



BLOCK 1:
TYPES OF COMMUNICATION
AND GUIDE TO READING





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*Education is something
which ought to be
brought within
the reach of every one.*

”

- Dr. B. R. Ambedkar



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BLOCK-1

**TYPES OF COMMUNICATION
AND GUIDE TO READING**

UNIT 1 COMMUNICATION

Learning Objectives

The aim of this unit is:

- To make the students aware about the basic concepts of communication
- To help the students develop their listening skills by discussing about active and passive listening
- To make the students aware of technical issues related to communication.
- To introduce business communication to the students.

Structure

- 1.1 Introduction
- 1.2 Relevance of Communication Skills for Designers
- 1.3 Concept of Communication
- 1.4 Process of Communication
- 1.5 Types of Communication
- 1.6 Levels of Communication
- 1.7 Technical Communication and General Communication
- 1.8 Summary
- 1.9 Self Assessment Test
- 1.10 Further Reading

1.1 Introduction

Effective communication is all about conveying your messages to other people clearly and unambiguously. It's also about receiving information that others are sending to you, with as little distortion as possible.

Doing this involves effort from both the sender of the message and the receiver. And it's a process that can be fraught with error, with messages muddled by the sender, or misinterpreted by the recipient. When this isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity.

In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the process communication.

1.2 Relevance of Communication Skills for Designers

Generally, designers are introverts and do not naturally have strong communication skills. They mostly enjoy working on their own and creating something special, but communicating with clients is a main issue that needs to be considered. There is plenty of back and forth communication for the client to the designer during the process of development of the product. For a media graphic designer, coding and creativity are a part of the everyday work, and so is communication. Clients know the details of their business that need to be considered while designing. Without effective communication, gathering this information will be difficult or impossible. With effective communication you can work with the client to create a design that suits their requirements.

As the designer, you will need certain information from the client to complete the job to the best of your ability. You'll need their initial input plus their feedback throughout the process. As the client, they depend on you to create an attractive and effective design. Due to this mutual dependence, communication is absolutely necessary to bridge the gap and to create satisfactory results from both parties. Being able to effectively communicate in a simple and understandable manner is a skill in itself that will add on to your credibility as a designer. In fact, getting new clients or even a job will be much easier with better communication skills.

1.3 Concept of Communication

Communication is the very basic need of any organization and it is so fundamental that without it, it is not possible for any organization to exist, function effectively and achieve its objectives. Communication brings people

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together by establishing commonness among people. It is a social need for an individual and lifeblood for an organization. We communicate 75% of our working time; an organization communicates 90% of its working time. If individuals communicate for their personal purposes, communication in an organization is for the business purposes. Thus, the role of communication is to bring all the aspects of business together - manufacturer, employees, customers, suppliers, agencies, distributors etc. That is why it is very important to understand business communication at different levels.

Communication is an art of sharing meaningful ideas, information, knowledge, experience and feelings.

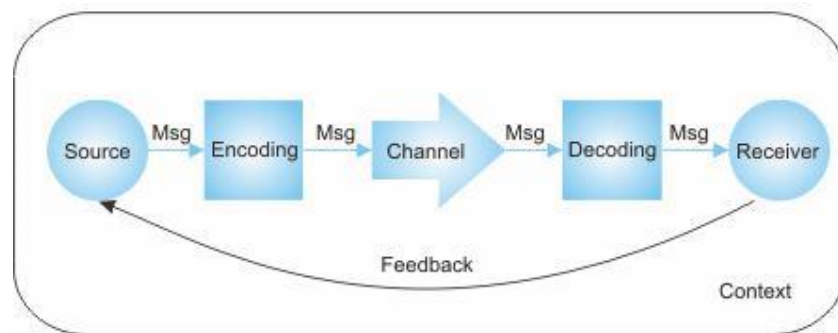


Fig 1.1: The Communications Process

The word Communication is derived from the latin word ‘communis’ meaning ‘Common’. It stands for a natural activity of all human beings to convey opinions, information, ideas, and feelings, emotions to others by words spoken or written, by body language or signs. George Vardman, in his book ‘Effective communication of ideas’ defined effective communication as - “Purposive interchange resulting in a workable understanding and an agreement between the sender and the receiver of the message”.

Peter Little says “Communication is the process by which information is transmitted between individuals or organizations so that an understanding response results.

Allen Louis says “Communication is the sum of all the things one person does when he wants to create an understanding in the mind of another; it involves a systematic and continuous process of telling, listening and understanding.

1.4 Process of Communication

Communication is a two way process in which the exchange of ideas links the sender and the receiver towards a mutually accepted direction. The transmission of the sender’s ideas to the receiver and the receiver’s feedback or

reaction to the sender constitutes the communication process. In order to understand the proper and effective communication, both the sender and the receiver have to function in a common atmosphere or in other words, we can say that there should be two parties for communication-one is sender and other is always receiver. The sender must have his/her ideas, thoughts, emotions which he/she can convey to the receiver by any medium of expression which is called a channel. The process of communication can be understood by the given steps:

1. **Sender:** The process of communication starts with a sender, the person who has an idea and wants to convey it to the receiver. In other words, we can say that the person with ideas to share is called sender. So communication process begins with the sender.
2. **Encoding:** The conversion of the idea into message by verbal or nonverbal method is called encoding. While encoding a message, one needs to consider what will be interpretation of the message. This process of converting the thought of the sender into message is encoding.
3. **Message:** It is an important part of communication. Message is the content that sender wants to convey. A message could be verbal or non-verbal. The thought, idea, emotion or anything that the sender wants to convey is called message.
4. **Channel:** The way or the medium of sending the message is called channel. The choice of the medium is influenced by the inter relationship between sender and receiver. It also depends upon the urgency of the message. Medium or channel can be oral, written or it can be non verbal.
5. **Receiver:** The receiver is the person who notices or attaches meaning to the conveyed message. In the best way, if it reaches to the receiver then there is no problem to the receiver to understand the message properly. In other words, we can say that the receiver is the other party who receives the message of the sender.
6. **Decoding:** It is a process where the received message is converted into understanding. It is not necessary that the message reached to receiver will be understood by the receiver, but decoding is a process which converts the message into understanding. There are chances of misinterpretation of the message.
7. **Feedback:** This is the last part of communication process. After receiving the message, the receiver reacts or responds to the sender. The response can be based on the perfect understanding of the message or it can be based on

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the misunderstanding or misinterpretation of the message. This reply from receiver to sender is called feedback. Feedback has its own importance as the success or failure of communication is decided by feedback only.

