

# English for Lawyers II

Teaching Material

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We hope that this will be a very useful material for law students and teachers in different Ethiopian universities.

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# Unit 1: The Writing Process

This unit presents the process involved in effective writing.

## **Objective**

By the end of the unit students are expected to:

Write effective essays through activities focusing on modeling, process writing and effective sentence construction.

**Themes: UK Acts of Parliamentary**

**Skills:**

**Brainstorming**

**Reading:** Process description

**Writing:** Describe the Ethiopian Parliamentary Process

**Drafting, Revising:**

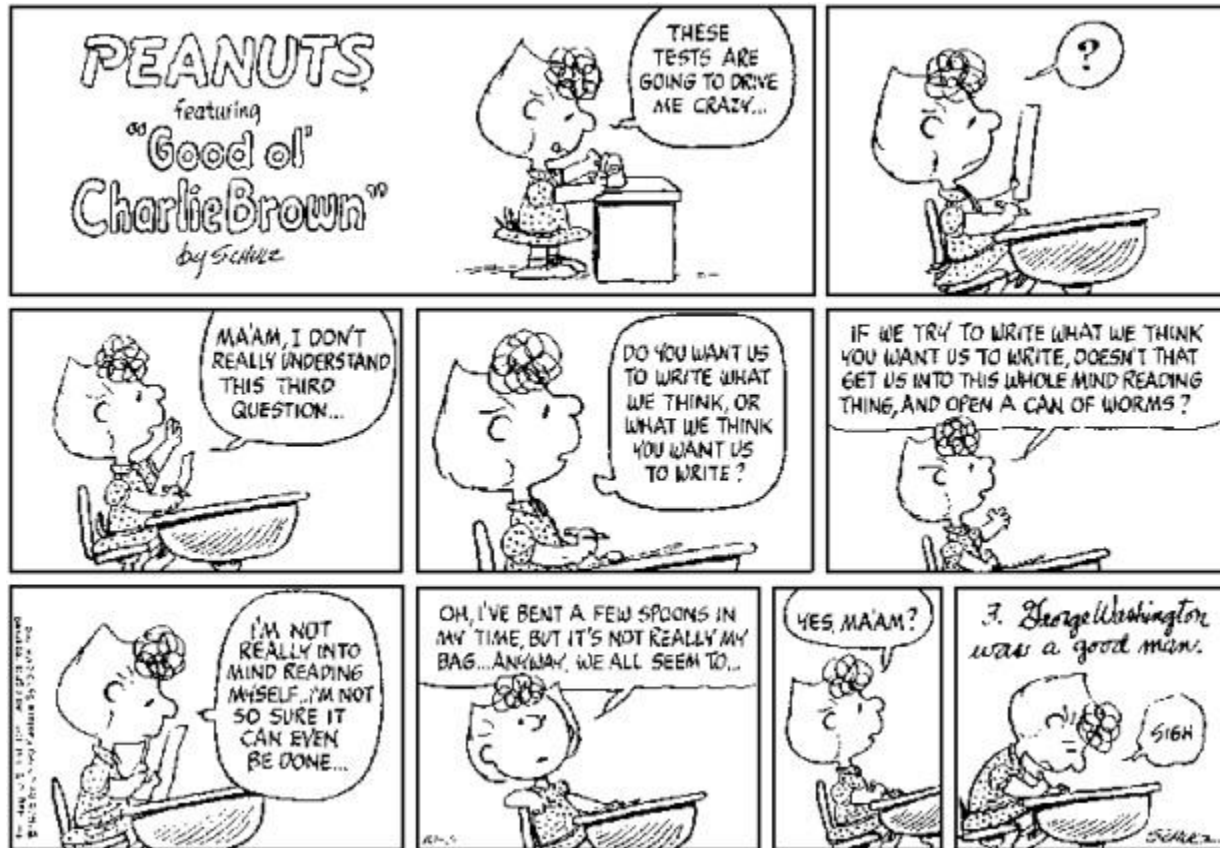
**Language:** Revision of sentence construction, coherence and mechanics

## Part I: Sentence Level Writing

### Task 1: Brainstorming

Prewriting, (What, why, for whom)

The cartoon below shows some difficulties that students have in writing in general.



### Task 2: Identifying purpose and audience

1. What is the cartoon about?
2. What is puzzling peanuts?
3. What are your challenges in writing?

### Task 3: Setting learning objectives

a) Evaluate your own writing skills by using the following table.

Aspect	Very good	Good	Satisfactory	Poor
Generating ideas				
Organizing				
Grammar				
Mechanics				

b) Think of specific strategies you may use to improve your writing ability. Share your ideas with others in class.

### Part II: Grammar Revision

This part will deal with sentence construction, tense revision, coherence and mechanics that are very important in writing.

#### Task 1: Constructing Effective Sentences

Effective sentence construction is the foundation for effective writing in English. In English we construct sentences generally by naming the subject, and making a statement about it. We expand this basic pattern by adding phrases, clauses, or other modifiers. The problem however is overloading it with too much information or too many details for the reader to assimilate. Look at the following examples taken from Ethiopian students' writing.

- 1. Though, for better town growth and development communities raise different issues to encourage different investment, for lack of potable water services private investors discourage to invest their potentials.*
- 2. When I finished high school I joined to the university, and I studied accounting for 4 years, which is interesting field to me because it gives me good job and money in private company or international organizations in Ethiopia or abroad.*



Now rewrite the above sentences more meaningfully.

Generally there three types of statements which English sentences characteristically make:

A sentence tells that the subject does, did, or will do something.

A sentence describes a condition--the state of the subject's existence.

A sentence describes an action committed on the subject.

Identify what statement the following sentences make.

*You should phone the police any time you see some one acting suspiciously.*

*I disconnected the main line when I saw the smoke coming from the kitchen.*

*The police seem times feel unfairly treated by the public.*

## **Task 2: Coordination and Subordination**

We often combine sentences using "all-purpose" conjunctions such as and or so. However, this practice often leads to ambiguity. Consider the following sentence.

*Deckard has new empathy for machines, and decides to keep the frog.*

- a. What does the sentence mean?
- b. We combine sentences by coordinating or subordinating. Sentences 1 & 2 are coordinated because there are connected by coordinating conjunctions 'and' and 'but'. Sentences 3 & 4 have subordinated clauses because the clauses are joined by subordinating adverbs 'if' and 'although'

*He woke up early and went out for a walk.*

*They always say they love us, but they are not there when we face trouble.*

*If I had money, I would buy this jacket.*

*Although I have applied to many places, I haven't received any call for interviews.*

In groups talk about the effect we create in meaning by doing this. Use examples.

c. Group the following under coordinating, correlating or subordinating conjunctions.

after	if	though	while
although	in order that	unless	who
as	once	until	whom
as if	since	when	whose
because	so that	where	
before	than	whether	
even though	that	which	

### Task 3: Choppy sentences

Because short sentences command the reader's attention, they should be used occasionally and only for emphasis. Many short sentences together give a starting and stopping rhythm to the prose, what some call a "choppy" style. Subordination and coordination is the key to eliminating choppy style. If the idea expressed by the sentence is not important enough to deserve its own sentence, then try to combine it with the preceding or following sentence. If the idea expressed is minor, put it into a subordinate clause.

a) Now improve the following text using the notes above.

choppy      The image of the clock is the first image of the film. It fills the screen. The time clock is also prominent. It is another version of a clock. The workers' time is carefully recorded. The speed of the assembly line is related to the time of day. Everything stops when the factory whistle blows.

Improved

b) The following paragraph has choppy sentences. Improve the paragraph by using sentence coordination and subordination. Also, revise the spelling and grammar of the paragraph.

## Atedium Life

Tariku Bekele was a boy of 16 years old. He was born in Addis Alem Kebele in Benishangul Gumuz region. His mother died due to malaria case. He had two siblings who were younger and unable to help themselves. His father had no work at all. Only access could be the sale of bamboo during the season. When the hottest climatic condition of the region is moderate. Finding the bamboo by itself is tedious and time taking. The cost offered from the sale couldn't cover the family's expenses for food. There were times when they didn't get anything to eat. Tariku was obliged to work as a proletarian to support his father with the younger children. However, he couldn't get enough money to overcome poverty as he desired. Life for him and his family had become miserable. He didn't have anything to do. He went to Bahir Dar to get a job for a better standard of living. He took up an employment as a bearer in one grain store with a monthly salary of birr 200 plus 2% commission per quintal of load. After a while, he saved about 2000 birr. But, when he came back to his birthplace unfortunately he found out that his father and one of his brothers had died due to malaria and starvation. Thereby, he said to him "life is not a bed of roses."

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### Task 4: Choosing between Coordination and Subordination

Depending on the context, we can write effectively when we coordinate or subordinate.

a) The following are pairs of sentences using coordination and subordination. Which of the pairs expresses the idea more effectively?

1. John Isidore is known as a special, and he is the most empathic character in the novel.      John Isidore, a special, is the most empathic character in the novel.
2. When the Little Tramp tries desperately to tighten all the bolts, he ends up being swallowed by the machine.      The Little Tramp tries to tighten all the bolts, and ends up being swallowed by the machine.

- |  |   |
|--|---|
| <p>3. Roy Batty drove a nail through his palm, and he continued his pursuit of Deckard onto the rooftop, but he had very little time left to live.</p>   | <p>After driving a nail through his palm, Roy Batty continued his pursuit of Deckard onto the rooftop, but he had very little time left to live.</p>  |
| <p>4. Postman claims that artificial intelligence, which is the ability of a machine to think like a human, is a frightening prospect. It will lead to a future where machines might rule over humans.</p> | <p>Postman claims that artificial intelligence, which is the ability of a machine to think like a human, is a frightening prospect, that will lead to a future where machines might rule over humans.</p> |

b) Read the following paragraph and identify the sentence construction problems. Rewrite to make it a more readable text.

Forbidding those smokers from smoking by the parent's persuasion or the degree ordered by the government may be one of the alternative for those smokers to stop smoking. First, it doesnot make different with alcohol drunkard which likely for them to commit or practice unnecessary activities where he/she is residing. Those smokers have been experiencing from smoking for many years as one may have some decades and it is difficult for them to stop doing the activity. Insomeplaces such as hotels and tearooms, there is no sufficient accommodation to the non-and smoking customers. As the convention held in Geneva-Swarziland in 2004/05 indicates that 45% of all the smokers in the world rises rapidly, because of this, it may be difficult for the world governments/ parents to stop them from doing such bad activity and is likely to spread promptly to other societies. Second, smoking is not only danger to the smoker's health but also those around the smoker as well. People who are near or with those smoking users may adapt to act like them or the communities will initiate it as good hobby unless they are aware about the harmful effect to their health. Therefore, I would like to appeal to the world governments/ parents to stop their children/smokers from doing this activity as a behavior. Or the production of tobacco/cigarettes in factories/industries should be taxed heavily so that those producers will divert their business to other profitabletrades. Or it is production in factories should be minimize for fear the number of people smoking in the world may fall consistently to discourage it in the future.

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#### **Task 4: Parallelism**

What can you observe in the following saying?

*"In matters of principle, stand like a rock; in matters of taste, swim with the current"*  
(Thomas Jefferson)

Parallel structure expresses parallel ideas, i.e. the ideas are equal in some way, such as in emphasis, in use, or in fact. Parallel does not mean that the ideas are the same, but rather that they are equal in importance.

a) Identify if the following sentences have parallel construction or not. Rewrite them more appropriately.

- In the morning he gets dressed, breakfast is then served, brushes his teeth, and kisses his mother goodbye.
- She has learned to stand tall, hold her head steady, establish a rhythm with the dribble, and steady herself before shooting.
- She has learned to stand tall, holding her head steady and establishing a rhythm with the dribble, all of which goes toward steadying herself before shooting.

b) Construct your own sentences of parallel clauses with the following coordinating (*and, but, or, so, and yet*) and correlative conjunctions (*either . . . or, both . . . and, neither . . . nor, not . . . but, not only . . . but also, just as . . . so, and whether . . . or*)

### Task 8: Tense Revision

From your lessons in the English for Lawyers I, you tense refers to the temporal use of verbs in English. In this section, we revise how the basic tenses of past, present and future and their varieties are used in combination for essay development. The exercises below will help you to recall how verbs in English can be used to express direct and reported speech, voice and transitive or intransitive action.

a) Complete the following sentences using simple/continuous, perfect/non-perfect.

1 This is my desk. I \_\_\_\_\_ in this office for twenty-three years.

2 I \_\_\_\_\_ headaches for the past three weeks.

3 But Lucinda works in the Rome office. What \_\_\_\_\_ here?

4 You're usually very sensible, but you \_\_\_\_\_ incredibly stupid about this situation.

5 We \_\_\_\_\_ an argument, but everything is OK now.

6 Dan can't walk. He \_\_\_\_\_ his leg.

7 This is great news! I \_\_\_\_\_ Sandra about it immediately.

8 I'm sure the bank \_\_\_\_\_ the payment by now.

(Source: Headway Advanced online resource;  
[http://www.oup.com/elt/global/products/headway/advanced/a\\_grammar/unit02/hwy\\_adv\\_unit02\\_3/](http://www.oup.com/elt/global/products/headway/advanced/a_grammar/unit02/hwy_adv_unit02_3/), accessed 13 March 2008

b) Complete the following passage with the appropriate verb forms.

1. Awra Amba, Ethiopia - He can't read or write, but Zumra Nuru \_\_\_\_\_ (create) a society that \_\_\_\_\_ (will, make) Karl Marx proud. The 60-year-old Ethiopian farmer \_\_\_\_\_ (found) and \_\_\_\_\_ (co-chair) Awra Amba, a commune where men cook, women plow, and religion has no place. His inspiration came from his childhood: He was sent to the fields instead of to school and beaten for eating meat at his Christian neighbor's home. His mother had to work much more than his father.
2. "It made me sad," says Mr. Nuru. "When I \_\_\_\_\_ (ask) my parents about it ... they acted as if I \_\_\_\_\_ (be) foolish." In the 1980s, Nuru finally \_\_\_\_\_ (launch) the egalitarian society he dreamed of with 19 other people who adopted his vision.

Today Awra Amba \_\_\_\_\_ (has) some 400 members and \_\_\_\_\_ (be, laud) as a model to alleviate poverty and promote gender equality in a country where women generally hold a subservient status to men. The experimental community first \_\_\_\_\_ (come) to national awareness when Nuru \_\_\_\_\_ (give) an interview on national television a few years ago.

3. Since then, numerous camera crews \_\_\_\_\_ (drive) out to the northern village. They are not alone. Government officials and members of parliament, sheikhs and priests, and local and foreign nongovernmental organization workers \_\_\_\_\_ (make) the trip via a rocky road only accessible with a four-wheel-drive vehicle to see the success for themselves.
4. "I \_\_\_\_\_ (be, completely, captivate) by my visit to the community," \_\_\_\_\_ (say) Ambassador Tim Clarke, head of the European Union delegation to Ethiopia. "I regard it as the model for the world community on how gender issues should be treated. I have come across nothing else like it anywhere in Africa – and indeed the world. I \_\_\_\_\_ (be, use) it to inspire the work of my office here on gender mainstreaming and empowerment of women."
5. **Once ostracized, now lauded**  
But achieving this level of recognition \_\_\_\_\_ (be) a long time in coming. Since his childhood, Nuru was ostracized by his family and his neighbors not only for his support for gender equality but for his opposition to institutionalized religion.
6. "My family \_\_\_\_\_ (be) originally Muslim," Nuru says. "I visited my Christian neighbors and ate meat at their home. My mother got angry and beat me. She said, 'We \_\_\_\_\_ (can, not, eat) meat slaughtered by Christians. I said, 'Is it not the same animal?'"
7. "I began thinking about these issues of religion. Later I thought why not make one family? There is one God. So why not unite? Honesty and love for fellow human beings is our religion."
8. Not surprising, there \_\_\_\_\_ (be) no picturesque church or mosque decorating the village and religious observance is shunned. However, in a tour for visitors, locals proudly show off the simple but clean mud-built library and the classroom, where children ages 3-5 study before attending the district public school. Nuru never \_\_\_\_\_ (ha) the opportunity to study and when he was 13, he was thrown out of his home, he says.

9. "They said I \_\_\_\_\_ (be) mad," says Nuru, whose name means 'Father of the Village.' In his 20s he \_\_\_\_\_ (become) a wandering preacher of his own ideals.
10. "I traveled to find people who would accept my ideas," he says. In the 1980s he gathered a group in the Amhara region and together they established Awra Amba – meaning "top of the hill."
11. For years the small group of farmers \_\_\_\_\_ (be, ostracize) by neighbors who saw its ideas as radical. Eventually they were forced to abandon their land for political reasons.
12. **Model for reducing poverty?**  
They returned in the early 1990s only to discover their neighbors \_\_\_\_\_ (give) their land. They \_\_\_\_\_ (manage) to get back only 43 acres – not enough to support a growing community with farming. "So we began weaving for a living," says Nuru.
13. Weaving \_\_\_\_\_ (become) one of the symbols of Awra Amba. In Ethiopian society, weaving \_\_\_\_\_ (be) women's work, yet men and women work side by side here in Awra Amba. The hand-woven scarves, clothes, and blankets are sold in the village shop. Awra Amba **will not accept** donations, but offers its products for sale. Prices are low, but so is supply, partly because the village has a shortage of modern weaving machinery and training. "Weaving is not so profitable because we are not experts," he says. "We \_\_\_\_\_ (be) all originally farmers." Fortunately, their reputation for being honest is also paying off. Donkeys laden with bags of grains wait beside the village grain mills to be unloaded.
14. "Neighboring farmers prefer to use our mills because they trust us not to cheat them," says Asnake Gebeyehu, 18, a native of Awra Amba who served as an English-language translator for foreign visitors on a recent day. Awra Ambans work seven days a week and shun religious holidays. Ideals are paying off. Their ideals have literally paid off. The villagers are well fed and clothed. Children play instead of working.
15. "So many Christian and Muslim leaders from all over [Ethiopia's northern Amhara region] and some from outside have visited the village because it is very famous in its endeavor to eliminate poverty," says Mulgeta Wuletaw, a regional government administrator and member of parliament.



16. Still, the village hopes to earn more money in order to build potable water and sewage systems, pave the road, and create an education fund for the children. Gebeyehu is one of eight Awra Ambans who \_\_\_\_\_ (will, attend) university this year and he credits his village for that. "Education \_\_\_\_ (be) very important to this community," he says. The village is unique not only for its attitudes toward gender, religion, and education, but for the social security it provides its members in need.

### **17. Village social security**

There's a home for the elderly with 24-hour care and a committee that helps out new mothers, who also get three months of maternity leave. Early marriage and forced marriage are forbidden. The village's success \_\_\_\_\_ (make) it a subject of numerous studies.

18 "This is an extraordinary initiative within a traditional and conservative community," says Mohammed Musa, a rural development consultant who prepared a case study on the village for the World Bank. "It's a good example for other Ethiopian communities – and even beyond Ethiopia – because of its gender equality, its work ethic, and its social security system."

19. Today 96 families live in closely built mud huts. Nuru said more people want to join, but there is not enough space. Now, after years of being ostracized, Awra Amba \_\_\_\_\_ (be, see) as having a positive effect on its conservative region. A newsletter \_\_\_\_\_ (publish) by the regional state health bureau last year credited the village with triggering "amazing change in the Amhara region." [Source: [http://news.yahoo.com/s/csm/20070821/wl\\_csm/ocommune](http://news.yahoo.com/s/csm/20070821/wl_csm/ocommune), accessed 22 August 2007.]

c) Based on tense revision exercises above (Task 5, a and b), formulate some rules and discuss in groups.

## Part III: Reading and Writing Process Description

### Task 1: Reading, UK ACTS OF PARLIAMENT

*The following passage is a process description. Read it and answer the questions following.*

When a Government is formed, it will have a program of reforms it wishes to carry out. These will have been set out in its **party manifesto** on which it asked people to vote for it in the General Election. Also, at the start of each Parliamentary session, the Government announces (in the Queen's Speech) what particular laws it intends introducing during that session. So most new legislation is likely to arise from Government policy.

On major matters a Green Paper may be issued by the Minister with responsibility for that matter. The use of Green Papers was introduced in 1967 by the then Labor Government. A Green Paper is a consultative document on a topic in which the Government's view is put forward with proposals for law reform. Interested parties are then invited to send comments to the relevant Government Department, so that a full consideration of all sides can be made and necessary changes made to the Government's proposals. Following this the Government will publish a White Paper with its firm proposals for new law. Consultation before any new law is framed is valuable as it allows time for mature consideration. Governments have been criticized for sometimes responding in a 'knee-jerk' fashion to incidents and, as a result, rushing law through that has subsequently proved to be unworkable. This occurred with the Dangerous Dogs Act 1991.

