رقم: 03/م.ع/م.هـ.م.ع.ج.ب1/2026

باتنة في:2026/04/06

مستخرج من محضر اجتماع المجلس العلمي للمعهد الدورة رقم 42 المؤرخ في 2026/03/12

❖ **المصادقة على مطبوعة بيداغوجية**

- **عرض ملفّ اعتماد مطبوعة بيداغوجية: الدكتورة سخري هجيرة**

- بالنظر إلى تلقي الآراء الإيجابية حول المطبوعة البيداغوجية للدكتورة **سخري هجيرة** المعنونة:

« Langue étrangère (Anglais)»، الموجهة لطلبة السنة الثانية ليسانس **تخصص** إدارة مشاريع البناء للسداسيين الثالث والرابع ،من طرف الخبراء :

- د. مباركي عمار، جامعة باتنة 1
- د. زمرة رشيد، جامعة باتنة 1

- **الرّأي والتّوصية**

وافق المجلس العلمي على إعتماد المطبوعة مع توصية ادراجها في منصة DSpace

رئيس المجلس العلمي للمعهد
الدكتور بوعافية عبد الرزاق

جامعة باتنة 1 - المجلس العلمي - معهد الهندسة المعمارية والعمران
رئيس المجلس العلمي
د/ بوعافية عبد الرزاق

الجمهورية الجزائرية الديمقراطية الشعبية - وزارة التعليم العالي و البحث العلمي
جامعة باتنة ١ الحاج لخضر - معهد الهندسة المعمارية و العمران
People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research - University of Batna 1
Institute of Architecture and Urbanism

Polycopié Pédagogique

Module: Langue Étrangère

Cours destinés aux étudiants de 2 éme année Licence

Management De Projet De Construction

Enseignante

Dr. Hadjira Sakhri

Course: Foreign Language

-English-

Online Course

Target Audience

2nd Year Bachelor's Degree

Construction Project Management

Teacher:

Dr. Hadjira Sakhri

Preface

In recognition of the importance of effective communication in the fields of engineering and construction, this course is designed for second-year bachelor's students (L2) in Construction Project Management. It aims to equip students with essential communication skills for academic and professional success.

The course is available online for students of the Institute of Architecture and Urbanism, University of Batna 1, via the Moodle platform (EAD). To access the course, students must log in to the Moodle platform using their accounts, attend the online sessions according to the schedule, participate in discussions through forums and chats, and successfully complete various assessments such as the prerequisite test, workshops, quizzes, and more.

This course follows the recommendations of the ministerial framework (canvas) approved in 2020–2021. It is structured into five chapters, each containing lessons followed by a series of exercises at the end of the chapter.

Course Description

-Title: Foreign language

-Field of Study: Construction Project Management

-Target Audience: 2nd Year Bachelor's Degree

-Teaching Unit: Transversal unit

Teaching Method: Online Course

-Number of Credits: 1

-Coefficient: 1

-Lectures (hours per week): 1.30 hours

Course Objectives

The objectives of the course are:

-Understand and interpret architectural drawings.

-Develop foundational technical vocabulary and drafting knowledge.

-Enhance architectural communication skills.

- Be able to communicate in writing and orally in a professional setting.

-Improve academic reading and writing skills.

-Strengthen grammatical accuracy in technical contexts

Prerequisites

To successfully engage with this course, students are expected to have:

-Basic English Language Skills: Students should be able to understand simple instructions, ask questions and read texts. They should have at least a beginner level in English (A2).

-Basic Architecture Knowledge: A fundamental understanding of architectural concepts and terminology such plan, building structure and material. This will help students connect language learning with their field of study.

-Reflective Thinking and Analysis: Ability to understand and analyse architectural case studies, fill out questionnaires, and reflect critically on project documentation in English.

Structure and pedagogical scenario

This course is designed for second bachelor's degree students(L2) in Construction Project Management via Moodle platform. To guide the students in their course progress, certain resources and activities may be made available only when other activities or resources have previously been completed. The chronological sequence of course activities is marked (Moodle: Calendar/labels)

This is a condition for being able to contribute positively to the realization of activities and to carry out distance activities within the limits of the communicated deadlines.

This course is easy to access due to its structure formed by three systems:

- Entry system
- Learning system
- Exit system

Entry system: This is the part in which we presented:

1-The course objectives: This is the first step in the construction of this course. They describe the knowledge, skills, and attitudes to be acquired by the end of a learning cycle (the five chapters), they allow the students to have a clear vision of what is expected of them.

2-Prerequisites: These are the knowledge and skills that the student must possess beforehand to take the course.

3-The prerequisite test: is achievement assessments, the test made available to learners from the first week, and it is accessible without limitation in time, so that they can do it again. If the learner has successfully completed this phase (>50%), he or she will be directed to begin the learning system; Otherwise, in the event of failure of this test (<50%), the learner will be remedied by indicating the courses to consult to pass the test.

Learning system : This section includes three elements: the content, the activities required of students, and the elements that promote the structuring.

-The content: The content of the course is divided into five learning sections. Each learning section is composed of reading support in PDF formats to allow the student to consult the course at any time.

-Activities: Each chapter contains various activities which are adopted to the course and the objectives already outlined. These activities include:

- Self-assessment tests to pass from one unit to the next.
- A discussion forum: which allows learners to ask or respond to questions posed by

others, thereby developing their reflection and communication skills, and becoming aware of their progress.

-Learning support elements: These elements make it possible to refer to a set of documents due to a page of useful links, using a summary, etc.

- Test: At the end of each section (chapter), an exit test represented by a quiz containing different types of questions is made available to learners to help them summarize what they have learned and detect their gaps. It is based on feedback that allows either orientation towards the next unit (>50%) or remediation towards parts of the course not properly assimilated or support resources (<50%).

Exit system: This part is made up of several types of questions encompassing all the learning activities. If the student passes this test, he will be directed to another course, and in case of failure, he will be redirected to repeat courses, which is the remediation system.

Evaluation mode

The learner is exposed to two types of assessments:

- Formative assessment: is provided through one-off activities (online) to help students pass the final exam. It will focus on online quizzes, workshops and so on.

- Continuous assessment: This continuous assessment is carried out through the final exam.

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List of Figures

Introduction

The foreign language course consists of five chapters. The first three chapters aim to improve the students' ability to understand their field clearly by using accurate vocabulary, particularly vocabulary related to construction project management. The last two chapters are designed to improve grammar and language proficiency.

The first chapter*, 'Presentations to Various Subjects'* introduces learners (students) to topics related to the engineering and architectural field, such as type of architectural plans, essential drawing tools, and vocabulary associated with building components.

Throughout the chapter two, '*Communication Skills'*, students are guides to explore personal and interpersonal communication through interviews, questionnaires, and oral presentations. These techniques help students develop their skills for effective professional practice.

The third chapter, '*Argumentative Speech'* equips students with the essential skills needed for structured presentational and reasoned debates. Students will learn how to organize their speech using effective verbal communication techniques to become more confident communicators, critical thinkers, and active participants in academic and professional discussions.

The fourth chapter, '*Relate an Event to One's Experience'* focuses on developing effective communication strategies by placing students in realistic scenarios. The aim is to improve their proficiency in reading, writing, listening, and speaking through the application of reading comprehension strategies.

The fifth and final chapter, '*Reporting Speech and Thought'* focuses on grammar and sentence structure. This chapter helps students expand their vocabulary and enhance their language proficiency, particularly in writing and speaking.

A list of references is also proposed and made available to students to enrich their knowledge and language skills.

CHAPTER I

Presentations to various subjects

Target skills

- **General course objective**

This course will provide students with a comprehensive understanding of architectural plans and building components, focusing on their role, and integration within architectural projects.

- **Objectives**

By the end of the term, the student will be able to:

- Interpret architectural drawings effectively.
- Understand fundamental building components and systems.
- Understand Construction Principles
- Develop critical thinking and problem-solving skills.

I.1. Types of Architectural Plan

In architectural practice, different types of drawings are produced to convey a range of information about a building project. These drawings are commonly referred to as ***architectural plans***.

Architectural plans are vital communication tools used throughout the design and construction processes. They help professionals such as architects, interior designers, engineers, and contractors to visualize, analyse, and execute the design in a coordinated manner. Each type of architectural plan is tailored to illustrate specific aspects of a project. For instance;

- **Floor plans** provide a bird' s-eye view of a building's spatial arrangement, showing walls, doors, windows, furniture layouts, and circulation paths.
- **Elevations** depict the external appearance of each façade, giving insight into the architectural style, materials, and proportions.
- **Sections** cut through the building vertically to reveal the relationship between floors, ceiling heights, structural elements, and interior spaces.
- **Site plans** show the building in context with its surrounding environment, including landscaping, pathways, access points, and neighbouring structures.

Other specialized plans, such as roof plans, reflected ceiling plans, and detail drawings, focus on particular components or systems of the building. These plans form a comprehensive set of documents that guide the construction process and ensure the design intent is accurately translated into the built environment. A clear understanding of the different types of architectural plans is therefore essential for any student or professional involved in the building industry.

I.1.1. Site plan

A site plan is an aerial view of a building in relation to its entire plot of land and the surrounding environment. It shows the placement and orientation of the building on the site, along with key external elements such as access roads, parking areas, pathways, landscaping features (like trees, lawns, and gardens), utility lines, fences, and adjacent structures or streets (Figure I.1).

This type of plan helps illustrate how the building integrates with its broader physical context and complies with zoning regulations, building codes, and environmental constraints.

Site plans are essential during the early design stages, especially for obtaining planning permissions and coordinating with civil engineers and urban planners. They provide crucial information about the site's topography, drainage, and infrastructure connections. Site plans often include north orientation, property boundaries, setbacks, and contour lines if the terrain is not flat.

The scale of a site plan typically depends on the overall size of the property, but a common scale is 1:500, which allows for a clear and comprehensive overview of the entire site and its relationship to the proposed building. In larger or more detailed projects, alternative scales such as 1:200 or 1:1000 may be used.

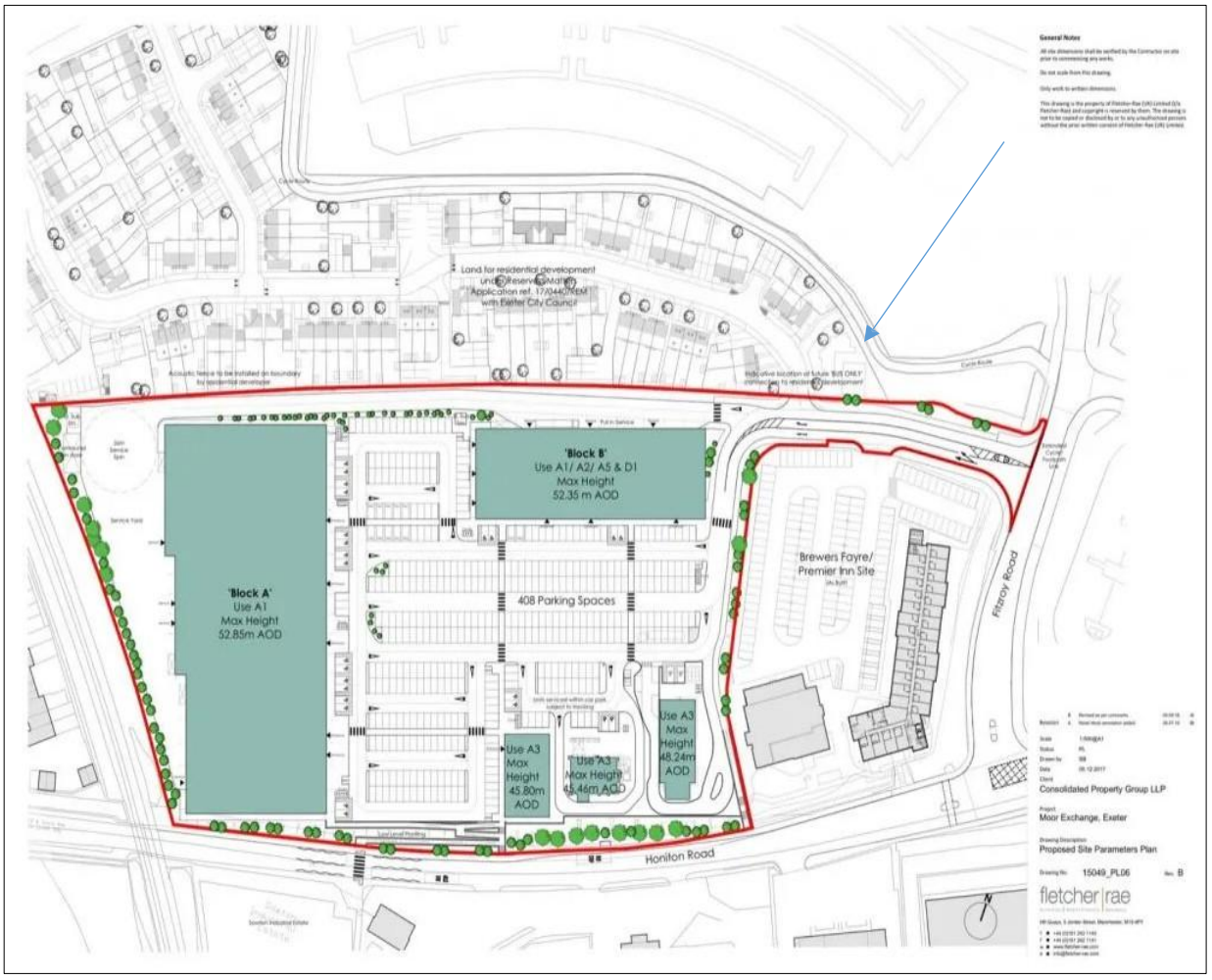


Figure I.1. Example of site plan[1]

[1] https://www.firstinarchitecture.co.uk/what-is-an-architectural-site-plan/

I.1.2. Block plan

A block plan is a type of architectural drawing that provides a broader contextual view of a project site by illustrating the location and layout of the proposed building in relation to neighbouring structures and plots. Unlike the site plan, which focuses on detailed elements within the immediate property boundary, the block plan presents buildings as simplified geometric shapes or "blocks" to emphasize their position and relationship within the urban or suburban fabric (Figure I.2).

This drawing is particularly useful for showing how a new development fits into its surroundings and complies with local planning requirements. It includes key features such as surrounding streets, adjacent buildings, property boundaries, and access points, helping planners and designers assess the project's spatial arrangement within the wider area.

Block plans are often used in planning applications and urban design to provide an overview of the project's location within a defined neighbourhood or development zone. The typical scales used for block plans are 1:500 or 1:200, depending on the extent of the area being represented and the level of detail required.

Figure I.2. Example of a Block plan[2]

[2] https://autocadfiles.com/cadfiles/housing-master-plan-detail-drawing-in-dwg-file

Requirements of a Block Plan

A well-prepared block plan generally includes the following key elements:

1-Title of the Project: This includes the name of the project, the address of the site, and any other relevant identifiers, such as the name of the developer or client.

2-Site Boundary: The legal perimeter of the property should be marked to distinguish the limits of the development.

3- Outdoor Spaces: Areas such as parking lots, courtyards, gardens, landscaped zones, trees, and recreational spaces should be indicated.

4- Topography and Levels: Information about ground elevations, slope gradients, and building heights with the surrounding terrain is essential for understanding the project's integration with the site.

5-Access Points: The locations of vehicular and pedestrian access to the site, including driveways, entry roads, and walkways, must be shown.

6-North Orientation: A north arrow should be included to indicate the orientation of the drawing, which is essential for understanding light, shadow, and environmental impact.

7—Legend: A legend or key should explain any symbols, line types, or colour codes used in the drawing, ensuring clarity and ease of interpretation.

Note

A **site plan** provides detailed information about the specific contents and layout of the site, including internal elements and services. In contrast, a block plan focuses more on the surrounding area and the relationship between the building and neighbouring properties. While the site plan highlights its features, the block plan emphasizes the building's integration within its urban or suburban context.

I.1.3. Floor plan

A floor plan is a technical drawing representing a horizontal section cut through a building, typically at a height of 1.2 meters (4 feet) above floor level (Figure I.3) . This cut provides a clear view of the internal layout, showing walls, doors, windows, stairs, and other key features that are

situated at or below the cut level. A floor plan illustrates what can be seen when looking down at a building from above, offering a comprehensive view of how the spaces are organized and interconnected.

Floor plans are crucial in the design and construction process. They serve as a guide for the layout and functionality of a building's interior. They depict the arrangement of rooms, corridors, and access points, as well as the placement of furniture, fixtures, and any structural elements relevant to the design.

Floor plans are typically drawn to scales such as 1:50 or 1:100, depending on the level of detail required and the size of the building. Larger buildings may use a scale of 1:100, while smaller projects or areas may use 1:50 for more detailed representation.

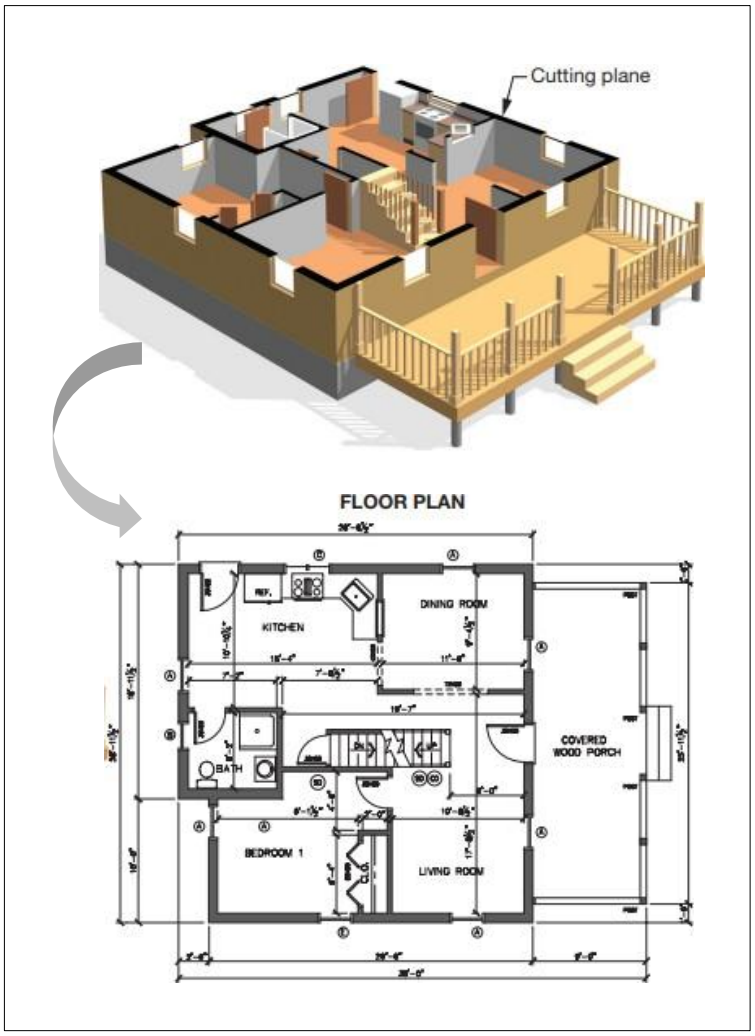


Figure I.3. Floor plans[3]

[3] https://www.coursehero.com/file/26774349/0132740648pdf/

I.1.4. Elevation Plan

An elevation plan is an orthographic projection drawing representing one side of a building, offering a view of its exterior as seen from a specific direction. The primary purpose of an elevation drawing is to illustrate the finished appearance of a building's facade or any other face of the structure, providing details such as architectural elements, windows, doors, and finishes. In addition to showing the visual aspects of the building, elevation plans also provide important vertical height dimensions, helping to define the scale and proportions of the structure in relation to its surroundings.

Elevation plans are fundamental for both design and construction phases, as they ensure the building's aesthetic intent is accurately communicated and that the necessary dimensions are understood for structural and material selection.