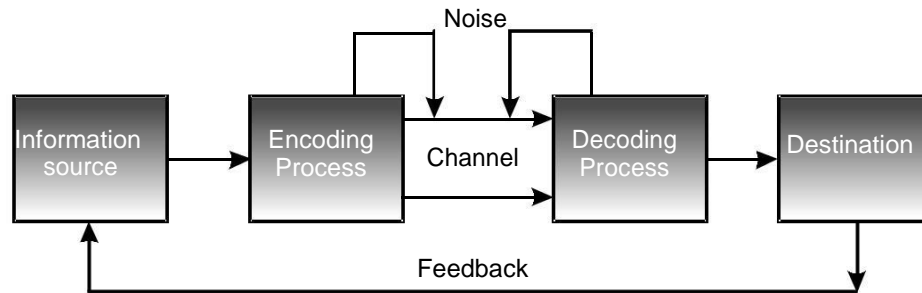


Fig 1.2: Flow of Communication

The process of communication begins with idea, which refers to the formation of the idea or selection of a message to be communicated by the sender. The scope of the idea is generally determined by the sender's knowledge, experience and ability. Encoding is the next step in communication. It is the process of changing the information into some form of logical and coded message. It means the selection of language, medium of communication and formation of communication.

Transmission refers to the flow of message over the chosen channel. It confirms the medium selected for encoding and keeps the communication channel free from interference or noise so that the message can reach the receiver without any disturbance. Decoding is the process of converting a message into thoughts by translating it. It involves the message, which will become his/her idea sent by the sender and on the basis of this idea; the receiver can give reply that is known as feedback. So feedback is an important and last part of communication process.

1.5 Types of Communication

Communication between members of a large corporate house is very necessary for its proper functioning. It may be upward, downward, diagonal and grapevine. It is also known as dimensions or channels of communication.

1. Downward Communication:

Downward communication is generally found in all major organizations. It is communication in the organization which starts from higher authority to lower authority, like the board of directors-managers-assistant manager-purchase officer-executive-clerk etc. Communication passes in a down ward manner that is it moves from the top to the bottom. This type of communication is called

downward communication.

Objectives of Downward Communication:

1. To give specified directions about the job being entrusted to a subordinate.
2. To explain policies and organizational procedures.
3. To appraise the subordinates for their performance.
4. To give information to the subordinates about the rationale of their job so that they understand the significance of their job in relation with the organizational goal.

Advantages

1. It is a convenient channel through which simple information can be spread easily.
2. Major decisions are conveyed through this type of communication.
3. It helps to assign specific duties to a newly appointed individual.
4. Individual members can interact with those to whom they are accountable.
5. Appreciation can be done through this type of communication.

Limitations:

Downward communication is often found either under communication or over communication. i.e. superior may either talk too little or too much about a job. Downward communication being a very long channel, transmitting information to the lowest worker is a time consuming process and in this process there is a chance of loss of information. Sometimes message can reach beyond time limit. In this process there is a chance of exaggeration, understatement, and twisting of matter due to its long time. Downward communication is an authoritarian process where subordinates do not get any opportunity to participate in the decision making process.

2. Upward Communication:

The communication channel which starts from the bottom level to the top level is called upward communication. For example worker conveys message to production manager, he conveys it to the director of company etc. It is a channel which passes the flow of information upward.

Advantages of Upward Communication:

Upward communication provides the management with necessary feedback. It also provides valuable information on what the employees think of

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the organization and its policies. It gives an opportunity to workers to voice their problems and complaints. Upward communication is also important for workers' suggestions for the welfare of an organization. This process provides a chance to workers to take part in the decision making process which creates harmony between the workers and the management.

Limitations of Upward Communication:

Upward communication is difficult as it moves upward against the force of 'gravity' – meaning that the workers hesitate to initiate upward communication. Workers cannot enter easily in the area of management. They are afraid of the reaction from management. At bottom level people have less power; it is very difficult for them to give their views, suggestions, and complaints to top level. There is no surety of complete communication in upward communication as there are so many barriers in its path. Workers at the lowest level are not efficient communicators so their communication oral or written may not be accurate and may not be welcomed by superiors.

3. Diagonal / Horizontal Communication:

Communication between departments or employees in the same organization without any hierarchy is called diagonal communication. It is the most used channel of communication. Workers communicate with other workers, clerks sharing information with one another, managers discuss some organizational problems with their colleagues, all of these are engaged in diagonal communication.

Diagonal communication is extremely important for promoting understanding and co-ordination among various departments. It can take place among any employees of the organization. In this type of communication anybody without any hesitation can enter into this process for discussion. It most effectively carried on through oral communication. Group discussion, face to face exchange of views or a brief conversation are diagonal communication.

4. Grapevine:

An informal channel of communication in an organization is called grapevine. It follows no set lines or any definite rules but spreads very fast in any direction. For example people working together take interest in one another and talk about appointments, promotions, demotions or even domestic and romantic affairs of another. Though all these things are top secrets some people take great pleasure from gathering such secrets and transiting to others. This is nothing but grapevine. It is basically a channel of horizontal communication because people

working at the same level can do it.

Important features of Grapevine:

1. It provides much needed release to emotions.
2. Any information in the name of 'secret' spreads very fast.
3. Information which can't be transmitted to employees through official channels can be sent by grapevine.
4. It provides feedback to the management. The management can tactfully spread some information through it and wait for the reaction.

Limitations

1. One of the major limitations of the grapevine is that it may spread baseless news which may harm the employees.
2. Misunderstanding can take place because sometimes it transmits incomplete information.
3. It can cause serious damage before management becomes aware of it.

1.6 Levels of Communication

The levels of communication can be described under the following heads.

1. Intrapersonal
2. Interpersonal
3. Extra personal
4. Organizational
5. Mass Communication

1. Intrapersonal:

This communication occurs within the individual's brain in the form of internal dialogue, as one can't stop communicating with himself. Infact when we communicate with other person, internal dialogue with oneself continues - verifying the truth, using logical reasoning etc. For example, when one gets injured, the brain gets information and then sends the feedback that he should consult a doctor or take medicine. This is nothing but intrapersonal communication.

2. Interpersonal:

This level of communication includes ideas or information shared by

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people. This can assume the form of face to face conversation, video conferencing, and telephonic talk and so on. It takes place in our day to day life. This level of communication is beneficiary as doubts can be clarified instantly and immediate feedback is possible.

Interpersonal communication depends on the chemistry, between two parties involved. The environment and cultural context also play their vital role. Besides it can be formal and informal.

3. Extra personal:

Extra personal communication occurs between human beings and non-human beings in which sign language is used to transmit information or to respond. For example when a pet dog feels hungry, it comes to its keeper wagging its tail; it is nothing but an extra personal communication.

4. Organizational Communication:

Communication between members of a big organization is organizational communication. It may be upward, downward, diagonal and grapevine. This type of communication is extremely necessary for the smooth working of any organization.

5. Mass Communication:

In this level of communication, information is transmitted to the public at large through media such as television, radio, internet, books, journals and newspapers. Information in the oral form requires equipments such as microphones, amplifiers and information in the written form requires electronic or print media. It plays an important role in boosting the image of the organization and attracting customers.

1.7 Technical Communication and General Communication

In the age of specialization, technocrats belonging to different fields need to be effective technical communicators and it is also quite necessary for them to understand the different stages of technical communication.

Technical communication is an exchange of technical ideas and information, knowledge and experience. It includes simple definitions and descriptions of tools and machines and interpretation of principles which they follow scientifically.

