during a time of economic uncertainty.**

4. Interbrand takes many ingredients into account when ranking the value of the Best Global Brands. Even to qualify for the list, a brand must earn over one billion dollars and over a third of its profits must come from outside its home country, be recognizable beyond its base of customers, and have publicly **available** marketing and financial data.

5. Business Week chose Interbrand's methodology because it **evaluates** brand value in the same way other corporate assets are valued on the basis of how much it is likely to earn for the company in the future. Interbrand uses a combination of analysts' **projections**, company financial documents, and its own **qualitative** and **quantitative** analysis to arrive at a net present value of those earnings.

6. A brand is not a name or a logo. It is not a product, service or business. Brands like McDonald's, Mercedes Benz, and Nokia are familiar to people all over the world. They are global brands. The strongest brands in the world own a place in the consumer's mind and when they are mentioned almost everyone thinks of the same things. A brand is a promise, an expectation and **ultimately** an experience.

7. Even MTV, which is further down the list at Number 48, is a global brand now. Young people enjoy music all over the world. Companies with some of the most popular international brands are finding new customers and increasing their incomes with a simple idea they create one image for their brand all over the world. In this type of business policy, a brand has one name and one look wherever it is sold. Companies do not change the brand to fit the local area.

All words in bold are on your course wordlist and need special attention.

a. What are the criteria for Businessweek's Top 100 brands list?

b. What reasons does Jez Frampton give for the rise and fall of brands on the list?

c. In paragraph 3, the sentence "It is a company's most valuable asset and a far less volatile asset than others during a time of economic uncertainty." What does the word "**it**" refer to, and do you agree with that observation? Why? or Why not?

d. "Companies do not change the brand to fit the local area." What does the author mean by this?

ACADEMIC SKILL TIP (A): Facts and Opinions

Always try to understand the difference between facts and the speaker's opinions. Things such as dates and references to research may help you understand the difference. Understanding this difference will help you later when you want to use suitable information from your notes, e.g. to write supporting ideas in a text or strengthen an argument.

Example Fact: Coca-Cola (No.1) remains the best global brand for the eighth year in a row.

Example Opinion: Many people believe that this was **inevitable** due to the economic down turn.

4. Returning to the reading, underline 3 opinions and 3 facts. Explain below why you made these choices.

<u>Opinion</u>	<u>Facts</u>

ACADEMIC SKILL TIP: Definitions

Generally, when we use a definition in our writing, it is to try to make terms easier to understand for the reader. A simple definition consists of 3 (three parts): item, category and features. **Item**, refers to what is being defined. **Category**, is the family or class in which the item belongs. **Features**, are the details, and particulars of the item.

For example:

Herbivores are animals that eat plants.

(**Item**) (**Category**) (**Features**)

5. In the sentences below the items are in bold. Underline the category to which it belongs.

- a. **Coca Cola** is a carbonated beverage that was invented 120 years ago.
- b. **Consumer** is someone who makes a purchase.
- c. **Kodak** is a manufacturer of cameras and photo development supplies and film stock.
- d. **Business Week** is a weekly magazine that covers business, finance and economic news.

6. In the sentences below the items are in bold. Complete the (Category) and (Features)

- a. **The Best Global Brands 2008 ranking** is (Category)_____
(Features) _____.
- b. **Financial document** is (Category)_____
(Features) _____.
- c. **Profit** is (Category)_____
(Features) _____.
- d. **Shift** is (Category)_____
(Features) _____.

Part E: WRITING

Taking into account what you have read and listened to write a brief summary of what “a brand” and what “global brand” is. When you paraphrase part of the text or the video tape, be sure to mention the author’s last name and year of the publication. Be ready to share your answer with the class.

[illegible]

NAOMI KLEIN TRANSCRIPT

So let's turn to^a branding that is such a big part of our culture and our lives. We don't fully understand the global extent of the production. See if this clears it up^b. Pick up sport shoes like a pair of Adidas, NIKE or Puma. You have the story of globalization in the palm of your hand. First,^c you have leather that was maybe produced in Argentina, next,^d it may have been shipped to the Philippines, then^e the leather was manufactured into a shoe by a Korean factory. Afterwards, it was shipped through a Hong Kong broker, working for a company owned by someone in New York. So there you've got^f this sport shoe, and if you deconstruct it, or take it apart, you can trace all the components through the global economy. One final point^g is, add to that how much that company that's selling you that shoe spent on advertising last year, and how much money they paid a super star like Kobe Bryant to sponsor them, then you have a complete view of the global economy – the winners and the losers. It depends on how you define^h “everyone” when you say “globalization benefits everyone.” My point is thatⁱ not “everyone” is a winner, not in the true sense.

In the past six years there has been an explosion of brand-based of investigative activism. What this means is that people have looked at products and have removed or peeled the label, the logo, and examined to see how the goods are produced. Their goal is to make **you** aware how these products are made and what the reality behind it is.

In the past, John Brown owned a factory and the factory manufactured sport shoes, but today this does not exist. Nike does not own any factories, and they never did. They have 700 contractors around the world, and but Nike spends their money on marketing, and sponsorship not manufacturing. These contractors bid for the Nike job and the one with the lowest bid gets the contract. China, India, and third world countries where life and labor are cheap usually win the contracts. Child labor, low pay, bad working conditions may help get an order.

More and more electronics companies like Erickson have announced that they're not going to be making their cell phones any more, and car companies like VW that are now producing through contract factories that they don't own in Mexico. But the classic brands always understood this. Coca Cola always understood that they would have higher profit margins if they didn't own their bottlers, but actually just owned the recipe, the idea, the intellectual property. It's intellectual property that matters.

UNIT IV: SOCIAL CONSTRUCTION of REALITY and “THE CSI EFFECT”

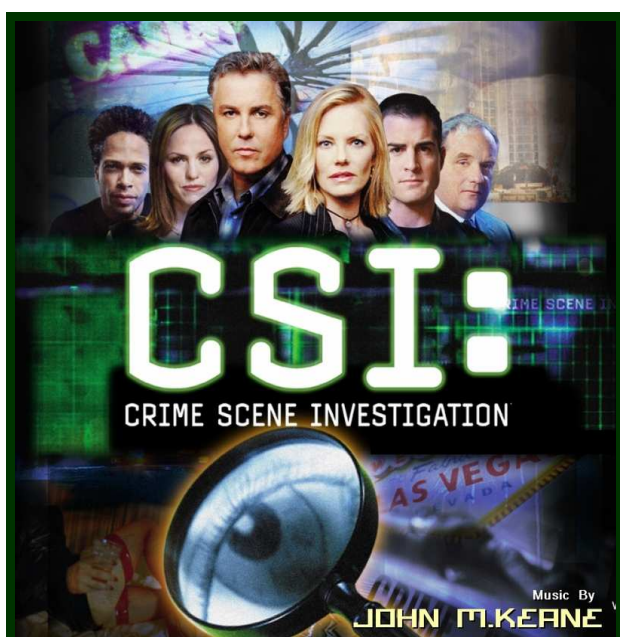
UNIT OBJECTIVES:

By the end of this unit I will be able to:

- identify generalizations and supports
- recognize language of citation that signal paraphrases, and quotes material in spoken text
- use common abbreviation and symbols used in note taking

TARGET OUTPUT

At the end of this unit, I will be asked to write a response to the following statement: ***“In general, Turkish films express reality as I have experienced it in Turkey.”***



Part A: DISCUSSION

“CSI” and “Law & Order” are watched by millions of viewers every week. Test yourself to see how much of a “CSI” expert you are.

a. Are "ear prints" a viable method of identification?

☐ Yes ☐ No ☐ Maybe

b. There is an inkless form of fingerprinting.

☐ Yes ☐ No ☐ Maybe

c. Fingerprints can be taken off skin.

☐ Yes ☐ No ☐ Maybe

2. In groups, discuss your answers.

Part B: READING

TARGET VOCABULARY

accurate, flawless, phenomenon, subordinate, infuse, skyrocket, pretence, fictional, anecdotal, esteem, distortion

1. Vocabulary Preview: Circle the correct answer in the target vocabulary box by selecting the word or word form that comes closest in meaning to the synonyms listed.

1. TV crime detectives are _____ *perfect/faultless/unblemished* in the way they think, reason and find the killer.

2. When CSI and similar crime shows became very popular, enrollment in CSI Technical Training at universities _____ *advance/rise/zoom..*
3. In our socially constructed world, the media is _____ *filled/permeated/immersed* with images of sex and violence.
4. There is false _____ *deception/having airs/make-believe* of how fast DNA reports are prepared by the forensic labs.
5. _____ *story/tale/incident* evidence is never as strong as pure scientific proof.
6. The “CSI Effect” is considered a _____ *occurrence/ happening/ incident* as an example of how media has built a reality that exists only on television.

Read the text and do the tasks that follow.

Social Construction of Reality and 'The CSI effect'
By Richard Willing, USA TODAY (2009)

1. The media educate and entertain using images of the social world that are not always **accurate** and true, but media can be powerful enough to influence social communication and public policy, particularly in the criminal justice arena.
2. Programs such as Law and Order, CSI, CSI Miami etc. may be hugely popular and thoroughly entertaining but they have created what has become to be known in academic and professional circles as the 'CSI effect.' According to Max Houck, director of the Forensic Science Initiative, "The CSI effect is basically the perception of the near-**flawlessness** and complete reliability of forensic science in response to the TV show." This **phenomenon** has been singled out as a good example of how media has “constructed” a different reality that exists only on television, but is not found in the “real” world.
3. The theory of social construction of reality argues that mass media does not reflect the world in any objective sense, but instead helps to create, construct and maintain an illusion of reality. The media encourages some meanings (generally those of dominant social groups) over others (generally social **subordinate** groups) and they do this via communication (language that is **infused** with particular meanings and not others).
4. A recent story in the San Diego Tribune reported during the first week of September 2005, there were 63 murders on forensic television shows during prime time television on the six broadcast networks—2½ times as many as the same period in 2004. All of these 63 homicides were solved in under an hour using a variety of complex scientific techniques from holographic skull reconstruction to mass

spectrometer analysis of chemicals.

5. In truth, the criminal justice system is nothing like it is portrayed on TV. It has been glamorized, exaggerated, and oversimplified. It gives a false **pretence** of what forensic science is really all about. Due to the rising **esteem** of the show, the numbers of student's majors in the forensic science has **skyrocketed**. They are drawn to aspect of higher learning, only to discover that CSI careers are not like what they see on television.

6. The main **distortion** between **fictional** portrayals and the application of forensic science in the real world is 'time frame'. It can take several weeks; sometimes months to get results back from the lab, however, in the fictional world of forensic science and crime scene investigation, results invariably come back straight away.

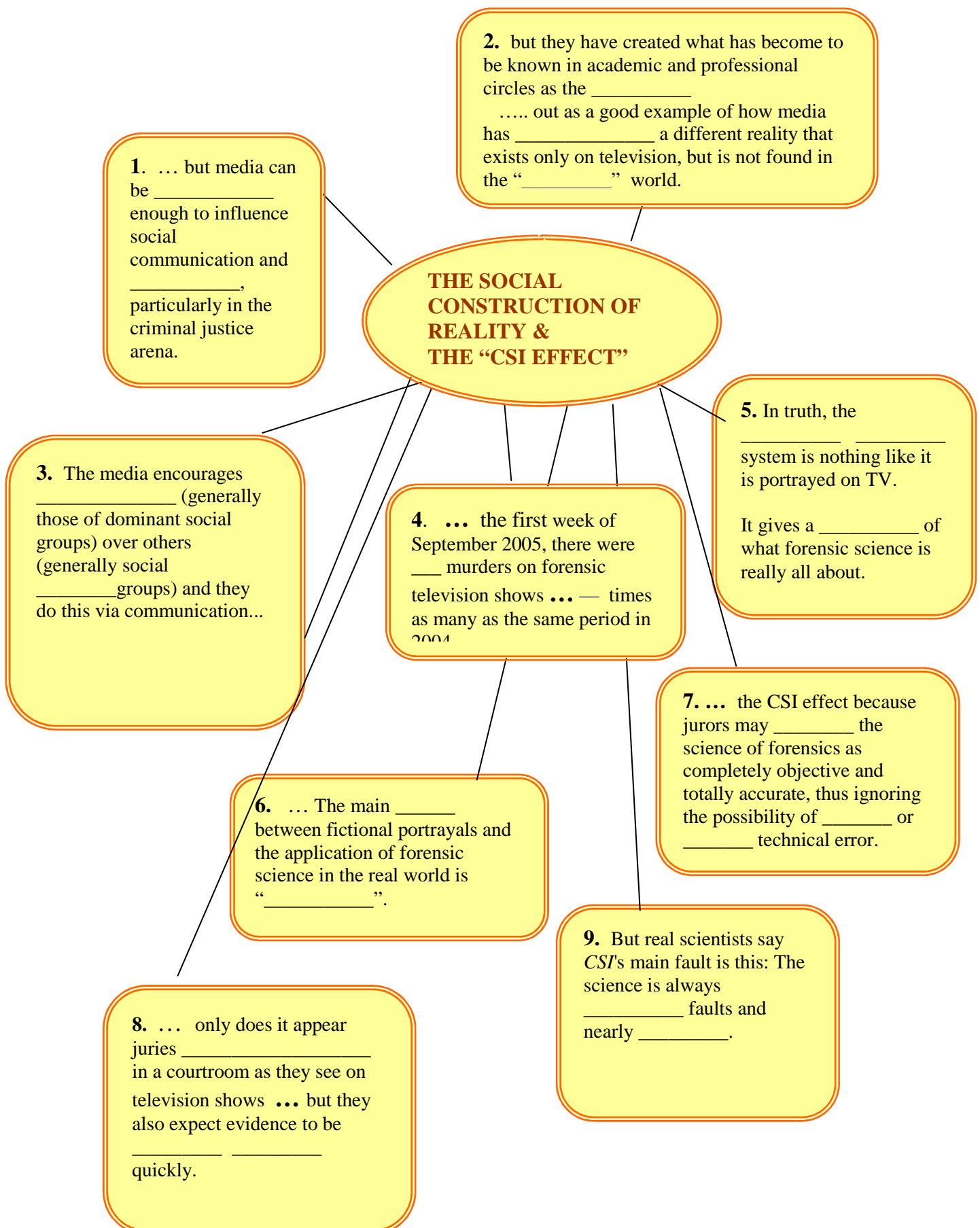
7. The CSI effect is most visible in the court room, particularly among jurors. Max Houck argues that prosecutors fear the CSI effect among juries because they may question why everything isn't subject to forensic analysis, when in fact not everything has to be. Equally, defense attorneys are concerned about the CSI effect because jurors may perceive the science of forensics as completely objective and 100% accurate, thus ignoring the possibility of human or technical error.

8. In **anecdotal** accounts and informal interviews, criminal justice practitioners complain about the popularity of forensic television shows because juries have developed unrealistic expectations of evidence in criminal trials. Not only does it appear juries expect the same level of evidence in a courtroom as they see on television shows (regardless of an agency's resources), but they also expect evidence to be produced extremely quickly.

9. But real scientists say *CSI's* main fault is this: The science is always without faults and nearly perfect. "You never see a case where the sample is degraded or the lab work is faulty or the test results don't solve the crime," says Dan Krane, president and DNA specialist at Forensic Bioinformatics in Fairborn, Ohio. "These things happen all the time in the real world."

All words in bold are on your course wordlist and need special attention.

2. Complete the map and answer the following questions.



3. Write the title, author, date of publication.

4. Name the topic or general subject matter of the text; the author's major assertion, comment, or position on the topic.

5. List the major supporting ideas and show relationships among these ideas.

6. Looking at the unit on summarizing, summarize the text in no more than 150 words.

Part C: LISTENING & TAKING NOTES

ACADEMIC SKILLS TIP: Using abbreviations and symbols while taking notes.

Note Taking is hard work, but you may want to use some abbreviations and symbols in place of words when taking notes. You should use only the abbreviations that fit your needs and ones that you will remember easily.

Remember, within 24 hours you should review and edit your notes. At that time you may want to write in the complete words if you think you may have trouble remembering their abbreviations.

Listed below are some frequently used symbols and abbreviations you might find useful to you when you take lecture notes.

1. Work out what the abbreviations and symbols used in the notes given mean.

Wht u & I prcve is soc. Constr. = we c "real" world built by "our" socty, esp m. Media. T. Borrelli's 2010 bk "TV and Death of IQ" says tv viewing is 3rd time consmng actvty + Borelli says americans 50% of free time TV and = tv is > force than school and religion

2. Compare your answers with a partner.
3. Listen and check your answers.
4. Complete the table below.

=	<i>Equals</i>	<	<i>Decrease</i>
≠	<i>Not equal</i>	>	<i>Increase, More</i>
	<i>Therefore</i>	#	<i>Number</i>
4	<i>for</i>	etc.	<i>And so on (et cetera)</i>
	<i>And</i>	def.	<i>Definition</i>
>	<i>More than</i>	nec.	<i>Necessary</i>
<	<i>Less than</i>	w/	
→	<i>Causes, Produces</i>	w/o	
←	<i>Is the result of</i>	@	
~	<i>About, Approximately</i>	b/4	<i>Before</i>
i.e.	<i>That is (id est)</i>	MI	<i>Main Idea</i>
e.g.	<i>For Example</i>		<i>To, too,</i>
	<i>pages</i>	wk	
prof			<i>Are</i>
lec		b	
	<i>chapter</i>	professn	<i>Profession</i>
dept		a.m. p.m.	

5. Below are some more symbols that are commonly used in note-taking. Match the symbol on the left with the explanation on the right. The first has been done for you.

<u>J</u> (1) ?	(a) dash (join ideas/replace missing punctuation.
___ (2) /	(b) or
___ (3) & or +	(c) ditto (means the same as the words above)
___ (4) -	(d) leads to/results in/causes
___ (5) "	(e) fall/decrease
___ (6) =	(f) and/plus
___ (7) \neq	(g) does not equal, is the opposite of
___ (8) \rightarrow	(h) greater than, more than
___ (9) >	(i) is/are/have/has>equals
___ (10) \downarrow	(j) is the statement correct?

6. Can you guess what these abbreviations mean? Discuss them with a partner.

- a. Mil. _____
- b. Govt. _____
- c. Info. _____
- d. Min. _____
- e. Sts. _____

7. How would you abbreviate the following terms?

- a) Mass Media _____
- b) Frequently asked questions _____
- c) Television _____
- d) Digital Video Disk _____

ACADEMIC SKILLS TIP: Recognize Lecture Language for Generalizations and Support

Sometimes when listening to a long lecture with many ideas, it may be difficult to tell the general ideas from specific examples and explanations that support them. Professors often support general ideas in their lectures with research, observations and stories.

Markers for Generalizations and Support

This leads us to believe...

I hope you can see...

We can conclude from this...

This shows/proves/demonstrates that...

Let me back this up with a story/some findings/statistics

8. Listen to the introduction again. What is the marker used to show generalization? What support statements appear to give strength to this generalization?

ACADEMIC SKILLS TIP: Recognize Lecture Language for Citing- Paraphrase and Quotes

In a lecture, a professor will sometimes support by giving, or citing the source of a piece of information. This is usually done by quoting or paraphrasing a source such as an expert in the field or a well known text in the field.

Listen for the language that professors use to signal that they are using someone else's words or ideas to support the information in the lecture.

Expressions that signal the use of another source of information

Paraphrasing:

(Source) states/says/suggests/argues/believes/ that ...

In [title (book, movie, etc.)] (source) states/says/suggests/argues/believes/ that ...

According to (source)...

To paraphrase (source)...

Quoting:

(Source) says, and I quote, "_____" **Example:** Toynbee said, and I quote, "Absolute power corrupts absolutely."

(Source) said, quote, "_____"

In the words of (Source), "_____"

To quote (Source), "_____"

9. Listen to the lecture again. Write down the lecture language that signals a paraphrase or quotation. Circle the correct label. Then listen one more time and write down the main idea of the paraphrase or quotation.

a. Lecture language: _____

Paraphrase/quotation: _____

Main idea: _____

b. Lecture language: _____

Paraphrase/quotation: _____

Main idea: _____

c. *Lecture language:* _____

Paraphrase/quotation:

Main idea: _____

d. *Lecture language:* _____

Paraphrase/quotation:

Main idea: _____

Part D: WRITING

1. Working with another student, consider Turkish films that you have seen, and what you have read about “the social construction of reality” and respond to the following statement: “In general, Turkish films express reality as I have experienced it in Turkey.”

In your answer, consider the following:

- a) *male/female roles*
- b) *work,*
- c) *family*
- d) *love*
- e) *education*
- f) *social position/ wealth.*

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MODULE TWO



Speaking for Academic Purposes

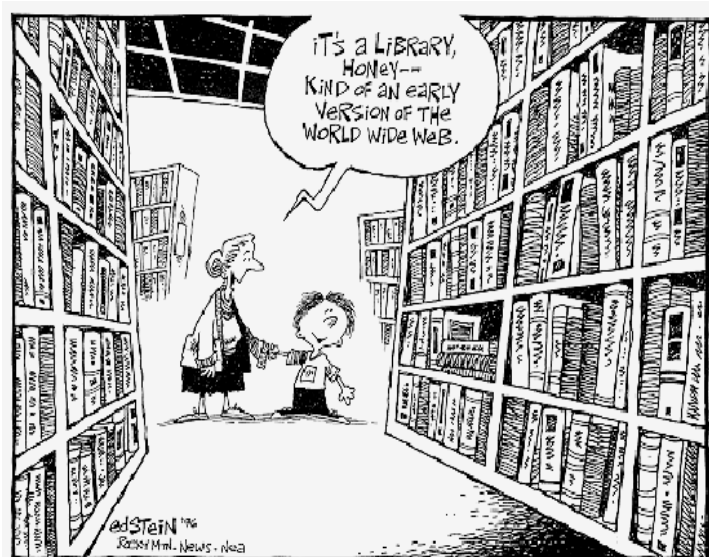
INTRODUCTION TO RESEARCH

By the end of this unit, I will be able to:

- use different sources for research
- identify cases of plagiarism
- define the basics of an academic presentation

TARGET OUTPUT

At the end of this unit, I will be asked to:
‘give an oral summary on how to structure a presentation’



Part A: DISCUSSION

1. Discuss the following in groups of three or four:

Suppose that you are going to give a presentation on “the dangers of global warming”. Which sources would you use to do your research? List the three most useful ones in order of importance.

- a) _____
- b) _____
- c) _____

2. Based on the decision of your group, prepare a brief summary of the reasons for your choices.

3. Both the internet and the library are useful sources for information. However, both have their disadvantages as well. In groups, try to come up with as many disadvantages as possible for both.

DISADVANTAGES OF	
<i>The Internet</i>	<i>The Library</i>

Part B: READING

WIKIPEDIA – IS IT REALLY RELIABLE?

By Discoverie - Posted on July 11th, 2006

Wikipedia is a free, widely used online encyclopedia, wherein the entries can be modified by *anyone*.

That is where the catch is.

I am not totally against Wikipedia. Wikipedia gives the opportunity for anyone to create an encyclopedia entry, which was once a class project in college. It can be used as a quick - yet crude - research tool, just to get a general idea of a topic. Some professors sometimes borrow images from Wikipedia to illustrate certain points in class. Many articles are reviewed, or **scrutinized**, by the world; Wikipedia's hope/argument is that since the people who read Wikipedia include those who are knowledgeable on the subject(s), any mistake found on the article can be easily corrected by them. In time, the information presented in the article will be "balanced" or almost (or totally) accurate. I think that Wikipedia provides a good service to the global community by providing easily accessible information.