I.1.4.1. Type of Elevation

In architecture, there are several types of elevation drawings (Figure I.4.), each serving a specific purpose in understanding the external appearance of a building. Some of the most common types include:

1- Front Elevation: Often referred to as the facade, the front elevation is the most commonly used type of elevation drawing. It shows the appearance of the building's front side, including important architectural details such as doors, windows, rooflines, and material finishes. This elevation is often the most important representation of the building's character and style.
2- Side Elevations: These are views of the building from its sides. There can be multiple side elevations depending on the building's design and the number of visible sides. Side elevations provide a clear view of the building's depth, as well as details that may not be visible in the front or rear elevations.
3- Rear Elevation: The rear elevation shows the exterior view of the building from the back. It is essential for understanding the full spatial arrangement of the structure, particularly if there are features like service entrances, rear-facing windows, or patios that aren't visible in the other elevations.

Each elevation type is integral for understanding the building's external design and ensuring the architectural vision is communicated clearly for construction.

Figure I.4. Type of elevation, source Hopekings Homes

I.1.5. Section Plan

A section plan is an orthographic projection of a building that provides a vertical slice through the structure, similar to a floor plan but oriented vertically. It shows the interior of the building as if a portion of the structure has been "cut away" along a defined plane, providing a detailed view of the relationships between various levels, spaces, and building components (Figure I.5).

In the section view, every element that is intersected by the section plane is clearly depicted. This includes important dimensions such as the thickness of walls, floor heights, lintel and sill heights,

ceiling heights, and the relationships between different levels. The section plan is particularly valuable for understanding the vertical organization of a building, such as the heights of rooms, the positioning of windows and doors, and the layout of structural components like beams and columns.

Section plans are essential for conveying detailed information about the construction of a building, providing insight into the spatial and structural relationships that cannot be easily understood from floor plans or elevations alone.

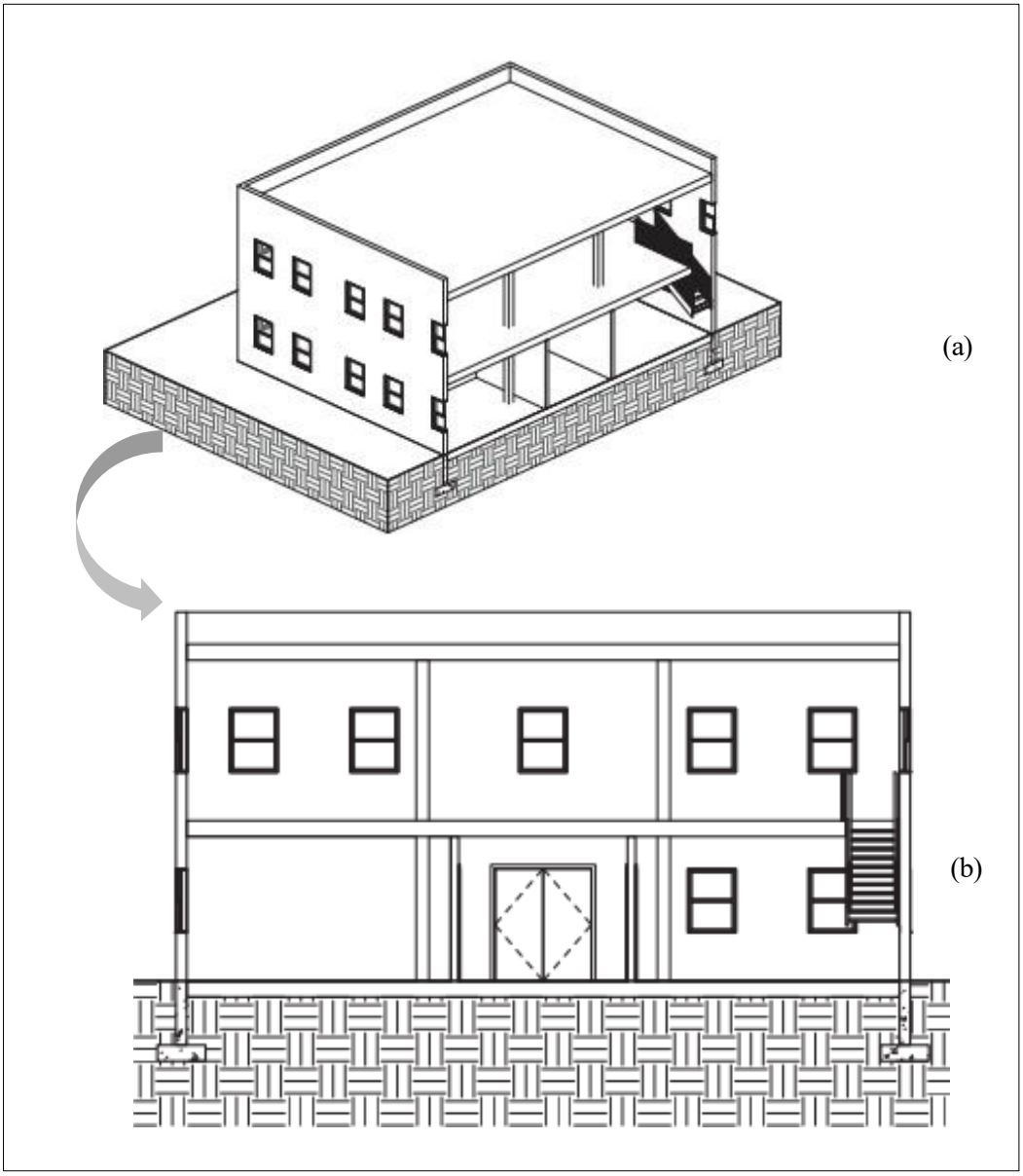


Figure I.5. Example of section plan, (a) 3D view, (b) Section[4]

[4] https://openlab.citytech.cuny.edu/christo-arch1101-fall-2020/files/2020/09/Architectural-Drawings_Plan-Section-Elevation.pdf

Note

Architectural drawings can be produced on **varying** paper sizes, from A0 to A4 and so on.

Never produce a drawing project, that doesn't have a **title block**/ **basic information**.

I.2. Essential tools for drafting, drawing, and design

Life in architecture schools or universities is unique and often intense. Being an architecture student or manager's student means immersing yourself in a creative and technical world where sketching, drafting, thinking, imagining, and creating models are part of the daily routine. In this environment, the ability to read and write plays a vital role in documenting and communicating ideas clearly.

Studios and classrooms in architectural schools differ significantly from traditional classrooms. They are often lively spaces filled with creative energy, yet they also require the correct set of tools to bring design ideas to life. Whether you're drafting by hand, building a model, or using sophisticated design software, having the appropriate tools is essential for success. These tools, both physical and digital, help translate concepts into tangible results, ensuring that your ideas are communicated effectively and accurately.

From traditional sketching tools like pencils, pens, and paper, to digital design software like ArchiCAD, AutoCAD, and 3ds Max, each tool has its place in the design process. As an architecture student, you'll quickly realize the importance of investing in the right drafting equipment, such as rulers, compasses, and T-squares, as well as understanding the functionality of 3D modeling software and rendering tools like V-Ray and Photoshop for presenting your work.

Ultimately, a successful architectural project requires not only creativity and vision but also the right combination of tools to make that vision a reality. The balance of manual drawing and digital design will shape your workflow and allow you to express ideas that are both functional and aesthetic.

I.2.1. Drawing board

Before introducing the essential drawing tools, it's important to consider the workspace used by architects and design students. A well-organized and spacious working environment plays a critical role in ensuring precision and efficiency during the design process. One of the most fundamental pieces of equipment is the drawing board (Figure I.6) It provides a flat, stable, and spacious surface that allows for accurate drafting and sketching. Whether used for freehand drawing or technical drafting with instruments, the drawing board ensures that lines are straight, angles are correct, and proportions are maintained.

Drawing boards are typically made from smooth wood or laminated materials and often include adjustable stands or parallel rulers to support ergonomic working positions and improve drawing accuracy. They come in various sizes to accommodate different paper formats, such as A2, A1, or A0.

Figure I.6. Drawing board[5]

[5] https://howtorhino.com/blog/architecture-education/drafting-tools/

I.2.2. T-square

A T-square is a fundamental drafting instrument used in technical drawing, It consists of a long, straight edge known as the blade attached to a shorter crosspiece, often called the head, forming the shape of the letter "T". The head of the T-square is designed to rest firmly along the edge of the drawing board, allowing the blade to remain perfectly horizontal. This setup enables the user to draw accurate horizontal lines across the paper with ease. The T-square can be slid up and down along the board's edge, providing consistent alignment for drawing multiple lines parallel to each other (Figure I.7).

Architects often use the T-square in combination with set squares to draw vertical and angled lines, making it a versatile tool for producing clean, geometric, and technically correct drawings. Its role is especially vital in manual drafting, where precision and line quality are critical for effective communication of design ideas.

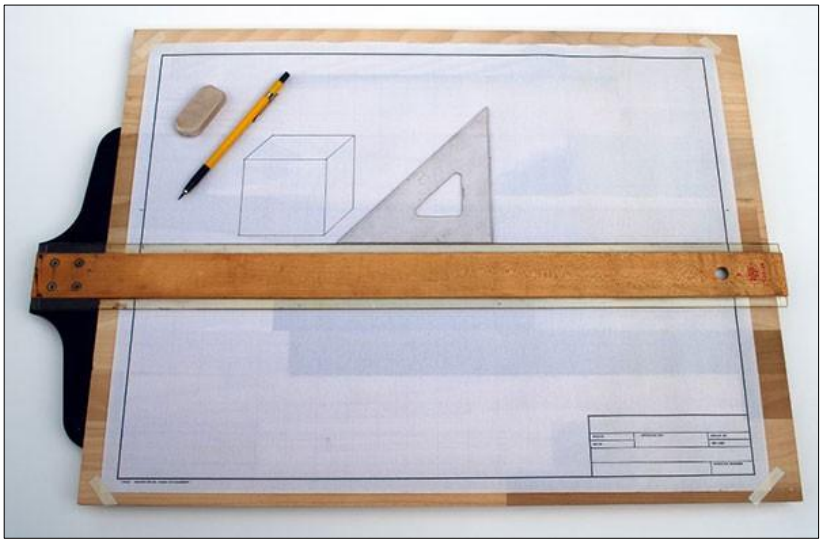


Figure I.7. T-square[6]

I.2.3. Ruler

A ruler is a basic drawing and measuring tool used in various fields .It is primarily used to measure lengths, draw straight lines, and ensure precision during drafting and sketching rulers help maintain scale and proportion in both freehand sketches and technical drawings. They are typically

[6] Ibid

marked with either metric units (millimetres and centimetres) or imperial units (inches), depending on the regional standard. Rulers come in different materials, such as plastic, metal, or wood, each suited for different drawing needs (Figure I.8).

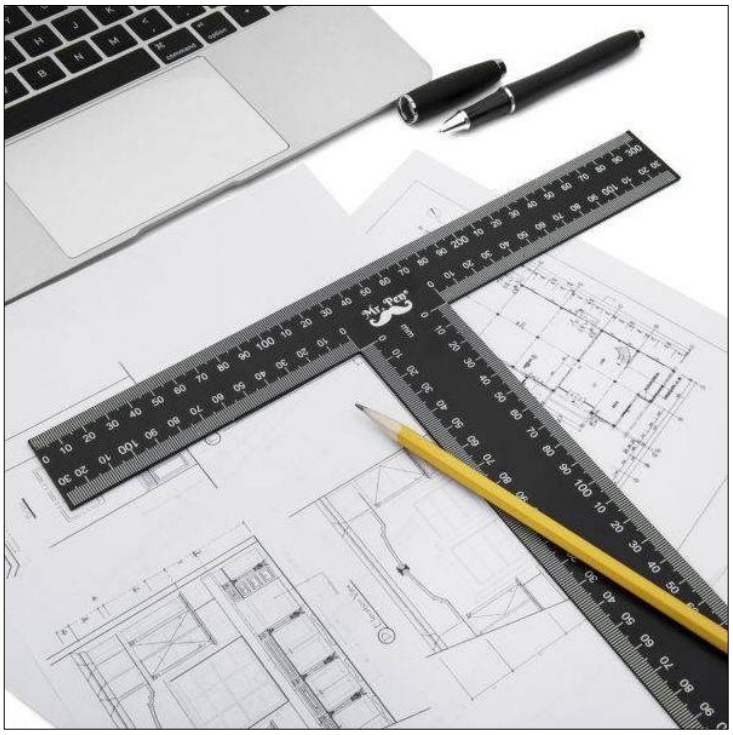


Figure I.8. Ruler[7]

I.2.4. Scale ruler

A scale ruler (also called an architectural scale or drafting scale) is a key tool used in architectural and technical drawings. It allows architects and students to draw and read scaled drawings accurately. Unlike a standard ruler, the scale ruler (Figure I.9) is marked with multiple fixed ratios such as 1:100, 1:50, 1:20, etc. These represent scaled-down versions of real measurements, which is essential when working with large objects like buildings on limited paper sizes. The scale ruler helps to:

- To create accurate drawings
- To read measurements on scaled drawings without needing to convert units manually.
- To assist in multi-view orthographic projections such as plans, sections, and elevations.

[7] Ibid

As a student in the field of architecture, or management project you must become comfortable with switching between different scales depending on the type and detail of your drawing.

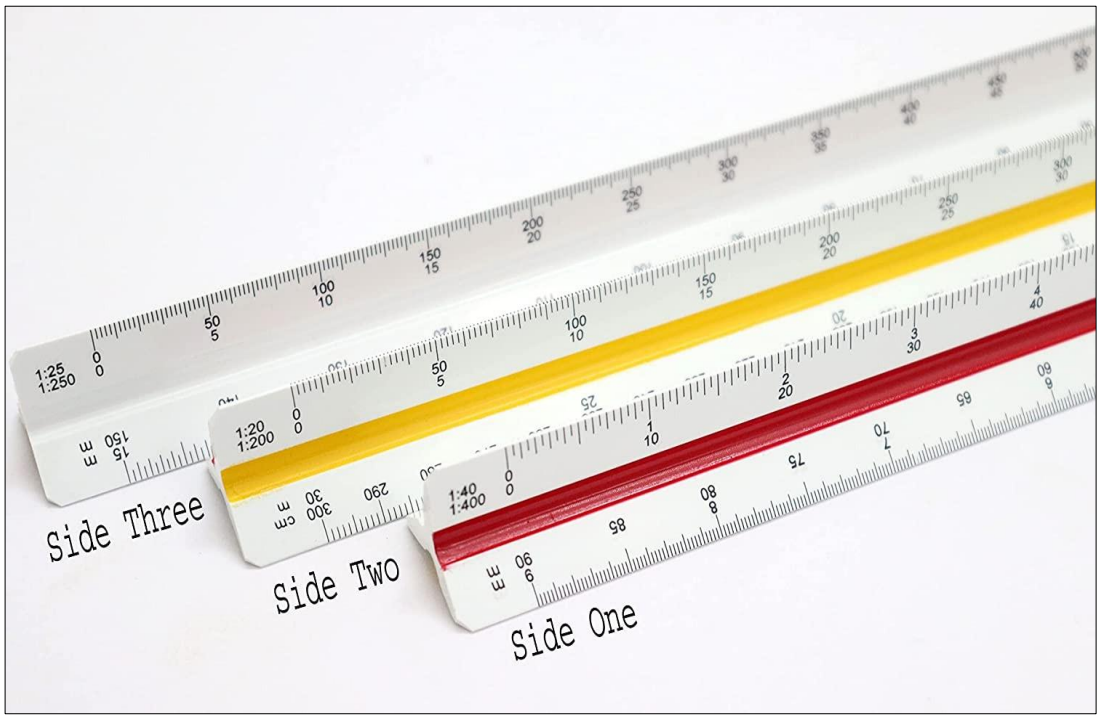


Figure I.9. Scale ruler[8]

I.2.5. Triangle Set

A triangle set, also known as drafting triangles or set squares, is a group of triangular-shaped tools used in technical drawing and architectural drafting. These tools help in drawing accurate vertical lines, diagonal lines, and precise angles, especially when used together with a T-square on a drawing board. There are common types of triangles in a set including:

- 30°–60°–90° triangle: Used to draw lines at 30°, 60°, and 90° angles (Figure I.10).
- 45°–45°–90° triangle: Used to draw lines at 45° and 90° angles.
- Adjustable triangle: Can be set to a custom angle for more flexibility in drawing.

The triangle sets allowed as to:

- Ensure angle accuracy in technical drawings.

[8] https://liquidraw.co.uk/products/liquidraw-metric-triangular-scale-ruler-30cm-architectural-white-1

- Assist in creating orthogonal and diagonal lines.
- Used frequently in plans, elevations, and sections.

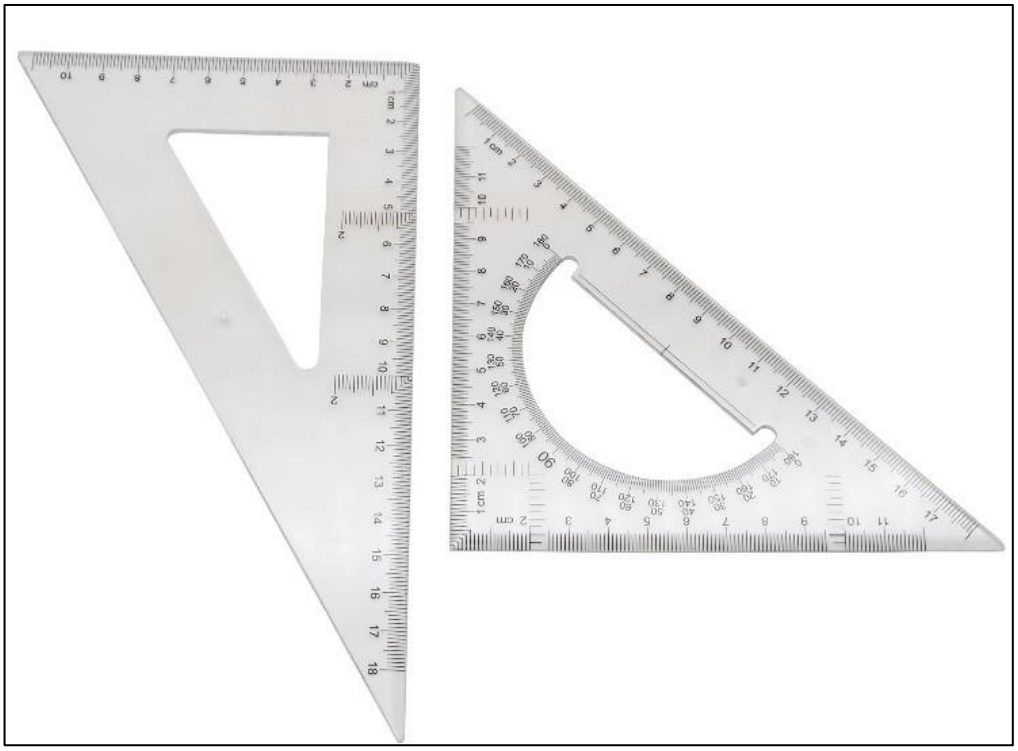


Figure I.10. Triangle Set of 30-60-90 degrees[9]

I.2.6. Protractor

A protractor is a measuring instrument used to measure and draw angles in degrees. It is commonly used in technical drawing, geometry, and architectural drafting to ensure angular precision. Protractor is made of transparent plastic or metal, often with a central baseline for accurate alignment. There are two types of protractors (Figure I.11)**:**

- Semi-circular protractors: Measure angles from 0° to 180°.
- Circular protractors: Measure full angles from 0° to 360°.