### INTRODUCING AN ACT OF PARLIAMENT

The great majority of Acts of Parliament are introduced by the Government — these are initially drafted by lawyers in the civil service who are known as parliamentary counsel to the Treasury. An instruction as to what is to be included and the effect the proposed law is intended to have, are given by the government department responsible for it. When the proposed Act has been drafted it is published, and at this stage is called a Bill. It will only become an Act of Parliament if it successfully completes all the necessary stages in Parliament. Even at this early stage there are difficulties, as the draftsmen face problems in trying to frame the Bill. It has to be drawn up so that it represents the Government's wishes, while at the same time using correct legal wording so that there will not be any difficulties in the courts applying it. It must be unambiguous, precise and comprehensive. Achieving all of these is not easy, and there may be unforeseen problems with the language used, as discussed in the section on statutory interpretation. On top of this there is usually a

pressure on time, as the Government will have a timetable of when they wish to introduce the draft Bill into Parliament.

## **THE PROCESS IN PARLIAMENT**

In order to become an Act of Parliament, a Bill will usually have to be passed by both Houses of Parliament, and in each House there is a long and complex process. A Bill may start in either the House of Commons or the House of Lords, with the exception of finance Bills which must start in the House of Commons. All Bills must go through the following stages:

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This is a formal procedure where the name and main aims of the Bill are read out. Usually no discussion takes place, but there will be a vote on whether the House wishes to consider the Bill further. The vote may be verbal: this is when the Speaker of the House asks the members as a whole how they vote and the members shout out 'Aye' or 'No'. If it is clear that nearly all members are in agreement, either for or against, there is no need for a more formal vote. If it is not possible to judge whether more people are shouting 'Aye' or 'No' there will be a formal vote in which the members of the House vote by leaving the Chamber and then walking back in through one of two special doors on one side or the other of the Chamber. There will be two 'tellers' positioned at each of these two voting doors to make a list of the Members voting on each side. These tellers count up the number of MPs who voted for and against and declare these numbers to the Speaker in front of the members of the House.

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This is the main debate on the whole Bill in which MPs debate the principles behind the Bill. The debate usually focuses on the main principles rather than the smaller details. Those MPs who wish to speak in the debate must catch the Speaker's eye, since the Speaker controls all debates and no-one may speak without being called on by the Speaker. At the end of this a vote is taken in the same way as for the First Reading; obviously there must be a majority in favor for the Bill to progress any further.

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At this stage a detailed examination of each clause of the Bill is undertaken by a committee of between 16 and 50 MPs. This is usually done by what is called a Standing Committee, which, contrary to its name, is a committee chosen specifically for that Bill. The membership of such a committee is decided 'having regard to the qualifications of those members nominated and to the composition of the House'. So,

although the Government will have a majority, the opposition and minority parties are represented proportionately to the number of seats they have in the House of Commons. The members of Parliament nominated for each Standing Committee will usually be those with a special interest in, or knowledge of, the subject of the Bill which is being considered. For finance Bills the whole House will sit in committee.

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At the Committee stage amendments to various clauses in the Bill may have been voted on and passed, so this report stage is where the committee report back to the House on those amendments. (If there were no amendments at the Committee stage, there will not be a 'Report' stage - instead the Bill will go straight on to the Third Reading.) The amendments will be debated in the House and accepted or rejected. Further amendments may also be added. The Report stage has been described as 'a useful safeguard against a small Committee amending a Bill against the wishes of the House, and a necessary opportunity for second thoughts'.

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This is the final vote on the Bill. It is almost a formality since a Bill which has passed through all the stages above is unlikely to fail at this late stage. In fact in the House of Commons there will only be an actual further debate on the Bill as a whole if at least six MPs request it. However, in the House of Lords there may sometimes be amendments made at this stage.

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If the Bill started life in the House of Commons it is now passed to the House of Lords where it goes through the same five stages outlined above and, if the House of Lords makes amendments to the Bill, then it will go back to the House of Commons for them to consider those amendments. If the Bill started in the House of Lords then it passes to the House of Commons. The power of the House of Lords is limited by the Parliament Acts 1911 and 1949. These allow a Bill to become law even if the House of Lords rejects it, provided that the Bill is re-introduced into the House of Commons in the next session of Parliament and passes all the stages again there. The principle behind the Parliament Acts is that the House of Lords is not an elected body, and its function is to refine and add to the law rather than oppose the will of the democratically elected House of Commons. In fact there have only been four occasions when this procedure has been used to by-pass the House of Lords after they had voted against a Bill. The last occasion was the War Crimes Act in 1991.

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The final stage is where the monarch formally gives approval to the Bill and it then becomes an Act of Parliament. This is now a formality and, under the Royal Assent Act 1961, the monarch will not even have the text of the Bills to which she is assenting; she will only have the short title. The last time that a monarch refused assent was in 1707, when Queen Anne refused to assent to the Scottish Militia Bill.

Following the Royal Assent the Act of Parliament will come in force on midnight of that day, unless another date has been set. However, there has been a growing trend for Acts of Parliament not to be implemented immediately. Instead the Act itself states the date when it will commence or passes responsibility on to the appropriate minister to fix the commencement date. In the latter case the minister will bring the Act into force by issuing a commencement order. This can cause problems of uncertainty as it is difficult to discover which sections of an act have been brought into force. It may be that some sections or even a whole Act will never become law. An example of this is the Easter Act 1928, which was intended to fix the date of Easter Day. Although this Act passed all the necessary Parliamentary stages, and was given the Royal Assent, it has never come into force. It can be seen that with all these stages it usually takes several months for a Bill to be passed. However, there have been occasions where all parties have thought a new law is needed urgently and an Act has been passed in less than 24 hours. This happened with the Northern Ireland Bill in 1972. (Source: English Legal System by Jacqueline Martin, Hodder & Stoughton, 2000)

## **Task 2: Comprehension**

**a) Reading for gist: Insert the following subheadings in the blank spaces in the passage above.**

**Commencement of an Act**

**Royal Assent**

**The House of Lords**

**First Reading**

**Third Reading**

**Report Stage**

**Committee Stage**

## Second Reading

b) Answer the following questions based on the passage above.

*i) What is the source of most UK laws?*

*ii) What does the function of party manifesto?*

*iii) On what basis are parliamentarians involved in the processing of a bill of act?*

*iv) Discuss in groups of 4 the similarities and differences between the UK and Ethiopian parliamentary law making process.*

c) Based on the passage above, identify the stages and functions of UK law making process.

Stage	Function

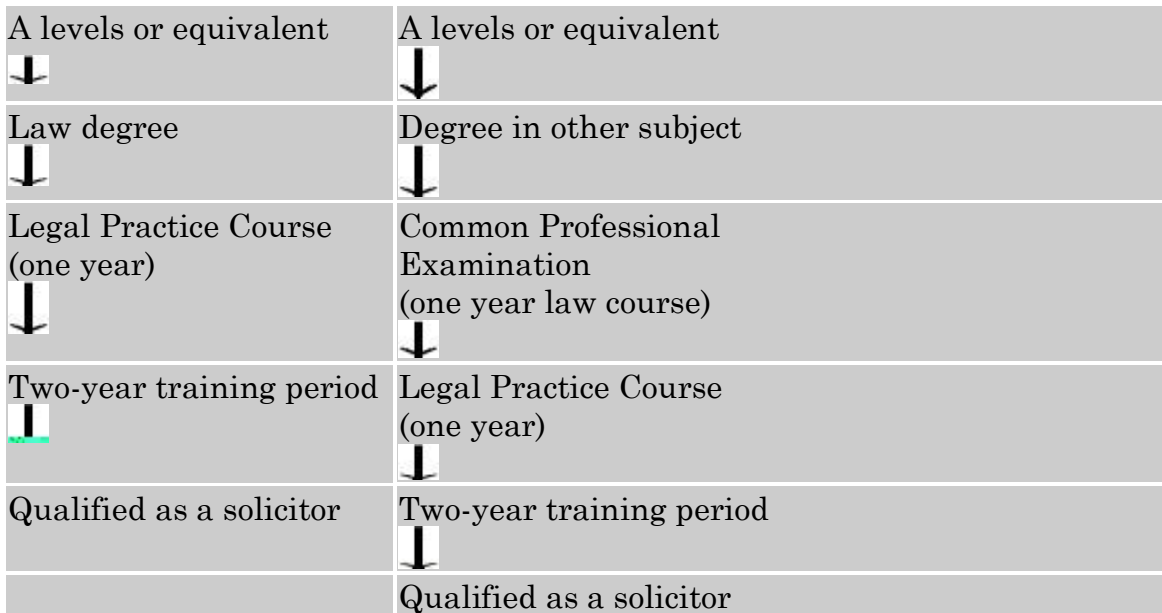
## Task 2: Summary

Now write a paragraph describing the above stages.

## Part IV: Essay Writing, Processes and Developments

### Task 1: Describing Process

- a) Talk about how you become a Supreme Court judge in Ethiopia
- b) Using the information in the diagram below, describe the process of becoming a solicitor in England.



- c) You are going to write a process description for the law making process in Ethiopia, similar to the passage in part III. Brainstorm the stages you go through to produce a good essay.

### Task 2: Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data). Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

- a) Using the following questions, generate ideas for your essay.

What should I write about?

Is my topic too broad?

What do I know about the topic?

Where can I find more information?

Who is my audience?

What do I want them to know?

What form is appropriate?

### **Task 3: Essay organization**

In English essays are usually written more directly, they start at the beginning and finish at the end, with every part contributing to the main line of argument, without digressions or repetition. Writers are responsible for making their line of argument clear and presenting it in an orderly fashion so that the reader can follow. Each paragraph discusses one major point and each paragraph should lead directly to the next. The paragraphs are tied together with an introduction and a conclusion.

An essay has three main parts

1. An introduction
2. A main body
3. A conclusion

a) Which one of these in the function of an introduction?

- It should introduce one of the main points.
- It should include a few general statements about the subject to provide a background to your essay and to attract the reader's attention. It should try to explain why you are writing the essay. It may include a definition of terms in the context of the essay, etc.
- It should also include a statement of the specific subdivisions of the topic and/or indication of how the topic is going to be tackled in order to specifically address the question.
- It should introduce the central idea or the main purpose of the writing. It should address the question.



b) Now discuss the use of the following essay parts

**The main body** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The conclusion** \_\_\_\_\_  
\_\_\_\_\_

c) Prepare an outline for your essay using the following template. Group your ideas under subheadings.

<p>I. INTRODUCTION     General Statement     Organization Statement</p> <p>II. MAIN BODY</p> <p>    A. Introductory Sentence         Point 1         Point 2         Point 3         ...         Concluding Sentence</p> <p>    B. Introductory Sentence         Point 1         Point 2         Point 3         ...         Concluding Sentence</p> <p>    C. Introductory Sentence         Point 1         Point 2         Point 3         ...         Concluding Sentence</p> <p>III. CONCLUSION     Recall issues in introduction;     draw together main points;     final comment.</p>
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#### **Task 4: Drafting**

Now draft your essay using the outline.

- Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications.
- Don't pay attention to such things as spelling at this stage.
- This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.

#### **Task 5: Revising**

Use the following notes to revise your essays. After doing the revision on your own, exchange you essays with other classmates.

- Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers? Is your organization of ideas effective? Do readers need to know X before they can understand Y?
- At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

#### **Task 6: Editing**

Is your draft ready to be edited?

- Check for such things as grammar, mechanics, and spelling. Before printing you need to also check such things as page set up, layout, font and spelling.
- Don't edit your writing until the other steps in the writing process are complete.

**Pair feedback:** Exchange your composition with a new partner and see what he/she can identify what you have overlooked. Check his/her essay.

## Task 7: Coherence and Cohesion

Since the clarity and effectiveness of your transitions will depend greatly on how well you have organized your paper, you may want to evaluate your paper's organization before you work on transitions. In the margins of your draft, summarize in a word or short phrase what each paragraph is about or how it fits into your analysis as a whole. This exercise should help you to see the order of and connection between your ideas more clearly.

If after doing this exercise you find that you still have difficulty linking your ideas together in a coherent fashion, your problem may not be with transitions but with organization.

a) Read the passage on UK Acts of Parliament, and identify the transition markers.

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

The organization of your written work includes two elements: (1) the order in which you have chosen to present the different parts of your discussion or argument, and (2) the relationships you construct between these parts. Transitions cannot substitute for good organization, but they can make this organization clearer and easier to follow.

A transition can be a single word, a phrase, a sentence, or an entire paragraph. In each case it functions the same way: first, the transition either directly summarizes the content of a preceding sentence, paragraph, or section, or it implies that summary. Then it helps the reader anticipate or comprehend the new information that you wish to present.

1. Transitions between Sections--Particularly in longer works, it may be necessary to include transitional paragraphs that summarize for the reader the information just covered and specify the relevance of this information to the discussion in the following section.
2. Transitions between Paragraphs--If you have done a good job of arranging paragraphs so that the content of one leads logically to the next, the transition will highlight a relationship that already exists by summarizing the previous paragraph and suggesting something of the content of the paragraph that follows. A transition between paragraphs can be a word or two (however, for example, similarly), a phrase, or a sentence.

3. Transitions within Paragraphs--As with transitions between sections and paragraphs, transitions within paragraphs act as cues by helping readers to anticipate what is coming before they read it. Within paragraphs, transitions tend to be single words or short phrases.

b) Based on the above notes identify the type of transition employed in the reading passage (part two).

c) Quickly match the transition markers with their function

LOGICAL RELATIONSHIP	TRANSITIONAL EXPRESSION
Cause and Effect	also, in the same way, just as ... so too, likewise, similarly
Conclusion/Summary	but, however, in spite of, on the one hand ... on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet
Similarity	first, second, third, ... next, then, finally
Place/Position	after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Sequence/Order	for example, for instance, namely, specifically, to illustrate
Exception/Contrast	even, indeed, in fact, of course, truly
Additional Support or Evidence	above, adjacent, below, beyond, here, in front, in back, nearby, there
Example	accordingly, consequently, hence, so, therefore, thus
Emphasis	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Time	finally, in a word, in brief, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, in summary

## **Part V: Answering Essay Questions**

### **Understanding the question**

Most essay titles or examination questions contain the following components:

1. Subject matter or topic. What, in the most general terms, is the question about?
2. Aspect or focus. This is the angle or point of view on the subject matter. What aspect of the subject matter is the question about?
3. Instruction or comment. This refers to the instruction word or phrase. These instructions tell the student exactly what to do.

Some questions also contain the following components:

4. Restriction or expansion of the subject matter. This is the detailed limitation of the topic. What, in specific terms, is the question about?
5. Viewpoint. This refers to the requirement, in the question, that the writer writes from a point of view dictated by the setter of the question.

### **Task 1: Analyzing the question**

To analyze the question, it is useful to follow the following steps:

1. Identify the topic.
2. If the topic has a restriction or expansion, identify it.
3. Search for the aspect. This is the angle or point of view on the subject matter. Often, the aspect is a phrase ending in 'of', e.g. 'the importance of', 'the contribution of'. Be sure you are clear about how the aspect relates to the subject matter. It can be an example of it, a stage in its sequence, the cause or effect, one of the solutions to it as a problem etc.

Now collect law essay examination questions from previous years and analyze them using the above guide.

### **Task 2: Free practice**

Choose one of the questions and prepare a draft outline of your answer. Compare your draft with others.

**Note:** The English language teacher can hold an essay question writing seminar with law lecturers.

Identify the instruction (which often comes at the beginning) and decide what it means and what it requires you to do.

4. Check whether there is a viewpoint and if so, if it the same as your own.

### **Examples of questions**

1. Analyze the changes in US policy towards Ethiopia during the 1970s.
2. Evaluate the contribution of political parties to the development of public policy in the United States and Canada.
3. To what extent does the Ethiopian public participate in the political process?
4. Define Administrative Law indicating its general scope and function.
5. Discuss the respective influences of states and markets in the contemporary world economy characterized by globalization.

### **Planning the answer**

In planning the answer, the instruction decides the text-type (discussion, explanation, etc.); the topic (with its restriction or expansion if there is one) determines the overall range of the subject matter but the aspect determines the particular content; viewpoint dictates which arguments, for or against, to use. The interaction between instruction and aspect will lead to decisions about the organization of the essay.

## **Annex 1: Notes on sentence construction**

Important: as you read texts, study sentences that persuade, move, or inspire you and use these sentences as models for your own writing.

### Guidelines for Writing Good Sentences

- Use the active voice.
- Make most of your verbs assert action rather than tell a condition.
- Don't digress in a sentence; support your basic statement.
- Combine thoughts to eliminate choppy sentences.
- Avoid a proliferation of dependent clauses in a single sentence.
- Begin most sentences with the subject.
- When you must write long sentences, balance them with short sentences to give readers some relief.

## **Annex 2: The vocabulary of questions**

Here is a list of the most common instruction key-words with an explanation for each.

**Note:** The explanations given for these words can be a rough guide only. You must always go by the total meaning of the title or question. Read the question carefully: do not jump to conclusions about what is required on the basis of these words only.

Account for

requires an answer that gives the reasons for the subject of the question.

Analyze

requires an answer that takes apart an idea, concept or statement in order to consider all the factors it consists of. Answers of this type should be very methodical and logically organized.

Compare

requires an answer that sets items side by side and shows their similarities and differences. A balanced (fair, objective) answer is expected.

Consider

requires an answer in which the students describe and give their thoughts on the subject.

#### Contrast

requires an answer that points out only the differences between two items.

#### Criticize

requires an answer that points out mistakes or weaknesses, and that also indicates any favorable aspects of the subject of the question. It requires a balanced answer.

#### Define

requires an answer that explains the precise meaning of a concept a definition answer will include definition structure, probably expanded.

#### Describe

requires an answer that says what something is like, how it works and so on.

#### Discuss

requires an answer that explains an item or concept, and then gives details about it with supportive information, examples, points for and against, and explanations for the facts put forward. It is important to give both sides of an argument and come to a conclusion.

#### Elucidate

requires an answer that explains what something means, makes it clear (lucid).

#### Evaluate/Assess

require an answer that decides and explains how great, valuable or important something is. The judgment should be backed by a discussion of the evidence or reasoning involved.

#### Explain



requires an answer that offers a rather detailed and exact explanation of an idea or principle, or a set of reasons for a situation or attitude.

### Explore

requires an answer that examines the subject thoroughly and considers it from a variety of viewpoints.

### Illustrate

requires an answer that consists mainly of examples to demonstrate or prove the subject of the question. It is often added to another instruction.

### Justify

requires an answer that gives only the reasons for a position or argument. Answer the main objections likely to be made of them. Note, however, that the proposition to be argued may be a negative one (e.g. Justify the abolition of the death penalty.)

### Prove/Disprove

both of these require answers that demonstrate the logical arguments and/or evidence connected with a proposition prove requires the 'pro' points, and disprove requires the 'contra' points.

### State

requires an answer that expresses the relevant points briefly and clearly without lengthy discussion or minor details.

### Summarize/Outline

require an answer that contains a summary of all the available information about a subject, i.e. only the main points and not the details should be included. Questions of this type often require short answers.

### Trace

is found most frequently in historical questions (but not only in History courses); it requires the statement and brief description in logical or chronological order of the stages (steps) in the development of e.g. a theory, a person's life, a process, etc.

To what extent is X true?

requires an answer that discusses and explains in what ways X is true and in what ways X is not true.

### **Some other important words used in questions**

concept

an important idea

concise

short, brief

in the context of

referring to, inside the subject of

criteria

what standards you would expect; what questions you would expect to be answered

deduction

the conclusion or generalization you come to after looking carefully at all the facts

factor(s)

the circumstances bringing about a result

function

what something does its purpose or activities

implications

results that are not obvious, long term, suggested results

limitations

explain where something is not useful or not relevant

with/by reference to

make sure you write about the following subject

in relation to

only a certain part of the first topic is needed

role

what part something plays, how it works, especially in co-operation with others

scope

the area where something acts or has influence

significance

meaning and importance

valid/validity

is there evidence and are there facts to prove the statement?

## **References**

Richard Marius, in *A Writer's Companion* (3rd ed. New York: McGraw Hill, 1995),



## **Unit 2: Expository Writing**

This unit aims to help students develop expository essay writing. It employs modeling to combine the process and product writing approaches.

The unit consists of grammar, vocabulary, reading and listening activities as inputs for the writing skill.