The following are the characteristic features of technical communication

that makes it different from general communication:

- Conveys a particular message to a particular audience.
- Contains professional information related to tools and machines.
- Requires specialized words & phrases to make the things clear
- Involves understanding and analysis of graphical information.
- Adequate knowledge of the subject which is based on facts is absolutely necessary.
- Firsthand knowledge of all the four skills of language - listening, speaking, reading and writing.
- It is always formal in style, organization and structure.
- It requires complex exposition techniques.

In the absence of effective technical communication skills, one can't be a successful technical student or an engineer or an executive in a multinational company or a counselor in a call centre because it is the very life blood of any organization.

1.8 Summary

Communication brings people together by establishing a common thread among people. It is a social need for an individual and life blood for an organization. It is an art of sharing meaningful ideas, information, knowledge, experience and feelings and so on. It is a two way process in which the exchange of ideas links the sender and the receiver towards a mutually accepted direction. The transmission of the sender's idea to the receiver and the receiver's feedback on reaction to the sender constitutes the communication process. To know the proper functioning of a business house, it is necessary to know the channels of communication.

There are different **levels of communication** like intrapersonal, Interpersonal, extra person, at organizational and mass communication.

Types of Communication

Downward, upward, diagonal, grapevine

1.9 Self Assessment Test

1. Describe in detail the concept of communication and discuss the various levels of communication.
2. What are the various types of communication? Discuss all of them.
3. What are the different Steps in the process of communication?
4. Write short notes on
 - a. Grapevine communication
 - b. Horizontal Communication
 - c. Technical communication
 - d. General communication
 - e. Downward Communication

1.10 Further Reading

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UNIT 2 VERBAL AND NON-VERBAL COMMUNICATION

Learning Objectives

The aim of this unit is:

- To make students aware about importance of effective communication
- To make students aware of barriers to communication
- To teach the students how to overcome the communication problems
- To focus on developing listening skills
- To understand communication systems across different cultures

Structure

- 2.1 Introduction
- 2.2 Components of Non-Verbal Communication (Kinesics)
- 2.3 Barriers to Effective Communication
- 2.4 Communication across Cultures
- 2.5 Summary
- 2.6 Self Assessment Test
- 2.7 Further Reading

2.1 Introduction

Communication refers to the transfer of meaning from one person to another person. In communication we use different modes or channels to convey our experiences as well as understand and attach meaning to other people's experiences. Communication is an important element in our daily lives as most of the waking time an individual Communication can be done verbally and nonverbally, it is also frequently mixed with signals and noise.

Verbal communication refers to the spoken part of communication. It can be face to face, over the telephone, or via voice mail. The elements of verbal communication include your choice of words and phrases, sentence construction and voice tone and pitch. When combined, these elements paint a picture of who you are as a person.

Most of us do not realize that a lot of our communication is of a non-verbal nature as opposed to verbal communication. Non-verbal communication comprises of eye contact, facial expressions, body posture, tone of voice, etc. It may also include the way we wear our clothes or the silence we keep. Knowledge of non-verbal communication is important managers who serve as leaders of organizational "teams," for at least two reasons:

- To function effectively as a team leader the manager must interact with the other members successfully. Non-verbal cues, when interpreted correctly, provide him with one means to do so.
- The team members project attitudes and feelings through non-verbal communication. Some personal needs such as approval, growth, achievement, and recognition may be met in effective teams. The extent to which these needs are met is closely related to how perceptive the team leader and team members are to non-verbal communication in themselves and in others on the team.

Due the importance of non verbal communication, this unit begins with a definition of non-verbal communication and unit three illustrates these definitions with examples. They also show the importance of non-verbal communication in daily life.

Non-verbal communication consists of all the messages other than words that are used in communication. In oral communication, these symbolic messages are transferred by means of intonation, tone of voice, vocally produced noises, body posture, body gestures, facial expressions or pauses

2.2 Components of Non-Verbal Communication (Kinesics)

Non-verbal communication is the message without words received through the medium of gestures, signs, bodily movements, and facial expressions, tone of voice, color, time, space, and style of writing and choice of words. Unlike animals who can communicate their deepest feelings through gestures, we human beings have God's gift of language to convey our feelings in a structured manner. Yet in our moments of excitement, we need to convey our feelings and emotions of joy, anger, sorrow, love, wonder, hatred etc. by smiling, shouting, patting or using other wordless clues. This is nothing but non-verbal communication. However some non-verbal messages go hand in hand with the verbal messages to convey the full meaning.

Basically there are two components of non-verbal (wordless messages) communication:

1. Kinesics Communication
2. Meta Communication

1. Kinesics Communication:

Kinesics communication is a message conveyed through non-verbal acts in the form of body movements such as gestures, winking, smiling, style of dressing and grooming. This type of communication transmits the unstated feelings, attitude and hidden intentions of the speaker. For example, when a faculty enters in the class room to deliver a lecture, his body movements tells the students whether he is a man of confidence or not. This is nothing but Kinesics communication.

2. Meta Communication:

Meta communication includes a message communicated not through words, but along with words. It conveys an implied meaning by the selection and tone of words for example - when one says "work hard to become someone of eminence" This statement offers advice. But the sentence without stating implies that the concerned person is not very hard working and may be idle.

2.3 Barriers to Effective Communication

Communication is the process of transmitting information. If the information, as it is present in the mind of the transmitter, is transferred unchanged into the mind of the receiver, we say that a perfect act of communication has taken place.

Miscommunication can originate at three levels: at the level of the transmitter, of the medium, or of the receiver. In technical parlance, anything that obstructs the free flow of communication is called 'noise' or we may refer to it simply as a 'barrier' to communication.

Physical Barriers:

1. Noise. Noise is quite often a barrier to communication. In factories oral communication is rendered difficult by the loud noise of machines. Electronic noise like blaring often interferes in communication by telephone or loudspeaker system. The word 'noise' is also used to refer to all kinds of physical interference like illegible handwriting, smudged copies of duplicated typescript, poor telephone connections etc.
2. Time and distance. Time and distance also act as barriers to the smooth flow of communication. The use of telephone along with computer technology has made communication very fast and has, to a large extent, overcome the space barrier. However, sometimes mechanical breakdowns render these facilities ineffective. In such cases, the distance, between the transmitter and the receiver becomes a mighty barrier.

Semantic Barriers

1. Interpretation of words. Most of the communication is carried on through words, whether spoken or written. But words are capable of communicating a variety of meanings. It is quite possible that the receiver of a message does not attach the same meaning to a word as the transmitter had intended. This may lead to miscommunication.

What is the meaning of the word 'value'? What do we exactly mean when we say, "Radium is a valuable metal"? Do we refer to its utility or its price? Peter Little in 'communication in Business' asks us to consider the following sentences:

- a. What is the value of this ring?
- b. What is the value of learning about communication?
- c. I value my good name.
- d. I got good value for my money.
- e. There is something wrong with the tone values in all his paintings.

It is only from the context that we can determine which area of meaning is to be assigned to a particular word. But on account of different social,

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economical, cultural and educational backgrounds, people interpret even the contexts differently. Misinterpretation results in miscommunication.