[9] https://www.galleon.ph/office-products-c887/education-crafts-c1977/drafting-tools-kits-c7050/pack-of-2-transparent-triangle-plastic-ruler-scale-p48413694

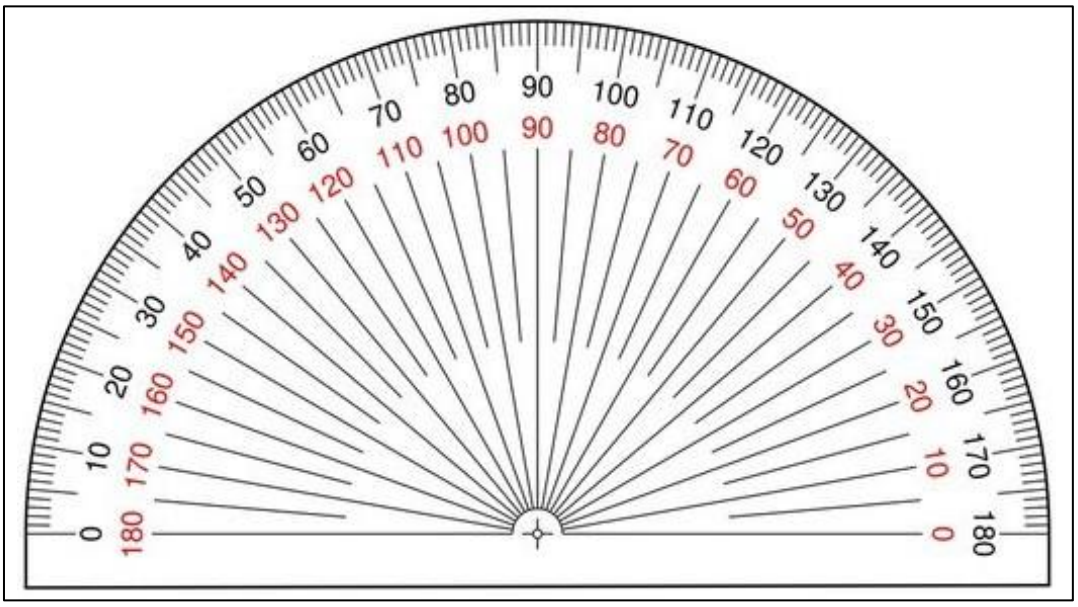


Figure I.11. Protractor[10]

I.2.7. Compass

A compass is a precision drawing tool used to draw circles, arcs, and other curved shapes in architectural and technical drawings (Figure I.12**)**. It is an essential instrument in geometry, drafting, and design work. It is used in combination with rulers, protractors, and scale rulers to produce accurate, clean, and symmetrical curves.

Figure I.12. Compass[11]

[10] https://stock.adobe.com/fr/search?k=protractor
[11] https://howtorhino.com/blog/architecture-education/drafting-tools/

I.2.8. Pencils

Pencils are essential tools in architectural drawing, used for sketching, drafting, and detailing. They allow for a range of line weights and tonal values, which are essential for communicating depth, materiality, and hierarchy in a drawing.

I.2.8.1. Pencil grades

Pencils are graded based on the hardness or softness of the graphite (Figure I.13**):**

- H pencils (e.g., 9H to H): Hard lead, used for precise, light lines ; ideal for guidelines and technical drawing.
- B pencils (e.g., B to 9B): Soft lead, used for darker, expressive lines; useful in sketching and shading.
- HB: Medium hardness, commonly used for writing and drawing.

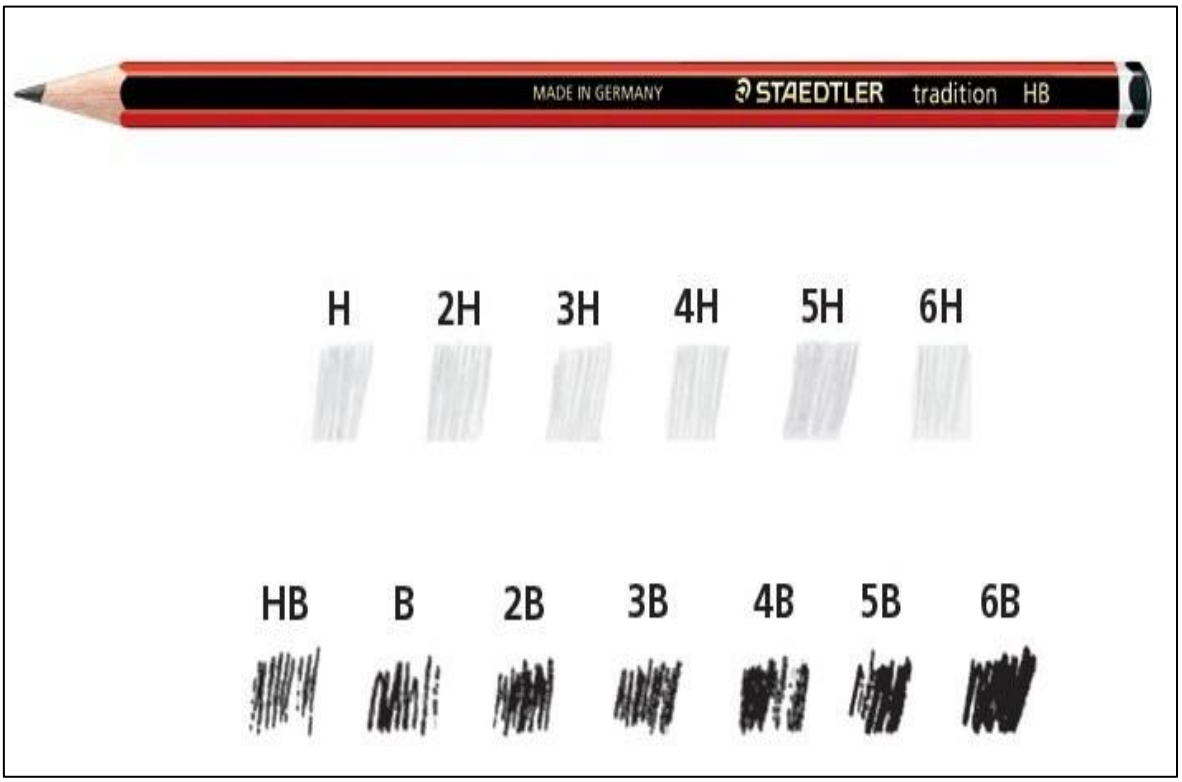


Figure I.13. Pencils[12]

[12] https://www.nxp.nz/main-catalogue-productdetail/staedtler-110-tradition-pencil-hb-box-12/87261207

I.2.9. Eraser

An eraser (Figure I.14) is a necessary tool used to remove pencil or ink marks from paper during sketching and drafting. In architectural work, it helps correct mistakes, clean smudges, and refine drawings without damaging the paper.

Figure I.14. Eraser[13]

I.2.10. Sharpener

A sharpener is a tool used to sharpen pencils by removing material from the pencil's core, this process creates a fine point that allows a precise drawing or writing (Figure I.15**)** .

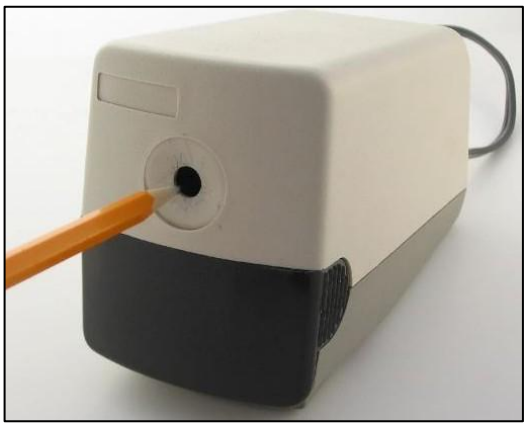


Figure I.15 Sharpener[14]

[13] https://www.greatart.co.uk/maped-architects-eraser.html
[14] https://howtorhino.com/blog/architecture-education/drafting-tools/

I.2.11. Storage tube

A storage tube is a cylindrical container used to store and protect architectural drawings, posters, and other large-format documents. These tubes are made from durable materials such as plastic, cardboard, or reinforced fibre to withstand frequent handling and environmental exposure. A storage tube allows drawings to be rolled up and transported without folding or creasing. Some models are water-resistant, offering additional protection during outdoor or field use (Figure I.16).

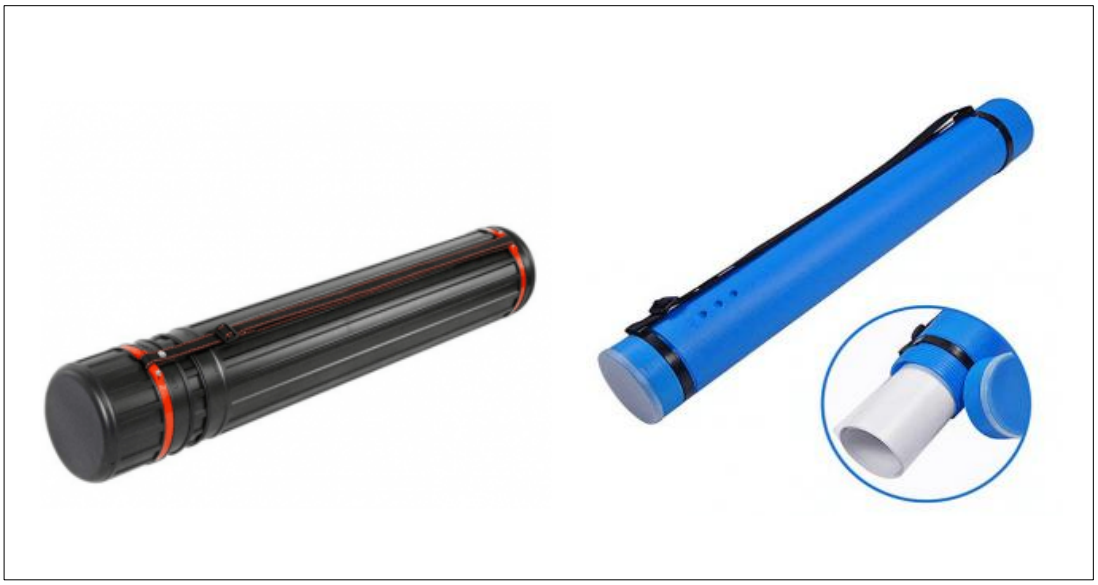


Figure I.16. Storage tube[15]

I.3. Introduction to Building Construction

I.3.1. Building

A building is generally defined as "any structure for whatsoever purpose and of whatsoever materials constructed and every part thereof whether used as human habitation or not and includes foundations, walls, floors, roof, etc., part of a building or anything affixed thereto or any wall enclosing or intended to enclose any land space"[16]. This definition emphasizes that a building is

[15] https://architecturechat.com/blog/drawing-storage-tubes/
[16] Punmia, B. C., Jain, A. K., & Jain, A. K. (2005). Building construction. Firewall Media. P2.

not limited to human occupancy but also includes all physical components that contribute to its form and function.

Buildings vary significantly in shape, size, material, and complexity. These variations are influenced by several key factors:

- Soil conditions
- Climate and environment
- Cultural and social context
- Technological advances
- Owner or user needs

I.3.2. Types of Buildings

Buildings can be classified into various categories based on their intended function, use, or type of construction. This classification helps architects, planners, and engineers design spaces that meet the specific needs of users and comply with building regulations. Below are the most common types of buildings:

Buildings can be classified into different groups depending on their function or types of construction, such as:

- Residential Buildings: These buildings are designed for people to live in. They include single-family homes, apartments, townhouses, and dormitories. The layout is typically focused on privacy, comfort, and daily living functions such as sleeping, cooking, and socializing.
- Educational Buildings: Designed for academic and training purposes, these include schools, colleges, universities, and training centers. Their design prioritizes functionality, accessibility, and learning environments, including classrooms, lecture halls, and libraries.
- Business Buildings: Also known as commercial buildings, they include offices, banks, and administrative centres. These spaces are planned to support productivity, communication, and client services.

- Industrial Buildings: These buildings support manufacturing, processing, and storage operations. They include factories, warehouses, and power plants. The structure must accommodate heavy machinery, materials handling, and ventilation requirements.
- Healthcare Buildings: Healthcare buildings are specialized spaces designed for medical care, treatment, and recovery. They include hospitals, clinics, and diagnostic centers, with spaces like wards, operating rooms, and laboratories.
- Religious Buildings: These include mosques, churches, temples, and other places of worship. Such structures often reflect cultural, symbolic, and spiritual values and are designed to accommodate gatherings.
- Commercial Buildings: Shopping centres, malls, and markets fall into this category. Their design supports the flow of shoppers and showcases merchandise.
- Factories and Workshops: These are specific types of industrial buildings where products are fabricated or assembled. They often include work areas, storage facilities, and administrative offices.

Each building type requires a different architectural approach in terms of space planning, materials, environmental control, and technical systems to fulfil its function effectively and safely.

I.3.3. Building Components

A building is made up of several fundamental components that together ensure its strength, functionality, safety, and comfort. Each part serves a specific purpose and contributes to the structural integrity and usability of the building. The main components of a building include: foundation, floors, walls, beams, columns, roof, stairs, etc (Figure I.17**)** . Each of these components must be carefully designed and constructed to ensure the building performs well in terms of safety, durability, and usability.

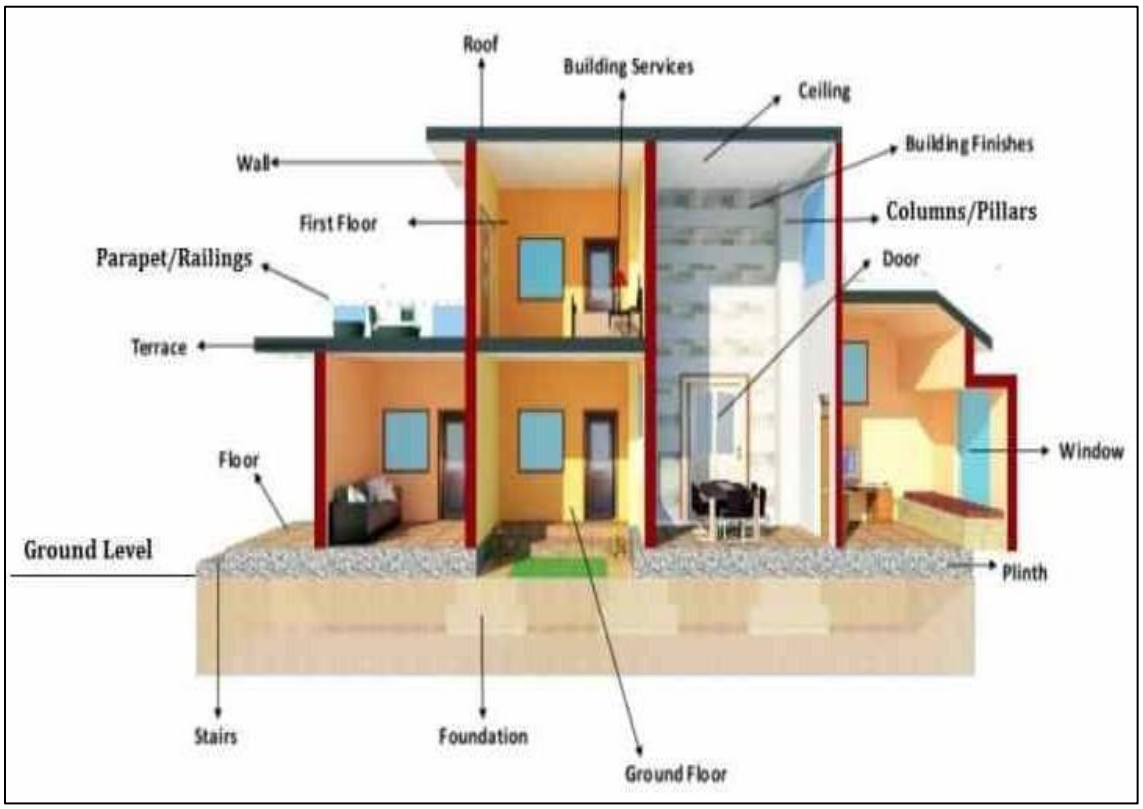


Figure I.17. Basic Components of a Building[17]

I.3.3.1. Foundation

The foundation is the lowest structural element of a building and plays a critical role in its overall stability and strength. It forms the base on which the entire structure is supported, and its primary purpose is to safely transfer the load of the building to the underlying soil or rock. A well-designed foundation ensures that the structure remains stable, level, and durable over time, even when exposed to environmental factors such as soil movement, moisture, or seismic activity. Their main functions include:

- Support the weight of the entire building.
- Distribute structural loads evenly to the ground.
- Prevent uneven settlement and structural damage.
- Provide stability against natural forces such as wind, rain, and earthquakes.
- Isolate the building from ground moisture and reduce heat loss.

[17] https://theconstructor.org/building/12-basic-components-building-structure/34024/

Foundations are generally classified into two main categories based on depth and soil conditions: shallow foundations and deep foundations (Figure I.18).

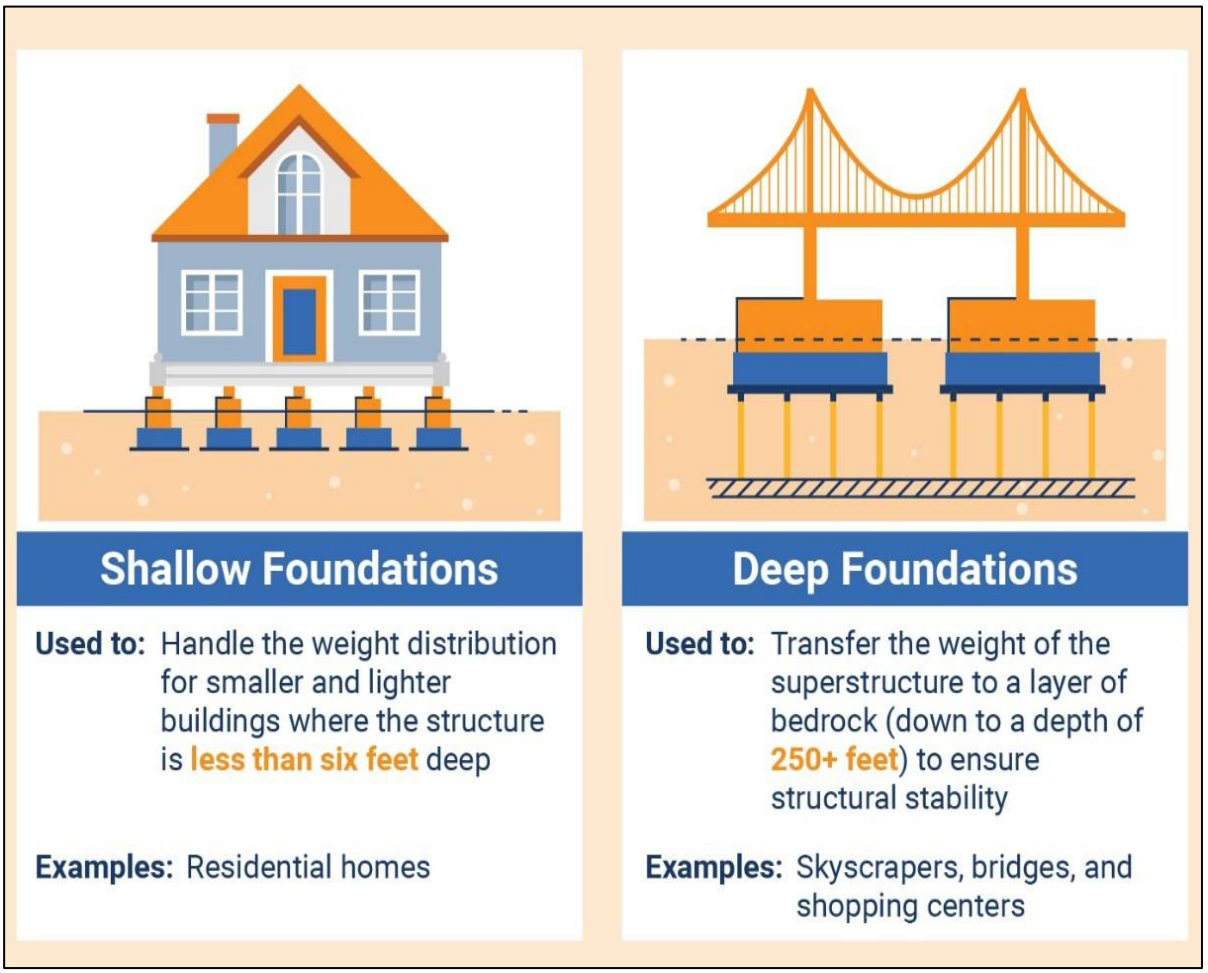


Figure I.18. Shallow vs Deep foundation[18]

Note

Foundation **size** and **depth** depend on the structural and site ground conditions. So, there are no **standard** dimension recommendations for it.