However, as a warning to college students, Wikipedia is not truly peer-**reviewed** like academic journals, such as *Nature*, *Science*, and *Journal of Counseling Psychology* (which you usually have to subscribe to or access through a library/university). Many professors do not accept Wikipedia as a reference in college research papers. Since the articles can be **modified** by anyone, some of the information can actually be false or inaccurate; vandalism can occur. (If you **cite** a certain statement from an entry, there is a chance that it may be altered by the time your professor checks it out.) Also, you do not know who the authors are, which is important when doing your Reference List.

Just like Google, you cannot trust everything on Wikipedia. It is still OK to check it out for a rough idea of a particular subject and maybe borrow pictures or get some information.

However, bear in mind that the information you get from any kind of source, including Wikipedia, is not yours, which means that it has to be cited. Otherwise, you might run the danger of 'stealing' information, which is called plagiarism and is an academic offense. So, if you would like to do a presentation and/or research paper with good quality and reliable information, you can use the library, e-journals, and/or databases as long as you acknowledge the source.

Adapted from an article by Rod Collins - Posted on October 13th 2007

from <http://www.rodcollins.com/wordpress/problems-and-dangers-using-wikipedia-beware>

***Remember all bold words are on your course wordlist and need special attention.**

WHERE HAVE ALL THE LIBRARIES GONE?

In recent years the WWW revolution has made people, especially students, question the importance of using books as part of their study. The WWW is now not only able to provide articles and journals direct to your desk but even whole books can be read online. Such a situation relieves students of having to walk up and down corridors of dusty libraries, trying to find one book in a million which may not even be there because someone has either taken it out, lost it or stolen it. It also means that students will not have to learn the confusing **coding** systems that librarians spend many happy hours creating so as to further disorientate and confuse new students. After all, which librarian actually wants their books to leave the library where they can be damaged or even never returned.

Optimistic computer geeks may well believe that computers could mean the end of libraries in universities but they are dead wrong. That is neither the aim of the WWW nor is it likely to ever happen.

Firstly, recent medical research strongly suggests that reading from a computer screen is far more damaging to the eyes than reading off paper. To avoid this, students would be forced to print out everything which means hours and hours of waiting and tons of ink to buy.

Secondly, although many articles do exist on the internet, most of these articles and the journals they come from **require** the researcher to become a paying subscriber. To my knowledge, all university libraries are still free and this is a key issue if you are students struggling to make ends meet.

Finally, university libraries, if efficiently run, usually stock those books that are recommended by the university departments. This means that if there is a book you really need for your course, chances are that it will not only be in the library, but there will be multiple copies of it.

Having said all this, not all university libraries are efficiently run and the **challenge** sounded by the WWW makes it imperative that university libraries really do get their acts together and make sure they are providing university students with all their needs, and consequently that universities are supplying enough money to the librarians to make sure the right books are on the shelves.

Universities' libraries are going nowhere, but the WWW will go a long way to ensuring that university libraries try harder to satisfy their customers, the students. G. Kempton, 2008.

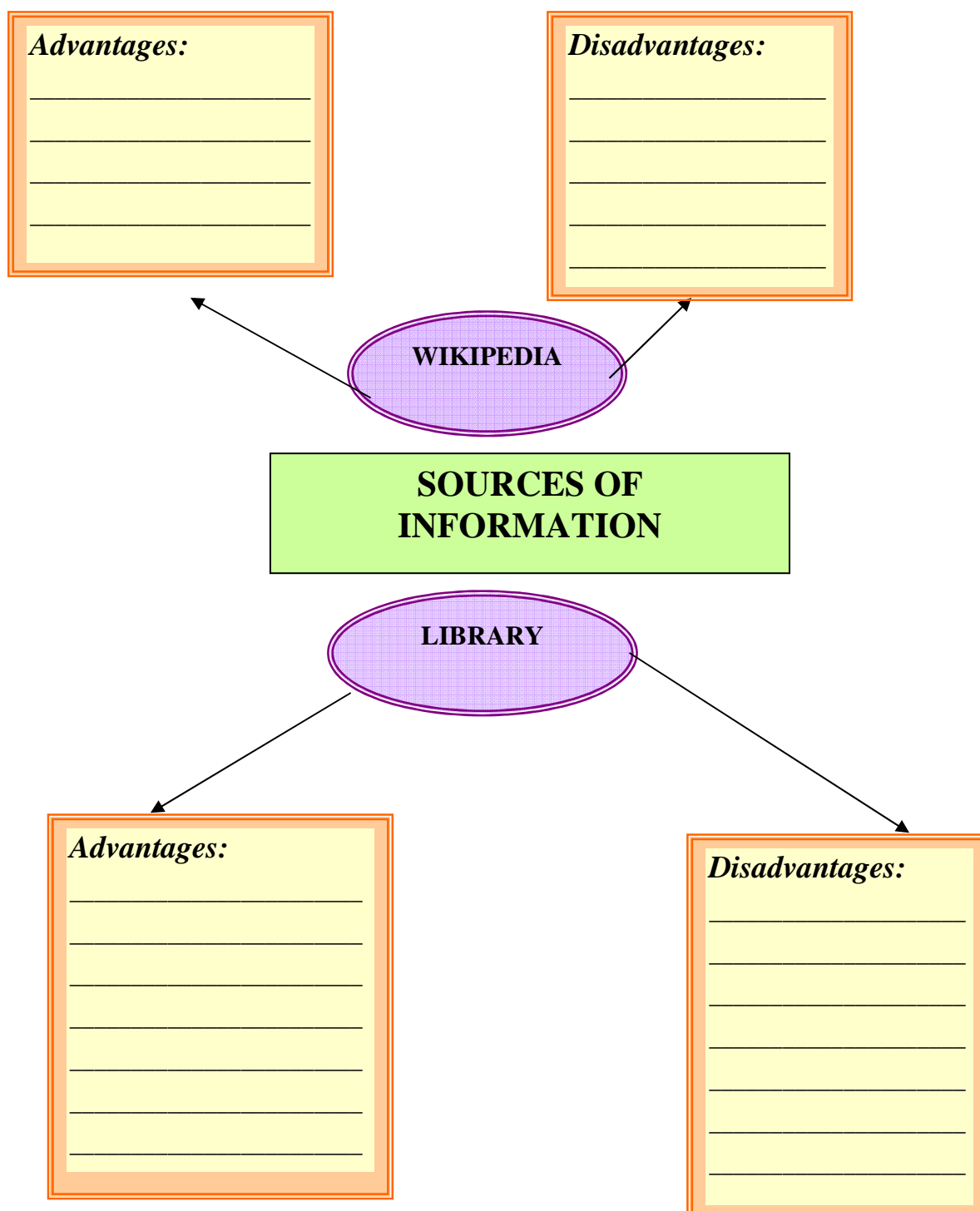
1. Match the words with their synonyms.

- | | |
|---------------|-------------------------------|
| a) scrutinize | _____ adapt |
| b) modify | _____ quote, mention |
| c) cite | _____ examine, analyze, study |

2. Match the words with their definitions.

- a) code ____ something that tests strength, skill, or ability, especially in a way that is Interesting
- b) require ____ to put a set of numbers, letters, or symbols on something to show what it is or give information about it.
- c) challenge ____ a law or rule says you must do it or have it

3. List the advantages and disadvantages mentioned in the text.



ACADEMIC SKILL TIP: WRITING A SUMMARY

A summary is a general restatement of the main idea of a passage in your own words. It highlights the major points and tries to give the essence of a source in as few words as possible. Thus, when writing a summary, make sure that ...

- The source is included.
E.g. According to Green (2007),
Green (2007) states that
.....(Green, 2007).
- It includes all the main points.
- The language is different from the original.
- It does NOT include details and examples.
- It does NOT include your own opinions.

4. Read the academic skill tip box on summarizing and check the summary of the text “Wikipedia: Is it really reliable?” below.

Wikipedia is not a reliable source. Because Wikipedia is not truly peer-reviewed like academic journals such as Nature, Science and Journal of Counselling Psychology and because its entries can be changed by anyone, it cannot be trusted as a primary resource and as a result is now not accepted by many university lecturers. If it is used in research, it should only be used as a starting point for someone. The information found there can then be verified using more reliable and detailed sources such as libraries, databases and e-journals. I think we should not use information from Wikipedia at all.

Take notes of your ideas here:

5. Rewrite the corrected version of the summary below.

6. The text below describes the situation of a student. Read the situation and in groups, discuss:

- a) what the problem is.
- b) how this situation relates to the last paragraph of the text on Wikipedia.

Chris just found some good stuff on the Web for his science presentation about sharks. He highlights a paragraph that explains that most sharks grow to be only 3 to 4 feet long and can't hurt people. Chris uses this information in his presentation and adds some other information from Wikipedia as well. He talks about every single detail of sharks, as if he has been a shark expert throughout his life.

Uh-oh. Chris just made a big mistake. Suddenly he finds himself in trouble, not only with his teacher but with the whole school.

Take notes of your discussion here:

Part C: LISTENING

1. Below is a list of statements about giving a presentation. Write “DO” next to the ones which you think should be done, and “DON’T”, next to the ones that should be avoided. Complete the statement with your justification. The first one has been done as an example.

<i>DO/DON’T</i>	<i>STATEMENT</i>	<i>REASON</i>
<i>DO</i>	Introduce yourself and your topic	<i>Because the audience needs to know who you are and what you will be talking about</i>
	Memorize your presentation	
	Look at the audience all the time	
	Speak in a very loud voice	
	Wear interesting and different clothes	
	Write the whole presentation on a piece of paper	
	Use the same tone of voice throughout the presentation	
	Prepare an outline for your presentation	
	Use as many visuals as possible	
	Tell your audience how long your presentation will be	

2. Share your answers with the class.

3. You will watch a video by Rosemary Jane and John Cross on how to give a successful academic presentation. The video consists of five sections. After each section do the task that follows.

Section 1 *THE INTRODUCTION*

a) What does a speaker need to cover in the introduction of a speech?

Section 2 *TRANSITIONS AND SIGNPOSTING*

a) What is signposting?

b) Note down the transition words that Rosemary Jane and John Cross mention as examples.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Section 3 *HELPING THE AUDIENCE TO UNDERSTAND*

a) What are some ways of helping the audience to understand and follow the presentation?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Section 4 *THE CONCLUSION*

a) How does John Cross signal that he is starting the conclusion?

b) What are the things that John Cross covers in his conclusion?

Section 5 *QUESTIONS*

a) How does John Cross invite the audience to ask questions?

4. Check your answers with the class.

5. Using the answers to the questions above, write a summary about the basics of giving an academic presentation. Make sure you include information about all five sections mentioned in the video.

This image shows a blank sheet of white paper with horizontal 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.

UNIT I: INTERVIEW TIPS & TECHNIQUES

UNIT OBJECTIVES:

By the end of this unit I will be able to:

- identify the structure of a presentation
- develop a good outline for a presentation
- introduce a topic,
- guess the meaning of unknown words

TARGET OUTPUT

At the end of this unit, I will be asked to formally introduce a student in class.



Part A: DISCUSSION

Look at the picture on the left and discuss the following questions.

1. What do you think is taking place?
2. How can we conclude that its not a casual conversation?
3. What do you think makes a good interview?
4. What qualities should a good interviewer have?

Part B: LISTENING 1 (Video 1)

1. Take notes on the following headings as you watch the video on interview skills..

Role of body language	
Importance of tone	
Katie Couric's interview preparation	
Influence of listening	
Importance of audience	

2. Use your notes and write a summary of the video for a friend who was absent on that day.

Part C: READING

TARGET VOCABULARY

Spontaneous, involve, gap, clarify, thorough, spur of the moment, launch, interviewee, rush, compelling

1. Select the definition that most closely defines the given word.

- A. thorough**
- a. begin; set up; initiate
 - b. a person who is interviewed
 - c. very careful and accurate until complete
 - d. make clear and (more) comprehensible
- B. interviewee**
- a. a person who is interviewed
 - b. to take in; include
 - c. very careful and accurate until complete
 - d. begin; set up; initiate
- C. spontaneous**
- a. to do something or to go somewhere at a quick rate; to hurry
 - b. an act of delaying or interrupting the continuity
 - c. a person who is interviewed
 - d. said or done without having been planned or written in advance
- D. compelling**
- a. make clear and (more) comprehensible
 - b. to arouse a feeling irresistibly; forceful or incisive; engaging
 - c. said or done without having been planned or written in advance
 - d. very careful and accurate until complete
- E. involve**
- a. to arouse a feeling irresistibly; forceful or incisive; engaging
 - b. to take in; include
 - c. to do something or to go somewhere at a quick rate; to hurry
 - d. make clear and (more) comprehensible

2. Write the target vocabulary word that best completes each of the following sentences.

- A.** Seldom do interviewers _____ straight into an interview.
- B.** When you don't understand something, ask the person to _____ what they said.
- C.** The audience's _____ applause, brought tears to the journalist.

- D. Having a _____ of silence during an interview could be embarrassing.
- E.. A university newspaper should _____ all departments and students.

3. Do the following tasks while reading the text.

- a. Identify some of the interpersonal skills that are mentioned in the reading.

- b. Decide which personality trait or quality described in the text you think is the most important and why.

INTERVIEWING SKILLS RESULT FROM EFFECTIVE TRAINING

Public Relations Quarterly, June 2003 Michael Nesmith

We engage in some type of interview on nearly a daily basis. We listen to interviews on the radio, television, and online. We participate in or observe interviews so often we might assume interviewing is easy and natural. Yet effective interviewing requires effective preparation.

Interviews are face-to-face meetings that **involve** the use of carefully thought-out questions that have been designed to gather **information** about a specific topic or topics. In an interview, the need for understanding, dialogue, acceptance, sensitivity, and empathy is great. This doesn't mean that an interviewer has to agree with-or become emotionally involved with-the **interviewee**; it does mean that there must be effective listening and **clarifying**.

Ideally, an interview is an opportunity for dialogue. Consequently, interviewing is a communication skill that is practical for every communication professional, including journalists, multimedia consultants and trainers, advertising executives, and public relations specialists. It is also critical in the fields of law, criminal justice, medicine, and counseling.

Interviews have four stages that precede the writing of a story: arrangements, preparation, the actual interview and the reconstruction.

ARRANGEMENTS - **Spontaneous** interviews, except in connection with breaking news, seldom contribute to **thoroughness**. Once you have decided to interview someone, call in advance to make an appointment. Identify yourself by your name and the name of your publication such as the university newspaper or class. If you feel the need to do so or are asked to describe what the story is about, be brief and general.

PREPARATION Research as much as possible in advance on the person and/or topic you are working on. **Sources** might include the library, public records, the internet and people you know who can provide background information. Carefully examine your research, make sure that you do not overlook anything important. Prepare your questions in advance in writing and bring them to the interview. However, be sure to ask questions as they might arise too, based on what the interviewee says or something new that might come to you on the spur of the moment. Also, make certain to test your recording equipment such as tape recorder or video recorder to prevent an unexpected malfunction mid-interview (i.e. during the interview).

THE INTERVIEW It is inadvisable to **launch** right into the interview unless you are only being given a few minutes. Some casual conversation to start with will relax both of you. Questions should be brief. Give the respondent time to answer. Be a good listener. If he or she chatters on, it is appropriate to interrupt and politely redirect the questions. Try to draw out specifics: How long, how many, when, etc.?

RECONSTRUCTION As soon as it's practical after the interview, find a quiet place to review your handwritten notes. In your **rush** while taking notes, you may have written abbreviations for words that won't mean anything to you a day or two later. Underline or put stars alongside quotes that seemed most **compelling**. One star for a good quote, two stars for a very good one, etc. It will speed the process when you get to the writing stage. One other thing to look for in your notes: the quote you wrote down might not make a lot of sense, unless you remember what specific question it was responding to. In short, fill in whatever **gaps** exist in your notes that will help you better understand them when writing.

All words in bold are on your course wordlist and need special attention.

4. Answer the following in your own words.

- a. Why is listening and clarifying important in the interview process?

b. What reasons could a writer have to use quotes in his interview article?

c. Which of the four stages of the interviewing process do you think is the most important? Explain.

d. Is the interviewing skill only useful in the journalism profession? Explain.

e. When was the last time you were a participant of an interview either as an interviewer or interviewee? Explain the situation.

ACADEMIC SKILL TIP: PREFIXES, SUFFIXES and ROOTS (GUESSING VOCABULARY FROM WORD STRUCTURE)

The word interview is made up of the prefix "inter" and the root word "view". Inter is a Latin prefix that means between and has become part of everyday English vocabulary. For example, the word international means between nations. The words interpersonal, interactive, interchange and intercontinental which have the prefix inter.

There are two kinds of affixes:

Prefix: Those that come at the beginning of the word

Suffix: Those that come at the end of a word.

E.g. International

Inter (prefix) + nation + al (suffix)

Commonly used affixes and their meanings

Affix	Usual meaning	Examples	Meanings
-able -ible	Can be	Breakable edible	Can be broken Can be eaten
ante- pre-	Before	An ante room Pre-lunch	A room before the main room Before lunch
anti- counter-	Against	Anti-war Counter-argument	Against war An argument against an argument.
de- dis-	Reverse action of the verb	Decentralize Disconnect	The opposite of centralize The opposite of connect.
Di	Two	Dialogue, dialectic	Conversation between 2 or more people
En- -en	make	Enlighten strengthen	Make lighter, ie give knowledge Make stronger
Ex-	Outward old	Extrovert, explode	Outward
-er/ -or/ -	Agent, person who	Carrier	An agent that carries

man / -ist - ian	does something, person who knows something	Actor Fisherman Biologist Statistician Interviewee, referee	A person who acts A person who fishes A person who knows biology A person who works with statistics A person being interviewed, sports official
ee			
-ful	Has the quality of	Beautiful Thoughtful	Has beauty Does things with thought (for other people)
-hood	denoting state, condition, character, nature,	Neighborhood, childhood, brotherhood	Area where people live together State of being a child, brother...
Im- in- il- ir- un-	Not	Illiterate Immature Untested	Cannot read Not mature Not tested
Inter-	between	international	Between nations
-less	without	hopeless	Without hope
mal-	Bad, wrong	malfunction	To work incorrectly
mid-	middle	mid-week	In the middle of the week
Multi- Poly-	many	Multicultural polysyllabic	Many cultures Having many syllables
Over-	Too much	overpay	Pay too much
Re-	again	replay	Play again
Semi	half	Semi-annual	Happening every 6 months
Sub-	below	submarine	Under water
Under-	Too little	underachieve	Achieve too little

5. The text (pages 56-57) has many words that contain affixes listed in the table. Identify some of the words and then guess the meaning of those words.

	<u>Affix</u>	<u>Word</u>	<u>Meaning</u>
a.	multi	_____	_____
b.	mal	_____	_____
c.	over	_____	_____
d.	mid	_____	_____
e.	semi	_____	_____
f.	hood	_____	_____

Part D: SPEAKING

ACADEMIC SKILL TIP: GIVING INTRODUCTIONS

Introductions are a part of many academic situations. For example, when a new professor or foreign student joins our faculty, we may want to introduce them to other members of the university.

We may also have to introduce ourselves on occasion. Or in a more formal setting, we might be expected to provide information about ourselves as proof of our expertise, such as when presenting a conference talk, or interviewing for a summer internship position.

1. Below are the outlines of two introduction speeches. Working in small groups or pairs, answer the question following the two outlines.

Speech 1	Speech 2
I. Introduction a. Name b. City of residence II. Body (School & Work) a. High School (2006) b. First job Summer Intern (2006) c. Second job Summer Intern (2007) d. Certificate in French (2008) e. Third job Summer Intern (2009) III Body (Personal academic interests) a. Major and faculty b. Area of academic interest IV. Extra-curricular activities a. Football b. Cycling V. Closing	I. Introduction a. Name b. City of residence II. Body (School) a. High School b. Certificate in French c. Major and faculty d. Area of academic interest III Body (Work) a. First job Summer Intern b. Second job Summer Intern c. Third job Summer Intern IV. Extra-curricular activities a. Football b. Cycling V. Closing

a. Introduction speeches 1 and 2 are organized in different ways. What are the differences between them?

ACADEMIC SKILL TIP: ORGANIZING AN INTRODUCTION SPEECH

Discourse markers which we studied in an earlier unit connect information to create a smooth, coherent flow of speech. Time connectors are frequently used to connect events that primarily deal with time events in a sequence.

In addition to words like *after*, *while*, *then*, *during*, and *before*, the words following and the following can be used in speeches that are organized chronologically.

The following generally precedes a time period, such as the following year, month or week.

Following, on the other hand, generally precedes a specific event, such as “following my job as a lighting technician, following my graduation from high school.”

Example:

During my first semester of university, I lived in the dorm. The following semester, however, I moved into an apartment.

Following graduation, Nilüfer had three lighting jobs.

2. Read the three examples that follow. In each example, the speaker uses time discourse markers to relate events to each other. One of the time discourse markers is used to indicate a shift from one subtopic to another. With your partner, write down these time connectors in the box provided. Then write the old and the new topic.

Example	Topic Shift Discourse Marker	Old Topic	New Topic
1. Murat Can worked at a car rental agency for three summers. While he was there, he got a chance to meet many foreigners. In 2007, he went to work at his family’s travel agency to learn more about the travel business.			
2. In high school, Selma participated in many extracurricular activities. She was a member of the theatre club, and by the time she graduated she had played the lead in four plays. While she was still in high school, Selma was offered a job in summer theatre in her first paid part.			
3. Last year, Yusuf decided to continue his studies in the U.S. He is now a junior (3 rd year) political science major at Marquette University. His area of interest is political fund raising on the internet. Before going to the U.S. to study Yusuf worked at the American Embassy in Ankara.			

3. In pairs, look at “Nilüfer’s Work Experience and the way two different speakers used the information. Answer the questions that follow.

Nilüfer’s Work Experience

1. First job – lighting technician
2. Second job – lighting supervisor
3. Current job – lighting teacher

Speaker A: Following graduation Nilüfer first worked as a lighting technician... Then she was promoted to lighting supervisor ... And after that, she became a lighting instructor.

Speaker B: Following graduation Nilüfer had three lighting jobs. First, she was promoted to lighting technician... Then she was promoted to lighting supervisor ... And after that, she became lighting instructor.

a. How are “a” and “b” similar/different? Which do you think is better? Why?

b. Speaker B uses an organization discourse marker. *Following graduation Nilüfer had three lighting jobs.* What does an organization discourse marker do?

ACADEMIC SKILL TIP: BEGINNING and CONCLUDING AN INTRODUCTION SPEECH

Introductions are at the start of every professional and personal relationship. If done correctly it can lead to the successful beginning of an association.

For example:

a. Today I am happy to introduce to you _____, who recently came to IEU from Edirne.

b. Good Morning. I would like to introduce _____, who is a champion football player from Kars.

c. Hello everyone. It’s my pleasure to introduce you to someone who never expected to be studying art at this university. Her name is _____.

d. I am please to introduce you to someone who is interested in advertising and public relations, more than who will be football champion. His name is_____.

When you conclude your introduction speech, try to end on a positive note. Here are some phrases you may want to use.

a. So let’s please welcome

b. I am sure we will all enjoy getting to know...

c. Let’s give a big hand to ...

4. Working in pairs, select a partner. Each student using the “Interview Template for Classmate” form, interview your partner and complete the form. Ask other questions that you think are important such as music, movies and food preferences.