2. Technical jargon. It is said to have occurred if the sender and the receiver of the message attribute different meanings to the same word or use different words for the same meaning. Murphy and Pack have given a classic example of how by passed instructions can play havoc with the communication process:

An office manager handed one letter to a new assistant with the instruction, "Take it to our stockroom and burn it." In the office manager's mind (and in the firm's jargon) the word "burn" meant to make a copy on a copying machine which is operated by heat process. As the letter was extremely important, she wanted an extra copy. However, the puzzled new employee, afraid to ask questions, burned the letter with a lighted match and thus destroyed the only existing copy.

3. Idioms and phrases (Denotations and connotations). Words have two types of meanings: denotative and connotative. The literal meaning of a word is called its denotative meaning. It just informs and names objects without indicating any positive or negative qualities. Words like 'table', 'book', 'accounts', 'meeting' are denotative.

In contrast, connotative meaning arouses qualitative judgments and personal reactions. 'Honest', 'competent', 'cheap', 'sincere', etc., are connotative words.

Psycho-Sociological Barriers

1. Attitudes and opinions. Personal attitudes and opinions often act as barriers to effective communication. If information agrees with our opinions and attitudes, we tend to receive it favorably. It fits comfortably in the filter of our mind. But if information disagrees with our views or tends to run contrary to our accepted beliefs, we do not react favorably. If a change in the policy of an organization proves advantageous to an employee, he welcomes it as good; if it affects him adversely, he rejects it as the whim of the director.
2. Emotions. Emotional states of mind play an important role in the act of communication. If the sender is perplexed, worried, excited, afraid, nervous, he will be unable to organize his message properly. The state of his mind is sure to be reflected in his message. It is a matter of common observation that people caught in a moment of fury succeed only in violent gesticulation.

If they try to speak, they falter and keep on repeating the same words. In the same way, the emotions of the receiver also affect the communication process. If he is angry, he will not take the message in proper light.

3. Closed mind. A person with a closed mind is very difficult to communicate with. He is a man with deeply ingrained prejudices, and he is not prepared to reconsider his opinions. He is that kind of man who will say, “Look, my mind is made up. I know what I know. And I do not want to know anything else. So just don’t bother me”. You approach such a man with a new proposal to improve his business and he will immediately retort, “Look here gentleman, do you presume that you know my business better than I know? I have been in this line for the last twenty years. What can you teach me?” Such a person is not open to conviction and persuasion.
4. Status-block/consciousness. Status consciousness exists in every organization and is one of the major barriers to effective communication. Subordinates are afraid of communicating upward any unpleasant information. They are either too conscious of their inferior status or too afraid of being snubbed. Status conscious superiors think that consulting their juniors would be compromising their dignity.
5. Poor communication skills. Poor retention of communication also acts as a barrier. Studies prove that the employees retain only about 50 percent of the information communicated to them. The rest is lost. Thus information is communicated through three or four stages, very little reaches the destination, and of that very often only a fraction is likely to be retained. Poor retention may lead to imperfect responses, which may further hamper the communication process.

Cultural Barriers

As noted earlier, it is the receiver who assigns meaning to message and meanings are assigned in terms of a receiver’s frame of reference. This interpretation of meaning can create misunderstanding during intercultural communication because the sender and receiver belong to different cultures and share different values. In fact, our values are our personal guide to thought and behavior, and exert a strong influence on us. We should be sensitive to cultural differences and take into account the values of our listeners/readers while communicating with them.

2.4 Communication across Cultures

During the path of successful communication, 'culture' often becomes a challenge, as it influences our approach to problems & our participation in varied groups and communities. Culture is not a simple concept and may have been defined in different ways. Broadly speaking culture indicates to group or community with which we share feelings and develop our understanding to see the world. It includes society that we are born in to, such as gender, race, or nation. It also includes groups that we become part of by acquiring a new position, by a change in our economic status or by becoming crippled. If one defines culture in this way, we all belong to many cultures at once.

Whenever cultural consideration is ignored, one fails in communicating his ideas to others. The purpose of cross cultural communication is to know how people from varying cultures mingle and communicate with one another. Knowledge of our history can also help us to understand one another and even ourselves better. If we want to open channels for communication across cultures, we have to find out the different ways in which various groups within our society have related to each other.

Role of Listening

Communication is one of the essential elements of our existence and listening is an important aid to communication. It is a process of receiving and interpreting the spoken words. It involves recognition of what is said and comprehending the matter. This means that effective listening involves not only recognizing unit boundaries of sound but also the recognition of problems, pauses, hesitations, stress, intonation and rhythm pattern. While receiving and interpreting the spoken words, the listener is concerned with four factors. Such as sensing, message decoding or interpreting, evaluation and response. Listening is the ability to understand and respond effectively. Listening is useful for getting meaningful understanding.

According to Kevin Murphy, the better you listen, the luckier you will get. In the words of Betty Harragon, good managers always listen to the opinions of their staff and key subordinates. Listening begins with physical hearing of the message and taking notes of it. Sensing is, thus, the first step of the listening process. You hear sounds and concentrate on them in order to receive the message. After receiving the message, decoding or interpreting in listening refers to the process of changing the coded message into information. Listening helps a lot in our major function of communication. It helps to know the organization.

Listening, especially careful listening to the grapevine will enable you to know what the members of the staff think of the company's activities and policies.

The process of listening is a very complex process and requires attention. It is desirable to take care of the barriers that may hamper the smooth flow of oral communication. Awareness of these barriers can help the listener to adopt effective strategies to avoid them. The barriers to the listening process may emanate from the speaker, the listener or circumstances of communication.

Methods to Improve Listening

As it is very much clear that listening has its own importance in the process of communication and we achieve better results when we make proper strategies. Following are a few methods to improve listening skills -

Goal of the Conversation:

The goal of conversation should be very much clear in the mind of the listener then only he can select proper way of listening. While listening, a good listener thinks about the purpose of the conversation. It can be the exchange of information, to build up relations, to provide good feelings and comforts. As soon as the purpose is clear, the listener can involve himself in the process of listening more effectively.

Clarity of Options:

Once the listener decides the purpose of conversation, deliberately chooses whether to speak or to listen. Both speaking and listening are important but people generally take turns. This clarity improves listening in a proper way.

Plan-what to say:

When your turn comes, you must know what to say and for this it is important to have proper planning. What you speak is important for getting desirable reply and desirable reply can improve listening.

Attentive Listening:

To pay full attention is also important. One should think and act in the way that connects him with the speaker. Attentive listening needs body language, same direction of thinking, clarity of subject matter and language, proper analysis of pause, stress, tone, up-down of flaw and facial expression.

Types of Listening

Listening can be categorized in the following six types or kinds:

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1. Superficial Listening:

When the listener pays no attention on the content of what is being said, it becomes, superficial listening. This type of listening results in to nothing because the uninterested listener can't concentrate on the theme of the conveyed message.

2. Appreciative Listening:

When the listener listens something for enjoyment and pleasure such as songs, jokes, anecdotes, stories, it becomes appreciative listening.

3. Focused Listening:

When the listener listens something in the form of specific information, it becomes focused listening as the listener pays full attention to the content. Railway announcements, recorded message of customer care service are examples of focused listening.