For **small** structures like row houses, the depth of the foundation should be **at least 1.5 m** from ground level.

[18] https://www.bigrentz.com/blog/types-of-foundations

The shallow foundations are used when the soil near the surface has sufficient bearing capacity to support the building load. They are typically suitable for small- to medium-sized structures. Examples include (Figure I.19**)** :

- Spread Footing (Pad Foundation): Supports individual columns.
- Strip Foundation: Supports load-bearing walls.
- Raft (Mat) Foundation: Covers the entire building footprint, distributing loads over a large area.

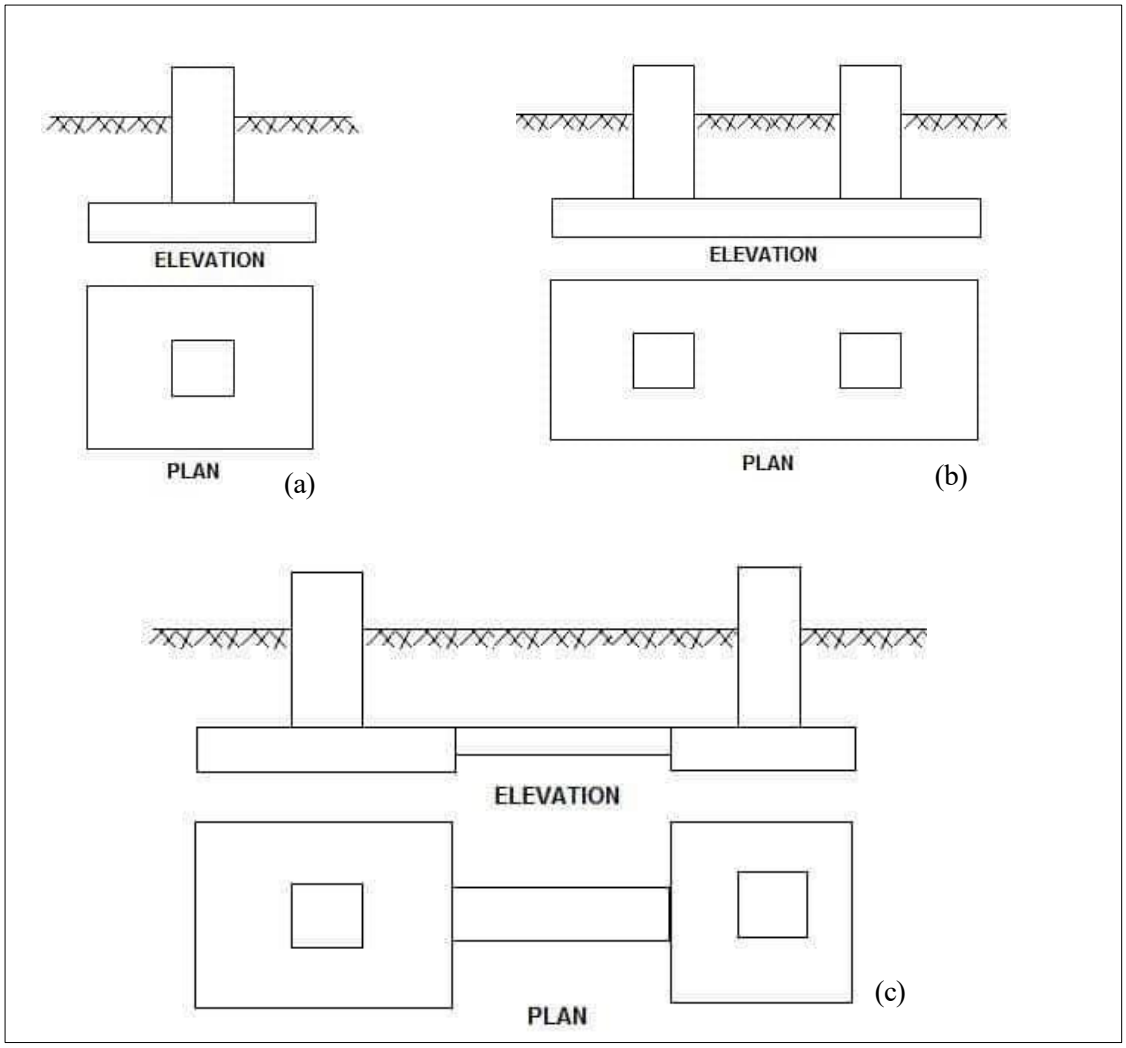


Figure I.19.Shallow foundation, (a) Individual foundation, (b)Combined foundation, (c) Strip foundation [19]

[19] https://theconstructor.org/geotechnical/shallow-foundations-types/5308/

The deep Foundations (Figure I.20**)** are required when the upper soil layer is weak or unstable, and it is necessary to transfer the load to deeper, stronger layers of soil or rock. Deep foundations are commonly used in high-rise buildings and large infrastructure projects. Examples include:

- Pile foundations
- Drilled shafts (caissons)

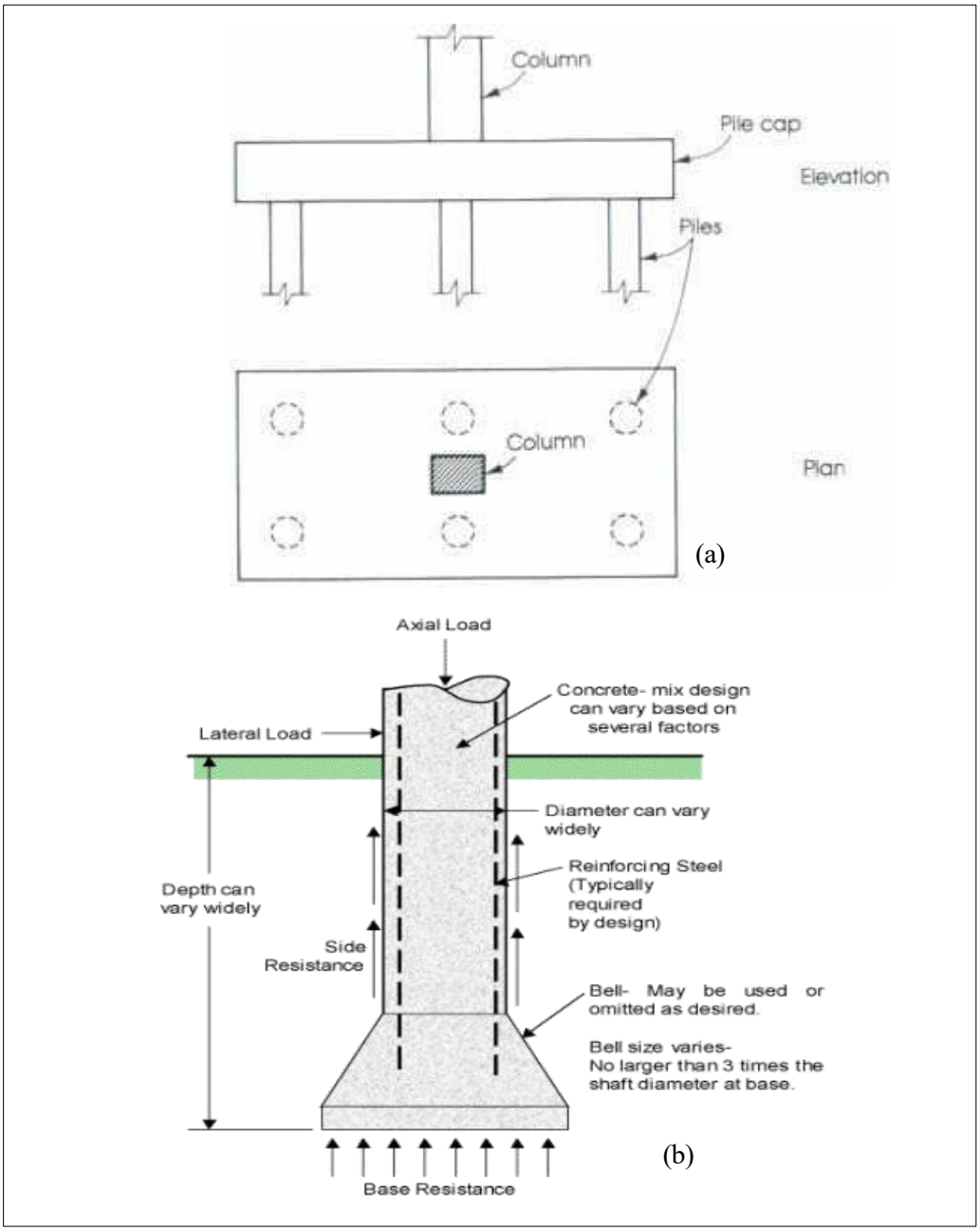


Figure I. 20. Deep foundation, (a) Pile Foundations, (b) Caisson Foundations[20]

[20] https://theconstructor.org/geotechnical/types-of-deep-foundation/7252/

I.3.3.2. Floor

The floor is the horizontal surface within a building structure where people are walk, stand, or place objects. It is division between one story and another; one story of a building[21]. They may vary in materials and construction methods depending on the building's purpose, location, and load requirements. Floors must be designed to withstand both static and dynamic loads, while also offering comfort, noise control, and sometimes fire resistance.

I.3.3.3. Walls

Walls are vertical structural or non-structural components of a building. They serve to enclose, divide, or define spaces within the structure and provide privacy, security, and protection from external elements. Walls also help support vertical loads [22]. Walls can be constructed using various materials such as bricks, concrete blocks, timber, or glass, depending on the architectural and structural requirements.

I.3.3.4. Column

Column is a vertical sub-structural element constructed to support any structural frame, it transmits the load from the superstructure to the underlying or surrounding geo media, the load coming from the slab, the beam transferred to the column, and the column transfers the load to the footing safely[23]. Columns are essential for maintaining structural stability and balance, especially in multi-story buildings. They are typically made of reinforced concrete, steel, or timber, depending on the design needs and construction type.

Note

Building structures may have **two** types of columns: **architectural** columns and **structural** columns. **Architectural columns** are primarily used to increase the aesthetic appearance of a building, while a **structural column** takes the load coming from the slab above and transfers it safely to the foundation.

[21] Harris, C. M. (2006). Dictionary of architecture and construction.
[22] Ibid
[23] Han, J. (2015). Recent research and development of ground column technologies. Proceedings of the Institution of Civil Engineers-Ground Improvement, 168(4), 246-264.

I.3.3.5. Beam

The beam (Figure I.21) is a structural member whose prime function is to carry transverse loads[24]. Generally, the column-to-beam connection is called direct support, while the beam-to-beam connection is called indirect support. Beams are often constructed from steel, reinforced concrete, or wood, based on the structural system and building function.

Dimensions can vary depending on the span, load, and building type, but here are some general guidelines used in residential buildings:

- Width: 200 mm to 300 mm
- Depth (Height): 400 mm to 700 mm (sometimes more for long spans)
- Span: Typically, between 3 m and 6 m in small buildings

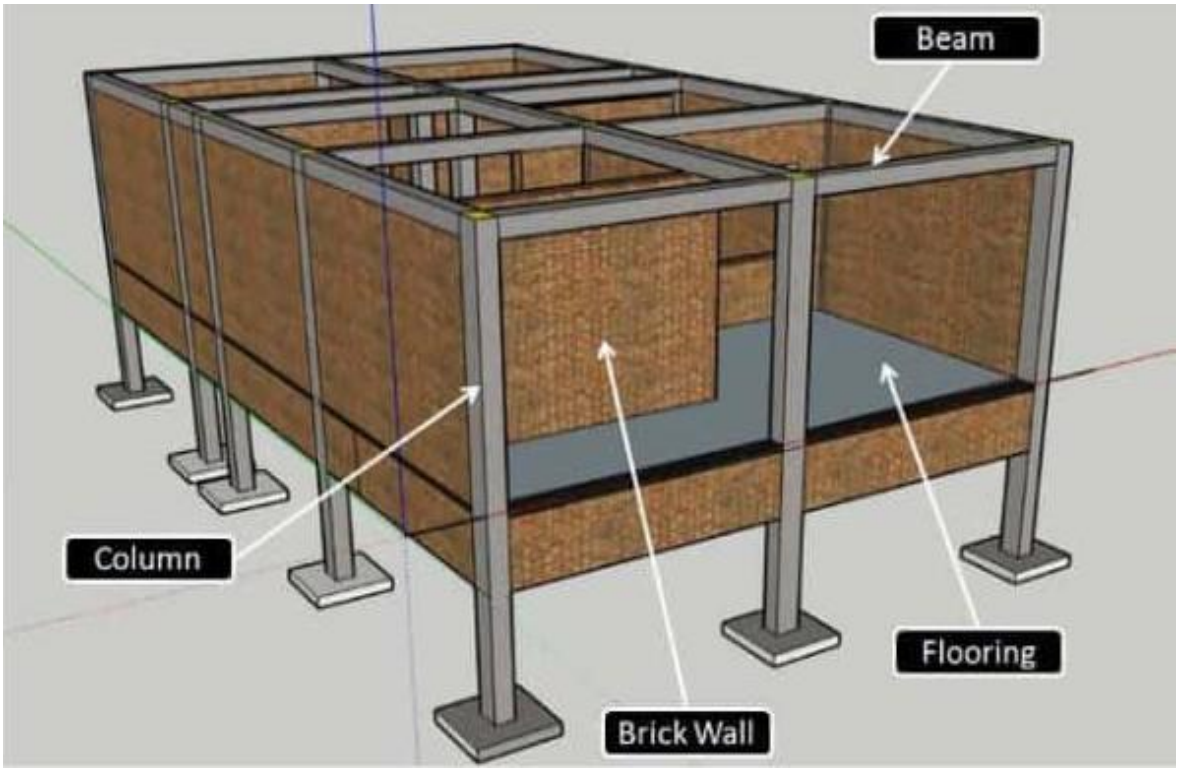


Figure I.21. Building Component[25]

[24] Harris, C. M. (2006). Dictionary of architecture and construction.
[25] https://civiconcepts.com/blog/components-of-building

Exercise 01

Match the description to the correct plan type

-Shows building layout with streets, trees, and utilities from above	-Site Plan
-Vertical cut showing interior walls, floor heights, and building materials	-Section Plan
-Horizontal cut at 1.2 m showing doors, windows, walls	-Floor Plan
-Shows one side of a building, including facade features	-Elevation Plan
-Broad view showing surrounding buildings and plot layout	-Block Plan

Exercise 02

Given the dimensions of a room with doors and windows, sketch the floor plan at 1:100.
Instructions:

- Room size: 5 m x 4 m
- 1 door (1 m), two windows (1.2 m each)
- Wall thickness: 0.2 m

Exercise 3

Convert the given real-world measurements into scaled drawings at 1:100 and 1:50.

Real Length (meters)	Drawing scale 1:100	Drawing scale 1:50
2		
3.5		
6		
1.2		
0.8		

Exercise 04

Write a short definition for each of the following:

1-Foundation :…….…….

2-Floor:…….…….

3-Wall…….…….

4-Column:…….…….

5-Beam:…….…….

Exercise 05

Match the foundation types with their descriptions: A-Strip foundation, B-Raft foundation, C-Pile foundation, D-Caisson.

1-Used for tall buildings and transfers the load to deep soil layers

2-Used when building load is distributed over a large area.

3-Cylindrical deep foundation element.

4-Continuous foundation under a wall.

Exercise 06

In a one-story frame building, describe the flow of structural load from roof to ground.

…….…….

Exercise 07

Complete the table with materials:

Component	Material Examples
Foundation	…….
Floor	…….
Wall	…….
Column	…….
Beam	…….

Exercise Solutions

- **Exercise 01**

-Site Plan → A

-Section Plan → B

-Floor Plan → C

-Elevation Plan → D

-Block Plan → E

- **Exercise 02**

Scaled drawing:

- Room: 5 cm × 4 cm
- Door: 1 cm
- Windows: 1.2 cm

Use ruler for walls, symbols for doors/windows

- **Exercise 03**

Real Length (meters)	Drawing scale 1:100	Drawing scale 1:50
2	2	4
3.5	3.5	7
6	6	12
1.2	1.2	2.4
0.8	0.8	1.6

- ✓ **Exercise 04**

1. Foundation: The lowest part of the building that transfers the load to the ground.
2. Floor: Horizontal surface in a building where occupants walk or place objects.
3. Wall: Vertical element that encloses or divides space.
4. Column: Vertical structural element that transfers load to the foundation.
5. Beam: Horizontal member that supports transverse loads and transfers them to supports.

✓ **Exercise 05**

1. D - Pile foundation
2. C - Raft foundation
3. E - Caisson
4. B - Strip foundation

✓ **Exercise 06**

Roof → Beam → Column → Foundation → Soil

✓ **Exercise 07**

Component	Material Examples
Foundation	Concrete, reinforced concrete
Floor	Concrete slab, wood
Wall	Brick, block, drywall
Column	Steel, reinforced concrete
Beam	Steel, wood, and concrete

CHAPTER II

Communication Skills

- **Objective**

- Understand effective communication
- Develop verbal communication skills through interviews.
- Improve presentation abilities through oral presentations.

II.1. Communication Skills

Communication is the way that people exchange information, including verbal and nonverbal ways. Communication skills refer to the abilities and competencies that enable individuals to convey information, thoughts, feelings, and ideas effectively. Communication skills are also related to understanding and constructing meaning between individuals.

In this context, architecture's need for communication skills is similar to that of the health professions. Both need to work with an uneducated client, where explanation involves basic re-education of that client and where acceptance of the design or the treatment is dependent upon the level of understanding achieved[26].

II.1.1. Types of communication

There are four types of communication: verbal communication, nonverbal communication, written communication, visual communication, and listening.

- **Verbal Communication**

This type of communication involves the use of spoken words to convey messages. Verbal communication occurs in face-to-face conversations, phone calls, video calls, presentations, speeches, and meetings. It includes aspects such as choice of words, tone of voice, and speech clarity.

- **Nonverbal Communication**

Nonverbal communication encompasses the transmission of messages through gestures, facial expressions, body language, posture, eye contact, and other nonverbal cues. It often complements verbal communication and can convey emotions, attitudes, and intentions.

- **Written Communication**

[26] Schnabel, M. A., & Howe, E. (2008). Action-based interprofessional learning and teaching: communication and consultancy skills for architecture. The Oxford Conference.

Written communication involves exchanging information through written means, such as emails, letters, reports, memos, texts, and instant messages. It allows for precise documentation, clarification of details, and asynchronous communication across time and space.

- **Visual Communication**

Visual communication utilizes visual elements to convey information, such as charts, graphs, diagrams, photographs, videos, slideshows, and infographics. Visual communication is particularly effective in presenting complex data or concepts in a visually appealing and easy-to-understand format.

II.2. Interview

The interview is a formal conversation between two or more people (typically an interviewer and an interviewee) where questions are asked and answers are given. It is an important data-gathering technique involving verbal communication between the researcher and the subject. Its utility extends across various research methodologies, including survey designs and exploratory or descriptive studies[27].

II.2.1. Types of Interviews

Several types of interviews are suited to different purposes and contexts. Here are some common types (Figure II.22):

- **Structured or Standardised Interviews**

Structured interviews enable the interviewer to ask each respondent the same questions in the same way, for example, a list of questions has been prepared based on the job requirements. The same questions are asked of every candidate and in the same order. Notes are taken.