Interview Template for Classmate

A. General personal information

Name of interviewee: *Aslan Yenilmez*

Name of interviewer: *Murat Gür*

1. Where were you born? *Born in Adana.*

2. When is your birthday? *January 15, 1990. He is a Capricorn.*

4. Who was your best friend in high school? _____

5. Do you have a small or large family? _____

a. How many siblings (brothers/sisters) do you have? _____

b. Do you have a pet(s)? *He has two dogs. He also has a bird.*

B. Education

1. What high school did you attend? *Adana High School*

2. Why did you come to IEU for your studies? _____

3. Why did you choose to Major in Media & Communications? _____

C. Career Plans

1 Do you plan to pursue a career in Communications? *Yes, he wants to be in Public Relations or Advertising.*

a. If so, where? *A big corporation like Vakko.*

b. In what area would you like to specialize? (cameraman, speaker, advertising, etc.)
Why?

c. Do you enjoy working with people or prefer working with technology and few people?

d. What city would you like to work in? *He wants to work in Istanbul or New York*

Activities/Hobbies/Interests

1. What types of sports or activities did you participate in in high school?

Tennis, SCUBA, Football and Volleyball

2. Have you travelled much in Turkey and outside of Turkey? Would you like to?

Where? *He has gone to Italy and France, but he really wants to go to China.*

3. How do you spend your free time? *He watches television, plays video games and listens to music.*

4. What campus and/or community activities are you involved in besides your regular study program? _____

5. What is your favorite food? *Domínoe's Pizza Extravaganza*

6. When did you eat it last? *Last Friday*

7. What's your favorite football team? *Bursa, Galatasaray, and Fenerbahçe*

8. What is your greatest dream, desire or wish?

5. Using the completed template as well as the information from the academic tip box, write a summary of what you will say about your friend.

Hello, my name is Murat Gür and I am pleased to _____
you to someone who is interested in advertising and public
relations. His name is _____.

He was born in _____. He attended _____ high
school.

He has ____ dogs. He attended _____ high school.
He wants to work either in Istanbul or _____. He
participates in _____, and _____ as well as SCUBA diving.
His favorite food is _____.

Please welcome Aslan Yenilmez.

6. Prepare a brief outline for a short two- to three- minute speech using one or more organizing strategies you have learned.

Outline
I. Introduction <ul style="list-style-type: none">a. Nameb. City of residence
II. Body (General Information) <ul style="list-style-type: none">a.b.c.d.
III. Body (Education) <ul style="list-style-type: none">a.b.c.
IV. Activities/Hobbies/Interests <ul style="list-style-type: none">a.b.
VI. Closing

UNIT II: CONSTRUCTION of PERSONAL IDENTITY & TATTOOS

UNIT OBJECTIVES:

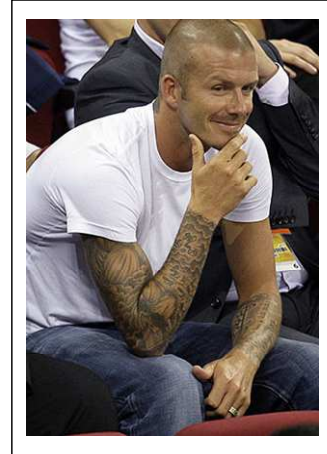
By the end of this unit I will be able to:

- sequence a presentation
- give examples by referring to research/describe graphs and illustrations
- give a presentation (Description)



TARGET OUTPUT

At the end of this unit, I will be asked to give a presentation to describe an object and use a visual aid.



Part A: DISCUSSION

What Do You Know About Tattoos and Body Piercing?

1. How is a tattoo applied to the skin?
 - a. With a brush using permanent paint
 - b. With one or more needles that apply dyes
 - c. With a patch that's applied to the skin
 - d. None of the above
2. What health problems may be associated with getting a tattoo?
 - a. Hepatitis B
 - b. Allergic reaction to the dyes
 - c. Bacterial infection
 - d. All of the above
3. Where would you want your tattoo located?
 - a. Back/Shoulder
 - b. Ankle/Foot
 - c. Hips/Belly
 - d. Arms/Neck
4. Which of these people had/have tattoos:
 - a. Queen Victoria
 - b. Alice Cooper
 - c. J.F.K. Jr.
 - d. All of them

Part B: READING

TARGET VOCABULARY

identity, coherent, unpredictable, fracture, anchor, illustrate, affiliation, bond, widespread, profound, context, immense

1. **Vocabulary Preview:** Circle the answer that is not a synonym of the given target vocabulary.

- | | | | |
|-----------------------|-------------|----------------|---------------|
| a. immense | b. Huge | c. Tiny | d. Enormous |
| a. illustrate | b. Show | c. Demonstrate | d. Hide |
| a. affiliation | b. Link | c. Connection | d. Disconnect |
| a. anchor | b. Unfasten | c. Secure | d. Fasten |
| a. fracture | b. Mend | c. Break | d. Crack |

2. ***Match the definition to the target vocabulary word.***

- a. _____ having to do with who you are.
- b. _____ clearly thought out or expressed.
- c. _____ the parts that surround a word or passage that clarify its meaning
- d. _____ occurring in many places; spread over a large area
- e. _____ intellectually deep; deeply important
- f. _____ not knowing what is going to happen.
- g. _____ a close connection with someone.

Read the text and complete the following tasks.

Tattoos: Symbols of Empowerment in Mainstream Culture

By Michelle Wum, *Buzzle* 2007

Marketing experts know that consumers use products to help construct personal **identity**. When a person decides to purchase a Hummer rather than a Toyota Prius, for instance, that person is also buying a certain lifestyle or attitude. And with so many products to choose from, it is easy to change one's identity by simply purchasing different products.

But what about tattoos? For marketing researchers, tattoos present interesting questions because

unlike clothes, jewelry, cars and even houses, tattoos do not change. They are permanent, infinitely customized and essentially unchangeable products. A University of Arkansas researcher says people use tattoos as a way to find meaning, permanence and **stability** - and thus a **coherent** identity - in an increasingly complex and **fragmented** world.

They do this through the power of story, said Jeff Murray, marketing professor in the Sam M. Walton College of Business. Each tattoo can be viewed as a symbol of a scene in the narrative or the story of one's life. Perhaps more poignantly, Murray refers to these stories as personal myths, which other researchers have defined as stories that bring together or accumulate a wide range of experience into a purposeful and convincing whole.

"We continue to be struck by rapid and **unpredictable** change," Murray said. "Some theorists talk about it in terms of postmodernism, which is one way of saying that our culture has become **fractured**. Consumer culture reflects this situation, as consumers adapt to these changes by varying their lifestyle. They downshift, upgrade, change their hair, body, clothes, car, house, career, geographic location and even family. The result is a loss of personal **anchors** needed for identity. We found that tattoos provide this anchor. Their popularity reflects a need for stability, predictability, permanence and identity."

Body art is obviously symbolic in nature. Most people get tattoos to **illustrate** an important aspect of their lives, such as a romantic relationship for example. Tattoos can signify a particular group **affiliation** and membership as well, including the musicians within a band, the students within a college fraternity, or the believers within a religious following. The **bonds** between human beings are effectively conveyed through body art. Just as importantly, tattoos can reflect the values and beliefs of an individual. There is a reason why Chinese calligraphy is such a **widespread** design choice, because they often translate into meaningful or **profound** ideals that one holds dearly to his or her heart. Religious scriptures are also popular according to similar reasons. This is why body art should be regarded as more than just a simple beauty accessory. For some people, their tattoos are as significant as to represent a way of life.

Every tattoo has a meaningful **context** behind its origin, just like how every individual has an important story to tell in life. As tattoos becomes more socially acceptable in mainstream culture, now is the chance to express your own identity through body art. Do not be influenced by how others might perceive this decision. Keep in mind that getting a tattoo is a gesture of **immense** self empowerment.

All words in bold are on your course wordlist and need special attention.

3. Answer the following questions.

a. What purpose do tattoos serve in some people's lives?

b. What are the reasons given for the popularity of tattoos?

ACADEMIC SKILL TIP: DESCRIBE AN OBJECT

In a university setting, both students and faculty describe, explain, and define academic material. For example, we may describe a person, an object, explain a process or define a concept.

The term “object” is broadly used and is not meant to refer just to inanimate objects or things. This unit will prepare you to choose a topic, decide what to include in your presentations, choose an organizational strategy, use language that explains the function or purpose of the object and its parts, make a visual to accompany your presentation.

In Advertising and PR as well as Media Communication you will be asked to describe a new product, a new service or a new concept or campaign. In order to create a vivid picture in the listeners’ mind it is important to be armed with a large vocabulary that accurately describe a person or an object. Words that create the greatest impact are those that appeal to the five senses.

List of Descriptive Adjectives

Descriptive adjectives can be divided into different categories such as colors, sizes, sound, taste, touch, shapes, qualities, time, personality and ages. The following lists provide a few examples of descriptive adjectives in each of their categories:

- *Colors are adjectives - list: black, blue, white, green, red*
- *Sizes - list: big, small, large, thin, thick*
- *Shapes- list: triangular, round, square, circular, geometric*
- *Qualities- list: good, bad, mediocre, pretty*
- *Location- list: upper, lower, left, right, East, West, North, South*
- *Personality - list: happy, sad, angry, depressed*
- *Time - list: yearly , monthly, annually*
- *Ages - list: new, young, old, brand-new, second-hand*
- *Sound related Adjectives - list: loud, noisy, quiet, silent*
- *Touch related Adjectives - list: slippery, stick, warm, cold*
- *Taste related Adjectives - list: juicy, sweet, sour, salty*

4. Complete the following descriptions by using the adjective list above.



a. The size of the butterfly appears to be _____.
There are many colors used such as _____,
_____, and _____. I think that this belongs to a
_____ girl, because they like _____ designs. They
are a symbol of something _____. Many people like
to place it on their _____ back near their neck. If you
place it on the _____ side it is for love, since the heart is
on that side.



Celtic* tattoos are ancient tattoo designs that are
distinguishable because of the knot work and the
_____ patterns. _____ forms, overlapping
of knots, key work and many such intricate patterns form
the base of Celtic patterns. The pattern on the left uses
only _____ and _____ colors. Mostly _____ men
get these.

* The word "Celtic" refers to people who lived in Britain and
Western Europe from 500 BC and 400 AD.



The Koi fish is a design that comes from the Far
_____, more specifically Japan. It
symbolizes _____, power and masculinity. It
also means _____ luck and _____ fortune.
In Buddhism it represents _____. People
may have problems, but they also have the
strength to swim through them.

ACADEMIC SKILL TIP: OBJECTIVE VS. SUBJECTIVE DESCRIPTION

Objective Description: words are “neutral” or “unbiased” because they aren’t likely to carry any emotional charge. They convey information but not much feeling about that information. They are neutral because they don’t make you feel positive or negative about the subject they describe.

Example: “There was a long line of traffic on 322 today, probably four miles long, and it took me 45 minutes to get from Rt. 1 to I-95.”

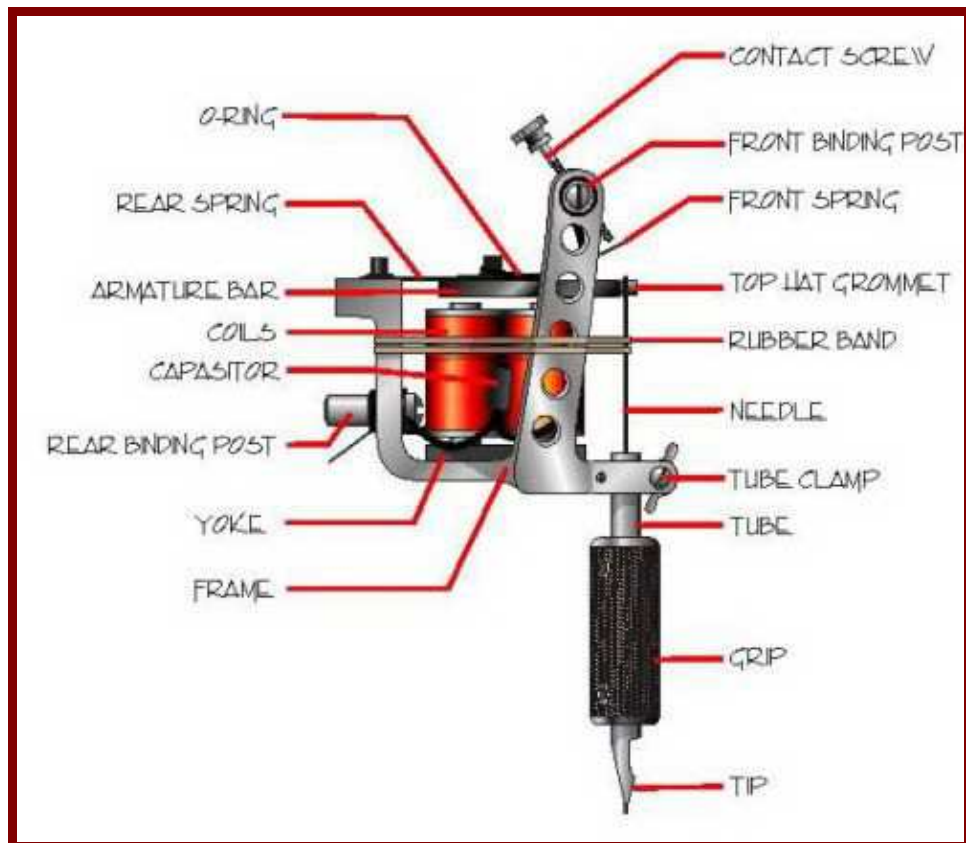
Do you get any indication of how this driver feels about the subject (the traffic)?

Subjective Description: words are positively or negatively charged, or “connotative,” in that they do convey a good or bad impression of their subject. These words convey attitude, feeling, perspective, mood—a positive or negative charge.

Example: “There was an endless line of traffic on Rt. 322 today; the road was clogged for four claustrophobic miles; I had to inch my way for 45 minutes before I got to I-95.”

Part D: LISTENING

1. Watch a video where a tattoo artist explains the parts of a tattoo needle gun. Answer the questions that follow.



a. Underline some connecting words or signals the speaker uses to move from one part of the needle gun to another?

b. How does he show that he has come to the end of his presentation?

c. What words does the speaker define in his presentation?

d. Do you think that the speaker's visual aid is effective? Why or why not?

e. What suggestions would you give the speaker for improving his speech.

ACADEMIC SKILL TIP: DESCRIBE AN OBJECT ORGANIZATION

In the "needle gun" speech the speaker organized his presentation spatially from left to right. There are four ways to organize a presentation on an object:

- *From general to specific (The speaker introduces the object and then introduces the major parts. The speaker then returns to the each part and describes it in detail.*
- *Spatially (There are several ways to organize spatially, including top to bottom, left to right front to back and clockwise and counterclockwise)*
- *From most important to least important part or vice versa*
- *Logically (the speaker explains an object's parts but may have to show the relationship between the parts first or show a minor part first.*

2. In groups look at the following objects and answer the questions for each object.

a) If you were preparing a presentation to describe, which organizational strategies would you choose? Why?

b) Where would you begin? How would you proceed?

c) Write an outline in the boxes noting the organization pattern you would use.

Samurai Vodka Bottle

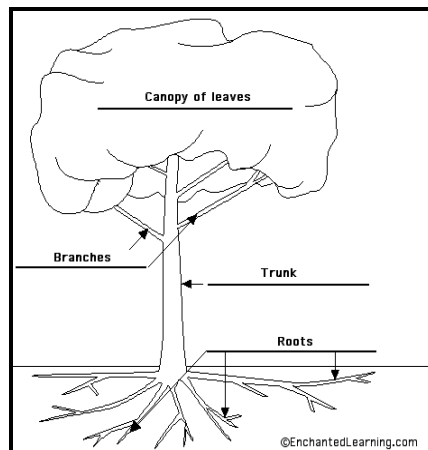


- a) _____

- b) _____

- c) _____

Tree

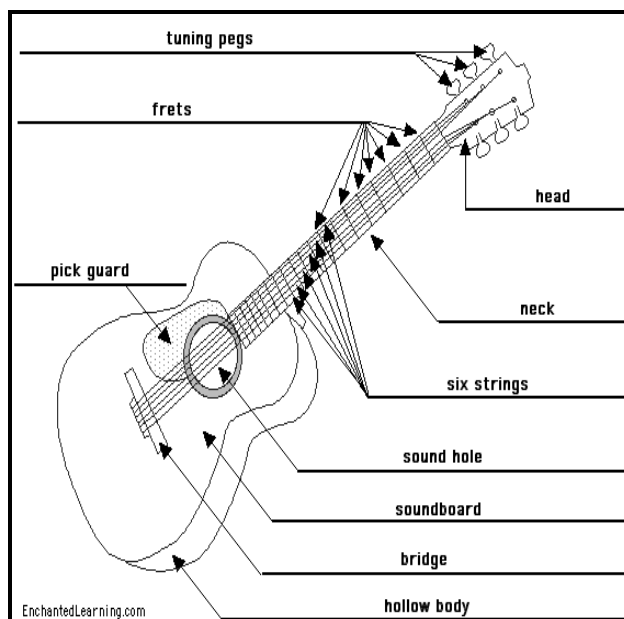


- a) _____

- b) _____

- c) _____

The guitar



- a) _____
- b) _____
- c) _____

3. Examine the outline and notes a student has prepared for a presentation describing the guitar and answer the following questions.

My presentation about the guitar

I. Introduction

a. Name and give brief definition of the guitar so people understand what kind of musical instrument it is. (First, I'd introduce and define the guitar so that people would know what kind of instrument it is. "A guitar is a string instrument with a curved frame made of wood.")

II. Main parts (I would move down the parts and explain their function.)

- a. Head
- b. Neck
- c. Body (Hallow)
- d. Pick guard

III. Strings (I would talk about the strings. How many, and the type of sound they make.)

- a. Tuning Pegs
- b. bridge

IV. Closing (Ask if there were any questions) Maybe play a song on my guitar.

a. What do you think of the outline for describing the guitar?

b. What strategy does he use?

c. Is it similar to the strategy that you and your group prepared?

4. Prepare a brief 2-3 minute presentation. Describe an object from your area of studies. Make a (1- one- single) powerpoint slide or transparency. Choose something that does not have many parts or is not too complex to explain in 2 minutes.

Outline Format for Object Presentation

Title:	
<u>Introduction:</u> Get the attention of your audience. Establish your credibility / Relate topic to your Audience, Preview the main points of your presentation, when questions can be asked.	
<u>Body:</u> Establish the first aspect Give supporting material Give specifics and examples Transitions: (Example: First, next, let's move on to) Body II Establish the following aspect Give supporting material Give specifics and examples Body III Establish the following aspect Give supporting material Give specifics and examples Body IV Establish the following aspect Give supporting material Give specifics and examples	
<u>Conclusion:</u> First main point of conclusion signals end of presentation Second main point of conclusion summarizes the main points Third main point thanks audience for their time.	

Object Presentation Checklist

- _____ 2 minutes in length (2½-3 minutes without penalty)
- _____ Clear organizational design and outline required
 - Creative Introduction
 - Transitions
 - Body
 - Dynamic Conclusion
- _____ Three distinct main points in the body of the presentation
- _____ Use examples and support to prove your main points
- _____ Relate to this audience
- _____ No notes are preferable. Maximum of **one** note card allowed. Notes may be written on only **one** side of the card.

UNIT III: FROM BROADCASTING TO PODCASTING

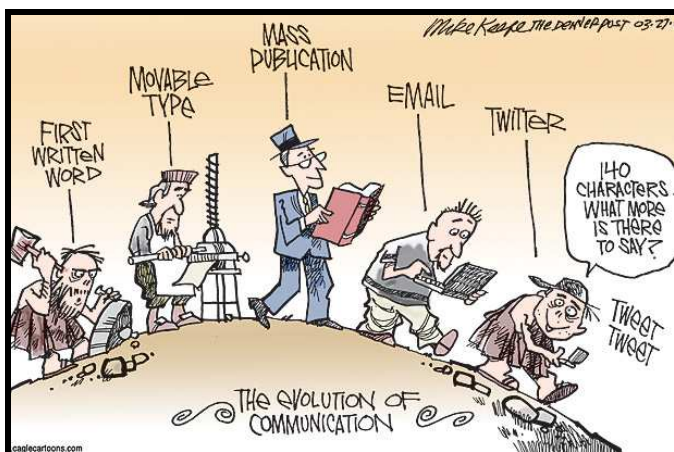
UNIT OBJECTIVES:

By the end of this unit I will be able to:

- outline a process
- summarize and conclude a speech
- respond to questions

TARGET OUTPUT

At the end of this unit, I will be asked to explain a process in class.



Part A: DISCUSSION

1. Look at the picture on the left and discuss the following questions.

- a) What do you understand by the term “media”?
- b) What is the picture about? Are all media that we use included?
- c) Do you know any of the names of people involved in the evolution of communication?
- d) What are some of the media that you use either as a producer or consumer of media?
- e) What do you know about podcasting?

2. In groups, compare your answers and compile a summary of what you know about the evolution of media to share with the class.

3. Listen to the information presented by the other groups in the class.

Part B: READING

1. Answer the following questions by scanning through the text. Decide what other information you would like to learn on this subject.

a. What do the following numbers refer to?

280 _____

70 _____

30 _____

b. Which media are mentioned in the text?

Inventing New Media-the Podcast
By Michael Castelluccio "RedOrbit" 17 March 2006

1. Many consider printing as the first form of mass media. Johannes Gutenberg is considered to be the inventor of western printing in 1450 with the movable type press, but it wasn't until hundreds of years later that it's **impact** on society was felt. The distribution of the printed word had far reaching effects on society. Before printing, the common person in society was relatively powerless, because they didn't have access to information. Frequently, when something is done better, faster or cheaper, society moves forward.
2. With information moving more quickly through society, social change continued to progress until the advent of the what many consider to be the first mass medium, the penny press in 1830, which came 280 years after the invention of the movable type press.
3. Newspapers previously had small **distributions**, were expensive, and mainly reported political news, which many considered uninteresting. A man named Benjamin Day capitalized on a **revolutionary** idea for a new paper. He filled the newspaper with **feature** stories that interested men and women from all walks of life. He had human interest news, he had sports news which had never been covered before and maybe best of all he offered all of this for 1 cent or 1 penny per copy.
4. After printing, the next big change in media was the invention of Radio. Just as the **evolution** of printing has parallels to the evolution of the web, some say that the evolution of podcasting has many parallels to the evolution of radio. Radio gained over newsprint, because distribution of news to rural areas could now be immediate.
5. One of the big events in the history of radio was the sinking of the Titanic. It happened in 1912 and it **demonstrated** the power of radio. All of a sudden, here was this technology that was useful in finding out who may have **survived** that disaster. As radio began to prove it's worth, it moved from broadcasting Morse **Code** to carrying speech and music.
6. There are many close parallels when comparing the early audience of radio to the early audience of podcasting. As it does for most media, the early radio audience, as for most technologies was male. It wasn't until the 1920s that the technology became widely adopted. In this case, the time from discovery to adoption has shortened to about 70 years.

7. In 1927 to 1928 a number of things happened to speed the adoption of radio. National networks were formed and connections between stations were made via phone wire; the **notion** of a program with a beginning middle and end was born; advertising on programs began to be accepted, and the technology became easier to use.

8. After radio, the next big change came with Television. The first television broadcast was made by Charles Francis Jenkins in 1925, and companies that had made fortunes in radio were preparing for the commercial success of television that was to come in the late 1940s.

9. By the 1930s commercial TV began broadcasting in the US, and in November 1936 the BBC was the first to put regular programming on the air and the US followed in 1941. Television became very popular, so much so that it almost killed radio by the early 1950s. The radio networks began to lose listeners, they began to lose advertisers, by 1952-1953, the radio networks almost didn't exist any more.

10. It took until the early 1950s before television was considered adopted, which is almost 30 years from invention to adoption. **Prime** time viewership dominated the media well into the 1980s until the coming of the cable networks, which offered more programming and spread the audience across many more segments thereby reducing the power of the networks.

11. With competition from new media and specifically the internet, young audiences are turning away from traditional media. To see what tomorrow's consumer will be like, take note of our young and teenagers who are not reading magazines or newspapers, instead prefer to get their news online or from blogs. They listen to the radio less in favor of portable **devices** such as the iPod or MP3 players.