4. Comprehensive Listening:

When the listener comprehends the message in order to understand the full meaning, it falls in to the category of comprehensive or evaluative listening. This type of listening results in to selection of the needed information out of the total information. Students should involve themselves in this type of listening.

5. Attentive Listening:

In this type of listening, the listener's complete attention is must especially in situations such as interview, meeting, group discussion etc. Here the listener is expected to pay attention not only to the central idea but also to supporting details such as examples and illustrations.

6. Empathetic Listening:

This type of listening leads the listener not only to understand the physical message but also to peep into the listener's state of mind, feelings and emotions. Here the listener has to understand the speaker's implied meaning and intention. Psychiatrists listening to their patients, fall in to the category of empathetic listening.

Active Listening V/S Passive Listening

The following points clearly distinguish active and passive listening:

Active Listening:

1. It is the process of converting an idea or thought into message with complete involvement.

2. Listener encourages the speaker to express his ideas enthusiastically by showing interest in the speech.
3. It is a two way process where listener plays an active role.
4. Active listener never neglects the physical aspects of the speaker such as appearance, expressions, and bodily movements as they are very helpful to convey meaning to spoken words.
5. To encourage the speaker active listener responds non-verbally by rolling eyes, changing facial expressions, showing smile and in this way shows his keenness to listen.
6. Active listening leads to effective and sound listener-speaker relationship.
7. Active listener shows his thirst for knowledge and information by asking relevant questions frequently and thus leads to build up a good rapport between the speaker and the listener.

Passive Listening:

1. It is the process of just absorbing the message without any involvement.
2. The listener may discourage the speaker by expressing boredom on his face.
3. It is a one way process where the listener plays no role.
4. Passive listener has nothing to do with these physical aspects as he wants to bring out no meaning from the spoken words.
5. Passive listener may also respond non-verbally by yawning and showing boredom on face and discourages the speaker.
6. There is no scope for listener-speaker relationship when listening passively.
7. Passive listener wants the speaker to conclude as early as possible and thus no chance of building up rapport between them.

Traits of a Good Listener

As it is not very easy to pay full attention to what others say and to listen them carefully, the following are some traits to be a good listener. These characteristics improve one's efficiency in listening and with this increased listening efficiency one can justify him wherever he goes. They are as under:

1. A good listener should concentrate on the message fully avoiding physical distractions such as an attractive face or fragrance of a perfume.
2. A listener's capacity to absorb the information is always much more than a speaker's ability to talk and therefore the listener gets a lot of time between

Notes

two points. During the time, a good listener should not allow his mind to wander or day dream.

3. A good listener gives the speaker a chance to complete his speech. He should not jump to conclusions about the message unless the speaker has finished.
4. A good listener should not allow his prejudices to close his mind to the conveyed information. If one is prejudiced, he can never accept the truth.
5. A listener should take notes if he or she feels it desirable to use it at a later stage. However this might distract him or her from listening and so it is advisable to take minimum notes.
6. One shouldn't be afraid to ask questions to make the things clear where doubts arise. In fact this leads the speaker to believe that you really want to collect information.
7. One important trait of a good listener is patience. Though he or she may be in hurry, he or she should listen to the speaker patiently.
8. The listener should control his or her temper while listening. Though he feels complete disagreement with what the speaker says, he should stay calm and raise doubts or point of disagreement at the end of the speech.
9. A good listener should send some verbal utterances as 'Yes', 'hum' and some non-verbal signs as rolling eyes to indicate that the listener is following what the speaker is saying.

Barriers in Effective Listening

Anything that obstructs the free flow of communication is a barrier and it is necessary to take care of these barriers as listening is a complex part of communication process. The barriers to the listening process can originate from the speaker, listener, or the medium. The following is a list of such barriers.

Physical Barriers:

Physical barriers to listening include noise, physical discomfort or any physical factor. In the factories, oral communication is rendered difficult by the loud noise of machines. Electronic noise like blaring often interferes with the communication through telephone. When a person tries to talk to someone on a moving train or bus several distractions in the surrounding disrupt the listening process.

Physical discomfort of any kind can also disrupt the listening process as

one can't be a good listener and can't concentrate if one is not feeling comfortable. For example, if the head or stomach of a person is aching, he can't listen.

Psychological Barriers:

As listening is a purposeful activity any psychological disturbance can prove to be a barrier to effective listening. Emotional state of mind plays a major role. If the listener is perplexed, worried, excited, afraid, nervous, he is unable to listen to the exact words or message. Besides a person with a closed mind is very difficult man with deeply ingrained prejudices and he is not prepared to listen.

Linguistic Barriers:

When the listener converts the message improperly into thoughts it may lead to misunderstanding. While decoding an oral message, the listener should concentrate on the linguistic code. Therefore one has to concentrate on improving his communication skills also if the dialect is different and he can't follow a breakdown in communication occurs.

2.5 Summary

Non verbal cues for communication: Communication plays a very important role in conveying our thoughts, feelings and ideas to others. It helps us to transfer our feelings in a structured manner. But sometimes words can't convey the full meaning and so gestures, signs, bodily movements, facial expressions are also necessary, these are known as non verbal cues for communication. Non-verbal messages go hand in hand the verbal messages.

Communication barriers Anything that obstructs the free flow of communication is known as barriers to communication. They may be physical, semantic, psycho-sociological or cultural. During the path of successful communication 'culture' often becomes a hurdle. Culture indicates to group or community with which we share feelings and develop our understanding to see the world.

Listening is an important aid to communication. It involves not only recognizing unit boundaries but also the recognition of problems, pauses, hesitations, stress, intonation and rhythm pattern. As listening is a complex process, it requires attention and one should be aware of the barriers. This helps the listener to adopt effective strategies to avoid them.

Traits of a Good Listener A good listener should not allow his prejudices to distort the message conveyed; a good listener also gives the speaker a chance to

complete his speech. Listening can be categorized in superficial, appreciative, focused, comprehensive, attentive and empathetic listening.

2.6 Self Assessment Test

1. Explain the term “Barriers of Communication.”
2. Explain the various types of listening and the role of listening
3. Write short notes
 - a. Any five tips of listening skill
 - b. Passive listening
 - c. Technical Jargon
 - d. Physical Barriers
 - e. Semantic Barriers

2.7 Further Reading

1. Business Communication - K. K. Sinha - Galgotia Publishing Company, New Delhi.
2. Media and Communication Management - C. S. Rayudu - Himalaya Publishing House, Bombay.
3. Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli - Sultan Chand & Sons, New Delhi.
4. Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi.
5. Business Communication - Dr. S.V. Kadvekar, Prin. Dr. C. N. Rawal and Prof. Ravindra Kothavade - Diamond Publications, Pune.
6. Business Correspondence and Report Writing - R. C. Sharma, Krishna Mohan - Tata McGraw-Hill Publishing Company Limited, New Delhi.
7. Communicate to Win - Richard Denny - Kogan Page India Private Limited, New Delhi.
8. Modern Business Correspondence - L. Gartside - The English Language Book Society and Macdonald and Evans Ltd.
9. Business Communication - M. Balasubrahmanyam - Vani Educational Books.