'The questions in a structured interview may be phrased in such a way that a limited range of responses is elicited. For example: "Do you think that health services in this area are excellent, good, average or poor? This is an example of a ***closed question*** *where the possible answers are defined in advance so that the respondent is limited to one of the* ***pre-coded*** *responses. It is not*

[27] Fox, N. (2009). Using interviews in a research project. The NIHR RDS for the East Midlands/Yorkshire & the Humber, 26.

unusual for otherwise structured interviews to contain a few open-ended questions. 'Catch-all' final questions are common, for example, 'Do you have anything more to add?' These questions are useful in helping capture as much information as possible but they increase the amount of time required for analysing the interview findings'[28].

- **Semi-structured Interviews**

A semi-structured interview is an open question, allowing new ideas to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored. An example would be[29]:

- **Interviewer:** I'd like to hear your thoughts on whether government policy changes have changed the doctor's work in general practice. Has your work changed at all?
- **Interviewee:** Absolutely! The workload has increased for a start.
- **Interviewer:** In what way has it increased?

- **Unstructured or In-depth Interviews**

In contrast to structured interviews, unstructured interviews are more flexible and conversational. Typically, an interview of this kind will last from 30 to 60 minutes, and there may be a series of interviews with a single participant, which is an intensive approach to gathering data. In depth interviews:

Taylor and Bogdan (1984) summarise the circumstances under which in-depth interviews are appropriate as follows[30]:

• When there is a clear and well-defined research interest.

• Participant observation in a setting is not possible.

• There are constraints on time for the research.

• The research depends on data from a wide range of people or settings.

• The focus is on subjective human experience.

[28] Ibid
[29] Ibid
[30] Taylor SJ and Bogdan R (1984) Introduction to Qualitative Research Methods. New York: Wiley Interscience.

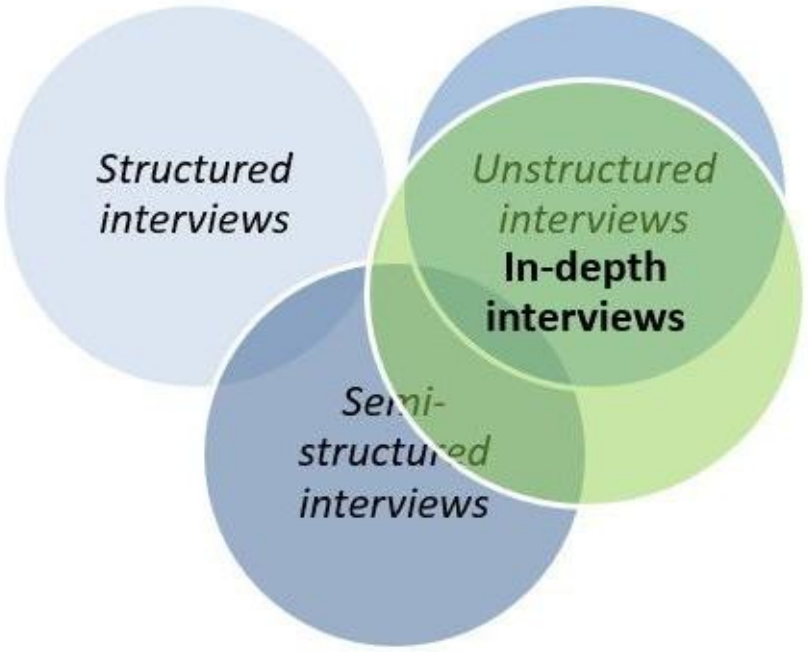


Figure II.22. Types of interviews[31]

II.3. Questionnaire

The British Anthropologist Sir Francis Galton invented the questionnaire in late 1800[32]. As defined '*A questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion'*[33]

The questionnaire allows the collection of quantitative data, ensuring uniformity and coherence for analysis. Questionnaires need to have a clear purpose aligned with research objectives and outline how the findings will be utilized from the outset[34].

II.3.1. Questionnaire Design

Questionnaire may look different depending on the research objectives, a few key components should always be included

[31] https://www.quirkos.com/blog/post/in-depth-interviews-in-qualitative-research/
[32] Roopa, S., & Rani, M. S. (2012). Questionnaire designing for a survey. Journal of Indian Orthodontic Society, 46(4_suppl1), 273-277.
[33] World Health Organizations. Research methodology (2nd ed)
[34] Roopa, S., & Rani, M. S. (2012). Questionnaire designing for a survey. Journal of Indian Orthodontic Society, 46(4_suppl1), 273-277.

- **Title**

The title of questionnaire is a crucial starting point. It should be straightforward, informative, and compelling enough to encourage respondents to participate and provide valuable responses

- **Introduction**

The introductory section is the next important component of a questionnaire. It follows the title and welcomes respondents and provides further context about the purpose and significance of the questionnaire.

- **Demographic questions**

Demographic questions collect basic demographic information about participants, such as age, gender, civil status, education level, and occupation. This information helps researchers better analyze responses and grasp respondents' various perspectives.

- **Instructions**

Provide explicit instructions on how respondents should answer each question or section of the questionnaire, especially if the questions have diverse formats.

- **Survey questions**

Some examples of survey questions include multiple-choice, dichotomous, open-ended, and pictorial questions, among others. Choosing an appropriate survey question type depends on the data you need.

- **Conclusion**

This section allows thanking respondents for participating and informing them about any next steps.

II.3.2. Methods of questionnaire

There are several methods of questionnaire (Figure II.23) such as**:**

1. Face-to-face interview.

2. Telephonic interview.
3. Mail questions.
4. Internet questions.

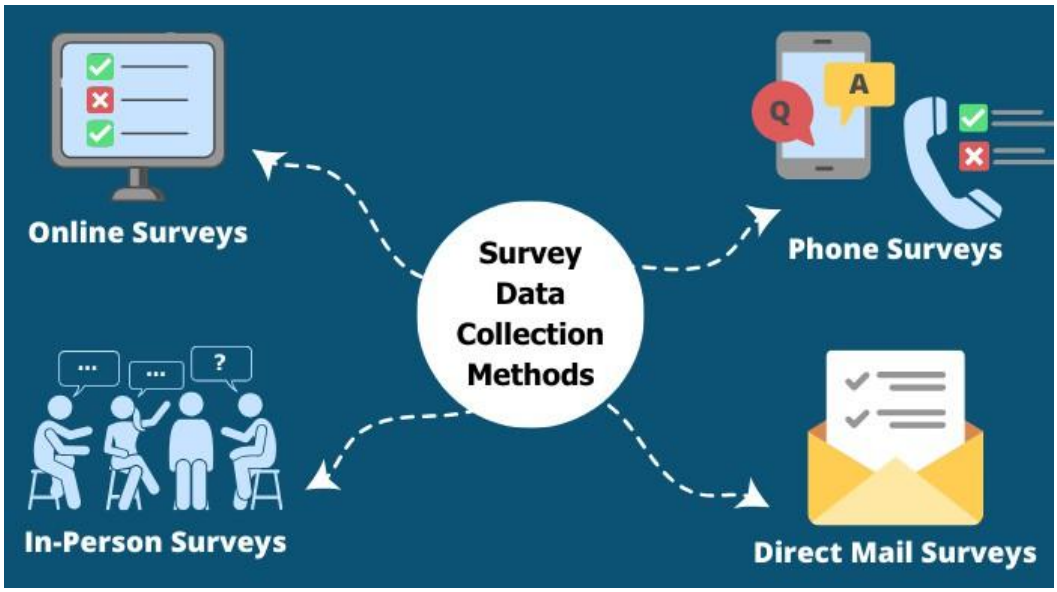


Figure II.23. Methods of questionnaire[35]

II.3. Oral presentation

'The first 30 seconds and the last 30 seconds have the most impact in a presentation'

Patricia Fripp[36]

Oral presentations are a form of communication in which you exchange information with your audience. During their time at university, students will almost certainly have to give an oral presentation. Learning to deliver effective presentations is a necessary skill to master both for college and further endeavours.

There are three important steps to do an oral presentation:

1) Planning.

[35] https://www.noblepredictiveinsights.com/post/choosing-a-survey-method-which-mode-of-collection-is-best-for-you

[36] Nundy, S., Kakar, A., Bhutta, Z. A., Nundy, S., Kakar, A., & Bhutta, Z. A. (2022). How to Give an Oral Presentation? How to Practice Academic Medicine and Publish from Developing Countries? A Practical Guide, 357-366.

2) Practicing.

3) Presenting.

II.3.1. Structure of presentation

An effective oral presentation is typically organized into three main parts; an introduction, body, and conclusion.

II.3.1.1. Introduction

The introduction provides an overview of the presentation with the state of the purpose and objective of the presentation. A good introduction will capture an audience's attention[37] as it shows in Table II.1.

- Staging the introduction[38]

Function	Examples of signpost language
✓ Greet the audience	✓ Good morning/afternoon distinguished guests/ladies and gentlemen/colleagues (whichever is appropriate)
✓ Express special acknowledgments if appropriate	✓ I'd like especially to welcome… ✓ I'd like to thank…
✓ Signal question/discussion opportunity	✓ There will be time for questions and discussion at the end of my talk. If you have questions, please feel free to interrupt
✓ Introduce your carefully defined topic	✓ I'd like to talk to you about…
✓ Explain the topic area and purpose	✓ This presentation will cover mainly… I am going to show that… I will argue that…

[37] Business Presentation Guide, Pitman, 1987.The Learning Centre, The University of New South Wales © 2010
[38] Forman, R. n.d., Seminar presentation, UTS: ELSSA Centre, Sydney.

✓ Dispose of a distraction or side issue	✓ Before I start, let me clarify one point… ✓ My discussion will not cover…
✓ Briefly preview the organization of the body of your talk	✓ The main points I will make are, first… second… and third… The subject can be examined under the following headings… We can divide this area into several fields. They are…
✓ Provide important history and/or definitions	✓ As background, it's important to note that… By X I mean…
✓ Remind the audience of the topic and give it status	✓ So we can see that (the topic) involves…

II.3.1.2. Body

The body is where you elaborate on the key points and provide supporting examples and evidence, as illustrated in Table II.2.

-The content within the body should be organized effectively.

-Choose a clear organizing principle, which may be chronological, thematic, or based on significance.

-Ensure that there are clear connections between the main points, explanations, and examples.

-Incorporate visual aids to capture your audience's interest and demonstrate concepts rather than merely describing them.

-Highlight crucial information. Inform your audience when certain details are especially significant or intriguing and explain why they matter.

- Staging the body of your talk[39]

[39] Forman, R. n.d., Seminar presentation, UTS: ELSSA Centre, Sydney

Function	Examples of signpost language
✓ Begin the body of the talk	✓ The first point I would like to address is… ✓ Let me first raise
✓ Develop the first point	✓ For example… ✓ This is especially important because…
✓ Sum up the first point	✓ So, we can see that…
✓ Introduce the second point	✓ Secondly, I'd like to turn to…
✓ Develop the second point	✓ An important statistic in this area is… ✓ It means that…
✓ Sum up the second point	✓ It's evident that…
✓ Bring in the final point	✓ Finally, we need to look at…
✓ Develop the final point	✓ This situation exists because… ✓ It's worth noting that…
✓ Sum up the final point	✓ Thus, the result is…
✓ Emphasising a point	✓ 'd like to stress that… ✓ Let me repeat that…
✓ Introducing a contrasting idea	✓ By the way… ✓ Incidentally…
✓ Sum up the body of the talk and remind listeners of the topic	✓ To summarise… ✓ To review, we have found that… ✓ What I have been saying is that…

II.3.1.3. Conclusion

The conclusion is usually a summary of the main points made in the body of the talk[40] (Table II.3.) It should be:

[40] Business Presentation Guide, Pitman, 1987.The Learning Centre, The University of New South Wales © 2010

- Restate the main points.
- Re-answer the question.

Don't introduce any new information in the conclusion. Take the opportunity to show that you have covered all the points you made in your introduction.

➢ Staging the conclusion[41]

Function	Examples of signpost language
✓ Signal the end of your talk is coming remind the audience again of the topic	✓ In conclusion, we have examined the question that…
✓ Remind the audience of your argument	✓ We discussed…
✓ Remind the audience of your findings	✓ The evidence shows that…
✓ Alert the audience that you have thought deeply about the topic	✓ An important implication is…
✓ Offer an innovative, provoking thought to take away	✓ I would like to offer recommendations to address this. Firstly… secondly…signal the end of your talk
✓ Signal the end of your talk	✓ Thank you for your time and attention today.
✓ Signal the question/discussion session	✓ I'd now like to open the floor for questions and discussion.

[41] Forman, R. n.d., Seminar presentation, UTS: ELSSA Centre, Sydney

Exercise 01

Complete the sentences using the appropriate word: Information – understanding – verbal – exchange – competencies – constructing

1- Communication is the way that people..... information between them.
2- Communication skills refer to the abilities and.....that help convey thoughts and ideas.
3- Effective communication is not just about sending messages but also about ……. Meaning.
4- Communication includes both ..... And non-verbal methods.
5- It is essential to focus on both delivering and receiving …….
6- Communication skills are also related to..... between individuals

Exercise 02

1- Which of the following is not a type of communication?

- Written
- Verbal
- Listening
- Printing

2- Why are communication skills important in architecture?

- They help with math calculations.
- They are used only in design software.
- They help explain ideas to clients clearly.
- They are not necessary in design.

3- Which type of interview uses a fixed set of questions in the same sequence?

- Structured
- Semi-structured
- Unstructured
- Informal

4- What is a key feature of a semi-structured interview?

- Only yes/no answers are accepted.
- The interviewee leads the discussion entirely.
- It mixes prepared questions with the flexibility to explore responses.
- No questions are prepared in advance.

5- Who invented the questionnaire?

- Charles Darwin
- Sir Francis Galton
- Albert Einstein
- Isaac Newton

6- What section of a questionnaire explains its purpose and welcomes the respondent?

- Conclusion
- Title
- Introduction
- Survey questions

7- According to Patricia Fripp, which parts of a presentation have the most impact?

- The middle part only
- The beginning and the conclusion
- Only the visuals
- The Q&A session

8- Which of the following is a correct example of signpost language for starting a talk?

- "Let's move on."
- "Good morning, ladies and gentlemen."
- "Do you understand?"
- "Okay, bye."

9- Which of the following is an appropriate sentence to signal a discussion time?

- "To summarise…"
- "I'd now like to open the floor for questions and discussion."

- “Secondly, I’d like to turn to…”

Exercise Solutions

- ***Exercise 01***

1- Communication is the way that people **exchange** information between them.

2- Communication skills refer to the abilities and **competencies** that help convey thoughts and ideas.

3- Effective communication is not just about sending messages but also about **constructing** meaning.

4- Communication includes both **verbal** and non-verbal methods.

5- It is essential to focus on both delivering and receiving **information**.

6- Communication skills are also related to **understanding** between individuals.

- ***Exercise 2***

1- Printing
2- They help explain ideas to clients clearly.
3- Structured
4- It mixes prepared questions with the flexibility to explore responses.
5- Sir Francis Galton
6- Introduction
7- The beginning and the conclusion
8- "Good morning, ladies and gentlemen."
9- “I’d now like to open the floor for questions and discussion.”

Chapter III
Argumentative Speech

Objectives

- Develop persuasive skills.
- Enhance critical thinking.
- Develop leadership communication skills.

III.1. Argumentative speech

Argumentation is "a verbal, social, and rational activity aimed at convincing a reasonable critic of the acceptability of a standpoint"[42].

Argumentative discourse is communication that presents ideas, thoughts, or arguments concerning specific issues, with the aim of convincing the audience or opposing party through logical and objective reasoning[43](Figure III.24).

One example of argumentative discourse in action is ***debate***. Debate involves the exchange of ideas and arguments between two or more individuals to assess the strengths and weaknesses of various viewpoints on a particular issue[44].

Figure III.24. The Argumentative speech in three steps: Deliver a speech, identify topics, and engage with the audience[45].

[42] Eemeren van, F. H., and Grootendorst, R. 2004. A Systematic Theory of Argumentation: The Pragma-dialectical Approach. Cambridge: Cambridge University Press.
[43] Maimunah, S. A. (2007). Buku Pintar Bahasa Indonesia. Jakarta: Prestasi Pustaka Publiser
[44] Aditomo, A. (2017). Penghargaan pada Argumentasi Bagian dari Karakter Intelektual: Studi Eksploratoris pada Calon Mahasiswa. Humanitas 14(1), 26-40
[45] https://myperfectwords.com/blog/speech-writing/extemporaneous-speech

III.2. Argumentative speech plan

The aim of writing an argumentative essay is to persuade the reader to agree with the author's viewpoint or to take a specific course of action. The speech must:

- Adhere to the structure of an argument
- Using the following appeals i.e. ethos, pathos, and logos
- Utilize rhetorical devices that enhance your speech/argument

III.2.1. Introduction

The purpose of the introduction is to set up and state your claim. It should be one to two paragraphs at most. The introduction contains the following elements:

1. It should be interesting to draw the attention of the audience.
2. It should have some background information to help the audience understand the claim.
3. It should state the author and title when presenting a literary work.

III.2.2. Background

The background is the body of the speech, it is where you present and develop your argument. It should include strong evidence, address opposing views, and propose action.

1- Create an Understanding of the Issue (Problem) by:

- Utilize data and statistics to demonstrate the problem or issue at hand.
- Employ testimony, anecdotes, and examples to establish a connection with the audience, appealing to their logic, emotions, credibility, and cultural beliefs.
- Address the opposing viewpoint with respect and consideration.

2- Propose a solution, plan, or course of action to resolve the issue. If the argument is compelling and well-supported, the audience may be persuaded to adopt the solution and feel motivated to take action.

3- Call to Action for the audience to act on what you say:

- Raise their hands
- Voice agreement

- Etc….

4- Set Modest Goals

- Suggest realistic actions that people can actually take.
- Example: "Start by refusing plastic straws at restaurants this week."

5- As you view the speech, list examples of appeals:

- Ethos (Appeal to Ethics): Show that you are credible and trustworthy.
  Example: "As a student researcher, I have spent the last three months studying pollution in local rivers."
- Pathos (Appeal to Emotion): Appeal to the audience's emotions.

  Example: "Imagine your child drinking dirty water every day. How would that make you feel?

- Logos (Appeal to Logic): use facts, logic, and reasoning.
- Types of Evidence Provided: use a variety of evidence (expert opinions, facts, analogies, comparisons, etc.) to build a compelling and well-rounded argument.

III.2.3. Conclusion

The purpose of the conclusion is to remind the audience of your argument and supporting evidence and tell them why they should care about your presentation. Your conclusion is the final opportunity to leave a strong impression. A good conclusion will:

- Summarize your key points
- Restate your topic clearly and confidently
- Remind the audience why your argument matters
- Inspire the audience to think, feel, or act differently

Avoid introducing **new information** in the conclusion. Instead, focus on **reinforcing** your message and leaving the audience with something to remember.

Example closing line: "Together, we can make a difference, not tomorrow, not next year, but starting today. Thank you."

To make your argumentative speech easier to prepare and deliver, you can use the following Simple Writing Graphic (Figure III.25). This visual tool helps you organize your thoughts clearly, ensuring you include all the essential components of an effective argument.

- Before you write or speak, fill in each section with simple notes.
- This outline ensures your speech has structure and keeps you focused.
- You can even practice aloud using the boxes as speaking prompts.