**Grammar Revision: Adverbs of reason, result, contrast markers**

**Reading 1: Disability and Participation**

**Writing 1: Problem and Solution**

**Listening: Exceptional Learners: An Exceptional Struggle for Educational Rights**

**Reading 2: Causes of Crime**

**Writing 2: Précis Writing**

## Part I. Expository Writing

Expository Writing gives instructions, defines or explains new terms or ideas, explains relationships, compares one thing or opinion to another, or explains how to do something. Expository Essays usually include a thesis statement in the introduction. The table below shows some types of expository writing. You might wish to combine several of them to achieve your purpose in an essay.

Type	Definition
Process explanation	Explains how something happens, works or is done, using step-by step organization
Cause and effect	Identifies the causes and/or effects of something and examines the relationship between causes and effects
Comparison and contrast	Examines similarities and differences to find relationships and draw conclusions
Building a hypothesis	Uses patterns of facts to offer explanations or predictions and tests the hypothesis
Problem and solution	Examines aspects of a complex problem and explores or proposes possible solutions

### Reading I

#### Read the following text that talks about disability and participation in the urban built environment

##### Disability and Participation

Disability is not a mere socio-economic struggle but an important political issue; the last civil rights movement as some would like to claim. UK governments have rejected 15 attempts, to date, to **outlaw** discrimination against disabled people. However, the Americans with Disabilities Act (ADA) became law in 1990. The recent history of social protest and consciousness-raising by disabled activists, the Black Civil Rights movement and other groups including Vietnam war veterans may have played some contributory part.

In countries that have gained independence through war or conflict, disabled civilians and war veterans have raised the status of disabled people and influenced **anti-discriminatory** practices or legislation, as in Nicaragua and Namibia. Disability is often very common, particularly after wars that have directly or indirectly targeted civilian populations through land mine use. In such cases disabled people often become a more visible and substantial part of

the population. In Namibia, following independence, the government incorporated disability issues into the formal government structure through the department of **Rehabilitation** within the Ministry of Land Resettlement and Rehabilitation.

Concerning the need to plan for difference and **diversity** in recognition of the rights of disabled people within national development plans, the most significant document to date has been the UN Standard Rules on the Equalization of Opportunities for People with Disabilities. The Standard Rules categorically reject **segregated** approaches to disability service provision within urban environments.

The Rules strongly emphasize the need for planners and policy makers to 'consult' and 'involve' disabled people in the planning and implementation of general development programs from the initial planning stages when public projects are being designed. The overall message from all target areas is the need for states to develop 'standards' and 'guidelines', and to 'enact legislation to ensure **accessibility** to various areas in society, such as housing, buildings, public transport and other means of transportation, streets and other outdoor environments'. In addition to these physical planning components are recommendations for the passing of laws to ensure the wider rights of disabled people in relation to accessible and **integrated** education, training and employment programs, and their recognition and participation within the general social and cultural activities of society.

Virtually, all these Rules emphasize the need for policy-makers and planners to develop inclusive planning strategies in close collaboration with disabled people's organizations. It is recommended that these should have **considerable** influence in program design and coordination, and should participate in the development of government policy.

Slightly adapted from- Jones David and Anita Payne. 1997. "Disability and Diversity in the City" In Jo Beall (ed) A City for All, Valuing Difference and Working with Diversity. Zed Books Ltd. London

### **Task 1: Questions for Discussion**

1. The above text is which type of expository writing?

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2. What are the major issues examined in the text?

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## Vocabulary

Give the contextual meanings for the following words taken from the text:

1. outlaw \_\_\_\_\_
2. anti-discriminatory \_\_\_\_\_
3. rehabilitation \_\_\_\_\_
4. diversity \_\_\_\_\_
5. segregated \_\_\_\_\_
6. accessibility \_\_\_\_\_
7. integrated \_\_\_\_\_
8. considerable \_\_\_\_\_

## Task 2: Development of Ideas in the passage

Use your own words to jot down the ideas given in the above passage to develop the ideas in each paragraph:

### 1. Introduction

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### 2. Body

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### 3. Conclusion

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## Writing I

Identify the hurdles that people with disabilities face in the University environment such as dormitories, café, library, classrooms and pathways and write an expository writing which shows the problems and propose solutions.

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## Part II: Listening

### Listening Questions

1. What is the major reason for writing the book entitled *Karen*?
2. What is the effect of the ideals of democracy on the education of children with disabilities?
3. What major change broke the isolation and institutionalization of children with disabilities with regards to education?
4. What is the principle that compels schools to provide a free and appropriate education to all children with disabilities?
5. What is the basis for upholding nondiscriminatory education?
6. What is the concept of procedural due process?

## Part III: Reading

### Reading 2. Causes of Crime

**Task 3: As you read the following passage insert the following sub-headings in the appropriate sections of the text.**

<b>Parental relations</b>	<b>Heredity and brain activity</b>	<b>Education</b>	<b>Peer influence</b>
<b>Hormones</b>	<b>Drugs and alcohol</b>	<b>Easy access</b>	

### Causes of Crime in the U.S Society

How do some people decide to commit a crime? Do they think about the benefits and the risks? Why do some people commit crimes regardless of the consequences? Why do others never commit a crime, no matter how desperate their circumstances? Criminology is the study of crime and criminals by specialists called criminologists. Criminologists study what causes crime and how it might be prevented.

Throughout history people have tried to explain what causes abnormal social behavior, including crime. Efforts to control "bad" behavior go back to ancient Babylon's Code of Hammurabi some 3,700 years ago. Later in the seventeenth century European colonists in North America considered crime and sin the



same thing. They believed evil spirits possessed those who did not conform to social norms or follow rules. To maintain social order in the settlements, persons who exhibited antisocial behavior had to be dealt with swiftly and often harshly.

By the twenty-first century criminologists looked to a wide range of factors to explain why a person would commit crimes. These included biological, psychological, social, and economic factors. Usually a combination of these factors is behind a person who commits a crime.

Reasons for committing a crime include greed, anger, jealousy, revenge, or pride. Some people decide to commit a crime and carefully plan everything in advance to increase gain and decrease risk. These people are making choices about their behavior; some even consider a life of crime better than a regular job—believing crime brings in greater rewards, admiration, and excitement—at least until they are caught. Others get an adrenaline rush when successfully carrying out a dangerous crime. Others commit crimes on impulse, out of rage or fear.

The desire for material gain (money or expensive belongings) leads to property crimes such as robberies, burglaries, white-collar crimes, and auto thefts. The desire for control, revenge, or power leads to violent crimes such as murders, assaults, and rapes. These violent crimes usually occur on impulse or the spur of the moment when emotions run high. Property crimes are usually planned in advance.

### **Discouraging the choice of crime**

The purpose of punishment is to discourage a person from committing a crime. Punishment is supposed to make criminal behavior less attractive and more risky. Imprisonment and loss of income is a major hardship to many people. Another way of influencing choice is to make crime more difficult or to reduce the opportunities. This can be as simple as better lighting, locking bars on auto steering wheels, the presence of guard dogs, or high technology improvements such as security systems and photographs on credit cards.

A person weighing the risks of crime considers factors like how many police officers are in sight where the crime will take place. Studies of New York City records between 1970 and 1999 showed that as the police force in the city grew, less crime was committed. A change in a city's police force, however, is usually tied to its economic health. Normally as unemployment rises, city revenues decrease because fewer people are paying taxes. This causes cutbacks in city services including the police force. So a rise in criminal activity may not be due to fewer police, but rather rising unemployment.

Another means of discouraging people from choosing criminal activity is the length of imprisonment. After the 1960s many believed more prisons and longer sentences would deter crime. Despite the dramatic increase in number of prisons and imposing mandatory lengthy sentences, however, the number of crimes continued to rise. The number of violent crimes doubled from 1970 to 1998. Property crimes rose from 7.4 million to 11 million, while the number of people placed in state and federal prisons grew from 290,000 in 1977 to over 1.2 million in 1998. Apparently longer prison sentences had little effect on discouraging criminal behavior.

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Cleckley's ideas on sociopathy were adopted in the 1980s to describe a "cycle of violence" or pattern found in family histories. A "cycle of violence" is where people who grow up with abuse or antisocial behavior in the home will be much more likely to mistreat their own children, who in turn will often follow the same pattern.

Children who are neglected or abused are more likely to commit crimes later in life than others. Similarly, sexual abuse in childhood often leads these victims to become sexual predators as adults. Many inmates on death row have histories of some kind of severe abuse. The neglect and abuse of children often progresses through several generations.

The cycle of violence concept, based on the quality of early life relationships, has its positive counterpart. Supportive and loving parents who respond to the basic needs of their child instill self-confidence and an interest in social environments. These children are generally well-adjusted in relating to others and are far less likely to commit crimes.

By the late twentieth century the general public had not accepted that criminal behavior is a psychological disorder but rather a willful action. The public cry for more prisons and tougher sentences outweighed rehabilitation and the treatment of criminals. Researchers in the twenty-first century, however, continued to look at psychological stress as a driving force behind some crimes.

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Searching for the origins of antisocial personality disorders and their influence over crime led to studies of twins and adopted children in the 1980s. Identical twins have the exact same genetic makeup. Researchers found that identical twins were twice as likely to have similar criminal behavior than fraternal twins who have similar but not identical genes, just like any two siblings. Other research indicated that adopted children had greater similarities of crime rates

to their biological parents than to their adoptive parents. These studies suggested a genetic basis for some criminal behavior.

With new advances in medical technology, the search for biological causes of criminal behavior became more sophisticated. In 1986 psychologist Robert Hare identified a connection between certain brain activity and antisocial behavior. He found that criminals experienced less brain reaction to dangerous situations than most people. Such a brain function, he believed, could lead to greater risk-taking in life, with some criminals not fearing punishment as much as others.

Studies related to brain activity and crime continued into the early twenty-first century. Testing with advanced instruments probed the inner workings of the brain. With techniques called computerized tomography (CT scans), magnetic resonance imaging (MRI), and positron emission tomography (PET), researchers searched for links between brain activity and a tendency to commit crime. Each of these tests can reveal brain activity.

Research on brain activity investigated the role of neurochemicals, substances the brain releases to trigger body activity, and hormones in influencing criminal behavior. Studies indicated that increased levels of some neurochemicals, such as serotonin, decreases aggression. Serotonin is a substance produced by the central nervous system that has broad sweeping effects on the emotional state of the individual. In contrast higher levels of others, such as dopamine, increased aggression. Dopamine is produced by the brain and affects heart rate and blood pressure. Researchers expected to find that persons who committed violent crimes have reduced levels of serotonin and higher levels of dopamine. This condition would have led to periods of greater activity including aggression if the person is prone towards aggression.

In the early twenty-first century researchers continued investigating the relationship between neurochemicals and antisocial behavior, yet connections proved complicated. Studies showed, for example, that even body size could influence the effects of neurochemicals and behavior.

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Hormones are bodily substances that affect how organs in the body function. Researchers also looked at the relationship between hormones, such as testosterone and cortisol, and criminal behavior. Testosterone is a sex hormone produced by male sexual organs that cause development of masculine body traits. Cortisol is a hormone produced by adrenal glands located next to the kidneys that effects how quickly food is processed by the digestive system. Higher cortisol levels leads to more glucose to the brain for greater energy,

such as in times of stress or danger. Animal studies showed a strong link between high levels of testosterone and aggressive behavior. Testosterone measurements in prison populations also showed relatively high levels in the inmates as compared to the U.S. adult male population in general.

Studies of sex offenders in Germany showed that those who were treated to remove testosterone as part of their sentencing became repeat offenders only 3 percent of the time. This rate was in stark contrast to the usual 46 percent repeat rate. These and similar studies indicate testosterone can have a strong bearing on criminal behavior.

Cortisol is another hormone linked to criminal behavior. Research suggested that when the cortisol level is high a person's attention is sharp and he or she is physically active. In contrast, researchers found low levels of cortisol were associated with short attention spans, lower activity levels, and often linked to antisocial behavior including crime. Studies of violent adults have shown lower levels of cortisol; some believe this low level serves to numb an offender to the usual fear associated with committing a crime and possibly getting caught.

It is difficult to isolate brain activity from social and psychological factors, as well as the effects of substance abuse, parental relations, and education. Yet since some criminals are driven by factors largely out of their control, punishment will not be an effective deterrent. Help and treatment become the primary responses.

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Conforming to Merton's earlier sociological theories, a survey of inmates in state prisons in the late 1990s showed very low education levels. Many could not read or write above elementary school levels, if at all. The most common crimes committed by these inmates were robbery, burglary, automobile theft, drug trafficking, and shoplifting. Because of their poor educational backgrounds, their employment histories consisted of mostly low wage jobs with frequent periods of unemployment.

Employment at minimum wage or below living wage does not help deter criminal activity. Even with government social services, such as public housing, food stamps, and medical care, the income of a minimum wage household still falls short of providing basic needs. People must make a choice between continued long-term low income and the prospect of profitable crime. Gaining further education, of course, is another option, but classes can be expensive and time consuming. While education can provide the chance to get a better job, it does not always overcome the effects of abuse, poverty, or other limiting factors.

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A person's peer group strongly influences a decision to commit crime. For example, young boys and girls who do not fit into expected standards of academic achievement or participate in sports or social programs can sometimes become lost in the competition. Children of families who cannot afford adequate clothing or school supplies can also fall into the same trap. Researchers believe these youth may abandon schoolmates in favor of criminal gangs, since membership in a gang earns respect and status in a different manner. In gangs, antisocial behavior and criminal activity earns respect and street credibility.

Like society in general, criminal gangs are usually focused on material gain. Gangs, however, resort to extortion, fraud, and theft as a means of achieving it. The fear of young people, mostly boys, joining gangs influenced many government projects in the last half of the twentieth century including President Lyndon Johnson's (1908–1973; served 1963–69) "War on Crime" programs.

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Some social factors pose an especially strong influence over a person's ability to make choices. Drug and alcohol abuse is one such factor. The urge to commit crime to support a drug habit definitely influences the decision process. Both drugs and alcohol impair judgment and reduce inhibitions (socially defined rules of behavior), giving a person greater courage to commit a crime. Deterrents such as long prison sentences have little meaning when a person is high or drunk.

Substance abuse, commonly involving alcohol, triggers "stranger violence," a crime in which the victim has no relationship whatsoever with his or her attacker. Such an occurrence could involve a confrontation in a bar or some other public place where the attacker and victim happen to be at the same time. Criminologists estimate that alcohol or drug use by the attacker is behind 30 to 50 percent of violent crime, such as murder, sexual assault, and robbery. In addition drugs or alcohol may make the victim a more vulnerable target for a criminal by being less attentive to activities around and perhaps visiting a poorly lighted or secluded area not normally frequented perhaps to purchase drugs.

The idea that drug and alcohol abuse can be a major factor in a person's life is why there are numerous treatment programs for young people addicted to these substances. Treatment focuses on positive support to influence a

person's future decision making and to reduce the tendency for antisocial and criminal behavior.

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Another factor many criminologists consider key to making a life of crime easier is the availability of handguns in U.S. society. Many firearms used in crimes are stolen or purchased illegally (bought on what is called the "black market"). Firearms provide a simple means of committing a crime while allowing offenders some distance or detachment from their victims. Of the 400,000 violent crimes involving firearms in 1998, over 330,000 involved handguns. By the beginning of the twenty-first century firearm use was the eighth leading cause of death in the United States.

Similarly, the increased availability of free information on the Internet also makes it easy to commit certain kinds of crime. Web sites provide instructions on how to make bombs and buy poisons; all this information is easily available from the comfort of a person's home. Easy access, however, will not be the primary factor in a person's decision to commit a crime. Other factors—biological, psychological, or social—will also come into play.

Source: Wikipedia Encyclopedia, accessed on December 24, 2007

**Task 4: Comprehension check**

1. List the causes of crime in US society.

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2. Identify the adverbs that show reason, result, and contrast in the above text.

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3. List the purposes of each paragraph.

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## **Part IV: Grammar revision**

### **Task 1: Adverbs of cause-effect**

**The words in underlined in the following sentences express cause effect relation**

*Some social factors **pose** an especially strong influence over a person's ability to make choices. Drug and alcohol abuse is one such factor. The urge to commit crime to support a drug habit definitely **influences** the decision process.*

Read the passage above and identify other words used to express cause effect relationship.

## **Writing II: Précis Writing**

### **WHAT IS A PRÉCIS?**

The word 'précis' is derived from French and it means 'exact' or 'terse'. It is pronounced 'pray-see'. There is no change in the spelling of its plural but it is pronounced 'pray-seez'. *A precis may be defined as a restatement in shortened form of the main ideas and points in a piece of writing.* There is no fixed rule about the length of a précis but ordinarily it should obtain one-third of the number of words in the original passage.

To make a good précis the first requirement is a clear understanding of the given passage, its basic content. Next you must have the ability to reproduce its main ideas effectively in your own language. Précis writing thus involves an exercise both in comprehension and effective writing.

### **QUALITIES OF A GOOD PRÉCIS**

- i. Completeness: A précis should cover the essential contents of the given passage. It should not omit any important fact or idea.
- ii. Clarity: It should express the meaning of the original passage clearly and be free from all ambiguities and redundancies. Without reading the original, one should be able to get the main message through the précis.
- iii. Conciseness: A précis must be brief and precise. It should be a coherent piece of presenting the argument logically.

## **TEN STEPS TO PRÉCIS WRITING**

The following steps will help you write a good précis.

- i. To understand what the passage is about, read it carefully. Put down the main theme in a sentence or phrase. Also think of a suitable title for it. This exercise will help you in choosing what is important and omitting what is unimportant in the passage.
- ii. Read through the passage again, and make sure that no hint or suggestion escapes you. This time underline the key words, phrases, clauses and sentences.
- iii. Select the essential points, jot them down, and reject the rest.
- iv. Prepare your first draft on the basis of underlined key words, phrases, etc. and the essential points you have jotted down.
- v. Compare your draft with the original to check for any omissions and irrelevancies.
- vi. Check the length of the précis. If it is more than the required limit, go through the draft again and delete any unnecessary words or phrases or rewrite some sentences to cut it down to the suitable length.
- vii. Read the revised draft once more, this time paying particular attention to punctuation, spelling, and grammar. Remember it is just as important to write well in a précis as in any other composition.
- viii. Prepare the final draft neatly.
- ix. Write in brackets at the bottom of your précis in the right hand corner the number of words used by you.
- x. Write "Rough" on the top of your first draft and the list of points you have made and cross them out.



## HOW TO ABRIDGE SENTENCES

The following are some of the ways of abridging sentences.

### A. Substitute a Single Word for a Phrase or a Clause

A. His conduct was such that it could not be excused.	His conduct was inexcusable.
B. Our country has launched a campaign to reduce the number of those who can neither read or write.	Our country has launched a campaign against illiteracy.

### B. Substitute a Phrase for a Sentence or a Clause

A. When the officer had inquired into the matter he found that the worker was innocent.	On inquiry the officer found the worker innocent.
B. He was very pleased when they told him they were interested in the proposal.	He was very pleased to know that they were interested in the proposal.

### C. Remove Superfluous or Ornamental Words

A. When I began to write my first report it occurred to me that one method by which I could make it more effective would be to include a series of diagrams.	When I began to write my first report I realized that I could make it more effective by including diagrams.
B. The word 'phone' is the shortened form of 'telephone' which has been abbreviated by dropping the initial four letters.	The word 'phone' is the abbreviated form of 'telephone'.

### D. Substitution and Generalization

A. It does not often occur to the parties in the dispute to find out whether the facts are correct or not.	The disputants often think of verifying the facts.
B. Before you accept such statements you should carefully verify them.	You should accept such statements after verification.

### Précis exercises

#### Example 1

Speech is a great blessing, but it can also be a great curse, for while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of an unusual word, or of an ambiguous word, and so on, may create an enemy where we hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated man may strike an uneducated listener as showing pride; unwittingly we may use a word, which bears a different meaning to our listener from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one which demands careful handling ; only a fool will express himself alike to all kinds and conditions of men. (151 words)

What are the key words, clauses, and sentences?

What are the main points? We may jot down the following:

- i. Speech is a great blessing.
- ii. It can be a curse if we do not use it carefully.
- iii. Words do not always convey the same meaning to all people.

### **The précis should read something as follows:**

Speech is a valuable gift, but if we are to make ourselves understood, it should be used carefully, since we may distort our meaning not only by a careless use of words, but by ignoring the fact that words do not always mean the same thing to all people. (49 words)

### **Example II**

What happens when one person sends a message and another receives it? First, consider the nature of language-the word in which most messages are expressed. All words are symbols. A symbol is a standardized sign, seen or heard, which stands for an object event, or idea as agreed upon by senders and recipients of messages. It need not resemble what it stands for. Thus it differs from a pictorial representational imitation, such as portrait, a street plan, or an organization chart.