Creating a Successful CV - Siman Howard - Dorling Kindersley.
10. Rajneesh Agarwal & BB Tiwari, “Multimedia Systems”, Excel Publication New Delhi.

UNIT 3 EFFECTIVE READING AND COMPREHENSION SKILLS

Learning Objectives

The aim of this unit is:

- To explain the meaning of reading and its contribution to knowledge
- To explain the purpose of reading
- To describe the difference between skimming and scanning
- To improve the comprehension skills

Structure

- To practice

3.1 Introduction

3.2 Purpose of Reading

3.3 Skimming and Scanning

3.4 Tips for Improving Comprehension Skills

3.5 Summary

3.6 Self Assessment Test

3.7 Further Reading

Self Instructional Material **28**

Communication Skills

3.1 Introduction

Communication is the method for exchanging any kind of information. In order to comprehend written communication one needs to develop good reading skills. This unit focuses on improving your reading and comprehension skills thereby making your communication more effective.

Both reading and comprehension play an important role in communication. Broadly comprehension may be defined as understanding or grasping information from either the written text or from the oral communication you are having with somebody. If you do not understand what the person speaking to you or writing to you is saying then you will not be able to respond appropriately.

3.2 Purpose of Reading

Reading is a prominent aspect of communication process. It is a processing part of written communication. In written communication, the process of decoding is done through the reading of the message. While reading, one can decode the message and send for analysis. This decoding in reading refers to the process of changing the coded message into information. It involves understanding the written language, it requires the ability to recognize words, understand the definitions of the words, purpose of the words used and literal and contextual meaning of the word. It also required good command over the written language. All these jointly help the reader to understand the message properly and accurately in proper direction. This ability helps the reader to make good communication in an organization.

The main purpose of reading is to decode the message which is written. Good command and better understanding of language can help in this matter. There are different purposes for reading. There is a difference between a student's reading a book at examination time and reading a magazine at waiting room in any office. We read for information, for knowledge, for entertainment, for training, for teaching and so on. But reading may primarily be to get an introductory idea of a text. Reading may be for widen subjective knowledge. Even some time we read to get view point and compare it with one's own idea. Thus, there are different purposes of reading.

3.3 Skimming and Scanning

Skimming and scanning are two techniques for reading. We generally use these techniques in our reading process knowingly or unknowingly. Skimming skill means the process of reading a text or passage in order to get a rough idea of what the text or passage is all about. Skimming is a reading which prepares the reader for detail reading. It means any overview reading which gives basic information about the text. It is one kind of general information which helps the reader of further reading. The main purpose of Skimming is to understand the central idea and the main points of a text. Some time Skimming is very useful as it gives basic information about a book and by getting that we may not read in detail and save our time. On other hand through Skimming, we understand the work pattern, main idea and supportive idea. Through Skimming reader can understand all over purpose of the text, the intention of writer, central theme and style of narration.

Other skill of reading is Scanning. Scanning helps to find out particular information or fact. It provides specific answer or word which you are looking for during reading. Scanning is an art which helps the reader to find out the proper information very quickly. This ability finally helps to the reader for all over reading ability. For Scanning, one should know what exactly he/she wants to find out. Scanning can help to find out that particular information. Scanning helps the reader in time saving as there is no need to read everything into the Text. It is very useful when reader wants only specific information or short answer, one word, figure etc. It requires proper concentration as the required detail is very specific.

3.4 Tips for Improving Comprehension Skills

Reading comprehension skills can be developed through practicing and by implementations of some important tips. To understand comprehension, one should read a fairly long portion of the comprehension. It helps to establish report with the central idea of it. Develop reading practice and try to read attentively every time. Never judge on the base of short paragraph or small part of comprehension but read entire section and if needed then scan it .Use the technique of Skimming and Scanning where necessary. While reading a comprehension, mark or underline difficult words, make points or highlight important words. This will help to involve you in reading process.

Recalling of paragraph is also very important. Recall the paragraph and find out the central idea and also find out the purpose of comprehension. For

better understanding of a passage, large word power and language command requires. Reading skill can be developed through such tips and will make reader more conscious as to the reading ability. Reading skill of comprehension helps students to understand their subjective books very well.

In short reading comprehension skill can be improved by practice reading task, by researching topic, learn new words, improve your understanding, Test your determination, by concentration, by using techniques of Skimming and Scanning and by marking words.

Read the following Passages keeping in mind all the reading skills

Passage - I

‘An Inconvenient Truth’ is not only inconvenient - it’s an outright anomaly. The movie’s average per screen box office earnings beat the recent romantic comedy blockbuster, the break up starring Jennifer Aniston and Vince Vaughn. Its companion book has reached number three on, The New York Times bestseller list. And it star “the former next president of the United States”, Al Gore, tiling about global warming with the help of a slideshow.

Gore has been lecturing on the dangers posed by global warming for 35 years. In that time he has honed an impeccable slide show, with just the right balance of gut-wrenching photographs, comprehensive charts and frightening prediction. The slideshow makes up the bulk of ‘An Inconvenient Truth’, which is both inspiring and really scary. The science is easy to understand and uncompromised - a tough combination for anyone to achieve. Gore may have been a politician, but as he stresses throughout the movie, climate change is not a political issue, it’s moral one. We owe it to ourselves and the next generation to change our bad habits before it’s too late.

His message is hitting home. People are responding to the movie with surprising fervor. Critic Roger Ebert wrote in Chicago Sun time “in 39 years, I have never written these words in movie review but here they are: You owe it to yourself to see this film. If you do not and you have grandchildren, you should explain to them why you decided not to”. David Denby said in the New Yorker, “In the movie he is merely excellent. But in person he presents a combination of intellectual force, emotional vibrancy and moral urgency that has hardly been seen in American Public life in recent years”. Larry King called it “one of the most important films ever”.

How can a man in a suit with a slideshow be so engrossing? What is it about Gore that is making such an impact? After all, climate change is not an easy

Notes

sell in many parts of the US. The answer has much to do with passion. There is something invigorating about seeing a politician speak from his heart. This is not the old Al Gore of stiff posture and monotonous voice. Away from the political arena, Gore is revealed to poignantly human.

The other appealing thing is that he is not only forcing us to confront the problem, he is also looking for realistic solutions. He understands well enough the power of technology to get a message to the public and motivate them. Look at Current TV, the national television channel Gore founded, which features viewer-created content: It allows anyone to upload their videos while viewers vote online to decide what gets aired. He is also a senior adviser to Google.

Gore firmly believes that environmental responsibility and economic prosperity are not mutually exclusive, an idea embodied by the investment firm he co-founded, Generation Investment Management. In the movie he makes a punchy appeal to economic pragmatism when he says that American car manufacturers have no market in China because their cars do not meet China's environmental regulation. And despite everything he's been through, Gore has unwavering faith in the democratic process. If he cannot change policy, he can change the public, a grass roots approach that may be more powerful in the end.