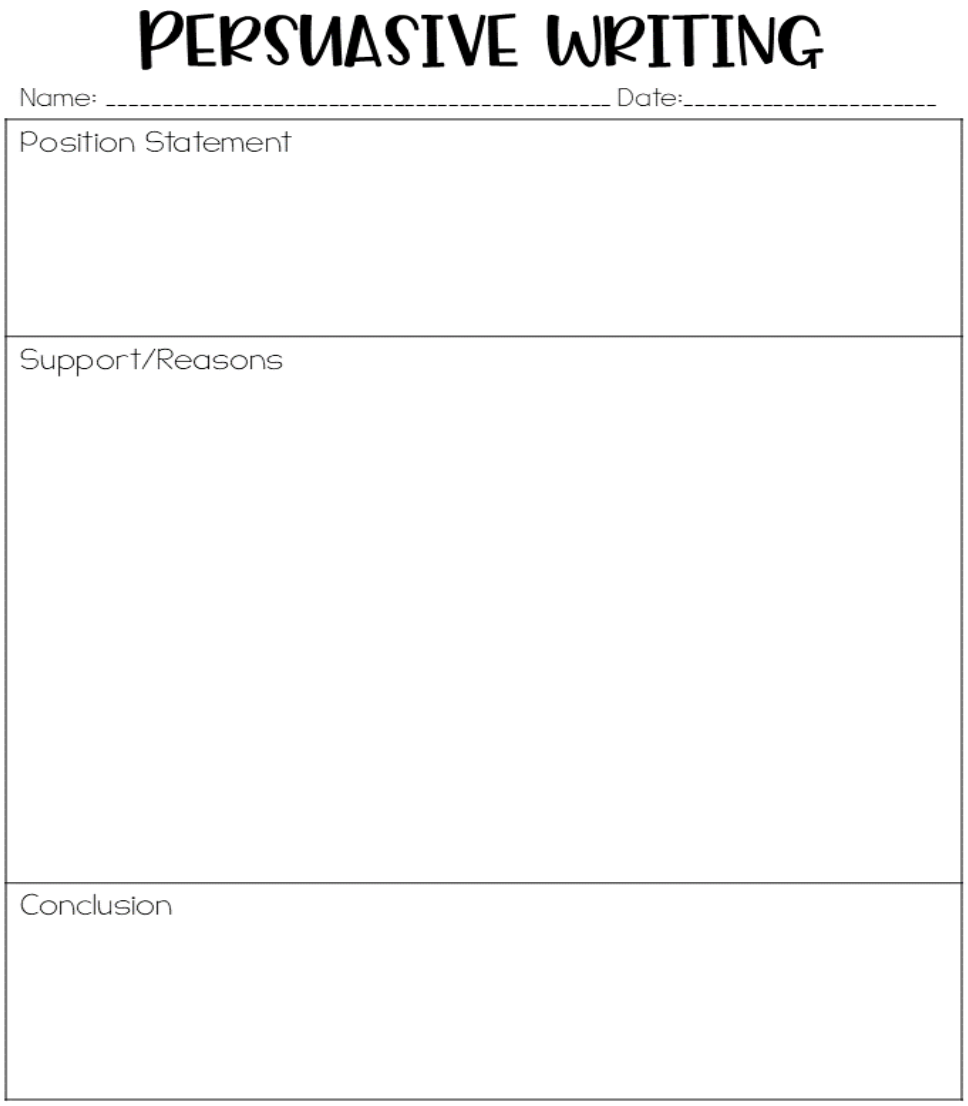


Figure III.25. Simple Writing Graphic for argumentative speech[46]

[46] https://freeropeov.space/product_details/14821171.html

III.3. Practice your Speech

You should practice your speech several times, preferably in front of a mirror, a recorder, or a friend, to improve your confidence, fluency, and delivery[47]. Giving a strong and persuasive speech requires practice, preparation, and presence. This stage is crucial for improving your confidence, fluency, body language, timing, and delivery style. Practicing your speech repeatedly will help you sound natural and convincing. To help structure your practice effectively, follow these three key rounds. Each round targets a different aspect of performance, from language accuracy to physical delivery.

III.3.1. Round 1

Objective: Understand your content and revise it for clarity and correctness.

-Read your drafted speech attentively without skipping any words.

-Concentrate on identifying spelling and grammar mistakes. Note any sections requiring improvement.

- Identify and correct: Grammar mistakes, Spelling errors, Awkward or unclear phrasing

-Make annotations for yourself after reading, including pauses if necessary, such as:

- ✓ "Pause here"
- ✓ "Emphasize this word"
- ✓ "Look up at audience"

III.3.2. Round 2

Objective: Improve speed, rhythm, and natural flow.

-Speed read your speech

-Work on smoother transitions between sentences.

-Ensure your timing matches your speech limits (e.g., 5–7 minutes).

[47] Argumentative Speeches. Assignment Guidelines Part 2.

-Watch for areas where you stumble or hesitate.

III.3.3. Round 3

Objective: Practice the physical aspects of speech delivery with full presence and confidence.

Stand Up Straight (Figure III.26):

-Stand with your feet apart and your shoulders squared, facing the audience.

- Head held high, look forward, not at the floor.

-Place yourself in the middle of the speaking area.

-Avoid leaning against any surface.

-When you say "GO," pretend you are REALLY delivering your speech in front of an audience

- ✓ Project your voice
- ✓ Use natural gestures
- ✓ Make eye contact with imaginary people
- ✓ Smile where appropriate

Record this round and watch yourself to identify any distracting habits like playing with your hands or looking down too often.

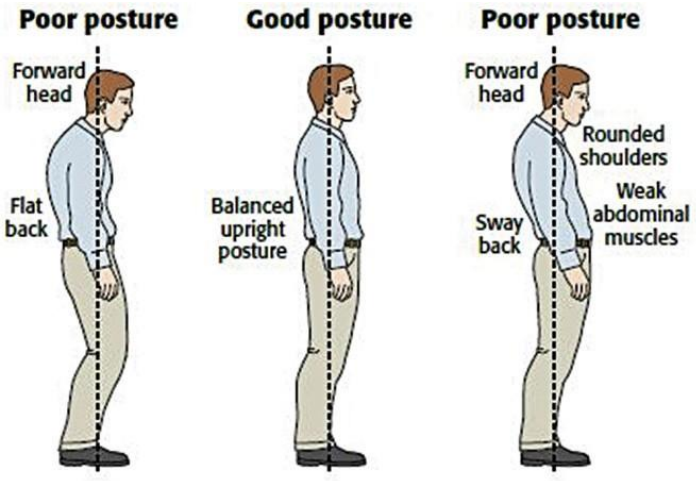


Figure III.26. Stand Up Straight[48]

[48] https://www.dawn.com/news/1145729/stand-up-straight

III.3.4. Post-Practice Reflection Checklist

After completing all three rounds, reflect on the following:

Did I stick to my main argument and stay within time?

Did I speak clearly, loudly, and confidently?

Did I use body language and gestures effectively?

Did I make eye contact (real or simulated)?

Were there any filler words, rushed parts, or awkward pauses?

Note

-Stay **away** from "filler words" **uhm, like, such as, well, yeahhhh** and…

-Reminders: **Eye contact/ Hand gestures**

-Consider your facial expressions and body posture (stand up **straight- no leaning**)

-Practice daily if possible leading up to your presentation day.

-Ask for feedback from a peer, teacher, or friend.

-Visualize success and focus on the message, not your nervousness.

-Breathe deeply before speaking, it helps calm your nerves.

Exercise 01

Choose the Right Answer

1- What is the main aim of an argumentative speech?

- To entertain the audience
- To narrate a personal experience
- To persuade the audience to agree or take action
- To summarize a novel

2- Which three appeals should be used in an argumentative speech?

- Logos, ethos, emotion
- Pathos, narrative, repetition
- Ethos, pathos, logos
- Tone, mood, imagery

3- What should you avoid doing in your conclusion?

- Summarize your key points
- Introduce a new argument
- Restate your claim
- End with a memorable line

4- What is the main aim of an argumentative speech?

- To entertain the audience
- To narrate a personal experience
- To persuade the audience to agree or take action
- To summarize a novel

5- In which section do you provide statistics, examples, and opposing views?

- Introduction
- Background (Body)
- Conclusion
- Call to action

6- What should you avoid doing in your conclusion?

- Summarize your key points
- Introduce a new argument
- Restate your claim
- End with a memorable line

7- Which of the following are part of the Post-Practice Reflection Checklist?

- Did I memorize every word?
- Did I stay calm while writing the draft?
- Did I speak clearly and confidently?
- Did I introduce new evidence in the conclusion?

8- During which round should you focus on rhythm, flow, and timing?

- Round 1
- Round 2
- Round 3
- Post-Practice Reflection

9- What is the main objective of Round 1 in speech practice?

- Work on gestures and physical presence
- Understand and revise your speech for correctness
- Memorize the speech
- Perform in front of an audience

Exercise 2

Fill in the Blanks

Practicing your speech improves your..... , fluency, and delivery style. In Round 1, the main objective is to revise your speech for…….. and… .....You should mark annotations like "Pause here" or "……. this word" to guide your delivery. Round 2 helps improve the speech's speed, rhythm, and natural……., while making sure it fits within the time……... In Round 3, you should stand up ……, with feet apart and shoulders squared. Make imaginary……. contact to simulate real delivery. To assess yourself, it's

helpful to……your performance. Finally, remember to avoid leaning on any….....while speaking. Practicing all three rounds will help you sound….....and convincing.

Exercise Solutions

- **Exercise 1**

1- To persuade the audience to agree or take action
2- Ethos, pathos, logos
3- Introduce a new argument
4- To persuade the audience to agree or take action
5- Background (Body)
6- Introduce a new argument
7- Did I speak clearly and confidently?
8- Round 2
9- Understand and revise your speech for correctness

- **Exercise 2**

Practicing your speech improves your **confidence**, fluency, and delivery style. In Round 1, the main objective is to revise your speech for **clarity** and **correctness**. You should mark annotations like “Pause here” or “**emphasize** this word” to guide your delivery. Round 2 helps improve the speech’s speed, rhythm, and natural **flow**; while making sure it fits within the time **limits**. In Round 3, you should stand up **straight**, with feet apart and shoulders squared. Make imaginary **eye** contact to simulate real delivery. To assess yourself, it’s helpful to **record** your performance. Finally, remember to avoid leaning on any **surface** while speaking. Practicing all three rounds will help you sound **natural** and convincing.

CHAPTER IV

Relate An Event to One's Experience

- **Objectives**

By the end of the semester, the student will be able to:

- Develop effective communication skills for various real-life situations.
- Identify supporting details within a given text.
- Apply reading comprehension strategies.
- Engage in active reading.

IV.1. Concept of Text

In our daily life, we always produce a text wherever we want to communicate with others. The term “text” refers to any significant form of language that achieves coherence based on the social circumstances in which it is created[49]. The text should be coherent for effective communication to make people understand the meaning.

In writing text, several aspects should be considered, in order to write well such:

- Grammar
- Spelling
- Punctuation
- Vocabulary

IV.1.1. Text type

Texts can be divided into different types, i.e., genres, which have different styles, structures, and vocabulary. There are some types of genres: Descriptive, Narrative, Recount, Report, Procedure, Anecdote, Analytical Exposition, Hortatory Exposition, Explanation, Discussion, Reviews, and News Item[50] .However, they are five major types which are: narrative, descriptive, directive, expository, argumentative (Figure IV.27). In our field of *Engineering,* we will focus on the ***News Item text.***

[49] Herazo Rivera, J. D. (2012). Using a genre-based approach to promote oral communication in the Colombian English classroom. Colombian Applied Linguistics Journal, 14(2), 109-126.
[50] Hammond, Jenny. et al. 1992. English for Social Purposes, a Handbook for Teachers of Adult Literacy. Sidney: Australian Print Group

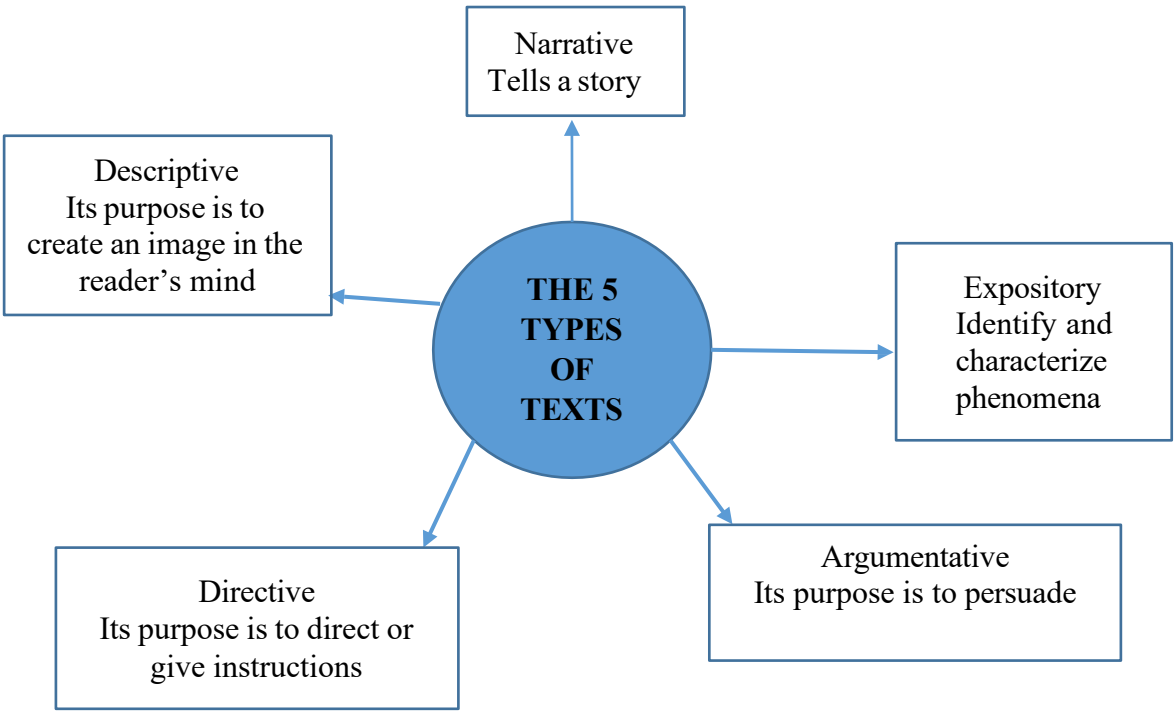


Figure IV.27. The five types of texts. Source Author

IV.2. The News Item text

A news item is a type of text which informs readers about events of the day[51] (Figure IV.28). The communicative purpose of news item text is "to inform readers, listeners or viewers about events of the day which are considered newsworthy or important", every "news item" has to have the answers to the five WH questions[52]:

- What - What happened exactly?
- Who - Who are the people and groups involved in the event?
- When - When did the event take place?
- Where - Where did the event take place?
- Why - Why did it happen? (The reasons behind the event)

[51] Eltis, K. J. (1990). A Genre-based Approach to Teaching Writing Book 3: Factual Writing. Australia: Common Ground. Gerot.
[52] Mufidah, N., Syatriana, E., & Baso, F. A. (2022). Improving Students Ability In Reading Comprehension News Item Text By Using Old And New Information. Jurnal Keguruan dan Ilmu Pendidikan (JKIP), 9(1), 1-16.


"The South's Liveliest College Newspaper"
TECHNIQUE
Research shows that Pandas may have partial color vision,
Athletic Association proposes fee increase
"We must gather more revenue...We must also find new sources of revenue."
Dan Radakovich
Director of Athletics
Collegiate Readership Program restarts
"We raised enough money for... newspapers to be distributed."
Tim Gallagher
Vice President
Tech announces AAAS Fellows
Greek Habitat house nears completion
Fifth Street Bridge opens today

Figure IV.28. Example of news Item text[53].

IV.2.1. The Structure of News Item Text

The general structure of news item text, they are[54]:

- **Newsworthy Events**

The first stage is the newsworthy events stage because the reader needs to understand the context of the event before making a decision about whether or not to read it. This stage provides information about who (the person), what (the event), when (the time), where (the place), and why (the cause of the event).

[53] nique.net https://en.wikipedia.org/wiki/File:The_Technique_12-01-2006.jpg
[54] Eltis, K. J. (1990). A Genre-based Approach to Teaching Writing Book 3: Factual Writing. Australia: Common Ground. Gerot.

- **Background Events**

The stage of background events is the section of the news story that provides information about the events. This section can include information on how and why these events occurred, as well as the context of the crisis. After the lead-up events, the news writer typically provides more information on what happened before and after the crisis, as well as what is likely to occur in the future.

- **Sources**

The content of the news story must demonstrate where the journalist obtained the information about the event. The news story should be based on actual occurrences. If the writer wants to appear credible or if the writer wants to emphasize the importance of the event, they need to point to a credible and pertinent source of information. The sources highlight the importance of the events and make them newsworthy.

IV.2.2. The Characteristics of News Item

The characteristics of news item are[55]:

a. Focusing on circumstances
b. Using material process
c. Using action verbs
d. Using reporting verbs
e. Using adverb: time, place and manner.

Notes

Action verb

Is a verb that describes what a person, animal, or object **can do**. It does **NOT** describe one's state of being. ***Example***: Imen **plays** the piano.

The verb **play** shows an activity that Imen **does**. Imen is **physically playing** the piano.

Compare it to this sentence: I don't **understand** what he said.

Understand is a **mental process**, not something that you **physically** do. It is **not** an action verb.

[55] Ibid

The following are examples of action verbs in news item texts:

"We definitely need to **adapt** the way we **build** buildings, the way we **operate** and **look** at some of our infrastructure in the light of what seems to be an increasing frequency of these kinds of events" he said[56].

In addition, the program also **discusses** the challenges researchers in Indonesia face coming up with innovations in the biotech sector[57].

A ferry from Yakushima, the closest neighbouring island about one hour sail east, had **arrived** and aimed to **evacuate** residents around 3:00pm, said Tatsuya Terada, a government official on Yakushima[58].

Reporting verb

Is a word which is used to talk about or report on other people's statements. Some examples of reporting verbs are: **respond, answer, say, tell, inquire, ask, suggest, announce, critique, support, express, confirm, etc**. Generally, reporting verbs are used in their **past tense** form in news item text.

Examples of action verb in news item texts:

"Our job is to produce solutions, not just objects," Mr. O'Herlihy **said**. Which is not to diminish the importance of curb appeal. By designing attractive buildings that dignify a block, he helps stave off the resistance of neighbours[59].

Eric Singson, a congressman in Ilocos Sur province, also in the north, **told** DZMM radio station the quake had been felt strongly there[60].

[56] https://www.thejakartapost.com/world/2022/07/18/britain-on-course-for-hottest-day-on-record.html
[57] https://www.thejakartapost.com/news/2021/11/09/indonesian-medical-biotech-talents-engage-with-global-research-community.htm
[58] source:https://www.abc.net.au/news/2015-05-29/evacuations-ordered-after-volcano-erupts-on-remote-japanese-is/6506672
[59] https://arch.usc.edu/news/new-york-times-features-work-by-frances-anderton-larry-scarpa-and-lorcan-oherlihy-on-mulifamily-housing-in-la
[60] https://www.reuters.com/world/asia-pacific/magnitude-72-earthquake-strikes-luzon-philippines-emsc-2022-07-27/

IV.3. Text Summary

A summary is a text that is produced from one or more other texts, that contains a substantial amount of the information in the original texts, and that is not longer than half of the original texts[61].

According to Mani et al. 1999, text summarization is the practice of summarizing the most relevant information from a source(s) to produce an abridged version for a specific user(s) and task(s)[62]. The purpose of summarizing is to summarise the main points of a particular theory or work to support an argument, write literature reviews, and annotate a bibliography. When this is done automatically i.e. by a computer, it is called *Automatic Text Summarization.*

Note
A **summary** is written in **your own words**.
If you use **a phrase verbatim** from your source, you must put **quotation marks** around the phrase.
Summaries are not opinions **or** interpretations.

IV.3.1. Process of Summarizing

To summarize a text, you should follow the following steps:

- Read the text carefully to understand the author's intent.
- Identify key points (words, phrases, ideas).
- In your own words, write the main ideas in point form.
- Keep your summary short.
- Ensure that the meaning of the original text and summarized text is similar.

In a scientific work i.e. article, there are some easy questions you can ask to identify the key points in each part.

[61] Hovy, E. H. Automated Text Summarization. In R. Mitkov (ed), The Oxford Handbook of Computational Linguistics, chapter 32, pages 583–598. Oxford University Press, 2005.
[62] Mani, I., House, D., Klein, G., et al. The TIPSTER SUMMAC Text Summarization Evaluation. In Proceedings of EACL, 1999.

Introduction

- What research question or problem was addressed?
- Are any hypotheses formulated?

Methods

- What type of research was done?
- How were data collected and analyzed?

Results

- What were the most important findings?
- Were the hypotheses supported?