A set of symbols agreed upon by two or more people is called a code. By far the most important codes are those which form language. In any civilized language there is a primary code of spoken words, formed from speech sounds. There is also a secondary code of letters (the alphabet) which can be combined to stand for the speech sounds of the primary code, as the letters- -t,r,e,e-stand for the sound of 'tree'. Neither letters nor sounds have any resemblance to what they denote-a tree.

Whenever language is used, a sender must encode his message, and a recipient must decode it. For language communication to be effective, senders and receivers must agree on all the details of the language code. If you go to France in ignorance of the French code and meet people ignorant of the English code, you have to resort to gestures and attempts at direct representation of what you want to say. How inadequate this can be is shown by the story of an English tourist, who suffering from hunger in a French street, moved his hands and jaw to convey his wish to find a restaurant, he was obligingly conducted to a dentist's waiting-room! (292 words)

Now let us jot down the main points:

- i. Words, which are used for sending most messages, are symbols.
- ii. A symbol is a sign which stands for something other than itself. It need not resemble what it stands for.
- iii. A code is a set of symbols understood by two or more people.
- iv. Languages are most important codes.
- v. Each civilized language has primary and secondary codes.

- vi. Agreement on the details of a code is necessary for effective communication.

### **The précis**

Words which we use for expressing a message are symbols. A symbol by agreement among its users stands for something other than itself. There is, however, no similarity between it and the thing it denotes. A set of symbols understood by two or more people is a code. Language is the most important code. Each language used by the civilized world has two codes; the primary, consisting of sound symbols and the secondary, consisting of letters. For effective communication agreement among the users regarding details of the language code used is essential. Absence of such an agreement leads to misunderstanding and confusion.

(102 words)

### **Do's for précis Writing**

- i. Use your own language as far as possible
- ii. Keep the same sequence of events, ideas arguments etc. which you find in the original passage: change it only for the sake of achieving clarity.
- iii. Drop figures of speech, examples and illustrations. In a passage entirely devoted to the illustration of some idea or argument, use the illustration in a compressed form.
- iv. Give maximum information within the required limit.
- v. Use indirect speech and the third person.

### **Don'ts for précis writing**

- i. Avoid copying from the original
- ii. Do not give any title unless specifically required.
- iii. Do not divide your précis into paragraphs unless the original passage is very long.
- iv. Do not change any facts.
- v. Do not make any comments.

**Free Practice 1. Précis Writing (Rewrite the following text in less than 100 words)**

The liberty of the individual is no gift of civilization. It was unlimited before there was any civilization, though then it is true, it had for the most part no value, since the individual was scarcely in a position to defend it. The development of civilization impose restriction on it, and justice demands that no one shall escape those restrictions. What makes itself in a human community as a desire for freedom may be their revolt against some existing injustice, and so many prove favorable to a further development of civilization; it may remain compatible with civilization. But it may also spring from the remains of their original personality, which is still untamed by civilization. The urge for freedom, therefore, is directed against particular forms and demands of civilization against civilization altogether. It does not seem as though any influence could induce a man to change his nature into a termite's. No doubt he will always defend his claim to individual liberty against the will of the group. A good part of the struggle of mankind centers round the single task of finding an expedient accommodation-one, that is, that will bring happiness-between this claim of the individual and the cultural claims of the group; and one of the problems that touches the fate of humanity is whether such an accommodation can be reached by means of some particular form of civilization or whether this conflict is irreconcilable.

(253 words)

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**Free Practice 2: Write a one page précis of the passage entitled "Causes of Crime" Employ the techniques you have learnt about précis writing.**

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## **Listening text for Unit 2 (Annex)**

### **Exceptional Learners: An Exceptional Struggle for Educational Rights**

*Karen* is a book which is a story of a child with cerebral palsy, a child who persevered despite devastating obstacles. A formidable obstacle was an education system that had no room for children with disabilities. The book was written by Karen's mother, a woman who, like her daughter, refused the rejection of a hostile school and society. She wrote of her attempts to gain educational rights for her daughter and other children with disabilities.

We constantly sought a remedy for this appalling situation which deprived so many of an education, and eventually we found a few doctors and educators who had made strides in developing valid testing methods for handicapped children. On one occasion, when I voiced a plea for the education of the handicapped, a leading state official retorted, "It would be a waste of the state's money. They'll never get jobs."

We were frequently discouraged and not a little frightened as many of our "learned" men felt the same way.

Such disparaging attitudes were common in the American society for years and resulted in inadequate educational programs for millions of exceptional children. Today, the educational rights of these children have been mandated by courts of law and are being put into practice in classrooms across the nation.

Before the revolutionary war, the most that was offered to exceptional children was protective care in asylums. The asylums made little effort to help these children develop their physical, intellectual, and social skills. Following the American Revolution, however, the ideals of democracy, and the development of human potential swept the nation. Within this humanist social context, procedures were devised for teaching the blind and the deaf. Then, in the early 1800s, attempts were made to educate the "idiotic" and the "insane" children who today would be called "mentally retarded" or "emotionally disturbed."

For many years, the legal system mirrored society's judgment that the best policy toward the disabled was "out of sight, out of mind." The courts typically saw education as a privilege rather than a right, and they ruled that children with disabilities should be excluded from schools. The notion was that the

majority of children needed to be protected from those with disabilities: from the disruptions they might precipitate, from the excessive demands they might make, and from the discomfort their presence in classrooms might cause.

The years following World War II brought renewed hope and promise. Such pioneers as Grace Fernald, Marianne Frostig, and Heinz Werner - to name but a few - conducted research, developed programs, and gave new impetus to the field of special education. Their work was aided by the emergence of new disciplines, such as psychology, sociology, and social work. Parents also continued their struggle, individually and collectively, to obtain educational opportunities for children with disabilities. They took their cause to both the schools and the courts. Special education has broken away from the isolation and institutionalization so common in the late nineteenth century and has moved to mainstream exceptional children, as much as possible, into typical school settings.

By the 1970s, court decisions and federal law had established five critical principles of special education.

1. **Zero reject.** The principle of zero reject asserts that no child with disabilities may be denied a free, appropriate public education. Representatives of the disabled have asserted that excluding children with disabilities from public schools violates the constitutional interpretation behind the Supreme Court's *Brown v. Board of Education* (1954) decision, which put an end to claims of "separate but equal" schooling. The courts have responded with landmark decisions in *Pennsylvania Association for Retarded Children v. Commonwealth* and in *Washington D.C. v. D.C. Board of Education*) that mandate public schools in those jurisdictions to provide a free, appropriate education to all children with disabilities. Other federal and state decisions have followed suit.
2. **Nondiscriminatory education.** The principle of nondiscriminatory education, based on the Fifth and Fourteenth Amendments of the U.S. Constitution, mandates that children with disabilities be fairly assessed, so that they can be protected from inappropriate classification and tracking. Much of the court activity in this area has centered on the disproportionate number of children of color assigned to special education classes, a situation that some claim is the result of biased testing. In one case, a court ruled that IQ tests could not be used for placing or tracking students. Other courts have forbidden the use of tests that are culturally biased, and still others have ordered that testing take place in the children's native language.
3. **Appropriate education.** While the principle of zero reject assures that children with disabilities will receive an appropriate public education, it

is important to recognize that this principle goes beyond simply allowing children with disabilities to pass through the schoolhouse door. The term "appropriate education" implies that these children have the right to and education involving the accurate diagnosis of individual needs, as well as responsive programs keyed to those needs.

4. **Least-restrictive environment.** The principle of least-restrictive environment protects children with disabilities from being inappropriately segregated from their age-group peers. Courts decisions have urged that special classes and separate schools be avoided unless a child's disabilities are such that education in a regular classroom with the aid of special materials and supportive services cannot be achieved.
5. **Procedural due process.** The principle of procedural due process upholds the right of the disabled to protest a school's decision about their education. Due process entails the right of children with disabilities and their parents to be notified of school actions and decisions to challenge those decisions before an impartial tribunal, using counsel and expert witnesses to examine the school records on which a decision is based; and to appeal whatever decision is reached.

Although the legal decisions that prompted the mainstreaming movement is emphasized, inclusion in educational system is at its heart a moral issue, one that raises the timeless principles of equality, justice, and the need for all of us to learn to live and grow together - not apart.

(Source: Sadker and Sadker *Teachers, Schools, Society (fifth edition), 2000*

*The McGraw-Hill Companies , Inc.)*



## **Unit 3: Narrative Writing**

This unit aims to help students develop narrative essay writing. It presents fictional and factual stories to help students examine and apply important elements involved in the writing of a narrative essay.

The unit consists of grammar, reading and listening activities as inputs for the writing skill.

**Grammar Revision: Direct and Indirect Speech**

**Listening: Chief Sekoto holds court**

**Reading 1: The right to die**

**Writing: A Story on the right to die**

**Reading 2: Investigative Report**

**Writing 2: An Investigative Writing**

## Part I: Listening, A Story (Listening text annexed to the unit)

Narrative writing, whether factual or fictional, tells a story and has these elements: characters, plot, point of view, theme and setting. The plot usually involves a conflict between a character and an opposing character or force.

### Listening Questions

1. Who are the plaintiffs in the above story?
2. Who is the defendant?
3. What is/ are the case/s that are brought before the court of Chief Sekoto?
4. What evidence is given from the sides of the plaintiffs?
5. What is the evidence given by the defendant?
6. Which evidence settles the case?

## Part II: Reading

### **The right to die**

"Every person shall have the right to die with dignity; this right shall include the right to choose the time of one's death and to receive medical and pharmaceutical assistance to die painlessly. No physician, nurse or pharmacist shall be held criminally or civilly liable for assisting a person in the free exercise of this right."

Within the next half century, perhaps much sooner, the right to choose to die with dignity will be as widely recognized as the right to free speech or to exercise one's religion. It will cease to be called euthanasia or mercy killing. It will not be viewed as killing, but as a fundamental human right as expressed in the imaginary constitutional amendment above.

In Europe, euthanasia is already sanctioned by law in Belgium, the Netherlands and Switzerland. In the United States, the state of Oregon has also allowed it.

The decision last week by a French criminal court in Perigeux illustrates how social mores precede changes in the law. The facts of the case are simple. A 65-

year-old woman suffering from terminal pancreatic cancer was given potassium chloride by a nurse and died shortly after.

Potassium chloride is a fatal poison. The dose was prescribed by a doctor and administered by a nurse acting on the doctor's orders. Prior to the fatal dose, the patient suffered from fever, trembling, incontinence, nausea, pain and an intestinal blockage causing vomiting fecal matter.

The nurse was indicted for assassination and the doctor for assisting. The charges were later changed to poisoning. The two accused risked maximum prison sentence of 30 years.

After four days of trial the nurse was acquitted and the doctor was given a one year suspended sentence. The court also ordered that the convictions not be registered in national government files, which will enable the doctor to continue to practice. It is not clear who initiated the prosecution. Neither the husband nor the son of the deceased woman pressed charges. In fact, they supported and thanked both doctor and nurse. The prosecution argued that the principle of not killing must be upheld, but the jury did not agree.

The decision shows once again that laws are a lagging indicator of social change. France revised its law in 2005 and now permits what it terms passive euthanasia, which may mean withholding treatment or giving painkillers in such a massive dose that the patient can slide into an eternal sleep. But it forbids active euthanasia such as the use of potassium chloride.

A generation ago, in 1980, a number of people in France formed the Association for the Right to Die with Dignity (ADMD), which now has over 40,000 members. As medical care improves and people live longer, one can expect to see more such associations around the world, and eventually a change in perspective.

At present, the law focuses on the act of the physician or nurse, and not on the rights of the patient. As that focus shifts so that the right of the patient to die with dignity becomes paramount, one can expect to see the law proclaim a fundamental right.

The fear of abuse by doctors, nurses, or family members wishing to do away with an unruly patient or parent will recede.

Every time we step into an automobile we run the risk of being killed or seriously injured. Yet despite the thousands of auto fatalities every year in every country, the risk is accepted because of the benefits of automobile travel.

The legal philosopher Hans Kelsen defined justice as social happiness. But social happiness is an evolving concept and one that varies from one culture to another.

One need only look at how practices in the workplace - holidays, wages, hours per week, maternity leave for mothers and fathers - vary widely from country to country, and yet are regarded as vested rights in each.

Neither the French nor the American Constitution nor the UN Universal Declaration of Human Rights nor the European Convention of Human Rights, includes the right to die with dignity. But then many of the human rights we take for granted today - including a non-discrimination and free speech - are far more recent than one might imagine.

One can predict with some confidence that as life expectancy is extended, social mores will evolve and the law will follow.

*Contributed by Ronald Sokol, Former lecturer in law at the University of Virginia, practices law in Aix-en- province, France.*

*Source: International Herald Tribune, published by The New York Times, Thursday, March 22,2007*

### **Discussion questions**

1. What elements are included in the imaginary amendment to show the right to die as a fundamental human rights issue?
2. State the facts of the case described in the text in your own words.
3. What is the decision of the court?
4. What does the writer mean when he says "...laws are a lagging indicator of social change"?
5. Why does the writer bring in Hans Kelsen's definition of Justice?
6. What is the possible prediction of the writer at the end of the text?

## **Writing 1:**

Discuss other media stories that are related to "The right to die" in other countries and write the story.

## **Reading 2: Investigative Report**

### **Fire Cause: Heaven Only Knows!**

**By: Michael Lane.**

Mr. Lane is a twenty five year veteran of fire investigations. He has taught college level courses in Criminal Justice and is the author of numerous articles in professional magazines and law journals.

Some years ago a fire chief in Renselaer County, New York was testifying in an arson case. The defense attorney asked him one question that nearly derailed the proof of arson. The defense Attorney said "Chief isn't it a fact that fire investigations are ninety percent guess work and ten percent science?" To which the agreeable Fire Chief responded "yes". That was not a good answer as the other side saw it.

Unfortunately that may still be the case in some jurisdictions despite the Daubert Ruling and NFPA 921 (Guide to fire investigations). Such a scenario unfolded for this author in a matter being handled in a Western part of the country not long ago. It raises the specter that cheerfully agreeing to the cause of a fire to please one side or the other can be costly to the insurance company, the insured, or the manufacturer of a particular product. In the case of a manufacturer being sued on a claim that the product caused a particular event may be justifiable if in fact there is real proof to support the contention. Otherwise, there is costly litigation that could be avoidable. In the case of an insured the denying of a claim based on an allegation of arson can be devastating in both a criminal and a civil case.

In the Western United States case, a building was destroyed by fire under unusual circumstances. The problem was that the state fire marshal took eleven samples and all were negative. He looked at a few remaining wires and reported that all of the arcs and shorts that he looked at by eyeballing the remains indicated "secondary shorts" that did not cause the fire. He dismissed the aluminum wire that took a ninety degree turn and the burned beam at the juncture of the aluminum wire as "secondary". The actual aluminum wire was consumed in the fire.

The State Fire Marshall brought in a backhoe to remove the debris from the basement. That debris was actually all of the burned material from the two floors above. He “eyeballed” the electric distribution box and declared that it was operating properly and did not cause the fire. The manufacturer of the distribution panel box was never reported.

The state Fire Marshall reported “unusual” burn patterns on the concrete in the demised basement after it was cleared. He also noted “spalled concrete” and black burn patterns. He took concrete samples and all were reported to be negative. In taking his samples he used flour to absorb the alleged accelerant. That is a procedure I would not recommend for fear of contamination as an issue.

Four days later a private insurance investigator arrived on the scene. There was not much to look at as most of the debris now sat on the lawn and fields of the now demised building as a pile of rubble. Undaunted, he eliminated electrical causes of the fire. He cheerfully did “a sniff” test on some items found on the lawn and reported that the building had been intentionally burned and he smelled gasoline. It is unknown at this point if he went to K-9 accelerant school prior to doing his “sniff” test.

The Daubert ruling was put on this earth to be a companion to the fire investigator and not a hindrance to his hopeful outcome.

“Secondary” electrical shorts as a concept with little else left to evaluate is dubious at best. The age-old question of “cause or consequence” should not be ignored. Just what technique is used to review “secondary” electrical shorts is unclear given the degree of destruction and the lack of scientific testing. Worse no wire samples were taken and no photographs of any value exist.

There is a theory of “arc mapping” that is supported in some circles as a way to review the first electrical event that takes place. The problem is that you need an electrical system to examine and in addition you must actually do the arc mapping. Two years after an event it is difficult to map a series of electrical events. It would be akin to doing a “depth Char” diagram and analysis long after the building had been removed. It just will not work. As P.T. Barnum may have said “its all done with smoke and mirrors.”

For the Private Fire Investigator to be able to support the theory that the fire was intentionally set after the building had been cleared out of all debris is a clear miracle from heaven.

Fortunately, the news is not all bad. Daubert, NFPA 921 (Guide to fire investigations), and ASTM Standards may be forcing us to revisit the protocol

of fire investigations and our methodology. For the moment there may still be too many mistakes being made.

### Questions for Discussion

1. Describe the steps of the investigation of the above arson case.
2. What are some of the important things the investigator does in investigating an arson case?
3. What do you think an Ethiopian investigator looks for in investigating arson?

### Part III: Speaking, Interviewing Witnesses

When conducting an interview state the purpose of your interview. Stick to questions such as why, where, how, who .....

You might want to record the interview, if so you can use some of the tips in the following sample interview form.

1. Identify yourself
2. Tell whom you are calling about
3. Ask if they remember the incident
4. Ask if you have their permission to record statement
5. Ask them to state their name
6. Ask them for home address, telephone number, office number
7. Ask them to describe in their own words what they witnesses
8. Ask if they have anything else to add
9. Ask who, in their opinion , was at fault
10. Ask if we may call again if we need any further questions answered
11. Ask again if you have their permission to record statements
12. Say "Thank you"

After interviewing witnesses what you should do next is investigation. The cornerstone of investigation is evidence. You have to prove or disprove the facts of your case and for this you need evidence. Evidence can be defines as testimony, writings, material objects or other things presented to the senses that are offered to prove the existence or nonexistence of a fact.

The following two tables describe the types and forms of evidence.

<b>Type</b>	<b>Description</b>
Direct	Directly related to the issue at hand; does not require support by other evidence
Circumstantial	Facts and circumstances from which a judge or jury may reach an indirect conclusion
Cumulative	Additional evidence of the same type on the same point
Corroborating	Shows that prior evidence is true

<b>Form</b>	<b>Description</b>
Testimonial	Oral evidence based on personal observation; witnesses take the stand and testify to matters they personally observed; even when other forms of evidence are used, testimony is required to establish the required foundation for them.
Documentary	Written evidence, i.e., documents, business records, medical reports; documentary evidence is easier to establish than other forms, but documentary evidence must be authenticated.
Physical or Real	Evidence that is a tangible object, i.e., a knife in a murder case; the foundation of real evidence is identity, eg., the item of evidence is the real thing.
Demonstrative	Evidence offered to help comprehension of the facts in a case, i.e., photographs, maps, charts, videos, models etc.; demonstrative evidence is created after the event for the sole purpose of aiding litigation; demonstrative evidence helps maintain Ethiopian jurors' attention, enhances their understanding of the oral testimony, and increases their



	retention of information presented.
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**Task 1.** Think of a person who deliberately sets fire to a neighbor's hut (arson) and write an imaginative investigative report. Before the writing you need to interview witnesses.

**Make a group of five, select an interviewer, a police officer and witnesses and conduct an interview for investigating the cause of arson.**

Writing 2. An investigative writing

Write an investigative report based on the interview you have made with your friends on the case of the person who deliberately set fire to a neighbor's hut and committed arson.

Grammar: Direct and Indirect Speech

The following is a court's hearing taken from Arthur Miller's play "The Crucible", Act Three. Change the statements that are given in direct speech into indirect speech.

**The Prosecutor:** Now, Martha Corey, there is abundant evidence in our hands to show that you have given yourself to the reading of fortunes. Do you deny it?

**Martha Corey:** I am innocent to a witch. I know not what a witch is.

**The prosecutor:** How do you know, then, that you are not a witch?

**Martha Corey:** If I were, I would know it.

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**Change the statements that are given in indirect speech into a direct speech between the doctor and Chief Sekoto.**

The doctor told Chief Sekoto that there had been a surprising number of child deaths in the village of Bodibeng, and death in each case had been due to pneumonia. He also added that he had performed a postmortem on the body of

a young woman last Saturday afternoon. The young woman had died of a septic womb.... He would say that the septic condition of the womb had been of three months' duration.

Chief Sekoto: What happened to the Children of Bodibeng?