Gore has said repeatedly that he has no plans to run for president. I hope he changes his mind. The US desperately needs a leader who understands the value of science. He is optimistic that we have everything we need to quell the climate crisis, save, perhaps, political will. Then again, as he says in the movie, "In America, political will is a renewable resource".

1. When the reviewer says, "You owe it to yourself to see the film," he probably means that
 - a. The movie has become popular - so we should see it.
 - b. It is by far the most terrifying film one can see.
 - c. The issue discussed is so crucial to all of us that we must see it.
 - d. The movie is planned for a global release so all of us must see it.
 - e. The film talks of the debt that society has.
2. That Gore is looking for 'realistic solutions' is seen from
 - a. His direct appeal to the people in an effort to find a solution.
 - b. His call for economic pragmatism in the movie.

- c. His belief that environmental responsibility can go hand in hand with economic prosperity.
 - d. His unwavering faith in the economic process.
 - e. His belief that technology can deliver.
3. When Al Gore calls political will 'a renewable resource' he means that
- a. There is no dearth of political will in the USA.
 - b. It is possible to regenerate the desire in the people.
 - c. It is capable of being replaced by natural ecological cycles or sound management procedures.
 - d. There is enough optimism in the US today.
 - e. Each generation passes away and a new one takes its place.
4. Why is 'An Inconvenient Truth' an anomaly?
- a. An unusual subject like global warming becomes so engrossing.
 - b. Both the movie and the book have been best sellers.
 - c. It is no more than a slide show.
 - d. All the above.
5. How does the movie reveal Gore to be 'poignantly human'?
- a. His message has found its mark in the people.
 - b. He seeks to make the issue not political but moral.
 - c. He has been working on the issue for more than 35 years.
 - d. His appeal is fervent, sincere and moving.
 - e. He has given up his political mannerisms.

A virus, essentially nucleic acid clothed in a protein coat (also called capsid), is well designed for its lifestyle as a cellular parasite. Targeting, packaging and delivery have all been optimized over billions of years of evolution. To search out target cells, the viral coat incorporates recognition and docking sites for specific cell types. To stabilize its negatively charged genetic package, a virus may carry a remarkably high positive charge on the capsid interior. And once it arrives at its destination, a virus delivers its genes in the interior of the targeted cell, where it usurps cellular machinery for viral purposes. Now researchers are taking advantage of these viral systems to develop clever nanotechnology application in medical imaging and drug delivery, as well as new approaches to building electronic devices.

Mark Young and Trevor Douglas, both at Montana State University, Bozeman, in conjunction with Jack Johnson's group at the Scripps Research Institute in La Jolla, Calif., spent a number of years sleuthing the structure and assembly of viruses. They focused on the well studied Cowpea chlorotic mottle virus (CCMV). The viral coat of CCMV, like that of many viruses, is composed of identical protein subunits that self-assemble into a quasispherical shape known as an icosahedron. This geometry forms the largest volume of a given size that can be constituted from identical subunits, notes Young. The subunits are organized into five-sided and six-sided capsomeres, which are arranged to form a pattern similar to that on a soccer ball. CCMV has gated pores that open and close according to the chemistry of its surrounding environment.

Armed with an arsenal of CCMV knowledge, the researchers began to explore whether they could redesign the capsid to both incorporate an imaging agent and zoom in on new targets. In addition, they wondered, what could be packaged inside the viral capsid in place of nucleic acid? And how could the gates be triggered to make deliveries? It turns out that the capsid, assembled without its nucleic acid and thus no longer infectious, can serve a highly modifiable and versatile addition to the nano engineer's toolbox. Conveniently, the empty capsid even self-assembles in the test tube or in yeast cells genetically engineered to produce subunits.

To conquer a metastasized cancer, physicians must identify the site of new tumours and then selectively kill the wayward cells. CCMV capsid can potentially be engineered to achieve both goals. For example, CCMV capsids could improve detection of tiny new tumors by Magnetic Resonance Imaging (MRI). MRI identifies the differing responses of hydrogen atoms of water to

presence of powerful magnetic field. Prior to being scanned, the patient may receive an injection of an imaging agent, most commonly gadolinium. The agent as currently given makes areas of interest more distinct but usually cannot resolve extremely small metastases. Over the past two years, Young, Douglas and their colleagues significantly raised contrast levels in MRI images by incorporating the gadolinium atoms into CCMV protein shells. This promotes gadolinium's interaction with water molecules. That's because the gadolinium molecules - 180 of which are woven into the 28-nanometer-diameter capsid - tend to be in higher concentration at any given location. Also, unlike today's gadolinium agent, which tends to clump, the gadolinium bound to the capsid surface keeps the atoms evenly distributed and available to interact with water.

To attach gadolinium to the capsids, the scientists exchanged the agent for the usual calcium-normally, during capsid assembly; calcium binds to the protein shell at sites between the subunits. To further knit gadolinium to the capsid, the researchers genetically engineered changes on the viral genome that optimized the binding sites for gadolinium. Now that they had an improved imaging agent, the scientists wanted to specifically light up metastases in the MRI images. To do this, the investigators placed protein-based docking molecules on the capsids. These docking sites would bind with proteins expressed on the surface of cancer cells, so the gadolinium-bound capsids would collect at tumor sites.

Again, the investigators turned to genetic engineering, making changes in the viral genome. In fact, they found that different types of docking sites could be placed on one capsid, potentially making it possible to search for several cancer types simultaneously. By combining docking sites and gadolinium onto each capsid, the investigators could cluster the capsids around tiny clumps of cancer cells and image them in experimental systems. But what about eradicating the metastasized cancer?

Bereft of its nucleic acid, the viral capsid could be a handy suitcase for transporting potent anticancer compounds to tumor sites. Over the past four years, the researchers have shown that variety of compounds can be placed inside the capsule. They showed that some therapeutic agents used to treat cancer can be encapsulated through the viral gates or, in a few cases, can actually be manufactured in situ using the capsid as a tiny reaction vessel. That left a final puzzle: Once docked at the tumor with the drugs, how would the capsid deliver its toxic package? The viral gate with which nature has endowed CCMV is controlled by pH, which isn't a useful trigger for delivering medication to specific sites.

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Again, the scientists reengineered the evolutionary solution and designed gates controlled by redox potential (the oxidation state of a local environment, which influences the tendency of a molecule to lose or gain an electron). For initial work, the scientists have used CCMV, which, as a plant virus, does not enter human cells; however, the final delivery vehicle could be a reconfigured human virus that does slip into human cells. Since interiors of human cells have higher redox potential than the bloodstream, viral capsids could be shut tight in transit but will open their redox-controlled gates once they enter targeted cancer cells. The scientists are also developing another type of gate that is triggered by a type of radiation commonly used in cancer therapy. The team is currently exploring how the trigger type of radiation commonly used in cancer therapy. The team is currently exploring how the modified virus capsules work in a mouse model system and is encouraged by promising initial results.