12. Western printing took a few hundred years, radio 70, television 30, and the world wide web can introduce media that can be adopted in a matter of months; therefore, change that used to take hundreds of years, now takes months, leaving many scrambling to keep up. Those who don't keep up pay the price of being left behind.

Remember all bold words are on your course wordlist and need special attention

2. Answer the following questions about the text.

a. Why does the author mention the number of years it takes from invention to adoption?

- b. What can you conclude about the role media and communication plays in society?
-
-

3. The following words are from the reading. Fill in the blanks with the word or word form that best completes the sentence.

TARGET VOCABULARY

impact, device, demonstrate, notion, survive, evolution, distribute, prime, revolution, feature

- a. Advertisers are finding that they must conform to new media in order to _____.
- b. It's too soon to tell if podcasts will _____ education.
- c. The microphone is the only _____ you need to purchase to create a podcast.
- d. The _____ that newspapers are dead is premature.
- e. The new iPhone _____ that Apple is at the cutting edge of technology.
- f. One of the _____ of the new Nokia I65 model is connecting to Facebook automatically.
- g. Communication _____ from the printing press to the podcast.
- h. The introduction of sound in films caused a _____ in the way films were made and in the theatre where films were watched.
- i. The hours between 7:00 pm and 11:00 pm are considered _____ Time because advertisers get the best audience for their clients.
- j. Women's Magazines in the early 1900's enjoyed a large _____.

4. Four of the words in each series have similar meanings. Cross out the word that has a different meaning. The first one has been done for you.

- | | | | |
|----------------|----------------|-------------------|------------|
| a. demonstrate | show | occupy | protest |
| b. notion | idea | opinion | country |
| c. device | gadget | tool | apparatus |
| d. impact | betray | influence | effect |
| e. survive | endure | outlive | burdensome |
| f. evolution | growth | quantity | progress |
| g. distribute | gather | circulate | disperse |
| h. prime | first class | superior | inferior |
| I. revolution | development | innovation | stagnation |
| j. feature | characteristic | definition | attribute |

Part C: LISTENING (Podcasting 3:00)

LISTENING (A)

1. Watch the video on podcasting and answer the following questions.

a. What were the disadvantages of broadcasts?

b. What makes podcasts different from broadcasts?

c. What are the three reasons that are making podcasts popular?

ACADEMIC SKILL TIP: TALKING ABOUT A PROCESS

A process involves sequential steps. That's to say, there are several single steps that occur one after the other. In order to make the sequence of events easier to understand, linking words/phrases are used. These include words like after, while, then, during and before and phrases such as at the beginning, after doing this, after completing this stage, before going any further. As well as using linking words, there are several other things to keep in mind.

Tense

- *most processes are explained in the present tense, unless the speaker is telling an actual process he/she carried out or a historical one.*

For example:

Thousands of people everyday listen to podcasts all over the world.

Voice

- *The passive voice is used when the process is carried out by an unimportant agent. The active voice is used to emphasise the person or object that is carrying out the process.*

For example:

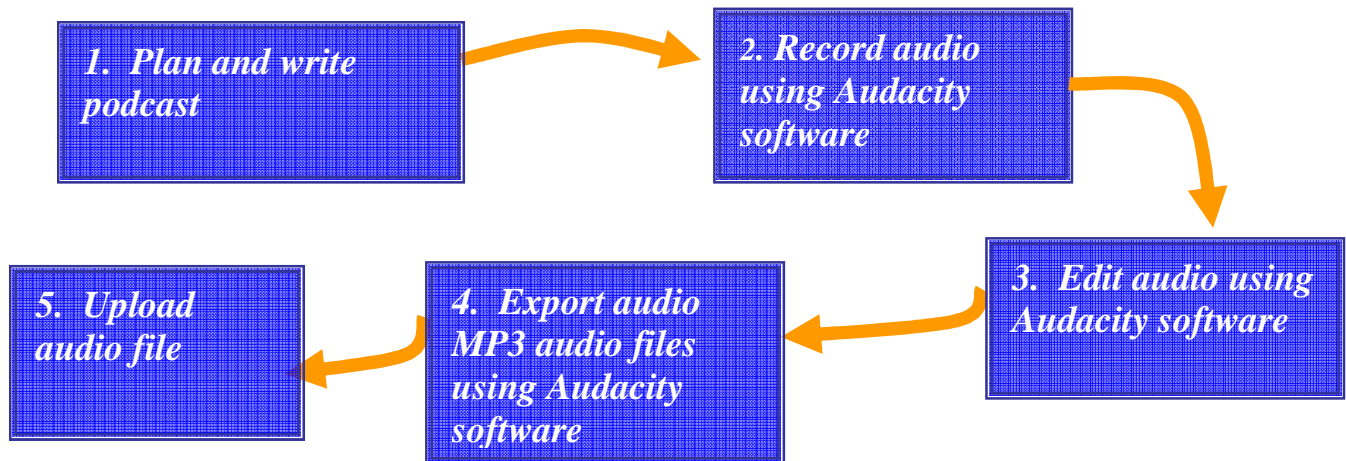
Audacity software is used to record the podcast.

Commands

- *the speaker can use the imperative form if he/she wants to instruct the audience on what to do. This could be done if giving advice on something.*

For example:

Familiarize yourselves with these symbols and use them.



2. Answer the questions below by looking at the diagram above.

a. What is the topic of this process presentation?

b. Would this topic appeal to Communication Faculty students? What about university students in general?

c. How many steps does the speaker discuss?

d. What information does the speaker include in her visual?

e. Should the speaker have included more detail with every step? Explain.

f. What are some of the terms that the speaker will probably define during her presentation?

g. Is the speaker more likely to explain these terms in the introduction or as she explains the process?

LISTENING (B)

1. Listen to the following introduction to a presentation on the Creation of a Podcast. Then, working with a partner, put a tick (✓) before the introduction strategies the speaker used from the following list.

- _____ a. A rhetorical question
- _____ b. A definition of the process
- _____ c. The purpose of the process
- _____ d. Other important definitions
- _____ e. Materials used in the process
- _____ f. Equipment used in the process
- _____ g. The number of steps in the process

2. Answer the following questions about the process on the Creation of a Podcast.

a. What time connectors does the speaker use to move from one step to the next?

b. What verb tense does the speaker use to describe the steps in the process?

Part D: SPEAKING

ACADEMIC SKILL TIP: TALKING ABOUT A PROCESS ~ INTRODUCTION

1. Rhetorical questions

Rhetorical questions are questions that the speaker asks the audience that don't require an answer. Rhetorical questions are an effective means of beginning a presentation because they are more apt to get the audience's attention than "Today I am going to talk about..." Another reason that rhetorical questions work is that the presenter starts a relationship with the audience that can be maintained throughout the presentation.

2. Providing background information

Before getting too deep into a process, the speaker usually needs to give necessary background information. The introduction may include such information as

- **The definition of the process**
- **The purpose of the process**
- **Other important definitions**
- **Equipment and material used in the process**
- **The number of steps in the process**

1. Working with a friend, select one of the following topics and write a rhetorical question that would be appropriate for a presentation you are going to give.

Topic	Question
a. Lowering Taxes	1. Have you ever thought your taxes are too high?
b. Use a search engine	2. _____
c. Get a Facebook account	3. _____
d. How to start a blog	4. _____

2. Complete the following Academic Skill Tip Box using the phrases given below.

Good morning/afternoon/evening I'd like to talk (to you) today about ... Welcome to my talk The focus of my presentation is.... Please interrupt me if there's something that needs clarifying. The topic of my speech is... If you have any comments or questions, I'll be happy to hear them. Would you like to give me your suggestions? I've divided my presentation into four parts / sections. In brief... I'm going to present the recent... In short... I'd be glad to try and answer any questions.... The subject can be looked at under the following headings ... We are here today to learn about... I'll come to that a bit later on. Thank you all for coming here Glad to see so many people here

Inviting others to contribute	e.g. So that explains our main point. Does anyone have any comments or questions?
Responding to feedback	e.g. That's a (very) good question. Let me answer that like this ...
Sequencing	e.g. We can break this area down into the following fields: ...
Summarising	e.g. To sum up...

3. You and a classmate will give a brief presentation selecting a topic from one of the following:

- a) How to prepare a PR Tool Kit**
- b) How to write a Press Release**
- c) How to develop a Media Plan**
- d) How to prepare a travel brochure**
- e) How to advertise on the internet**

The presentation should be 3 minutes long for each individual, but no more than 6 minutes for both students. Complete the following outline for your presentation. Look back at the tip boxes in this unit to help you.

Process:

Opener:

Background information:

Steps or stages:

UNIT IV: PERSUASIVE LANGUAGE (Non-Verbal and Verbal)

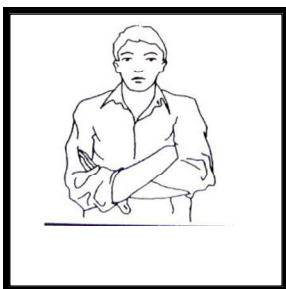
UNIT OBJECTIVES:

By the end of this unit I will be able to:

- respond to questions
- use body language
- cite materials in oral presentation

TARGET OUTPUT

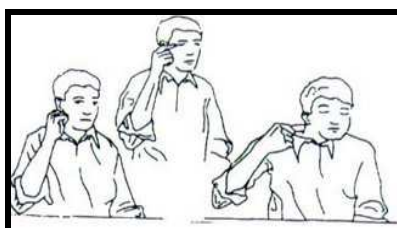
At the end of this unit, I will be asked to make a persuasive presentation using the Monroe Motivational Sequence.



1 Crossed Arms



2 Rubbing Chin



3 Ear and Eye Pulling and Collar Loosening



4 Placing hands on knees

Part A: DISCUSSION

Look at the pictures on the left and circle the correct answer.

1. Crossed arms probably means the person is:
a) not flexible b) is bored
2. Rubbing the chin probably means the person is:
a) making a decision b) having doubts
3. Ear and eye pulling and collar loosening probably mean the person is:
a) lying b) bored
4. Placing hands on knees probably means the person is:
a) getting ready to leave b) open and interested

Part B: READING

1. What types of non-verbal communication do you see used in the classroom and the university? For example, such as pointing to the door, and raising your hand.

2. What do you think the word “enhance” means as is it used in the following manner, “Non-verbal communication enhances the speaker’s verbal communication”?

3. *As you read the text underline parts where you agree with the author.*

What is Non-Verbal Communication?
November 8th, 2007 By Robert A. Kelly

1. Communication in general is a process of sending and receiving messages that allows humans to share knowledge, attitudes, and skills. Although we usually identify communication with speech, communication is composed of two dimensions - verbal and nonverbal.
2. One study at UCLA indicated that up to 93 percent of communication effectiveness is determined by nonverbal cues. Another study indicated that the impact of a performance was determined 7 percent by the words used, 38 percent by voice quality, and 55 percent by the nonverbal communication.
3. Nonverbal communication has been defined as communication without words. However many people don't know that it includes behaviors such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people.
4. Nonverbal communication provides us with a way for expressing messages without the use of verbal language. It may **enhance** or detract from a verbal communication. We are able to **infer** emotion through nonverbal communication and influence other's perception of our competence, power and vulnerability. It also plays a role in the perception of the actual message we are trying to convey. It **affects** our lives in countless ways from childhood throughout **adulthood**, and as long as we intend to communicate with others.
5. Nonverbal communication is thought to comprise six functions in human communication. These functions **consist** of enhancing verbal messages, **substituting** for verbal messages, accenting verbal messages, **contradicting** verbal messages, repeating verbal messages, and regulating verbal messages.
6. The enhancing function of nonverbal communication includes nonverbal cues such as tone of voice, facial expression, gestures, or distance between people often serving to complement the verbal message and add to, clarify, or reinforce the meaning.
7. It is a **complex dynamic** system. It involves all modes of sending, receiving and feedback. It appears at a young age and decoding ability increases with age. At times nonverbal cues may be used to emphasize a message we are trying to convey.

8. On other occasions it replaces verbal communication. Communication is used in everyday life, from greeting a stranger to touching a lover. The nonverbal behavior an individual uses is a product of characteristics endowed at birth and socially learned norms.

9. Knowledge of the effects nonverbal communications introduce is needed, because our **awareness** may enhance favorable communication. Nonverbal cues may be unconsciously acted and **reacted** upon, **regulating** proximity, gestures, eye gaze and touch. Each **component** of nonverbal behavior affects our relationship and interpersonal environment in intricate ways.

10. Nonverbal cues provide insight into our emotional states, influence another's perception of an individual's capability, persuasiveness, power, sincerity and vulnerability. In a new age where increasing population is decreasing personal space, it is imperative to understand cultural and personal communication differences and similarities.

4. How would a better understanding of non-verbal communication help someone improve the effectiveness of their communication?

5. The following words are from the reading. Fill in the blanks with the word or word form that best completes the sentence.

TARGET VOCABULARY

substitute, awareness, react, regulate, component, enhance, adulthood, consist, complex, dynamic

a. Old photographs and documents can be _____ on the computer to look better than ever in your presentation.

b. As you can see in our graph, the visual _____ of the presentation is 30% more effective in persuading the audience to take action than is the auditory.

c. When we are born, we have a very limited body language vocabulary, but by _____, we have become quite an expert in our use of body language.

d. A good presentation should _____ of an even amount of verbal and non-verbal communication.

e. Try to change the format of your presentation to be a bit more lively and _____.

f. Even though PowerPoint is a great tool, there is no _____ for hard work and preparation to make your presentation a success.

g. How did the audience _____ to your presentation?

h. The issue is much too _____ for us to thoroughly discuss in a 20 minute presentation.

i. There is a growing _____ in business that persuasive communication skills are key to success.

j. Copyright laws _____ photographs as well as printed materials; therefore care should be given to denote proper credit and permission for use.

6. Three of the words in each series have similar meanings. Cross out the word that has a different meaning.

a. substitute	alternative	remove	replacement
b. awareness	relevant	mindful	conscious
c. react	persuade	behave	respond
d. regulate	control	influence	govern
e. component	segment	unit	manufacture
f. enhance	judge	improve	(to) better
g. adulthood	fully grown	outlive	developed
h. consist	involuntary	constitute	comprise
i. complex	involved	trivial	complicated
j. dynamic	boring	active	vital

ACADEMIC TIP: HANDLING QUESTIONS AFTER A PRESENTATION

Make sure you understand the question you are being asked. Repeat it in your own words to check out your understanding

Ask the questioner to repeat the question if you didn't hear it well or understood enough to repeat it. This also gives you time to think of what to say!

- ***Repeat even a simple question to make sure that all the audience has heard.***
- ***Answer to the best of your ability. Try to be brief.***
- ***If you don't know the answer, don't panic! Try one of these strategies.***
 - ***Say that you don't know but offer to find the answer later.***
- ***If no one has a question, answer a question you have prepared in advance by saying, "An important question that often comes up is . . ."***

ACADEMIC TIP: BODY LANGUAGE

Body language is a non-verbal technique that can be used to enhance your presentations. Body language includes gestures, movements and mannerisms that people use to communicate. There are 4 elements of body language that you must pay attention to as you practice or make your presentation. They are:

- 1. Eye contact- Look at the audience and maintain eye contact as much as possible.*
- 2. Gestures- Use your hands or appropriate gestures to emphasise points.*
- 3. Posture- When speaking to an audience, stand straight with your shoulders back, your head centered above your body and your feet shoulder width apart.*
- 4. Movement- Do not move about too much. Pacing up and down can unnerve the audience, although some animation is desirable.*

Part C: LISTENING (Handling Questions 1)

1. Watch the video on “Handling Questions 1” and answer the following questions.

a. What were some non-verbal messages that were conveyed?

b. Did his answers encourage further questions?

c. What advice do you have for the speaker?

d. How was the speaker’s eye contact, posture and use of gestures?

2. Watch the video on “Handling Questions 2” and answer the following questions.

a. How does he answer the question?

b. What did you observe about his non-verbal communication skills?

c. Was there anything that you observed that you would like to use in your presentations?

Part D: SPEAKING

ACADEMIC SKILL TIP: MONROE MOTIVATED SEQUENCE

Monroe's Motivated Sequence is a technique for organizing persuasive speeches/presentations that inspire people to take action. It was developed in the mid-1930s by Alan H. Monroe at Purdue University. It consists of five steps:

1. The Attention Step: *You open with a question (preferably rhetorical), a quote from someone famous or respected, a story (preferably true), or a startling statistic. You would then give your audience a reason to listen, and then preview your speech.*

2. The Need Step: *You need to clearly show that the problem exists in the lives of your audience members. The problem also needs to be stated in negative terms and credible evidence used to demonstrate that this is a real problem.*

3. The Satisfaction Step: *Once you've established that there is a problem, the next thing you do is provide a workable, reasonable plan that allows your audience to solve the problem. Remember, the easier the solution, the more likely your audience will do it.*

4. The Visualization Step: *In this step, you need to create a visual image of your audience taking action. There are two ways to do this: show your audience members how great the world would be if they do what you ask, or show them how terrible the world will be if they don't, or both.*

5. The Action Step: *This would be similar to the conclusion portion of an informative presentation. You signal the end of your presentation, you recap the need, the satisfaction, and the visualization steps, and then you ask them to take action. It may feel weird, but tell them exactly what you want them to do now.*

1. Below is the outline of a persuasive presentation. Working in small groups or pairs, answer the following questions.

Monroe Motivated Sequence Presentation Outline "Walking Back to Life"	
ATTENTION	Let's be honest, we lead an easy life: automatic dishwashers, riding lawnmowers, T.V. etc. We live in a convenient society. However, today's conveniences have also been blamed for turning us into passive, lazy people. Today I want to urge you to move off that couch and get your body moving. I want to persuade you to start walking. It changed my life and I know it will change yours.
NEED	<p>I. Modern adults lead a sedentary lifestyle at the expense of their health.</p> <p>A. Adults watch between 15 and 18 hours of TV a week. (statistic - Carey 82)</p> <ol style="list-style-type: none"> 1. We spend approximately 40% of our leisure time in front of the TV. (statistic - Carey 82) 2. We really don't like many of the shows we watch. (factual example - Carey 83) <p>B. In the March, 1994 issue of Walking reports sedentary lifestyle is bad for our mental and emotional state of mind.</p> <ol style="list-style-type: none"> 1. Studies today indicate that people are experiencing higher bouts of depression than in the 18th and 19th century. (factual example –

	<p>McAuliffe 43)</p> <p>2. 12.6% of Americans suffer from anxiety and another 9.5% suffer from serious depression. (statistic - McAuliffe 42)</p> <p>C. Our eating habits, combined with our lack of exercise is "second leading non-genetic contributor to death in the U.S." (factual example – Camenzind)</p> <p>1. Nutritionist Phyllis Hall stated that we tend to eat foods that are high in fat, which produce high levels of cholesterol in our blood, which in turns leads to plaque in our arteries. (expert testimony - Hall)</p> <p>2. While modifying our diet can certainly help us decrease our risk for heart disease, studies have indicated that people who don't exercise are at an even greater risk for heart disease. (factual example - Camenzind)</p>
SATISFACTION	<p>II. Fortunately, there is a simple, effective exercise that we can all do.</p> <p>A. This exercise is walking.</p> <p>1. Walking for 20 minutes at a moderate pace 3 - 4 times a week is good for our physical and mental health. (factual example - Ullman 9)</p> <p>2. Walking is an inexpensive form of exercise that requires no training.</p> <p>B. Regular walking can reduce our risk for heart disease.</p> <p>1. A 1994 article in Prevention reported that walking can curtail our risk for heart disease. (factual example – Ullman 9)</p> <p>2. Walking enhances an enzyme that removes triglycerides (blood fats) from our bloodstream. (factual example – Ullman 10)</p>
VISUALIZATION	<p>III. We can visualize the benefits of walking by contrasting the lifestyle choices we have.</p> <p>A. We can take shortcuts in life and cut our life short.</p> <p>1. Find the closest parking space in the parking lot.</p> <p>2. Drive to the convenient store that is just around the corner from your house.</p> <p>B. Or we can choose to lessen our risk for heart disease and improve our mental health by making an effort to walk.</p> <p>1. "Walking will enable you to stumble onto natural little wonders that otherwise go unnoticed." (factual example - Ullman 10)</p> <p>2. John P. Wiley comments on the benefits of walking by stating, "Being on your own two feet is restful. No one is climbing on your back, leaning on a horn, " (peer testimony - Wiley 24)</p>
ACTION	<p>In conclusion, I urge you to start walking more. A simple, easy activity. Walk past the bus stop and let your two feet carry you across campus. Take 20 minutes and enjoy a walk around your neighbourhood. Hide the T.V. remote control, move off the couch, and walk -- for your heart's sake.</p>

References

- Camenzind, Paula. *The Guide to Visual and Natural Healing*. Pittsburgh, PA.: Rodale, 1993.
- Carey, Barbara. "Turn off the T.V." *Health* October, 1994: 82-84.
- Hall, Phyllis. Nutritional Specialist. Personal Interview. 22 May 1995.
- McAuliffe, Katherine. "Out of the Blues." *Walking* March/April, 1994: 42-47.
- Ullman, Steven A. "Feet First Prevention." *Prevention* January, 1994: 9-10.
- Wiley, John P. "Phenomena, comments and notes." *Smithsonian* July, 1989: 22-24.

ACADEMIC SKILL TIP: CITING MATERIAL IN ORAL PRESENTATION

The form of the oral citation will differ from the written citation in a variety of ways. The first rule to follow is "Be clear about what is yours and what is not. Give credit not only for direct quotations, but also for ideas that you paraphrase. Avoid plagiarism."

Citing a quotation in a speech:

Example: In her 1999 book, *Persuasive Skills*, author Dorothy Sarnoff says the following about body language: "a presentation should have a natural flow."

Citing a paraphrase: Dorothy Sarnoff in her book *Persuasive Skills* emphasizes that presentations must flow in a natural manner.

a. What kind of evidence does the presenter offer to show that there is a problem?

b. What types of evidence does the speaker provide as support for the solution?

c. What type of evidence is used to draw attention to the problem?

d. What makes his evidence convincing or easy to believe?

e. Does the presenter define terms to make his information easier to understand?

f. When does the speaker introduce the solution to the problem?

g. How is the audience urged to be persuaded to the solution?

h. How does the presentation conclude?

2. For your final assignment, you will prepare and deliver a persuasive presentation based on the Monroe Motivated Sequence that clearly describes a problem, proposes a solution to that problem, and includes visuals. The following are topics you may select, but you are not limited by them. Use the preparation outline format provided below to prepare your presentation. Then be sure to review the content of your presentation with the checklist that follows.

Persuasive Topics

- 1. Ask bank loan/credit manager to give you a loan for your new advertising business.***
- 2. Persuade a group of fathers that education is important for their daughters.***
- 3. Persuade high school students to choose Izmir University of Economics as their ÖSS choice.***
- 4. Prepare a public relations presentation for the Spring Festival.***
- 5. Ask the University Senate to sponsor a Sailing Race in Izmir.***
- 6. Prepare a public relations presentation to raise awareness about breast cancer.***

Preparation Outline for Persuasive Presentation

SPECIFIC PURPOSE: To convince my audience. . .