The doctor:\_\_\_\_\_

## Court Observation

The following is an example of what should be seen in a court observation from a juvenile court. (Child's division) Source: <http://www.abanet.org/> accessed on Jan 5, 2008

### STRUCTURED COURT OBSERVATION

Sub-city:  Bole                       Yeka                       Kirkos

Observer's  
Name \_\_\_\_\_ Date: \_\_\_\_\_

In Re: <i>(initials only)</i>	Case No.:
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#### HEARING TYPE *(Check one):*

Protective Custody               Adjudication                       Disposition  
 Combined Adjudication/  
Disposition                       Dispositional Review  
 Permanency     Post-Permanency Review  
 Other (describe)

#### HEARING TIME

Scheduled Start Time:	Actual Start Time:	Waiting Time:
End Time:	Total Hearing Time:	

1. Was the hearing continued?

Yes     No

a. If yes, to what date? \_\_\_\_\_ or within what time frame?

- Within 2 Weeks
- Within 1 Month
- Within 3 Months
- Other (describe)
- Within 2 Months

If yes, basis for continuance?

Not Available/ Present (*Check all that apply*):

- Attorney(s) for Parent(s)
- Attorney for Juvenile Officer
- Reports from Children’s Division
- Reports from Third-Party Providers
- Other (describe)
- Witness(es)

**2. ATTENDEES** (*Check all that apply*):

PARENTS/GUARDIAN	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Legal Guardian
JUVENILE OFFICE	<input type="checkbox"/> Juvenile Officer/ Deputy Juvenile Officer		
CHILDREN’S DIVISION	<input type="checkbox"/> Case Worker	<input type="checkbox"/> Investigator	<input type="checkbox"/> Supervisor
GAL/ CASA	<input type="checkbox"/> GAL	<input type="checkbox"/> CASA	
ATTORNEYS	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	<input type="checkbox"/> Legal Guardian
	<input type="checkbox"/> Juvenile Officer	<input type="checkbox"/> Children’s Division	<input type="checkbox"/> CASA
CHILD / CAREGIVER	<input type="checkbox"/> Child	<input type="checkbox"/> Caregiver, e.g, foster parent, relative	
SERVICE PROVIDER	<input type="checkbox"/> Therapist, psychiatrist, parent aide, teacher, counselor, etc.		
OTHER RELATIVES	<input type="checkbox"/> Describe:		

**OPENING** (*Check below the specific actions taken by the judge/ commissioner*):

3. Introduced all parties and attorneys?

p Yes p No p N/A

4. Determined whether parents had counsel, whether counsel was present, or if necessary, advised the parents of their right to counsel?

p Yes p No p N/A

5. Determined that all necessary parties were present or had been served?

p Yes p No p N/A

a. If any of the parties were not present or not served, attempted to determine reason?

p Yes p No p N/A

b. Instructed the Children’s Division and Juvenile Office to continue, if necessary, efforts to notify non-custodial parent(s) and putative father(s)?

Explained the purpose of the hearing?

6. p Yes p No p N/A p Yes p No p N/A

Explained the purpose of the hearing?

**PROCEDURE**

7. Were the proceedings sound recorded or captured by a court reporter?

p Yes p No

8. Did the following call witnesses/ present evidence/ cross examine witnesses?

Juvenile Officer	p Yes	p No	p N/A
Parent’s Attorney	p Yes	p No	p N/A
Guardian Ad Litem/ CASA	p Yes	p No	p N/A
Children’s Division Attorney	p Yes	p No	p N/A

9. Did the following testify or make oral statements to the court?

Parent(s)	p Yes	p No	p N/A
Juvenile Officer	p Yes	p No	p N/A
Children's Division Worker(s)	p Yes	p No	p N/A
CASA	p Yes	p No	p N/A
Child	p Yes	p No	p N/A
Caregiver, e.g, foster parent, relative	p Yes	p No	p N/A
Service Provider	p Yes	p No	p N/A

**JUDICIAL INQUIRY/ FINDINGS** (Check below the specific actions taken by the judge/ commissioner):

10. Determined whether the child could be safely returned to the parents' home?

p Yes p No p N/A

a. Inquired whether additional services might make safe return possible?

p Yes p No p N/A

b. Inquired about the willingness of the parents to accept additional services?

p Yes p No p N/A

11. Determined who would have legal custody of the child (responsible for the care, custody and control of child)?

p Yes p No p N/A

12. Determined who would have physical custody of the child (care, custody and control of child)?

p Yes p No p N/A

*If the child is to be placed/ remain in out-of-home care placement, what inquiry/ findings were made by the judge/ commissioner? (Check all that apply):*

13. Determined that remaining in/ returning to the home is contrary to the welfare of the child or is not in the child's best interest?

Yes  No  N/A

Determined that the Children's Division had made reasonable efforts to:

Prevent removal of the child from the home?  Yes  No  N/A

Return the child to the family?  Yes  No  N/A

Finalize another permanency plan in effect for the child?  Yes  No  N/A

14. Determined that the Children's Division was **NOT required** to make reasonable efforts to reunify the child and family?

Yes  No  N/A

15. Determined that the placement was the least restrictive and most appropriate placement for the child?

Yes  No  N/A

16. Determined that if the child was not in a relative home placement, the Children's Division was evaluating relatives or other responsible adults who know the child or family as possible placement providers for the child?

Yes  No  N/A

17. Reviewed the recommended case plan, including the permanency plan in effect for the child, to determine if the case plan reasonably addressed the problems/ needs of the child and parents?

Yes  No  N/A

Determined:

a. If the case plan had been developed and approved by the Family Support Team?

p Yes p No p N/A

b. Whether the parents are complying with/ progressing under case plan?

p Yes p No p N/A

c. If the terms/ conditions of parental visitation needed to be changed?

p Yes p No p N/A

d. If the terms/ conditions of sibling visitation needed to be changed?

p Yes p No p N/A

e. If there was a need for child support/ amount of child support to be ordered at this time?

p Yes p No p N/A

f. What arrangements had been made for the child's schooling, including what efforts had been made to keep the child from changing schools?

p Yes p No p N/A

g. If any additional protective orders were necessary/ appropriate at this time?

p Yes p No p N/A

h. Whether the Children's Division had commenced/ should commence a concurrent plan for the child?

p Yes p No p N/A

19. Approved, modified or rejected the case plan and ordered any further examinations, evaluations or services that are needed in order for the plan to reasonably address the problems/ needs of the child and family?

p Yes p No p N/A

*(Permanency Hearing Only)*

20. Determined the child's permanency plan?

p Yes p No p N/A

a. Set a time frame for finalizing the permanency plan?

p Yes p No p N/A

## **INPUT**

21. Did the court ask the following if they had questions/ comments/ recommendations?

Parents/ Parents' Attorneys    p Yes            p No            p N/A

Guardian Ad Litem/ CASA        p Yes            p No            p N/A



Children’s Division Worker	p Yes	p No	p N/A
Caregiver/ Placement Provider	p Yes	p No	p N/A
Child	p Yes	p No	p N/A
Service Provider	p Yes	p No	p N/A
Other (describe)	p Yes	p No	p N/A

**CLOSING**

22. Was date and time of the next hearing set before the parties left the court?

p Yes p No p N/A

23. Were orders prepared and distributed to all participants before they left the courthouse?

p Yes p No p N/A

24. Did the judge/ commissioner advise the parent(s) that the court had to decide on a permanent plan for the child within one year of the date the child was removed from the home?

p Yes p No p N/A

Observe any court proceedings in your Locality and follow the above format and report what you have witnessed in a court.

**Annex Listening Text Unit 3**

**Chief Sekoto Holds Court**

Even those who did not like chiefs had to concede that Paramount Chief Sekoto was a very charming man. His charm lay not so much in his outer appearance as in his very cheerful outlook on life. In fact, so fond was he of the sunny side of life that he was inclined to regard any gloomy, pessimistic person an insane and make every effort to avoid his company. It was his belief that a witty answer turneth away wrath and that the oil of reason should always be poured on troubled waters.

Every weekday morning, Chief Sekoto listened to cases brought before his court, while the afternoons were spent at leisure unless there were people who had made appointments to interview him. This particular Monday morning a lively and rowdy case was in session when, out of the corner of his eye, Chief Sekoto saw his brother Matenge drive up and park his care opposite the open clearing where court was held. Nothing upset Chief Sekoto more than a visit from his brother, whom he had long classified as belonging to the insane part of mankind. He determined to dally over the proceedings for as long as possible in the hope that his brother would become bored and leave. Therefore he turned his full attention on the case at hand.

The case had been brought in from one of the outlying villages, called Bodibeng, and the cause of its rowdiness was that the whole village of Bodibeng had turned up to witness the trial. A certain old woman of the village, named Mma- Baloi, was charged with allegedly practicing witchcraft, and so certain were the villagers of her guilt that they frequently forgot themselves and burst out into loud chatter and had to be brought to order by the president of the court with threats of fines.

Evidence was that Mma- Baloi had always lived a secrete and mysterious life apart from the other villagers. She was also in he habit of receiving strangers from far-off places into her home who would not state what dealings they had with Mma-Baloi. Now, over a certain period, a number of the children of the village had died sudden deaths, and each time a mother stood up to describe these sudden deaths, the crowd roared in fury because the deaths of the children and the evil practices of Mma-Baloi were one and the same thing in their minds. The accused, Mma-Baloi, sat a little apart from the villagers in a quaking, ashen, crumpled heap and each time the villagers roared she seemed about to sink into the earth. Noting this, Chief Sekoto's kindly heart was struck with pity.

Further evidence was that about a week ago a strange young woman had turned up in the village of Bodibeng and made straight for the hut of Mma-Baloi, where she had died a sudden death. This had made Mma-Baloi run screaming from her hut, and it was only the intervention of the police that had saved Mma-Baloi from being torn to pieces by the villagers.

Chief Sekoto was silent for some time. The insanity of mankind never ceased to amaze him. At last he turned to the accused and said gently, " Well, mother, what do you have to say in defense of yourself?"

"Sir I am no witch," said the quavering old voice. "Even though I am called the mother of the witches, I am no witch. Long ago I was taught by my people who live in the bush how to cure ailments with herbs and that is my business."

She pointed a shaking finger at a bag placed near her.

"I would like to see the contents of the bag," Chief Sekoto said with a great show of interest. The bag was brought to him and its contents tipped out on the ground. They were a various assortment of dried leaves, roots and berries. He examined them leisurely, picking up a few items for closer inspection. This very deliberate gesture was meant to puncture a hole in the confidence of the crowd, who annoyed him. While he fiddled about he was aware of how silent and intent they had become, following his every movement with their eyes. Thus holding the stage, he turned to the old woman and said:

"Proceed with your defense, mother."

"About the deaths of the children of which I am accused, I know nothing, sir," she said. "About the young woman who died in my home last Saturday, I am also innocent. This young woman came to me on recommendation, being grievously ill. We were discussing the ailment when she fell dead at my feet. Never has such a thing occurred before, and this caused me to lose my mind and run out of the house."

"That is quite understandable, mother,"

Chief Sekoto said sympathetically. "Even I should have been grieved if some stranger was struck with death in my home."

He swept the crowd with stern glance.

"Who issues the certificates of death in Bodibeng?" he asked.

There was a short, bewildered silence. Then a car and a messenger had to be found to fetch the doctor of the Bodibeng hospital. There was a delay of two hours as the doctor was engaged in an operation. Throughout this long wait the court remained in session. At one stage Chief Sekoto received an impatient note: "Dear Brother," it said. "Please spare a few moments to discuss an urgent matter."

Chief Sekoto replied: "Is it life or death? I am at the moment faced with the life or death of an old woman. I cannot move."

It was near noon when the doctor arrived. His evidence was brief and to the point. Yes, it was true, he said. There had been a surprising number of child deaths in the village of Bodibeng, and death in each case had been due to pneumonia; and yes, he said he had performed a postmortem on the body of a young woman last Saturday afternoon. The young woman had died of a septic

womb.... He would say that the septic condition of the womb had been of three months' duration.

All that was left now was for Chief Sekoto to pass judgment on the case. This he did sternly, drawing himself up to his full height.

"People of Bodibeng," he said. "It seems to me you are all suffering from derangement of the brain."

He paused long enough to allow the villagers to look at each other uneasily.

"Your children died of pneumonia," he thundered, "and to shield yourselves from blame you accuse a poor old woman of having bewitched them into death. Not only that. You falsely accuse her of a most serious crime which carries the death sentence. How long have you planned the death of a poor old woman, deranged people of Bodibeng? How long have you caused her to live in utter misery, suspicion and fear? I say: Can dogs bark forever? Oh no, people of Bodibeng, today you will make payment for the legs of the old mother who has fled before your barking. I say: The fault is all with you, and because to this I fine each household of Bodibeng one beast. From the money that arises out of the sale of these beasts, each household is to purchase warm clothing from the children so that they may no longer die of pneumonia."

He turned and looked at the old woman, changing his expression to one of kindness.

"As for you, mother," he said. "I cannot allow you to go and live once more among the people of Bodibeng. It is only hatred that the people of Bodibeng feel for you, and this has driven them out of their minds. As hatred never dies, who knows what evil they will not plot against you. I have a large house, and you are welcome to the protection it offers. Besides, I suffer from an ailment which I am always given penicillin injections at the hospital. Now I am tired of the penicillin injections and perhaps your good herbs may serve to cure me of my troubles."

He stood up, signifying the end of the case. The people of Bodibeng fled in confusion from the courtyard, but the old woman sat for a long time on the ground, silent tears of gratitude dripping down into her lap. Bessie Head

## **Unit 4: Persuasive Writing**

### **Objectives**

By the end of the unit the students are expected to:

- Write persuasive essays
- Debate on different issues

**Themes:** Affirmative action, teacher evaluation

### **Skills:**

Reading 1: Affirmative action

Reading 2: Student evaluation of University lecturers

Writing 1: Positional argument

Writing 2: Balanced argument

Speaking: Debate

**Language:** Grammar revision on sequence, arguments and counter arguments, certainty/hedging, conclusion or summary.

## **Part I: Brainstorming**

Usually the number of female students in the university class is lower than that of the number of male students.

What do you think are the reasons?

What could be done to change this state of affairs?

### **Task 1: Reading 1, Understanding implicit ideas**

a) Read the next passage quickly and identify the issues the article addresses.

Addis Ababa, Ethiopia (PANA) - The day to day life of most Ethiopian girl-students is increasingly becoming precarious. Statistics shows that out of 30 million women in the country, only 16.7 percent are considered to be literate. Although education is open to girls, the negative social attitudes against women, and educating them in particular, is still being reflected in the educational system, according to views expressed at a recent meeting of the Women Educationalist Association.

"The lessons in the textbooks are either discriminatory or gender insensitive. Some titles and stories in the textbooks promote biased attitude of the society," Anebesu Biazin, an educationalist said.

Although Ethiopia's education and training policy stresses the need to sensitize society about the importance of girls' education, it has nevertheless a long way to go in making its dream come true.

"It is all fine on paper but trying to change the attitude of our folks, especially those in the rural areas, is an uphill battle," Mesfine Alemu, a retired teacher, said. The majority of girls fail to attend school because of early marriages, pregnancies and sexual harassment.

"I left school because I was pregnant," 18-year-old Martha Bezu, who now works in a bar, said.

The problem of poverty and that of girl students have always been acute in Ethiopia. Girls who happen to go to school are expected to take care of household chores as well when they return home, leaving them with no time to study or do their homework. This results in poor school performance, often resulting in failure. According to a consolidated national performance report of 1999 issued by the Ministry of Education the proportion of female students joining higher education has been decreasing since 1996.

It suggested deliberate selection in favor of female students' admission at schools and critical measures to improve the participation of girls at primary school as well as making efforts to retain them in school. Affirmative action is stipulated in the constitution in order to provide special attention to women to enable them to compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions. But many women do not agree with affirmative action.

"I believe in merit and not in affirmative action. What men can do, I can do better. It is all in the mind. To me, affirmative action smacks of discrimination," Martha Gizaw, a 40-year-old single parent civil servant, said.

Since the gender gap between boys and girls students is wide, it has become a major concern to the Ministry. To narrow the gap, extensive discussions were conducted recently in Dire Dawa, eastern Ethiopia. It was decided to form a committee drawn from different state organs, teachers and community leaders to create awareness among the community to encourage it to send their daughters to school in large numbers.

It was also decided to provide guidance and counseling at schools, to introduce school weeks that bring parents and the schools together in order to sensitize the community about the importance of girls education. But will these measures work?

"No, it will never work as long as we are wallowing in poverty. Unless we achieve economic development, social problems, including those of girls' education, will always be with us," Sara Berhanu, an economics teacher, said. Sarah, however, is optimistic about the future. "As time goes the situation will improve. Let us promote women by promoting the girl child," she added. (Source: A Challenge to Girls Education in Ethiopia, PANA- April 7, 2000 by Yohannes Ruphael)

### **Comprehension Questions**

1. What examples of negative social attitudes against women have been mentioned in the passage?
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Identify reasons given for girls' academic failure mentioned in the article.

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3. Identify the affirmative action policy of the Ministry of Education.

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4. Why does the education policy face difficulties in bring about results?

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5. What is the argument of the writer of this article?

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6. The article says affirmative action is fully supported by all women. (True or False)

7. According to the article, the education practice in Ethiopia is still discriminating against the female. (True or False)

## **Task 2: The structure of the Essay**

In Unit 2 of this course book we discussed analysis of essay structure, **thesis statement** and **supporting ideas**.

a) Can you identify the thesis statement in the above passage?

b) Discuss the transition markers the writer uses between paragraphs.



## Part II: Listening

### Task 2: Listening, Explicit arguments

As you listen to the teacher reading aloud a text, answer the following questions. (Listening text annexed to this unit)

1. What is the issue in the lecture?
2. What are the arguments in favor of the author's main point?
3. What are the arguments against the author's main point?

b) As you listen again, complete the outline below.

Background:	_____
	_____
	_____
Author's argument:	_____
	_____
	_____
Arguments for:	_____
	_____
	_____
Rejection of arguments against:	_____
	_____
	_____
Arguments for:	_____
	_____
	_____
Discussion:	_____
	_____

Conclusion:

**Task 3: Debate, For and against**

Based on the arguments raised for or against the lecture above, form a group and argue supporting either view.

**Part III: Structure of Arguments**

**Task 4: Understanding the structure of persuasive essays**

In academic writing, arguing and discussing is often part of a larger piece of writing. In arguing and discussing, you are expected to present two or more points of view and discuss the positive and negative aspects of each case. On the basis of your discussion, you can then choose one point of view and persuade your readers that you are correct. This means giving your opinions (positive and negative) on the work of others and your own opinions based on what you have learned. You need to evaluate arguments, weigh evidence and develop a set of standards on which to base your conclusion.

As always, all your opinions must be supported - you should produce your evidence and explain why this evidence supports your point of view. It is important to distinguish between **your claim** (proposition, thesis) - your point of view, what you believe; **your evidence** (support or grounds) - the facts, data and examples that support your point of view - and **your reasons** (warrant or argument) - why you believe what you do, how the evidence you have provided leads to the claim your are making

a) Refer to the reading passage on girls' education in Ethiopia. Find examples for the following:

**Claims:**

**Evidence:**

**Reasons:**

b) Quickly put the following paragraphs in correct order to get a complete essay.

1. Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house-pet.
2. In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a favorite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.
3. "A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. Despite what dog lovers may believe, cats make excellent house-pets.
4. In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch!
5. Lastly, one of the most attractive features of cats as house-pets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

### **Task 5: The Introduction of an argument**

a) Put the following sentences into the correct order. They make up the introduction to an argumentative essay about the issue of whether Australia should become a republic.

1. As a result, the issue is a very controversial one and has attracted a lot of debate.
2. It will then put forward a number of reasons why Australia should change to a republican form of government.
3. The question of whether we maintain the monarchy is not merely a legal detail but is intrinsically linked to the way we perceive ourselves as a distinct nation of people with its own identity and culture.
4. Since the time of federation, Australia has been a constitutional monarchy with the Queen of the United Kingdom as its head of state.
5. This essay will consider some of the arguments for maintaining the monarch as head of state and will outline some of the problems with this position.
6. However, today many Australians are questioning whether this form of government is still relevant or appropriate and are suggesting that we move towards the establishment of a republic.

b) Read the following introduction of an article from the Ethiopian Law Review Journal, ECSC 2002, and predict what you expect to read in the body of the article.

#### REVISITING THE ETHIOPIAN “GENOCIEDE TRIAL”; PROBLEMS AND PROPOSALS, by Mehari Redae

##### I. Introduction

It has been almost eight years since the –officials of the former regime who have been suspected of associating themselves with the so-called “The Campaign of Red Terror” were detained.

For most of them, court proceedings are already under way since 1994. Nevertheless, they are is still in their preliminary stage, (hearing of prosecution witnesses). In the meantime, significant numbers of the suspects have passed away while in custody but before their guilt is determined. Recently, the Federal Supreme Court and the Special Public Prosecutor Office were submitting conflicting reports in connection with the delay in the proceedings.