Discussion/conclusion

- What is the overall answer to the research question?
- How does the author explain these results?
- What are the implications of the results?
- Are there any important limitations?
- Are there any key recommendations?

IV.3.2. Practice

Read the passage below and summarize it

"...there are two ways to become wealthy: to create wealth or to take wealth away from others. The former adds to society. The latter typically subtracts from it, for in the process of taking it away, wealth gets destroyed. A monopolist who overcharges for his product takes away money from those whom he is overcharging and at the same time destroys value. To get his monopoly price, he has to restrict production." Joseph Stiglitz (2013). [63]

[63] Joseph Stiglitz (2013). The Price of Inequality. London Penguin

- **Answer**

-Begin by identifying the central concept or message, or consider what the author aims to achieve.

- Is the author providing a description, outlining a procedure, or attempting to convince someone?

Summary

Stiglitz (2013) suggests that creating wealth adds value to society, but that taking away the wealth of others detracts from it. He uses the example of a monopolist who overcharges for his product resulting in loss of wealth for the customer, but also loss of value as the monopolist has to restrict production in order to charge the higher price.

Note

- Only the essential points are presented.
- The content has been condensed.
- Technical terminology remains unchanged.
- Reporting verbs are utilized to analyze the text (i.e., suggests, contends, argues).
- Keep in mind that a complete reference list must be provided at the conclusion of your work.

IV.4. Reading

In English, there are four skills that students must learn: reading, writing, speaking, and listening. Reading is a dynamic interaction between the reader and the text, viewed as an active process of understanding. In this process, students can acquire techniques to improve their reading skills, such as making educated guesses from context, setting expectations, inferring meaning from the text, skimming to gain context, and more.[64]

IV.4.1. Types of Reading

There are four types of reading skills that every reader should know: skimming, scanning, intensive reading, and Extensive Reading.

[64] Grabe, W. (1991). Current Development in Second Language Reading Research. TESOL Quarterly, 25 (3), 375-406.

- **Scanning and skimming**

Scanning and skimming are two specific speeds of reading techniques with similar processes and different purposes. The difference between skimming and scanning is that skimming involves taking a quick look at the text or chapter to have a general idea of the content, while scanning involves looking at a text to have specific information[65].

"*When we want information from a manual, we will search for that information by some combination of scanning for key terms and skimming small segments for meaning to see if we are in the right area of the text. When we read newspaper, we read headlines and often skim news stories to see if we want to slow down and read more carefully"* [66].

- **Intensive reading**

This type aims to understand the text deeply, it requires attention to understand all the details and nuances. It can be used to develop grammar skills, vocabulary, and comprehension[67].

- **Extensive Reading**

Extensive reading is a faster reading of longer passages, it focuses on the main idea and aims to improve reading speed[68].

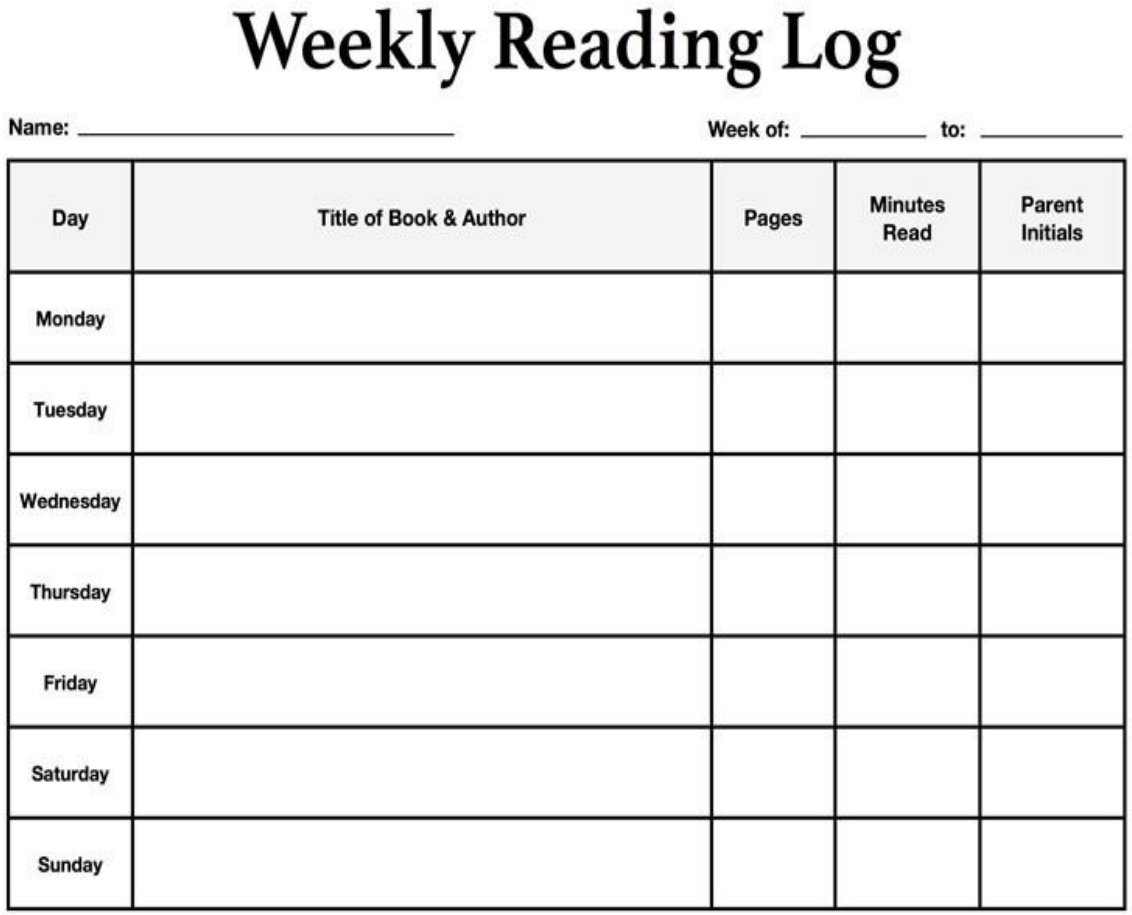
IV.4.2. Reading log

"*The more I read, the more I want to read"* [69]

It can be easy to forget what you read. A reading log is one of the best tools that help students preserve their reading activities and their thoughts. Typically, the reading log is a document or a notebook that you use to take notes and track the amount of time spent reading or the number of pages read. It can cover a month, season, semester, or the entire year. Reading logs encourage

[65] Andrew Lihlejohn, Dana Hicks, 1996.Combridge English for SchoolsVolume2.Cambridge University press.
[66] Schmitt, N. (Ed.). (2013). An introduction to applied linguistics. Routledge.
[67] Mary Schleppegrell and Brenda Bowman, 1986.ESP: Teaching English for Specific Purposes.The Center for Applied Linguistics. Washington
[68] Ibid
[69] Dincer, A. (2020). "The More I Read, The More I Want To Read": Extending Reading With Reading Logs. The Reading Matrix: An International Online Journal, 22(2).

students to think about what they are reading. It also helps them to remember what they have read during the course (Figure IV.29).



Weekly Reading Log

Name: _____ Week of: _____ to: _____

Day	Title of Book & Author	Pages	Minutes Read	Parent Initials
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Figure IV.29. Example of reading log[70]

IV.4.2.1. Best Book need to read for engineering

"*The pursuit of knowledge is never-ending. The day you stop seeking knowledge is the day you stop growing.*"[71]

When you read, you are learning from other people's experiences and get the most background knowledge. Throughout your reading, you are uploading the information from the author, creating your perspective, and putting that knowledge into action.

[70] https://daisypaper.com/weekly-reading-log/
[71] Ciaccio, B. T. The pursuit of knowledge is never-ending. The day you stop seeking knowledge is the day you stop growing.

To help quench that thirst for knowledge, we have put together a selection of great books to read whether you are an architecture, management student, or professional,

- **Architect's Pocket Book**

Architect's Pocket Book by Jonathan Hetreed, Ann Ross, Charlotte Baden-Powell. The book offers clear guidance and in-depth information on planning policy, environmental design, Building Regulations, Structural and services matters, Materials characteristics and detailing, and much more. In this 6th edition, published May 15, 2023, the book updates regulations, standards and sources on a wide variety of topics, including sustainability issues (Figure IV.30)

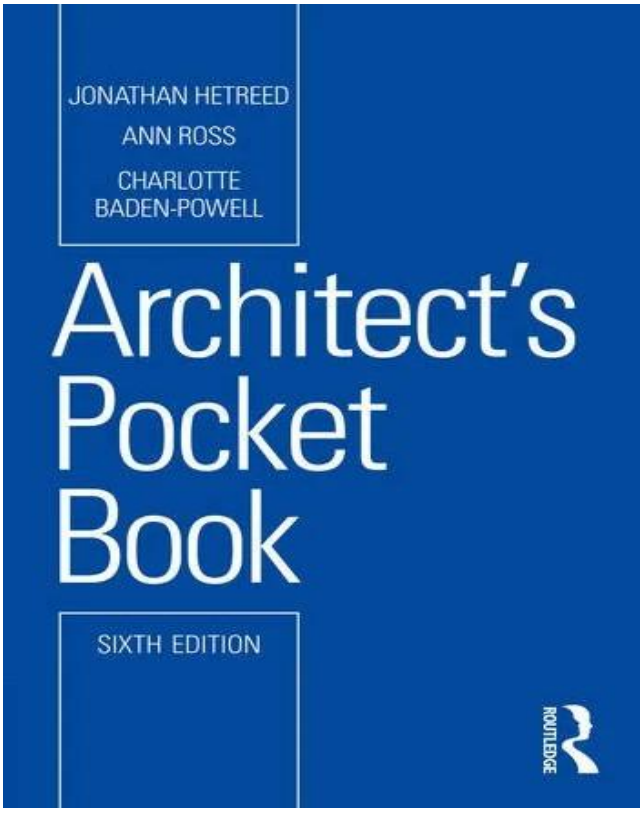


Figure IV.30. Architect's Pocket Book[72]

- **Metric Handbook, Planning and Design Data**

Metric Handbook by David Littlefield (Figure IV.29), published on 2008. The book serves as a reference to the latest construction standards for all the major building types. The book deals with

[72]https://www.routledge.com/Architects-Pocket-Book/Hetreed-Ross-Baden-Powell/p/book/9781032414119

other aspects of design such as material, acoustic, lighting, and general data on human dimension and space requirements.

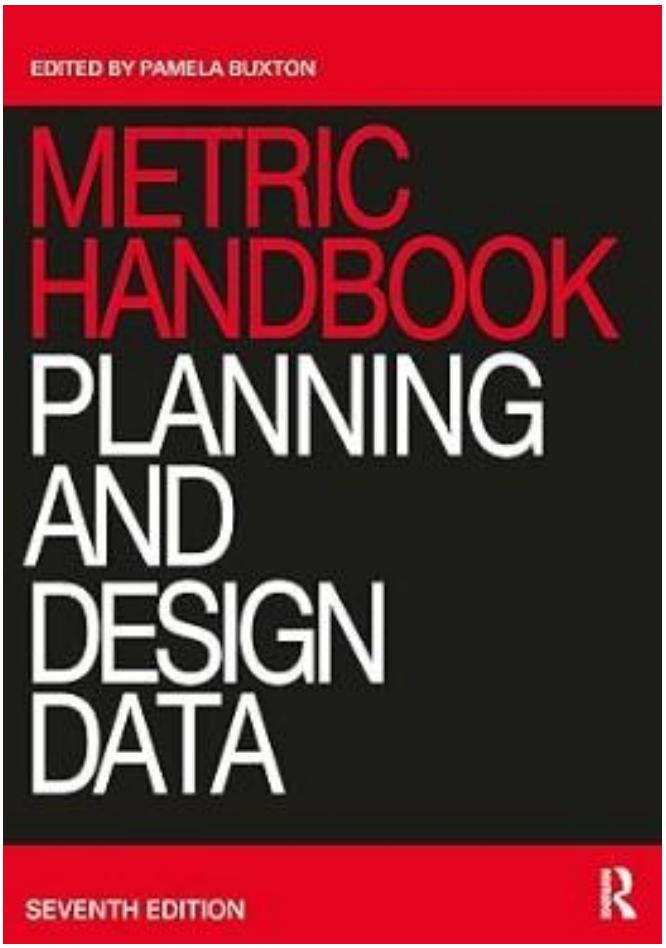


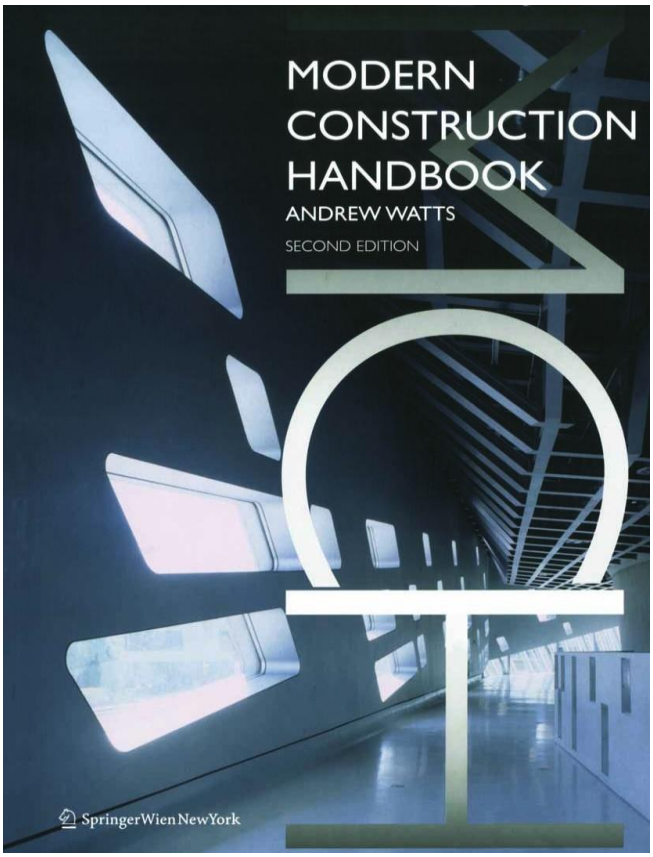
Figure IV.31. Metric Handbook[73]

- **Modern Construction Handbook**

  Modern Construction Handbook by Andrew Watt (Figure IV.32) , the 1st edition published on 2001. This book represents an advanced reference to all the main elements of construction; materials, walls, roofs, structure, environment and more, every chapter following by glossary which contain explanations of terminology and related information[74]

[73] littlefield Littlefield, D. (2008). Metric handbook. Routledge.
[74] Watts, A. (2016). Modern construction handbook. Birkhäuser

(a)



(b)

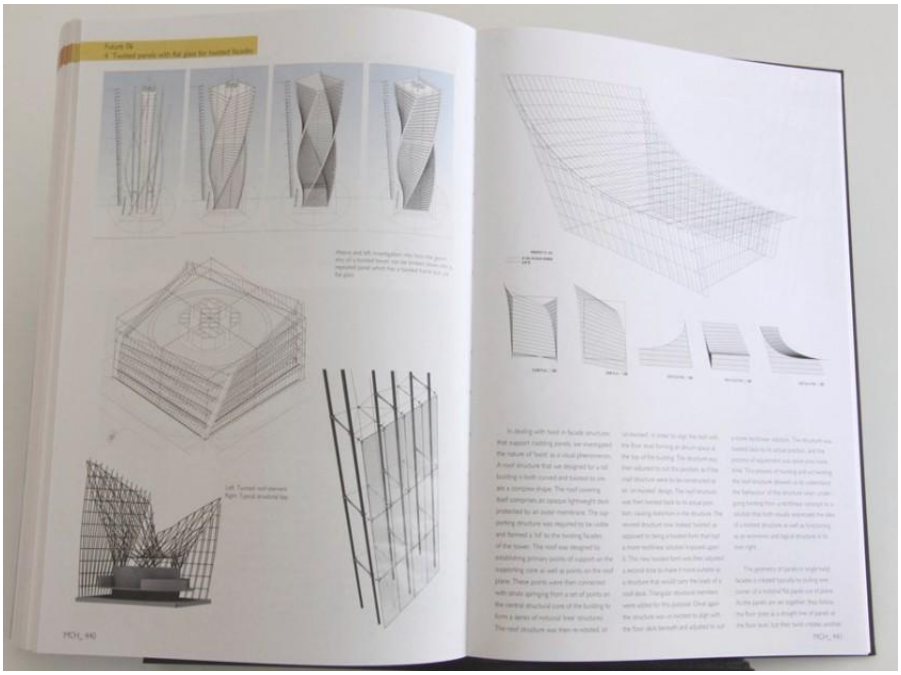


Figure IV.32. (a) the 2nd edition of Modern Construction Handbook. (b) page 440 from the book[75]

[75] https://link.springer.com/book/10.1007/978-3-211-99196-1

- **Management of Construction Projects: A Constructor's Perspective 2nd Edition**

Management of Construction Projects by John Schaufelberger and Len Holm, published on 2017. The book contains projects and essential features such as review questions, exercises, chapter summaries, and example documents that provide excellent references for students for learning about the construction industry (Figure IV.33).

The Construction Management Program Director James W. Jones, Ed.D at Ball State University, USA said "*I was a University of Washington construction management student over twenty years ago learning from John and Len. The knowledge they provided have served me well throughout my career. Their new book is the definitive guide to all aspects of being a successful project manager at any contracting firm. I would recommend it as required reading for anyone with a career in* ***construction***, ***building*** *design or* ***project development***."[76]

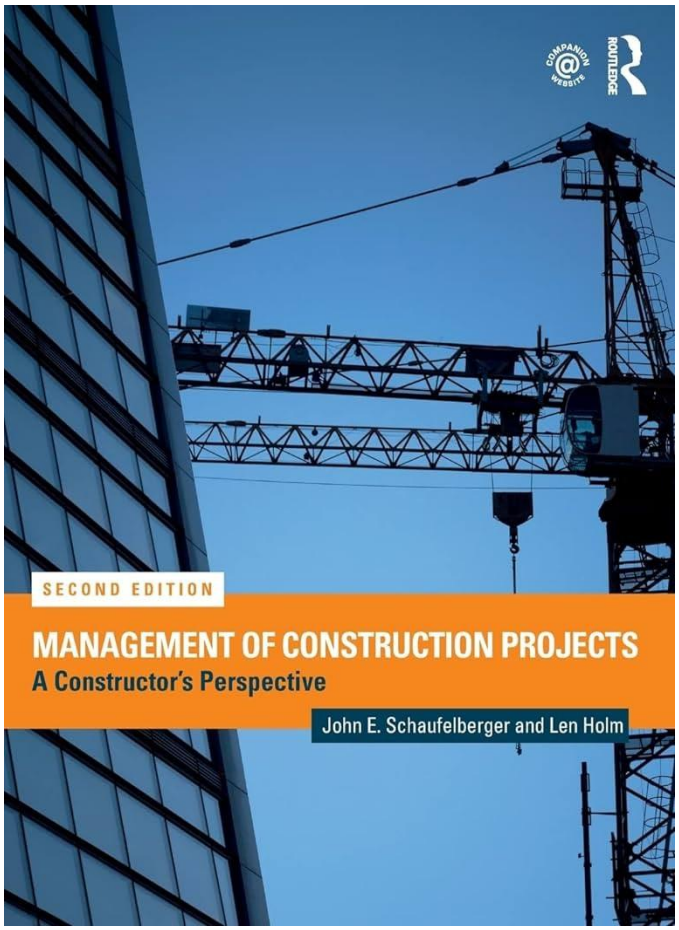


Figure IV.33. Management of Construction Projects, the 2nd edition[77]

[76] https://bookauthority.org/books/best-construction-engineering-books
[77] Schaufelberger, J. E., & Holm, L. (2017). Management of construction projects: a constructor's perspective. Taylor & Francis

- **Successful Construction Project Management**

Successful Construction Project Management is practical guide book by Paul Netscher published on 2014 (Figure IV.34) . The book provides useful practical tips for managing a construction project, it will show you how to avoid common error in construction. This book will help students to:

- ✓ Understand all aspects of project management
- ✓ Enhance their project management skills and abilities.
- ✓ Gain insights lessons from real-life experience in the construction sector.