CENTRAL IDEA:

INTRODUCTION:

ATTENTION:

NEED:

BODY:

SATISFACTION:

VISUALIZATION:

CONCLUSION:

ACTION:

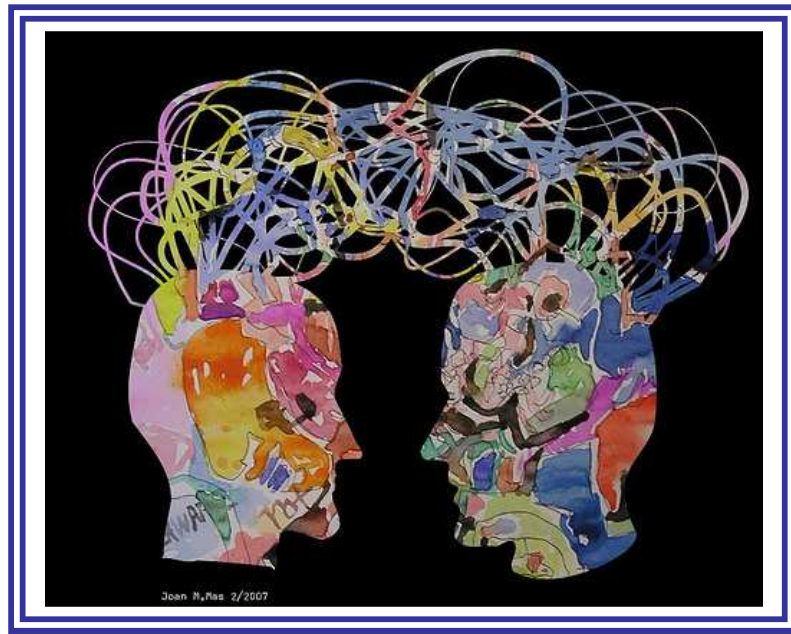
References

List of sources used

Persuasive Presentation Checklist

- _____ 3 minutes in length (3½-4 minutes without penalty)
- _____ Clear organizational design and outline required
 - Creative Introduction
 - Transitions
 - Body
 - Dynamic Conclusion
- _____ Three distinct main points in the body of the presentation
- _____ Use examples and support to prove your main points
- _____ Relate to this audience
- _____ No notes are preferable. Maximum of **three** note cards are allowed. Notes may be written on only **one** side of the card.

English for Academic Purposes



ENG 101 Academic Skills in English Mini-Dictionary (Communication)

Note: Transitive and Intransitive Verbs

Transitive verbs have an object.

e.g. display *All the exam results will be displayed on the noticeboard.*

Intransitive verbs have no object.

e.g. emerge *The facts behind the scandal will soon emerge.*

Some verbs can be both transitive and intransitive.

e.g. shift *The White House hopes to shift the media's attention away from this issue.* (intransitive)

Public opinion was beginning to shift to the right. (transitive)

Mini-Dictionary entries in italics are for words related to specific texts and are not part of the Academic Word List.

A

accurate (adjective)

1 correct and true in every detail [\neq inaccurate]

The brochure tries to give a fair and accurate description of each hotel.

Police believe Derek gave a reasonably accurate account of what happened.

2 measured or calculated correctly [\neq inaccurate]

It is difficult to get accurate figures on population numbers.

3 a machine that is accurate is able to do something in an exact way without making a mistake

The cutter is accurate to within $\frac{1}{2}$ a millimetre.

accurately (adverb)

It's impossible to predict the weather accurately.

accuracy (noun) [uncountable]

1 the ability to do something in an exact way without making a mistake:

He passes the ball with unerring accuracy.

2 the quality of being correct or true [\neq inaccuracy]

accuracy of: worries about the accuracy of government statistics

adult (noun) [countable]

1 a fully-grown person, or one who is considered to be legally responsible for their actions

Some children find it difficult to talk to adults.

2 a fully-grown animal

The adults have white bodies and grey backs.

adult (adj)

1 [only before noun] fully grown or developed

an adult lion

the adult population

He lived most of his adult life in Scotland.

2 typical of an adult's behaviour or of the things adults do

dealing with problems in an adult way

That wasn't very adult of you.

adulthood (noun) [uncountable] [\neq childhood]

the time when you are an adult

Nowadays many young people want to leave home as soon as they reach adulthood.

affect (verb) [transitive]

1 to do something that produces an effect or change in something or in someone's situation:

the areas affected by the hurricane

a disease that affects the central nervous system

decisions which affect our lives

Trading has been badly affected by the downturn in consumer spending.

2 [usually passive] to make someone feel strong emotions:

We were all deeply affected by her death.

SYNONYMS: have an effect, have an impact, make a difference

affiliate (verb)

1 [intransitive, transitive usually passive] if a group or organization affiliates to or with another larger one, it forms a close connection with it

The Society is not affiliated with any political party.

2 affiliate yourself to/with somebody/something

to join or become connected with a larger group or organization

She affiliated herself with the Impressionist school of painting.

SYNONYM: connect

affiliation (noun) [uncountable and countable]

the connection or involvement that someone or something has with a political, religious etc organization

somebody's (political/religious etc) affiliation

the newspaper's political affiliations

anchor (noun) [countable]

1 *a piece of heavy metal that is lowered to the bottom of the sea, lake etc to prevent a ship or boat moving*

The ship was at anchor.

We dropped anchor a few metres offshore.

2 (especially American English) *someone who reads the news on TV and introduces news reports*

(British Equivalent: newsreader) Dan Rather, anchor of the CBC Evening News

3 *someone or something that provides a feeling of support and safety*

Dad was the anchor of the family.

anchor (verb)

1 [intransitive and transitive] *to lower the anchor on a ship or boat to hold it in one place*

Three tankers were anchored in the harbor.

2 [transitive usually passive] *to fasten something firmly so that it cannot move*

The shelves should be securely anchored to the wall.

3 *be anchored in something*

to be strongly connected with a particular system, way of life etc

John's outlook has always been anchored in the political mainstream.

anecdotal (adj)

consisting of short stories based on someone's personal experience

His findings are based on anecdotal evidence rather than serious research.

anecdote (noun)

consisting of short stories based on someone's personal experience

His findings are based on anecdotal evidence rather than serious research.

appropriate (adj) [≠ inappropriate]

correct or suitable for a particular time, situation, or purpose

clothes appropriate for a job interview

an education system which is more appropriate to the needs of the students

The use of sound was imaginative and appropriate, and caught the audience's attention.

appropriately (adv)

The painters met, appropriately, in an art gallery (=used to emphasize that something is very appropriate).

appropriateness (noun) [uncountable]**assume(verb)**

1 *to think that something is true, although you do not have definite proof*

We assume that other industrialized nations are going to help with money for food and other supplies.

2 *assume control/responsibility etc (formal)*

to start to have control, responsibility etc or to start in a particular position or job

Whoever they appoint will assume responsibility for all financial matters.

SYNONYMS: presume, believe, suppose

assumption (noun)

My calculations were based on the assumption that house prices would remain steady.

When historians and anthropologists first began to investigate these primitive cultures they made two assumptions.

available (adjective) [≠ unavailable]

1 *something that is available is able to be used or can easily be bought or found:*

Tickets are available from the box office.

Funds are available to assist teachers who want to attend the conference.

Every available space on the wall was covered in pictures.

2 [not before noun] someone who is available is not busy and has enough time to talk to you:

Mr Collins was not available for comment on Thursday night.

SYNONYMS: free, spare, usable

availability (noun) [uncountable]

the availability of affordable housing

Rooms are offered subject to availability.

aware (adj) [not before noun] [≠ unaware]

1 if you are aware that a situation exists, you realize or know that it exists

The children are aware of the danger of taking drugs.

Were you aware that Joe had this problem with his knee?

2 if you are aware of something, you notice it, especially because you can see, hear, feel or smell it
aware of

She was aware of a tall dark figure watching her.

Bill became aware that he was still holding his glass.

C informed, conscious of

awareness (noun) [uncountable]

1 knowledge or understanding of a particular subject or situation

Health officials have tried to raise awareness (=improve people's knowledge) about AIDS.

2 the ability to notice something using your senses

an artist's awareness of light and color

B

bond (noun) [countable]

1 an official document promising that a government or company will pay back money that it has borrowed, often with interest

My father put all his money into stock market bonds.

2 something that unites two or more people or groups, such as love, or a shared interest or idea

the emotional bond between mother and child

lifelong bonds of family and friendship

SYNONYMS: association, relationship, tie

bond (verb)

1 [intransitive] if two things bond with each other, they become firmly fixed together, especially after they have been joined with glue

It takes less than 10 minutes for the two surfaces to bond.

2 [intransitive] to develop a special relationship with someone

Time must be given for the mother to bond with her baby.

behalf (noun)

on behalf of somebody, also in behalf of somebody (American English)

a) instead of someone, or as their representative

She asked the doctor to speak to her parents on her behalf. On behalf of everyone here, may I wish you a very happy retirement.

b) because of or for someone

Oh, don't go to any trouble on my behalf.

C

challenge (noun)

1 [uncountable and countable] something that tests strength, skill, or ability, especially in a way that is interesting

The company is ready to meet the challenges of the next few years.

Martins now faces the biggest challenge of his career.

2 [countable] when someone refuses to accept that someone or something is right and legal

a direct challenge to the Governor's authority

The president faces a strong challenge from nationalists.

3 [countable] when someone tries to win something or invites someone to try to beat them in a fight
The Prime Minister narrowly avoided a leadership challenge last year.

challenge (verb) [transitive]

1 to refuse to accept that something is right, fair, or legal

a boy with a reputation for challenging the authority of his teachers

Viewpoints such as these are strongly challenged by environmentalists.

2 to invite someone to compete or fight against you, or to try to win something

After lunch Carey challenged me to a game of tennis.

Liverpool are challenging for the title (=in a position where they could win) .

3 to test the skills or abilities of someone or something

Every teacher ought to be challenging kids to think about current issues.

in a very important or necessary way

A sensible diet is vitally important if you want to remain in good health.

in a very important or necessary way

A sensible diet is vitally important if you want to remain in good health.

SYNONYMS: question, dispute, test

challenging (adj)

difficult in an interesting or enjoyable way

Teaching young children is a challenging and rewarding job.

SYNONYM: difficult

challengingly (adv)

clarify (verb) past tense and past participle **clarified** present participle **clarifying** third person

singular **clarifies** [transitive]

1 formal to make something clearer or easier to understand

Could you clarify one or two points for me?

Reporters asked him to clarify his position (=say exactly what his beliefs are) on health reform.

The report aims to clarify how these conclusions were reached.

2 to make something cleaner or purer by heating it

clarified butter

SYNONYM: make clear

clarification (noun) [uncountable and countable] (formal)

the act of making something clearer or easier to understand, or an explanation that makes something clearer

There have been a number of official changes and clarifications.

Email us if you require further clarification on how to order.

code (noun)

1 [countable] a set of rules, laws, or principles that tell people how to behave

The Torah is the basis for all the Jewish laws and their moral code.

Each state in the US has a different criminal and civil code.

2 [uncountable and countable] a system of words, letters, or symbols that you use instead of ordinary writing, so that the information can only be understood by someone else who knows the system

All reports must be sent in code.

They didn't realise that we'd broken their secret code.

3 [countable] a set of numbers, letters, or symbols that shows what something is or gives information about it

Goods that you order must have a product code.

code (verb) [transitive usually passive]

1 to put a set of numbers, letters, or symbols on something to show what it is or give information about it

Each path is coded to show the level of difficulty.

2 to put a message into code so that it is secret

coherence (noun) [uncountable] also **coherency**

1 when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way:

An overall theme will help to give your essay coherence.

He had a coherence of outlook and thought.

2 if a group has coherence, its members are connected or united because they share common aims, qualities, or beliefs:

A common religion ensures the coherence of the tribe.

coherent (adjective) [≠ incoherent]

1 if a piece of writing, set of ideas etc is coherent, it is easy to understand because it is clear and reasonable:

The three years of the course are planned as a coherent whole.

A coherent account of the incident.

2 if someone is coherent, they are talking in a way that is clear and easy to understand:

He sounded coherent, but he was too ill to have any idea what he was saying.

3 if a group is coherent, its members are connected or united because they share common aims, qualities, or beliefs:

They were never a coherent group.

SYNONYMS: logical, organised, rational

coherently (adverb)

collective (adj) [only before noun]

shared or made by every member of a group or society

a collective decision made by all members

our collective responsibility for the environment

SYNONYMS: shared, joint, common

collective (noun)

[countable]

1 *a group of people who work together to run something such as a business or farm, and who share the profits equally*

2 *the business or farm that is run by this type of group*

compel (verb) past tense and past participle **compelled** present participle **compelling** [transitive]

1 *to force someone to do something*

compel somebody to do something

The law will compel employers to provide health insurance.

She felt compelled to resign because of the scandal.

2 (formal) *to make people have a particular feeling or attitude*

His performance compelled the audience's attention.

compelling (adj)

1 *compelling reason/argument/case etc*

an argument etc that makes you feel certain that something is true or that you must do something about it

Lucy had no compelling reason to go into town.

The court was presented with compelling evidence that she'd murdered her husband.

2 *very interesting or exciting, so that you have to pay attention*

His life makes a compelling story.

3 *compelling need/desire/urge (to do something)*

a strong need, desire etc to do something, making you feel that you must do it

He felt a compelling need to tell someone about his idea.

SYNONYMS: important, fascinating

compellingly (adverb)

complex (adj) [≠ simple]

consisting of many different parts and often difficult to understand

Photosynthesis is a highly complex process.

Peter seemed to have an instant understanding of the most complex issues.

SYNONYM: complicated

complex (noun) [countable]

1 *a group of buildings, or a large building with many parts, used for a particular purpose*

The town has one of the best leisure complexes in the country.

2 *a complex of something*

(formal) *a large number of things which are closely related*

China was a complex of different societies.

3 *an emotional problem in which someone is unnecessarily anxious about something or thinks too much about something*

I used to have a complex about my looks.

complexity (noun) plural **complexities**

1 [uncountable] *the state of being complicated*

There is increasing recognition of the complexity of the causes of poverty.

a design of great complexity

2 [countable usually plural] *one of the many details or features of something that make it hard to understand or deal with*

The complexities of economics are clearly and interestingly explained.

component (noun) [countable]

one of several parts that together make up a whole machine, system etc [= constituent]:

companies that make electronic components for computer products

component of: each component of their work

key/major/important etc component: Exercise is one of the key components of a healthy lifestyle.

SYNONYMS: part, bit, piece

conduct (verb) [transitive]

1 carry out [transitive] to carry out a particular activity or process, especially in order to get information or prove facts:

We are conducting a survey of consumer attitudes towards organic food.

It was the first time that I had conducted business in Brazil.

2 behave,

conduct yourself: formal: to behave in a particular way, especially in a situation where people judge you by the way you behave:

The players conducted themselves well, both on and off the field.

3 show somebody something [transitive always + adverb/preposition] formal, to take or lead someone somewhere:

On arrival, I was conducted to the commandant's office.

conducted tour (of something) (=a tour of a building, city, or area with someone who tells you about that place):

a conducted tour of Berlin

SYNONYMS: behave, act, perform,

conduct (noun) [uncountable]

1 the way someone behaves, especially in public, in their job etc [=behaviour]

The Senator's conduct is being investigated by the Ethics Committee.

an inquiry into the conduct of the police

ethical/professional etc conduct: the Law Society's Code of Professional Conduct

2 conduct of something: the way in which an activity is organized and carried out:

complaints about the conduct of the elections

connotation (noun) [countable]

a quality or an idea that a word makes you think of that is more than its basic meaning

The word 'professional' has connotations of skill and excellence.

SYNONYMS: meaning, significance

connotative (adj)

connote (verb) [transitive] formal

if a word connotes something, it makes you think of qualities and ideas that are more than its basic meaning

The car's name is meant to connote luxury and quality.

consist of (something) (phrasal verb)

to be formed from two or more things or people

The meal consisted of several different Italian dishes.

The audience consisted mainly of teenagers.

SYNONYMS: be made up of, be composed of, include

context (noun) [uncountable and countable]

1 the situation, events, or information that are related to something and that help you to understand it

political/social/historical etc context

To appreciate what these changes will mean, it is necessary to look at them in context .

2 the words that come just before and after a word or sentence and that help you understand its meaning

The meaning of 'mad' depends on its context.

contextual (adj) [usually before noun]

relating to a particular context

contextual information/factors etc

contextually (adverb)

contradict (verb) [≠ agree with, confirm]

1 [intransitive and transitive] to disagree with something, especially by saying that the opposite is true:

The article completely contradicts their claims.

2 [transitive] if one statement, story etc contradicts another, the facts in it are different so that both statements cannot be true:

The witness statements contradict each other and the facts remain unclear.

3 contradict yourself to say something that is the opposite of what you said before:

Within five minutes he had contradicted himself twice.

SYNONYMS: conflict, be inconsistent with

contradiction (noun)

1 [countable] a difference between two statements, beliefs, or ideas about something that means they cannot both be true

a contradiction between the government's ideas and its actual policy

2 [uncountable] the act of saying that someone else's opinion, statement etc is wrong or not true

You can say what you like without fear of contradiction.

contradictory (adj)

two statements, beliefs etc that are contradictory are different and therefore cannot both be true or correct

contradictory messages/statements/demands etc

The public is being given contradictory messages about the economy.

convenience (noun)

1 [uncountable] the quality of being suitable or useful for a particular purpose, especially by making something easier or saving you time

Ready meals sell well because of their convenience.

Most of us like the convenience of using credit cards to buy things.

2 [uncountable] what is easiest and best for a particular person

For your convenience, the bank is open until 7 p.m.

Services should be run to suit the convenience of the customer, not the staff.

3 [countable] something that is useful because it saves you time or means that you have less work to do

The supermarket offers a bag-packing service, as a convenience to customers.

a hotel with all the modern conveniences, including Internet access

SYNONYMS: benefit, help, support

convenient (adj) [\neq inconvenient]

1 useful to you because it saves you time, or does not spoil your plans or cause you problems

My secretary will call you to arrange a convenient time to meet.

It is simple and convenient to use.

2 close and easy to reach

The bus stop around the corner is probably the most convenient.

conveniently (adv)

1 in a way that is useful to you because it saves you time or does not spoil your plans or cause you problems

Conveniently, her parents are often willing to babysit. At that time, ice cream couldn't be conveniently bought in a store.

2 in a place that is close or easily reached

The hotel is conveniently located near the airport.

D

demonstrate (verb)

1 [transitive] to show or prove something clearly:

This section will attempt to demonstrate how the Bank of England operates.

The government now has an opportunity to demonstrate its commitment to reform.

2 [transitive] to show or describe how to do something or how something works

Instructors should demonstrate new movements before letting the class try them.

3 [intransitive]: to protest or support something in public with a lot of other people:

Supporters demonstrated outside the courtroom during the trial.

demonstrate against: What are they demonstrating against?

4 [transitive] to show that you have a particular ability, quality, or feeling:

He has demonstrated an ability to meet deadlines.

SYNONYMS: explain, tell, show

demonstration (noun) [countable]

1 an event at which a large group of people meet to protest or to support something in public

Police opened fire on a peaceful demonstration.

a demonstration against the government's educational policies
Supporters staged a demonstration outside the US embassy.
2 an act of explaining and showing how to do something or how something works
He gave a practical demonstration of the boat's military potential.
a cookery demonstration

device (noun) [countable]

1 a machine or tool that does a special job [= gadget]:
a device for separating metal from garbage
The company makes devices to detect carbon monoxide.
2 a special way of doing something that makes it easier to do
Testing yourself with information on cards is a useful device for studying.
SYNONYMS: appliance, tool, instrument, gadget

display (noun) [countable]

1 an arrangement of things for people to look at or buy
a superb display of African masks
The window display caught her eye.
display cases containing old photographs
2 a public performance of something that is intended to entertain people
a fireworks display
a display of juggling
SYNONYMS: demonstration, exhibition, show

display (verb)

1 [transitive] to show something to people, or put it in a place where people can see it easily
shop windows displaying the latest fashions
All the exam results will be displayed on the noticeboard.
2 [transitive] to clearly show a feeling, attitude, or quality by what you do or say
She displayed no emotion.
3 [transitive] if a computer or something similar displays information, it shows it on its screen
I pressed 'return' and an error message was displayed.
SYNONYMS: demonstrate, exhibit, show

distinct (adj) [≠ indistinct]

1 clearly different or belonging to a different type
two entirely distinct languages distinct types/groups/categories etc
There are four distinct types.
The learning needs of the two groups are quite distinct from each other.
2 as distinct from something
used to make it clear that you are not referring to a particular kind of thing, but to something else
a movie star, as distinct from an actor
3 something that is distinct can clearly be seen, heard, smelled etc
The outline of the ship became more distinct.
SYNONYMS: clear, definite, explicit

distinction (noun)

1 [uncountable and countable] a clear difference or separation between two similar things
the distinction between formal and informal language
The law makes no distinction between children and adults (=it treats them as if they were the same).

distinctive (adj)

having a special quality, character, or appearance that is different and easy to recognize
The manufacturer makes products to match the retailer's specifications and these are labelled with the retailer's own distinctive label.

distinctively (adv)

distinctiveness (noun) [uncountable]

distort (verb)

1 [intransitive and transitive] to change the appearance, sound, or shape of something so that it is strange or unclear
Tall buildings can distort radio signals.
2 [transitive] to report something in a way that is not completely true or correct
His account was badly distorted by the press.
3 [transitive] to change a situation from the way it would naturally be

an expensive subsidy which distorts the market

distorted(adjective)

His face was distorted in anger.

distortion (noun)[uncountable and countable]

a serious distortion of the facts

distribute (verb) [transitive]

1 to share things among a group of people, especially in a planned way [= give out]

Clothes and blankets have been distributed among the refugees.

a man distributing leaflets to passers-by

2 to supply goods to shops and companies so that they can sell them:

Milk is distributed to the local shops by Herald's Dairies.

3 to spread something over a large area:

Make sure the weight of the load is evenly distributed.

4 be distributed - to exist in different parts of an area or group

This species of dolphin is widely distributed throughout the world.

The population is distributed in a very uneven pattern.

SYNONYMS: hand out, give out, pass around

distribution (noun)

1 [uncountable] the act of sharing things among a large group of people in a planned way

the distribution of aid supplies

2 [uncountable] when goods are supplied to shops and companies for them to sell

a distribution centre

3 [uncountable and countable] the way in which something exists in different amounts in different parts of an area or group

population distribution

the highly unequal distribution of economic power

distributor (noun) [countable]

a company or person that supplies shops and companies with goods

For example, the business may be the sole distributor of certain products within the United Kingdom.

document (noun) [countable]

1 a piece of paper that has official information on it

2 a piece of written work that is stored on a computer

SYNONYMS: record, report

document (verb) [transitive]

1 to write about something, film it, or take photographs of it, in order to record information about it

His research will document how the debt crisis occurred.

2 to support an opinion, argument etc with recorded facts

It is well documented that men die younger than women.

SYNONYMS: record, report

domestic (adjective)

1 relating to or happening in one particular country and not involving any other countries

domestic market/economy/demand etc: the booming domestic economy

US foreign and domestic policy

Domestic flights go from Terminal 1.

2 [only before noun] relating to family relationships and life at home:

Unfortunately his domestic life wasn't very happy.

domestic tasks/chores/responsibilities etc

3 used in people's homes:

a new tax on domestic fuel

domestic appliances such as washing machines

SYNONYMS: national, internal, at home

drama (noun)

1 [uncountable and countable] a play for the theatre, television, radio etc, usually a serious one, or plays in general

2 [uncountable] acting - used when talking about it as a subject to study or teach

young actors coming out of drama school

our drama teacher

3 [uncountable and countable] an exciting event or set of events, or the quality of being exciting

Maggie's life is always full of drama.

dramatic (adj)

1 great and sudden

Computers have brought dramatic changes to the workplace.

Universities have suffered a dramatic drop in student numbers.

A serious accident can have a dramatic effect on your family's finances.

2 exciting or impressive

A superb goal by Owen earned United a dramatic victory yesterday.

Some of the most dramatic events in American history happened here.