There is an ancient saying that “justice delayed is justice denied”. Although part of the delay in the proceedings may be explained away, not the whole delay is justifiable.

This paper will argue that given the scarce resources of both material and trained personnel the country has a plan to prosecute all who participated in previous human right violations is a highly ambitious plan that cannot be managed by the weak and understaffed justice system. It will, thus, come up with an alternative mechanism through which the main objectives of the prosecution could be achieved more efficiently and effectively without undermining principles of justice and accountability.

The first part of this paper will examine the measures taken by the Ethiopian government to bring the detainees before justice together with the constraints and limitations of these measures. The second part will analyze alternative measures to wholesale prosecution after discussing the non-effectiveness of the wholesale trial being underway.

Finally, it will wind up the discussion by submitting brief concluding remarks and proposals.

### **Task 6: Developing the body**

**Generalizations and examples:** In academic writing it is common to make generalizations. It is often useful to support these generalizations with examples. Read the following text and identify the generalizations and examples.

Marx and Engels followed their contemporaries in believing that the history of mankind usually went through the same sequence of technological improvement. The sequence, by and large, went like this: first gathering of plants and small animals, second fishing, third hunting, fourth pottery, fifth pastoralism, sixth agriculture, seventh metalworking.

Covert operations are different from espionage in that their main purpose is to influence a foreign situation without the source of the influence becoming known. Such operations may take the form of secretly financing, advising, or otherwise helping a group which is trying to overthrow an unfriendly foreign government. They may take the form of secret money subsidies or other

assistance to a foreign political party or to a particular faction of a foreign labor movement, or student organization, or similar groups. They may take the form of psychological warfare - for example, the publication of an underground newspaper or the operation of a clandestine radio station which, according to the circumstances, may report the truth or spread unfounded rumors calculated to destroy morale or to mislead. They may take the form of an outright bribe of a foreign official to make a certain decision. They may take the form of infiltrating one or more secret agents into positions of power in a foreign government or any important foreign political, economic, or social group.

Pat Holt, United States policy and foreign affairs. Allyn & Bacon, 1972.

Now identify how the body would be developed in the above essay (Part III, Task 4 b).

### **Task 7: Drawing conclusions**

The main purpose of the conclusion is to show that the main purpose of the piece of writing has been achieved.

- It should recall the issues raised in the introduction and draw together the points made in the main body of the piece of writing; and come to a clear conclusion.
- It should clearly signal to the reader that the writing is finished and leave a clear impression that the purpose has been achieved.

a) Read the following example of a conclusion and discuss in groups what possible ideas the body could discuss.

Altogether, it seems that we cannot accept without question the dramatic increase in recorded crime as corresponding to a real increase in victimization of the same proportions. But, however good it would be to explain away all, or even most, of the increase as an artefact of recording changes, this cannot be shown to be the case. We can plausibly infer that crime has been increasing in the last two to three decades, presenting a problem for explanation and policy.

## Language of conclusion

Here are some expressions that can be used for conclusion or summary.

In short, ...  
In a word,  
In brief,  
To sum up,  
To conclude,  
To summarize  
In conclusion,  
On the whole,  
Altogether,  
In all,

It is generally accepted that ...  
widely argued  
held  
believed

Therefore, it can be concluded that ...  
Thus, may deduced  
On this basis, inferred  
Given this,

From Table 1 it can be seen that ...  
the table may concluded  
figures shown  
data estimated  
results calculated  
information inferred

In conclusion, we/may say that ...  
Finally it can/may be said

## Part IV: Persuasive Writing Methods

There are two main methods of presenting an argument: the persuasive and the balanced essay. In general the one you choose will depend on exactly how the essay question is worded.

### Task 8: Identifying a persuasive essay

The first type of argumentative essay involves stating your own point of view immediately, and trying to convince the reader by reasoned argument that you are right. The form of the essay will be, in outline, as follows:

**Introduction:** State the topic briefly in general terms, and then state your own opinion. Explain what you plan to prove in the essay.

**Reasons against the argument:** Dispose briefly of the main objections to your case. Provide evidence and your reasons.

**Reasons for your argument:** the arguments to support your own view, with evidence, reasons and examples.

**Conclusion:** Do not repeat your opinion again. Can end your essay with something memorable e.g. a quotation or a direct question.

a) **Group work:** Here is a persuasive essay by a student. Evaluate if it fulfils the criteria for an effective essay. See Annex 2 for argumentative writing rubric. Rewrite it to make the necessary improvements (grammatical, punctuation and organizational).

#### **Title: Chewing chat in the College should not be allowed.**

Mostly students debate in that whether chewing chat in the Campus should be allowed or not. Some students argue that chewing chat should be allowed. But I support the idea that it should not be allowed.

The supporters of the idea that it should be permitted justify that it initiates those who chew it and makes them free from stress in their stay in the campus. In addition, they add that there are students who are accustomed to it before joining to the college. Moreover they argue if is aright to chew that the college cent set such rule and regulation.

But the ideas they raise are wrong for many reasons. First and for most, when students join to the college they must be abide by the rules and regulation the college sets and they must try to control they past habits and practices in the college. Further more the college can set rules and regulations that suits the interest of most students who came from different parts of the country with



different customs, beliefs and practices. Mostly in the dormitory when some chew chat in groups, they unconsciously talk loud, smoke cigarettes as a result others get disturbed and becomes a cause of conflict among the dormitory members:

I argue the college where different students with different interests should be treated equally. To allow chewing chat for the interest of some students mostly contradicts with the interest of others and it is becoming the cause of conflict. As a result the college can set rules and regulation that governs the needs of all students.

Therefore those who chew chat should understand the problem they create on other fellow students and at the same time the college should notice the problem so that it can set rules for setting rules to stop chewing in the college.

### **Task 9: Identifying a balanced view**

The balanced essay presents both sides of an argument, without the writer necessarily committing to any opinions, which should always be based on evidence, until the final paragraph.

The essay question begins with something like:

Give the arguments for and against....

Assess the importance of....

Examine the arguments for and against....

What are the advantages and disadvantages of...?

Evaluate....

Critically examine the statement that....

To what extent is...true? or Discuss....

Then it is clear that a balanced essay is required. This essay could be planned as follows:

Introduce the argument to the reader.

e.g. why it is particularly relevant topic nowadays  
or refer directly to some comments that have been voiced on it recently.

Reasons in favor of the argument

Reasons against the argument

After summarizing the two sides,  
state your own opinion,  
and explain why you think as you do

a) Here is an essay. Read it and find the match between the above template and the essay.

### **Should Smoking be Banned?**

It has become fashionable in the world today to condemn smoking. However, although I feel that smoking can be harmful, I do not think it should be banned completely.

Let me deal first with the positive side of smoking. First, smoking undoubtedly helps many people to relax. For some, it even improves concentration. Many people like to smoke before exams or when they are relaxing with friends.

A further point is that governments throughout the world make huge profits from levying taxes on cigarettes. This provides funds which are used for building schools, hospitals and other public amenities.

The tobacco industry also employs tens of thousands of people throughout the world, particularly in poorer countries like Zimbabwe or India. Without cigarettes, these people would have no jobs.

I would also argue that people should have the right to choose whether they smoke or not. People should not smoke in a room where there are non-smokers but surely they should be free to smoke elsewhere.

The arguments against smoking are well known. Smoking has been shown to be dangerous to health. Heart disease, bronchitis and lung cancer have all been linked.

A further issue is that smoking costs governments millions of pounds because of the large number of people who need treatment in hospitals for smoking related problems.

There is also concern today about passive smoking. Recent research has shown that non-smokers can suffer health problems if they spend long periods of time among people who do smoke.

In general, I think the world would be a better place without cigarettes. However, the decision as to whether to smoke or not should be for each individual to make. [360 words, Author unknown, edited slightly]

### **Task 10: Writing a Balanced Argument, Capital punishment**

Use the following structure to help you write a balanced essay on the subjects of either capital or corporal punishment.

Capital/Corporal Punishment

“It is about time we brought back capital/corporal punishment”. Do you agree with this view?

- Explain what the term capital punishment or corporal punishment means.
- Explain the views of people who agree with the statement.
- Explain the views of people who disagree with the statement.
- Explain which views you agree with and why.

You must:

- write in a formal style
- write in paragraphs
- open your essay in an interesting way
- punctuate sentences clearly
- explain your points very clearly
- use paragraph links and signposts

You should:

- include complex sentences
- write in the present tense

You could:

- begin with a fact or statistic
- use specific examples to back up your views

“It is about time we brought back capital/corporal punishment”. Do you agree with this view?

Corporal/capital punishment is .....

.....  
.....  
.....  
.....  
.....

There are a number of reasons why.....

.....  
..... Firstly.....  
.....  
.....  
..... Secondly.....  
.....  
.....  
.....

However.....

.....  
.....  
.....  
.....  
.....

I agree with .....

.....  
.....because.....  
.....  
.....  
.....  
.....

## **Part V: Language of Persuasion**

Persuasion as a complex academic discourse uses a variety of grammar.

### **Task 11: Sequence markers**

a) Identify sequence makers in the ‘Smoking’ passage above and explain their use.

The first reason why ... is ...

First of all, ...

The second reason why ... is ...

Secondly, ...

The most important ...

In addition, ...

Furthermore, ...

What is more, ...

Besides ...

Another reason is ...

A further point is ...

### **Task 12: Arguments and counter arguments**

**a) Here some functions match them with language expressions listed the boxes below.**

1. Presenting another’s point of view
2. Commenting on another’s point of view
3. Strengthening one’s point of view
4. Presenting own point of view

<b>Some people</b>		<b>maintain(s)</b>	
<b>X</b>		<b>say(s)</b>	
<b>In a study of Y, X</b>		<b>argue(s)-----</b>	
<b>It is the view of X</b>		<b>assert(s)</b>	
<b>The opinion of X is</b>		<b>claim(s)</b>	
<b>He/She/X/This</b>		<b>point(s) out</b>	
		<b>is/are of the opinion</b>	
		<b>seem(s) to believe... that -----</b>	
		<b>---</b>	
		<b>may be</b>	
		<b>seem(s) to be</b>	
		<b>would seem to be-----</b>	
		<b>-----</b>	
They		Is/ar	somewh
X's	approach	e	at
	position		rather
	methods		
	beliefs		
			mistaken.
			wrong.
			rigid.
			inadequate. _____
			_____
This	is/are	open to doubt.	
These		not always the case.	
views		not necessarily true.	
		unlikely to be true.	
		highly debatable.	
		incorrect.	
		highly speculative.	
		cannot be upheld.	
Serious	doubts	can	be raised against this.
	reservations	may	
I disagree with X		write	that _____
when he		s	
		says	

However, it is clear that ...

One of the main arguments against X is that ...

One disadvantage of X is ...  
Another point against  
One objection to this argument  
I agree with X when he writes that ...  
says

X is certainly correct when he says that ...  
X may be correct in saying

One advantage of X is ...  
Another point in favor of  
A further argument supporting  
One other advantage of  
One of the main arguments in favor of

**b) What would the purpose of the following sentences in a persuasive essay?**

It is important to remember that ...  
true bear in  
necessary mind  
essential point out

The first thing we have to consider is ...  
First of all, I would like  
The first thing to be considered is



It is a fact                    that \_\_\_\_\_  
There is no doubt  
I believe

**b) What are the purposes of the following sentences in a persuasive essay?**

It is important to remember    that ...  
true                    bear in mind  
necessary            point out  
essential

The first thing we have        to consider Is ...  
First of all,        I would like  
The first thing to be considered is

It is a fact                    that ...  
There is no doubt  
I believe

**Task 13: Hedging and certainty**

It is important when we are writing to show how sure we are about something. In other words, we need to show the degree of certainty. We can be certain or less certain, the first uses definite expressions, while the latter employs hedging.

a) Identify definite and hedging expressions in the following extracts.

It is not known, and will probably never be known, when he began writing poetry. The answer almost certainly lay in the sack of papers that Susan Owen, on her son's strict instructions, burnt at his death.

There were, broadly, two interrelated reasons for this, the first relating to Britain's economic and Imperial difficulties, the second to the internal dissension in all three parties, a symptom perhaps of the need for a realignment of political parties.

- b. Review the passages you have read on smoking Part IV, task 9 above and identify definite or hedging expressions used.
- c. Indicate the degree of certainty expressed by words in the table below. Label them by inserting words such as complete, strong, partial, less strong, or impersonal/uncommitted in the first column.
- d. Insert in the table below the appropriate verb forms (from the following: is, will, must, can, could, should, may, or might) that match the adverbs of in the third column

Verbs	Adverbs
	certain(ly)
	definite(ly)
	clear(ly)
	undoubtedly
	probably (is)
	presumably
	likely/unlikely
	possibly (not)
	perhaps (not)

## Part VI: Debate

### Task 14: Academic debate

Organize a classroom debate on the following topics.

- Quota system for increasing female students in Ethiopian universities
- Students' council involvement in university management
- Worship places on Ethiopian university campuses
- Same dormitory for female and male university students
- Free university education for all

### Task 15: Political debate

Imagine you are campaigning on behalf of different parties. In groups of 7, debate on the legal problems underlying the economic, political and social issues in Ethiopia. Here possible topics for your debate:

- Noise pollution in the urban areas
- The use of customary laws in place formal law in Ethiopia
- Broadcasting rights of religious institutions

## **Annex 1, Listening text 1, Unit 4**

### **Student evaluation of lecturers**

Anyone who has ever attended a university knows that the quality of lecturers varies greatly. A few are very effective communicators, conveying the substance of their lectures clearly and interestingly and inspiring students to want to know more about the subject. Others produce dull, rambling and sometimes even incoherent lectures from which the students learn little and which are likely to kill any interest they may have in the subject. Lecturing is a major part of a university lecturer's job and it would seem reasonable that effectiveness in this task should be a major criterion in assessing a lecturer for promotion, tenure and so on. However, it is very often the case that far more weight is given to such factors as participation in research, number of publications and even performance of administrative duties. It is my contention that a lecturer's performance in the lecture hall should be regularly evaluated and that the best people to carry out this evaluation are those directly on the receiving end - the students.

It could, of course, be argued that students, particularly undergraduates, are not competent to evaluate the academic quality of lectures. They may know little of the subject and have no means of judging whether a particular lecturer is giving them outdated or irrelevant information and concepts or whether he or she is accurately reflecting the current state of the discipline. If anyone should evaluate lecturers, the argument goes, it should be their colleagues. However, I am not arguing that students should be asked to comment upon the academic content of lectures. The academic caliber of lecturers can still be assessed in the usual way through their qualifications, publications, course outlines, performance at staff seminars and so on. What students are best placed to do is to evaluate the effectiveness of the teaching which goes on in a lecture. Lecturers often have little time to regularly attend one another's lectures. Moreover, their comments are likely to be affected by personal or academic prejudices. Students, on the other hand, know perfectly well when they are learning something and are normally quite clear about which lectures are interesting and give them a clear understanding of the subject and which are boring and leave them baffled.

Another common objection is that the students do not know what is good for them. They are likely to rate highly lecturers who do not demand much of them, who keep their lectures very simple, give few assignments and award good grades for mediocre work. They might even be influenced by such irrelevant factors as whether a lecturer is good looking or how friendly he or she is. This argument assumes very low levels of maturity, motivation and intelligence among students. University students, after all, are no longer school

children. They come to the university to learn and normally expect a certain amount of stimulation and challenge. Anyone who has mixed with undergraduates will know how critical they can be of lectures which are uninspiring, dull or too elementary. I am certain that most students care far too much about the quality of education they receive at university to treat the evaluation of lecturers as a mere popularity contest.

I suspect that many of the objections to student evaluation of lecturers stem from the fear some lecturers have of being subject to criticism by their students. However, lecturers should see such evaluation as an opportunity to become aware of defects in their lecturing techniques and thus to become better lecturers. Such a system could benefit students and lecturers as well as help department heads to more realistically assess the strengths and weaknesses of their teaching staff. Source\ Interactive Writing by Anna Kwan-Terry, Prentice Hall, 1988, pp.60-61)

**Annex 2: Persuasive Essay Evaluation Form**

Area	Criteria	Score	Student Score for each area
		4....3....2....1	
		always .....seldom	
Introduction	includes a hook to get the reader's attention	-	-
	background info provided (optional)	-	-
	thesis statement is clear	-	-
	Topic sentence states the reason.	-	-
First Argument	Elaboration to back the reason is clear and persuasive.	-	-
	Topic sentence states the reason.	-	-
Second			

Argument	Elaboration to back the reason is clear and persuasive.	-	-
	Topic sentence states the reason.	-	-
Third Argument	Elaboration to back the reason is clear and persuasive.	-	-
	Topic sentence states the opposing view.	-	-
Opposing Viewpoint	Rebuttal is clear and makes sense.	-	-
	Elaboration to back the rebuttal is clear and persuasive.	-	-
	Paraphrase of main points	-	-
Conclusion	Restate thesis statement.	-	-
	Personal comment or a call to action.	-	-
	Sentences make sense-	-	-
Mechanics	spelling	-	-
	capitals, punctuation (space after punctuation)	-	-
	word usage; transition-signals	-	-

## **Unit 5: Formal Letter Writing**

This unit aims to help students develop formal letter writing skills. It explains major parts of the formal letter with examples to help students produce formal letters.

The unit consists of reading and writing activities.

### **Reading 1: A personal letter and a formal letter**

#### **Writing 1: Writing a formal letter**

### **Reading 2: A memo**

#### **Speaking : Discussing the difference between a formal letter and a memo**

#### **Writing 2: Writing a memo**

Formal letter writing is a specialized form of expository writing.

Formal letters, like personal letters, are a form of communication. And communication is a part of our everyday lives. You talk with your friends, write letters to relatives, and exchange ideas and information with your fellow workers.

However, there is a difference between a personal letter and a formal letter. Read the following personal letter:

Dear Nebiyou,

Almaz and I just wanted to thank you again for the wine glasses. We have wondering if you wouldn't like to help us "christen" them Saturday night. We're just having a few friends over for wine and cheese, and we'd enjoy seeing you there if you're free.

By the way, I ran into Zelalem at lunch the other day. He asked me to tell you that he has decided to sell that boat if you're still interested. He'll be at the party Saturday

Well, I've got to help Almaz get the kids to bed now, so I'll close. Give us a call and let us know if Saturday is all right.

Take care, and thanks again!

## **HOW DOES A FORMAL LETTER DIFFER FROM PERSONAL LETTER**

The letter that you read earlier was obviously a personal letter. To a large extent the friendship between Nebiyou and the writer dictated the subject matter, the informal style. One can notice the contraction such as we're, I'll, and the digression to other ideas by using 'by the way'.

But what exactly is a formal letter? Letters written in connection with your job are obviously formal letters.

Read the following formal letter.

Dear Ato. Abebe and W/ro. Meseret:

As property owners, the condition of the alley between Shemsu shop and Ato Kebede's house is of vital importance to you. An alley which becomes a swamp after every rain not only reflects poorly on the neighborhood as a whole, but also decreases the value of each individual lot. An asphalted alley will provide cleaner surroundings, easier garage access, and improved drainage.

Asphalting the alley is the responsibility of the city, but because our block is a fully developed residential area, the city will need a little encouragement. If you want an asphalted alley, you are cordially invited to meeting at 7:00 PM on April 23 at my house to discuss the fine points of "encouragement."

Sincerely,

Yonas Befekadu

The above letter is written to people who live in the same residential area but has a formal tone, it is written in a formal manner and the message is to the point with out digression of ideas.

## **SPECIFIC PURPOSE IN THE FORMAL LETTER**

There are countless specific reasons for writing formal letters. There are letters that ask for prices of goods and services, place orders or tenders. There are also letters that are written to express complaints and to make adjustments and letters that are written as promising payments in future (credit) and collection letters. However, basically they fall into four categories. There are letters which do the following:

1. *get information* on which to base intelligent decisions

2. *persuade* people to do things for you
3. *inform* people of the results of your decisions
4. *influence people* and create goodwill

## **Parts of formal letters**

A letter consists of a number of parts, each of which is essential to the letter, or contributes in some way to its impact on the recipient.

### 1. The letter head (Return address) Heading

Letterhead stationery clearly identifies the return address of senders. By having printed letterhead a firm ensures that it includes all the necessary details about its own name, address, post code, (if any) telephone, fax, e-mail address and telex number.