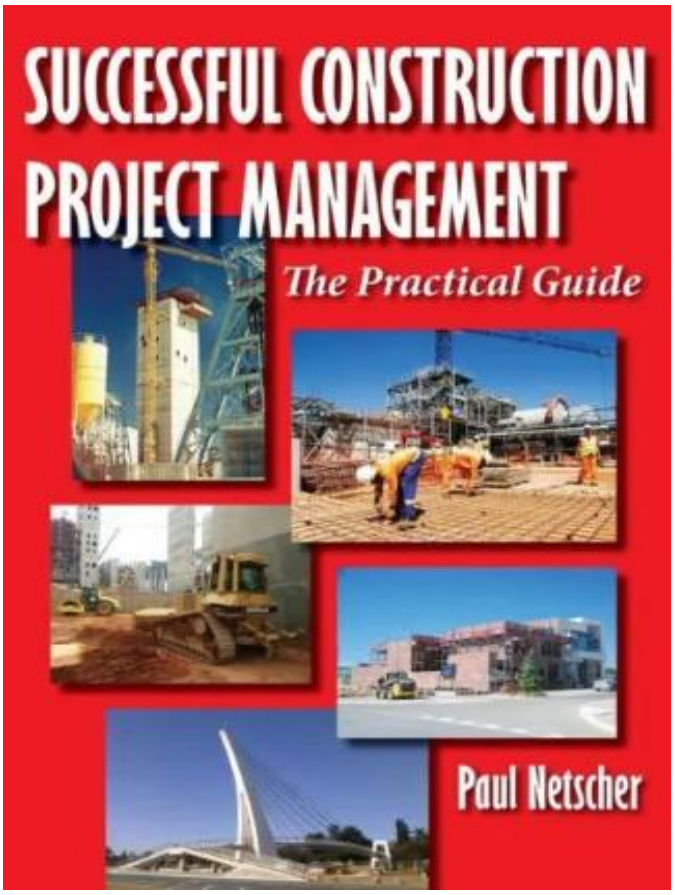


Figure IV.34. Successful Construction Project Management[78]

[78] Netscher, P. (2014). Successful Construction Project Management: The Practical Guide. Panet Publications.

Exercise 01

Choose the correct answer. Only one option is correct.

1- What is the main purpose of a news item text?

- To entertain people
- To explain science
- To inform about daily important events
- To describe people and places

2- Which of the following is not one of the five main text types we studied?

- Narrative
- Expository
- Descriptive
- Humorous

3- What are the three parts of a news item text?

- Introduction, Body, Conclusion
- Newsworthy Events, Background Events, Sources
- Setting and Dialogue
- Abstract, Method, Result

4- Which questions must a news item text answer?

- What, Who, When, Where, Why
- What, Which, How, When, Who
- Who, What, Whom, Where, How
- When, Why, Whose, What, How

5- In the context of summarizing, which of the following is correct?

- Summaries should be longer than the original text
- A summary can include personal opinions
- A summary should only include key ideas
- A summary must include everything in detail

6- Reading is described as:

- A passive skill where information is absorbed automatically
- An active process of comprehension between text and reader
- A memorization task of new vocabulary
- A process that only improves writing

7- What is the main difference between scanning and skimming?

- Skimming looks for keywords; scanning looks for opinions
- Skimming is faster and ignores meaning

- Skimming is for general ideas; scanning is for specific information
- Skimming is always used for manuals

8- Which of the following statements is true?

- Intensive reading is only used for fun
- Skimming helps you locate a specific date
- Scanning is used to get an overview of the topic
- Scanning helps you find specific details quickly

9- What is the main focus of the Architect's Pocket Book?

- Architectural history
- Urban design theories
- Planning policy, materials, and building regulations
- Construction law

10- Who are the authors of Architect's Pocket Book?

- Paul Netscher and David Littlefield
- Jonathan Hetreed, Ann Ross, Charlotte Baden-Powell
- Andrew Watt and Len Holm
- James Jones and Ann Powell

11- Which book provides comprehensive construction standards and human dimensions?

- Modern Construction Handbook
- Management of Construction Projects
- Successful Construction Project Management
- Metric Handbook

12- What is a key benefit of reading engineering-related books?

- To memorize vocabulary
- To prepare for speaking tests
- To gain knowledge from others' experiences
- To practice drawing skills

13- What do all the books listed in the section have in common?

- They are written by British authors

- They all focus on historical buildings
- They aim to enhance engineering and construction knowledge
- They are only for postgraduate students

Exercise 02

Complete the following paragraph with the correct words

skimming, slow, interact, reading, academic, speaking, scanning, reading, writing, definition, intensive reading,

In English, there are four important language skills that students need to learn....., **……**, **…….** and listening. Among these,.....is not just looking at word, it is an active process where the reader.....with the text to understand meaning. There are four main types of reading that every learner should understand:

… .....is when you read quickly to get the general idea of a text. For example, you might skim a newspaper article to see what it is about before deciding to read it in detail ..... means searching a text to find a date or a **…….. ……** is **……....** reading used to understand all the details. It helps improve your grammar, vocabulary, and comprehension. It is often used in..... study.

Exercise Solutions

- **Exercise 01**

1- To inform about daily important events

2-Humorous

3-Newsworthy Events, Background Events, Sources

4-What, Who, When, Where, Why

5- summary should only include key ideas

6- An active process of comprehension between text and reader

7- Skimming is for general ideas; scanning is for specific information

8- Scanning helps you find specific details quickly

9- Planning policy, materials, and building regulations

10- Paul Netscher and David Littlefield

11- Metric Handbook

12- To gain knowledge from others' experiences

13- They aim to enhance engineering and construction knowledge

- **Exercise 02**

In English, there are four important language skills that students need to learn **reading**, **writing**, **speaking** and listening. Among these, reading is not just looking at word, it is an active process where the reader **interact** with the text to understand meaning. There are four main types of reading that every learner should understand:

Skimming is when you read quickly to get the general idea of a text. For example, you might skim a newspaper article to see what it is about before deciding to read it in detail. **Scanning** means searching a text to find a date or a **definition**. **Intensive Reading** is **slow** reading used to understand all the details. It helps improve your grammar, vocabulary, and comprehension. It is often used in **academic** study.

CHAPTER V

REPORTING SPEECH AND THOUGHT

Objectives

- Understand grammar and sentence structure
- Improve language proficiency in reading, writing, listening, and speaking.
- Expand vocabulary and enhance understanding.

V.1. Sentence Structure

A sentence consists of a collection of words that convey a complete idea. Each sentence must include at least a subject and a verb; the verb represents an action, while the subject is the noun performing that action. There are four categories of sentences:

- **Simple sentence**

A simple sentence contains a subject and a verb, it contains only one independent clause.

Example:

The man (subject) went (verb) to the store.

- **Compound sentence**

A compound sentence has at least two independent clauses, joined by a comma (,), semicolon (;), or connection. Each clause has its subject(s) and verb(s).

Example:

This house is too expensive**, and** that house is too small.

- **Complex sentence**

A complex sentence is defined as one "containing one main part (main clause of a sentence) and one or more other parts (called affixes or subordinate clauses"[79]

Example:

Although he had never been a good student in high school, he graduated from university.

- **Compound- Complex sentence**

Made up of two or more independent clauses and one or more dependent clause.

[79] Stevenson, A. (Ed.). (2010). Oxford dictionary of English. Oxford University Press, USA.

Example:

The rain was falling, and the weather was cold, though it was supposed to be spring.

Note

- A **clause** is a group of words that includes a subject and a verb

-An **independent clause** is a clause that can stand alone as a sentence (i.e., it expresses a complete thought)

-Coordinator to use: **f**or, **a**nd, **n**or, **b**ut, **o**r, **y**et, **s**o (**FANBOYS**)

V.2. Preposition

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.[80] The most common prepositions are:

- About
- Above
- Across
- After
- Against
- Along
- Alongside
- Amidst
- Among
- Around
- At
- Behind
- Below
- Beneath
- Beside
- Besides
- Between
- Beyond
- By
- Concerning
- Down
- During
- For
- From
- In
- Inside
- Into
- Near
- Of
- Off
- On
- Onto
- Out
- Outside
- Over
- Regarding
- Through
- Throughout
- To
- Toward
- Under
- Underneath
- Up
- Upon
- With
- Within
- Without

[80] Adapted in part from George Yule's Oxford Practice Grammar. Advanced, Oxford, 2006, pp. 124-137 and http://academicguides.waldenu.edu/writingcenter/grammar/prepositions by Guillaume Filion © 2017

V.2.1. Prepositions of Direction

Prepositions of direction show how a noun (such as a person, place, or thing) is positioned relative to another noun. This handout addresses the prepositions **to, toward, on**, and **in**, focusing on their use to convey movement, direction, or purpose [81].

To

To can express movement in the direction of a physical place

Example

- I walked **to** the Writing Centre from my car.
- She drove to the store.

To can also express purpose when attached to a verb as an infinitive

Example

- They stayed after school **to** complete the assignment.
- I exercise **to** stay in shape

Toward

Toward indicates movement in the direction of a general area rather than a specific destination. Toward implies that a destination may not have been reached.

Example

- John travelled **to** Dallas. (John arrived at Dallas.)
- John travelled **toward** Dallas. (John may have passed Dallas or stopped before he

Onto

Onto (on + to) is used to express movement toward the outside of an object.

Example

- The cat jumped **onto** the table.
- The leaf fell **onto** the sidewalk.

[81] "Prepositions of Direction." The OWL at Purdue. Purdue University Writing Lab. 11 February 2009. Web

Into

Into (in + to) indicates movement toward the inside of an object, space, or volume

Example

- Mary jumped into the water.
- Paul got into the shower.

Note

In many cases, **on** or **in** can be used without **to**. Adding (***to)*** to the preposition implies action, however **on** or **in** by themselves imply position.

Example

- Suzy is **on** the bed. (This sentence simply relates Suzy's **position**.)
- Suzy jumped **onto** the bed. (This tells us not only that Suzy is on the bed, but also relates

V.2.2. Prepositions of Time

The first thing we need to understand is that in / on / at can be used both as prepositions of **time** and **place**.

At

The preposition **at** is used in the following descriptions of time:

1-With clock times:

- My last train leaves **at** 10:30.
- We left **at** midnight.
- The meeting starts **at** two thirty.

2- With specific times of day, or mealtimes:

- He doesn't like driving **at** night.
- I'll go shopping **at** lunchtime.
- I like to read the children a story **at** bedtime.

3-With festivals:

- Are you going home at Eid el Fiter?

Note

In **American English**, **on** the **weekend** is the **correct** form.

In

The preposition **in** is used in the following descriptions of time:

1-With months:

- We're going to visit them **in** June

2- With years:

- I was born in 1996

3- With seasons:

- The pool is closed in winter

4- With longer periods of time:

- **in** the 20th century
- They've done work for me **in** the past[82]

5- With periods of time during the day:

- I tried to work **in** the evening.
- He's leaving **in** the morning.

6- To describe the amount of time needed to do something:

- You can travel there and back **in** a day.
- They managed to finish the job in two weeks.

7- To indicate when something will happen in the future:

- She will be ready in a few minutes.
- He is gone away but he will be back **in** a couple of days.

On

[82] https://www.onestopenglish.com/support-for-teaching-grammar/prepositions-of-time-and-place-article/152825.article

The preposition **on** is used in the following descriptions of time:

1- With days of the week, and parts of days of the week:

- I will see you **on** Friday.
- She usually works **on** Mondays.
- We're going to the theatre **on** Wednesday evening.

Note

In **spoken English**, **on** is often **omitted** in this context, e.g. I'll see **you Friday.**

2- With dates:

- The interview is **on** 29th April.
- He was born **on** March 14th, 1996.

3- With special days

- I have an exam **on** my birthday.

Note

If we examine the different aspects of usage for the three prepositions:

V.2.3. Prepositions of place

at

-**At** is generally used in reference to specific times on the clock or points of time in the day.

The preposition **at** is used in the following descriptions of place/position:

-**In** generally refers to longer periods of time, several hours or more.

-**On** is used with dates and named days of the week.

V.2.3. Prepositions of place

- **at**

The preposition at is used in the following descriptions of place/position

1-With specific places/points in space

- There's a man **at** the door.

2-With public places and shops

- Shall I meet you **at** the station?
- I studied German **at** college/school/university

3-With addresses

- They live **at** 70, Duncombe Place.

4- With events

- I met her **at** last year's **conference.** She wasn't at Simon's **party.**

- **On**

The preposition **on** is used in the following descriptions of place/position:

1-With surfaces, or things that can be thought of as surfaces

- The letter is **on** my desk.
- The toy department is **on** the first floor.
- Write the number down **on** a piece of paper

2-With roads/streets, or other things that can be thought of as a line, i.e. rivers

- The bank is **on** the corner of King's Street.
- It's the second turning **on** the left.

- **In**

The preposition **in** is used in the following descriptions of place/position:

With geographical regions

- Orgiva is a very small village **in** the mountains.

With cities, towns and larger areas

- Do you like living **in** Nottingham?

With buildings/rooms and places that can be thought of as surrounding a person or object on all sides

- Can you take a seat **in** the waiting room, please?
- I've left my bag **in** the office.

V.3. Direct and Indirect Reporting

Speakers report the utterances of other speakers in one of two ways:

- **Directly** by 'direct reported speech.
- **Indirectly** by 'indirect reported speech'.

Direct speech reporting supposedly repeats the exact words that someone said or wrote

While indirect speech reporting gives the meaning, or the gist of the content[83].

- Salma said, "I have lost my umbrella".....**Direct speech**
- Salma said that she had lost her umbrella..... **Indirect speech**
-

Note

-Repeated are placed **between** inverted commas, and a comma is placed **immediately** before the remark.

-There is **no comma** after say in indirect speech. that can usually be **omitted** after say and tell + object. But it should be kept **after** other verbs: **complain, explain, object, point out, protest** etc

V.3.1. Necessary Changes

To change a sentence from direct speech to indirect speech, there are various factors are considered such as; reporting verbs, modals, time, place, pronoun, tense, etc

- **Pronouns and adjectives**

First and second person pronouns and possessive adjectives normally change to the third person except when the speaker is reporting his own words.

- I - →He, She
- Me - → Him, Her
- My- → His, Her

[83] Angela Downing, P., & Locke, P. (2006). English Grammar A University Course.

- Mine- → His, Hers
- We- → They...etc

When we use reported speech, the main verb of the sentence is usually in the past (Paul **said** that … / I **told** her that … etc.). The rest of the sentence is usually past too[84]:

- Paul **said** that he **was feeling** ill.
- I **told** Lisa that I **didn't have** any money.

You can leave out **that**. So, you can say:

- Paul **said** that he **was feeling** ill. or Paul **said** he **was feeling** ill.

In general, the present in direct speech changes to the past in reported speech

- Present Simple ----------→ Past Simple
- Present Continuous ---------- → Past Continuous
- Present Perfect ----------→ Past Perfect
- am/is - → was
- do/does - → did
- will- →would
- are - →were
- have/has- → had
- can - →could
- want/like/know/go etc---------- →wanted/liked/knew/went etc.

Example

You met Anna. Here are some of the things she said in **direct speech**

- I'**ve lost** my phone.
- I **want** to buy a car.
- I **can't** come to the party on Friday.
- I **don't have** much free time.
- My parents **are** fine.
- I'**m going** away for a few days.
- I**'ll phone** you when I get back.

[84] Murphy, R., Smalzer, W. R., & Chapple, J. (2018). Grammar in use intermediate: self-study reference and practice for students of North American English.

Later you tell somebody what Anna said. You use **reported speech**

- Anna **said that** she **had lost** her phone.
- She **said that** she **wanted** to buy a car.
- She **said that** she **couldn't** come to the party on Friday.
- She **said that** she **didn't** have much free time.
- She **said that** her parents **were** fine.
- She **said that** she **was** going away for a few days and **would** phone me when she **got** back.

Note

The past simple (**did/saw/knew etc**.) can **stay** the **same** in reported speech, **or** you can change it to the **past perfect** (**had done** / **had seen** / **had known** etc.):

Direct: Paul said: 'I **woke up** feeling ill, so I didn't go to work.'

Reported: Paul said (that) he **woke up** feeling ill, so he **didn't go** to work.

Or Paul said (that) he **had woken up** feeling ill, so he **hadn't gone** to work.

- **Adverbs**

Adverbs and adverbial phrases of time change as follows:

- Today ----------→ That day
- Yesterday----------→The day before
- NOW ----------→ THEN or AT THAT MOMENT
- The day before yesterday ---------- → Two days before
- Tomorrow----------→ The next day/the following day
- The day after tomorrow----------→ In two days' time
- Next week/year etc ----------→ The following week/year etc.
- Last week/year etc ---------- → The previous week/year etc.
- A year etc. ago ---------- → A year before/the previous year

II.3.2. Say and Tell

When indicating who someone is speaking with, use **tell**: [85]:

- Rachel **told** me that you were in hospital. (**not** Rachel said me)
- What did you tell the police? (**not** say the police)

In other cases, use say:

- Rachel said that you were in hospital. (not Rachel told that …)
- What did you say?

You can express 'say something to somebody':

- Anna **said** goodbye **to** me and left. (not Anna **said me** goodbye)
- What did you **say to** the police?

We say **'tell somebody to …'** and **'ask somebody to …'**

Consider the distinction between direct and reported speech:

- **Direct** 'Drink plenty of water,' the doctor **said to** me.
- **Reported** The doctor told me to drink plenty of water.
- **Direct** 'Don't work too hard,' I said to Joe.
- **Reported** I told Joe not to work too hard.
- **Direct** 'Can you help me, please,' Jackie said to me.
- **Reported** Jackie asked me to help her

You can also say 'Somebody said **(not)** to do something':

- Paul said **not** to worry about him. (but **not** Paul **said me**)

[85] Ibid

Exercise 01

Read the sentences and identify whether each is Simple, Compound, Complex, or Compound-Complex.

1- The plan includes open courtyards.
2- We sketched the façade, and we revised the section drawings.
3- Although it was late, the team continued working on the model.
4- The site visit was informative, and we took notes, although it was raining.

Exercise 2

Use the correct preposition: in, on, or at. into, onto, by, from

1- The model of the new campus is displayed ..... the exhibition hall.
2- The studio is located ..... the third floor of the architecture building.
3- You will find the blueprint..... the architect's desk.
4- The discussion took place ..... the auditorium.
5- The final submission is due..... Friday.
6- The architect arrived ..... 9:00 a.m.
7- We placed the model carefully..... the table.
8- The design was inspired..... traditional Islamic architecture.
9- She moved the blueprint ..... the drawer.
10- He walked ..... the conference room to present the proposal.
11- The office is located..... the third floor of that building.
12- They arrived..... time for the client meeting.

Exercise 3

Change the following to reported speech:

1- "I am designing a new cultural center," she said.
2- "We will visit the site tomorrow," the engineers said.
3- "The model looks impressive," my professor said.
4- "I have never worked on a sustainable project before," he said.
5- "Can you send me the updated drawings?" she asked me.
6- "Don't forget to label the materials," the teacher told us.

7- “We are discussing the design in class,” the students said.

8- “I finished the layout last night,” he said.

Exercise Solutions

- **Exercice 1**

1- Simple

2- Compound

3- Complex

4- Compound-Complex

- **Exercise 2**

1- In

2- On

3- On

4- In

5- On

6- At

7- On

8- By

9- Into

10- Into

11- On

12- In

- **Exercise 3**

1- She said that she was designing a new cultural centre.

2- The engineers said that they would visit the site the next day.

3- My professor said that the model looked impressive.

4- He said that he had never worked on a sustainable project before.

5- She asked me if I could send her the updated drawings.

6- The teacher told us not to forget to label the materials.

7- The students said that they were discussing the design in class.

8- He said that he had finished the layout the night before.

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