3 connected with acting or plays

the amateur dramatic society

the dramatic arts

dramatically (adv)

Output has increased dramatically.

dynamic (adj) [≠ inactive, passive]

1 full of energy and new ideas, and determined to succeed

dynamic and ambitious people

2 continuously moving or changing

a dynamic and unstable process

SYNONYMS: active, energetic

dynamically (adv)

dynamism (noun)

E

emerge (verb) [intransitive]

1 to appear or come out from somewhere:

The flowers emerge in the spring.

The sun emerged from behind the clouds.

2 if facts emerge, they become known after being hidden or secret:

Eventually the truth emerged.

Later it emerged that the judge had employed an illegal immigrant.

3 to come out of a difficult experience

She emerged from the divorce a stronger person.

SYNONYMS: appear, become visible, come out

emergence (noun) [uncountable]

1 when something begins to be known or noticed

the emergence of Japan as a world leader

2 when someone or something comes out of a difficult experience

the company's emergence from bankruptcy

emerging (adj) [only before noun]

in an early state of development

the country's emerging oil industry

Opinions vary on emerging markets such as China and Indonesia.

emphasis (noun) plural **emphases** [uncountable and countable]

1 special attention or importance

In Japan there is a lot of emphasis on politeness.

The course places emphasis on practical work.

2 special importance that is given to a word or phrase by saying it louder or higher, or by printing it in a special way

The emphasis should be on the first syllable.

'And I can assure you,' she said with emphasis, 'that he is innocent.'

SYNONYMS: attention, stress, weight

emphasize (verb) also **emphasise** (British English) [transitive]

1 to say something in a strong way

The report emphasizes the importance of improving safety standards.

The Prime Minister emphasized that there are no plans to raise taxes.

2 to say a word or phrase louder or higher than others to give it more importance

enable (verb) [transitive]

to make it possible for someone to do something, or for something to happen
 enable somebody/something to do something: The loan enabled Jan to buy the house.
 There are plans to enlarge the runway to enable jumbo jets to land.
 SYNONYMS: make something possible, allow, permit

enhance (verb) [transitive]

to improve something
 Good lighting will enhance any room.
 This image can then be enhanced and electronically analyzed.
 SYNONYMS: improve, complement, reinforce

enhanced (adj)

improved or better
 enhanced access to information

enhancement (noun) [uncountable and countable]**essence (noun)**

1 [singular] the most basic and important quality of something
The essence of Arsenal's style of football was speed.
 2 in essence
used when talking about the most basic and important part of something, especially an idea, belief, or argument
In essence his message was very simple.
 3 [uncountable and countable] a liquid obtained from a plant, flower etc that has a very strong smell or taste and is used especially in cooking
vanilla essence

esteem (noun) [uncountable]

a feeling of respect for someone, or a good opinion of someone
The critics held him in high esteem as an actor.
 token/mark of somebody's esteem (=a sign of their respect)
Please accept the small gift we enclose as a mark of our esteem.

esteem (verb) [transitive] (formal)

to respect and admire someone or something

evaluate (verb) [transitive]

to judge how good, useful, or successful something is
 You should be able to evaluate your own work.
 We need to evaluate the success of the campaign.
 SYNONYMS: assess, judge

evaluation (noun)

[uncountable and countable]
 a judgment about how good, useful, or successful something is
 We need to carry out a proper evaluation of the new system.
 They took some samples of products for evaluation.
 SYNONYMS: assessment, judgement

evidence (noun)

1 [uncountable] facts or signs that show clearly that something exists or is true
 At present we have no evidence of life on other planets.
 There is no evidence for these claims.
 They had failed to provide evidence of sufficient financial backing.
 The study produced one interesting piece of evidence.
 2 [uncountable] information that is given in a court of law in order to prove that someone is guilty or not guilty:
 Murrow's evidence was enough to convict Hayes of murder.
 He refused to give evidence at the trial.
 SYNONYMS: proof, documentation, sign

evidence (verb) [transitive usually passive]

(formal) to show that something exists or is true
 The volcano is still active, as evidenced by the recent eruption.

evident (adjective)

easy to see, notice, or understand

It was evident to me that he was not telling the truth.

The growing popularity of the subject is evident in the numbers of students wanting to study it.

SYNONYMS: obvious, clear

evolve (verb) [intransitive and transitive]

1 if an animal or plant evolves, it changes gradually over a long period of time

Fish evolved from prehistoric sea creatures.

Animals have evolved camouflage to protect themselves from predators.

2 to develop and change gradually over a long period of time

The school has evolved its own style of teaching.

Businesses need to evolve rapidly.

evolution (noun) [uncountable]

1 the scientific idea that plants and animals develop and change gradually over a long period of time

the evolution of mammals

the theory of evolution

2 the gradual change and development of an idea, situation, or object

the evolution of the computer

evolutionary (adj)

1 relating to the way in which plants and animals develop and change gradually over a long period of time

the evolutionary development of birds

Some scientists have rejected evolutionary theory.

2 relating to the way in which ideas or situations gradually change and develop over a long period of time

He supports gradual, evolutionary social change.

explicit (adjective)

Expressed in a way that is very clear and direct

The contrast could not have been made more explicit.

He made the rules without being explicit about them.

SYNONYMS: specific, clear, precise

explicitly (adverb)

explicitness (noun)

F

feature (noun) [countable]

1 a part of something that you notice because it seems important, interesting, or typical:

Air bags are a standard feature in most new cars.

The most distinctive feature of the dinosaurs was their size.

One of the features of modern banking is its dependence on computers.

2 a piece of writing about a subject in a newspaper or a magazine, or a special report on television or on the radio

a feature on holidaying with your dog

3 [usually plural] a part of someone's face, such as their eyes, nose etc:

Her eyes were her best feature.

SYNONYMS: aspect, side, factor

fiction (noun) [*≠ non-fiction*]

1 [uncountable] books and stories about imaginary people and events

romantic fiction

historical fiction

2 [countable] something that people want you to believe is true but which is not true

preserving the fiction of his happy childhood

fictional (adj)

fictional people, events etc are imaginary and from a book or story

fictional characters

The novel is set in the fictional German town of Kreiswald.

fictionalize (verb) also **fictionalise** (British English) [transitive]

to make a film or story about a real event, changing some details and adding some imaginary characters

a fictionalized account of his life in Berlin

file (noun) [countable]

1 a set of papers, records etc that contain information about a particular person or subject

The FBI keeps files on former White House employees.

We will keep your details on file (=store them for later use)

2 a box or piece of folded card in which you store loose papers

She pulled a blue file from the shelf.

3 information on a computer that you store under a particular name

Click on the icon to open the file.

files downloaded from the Internet

SYNONYMS: document, dossier, folder

file (verb)

1 [transitive] to keep papers, documents etc in a particular place so that you can find them easily

The contracts are filed alphabetically .

I looked to see if anything was filed under my name.

2 [transitive] to give or send an official report or news story to your employer

The police officer left the scene without filing a report.

3 [intransitive always + adverb/preposition, transitive] law to give a document to a court or other organization so that it can be officially recorded and dealt with

Mr Genoa filed a formal complaint against the department.

Today is the deadline for Americans to file their tax returns .

SYNONYMS: arrange, catalogue, register

flawless (adj)

having no mistakes or marks, or not lacking anything

Adrian's flawless French

SYNONYM: perfect

flawlessly (adverb)

fracture (verb) [intransitive and transitive]

1 *if a bone or other hard substance fractures, or if it is fractured, it breaks or cracks*

The immense pressure causes the rock to fracture.

2 *if a group, country etc fractures, or if it is fractured, it divides into parts in an unfriendly way because of disagreement*

The opposition has been fractured by bitter disputes.

SYNONYMS: crack, split

fracture (noun) [countable]

a crack or broken part in a bone or other hard substance

a stress fracture in his left knee

fractured (adj)

broken or cracked

framework (noun) [countable]

1 [usually singular] a set of ideas, rules, or beliefs from which something is developed, or on which decisions are based

This paper provides a framework for future research.

2 social/legal/political etc framework

the structure of a society, a legal or political system etc

We have to act within the existing legal framework.

3 the main supporting parts of a building, vehicle, or object

the metal framework of the roof

SYNONYMS: frame, plan, structure

furthermore (adv)

[sentence adverb] (formal)

in addition to what has already been said

He is old and unpopular. Furthermore, he has at best only two years of political life ahead of him.

G

gap (noun) [countable]

1 *a space between two objects or two parts of an object, especially because something is missing*

The neighbors' dog got in through a gap in the hedge.

the gap between the two rows of seats

2 a big difference between two situations, amounts, groups of people etc

the widening gap between the rich and the poor

His films attempt to bridge the gap between tradition and modernity.

SYNONYM: *space*

H

hierarchical (adj)

if a system, organization etc is hierarchical, people or things are divided into levels of importance

a hierarchical society

hierarchically (adverb)

hierarchy (noun) plural hierarchies

1 [uncountable and countable] a system of organization in which people or things are divided into levels of importance

She worked her way up through the corporate hierarchy to become president.

2 [countable] the most important and powerful members of an organization

the party hierarchy

I

identification (noun) [uncountable]

1 ID official papers or cards, such as your passport, that prove who you are

Do you have any identification?

2 when someone says officially that they know who someone else is, especially a criminal or a dead person

His body was taken to Brighton for identification.

3 when you recognize something or discover exactly what it is

the identification of children who need professional help

identify (verb)

1 to recognize and correctly name someone or something

He was too far away to be able to identify faces.

if a particular thing identifies someone or something, it makes them easy to recognize

2 to recognize something or discover exactly what it is, what its nature or origin is etc

Scientists have identified the gene that causes abnormal growth.

SYNONYMS: recognize, determine

identity (noun) plural identities

1 [uncountable and countable] someone's identity is their name or who they are

The identity of the killer is still unknown.

Journalists often need to produce proof of identity .

2 [uncountable] the qualities and attitudes that a person or group of people have, that make them different from other people

My father experienced an identity crisis in middle age.

illustrate (verb) [transitive]

1 to make the meaning of something clearer by giving examples

Let me give an example to illustrate the point.

She illustrated her presentation with diagrams.

2 to be an example which shows that something is true or that a fact exists

This dispute illustrates that the regime is deeply divided.

The following examples illustrate how the system operates in practice.

3 to put pictures in a book, article etc

Over a hundred diagrams, tables and pictures illustrate the book.

The company brochure is beautifully laid out and illustrated.

illustration (noun)

1 [countable] a picture in a book, article etc, especially one that helps you to understand it

The book contains 62 pages of illustrations.

2 [uncountable and countable] a story, event, action etc that shows the truth or existence of something very clearly

For the purposes of illustration, some of the more important features are listed below.

3 [uncountable] the act or process of illustrating something

SYNONYMS: example, picture

immense (adj)

extremely large

People who often travel by rail read an immense amount.

Regular visits from a social worker can be of immense value to old people living alone.

SYNONYMS: enormous, huge

immensely (adv)

very much

Nationalism is an immensely powerful force.

SYNONYM: extremely

immensity (noun) plural immensities

1 [uncountable and countable] used to emphasize the great size of something, especially something that cannot be measured

the immensity of outer space

2 [uncountable] used to emphasize the great size and seriousness of something such as a problem you have to deal with or a job you have to do

the immensity of the problem

impact (noun)

1 [countable] the effect or influence that an event, situation etc has on someone or something

We need to assess the impact on climate change.

an international meeting to consider the environmental impacts of global warming

2 [uncountable and countable] the force of one object hitting another:

The force of the impact knocked the breath out of her.

3 on impact: at the moment when one thing hits another:

The plane's wing was damaged on impact.

SYNONYMS: effect, blow, collision

impact (verb) [intransitive and transitive] especially American English

to have an important or noticeable effect on someone or something

impact on/upon

The Food Safety Act will progressively impact on the way food businesses operate.

[intransitive and transitive] especially American English

to have an important or noticeable effect on someone or something

impact on/upon

The Food Safety Act will progressively impact on the way food businesses operate.

How is the growth of e-commerce likely to impact the retail sector?

implicit (adj) [≠ explicit]

1 suggested or understood without being stated directly

His statement is being seen as implicit criticism of the work of research laboratories.

implicitly (adverb) They believed implicitly in their own strength.

indicate (verb)

1 [transitive] to show that a particular situation exists, or that something is likely to be true

Research indicates that over 81% of teachers are dissatisfied with their salary.

The study indicates a strong connection between poverty and crime.

2 [transitive] to say or do something to make your wishes, intentions etc clear

The Russians have already indicated their willingness to cooperate.

Professor Johnson has indicated his intention to retire at the end of next year.

Please indicate your preference on the booking form.

3 [transitive] to direct someone's attention to something or someone, for example by pointing

'That's her,' said Toby, indicating a girl on the other side of the room.

4 [transitive] to represent something

Sales targets are indicated on the graph by a vertical dotted line.

SYNONYMS: display, show, signal

indication (noun)

[uncountable and countable]

a sign, remark, event etc that shows what is happening, what someone is thinking or feeling, or what is true

He gave no indication of his own feelings at all.

Could you give me some indication as to when I am likely to receive a reply?

Indications are that the situation hasn't improved much.

SYNONYMS: display, show, signal

indicative (adj)

1 be indicative of something

to be a clear sign that a particular situation exists or that something is likely to be true

This behaviour is indicative of her whole attitude, I'm afraid.

2 (technical) an indicative verb form is used for making statements

SYNONYM: typical

individual (noun) [countable]

1 a person, considered separately from the rest of the group or society that they live in:

the rights of the individual

Each individual receives two genes, one inherited from each parent.

2 a person of a particular kind, especially one who is unusual in some way:

a strange-looking individual

SYNONYMS: unique, distinctive, person

individually (adv)

separately, not together in a group

The guest speaker thanked them all individually.

individually wrapped portions of cheese

individuality (noun) [uncountable]

It's not a bad essay, but it doesn't demonstrate enough individuality.

inevitable (adj) [≠ avoidable]

1 certain to happen and impossible to avoid

A further worsening of the crisis now seems inevitable.

It's inevitable that doctors will make the occasional mistake.

Disease was an inevitable consequence of poor living conditions.

2 the inevitable

a situation that is certain to happen

One day the inevitable happened and I got a speeding ticket.

SYNONYM: unavoidable

inevitably (adv)

used for saying that something is certain to happen and cannot be avoided

The decision will inevitably lead to social problems.

[sentence adverb] Inevitably, the situation did not please everyone.

SYNONYMS: unavoidably, necessarily, surely

inevitability (noun) [uncountable]

infer (verb) past tense and past participle **inferred** present participle **inferring** [transitive]

to form an opinion that something is probably true because of information that you have

infer something from something

A lot can be inferred from these statistics.

It is easy to infer that the marriage was not a very happy one.

From the evidence we can infer that the victim knew her killer.

inference (noun)

1 [countable] something that you think is true, based on information that you have

draw/make inferences (about/from something)

What inferences have you drawn from this evidence?

2 [uncountable] when someone infers something

He was portrayed as a hero and, by inference, Thompson as the villain.

infuse (verb)

1 [transitive] (formal) to fill something or someone with a particular feeling or quality

Her books are infused with humour and wisdom.

These new designers are infusing fresh interest into the New York fashion scene.

2 [intransitive and transitive] if you infuse tea or herbs, or if they infuse, you leave them in very hot water while their taste passes into the water

infusion (noun)

1 [uncountable and countable] the act of putting a new feeling or quality into something

What the department needs is an infusion of new ideas.

2 [uncountable and countable] (medical) the act of putting medicine slowly into someone's body, or the medicines themselves
infusions of cardiac drugs
3 [countable] a drink made with herbs in hot water that is usually taken as a medicine

initial (adjective) [only before noun]

happening at the beginning [= first]:

an initial investment of £5000

the initial stages of the disease

The initial response has been encouraging.

SYNONYMS: preliminary, first, earliest

initially (adv)

at the beginning

Stan initially wanted to go to medical school.

Initially, I thought I would only stay there a year.

interview (noun)

a formal meeting at which someone is asked questions

He has an interview next Thursday for a job on the Los Angeles Times.

interview (verb) [transitive]

to ask someone questions during an interview

interviewee (noun) [countable]

the person who answers the questions in an interview

interviewer (noun) [countable]

the person who asks the questions in an interview

involve (verb) [transitive]

1 if an activity or situation involves something, that thing is part of it or a result of it:

What will the job involve?

I didn't realize putting on a play involved so much work.

involve doing something: Running your own business usually involves working long hours.

2 to include or affect someone or something:

These changes will involve everyone on the staff.

There have been four accidents involving Forest Service planes.

SYNONYMS: include, entail

involvement (noun)

1 [uncountable] the act of taking part in an activity or event, or the way in which you take part in it

School officials say they welcome parental involvement.

His new book examines the United States' involvement in World War II.

The police have been looking into Harris's possible involvement with a series of robberies.

2 [countable] something that you take part in or spend time doing

sporting involvements

her political involvements

3 [uncountable] the feeling of excitement and satisfaction that you get from an activity

Weaver admitted a strong emotional involvement in her client's case.

SYNONYM: participation

issue (noun)

1 subject/problem [countable] a subject or problem that is often discussed or argued about, especially a social or political matter that affects the interests of a lot of people
How the issue is resolved is crucial.

They're clouding the issue with uninformed judgements.

The key issue is whether workers should be classified as 'employees'.

Economic issues should get more attention.

2 magazine [countable] a magazine or newspaper printed for a particular day, week, or month

issue of: the January issue of Newsweek

the current/latest issue: Have you seen the latest issue?

SYNONYMS: subject, topic, question

item (noun)

1 [countable] a single thing, especially one thing in a list, group, or set of things:

He opened the cardboard box and took out each item.

The store is having a sale on furniture and household items.

2 [countable] a single, usually short, piece of news in a newspaper or magazine, or on television:

I also saw that news item in the Sunday Times.

SYNONYMS: story, thing, object, article

itemize (verb) also **itemise** (British English) [transitive]

to make a list and give details about each thing on the list

an itemized bill

SYNONYMS: catalogue, list, record

J

K

L

launch (verb) [transitive]

1 to start something, usually something big or important

The organization has launched a campaign to raise \$150,000.

2 to make a new product, book etc available for sale for the first time

The company hopes to launch the new drug by next October.

3 to put a boat or ship into the water

SYNONYMS: introduce, start

launch (noun) [countable]

1 when a new product, book etc is made available or made known

the launch of a new women's magazine

a new product launch

2 a large boat with a motor

3 when a weapon or spacecraft is sent into the sky or into space

M

major (adj) [≠ minor]

1 [usually before noun] having very serious or worrying results

There is a major problem with parking in London.

The loss of their goalkeeper through injury was a major setback for the team.

2 [usually before noun] very large or important, when compared to other things or people of a similar kind

There are two major political parties in the US.

Smoking is one of the major causes of cancer.

SYNONYMS: big, considerable, great

N

notion (noun) [countable]

1 an idea, belief, or opinion

The traditional notion of marriage goes back thousands of years.

She had no notion of what she wanted to do.

the notion that human beings are basically good

SYNONYMS: belief, idea, opinion

O

P

phenomenon (noun) plural phenomena [countable]

1 something that happens or exists in society, science, or nature, especially something that is studied because it is difficult to understand

the growing phenomenon of telecommuting

Homelessness is not a new phenomenon.

2 something or someone that is very unusual because of a rare quality or ability that they have

Still walking five miles a day at the age of 95, the woman was an absolute phenomenon.

SYNONYMS: event, happening, incident

phenomenal (adjective)

very great or impressive

the phenomenal success of computer games in recent years

California had experienced a phenomenal growth in population.

phenomenally (adverb)

The group have been phenomenally successful in Europe.

precaution (noun) [countable usually plural]

something you do in order to prevent something dangerous or unpleasant from happening

The traffic barriers were put there as a safety precaution.

Save your work often as a precaution against computer failure.

SYNONYM: safeguard

precautionary (adj)

predict (verb) [transitive]

to say that something will happen, before it happens

Sales were five percent lower than predicted.

It is difficult to predict what the long-term effects of the accident will be.

Unemployment is predicted to increase to 700,000 by the end of the year.

SYNONYMS: anticipate, forecast, guess

predictable (adj) [≠ unpredictable]

if something or someone is predictable, you know what will happen or what they will do - sometimes used to show disapproval

The snow had a predictable effect on traffic.

an entertaining but predictable film

prediction (noun) [uncountable and countable]

a statement about what you think is going to happen, or the act of making this statement

The data can be used to make useful economic predictions .

pretence (noun) (British English) pretense (American English) [singular, uncountable]

1 a way of behaving which is intended to make people believe something that is not true

How long are you going to keep up the pretence of being ill?

Abandoning any pretense at politeness, they ran for the door.

SYNONYMS: act, display, show

pretend (verb)

1 [intransitive and transitive] to behave as if something is true when in fact you know it is not, in order to deceive people or for fun

We can't go on pretending that everything is OK..

He's not asleep - he's just pretending.

prime (adj) [only before noun]

1 most important [= main]:

Smoking is the prime cause of lung disease.

Our prime concern is providing jobs for all young school leavers.

Good management is of prime importance in business.

2 of the very best quality or kind:

prime agricultural land

The hotel is in a prime location overlooking the valley.

3 prime example: a very typical example of something:

Blakey Hall is a prime example of a 19th century building.

SYNONYMS: main, chief, key

principle (noun)

1 [uncountable and countable] a moral rule or belief about what is right and wrong, that influences how you behave

Schools try to teach children a set of principles.

He refused to give me any more money as a matter of principle.

It's against my principles to accept gifts from clients.

2 [countable] the basic idea that a plan or system is based on

The general principle is that education should be available to all children up to the age of 16.

SYNONYM: standard

principled (adjective)

privacy (noun) [uncountable]

1 the state of being able to be alone, and not seen or heard by other people

With seven people in one house, you don't get much privacy.

2 the state of being free from public attention

each individual's right to privacy

profound (adj)

1 having a strong influence or effect

Tolstoy's experiences of war had a profound effect on his work.

The mother's behaviour has a profound impact on the developing child.

2 showing strong, serious feelings

a profound sense of guilt

3 showing great knowledge and understanding

a profound question

SYNONYMS: serious, deep, intelligent

profundity (noun) plural profundities (formal)

1 [uncountable] when someone or something shows great knowledge and understanding, or strong, serious feelings

The new version lacks the profundity of the original text.

2 [countable usually plural] something that someone says that shows great knowledge and understanding

the profundities of her speech

project (noun) [countable]

1 a carefully planned piece of work to get information about something, to build something, to improve something etc

The project aims to provide an analysis of children's emotions.

a three-year research project

2 a part of a school or college course that involves careful study of a particular subject over a period of time

We're doing a project on pollution.

project (verb)

1 [transitive] to calculate what something will be in the future, using the information you have now

The company projected an annual growth rate of 3%.

Total expenditure is projected to rise by 25%.

2 [intransitive] to stick out beyond an edge or surface

project out/from/through etc

Four towers projected from the main building.

3 [transitive] to make the picture of a film, photograph etc appear in a larger form on a screen or flat surface

She projected the slide onto the wall.

4 [transitive] to try to make other people have a particular idea about you

I hope the team will project a smart, professional image.

his attempts to project himself as a potential leader

5 be projected

to be planned to happen in the future

the projected closure of the hospital

projection (noun)

1 [countable] a statement or calculation about what something will be in the future or was in the past, based on information available now

projections of declining natural gas production

population projections for the next 25 years

Early projections show a three point lead for the Socialists.
2 [countable] (formal) something that sticks out from a surface
small projections of rock on the hillside
3 [uncountable] the act of projecting a film or picture onto a screen
projection equipment

Q

quality (noun) plural **qualities**

1 [uncountable and countable] how good or bad something is
air/water etc quality

The recent hot, humid weather is affecting air quality.

the quality of research into the disease

Much of the land was of poor quality.