### 2. The date

The date is important as a tracking device for a letter. Give actual date-day, month and year. Where a letter is prepared in advance of a mailing for some reason it may be appropriate to date the letter-date as postmark

### 3. The reference (Reference initials)

Reference is essential to trace a particular letter at any time. The reference usually consists of the initials of the executive who dictated the letter followed by the initials of the secretary who typed it. The executive initials are usually in upper case (capital) letter; the secretary initials are sometimes typed in lower case. The two sets of initials may be divided by a slash or full stop. They may include a file number, or department code of some sort. If the letterhead includes a place for references the references will be typed in the space provided, otherwise they are put immediately below the printed letterhead.

### 5. The Inside name and address

At the top of a letter, below the references and that date is typed the inside name and address. This is the name and address of the person to whom the letter is to be sent: the addressee. This is an expected practice by all parties in business practice. It serves as future references on the copy the sender keeps.



## 6. Attention line

To ensure prompt attention, sometimes a letter which is addressed to a firm or company is marked to a particular officer. Thus line is generally underlined.

## 7. The salutation

A salutation is a greeting. It appears at the start of a letter and will usually be formal, Dear sir, Dear sirs, Dear madam, Dear Mr. Brown etc. some types of letters are addressed to the world at large, for example a testimonial given to an employee who is applying for a post elsewhere. A suitable salutation in such circumstance is "To whom it may concern"

## 8. The subject heading (subject line)

The subject heading is inserted after the salutation. It should not end with a full stop. The purpose of the subject line is to let the reader know immediately what the message is about.

## 9. Body

The main purpose of letter is to convey a message and the main purpose of message is to produce a suitable response in the reader. This is done mainly through the body of the letter.

### 9.1 The opening paragraph

The opening paragraph is often a single sentence. It is introductory in nature and frequently refers to a previous letter or courses of dealings.

### 9.2 The body of the letter

This is the main subject-matter of the letter, and divided into an appropriate number of paragraphs. It should be single spaced double between paragraphs.

### 9.3 The closing paragraph

The closing paragraph is again usually a single sentence which reestablishes the atmosphere of courtesy whatever has been the nature of the body of the letter.

## 10. The complimentary close

It serves as polite “complimentary” transition from the end of the message to your personal signature. It is again usually a single sentence which reestablishes the atmosphere of courtesy whatever has been the nature of the body of the letter.

#### 11. The signature (The signature block)

The signature block consists of actual signature, the type written name of the signatory and official position of the signatory.

#### 12. Enclosures and copies

The signature block is followed by reference to the fact that enclosures are included in the letter. This takes the form of the abbreviation for enclosures, written as ENC, Enc or enc.

The notification (to other parties) may read copies to : or distribution or more commonly CC: (copies circulated to). When sent to interested parties the name of the person concerned is either ticked or underlined on the copy.

#### 13. Identification marks

These marks are put in the left margin to identify the typist of the letter, one or two spaces below the signature. Usually initials of the officer who dictated the letter are put first.

Sample letter with parts of formal letter

Solomon and Sons Consultancy Services

Advocates, and Lawyers

Registered Office

Zefco Building, Debrezeit Road, Addis Ababa

Telephone 251-11-6-185252 E-mail: [SoS@ethionet.et](mailto:SoS@ethionet.et)

Fax: 251-11-6-181812 P.o.Box 24103 (Code 1000)

16/1/2008

Your Ref:

Our Ref: 1110/med/08/Ad

Wis And wis Insurers

P.o.Box 5566

Addis Ababa

Attention: The General Manager

Dear Sir:

We have found out that our client is denied the additional medical services as per the contract signed between your esteemed organization and our client.

We request immediate payment of the above referenced services. Please review all of the attached supporting documentation that should be sufficient information to process this claim for final resolution.

We believe that failure to release payment may be a violation of the insurance law. We are aware that article --- of the insurance law prohibits insurers from unnecessarily delaying claims processing. Payers have 30 days for electronic claims and 45 days for paper claims to (1) pay the total amount of a clean claim in accordance with its provider contract, (2) pay the undisputed portion and notify the provider in writing why the rest won't be paid or (3) notify the provider in writing why the claims will not be paid. If a carrier is unable to pay

or deny a claim within the required 30 or 45 days, in whole or in part, and audits the claim to determine whether the claim is payable, the payer must notify the physician that the claim is being audited and pay 100% of the contracted rate.

Payers that violate these requirements are liable to a provider a graduated penalty in addition to the contracted rate and may be subject to an administrative penalty .

Since this claim was incorrectly denied by your company during the original claims processing, since all data elements required by The Ethiopian Law were present on the claim(s) when submitted, and since it has been more than 30 or 45 days since your company originally received this claim, we are now requesting immediate payment.

Thank you for your prompt attention to this matter. Should you have any questions, please contact our office.

Sincerely yours,

Tebeje Tetemke

Attorney

TT/sa

Enc: Copies of signed agreements

### **Qualities of formal letters**

The following principles can help you write effective formal letters.

#### **Courtesy and consideration**

Courtesy (polite behavior, good manners) is the basic principle of social relationship and regard for the feeling of others. Courtesy softens the sting of an unpleasant piece of information, creates goodwill, and produces a favorable response. Writing discourteous letters is often very costly. We may lose both friends and business. Goodwill is a great asset for an organization and courtesy in correspondence is one of the most natural and economical means of building it.

Sometimes brevity leads to courtesy. But this does not mean you should be curt. Curtness implies that the letter writer is impatient and lacks consideration for the reader.

Consideration for the reader's interest, needs and desires is also known as the 'you' attitude in the business world.

In advertising and public relations it helps to be human. In letter-writing it pays even more. A common violation of the 'you' approach consists in writing to a person as if one was addressing a crowd and not an individual.

### **Directness and conciseness**

- Transmission of maximum information by using a minimum of words should be your aim in formal letter writing.
- Avoid unnecessary details and come to point directly. People are busy and they receive dozens of letters daily. It will be irritating for them to go through long introduction and preliminaries.
- We should strive to write simple letters.
- We have to avoid verbosity.
- There is a lot of deadwood and verbosity in formal corresponds, avoid verbosity and be direct and concise.

### **Positive and direct statements**

It is more polite to directly state the information you need or the action you require than suggest it by a negative statement.

### **Clarity and precision**

Simple expression and clear thinking are the two most important virtues of effective writing. Whatever be your business or profession you should cultivate a clear and plain style. The reader should have no difficulty in understanding what you mean.

Things to do:

- Before expressing a thought you have to contemplate it—clear thinking and clear writing go together.

- Choose short, common and concrete words. Every word you employ should help you convey the meaning you have in mind. The primary criterion should be its effectiveness in a given context.
- Arrange your words well. Use words or phrases carrying the desired emphasis in the beginning without, of course, breaking the rules of sentence construction.
- Don't tire the reader with long and involved sentences. Split long sentence into several short sentences.
- Generally, a formal letter contains only one main idea or thought or one piece of information. However, if your letter deals with a number of points, express each of them in small and distinct paragraphs. Long paragraphs will bore the reader into skimming through your letter.

**Speaking: Discuss the above mentioned qualities of formal letters and their relevance to the discipline of law.**

### **Writing I: Write a formal letter**

You are assigned to the claims department of a big insurance firm. Write a letter to a local hospital claiming compensation payment for a patient who is your client for unfair treatment. Create all the details (from the letter head to the enclosure part).

## **Differences between memos and formal letters**

A memorandum is a short piece of writing used by the employees of an organization for communicating among themselves. Because of this it is also called an interoffice memorandum. The main purpose of a memorandum (memo in short) is to record or convey information or decisions or to make short requests. A memo conveys precise information to another person or a group of people. A memo begins with a heading block. It is followed by the text of the message. A memo does not have a formal closing.

The memo is written in simple language and it is to the point, concise and direct. A memo is important in order to have quick and smooth flow of information in all directions. It also enables officers to maintain good business relationships.

Memos are useful in order to establish accountability. Since it is a record of facts and decisions, you can go to it if you need to see who went wrong and at what stage.

In many organizations there is a printed memo form. The following are essential points to be stated in a memo.

- a. the designation ( name, title, description) of the receiver
- b. the designation ( name, title, description) of the sender
- c. date
- d. subject

In printed form the name of the organization/ the department concerned is written on the top. If copies of a memo are sent to other offices, an indication is given at the bottom. Different organizations follow different style in arranging the differed parts of a memo. You should follow the method practiced in your organization.

Consider the following example:

**Tena Shenkute Office and Home Furniture factory**

**Inter office Memo**

To: The General Manager

From: Production superintendent

Date: 16 January 2008

Subject: Damage by fire

A fire broke out in the factory at about 11 p.m. on 14 January 2008. It originated in the store room on the ground floor and quickly spread to the whole factory. Addis Ababa City Administration fire-brigade fought it for nearly eight hours before it could be brought under control.

Preliminary enquiry shows that the fire was caused by a short circuit in a junction box near the stores.

As per your instructions, a committee consisting of Ato Samuel Ayana, mechanical engineer, W/o Almaz Kebede, human resource manager and Getachew Tulu, stores manager has been appointed to find out the causes of fire and the extent of damage and to recommend measures to prevent such mishaps in the future. The committee has been asked to submit its report within a fortnight.

**Speaking:** Discuss the difference between the given letter and memo in pairs.

**Writing:** Write a memo regarding your court observation report to your supervisor

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## Unit 6: Advocacy

This unit deals with advocacy. The word advocacy has its origins in law and is defined by most dictionaries as the process of 'speaking on behalf of someone'.

### Objectives

By the end of the unit students are expected to:

- Conduct meetings and negotiations
- Write minutes and advocacy articles

The unit deals with the following areas:

**Themes:** advocacy, fair trade and human rights

### Skills

Reading: Fair trade

Effective listening and speaking in meetings and negotiations

- Conducting a meeting
- Participating in a meeting

Writing 1: Notice, Agenda and Minutes

Reading: Approaches to negotiation

Speaking: Role play

Writing 2: Advocacy article **language:**

Grammar revision: (Active/passive, Modals)

Language of Negotiation (Agreement, Disagreement, neutral stand

## **Part I: Brainstorming,**

### **Task 1: Fair Trade Advocacy**

Think about the following questions and then share your reaction with partners.

What is advocacy?

Who could be involved in advocating for fair trade?

What kind of issues can be handled by advocates?

### **Task 2: Campaigning for fair trade**

a) In the context of advocacy for fair trade, what does the following quotation mean for you?

"Do what you love in the service of people who love what you do."

-Steve Farber, *The Radical Leap*

b) Your own sayings: Do you know any famous quotations that convey the issue of human rights? Can you coin your own sayings and share them with your classmates.

### **Task 3: Write an advertisement**

Look at the advertisement below.

What is it campaigning for?

What is it against?

What does *bitter sweet mean*?

Fair Trade Cocoa Campaign



How could chocolate possibly be more delicious than it already is?

For now, chocolate is a **bitter sweet**...

- 284,000 children toil in abusive labor conditions in West Africa's cocoa fields.
- Cocoa companies pay prices so low that many cocoa farmers cannot meet their families' basic needs.

But we can fix all that...with Fair Trade certified chocolate:

- Forced and abusive child labor are prohibited
- Farming families earn a price that is adequate to meet their basic human needs

Environmentally sustainable production methods are required

You're buying chocolate!

Take Action Online, in your own community, or even just when you're buying chocolate!

If every single one of us takes just a minute or two for an online fax action or more time to take action in our communities, together we WILL end child slavery in the cocoa fields.

#### **Task 4: Prepare an advertisement**

- a) In groups 4, choose an issue that is very close to your heart and prepare a similar ad; use hand written or typed posters and mount them on the wall.
- b) Talk about other ways you can champion your agenda of justice.

#### **Task 5: Reviewing a documentary film**

Watch a documentary film on Ethiopian Coffee producers and review in groups the issues that the film tries to address. The English teachers or the faculty could the documentary film.

Do you agree with the arguments raised in the film?

If you were to remake this film, what issues would you like to include?

### **Part II: Reading, Human Rights and Trade**

In this section, you will read an article concerning issues of international trade.

#### **Task 6: Skimming**

Read the passage quickly and match the following topics with the appropriate sections of the passage.

**Agricultural subsidies**

**Conclusion**

**Influence of Multinational companies**

**Non- tariff barriers**

**Rights of creation**

#### **Task 7: Scanning**

- a) What do the following acronyms stand for?

GATT \_\_\_\_\_

ARV \_\_\_\_\_

MNC \_\_\_\_\_

b) Find words or phrases in the passage that have similar meanings with the following:

joint \_\_\_\_\_

punitive \_\_\_\_\_

continue \_\_\_\_\_

tough \_\_\_\_\_

adhere to \_\_\_\_\_

unparalleled \_\_\_\_\_

extensive \_\_\_\_\_

charge \_\_\_\_\_

intellectual \_\_\_\_\_

theft \_\_\_\_\_

influencing \_\_\_\_\_

### **Human Rights Concerns in the WTO**

The WTO is currently the dominant **multilateral** trade organization in the world with 149 members. The WTO has been credited for putting in place a regulatory frame work for international trade and having a working dispute settlement mechanism which is enforceable through **retaliatory** measures that affected countries can take. This procedure has meant that even developing countries with weak political influence can

require enforcement of the rules. However, the WTO comes under heavy criticism for designing rules that **perpetuate** the inequalities between the developed and developing countries. This is so because in a number of the agreements falling under the WTO regime, the rules seem to have been designed in the interest of developed countries rather than including the interest of developing ones as well. There are three major areas of concern in this regard: Agricultural subsidies, intellectual property rights, and non-tariff barriers to trade.

The WTO Agreement on Agriculture has a set of complicated rules which allow subsidies in a number of cases. This seems to have been done so that developed countries can continue to provide agricultural subsidies to their farmers. The effect of the subsidies on developing countries farmers is significant. The subsidies reduce the market price of developed countries farm products, making them cheaper in the domestic as well as international markets. Thus, imports in to developing countries will increase and the market price of such goods in the developing country market will be depressed, leading to the fall of price of domestic agricultural goods as they try to compete with subsidized imports. This has a knock on effect of reducing farmers' revenue and profits ultimately resulting in farmers moving out of the sector.

In the other direction agricultural exports from developing to developed countries will have to compete with the domestic subsidized goods in addition to paying customs duties which are generally high. This is contrasted with the general Agreement on Tariffs and trade (GATT) which strictly prohibits subsidies on industrial goods. In addition to this, customs tariffs on industrial goods are generally lower compared to agricultural **duties**. When we consider the fact that developed countries are much more efficient and competitive than developing ones in industrial goods, we find that the rules are skewed in their favor. The ideal situation here would have been to allow countries to reap the advantages of being more efficient in one area or another.

The protection of intellectual property rights is necessary to encourage innovation and to protect the products of intellect from **plagiarism** and free-riding. They encompass copy right, trade marks, geographic indications, industrial designs, patents and other related areas. Although the basic policy behind they have universal acceptance, concerns have been raised whether these rights can be restricted or overruled in certain cases. The biggest issue in this regard is that of patent and copyright on essential drugs. Some essential drugs which were very expensive when produced and sold by western pharmaceutical companies can be produced very cheaply in developing countries, making them much more accessible to their people. Although intellectual property rules prohibit, the developing countries such as India and South Africa started producing

**generic** versions of patented drugs. This was especially true of anti-retroviral (ARV) drugs used to fight AIDS. Due to intense public pressure from western governments, pharmaceutical companies agreed to provide the medicines at a lesser cost in the end, but the issue showed the inherent problems of the current rules. In the end, it becomes a choice between saving lives and protecting profits of companies.

The right to life is the starting point of all other human rights. Its respect is essential if we are to enjoy other rights. Denying provision of medicines by taking them out of the reach of those in need is tantamount to denying people the right to live. On the other hand, pharmaceutical companies have been known to patent traditional metrics used in developing countries and trying to enforce the patents even on the countries from which the medicines originated. These issues need to be looked at from the perspective of developing countries and the rules have to be amended accordingly if we are to ensure the respect of human rights for all.

Imports are required to fulfill a lot more than customs duties. The issues most relevant to developing countries relate to rules of origin and product standards and technical regulations. Some countries require imports to be certified for their origin and require them to **comply with** regulation and standards. This is justified and accepted. However, the problem arises when countries impose very strict requirements which are very difficult to be met by developing country exporters. In fact such requirements in developing countries are so numerous and **stringent** that they have replaced tariffs and major barriers to exports. Since the development and capacity of developing countries is very low, developed countries are urged to be less strict to exports from developing countries. However, in practice, the requirements have become stricter with the passing of time. The agreement on technical barriers to trade under the WTO only provides that developing countries be given consideration in applying standards and technical regulation without providing concrete and enforceable rights to them. Hence, it does not provide adequate protection to developing countries.

The influence of Multinational companies (MNC) has seen an **unprecedented** increase in the past two decades. Although a number of new MNCs are emerging in the developing world, the majority of the companies are about profit Maximization and as such they are not concerned with the respect of human rights or human well being. This approach has had two negative effects in the context of respect for human rights and well being of the people of developing countries. First of all these companies utilize their enormous **lobbying** power to persuade governments of developed countries to keep the trade rules in their favor.

Secondly, they use their immense marketing financial power to maximize their profits by trampling on human rights. This has been evidenced in many instances when MNCs invest in developing countries. As labor, environmental and other standards have become more stringent and wages have continually risen in developed countries, manufacturing has moved out to developing countries. Many developing countries do not have stringent labor and environmental regulations and their wages are still low. MNCs use this “gap” to set up manufacturing plants in developing countries taking advantage of the low level of regulations. With regard to labor standards the main problems are use of child labor, working for long hours, and working in an unsafe environment. In the area of environmental standards the concern is that of adverse effects on the environment by way of pollution, use of harmful chemicals, and protection of biodiversity. All of these issues are protected in number of international human rights, labor and environments. However the weak regulatory framework in many developing countries means that abuses are **rampant**. In addition, the concerned developing countries are reluctant to strictly enforce the regulations for fear of discouraging foreign investment in their country. Although this concern is a legitimate one, its impact on the protection of human rights of workers and residents in the localities of such factories should not be ignored. Here governments of developed countries also share the responsibility for failing to address issues of abuse of human rights by companies under their regulatory control.

It should be recognized by all concerned that trade liberalization is not an end in itself. Rather it is a means to improve the lives of human beings. This means that a correct application of trade liberalization should take into account whether the measures to be taken will result in the betterment of the lives of citizens of a country. If we examine all trade liberalization measures on this basis, then they will be applied only if they move the society forward. Relating this view of trade liberalization to human rights is not going to be difficult. The basic concept of human rights is that human dignity should be respected and fulfilled in all aspects of life. So if trade liberalization is based on the examination of its compatibility with human development and well being, it should logically also consider the respect of human rights, as a measure of human development and well being.

In the Ethiopian perspective, the issues should be carefully considered and mechanisms should be designed to avoid the negative effects of trade liberalization. This is vital currently as Ethiopia is in the process of negotiating to **accede** to the WTO and it's also negotiating an Economic partnership Agreement with the EU, which seeks to put in place a preferential trade and development agreement.



### **Task 8: Comprehension**

a) Choose the most appropriate title for the passage

Human rights violations in trade

The effect of globalization

b) Read the article quickly and answer the following questions

1. Why has the article been written? Is it for or against fair trade?
2. Who are the main actors in international trade?
3. Which WTO rules has this article discussed?

### **Part III: Writing, Advocacy Article**

#### **Task 9: Analysis**

We write to achieve different purposes, to inform, entertain, or persuade.

a) Read the passage above again and discuss the following questions

1. Why has the above passage been written?
2. Has the writer achieved her/his purpose?
3. If you were to write this article what would you change?

#### **Task 10: Group project**

Choose one of the following topics. In groups, do some research into it and write an advocacy article that reveals the human rights issues underlying them.

- Flower farming in Ethiopia
- Child labor in Addis Ababa
- The expansion of Addis and the fate of farming community around it

## **Part IV: Meeting**

**Meetings are important part of our work. People get together to resolve issues, decide on agendas that matter to the organization or business they run.**

### **Task 11: Basics of Meetings**

What does 'meeting' mean to you?

What possible stages should a meeting go through? Discuss.

*[NB. You can use a video recorded meeting for starters. Your English teacher or the Law faculty could do the recording or borrow recorded meetings from the British Council.]*

### **Task 12: Effective listening and speaking**

Running meetings, like other conversations, requires effective listening.

In groups of 3, work on the following reflection questions:

- a. Do you recall a conversation that went well? Talk what happened who was involved and why it went well.
- b. Similarly have you been part of a bad conversation. Share with your partners why it didn't go very well.

### **Task 13: Setting the meeting agenda**

Meetings are conducted to make decisions and take actions on what has been decided. Without agenda items there is no meeting.