2 [countable usually plural] something that people may have as part of their character, for example courage or intelligence

He shows strong leadership qualities .

the personal qualities necessary to be a successful salesman

quality (adj) [only before noun]

1 [no comparative] very good - used especially by people who are trying to sell something

quality child-care at prices people can afford

Students will receive a quality education at this university.

qualitative (adj) (formal)

relating to the quality or standard of something rather than the quantity

a qualitative analysis/study/research

a qualitative study of educational service

The research involves qualitative analysis of students' performance.

quantity (noun) plural **quantities**

1 [uncountable and countable] an amount of something that can be counted or measured

The police also found a quantity of ammunition in the flat.

Buy vegetables in small quantities, for your immediate use.

Your work has improved in quantity and quality this term.

SYNONYM: amount

quantitative (adj) (formal)

relating to amounts rather than to the quality or standard of something

quantitative analysis/methods/data etc

We need to do a proper quantitative analysis of this problem.

quantitatively (adv)

R

react (verb) [intransitive]

1 to behave in a particular way or show a particular emotion because of something that has happened or been said

How did Wilson react to your idea?

You have to react quickly to circumstances.

2 (technical) if a chemical substance reacts, it changes when it is mixed with another chemical substance

react with

The calcium reacts with sulphur in the atmosphere.

3 if prices or financial markets react to something that happens, they increase or decrease in value because of it

Oil prices reacted sharply (=reacted a lot) to news of the crisis in the Middle East

SYNONYMS: answer, reply, respond

reaction (noun)

1 [uncountable and countable] something that you feel or do because of something that has happened or been said

What was Jeff's reaction when you told him about the job?

Can you tell us about your first reactions to this news?

the government's reaction to the fuel crisis

2 reactions [plural] your ability to move quickly when something dangerous happens suddenly

a skilled driver with very quick reactions

3 [countable] if you have a reaction to a drug or to something you have eaten, it makes you ill
She had a severe allergic reaction to the drug.

register (verb)

1 on a list [intransitive and transitive]: to put someone's or something's name on an official list:

The tanker is registered in Rotterdam.

How many students have registered for English classes?

2 state your opinion [transitive] (formal): to officially state your opinion about something so that everyone knows what you think or feel:

The delegation registered a formal protest with US embassy officials Wednesday.

3 realize [intransitive usually in negatives, transitive]: if something registers, or if you register it, you realize or notice it, and then remember it:

She had told me her name before, but I guess it didn't register.

I'd been standing there for several minutes before he registered my presence.

4 measurement [intransitive and transitive]: if an instrument registers an amount or if something registers on it, the instrument shows that amount:

The thermometer registered 98.6°.

The earthquake registered 7.2 on the Richter scale.

SYNONYMS: record show, display

registered (adj)

officially listed and accepted

registration (noun)

1 [uncountable] the act of recording names and details on an official list

the registration of motor vehicles

Student registration (=for a course of study) starts the first week in September.

2 [countable] (American English) an official piece of paper containing details about a motor vehicle and the name of its owner

May I see your license and registration, ma'am?

register (noun)

1 [countable] an official list of names of people, companies etc, or a book that has this list

Have you signed the hotel register?

Police want a national register of DNA samples.

2 [uncountable and countable] (technical) the words, style, and grammar used by speakers and writers in a particular situation or in a particular type of writing

formal/informal register

letters written in a formal register

regulate (verb) [transitive]

1 to control an activity or process, especially by rules

rules regulating the use of chemicals in food

2 to make a machine or your body work at a particular speed, temperature etc

People sweat to regulate their body heat.

SYNONYMS: adjust, control, monitor

regulation (noun)

1 [countable] an official rule or order

There seem to be so many rules and regulations these days.

Under the new regulations, all staff must have safety training.

2 [uncountable] control over something, especially by rules

the regulation of public spending

reinforce (verb) [transitive] [≠ weaken]

1 to give support to an opinion, idea, or feeling, and make it stronger

The film reinforces the idea that women should be pretty and dumb.

2 to make part of a building, structure, piece of clothing etc stronger

3 to make a group of people, especially an army, stronger by adding people, equipment etc

SYNONYMS: strengthen, support

reinforcement (noun)

1 reinforcements [plural] more soldiers, police etc who are sent to a battle, fight etc to make their group stronger

The police called for reinforcements.

2 positive/negative reinforcement

We need to give students plenty of positive reinforcement.

3 [uncountable] the act of making something stronger

The bridge needs some structural reinforcement.

SYNONYM: support

relax (verb)

1 [intransitive and transitive] to rest or do something that is enjoyable, especially after you have been working
I just want to sit down and relax.

A hot bath should help to relax you.

2 [intransitive and transitive] to become quiet and calm after you have been upset or nervous, or to make someone do this

Once out of danger, he started to relax.

Relax! Everything's fine.

3 [intransitive and transitive] if you relax a part of your body or it relaxes, it becomes less stiff or less tight

Gentle exercise can relax stiff shoulder muscles.

relaxation (noun)

1 [uncountable and countable] a way of resting and enjoying yourself

I play the piano for relaxation.

Meditation allows you to enter a state of deep relaxation .

2 [uncountable] the process of making rules on the control of something less strict

a relaxation of government regulations

relevant (adj) [≠ irrelevant]

directly relating to the subject or problem being discussed or considered

Relevant documents were presented in court.

We received all the relevant information.

SYNONYMS: concerning, related

relevance (noun) also **relevancy (noun)** [uncountable]

I'm sorry I don't understand the relevance of your question.

relevantly (adverb)

remove (verb) [transitive]

1 take away: to take something away from, out of, or off the place where it is:

Remove the old wallpaper and fill any holes in the walls.

remove something from something : Reference books may not be removed from the library.

2 get rid of: to get rid of something so that it does not exist any longer:

a cleaner that will remove wine stains

The college removed rules that prevented women from registering.

3 from a job: to force someone out of an important position or dismiss them from a job

remove somebody from something: Congress could remove the President from office.

SYNONYMS: take out, get out, extract

removable (adj)

easy to remove

a sofa with removable cloth covers

removal (noun)

[uncountable and countable]

1 when something is taken away from, out of, or off the place where it is

the removal of rubbish

2 when you get rid of something so that it does not exist any longer

stain removal

3 when someone is forced out of an important position or dismissed from a job

the mayor's removal from office

reside (verb) [intransitive always + adverb/preposition]

(formal) to live in a particular place:

He spent most of his time in Rutherglen, where his family resided.

reside in something/somebody phrasal verb:

1 to be present in or consist of something: Joe's talent resides in his storytelling abilities.

2 also reside within something/somebody if a power, right etc resides in something or someone, it belongs to them: Executive power resides in the President.

SYNONYMS: live, inhabit, exist in

resident (noun) [countable]

1 someone who lives or stays in a particular place

the residents of Westville

resident (adj)

1 formal living in a place

Many retired British people are now resident in Spain or Turkey.

2 [only before noun] living or working in a particular place or institution

The resident population of mental hospitals has fallen by 20%.

residential (adj)

1 a residential part of a town consists of private houses, with no offices or factories (suburban)

a quiet residential neighbourhood

2 relating to homes rather than offices or businesses (domestic)

telephone services for residential customers

respond (verb)

1 [intransitive] to do something as a reaction to something that has been said or done

Responding to the news, Mr Watt appealed for calm.

respond by doing something

The US responded by sending troops into Laos.

2 [intransitive and transitive] to say or write something as a reply

He responded that he didn't want to see anyone.

3 [intransitive] to improve as a result of a particular kind of treatment

She has responded well to treatment.

Colds do not respond to antibiotics.

SYNONYM: reaction

respondent (noun) [countable]

1 (formal) someone who answers questions, especially in a survey

Only 62 percent of respondents said they were satisfied.

response (noun)

1 [uncountable and countable] something that is done as a reaction to something that has happened or been said

the public's response to our appeal for help

The exhibition has received a positive response from visitors

2 [countable] something that is said or written as a reply

'Sure, why not?' was his response to all of Billie's suggestions.

Carl made no response, and carried on with his meal.

responsive (adj) [≠ unresponsive]

1 reacting quickly, in a positive way

a car with highly responsive steering

2 eager to communicate with people, and to react to them in a positive way

I tried to get him talking, but he wasn't very responsive.

responsively (adv)

revolution (noun)

1 change [countable] a complete change in ways of thinking, methods of working etc

In the last ten years there has been a revolution in education.

2 political change [uncountable and countable] a time when people change a ruler or political system by using force or violence

the French Revolution of 1789

The country seems to be heading towards revolution.

3 circular movement:

[uncountable and countable] a circular movement around something [↪ revolve]

the planets' revolution around the sun

SYNONYMS: rebellion, revolt, change

revolutionary (adj)

1 completely new and different, especially in a way that leads to great improvements

The new cancer drug is a revolutionary breakthrough.

2 [only before noun] relating to a political or social revolution

a revolutionary leader

rush (verb)

1 [intransitive always + adverb/preposition] to move very quickly, especially because you need to be somewhere very soon

A small girl rushed past her.

2 *to do something very quickly and without delay*

I rushed to pack my suitcase before she came back.

3 [intransitive and transitive] *to do or decide something too quickly, especially so that you do not have time to do*

He does not intend to rush his decision.

I'm not rushing into marriage again.

SYNONYM: *hurry*

rush (noun)

1 [singular] *a sudden fast movement of things or people*

She felt a cold rush of air as she wound down her window.

Her words came out in a rush.

2 [singular, uncountable] *a situation in which you need to hurry*

I knew there would be a last-minute rush to meet the deadline.

I'm sorry, I can't talk now - I'm in a rush.

3 *the rush*

the time in the day, month, year etc when a place or group of people is particularly busy

The café is quiet until the lunchtime rush begins.

S

shift (verb)

1a) [intransitive and transitive] *to move from one place or position to another, or make something do this*

Joe listened, shifting uncomfortably from one foot to another.

She shifted her gaze from me to Bobby.

b) [transitive] *British English informal to move something, especially by picking it up and carrying it*

Give me a hand to shift these chairs.

2 [transitive] *to change a situation, discussion etc by giving special attention to one idea or subject instead of to a previous one*

The White House hopes to shift the media's attention away from foreign policy issues.

3 [intransitive and transitive] *if someone's opinions, beliefs etc shift, they change*

Public opinion was beginning to shift to the right (=become more right-wing).

shifting attitudes towards marriage

SYNONYMS: *change, move, turn*

shift (noun) [countable]

1 *a change in the way people think about something, in the way something is done etc*

the shift from one type of economic system to another

an important shift in policy

2 a) *if workers in a factory, hospital etc work shifts, they work for a particular period of time during the day or night, and are then replaced by others, so that there are always people working*

Dave had to work a 12-hour shift yesterday.

b) *the workers who work during one of these periods*

night/day/early/late shift

skyrocket (verb)

[intransitive] *informal*

if a price or an amount skyrockets, it greatly increases very quickly

The trade deficit has skyrocketed.

skyrocketing inflation

SYNONYMS: *shoot up, rise, escalate*

slip (verb) past tense and past participle slipped present participle slipping

1 [intransitive] *to slide a short distance accidentally, and fall or lose your balance slightly*

Wright slipped but managed to keep hold of the ball.

He slipped on the ice.

2 [intransitive always + adverb/preposition] *to go somewhere, without attracting other people's attention*

Ben slipped quietly out of the room.

One man managed to slip from the club as police arrived.

3 [transitive always + adverb/preposition] *to put something somewhere quietly or smoothly*

Ann slipped the book into her bag.

A letter had been slipped under his door.

slip (noun)

1 [countable] *a small or narrow piece of paper*

a slip of paper

an order slip

2 [countable] *a small mistake*

Molly knew she could not afford to make a single slip.

3 *slip of the tongue/pen*

a small mistake you make when you are speaking or writing, especially by using the wrong word

It was just a slip of the tongue.

slogan (noun) [countable]

a short phrase that is easy to remember and is used in advertisements, or by politicians, organizations etc
an advertising slogan

demonstrators shouting political slogans

SYNONYM: *catchphrase*

source (noun) [countable]

1 a thing, place, activity etc that you get something from:

They get their money from various sources.

a useful source of information

2 the cause of something, especially a problem, or the place where it starts

We've found the source of the trouble.

3 a person, book, or document that supplies you with information:

List all your sources at the end of your essay.

I've heard from reliable sources that the company is in trouble.

specify (verb) past tense and past participle **specified** present participle **specifying** third person singular **specifies** [transitive]

to state something in an exact and detailed way

Payments will be made for a specified number of months.

It logs into a variety of electronic news sources and looks for articles with keywords specified by the user.

specific (adj)

1 [only before noun] *a specific thing, person, or group is one particular thing, person, or group*

games suitable for specific age-groups

a specific example of alcohol's effect on the body

2 *detailed and exact*

Mr Howarth gave us very specific instructions.

Research is an active and formally organised search for specific information for a specific purpose.

3 *specific to something*

formal limited to, or affecting only one particular thing

a disease specific to horses

SYNONYMS: *definite, exact, precise*

specifically (adv)

1 *relating to or intended for one particular type of person or thing only*

advertising that specifically targets children

2 *in a detailed or exact way*

I specifically asked you not to do that!

3 [sentence adverb] *used when you are adding more exact information*

Specifically, the department wanted answers to the following questions.

specification (noun) [countable]

1 [usually plural] *a detailed instruction about how a car, building, piece of equipment etc should be made*

The airport building had been constructed to FAA specifications.

The bolts met all the engineering specifications.

2 (especially British English) *a clear statement of what is needed or wanted*

a specification of what role each member will play

job specification (=a detailed description of what a job involves)

spontaneous (adj)

1 something that is spontaneous has not been planned or organized, but happens by itself, or because you suddenly feel you want to do it

The crowd gave a spontaneous cheer.

My spontaneous reaction was to run away.

2 someone who is spontaneous does things without planning them first - used to show approval

spontaneously (adverb)

She laughed spontaneously.

spontaneity (noun) [uncountable]

SYNONYMS: natural, unplanned

spur-of-the-moment (adjective)

[only before noun]

a spur-of-the-moment decision or action is made or done suddenly without planning

SYNONYM: spontaneous

straightforward (adjective) [≠ complicated]

1 simple and easy to understand

Installing the program is relatively straightforward.

This area of law is far from straightforward (=complicated).

For someone who can't read, shopping is by no means a straightforward matter.

2 honest about your feelings or opinions and not hiding anything:

Jack is tough, but always straightforward and fair.

SYNONYMS: easy, simple

straightforwardly (adverb)

straightforwardness noun [uncountable]

submit (verb) past tense and past participle **submitted** present participle **submitting**

1 [transitive] to give a plan, piece of writing etc to someone in authority for them to consider or approve

submit an application/claim/proposal etc

All applications must be submitted by Monday.

2 [intransitive and transitive] formal to agree to obey a person, group, set of rules, especially when you have no choice

Derek has agreed to submit to questioning.

SYNONYMS: give in, hand over

submission (noun)

1 [uncountable] the state of being completely controlled by a person or group, and accepting that you have to obey them

force/frighten/beat etc somebody into submission

Napoleon threatened to starve the country into submission.

2 [uncountable and countable] when you give or show something to someone in authority, for them to consider or approve

The deadline for the submission of proposals is May 1st.

Plans were drawn up for submission to the housing council.

Submissions will not be accepted after May 1.

subordinate (adj)

1 in a less important position than someone else

a subordinate officer

Women were subordinate to men.

2 less important than something else

subordinate to

These aims were subordinate to the main aims of the mission.

substitute (noun) [countable]

1 someone who does someone else's job for a limited period of time, especially in a sports team or school

Germany brought on a substitute at half time.

2 a person or thing that you use instead of the one that you usually have, because the usual one is not available

a sugar substitute

SYNONYMS: alternative, reserve

substitute (verb)

1 [transitive] to use something new or different instead of something else

You can substitute margarine for butter in this recipe.

2 [intransitive] to do someone's job until the person who usually does it is able to do it again

Bill substituted for Larry, who was ill.

3 [transitive] to replace someone with another person especially another player

Michael Owen had to be substituted after 20 minutes on the field.

SYNONYMS: replace, take over

survive (verb)

1 [intransitive and transitive] to continue to live after an accident, war, or illness

Only 12 of the 140 passengers survived.

She survived the attack

2 [intransitive and transitive] to continue to live normally in spite of many problems

I'm sure she will survive this crisis.

I've had a difficult few months, but I'll survive.

3 [intransitive] to manage to live a normal life even though you have very little money

I don't know how you all manage to survive on Jeremy's salary.

SYNONYMS: carry on, exist

survival (noun)

1 [uncountable] the state of continuing to live or exist

Illegal hunting is threatening the survival of the animal.

The doctors gave him little chance of survival.

survivor (noun) [countable]

1 someone who continues to live after an accident, war, or illness

Emergency help is needed for survivors of the earthquake.

She was the sole survivor (=only survivor) of the disaster.

2 someone who manages to live normally in spite of many problems

Don't worry about Kurt; he's a survivor.

sustain (verb) [transitive]

1 to make something continue to exist or happen for a period of time

She found it difficult to sustain the children's interest.

He was incapable of sustaining close relationships with women.

2 (formal) to suffer damage, an injury, or loss of money

Two of the fire-fighters sustained serious injuries.

Some nearby buildings sustained minor damage.

3 (formal) if food or drink sustains a person, animal, or plant, it makes them able to continue living

They gave me barely enough food to sustain me.

SYNONYM: maintain, keep

sustainable (adj) [≠ unsustainable]

1 able to continue without causing damage to the environment

The government should do more to promote sustainable agriculture.

the sustainable use of rainforest resources

2 able to continue for a long time

The party is promising low inflation and sustainable economic growth.

SYNONYM: maintainable

sustainability (noun) [uncountable]

A report on the sustainability of the world's tropical forests states that less than 1% of them are being managed effectively.

T

thorough (adjective)

1 including every possible detail

The doctor gave him a thorough check-up.

The police investigation was very thorough.

2 [not usually before noun] careful to do things properly so that you avoid mistakes

The screening of applicants must be thorough.

SYNONYMS: complete, careful, meticulous

thoroughly (adverb)

1 completely

She sat feeling thoroughly miserable. thoroughly cooked meat

2 carefully, so that nothing is forgotten

The room had been thoroughly cleaned.

thoroughness (noun) [uncountable]**trend (noun) [countable]**

1 a general tendency in the way a situation is changing or developing

The current trend is towards more part-time employment.
The growing trend is for single mothers to bring up children by themselves.
2 set the trend
to start doing something that other people copy
Larger corporations are setting the trend for better maternity benefits.
SYNONYMS: direction, tendency

U

ultimate (adj) [only before noun]

1 someone's ultimate aim is their main and most important aim, that they hope to achieve in the future
ultimate goal/aim/objective etc: Complete resolution of all the issues was the ultimate goal of the conference.
Our ultimate objective is to have as many female members of parliament as there are male.
2 the ultimate result of a long process is what happens at the end of it:
The ultimate outcome of the experiment cannot be predicted.
3 if you have ultimate responsibility for something, you are the person who must make the important final decisions about it: The ultimate responsibility for policy lies with the President.
The ultimate decision rests with the Public Health Service.
SYNONYMS: final, last

ultimately (adv)

finally, after everything else has been done or considered
[sentence adverb] Ultimately, the decision rests with the child's parents.
a long but ultimately successful campaign

V

visual (adj) [usually before noun]

relating to seeing
Artists translate their ideas into visual images.
The tall tower adds to the visual impact of the building.
The portrait must be considered one of the outstanding Roman contributions to the visual arts.
SYNONYM: visible

visualize (verb) also **visualise** (British English) [transitive]

to form a picture of someone or something in your mind
I tried to visualize the house while he was describing it.
Somehow I can't visualize myself staying with this company for much longer.
It's hard to visualize how these tiles will look in our bathroom.
An architect can look at a drawing and visualize a three-dimensional shape.

visualization (noun) [uncountable]

He strongly believed that real art was about the visualization of dreams and fantasies.

vital (adj)

1 extremely important and necessary for something to succeed or exist
The work she does is absolutely vital.
These measures are vital to national security.
Regular exercise is vital for your health.
SYNONYM: crucial

vitality (adv)

in a very important or necessary way
A sensible diet is vitally important if you want to remain in good health.

volatile (adj)

1 a volatile situation is likely to change suddenly and without warning
an increasingly volatile political situation
2 someone who is volatile can suddenly become angry or violent
3 technical a volatile liquid or substance changes easily into a gas
SYNONYMS: explosive, changeable, unstable

volatility noun [uncountable]

W

widespread (adjective) [\neq limited]

existing or happening in many places or situations, or among many people

the widespread use of chemicals in agriculture

There was widespread support for the war.

SYNONYMS: broad, extensive

X

Y

Z

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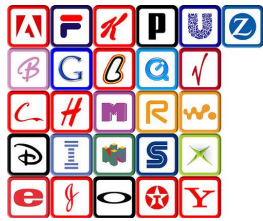
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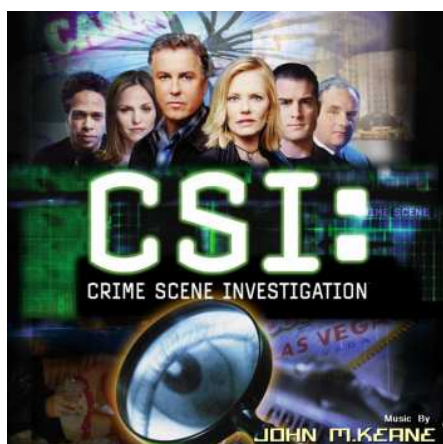
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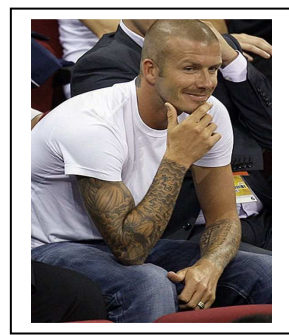
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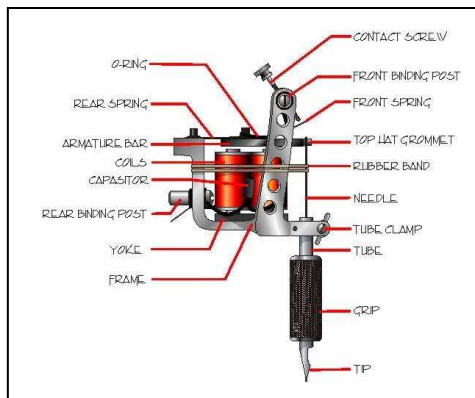


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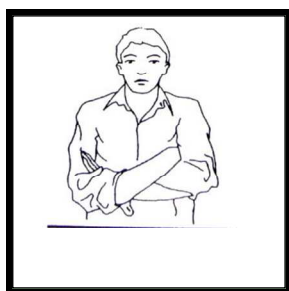
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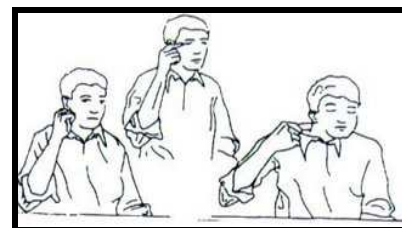
1 Crossed Arms



2 Rubbing Chin



4 Placing hands on
knees



3 Ear and Eye Pulling and Collar
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APPENDIX



No Excuses! Be a Problem-Solver.

Excuse #1: *"I didn't have enough time"*

Solution: Budget your time wisely. Use the calendar of assignments in the syllabus. Get it done early. Avoid procrastination (i.e. the night before) because the unexpected does happen.

Excuse #2: *"I was sick last night"*

Solution: Don't wait until the last minute to complete assignments. The syllabus assigns everything in advance and you are given plenty of time to do it.

Excuse #3: *"My printer isn't working"*

Solution: Go to the Print Stations at school! Print it out the night before it is due. Use a friend's printer.