Meetings fail to succeed usually because clear agenda are not set and participants informed in advance. You plan and present a meeting because you want to make sure people use their time--and yours--effectively. Here are some steps you can follow:

Step One: Head your agenda with the date, time and title or purpose of the meeting.

Step Two: Create a welcome message for your staff. An inspirational quote, a list of items to bring to the meeting or a list of tasks that must be completed prior to the meeting are good ideas. A quality welcome message will help to get your staff members engaged.

Step Three: Compile a list of topics you will be discussing at the meeting. The first item on the list should refer to the welcome message as this will make the message meaningful and purposeful.

Step Four: Approximate the time that will be spent on each item. This will help your staff determine the importance of each item and prepare to participate in the discussion if time allows.

Step Five: Include an "Open" or "Questions" item at the end of your meeting. Give staff time for feedback or to clarify information.

Step Six: Complete the agenda by adding a task for staff to complete or a question they must reply to. Remember to follow up on these tasks so the staff knows they are important.

Using the notes above, now prepare a memo for calling a meeting.

You have the following information:

Regular student council meeting, June 7, 1:00 pm, R-212

Reminders to faculty representatives.

Issues for deliberation:

Some teachers' unprofessional behavior

Student discipline, working with the University management and security

Minutes of the previous meeting will be approved, followed by deliberation on matter arising.

Apart from regular student council executive members, the following will attend the meeting. Student affair representative, Campus security representative (presents a report on recent student disturbance)

#### **Task 14: Minutes writing**

Minutes are the official record of what takes place in meetings. Meetings may have secretaries who record minutes. However, this task isn't reserved for secretaries only.

Any person who attends a meeting may be asked to do this. We must be accurate when we write minutes. Here are some pointers to help you master this skill:

There is no standardized level of content and format for minutes. Sufficient information should be included to describe how members reasonably came to reasonable decisions.

Include the name of the organization, date and time of meeting, who called it to order, who attended and if there a quorum, all motions made, any conflicts of interest or abstentions from voting, when the meeting ended and who developed the minutes.

- a. Effective meeting requires the contribution of the chair and the participants.

Written minutes are distributed to members before each meeting for member's review. Minutes for the previous meeting should be reviewed right away in the next meeting. Any changes should be amended to the minutes and a new version submitted before the next meeting where the new version is reviewed to be accepted. Minutes should be retained in a manual and shared with all board members.

Role of chair	Role of participants

- b) Discuss what you need to do before, during and after the meeting if you were the minutes organizer.

- c) In groups, develop a minutes writing template. Use the notes you have read above.

### **Task 15: language of meetings**

Remember that minutes are written in the past tense. So it is important to transfer any comments or decisions into the past tense. The only exception to this rule are

resolutions which are written in the present tense. This is because they have not happened yet but will in the future.

Examples of transferring present into past tense would be:

Present tense	Past tense
Governors are agreed	Governors were agreed...
The Headteacher is pleased ...	The Headteacher was pleased to ...

a) Provide possible active forms in the right column and discuss what you can achieve by doing that.

PASSIVE	ACTIVE
It was decided...	
Assurances were given by the Chair	
Concerns were expressed by ...	

b) The following table shows typical mistakes made by minute takers. Based on the example given, write the improved forms in the black spaces.

The sample text	The problem	The better alternative
1. The Chair raps the gavel and calls the meeting to order at 1700. He welcomes the members and announces that a quorum is present.	Minutes are a historical record and should be written in the past tense. Rapping the gavel" is not a significant historical fact.	The Chair called the meeting to order at 5 p.m., welcomed the members, and announced that a quorum was present.
2. President Tom reported that we had a wonderful year and thanked our members wholeheartedly.	Minutes should be written in the third person. Subjective language should not be recorded in the minutes.	

<p>It was moved by J. Smith and seconded by R. Jones that, in compliance with the Act and the Bylaws, Peat Marwick Thorne be appointed auditor. The motion was overwhelmingly adopted.</p>	<p>Names of movers and seconders need not be recorded</p> <p>The text reads as though the Act and the Bylaws require PMT to be appointed auditor.</p> <p>The name of the organization being audited and the term of appointment are not specified.</p> <p>The word “overwhelmingly” does not belong in minutes.</p>
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### **Task 16: Modeling**

You can use a video or select a group of students [high achievers] to model ...

First agree on how an effective meeting can be conducted. Then give a set of agenda items for the group to prepare on and simulate a short meeting. Hold reviews and debriefs for the others to learn from.

### **Task 17: Free practice**

Now conduct you own meetings in groups.

You need to have a chair and secretary to record the minutes of the meeting.

## **Part VI: Negotiation**

Negotiation is a process where interested parties resolve disputes, agree upon courses of action, bargain for individual or collective advantage, and/or attempt to craft outcomes. Given the above definition, negotiation occurs in business, non-profit organizations, and government branches, legal proceedings, among nations and in personal situations such as marriage, divorce and parenting.

## **Task 18: Arguing and negotiating**

*Read the text and answer the questions following it.*

Arguing is a destructive by-product of human interaction. Between nations, it can lead to war and mayhem. Between couples it can lead to pain and divorce. Negotiating is very different from arguing. Arguing or fighting typically ends with the proponents trying to obliterate each other by out-shouting or simply shooting the other to end the argument. This amounts to screaming over the other's words to the point that nothing is heard by anyone. Seeking to overpower the other person may result in the other person simply walking away from the situation. If so, nothing is solved. No one wins.

In business it is not acceptable to kill one's opponent! Business conflict is typically resolved through negotiation.

It stands to reason that the most effective negotiators are those with absolute power and the willingness to use it! Few people have absolute power. The rest of us must work to develop tools and techniques to improve their negotiating results. Managers who demand compliance leave employees with two choices. They can knuckle under, accept the situation, and stay to make the money necessary to feed their family. Or they can fight back. Rather than quitting and jeopardizing their family's subsistence, they simply start seeking another job. By learning of other options the employee has grasped the power to decide whether to stay or leave. If the decision is to leave, the manager will have to become reasonable or accept the loss of an employee and the cost of finding and training a replacement.

In taking the initiative to seek another job, the employee is establishing his or her value on the open market. Knowing that worth empowers the employee with choices and forces the company to either acknowledge that value or lose it. While arguing is not an effective negotiating tool, prolonged discussions designed to wear the other party down on issues can be an effective negotiating tactic. Learn to control your temper and extend discussions to gather information or wear down the other party. Losing your temper will have the opposite effect.

### **Comprehension check**

1. What are the differences between arguing and negotiation?
2. What technique could you use to gather more information and tire the other negotiating party?

3. What have you learned not to do if you are involved in personal or business negotiation?

**b) Does the following extract show an argument or a proper negotiation? Discuss why?**

Johnson: Good, that's agreed then. So now we come to the question of the name of the new Company. Jane, would you like to give your views on this?

Parsons: Certainly. As you know, we have an established reputation in the UK, and last year we also set up companies in Germany and Italy. Many of our clients are multinational companies and, in all three countries, they're used to doing business with us under the name Clark-Maxwell. Therefore, we propose that the new company in France should also have the name Clark-Maxwell.

Lannoy: I see. So, if I understand you correctly, you feel that using the name Clark-Maxwell in France too will give the new company a clear identity in the eyes of multinational clients?

Johnson: That's right. And what's more, our best-known training package, the Total Quality Management Program, is associated with our name.

Guillet: Oh, I appreciate that. Of course multinational clients are very important. However, we shouldn't forget that one of our objectives in forming this new company is to enter new markets. We felt that the biggest potential in France for the products and services of the new company is among medium-sized French companies. Many of these companies will never have heard the name Clark-Maxwell. It will mean nothing to them, I'm afraid.

Parsons: I see what you mean. Well, that's certainly something we'll have to take into account.

Guillet: And there are a couple of other points. Firstly, the name Clark-Maxwell sounds very English, and secondly, it says nothing about the type of activity the company is involved in. So our proposal is to create completely new name which will reflect the identity and role of the new company.

Johnson: You mean a French name, then?

Lannoy: Not necessarily. It could be a name which reflects both our backgrounds.



Johnson: Right. Well, I take your points about our name not being known in France, and being very English, but I think there's a danger in creating a completely new name. Existing clients of yours, and ours, might now appreciate the experience and know-how that we've brought to this new venture. It might appear to be a completely new and inexperienced firm. Maybe a better solution would be to combine both our names. What's your reaction to that?

### **Task 19: Effective negotiation**

Here is another conversation. Read it and answer the questions following it.

**Markus Opens the Negotiations. It's finally lunchtime and Markus and Louis meet as planned. Markus offers for Louis to speak first, but Louis declines.**

Markus: Thanks again for agreeing to meet today. I really appreciate you taking the time during your lunch.

Louis: Okay, well, let's get started. I'd like to resolve this as soon as possible so we can get back to work.

Markus: Great. Okay, well, if there's anything you'd like to say first, please be my guest.

Louis: Oh, no, I insist you go first. After all, you're the one who asked to meet with me.

Markus: Very well then. First of all I want you to know that I am fully aware of the challenges you have faced in running this company in the last few years. I understand that the poor weather last year ended up costing you and all of the local landscape companies a lot of money. However, I think you realize that I am unsatisfied with my current salary. I've been with Landscape laborers for 5 years now and there have been many other years that were profitable. Despite how much your business has grown, I'm making less than a dollar more than I was the day I started.

Louis: You're lucky to have a job in these times.

Markus: Yes, and I'm very thankful that you have employed me all this time, especially during the slow seasons when the company is struggling to make a profit. It means a lot to me to have that stability, which is why I have remained loyal to your company.

Louis: You haven't had much choice but to remain loyal, Markus. There are no jobs out there.

Markus: Well if you don't mind, I'd like to finish what I have to say and then you can let me know what your position is. As a matter of fact, there are a few companies hiring right now in our area. These are not all necessarily companies that I would be interested in working with. For example, you and I both know that I would never want to work for a company such as Powell Designs. I'd much prefer to be associated with a company like Landscape Laborers because we do a good job. Having said that, I took the liberty of calling a few other local companies to find out what type of salary packages they offer to their foremen.

Louis: Foremen? I don't have a foreman. I never have. It's not my style. Don't forget, you're a contract laborer just like the rest of the crew.

Markus: Yes, I thank you for bringing that up. Besides deserving a higher salary, one that is competitive with local companies, I also think that I deserve a new title. You and I both know that the crew looks to me as though I am a foreman, even though I don't have the title.

Louis: You don't have the title, but you also don't have the responsibility. It's a lot of work being a foreman.

Markus: Exactly. And you can't say that you haven't noticed me coming in earlier than the others and leaving later. I also designate jobs to all of the crew members each morning and call suppliers when needs arise. These are duties of a foreman, am I right?

Louis: I suppose. But a foreman also helps solve conflicts that arise within a team, and deals with customer complaints. You always pass those things on to me.

Markus: I agree with you on that. However, I would be willing to take on these extra responsibilities, should you offer me a foreman position at a rate of \$25.00 per hour.

1. Is the negotiation effective?
2. Who could be the winner between Markus and Louis?

3. Can you identify stages in this negotiation?

b) Now compare the two conversations above. Which one is more like a genuine negotiation? Brainstorm the principles that should govern negotiation.

### **Task 20: Reading, Approaches to negotiation**

a) Sit in groups of three, A, B and C. Divide the passage parts below between yourselves and read them. In turns, explain to each other what each negotiation approach stands for.

- 1. The advocate's approach:** In the advocacy approach, a skilled negotiator usually serves as advocate for one party to the negotiation and attempts to obtain the most favorable outcomes possible for that party. In this process the negotiator attempts to determine the minimum outcome(s) the other party is (or parties are) willing to accept, then adjusts their demands accordingly. A "successful" negotiation in the advocacy approach is when the negotiator is able to obtain all or most of the outcomes their party desires, but without driving the other party to permanently break off negotiations, unless the BATNA (see below) is acceptable.
- 2. The win-lose approach:** Traditional negotiating is sometimes called win-lose because of the assumption of a fixed "pie", that one person's gain results in another person's loss. This is only true, however, if only a single issue needs to be resolved, such as a price in a simple sales negotiation. If multiple issues are discussed, differences in the parties' preferences make win-win negotiation possible. For example, in a labor negotiation, the union might prefer job security over wage gains. If the employers have opposite preferences, a trade is possible that is beneficial to both parties. Such a negotiation is therefore not an adversarial game.
- 3. The win/win negotiator's approach:** During the early part of the 20th century, academics such as Mary Parker Follett developed ideas suggesting that agreement often can be reached if parties look not at their stated positions but rather at their underlying interests and requirements. During the 1960s, [Gerard I. Nierenberg](#) recognized the role of negotiation in resolving disputes in personal, business and international relations. He published *The Art of Negotiation*, where he states that the philosophies of the negotiators determine the direction a negotiation takes. His *Everybody Wins* philosophy assures that

all parties benefit from the negotiation process which also produces more successful outcomes than the adversarial “winner takes all” approach.

### **Task 21: Stages in negotiation**

From notes and activities above (tasks 1-3) identify the stages that a proper negotiation should go through.

#### **Language focus**

Agreement, Disagreement, neutral stand

#### *Light conversation before the serious business*

Before you actually start negotiation it is important to show people that you are interested in them.

i) Write the following conversation in the correct order.

B: First of all, you did not have all these buildings. The roads, especially the ring road has given Addis a face lift I guess.

A: How did you find the new Bole terminal? It is one of the things we proudly talk about here.

B: Not really. I came here during your first election. The country has changed a lot since then.

A: Oh really. What new developments have you noticed?

A: Is this your first time in Ethiopia?

ii) In a group of three make a light conversation between yourselves. Assume you are representatives of three countries and you met before. Make a light conversation on topics of common interest before you start negotiation.

## Task 22: Agreeing and Disagreeing

In negotiation, we employ different tactics of disagreement in order not to immediately put off our counterparts.

### a. In pairs, list what expressions you would use

1. to suggest ideas for decision regarding the most important problem to solve
2. to suggest ideas for decision regarding the choice of the most effective changes to make
3. to suggest ideas for decision regarding working out the importance of a number of options relative to each other
4. to suggest ideas for decision regarding weighing up the relative importance of different courses of action; where priorities are not clear, or are competing in importance
5. to suggest ideas for decision regarding weighing pros and cons
6. to suggest ideas for decision regarding strengthening the forces supporting a decision, and reduce the impact of opposition to it
7. to suggest ideas for decision regarding looking at all the forces for and against a decision

### b) In pairs write words or language to be used to express:

- total support
- support
- partial support
- total opposition
- opposition
- tentative opposition
- challenging
- reservation
- reassuring
- emphatic views
- neutral views
- playing down a point
- degrees of certainty

### Task 23: Understand and use body language

Negotiating body language is an important part of negotiation. Social cues, different stances and various poses give off important non-verbal communication information. Two key questions are:

1. Are you unknowingly sending “signals” your opponent can read?
2. Are you failing to read signals which are being sent to you?
3. What does your opponent see in your gestures

Insights into non-verbal behavior will add to your negotiating strength. You have to learn to interpret what the other side is saying in addition to their words. At the same time you can become more aware of what your body language is saying to your opponent. You need to become better able to see yourself as your opponent sees you with an analysis of gestures, gesture clusters and attitudes that are all part of your negotiating posture.

### Task 24: Observe people around you

Look around your classroom and observe how your classmates are seated.

- a) Do these have any meaning to the individual?
- b) How do they affect how you would like to converse with them?
- c) Match the body language in column ‘A’ with its possible meaning in column ‘B’

<b>A. Body Language</b>	<b>B. Possible meaning</b>
<b>Avoiding Eye Contact</b>	<b>Trying to intimidate</b> <b>Showing anger</b>
<b>Nodding</b>	<b>Nervousness</b> <b>Lack of confidence</b> <b>Submission</b>
<b>Serious Eye Contact</b>	<b>Frustrated</b>

	<b>In disbelief</b> <b>Disagreeing with a point</b>
<b>Touching the face/fidgeting</b>	<b>Agreeing</b> <b>Willing to compromise</b>
<b>Shaking the head/turning away</b>	<b>Lying, Not interested,</b> <b>Not telling the whole truth</b>

### **Task 25: Practice using body posture**

Sit in groups of threes, A, B and C. Practice standing or sitting display of the following adjectives.

Defensive and superior

Defensive

Ready

Open

Authoritative

### **Procedure**

A acts the above adjectives, B interprets A's posture in terms of an adjective and tries to mirror by acting. C has the captions and adjectives. He or she notes whether A's and B's postures match the pictures.

Here are examples of body language in which none of these people indicate a receptive negotiator:

**Defensive and Superior:** His locked ankles indicate he is holding back. His thumb out of pockets shows feelings of superiority. His leaning back shows an air of defiance.

**Defensive:** He is in locked pose. His hand and arm are linked behind his back. He shows that he is frustrated by holding his arms in this position. He is not open to negotiating.

**Defensive:** Crossed arms show he is defensive. Standing up straight with back arched and chest out shows defiance. One leg forward shows he is aggressive (confident).

**Defensive:** His arms are crossed over his upper chest with his hands clinched. This shows that he is holding back something (anger). Both his legs are together holding his negotiating position.

On the other hand, based on their body positioning, you can see that these people are ready to negotiate.

**Ready:** His hands are on his hips. In the British style with elbows pointed back indicates a readiness to negotiate.

**Openness:** He shows confidence with his hands. They are slightly open holding the cigar and the walking stick behind him. He is standing up straight but is in a forward position showing a willingness to negotiate. This person is easy to negotiate with.

**Authority:** His hands are clasped behind his back which indicates authority. Understand this position when negotiating.

**Mixed Signal:** This is a mixed signal. One hand is on his hip (ready). The other hand in his pocket (hiding). Have us present an in-house seminar and learn to be a skilled negotiator.

## **Task 26: Role play**

A trade dispute between Ethiopia and a trade-partner country is eminent because of huge tariffs laid on your exports which had never been agreed. Using expressions you learned above initiate ideas for decision regarding

- responding with similar measures
- halting on-going trade talks with that country



## **Annex 1: Sample of Board Meeting Minutes**

Name of Organization

(Board Meeting Minutes: Month Day, Year)

(time and location)

Board Members:

Present: Bhata Bhattacharia, Jon White Bear, Douglas Carver, Elizabeth Drucker, Pat Kyumoto, Jack Porter, Mary Rifkin and Leslie Zevon

Absent: Melissa Johnson

Quorum present? Yes

Others Present:

Exec. Director: Sheila Swanson

Other: Susan Johns, Consulting Accountant

Proceedings:

· Meeting called to order at 7:00 p.m. by Chair, Elizabeth Drucker

· (Last month's) meeting minutes were amended and approved

· Chief Executive's Report:

- Recommends that if we not able to find a new facility by the end of this month, the organization should stay where in the current location over the winter. After brief discussion, Board agreed.

- Drucker asserts that our organization must ensure its name is associated with whatever materials are distributed at that practitioner's meeting next year. The organization should generate revenues where possible from the materials, too.

· Finance Committee report provided by Chair, Elizabeth Drucker:

- Drucker explained that consultant, Susan Johns, reviewed the organization's bookkeeping procedures and found them to be satisfactory, in preparation for the upcoming yearly financial audit. Funds recommends that our company ensure the auditor provides a management letter along with the audit financial report.

· - Drucker reviewed highlights, trends and issues from the balance sheet, income statement and cash flow statement. Issues include that high accounts receivables require Finance Committee attention to policies and procedures to ensure our organization receives more payments on time. After brief discussion of the issues and

suggestions about how to ensure receiving payments on time, MOTION to accept financial statements; seconded and passed.

· Other business:

- Porter noted that he was working with staff member, Jacob Smith, to help develop an information management systems plan, and that two weeks ago he (Porter) had mailed members three resumes from consultants to help with the plan. In the mailing, Porter asked members for their opinions to help select a consultant. Porter asked members for their opinions. (NOTE: Zevon noted that she was also a computer consultant and was concerned about conflict of interest in her Board role regarding this selection, and asked to be ABSTAINED from this selection. Members agreed.) The majority of members agreed on Lease-or-Buy Consultants. MOTION to use Lease-or-Buy Consultants; seconded and passed.

- Swanson announced that she had recently hired a new secretary, Karla Writewell.

· Meeting adjourned at 9:30 p.m.

· Minutes submitted by Secretary, Bhata Bhattacharia.

## **Annex 2: Tips on writing minutes**

- Take down only the important points (those related to the meeting's objective or specific agenda items)
- If you do not have shorthand skills, you may want to develop your own form of shorthand
- Write lists, not complete sentences
- Pick up verbal cues such as "Finally..." or "I want to make three points. First..."
- Make sure that you can see the speakers

Ask for clarification on any issue of which you are unsure, for example the wording of a motion, the name of a seconder of a motion.