Excuse #4: *"I ran out of paper"*

Solution: Print your assignment out the night before and put it in your bag. Go to the store before it closes.

Excuse #5: *"I didn't understand the assignment, so I didn't do it."*

Solution: If you don't understand something, you need to ASK. Make friends and contact them BEFORE asking me.

Excuse #6: *"It was due today?? I didn't know."*

Solution: Keep the syllabus with you for every class so you can keep yourself informed. Write down due dates on your personal calendar.

Excuse #7: *"I lost my syllabus, can I get another one?"*

Solution: Make a photocopy from a friend. You get only one. Email me a request to send it to you electronically.

Excuse #9: *"I wasn't here in class, I didn't know something was due."*

Solution: Check your syllabus AND contact a friend to find out what you missed. Just because YOU are not here doesn't mean class stops! You are responsible for all material missed.

YOUR EDUCATION IS **YOUR** RESPONSIBILITY!

Each formal presentation has a required outline that must be submitted with the presentation.

You are not allowed to read a presentation. However, you may make note cards to help you remember material. Use the guidelines provide to prepare your notes.

GUIDELINES FOR PRESENTATION NOTES

Use large, note cards (12cm X 18cm or smaller) rather than paper.

Most people presenting before an audience are nervous and hands can shake. Paper brings attention to shaking hands because it is thin and flexible. Note cards do not bring attention to shaking hands. There is also less potential for distracting noise from shuffling paper.

Use black ink and large print for notes on the cards.

Double space notes on the cards. Again, when nervous, a presenter doesn't want to squint to see pencil or small print that runs all together. Color writing can also be difficult to read. Note cards are held farther from the eyes during a presentation than normal reading. Notes must be easily read.

The presenter's name is on each card and each is numbered.

Use the upper right corner. If cards are misplaced, there is a better chance of getting them back if there is a name. If cards are dropped during a presentation, the order can quickly be re-established.

Notes contain phrases only - no complete sentences.

The purpose of a note card is to keep an order and to assist with information not easily remembered. Note cards are NOT to be read; the notes only guide the presenter.

Number topics.

Using numbers helps the speaker stay in order. Bullets only do not provide as much assistance as to where the speaker is during the presentation.

Title of Presentation

Student Name 2

Title of Presentation

Student Name 1

1. Introduction

- a. Student Name**
- b. Topic Presentation**
- c. Questions at end/throughout**

2. Topic One

- a. First Point**
- b. Second Point**
- c. Third Point**

Using Visual Aids

I. Visual aids offer a speaker several advantages.

- A. Visual aids strengthen the clarity of a speaker's message.
- B. Visual aids increase the interest of a speaker's information.
- C. Visual aids make a speaker's message easier for listeners to retain.
- D. Visual aids enhance a speaker's credibility.
- E. Visual aids can substantially improve a speaker's persuasiveness.

II. There are many kinds of visual aids.

A. Objects can work extremely well as visual aids.

- 1. Showing the object being discussed is a fine way to clarify a speaker's ideas and give them dramatic impact.
- 2. Unfortunately, many objects cannot be used in speeches because they are too large, too small, unavailable, etc.

B. Models provide an alternative to objects.

C. Photographs are another kind of visual aid.

D. Drawings are an alternative to photographs.

- 1. Drawings, including diagrams, sketches, and maps, offer advantage of being inexpensive.
- 2. They can also be specifically designed for the speech so as to illustrate the speaker's points precisely.

E. Charts are a good choice when a speaker needs to summarize large blocks of information.

1. They can be used to present a large number of categories than can be shown on a bar graph.

2. They can be used to summarize the steps of a process.

3. They can be used to present information the audience may want to write down.

F. Graphs are a good way to simplify statistics.

1. Line graphs are best for illustrating statistical trends.

2. Pie graphs are well suited for demonstrating distribution patterns.

3. Bar graphs are effective for showing comparisons between two or more items.

G. Transparencies are an effective way to present a wide variety of visual aids.

H. Power points can be good visual aids.

1. Limit information, don't create a manuscript.

2. Follow same principles of other visual aids.

III. There are six basic guidelines to follow whether creating visual aids by hand or by computer.

A. Prepare visual aids in advance.

1. Advance preparation provides time to devise a creative and attractive visual aid.

2. It also allows the speaker to practice the speech with the visual aid.

B. Keep visual aids simple.

1. A visual aid should be clear, straightforward, and uncluttered.

2. It should include only what is needed to make the speaker's point.

C. Make sure visual aids are large enough.

1. A visual aid is useless if an audience cannot see it.

2. When preparing drawings, charts, graphs, or transparencies, speakers must guard against the tendency to write or draw too small.

D. Use fonts that are easy to read.

1. Most decorative fonts are distracting and hard to read.
2. When preparing visual aids, speakers should use basic fonts that are clear and easy to read from a distance.

E. Use a limited number of fonts.

F. Use color effectively.

1. When used effectively, color can dramatically increase the impact of a visual aid.
2. There are two basic guidelines for using color effectively.
 - a. Use contrasting colors that can be easily differentiated.
 - b. Use a limited number of colors.

IV. In addition to preparing visual aids effectively, speakers should follow seven tips for presenting visual aids during a speech.

A. Speaker should avoid using the white board for visual aids.

1. Writing on the board has the disadvantage of requiring speakers to turn their backs to the audience.
2. Even if visual aids are drawn on the board in advance, they usually lack the vividness or neatness of aids presented on poster board or a transparency.

B. Speakers should display visual aids where listeners can see them.

C. Speakers should avoid passing visual aids among the audience.

1. Once visual aids get into the hands of the audience, people pay more attention to the visuals than the speakers.
2. If a speaker wants the audience to have information to take home, it should be passed out after the speech.

D. Speakers should display visual aids only while discussing them.

1. Visual aids become distracting when they are displayed throughout the speech.

2. To avoid distracting the audience, a speaker should cover or remove visual aids when they are not in use.

E. Speakers should talk to their audiences, not their visual aids.

1. It is easy to break eye contact with the audience when presenting a visual aid.
2. Effective speakers glance periodically at their visual aids, but also keep eye contact with the audience to get feedback about how the aid is coming across.

F. Speaker should explain their visual aids clearly and concisely.

1. A visual aid is only as useful as the explanation that goes with it.
2. Speakers should describe the major features of the aid and spell out its meaning for the audience.

G. Speakers should practice with their visual aids when rehearsing the speech.

Citing Sources

<http://www.lib.duke.edu/libguide/citing.htm>

not only a great website to learn about this, but also where I got the information from!

When you are quoting or paraphrasing another person's thoughts or ideas, you must cite where those thoughts or ideas have come from.

Citing sources serves two purposes:

1. The original author is given credit for his or her thoughts or ideas.
2. The reader is given the information he or she needs to find an original source in order to get clarification, get more information, or assess the credibility of the source.

DOCUMENTING SOURCES

Borrowed material should be documented.

Any time you incorporate into your writing ideas, words, key phrases, or pictures that were *not originally created by you*, you must give credit to the original author by citing the source.

You must cite direct quotes.

You must cite paraphrases. Paraphrasing is rewriting a passage in your own words. **If you paraphrase a passage, you must still cite the original source of the idea.**

You must cite ideas given to you in a conversation, in correspondence, or over email.

You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge." However, it is not necessary to cite a source if you are repeating a *well known quote* such as Kennedy's "Ask not what your country can do for you . . .," or a *familiar proverb* such as "You can't judge a book by its cover." *Common knowledge* is something that is widely known. For example, it is common knowledge that Bill Clinton served two terms as president. It would not be necessary to cite a source for this fact.

TAKING NOTES

Sloppy note-taking increases the risk that you will unintentionally plagiarize.

Unless you have taken notes carefully, it may be hard to tell whether you copied certain passages

Identify words that you copy directly from a source by placing *quotation marks* around them, typing them in a **different color**, or **highlighting them**. (Do this immediately, as you are making your notes. Don't expect to remember, days or weeks later, what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

Jot down the page number and author or title of the source each time you make a note, *even if you are not quoting directly but are only [paraphrasing](#).*

exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own documents.

Keep a working bibliography of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

Keep a research log. As you search databases and consult reference books, keep track of what *search terms* and *databases* you used and the *call numbers* and *url's* of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

Cite Properly to Avoid Plagiarism!

Plagiarism, "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" (Random House Unabridged Dictionary, 2nd ed.), can be committed as an accidental oversight or intentionally

Examples of Plagiarism

- **Copy from published sources without adequate documentation.**
- **Purchase a pre-written paper (either by mail or electronically).**
- **Let someone else write a paper for you.**
- **Pay someone else to write a paper for you.**
- **Submit as your own someone else's unpublished work, either with or without permission.**

SPEAKING UNIT 4: MONROE'S MOTIVATED SEQUENCE

Monroe's Motivated Sequence

Organization plays a central role in the persuasive presentation: The presentation must logically establish why the audience must change. (Unless audience members feel that there is something wrong with what they are doing or feeling, they are unlikely to change.) While other persuasive designs are also effective in preempting psychological resistance to change, the most widely used organizational pattern for public speaking is Monroe's motivated sequence.

A. Monroe's motivated sequence (problem-solution organizational format)

1. Gain the audience's attention

Attention-getters grab the audience, arousing curiosity about what the speaker is going to say.

2. Identify unfulfilled needs.

The speaker must establish a clear, urgent, and unfulfilled need in the mind of the audience. This is a critical step in the sequence. No solution should be proposed during this stage.

3. Propose a solution that satisfies.

Present the solution to the needs or problems described in Step 2. During this stage, speakers must also identify and eliminate possible objections to the solution.

4. Visualize the resulting satisfaction.

Intensify audience members' desire for the solution by getting them to visualize what their lives will be like once they've adopted it. Use vivid images and verbal illustrations to support the benefits of the proposed solution.

5. Define specific action.

In the final step, the speaker must turn the audience's agreement and commitment into positive action. Tell audience members what they need to do to obtain the described solution and its benefits.

Attention Step	
Functions To gain attention To secure good will and respect To prepare the audience for discussion of your topic	Methods Reference to a subject, event, or occasion Personal greeting Rhetorical question Startling statement/statistics Quotation Humorous anecdote Illustration
Need Step	
Functions To describe the problem To make your audience uncomfortable with the status quo	Methods Statements (backed by evidence) Illustration Show ramifications Pointing
Satisfaction Step	
Functions To present a solution to the need described above	Methods Statements (backed by evidence) Explanation Theoretical demonstration Practical experience Meeting objections and potential counterarguments
Visualization Step	
Functions To intensify your audience's desire to adopt the solution and action you propose To help the audience to "see" the results	Methods Positive method ("see" what will happen on adoption) Negative method ("see" what will happen if not adopted) Contrast method ("see" adoption vs. non-adoption)
Action Step	
Functions To focus the thoughts of your audience To motivate your audience to ACT To leave the audience in a mood appropriate to your topic To convey a sense of completion	Methods Challenge Summary Quotation Illustration Personal Intention Inducement

Checklist Before you Deliver your Persuasive Presentation

On the outline

- ☐ My specific purpose is geared toward a persuasive slant rather than trying to inform the audience
- ☐ My organizational pattern is Monroe's Motivated Sequence
- ☐ All 5 steps of Monroe's Motivated Sequence are clearly visible in the outline and in the presentation
- ☐ My attention getter is creative and unique.
- ☐ My credibility shows why the audience should listen to me AND how this topic is relevant to them
- ☐ My summary lists all of my main points and pulls out one thing about each main point that I really want the audience to remember

In the presentation

- ☐ I have prepared a speaking outline or printed the notes page of my PowerPoint to help remind me to stay on track
- ☐ I have practiced my presentation 3-5 times in front of some one who has given me constructive comments
- ☐ The focus of my presentation is to persuade the audience, to change their minds, to move them to action, to motivate them NOT to inform them about my topic
- ☐ I am addressing both sides of the issue in my presentation (though proving that my side is correct and the other side has flaws)
- ☐ My conclusion contains my call to action AND my final remark, I have not combined the two.

On the day of the presentation

- ☐ I have Visual aids and a back up just in case
- ☐ I have my outline and a bibliography

Persuasive Speech Outline The Importance of Hand Washing

I. Attention/Introduction

A. Attention Getter. How would you feel if one of your loved ones died, because of what he ate at a restaurant, was touched by unsanitized hands? A restaurant in Redwood, California closed down, because Constance Williams who was 53 years of age, died by food poisoning. According to Hygenius website "County Health investigators believe that the bacteria may have passed from an employee's unsanitized hands into improperly stored chicken or beans, or may have been present in vegetables used to make salsa." My family and I went Taco Bell one day. We went in to order our food and while we were waiting a guy in back was preparing meals. While he was handling the food he sneezed on his hands, wiped them on his shirt and then went back to handling the food.

Appeal to emotion
In this case disgust

See how research is used.

B. Credibility. It is disgusting when someone goes to the bathroom and does not even bother to wash their hands. I have seen people do it! It is disgusting! That's why I have done this research on this most important subject.

C. Preview/Thesis. I would like to explain to you WHY hand washing is so important, and what you need to do about it.

The person showing why they are credible to talk about the subject

Transition: As the saying is, "An apple a day keeps the doctor away." I also believe that, HAND WASHING EVERY DAY KEEPS THE DOC AWAY.

II. Need

A. Keeping hands clean prevents the chance of colds, flu, and other diseases. If you have dirty hands and you are picking your nose, the germs from your finger is putting bad bacteria in your body and more than likely you begin to have a cold. I dislike when someone comes up and shakes my hand and while they are shaking, they are explaining how they had been sick all week. If people stayed home when they were sick, and not go out and spread their germs to other people, they would extremely help prevent illness.

Need tells us what is the problem

B. According to what the American Society of Microbiology said, "Hand washing with warm water and soap can greatly reduce the chances of spreading or getting germs."

See how research is worked in smoothly

The American Society of Microbiology showed a 2000 study of how many men and women, through a survey said, "they always washed their hands."

1. Ninety-seven percent of females said they always washed their hands.
2. Ninety-two percent of males said they always washed their hands.
3. The total percentage of male and female that said they always washed, was 95%.

D. The American Society of Microbiology showed a 2000 study on 7,836 adults being observed in public restrooms.

1. Seventy-five percent of females actually washed their hands.
2. Fifty-eight percent of men actually washed their hands.
3. The total percent of both was 67%.

E. The 7,836 adults were observed in public bathrooms of five cities, and of those cities, New York City had the lowest percentage total.

F. **Inoculation:** You may argue that you use hand sanitizer and it is 99% effective at fighting germs, Doctor Barker suggests that you may be doing yourself more harm than good. Using hand sanitizer is better than nothing but it kills the good germs as well as the bad, leaving your skin vulnerable.

Inoculation: a small dose of the other side. Can go anywhere on the outline

Transition: Even though many Americans fail to wash their hands, does not mean you have to.

III. Satisfaction.

A. Let me quickly go through each of the steps to pro

1. First wet your hands
2. You should later the soap in your hands
3. Rubbing vigorously for 2 minutes or more is very important
4. You should use warm water to rinse your hands

This is the solution to the problem

B. Proper drying is equally important

1. Best to use a blower
2. To keep germs off your hands, you should turn off the faucet with a paper towel.

Transition: Being wise and washing your hands daily can help you have a healthy life.

IV. Visualization.

- A. Hand washing helps keep your whole self-clean.
- B. Hand washing ~~helps prevent you from getting a disease.~~
- C. ___% of diseases could be prevented with proper hand washing
- D. There are so many diseases out there, for instance hepatitis, and you got to be careful to prevent sickness begins with you washing your hands with soap and water.
- E. I think we can all agree that it's worth the small investment of time to prevent diseases. (**audience agreement**)

Advantages
Details

Transition: I believe that hand washing is very essential in life and it should be a daily habit.

V. Action/Conclusion.

- A. Review:** Today I told you why how hand washing is so important and what you need to do about it.
- B. I'm asking each of you here today to practice living healthy by washing your hands properly.
- C. Closure:** It's such a small thing that has such a big impact to keep all of us safe and healthy. If you're willing to do my part, will you do yours?

Specifically
tell the
audience
what to do
or think

Persuasive Presentation Outline Sample
Monroe's Motivated Sequence
"Donating Blood"

Persuasive Speech Sample Outline

Specific Purpose: To persuade the audience to donate blood regularly if their blood is safe to be transferred to another human being.

Central Idea: Donating blood helps save lives through a relatively simple and painless process that also provides numerous benefits to the donor.

Organizational Pattern: Monroe's Motivated Sequence

Introduction

Attention Step:

- I. *(Gain audience's attention)* One day while Jim was enjoying one of his favorite hobbies, flying small airplanes, the airplane crashed and Jim suffered broken bones and serious burns over most of his body. He was rushed to the hospital and lives today only because of people like you.
- II. *(Reveal Topic)* People like you made a conscious decision to donate blood and it's their blood that has given Jim life. It is highly probable that you or someone you know will need a blood transfusion. According to Dr. Bianco, the President of America's Blood Centers, you are the new generation of donors—people in their late teens and early twenties. He says that this "new generation of donors is the key to our blood supply today and tomorrow."
- III. *(Establishment of Credibility)* Through extensive research and personal experience of giving blood, I have learned how important it is to donate blood.
- IV. *(Preview of Main Points)* After explaining the need for a sufficient blood supply, the donation process, and benefits of giving blood I hope you will decide to save people's lives by donating blood.

Body

I. Need Step

- A. Dr. Bianco is also quoted as saying, "the stress on the blood supply is increasing."
 1. The demand for blood never lets up because according to MetLife, every day thousands of people need donations to survive.
 2. The blood must go through a series of time-consuming tests and then used before it perishes—whole blood for instance can not be used after 42 days.
 3. As a result, maintaining an adequate blood supply is a challenge.
- B. Do not donate blood if you are unsure about the safety of your blood—meaning not sure about what infectious agents, such as HIV and Hepatitis, are in your blood.
 1. It is smarter not to give blood at all than it is to pass on contaminated blood to another individual
 2. Jim's life has taken an unfortunate turn because although he survived that plane crash, he now suffers from symptoms of Hepatitis B because of one or more contaminated pints of blood.
- C. According to the article, *How to Give the Gift of Life*, by Carolyn Gard, "Ninety-seven percent of the people in the United States will need blood at some point in their lives and it is up to people like you and I who will decide if they will receive that blood."
 1. People young and old, short and tall require transfusions to replace blood they've lost during surgery, because of accidents or internal bleeding, and to treat diseases.
 2. According to America's Blood Centers, "...of the 69 million children in the United States, hundreds of thousands suffer from various forms of leukemia, sickle cell, need transplants, and are born prematurely."
 - a. Many of these kids today run, skip, and play because they got another chance at life.
 - b. Dr. Bianco has stated that in most cases, "this would not be possible without the generosity of volunteer blood donors."

(Transition) Now that we know the problem, let's move on to the solution.

II. Satisfaction Step

- A. I want you to want to donate blood and to understand the process of giving blood.
- B. The Civitan Blood Center has outlined the simple process of donating blood and I would like to share that information with you.
 - 1. First you must be found eligible to donate blood.
 - a. You must be at least 17 years old, weigh at least 100 pounds, and be in good health.
 - b. Anyone who feels that their blood is at "high risk" for contracting certain diseases should not donate.
 - 2. If you think you could be eligible to donate, visit the many bloodmobiles around campus or in your community.
 - a. Here you will answer a list of questions relating to your medical history.
 - b. If you pass the medical history test and if your iron level, blood pressure, temperature, and pulse are at appropriate levels you may donate blood.
 - c. A blood technician will clean your skin around the veins in your arm and then insert a needle to extract the blood.
 - d. The actual extraction of the much-needed blood only takes between 7 and 10 minutes, and then you may go home knowing that you just saved up to 3 lives.
- C. Theoretically, there is no reason why hospitals should not have enough safe blood for their patients.
 - 1. I read from the Children's Hospital website that if just 10% of all possible donors give blood once a year, we will NEVER have a blood shortage problem.
 - 2. Also, patients can eliminate their apprehensions about receiving blood if only "clean" blood donors are donating.
- D. There are numerous benefits of giving blood.
 - 1. Soon after giving blood, you will receive a postcard with your cholesterol level on it along with the phrase, "Congratulations, you have just saved up to three lives!"
 - 2. Also, you get to enjoy your favorite cookies, crackers, and beverages while you donate.
 - 3. Many places on campus also give you a free T-shirt for donating.
 - 4. Life South blood centers will cover all non-insured blood processing fees for the donor and sometimes their family for a 12-month period after their donation.
- E. Some of you still many have questions about giving blood.
 - 1. Are you thinking, "I would love to donate blood, but doesn't it hurt really bad?"
 - 2. Are you thinking, "Gosh, I'm sure I have my blood for a reason, I'm not so sure I want to just give it away to a stranger when I need it to survive."
 - a. You cannot hurt yourself by giving blood.
 - b. According to a 1998 article in the Weekly Reader, "Your body replaces the lost fluid within 24 hours and it replaces the red blood cells in 6 weeks.
 - 3. Or maybe you're thinking, "I don't want to catch any diseases from contaminated needles while donating!"
 - a. According to America's Blood Centers, when giving blood, trained medical technicians only use new, sterile, disposable materials.
 - b. Using sterile materials prevents donors from contracting diseases.

(Transition) Now that you've heard both the problem and solution, visualize this:

III. Visualization Step

- A. All healthy eligible donors with safe blood need to make an effort to donate blood.
- B. Obviously, we all hope that when we encounter a situation when we, or someone we know, needs blood, it will be available and disease-free.
 - 1. Imaging a scenario when your friend or loved one doesn't get blood it desperately needs and it costs them their lives.

2. Imagine if there is blood available but it is contaminated and administered to your friend or loved one.
3. Now, imagine you your friend or loved one survives a tragic accident because safe blood was available when he or she need it.

Conclusion

Action Step:

(Transition to Conclusion) So, as I have explained to you, there is a definite need for increased blood supplies in our hospitals.

- I. *(Summary of Main Points)* Someone needs blood every three seconds. The donation process is simple and you get the greatest benefit of all—saving people's lives. It's hard to imagine that you don't have to be a superhero or in the right place at the right time to save a life.
- II. *(Statement of Personal Interest)* As for me, whenever I get the chance, and as often as I am qualified, I intend to donate blood, and
- III. *(Call to Action)* I urge you to do the same.
- IV. *(Vivid Ending)* All you have to do is sit back and relax while munching on your favorite snack and watch a priceless gift be transferred from you to a pint-sized plastic bag. A gift of life!

References:

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Kids Getting Another Chance At Life, Youth Blood Donation Needs, KidSource Online, <http://www.kidsource.com/kidsource/content5/young.blood.drive.html>. November 8, 2000.
Life Advice: Health: Being a Blood Donor: Introduction, MetLife, <http://www.metlife.com/Lifeadvise/Health/Docs/bloodintro.html>. November 8, 2000.
Responsibilities of a Blood Donor, LifeSouth Community Blood Centers, Revised Jan. 2000.

References:

*Recall Informative speech guide for proper citations. Use APA formatting.

REMEMBER:

*Use 12-point, Times New Roman font, single spacing and 1-inch margins all around.

*If you have an 'A' then you must have a 'B' / a '1' then you must have a '2' etc...

*Select a topic and a goal that is relatively simple to motivate others to either do what you would like for them to do, or believe an idea that you feel is correct.

The basic idea when using **Monroe's Motivation Sequence** is simply this:

1. **Attention:** Hey! Listen to me, I have a PROBLEM!
2. **Need:** Let me EXPLAIN the problem.
3. **Satisfy:** But, I have a SOLUTION!
4. **Visualization:** If we IMPLEMENT my solution, this is what will happen.
5. **Action:** You can help me in this specific way. Are YOU willing to help me?