6. As understood from the passage, which of the following can the CCMV possibly be used for in the treatment of metastasized cancer in humans?
- a. Drug delivery to the tumor site.
 - b. High quality imaging of metastases.
 - c. Drug delivery inside human cells.
 - d. Locating cancer cells.
- A, B and D
- A,B and C
- B,C and D
- C and D
- A, B, C and D
7. Which of the following statements is NOT true according to the passage?
- a. An unaltered plant virus cannot enter human cells.
 - b. A viral capsid devoid of its nucleic acid cannot self-assemble.
 - c. All viruses have protein coats.
 - d. A capsid can be engineered to locate several cancer types simultaneously.
 - e. A virus can be called a parasite.

8. Which of the following statements best summarizes the passage?
- Even viruses can be used for the treatment of all types of cancer.
 - An unaltered virus can have beneficial applications.
 - When emptied of their nucleic acids, viruses make surprisingly adaptable tools for nano engineers.
 - Viruses can be used to visualize a cancer and later on to kill those cancerous cells.
 - Viruses are our only hope for curing cancer.
9. What is the problem with the conventional method of delivering gadolinium?
- The concentration of gadolinium tends to be very high in certain locations in the patient's body.
 - The agent may not help image very small metastases.
 - The gadolinium molecules tend to disperse and hence give unclear images.
 - Large quantities of gadolinium should be injected into the patient in order to produce clear images of tumors, but this can adversely affect the patient.
 - Gadolinium does not dissolve in water.
10. Which of the following statements are consistent with the contents of the passage?
- The manner in which hydrogen atoms of water respond to the presence of a detection of tiny new metastasized cancerous tumors.
 - The performance of gadolinium as an injected in CCMVs.
 - Injecting gadolinium into CCMV, help enhance gadolinium's interaction with water.
- Only A and B
- Only A and C
- Only C
- Only B
- All the three statements

3.5 Summary

Reading and comprehension play an important role in communication. **Comprehension** may be defined as understanding or grasping information from either the written text. If you do not understand what the person writing to you is saying then you will not be able to respond appropriately.

Reading is a part of written communication. In written communication, the process of decoding is done through the reading of the message. The main purpose of reading is to decode the message which is written. Good command and better understanding of language can help one in this matter.

There are different **purposes for reading**. There is a difference between a student's reading a book at examination time and reading a magazine.

Skimming and scanning are two techniques for reading. We generally use these techniques knowingly or unknowingly. Reading comprehension skills can be developed through practicing and by implementations of some important tips.

3.6 Self Assessment Test

1. Describe the importance of reading and comprehension in communication.
2. Discuss some important tip to improve reading skills.
3. Write short notes on
 - a. Skimming
 - b. Scanning
 - c. Purpose of reading
 - d. Reading
 - e. Comprehension

3.7 Further Reading

1. Business Communication - K. K. Sinha - Galgotia Publishing Company, New Delhi.
2. Media and Communication Management - C. S. Rayudu - Himalaya Publishing House, Bombay.
3. Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli - Sultan Chand & Sons, New Delhi.
4. Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi.

5. Business Communication - Dr. S.V. Kadvekar, Prin. Dr. C. N. Rawal and Prof. Ravindra Kothavade - Diamond Publications, Pune.
6. Business Correspondence and Report Writing - R. C. Sharma, Krishna Mohan - Tata McGraw-Hill Publishing Company Limited, New Delhi.
7. Communicate to Win - Richard Denny - Kogan Page India Private Limited, New Delhi.
8. Modern Business Correspondence - L. Gartside - The English Language Book Society and Macdonald and Evans Ltd.
9. Business Communication - M. Balasubrahmanyam - Vani Educational Books. Creating a Successful CV - Siman Howard - Dorling Kindersley.
10. Rajneesh Agarwal & BB Tiwari, "Multimedia Systems", Excel Publication New Delhi.

Assignment

1. Read a feature article or the editorial in an English newspaper and try to write a précis based on your comprehension of what you have read.
2. Read the following passage and answer the questions below:

The Bombing of Hiroshima – Passage 1

In Hiroshima most of the medical facilities were in the devastated area, and the larger part of them was extremely vulnerable to blast and fire; consequently casualties were heavy. 90% of the 200 to 300 physicians died or were injured. About 60 physicians were able to give medical care despite their injuries. Over 90% of the 1800 nurses were casualties. Many of the injured nurses were able to work, but the shortage of trained personnel was so grave that many untrained volunteers had to be pressed into service.

In Nagasaki, most of the medical personnel were in the Medical College and the University Hospital which were within 0.5 miles of the hypo-centre and were almost completely destroyed. Of the 20 faculty members at the college, 12 died and 4 were injured; 600 of the students died and most of the rest were injured. At the University Hospital, 80% of the occupants died or were fatally injured. Nearly one half of the medical practitioners in the city were seriously injured. Three months after the explosion, only one half of the 240 physicians in the city prior to the bombing were working.

Almost every hospital in Hiroshima within one mile of the hypo-centre was so severely damaged that it could not function as a hospital. Only three of the 45 civilian hospitals were usable. The Shima Surgical Hospital, a wood and brick building 100 feet from the hypocenter, collapsed due to blast and burned; and all the occupants died. The Red Cross office building at 700 feet was severely damaged by blast and gutted by fire. The mortality was 100%. Two large army hospitals, which were built of wood and were located at about 600 yards, collapsed and burned. 4/5 of the personnel and all the 1150 patients were reported killed. The Tata Hospital, which was partly concrete and partly wood and was located at 900 yards, collapsed completely. The mortality was nearly 100%.

Questions

1. Where were most of the medical facilities in Hiroshima?
2. How many physicians were able to give medical care despite their injuries?
3. How near to the hypo-centre were the medical personnel in Nagasaki?

4. How many occupants of the University Hospital died?
5. How many physicians were working in Nagasaki prior to the bombing?
6. How far was the Red Cross building from the hypo-centre?
7. How many patients were killed in the two large Army Hospitals?
8. Which building was 900 yards from the hypo-centre, and collapsed completely?

Notes



**BLOCK 2:
THE GRAMMAR**





“

*Education is something
which ought to be
brought within
the reach of every one.*”

- Dr. B. R. Ambedkar



Dr. Babasaheb Ambedkar Open University
'Jyotirmay' Parisar, Sarkhej-Gandhinagar Highway,
Chharodi, Ahmedabd-382481

BCA (DES) 201

BLOCK-2
THE GRAMMAR

UNIT 4 ESSENTIALS OF GRAMMAR

Learning Objectives

In this unit you shall learn:

- The basic concepts of grammar
- The use of grammar in language
- Definitions of all Parts of Speech
- How to identify various parts of speech
- The proper use of various parts of speech in oral & written communication
- □Use of articles

Structure

- 4.1 Introduction
- 4.2 The Parts of Speech
- 4.3 Verb
- 4.4 Noun
 - 4.4.1 What is a noun?
 - 4.4.2 Some Important Aspects of Noun
 - 4.4.3 Types of nouns
- 4.5 Pronoun
 - 4.5.1 Types of pronouns
- 4.6 Adjective
 - 4.6.1 Types of Adjectives
- 4.7 Adverb
- 4.8 Preposition
- 4.9 Conjunction
 - 4.9.1 Types of Conjunctions
- 4.10 Interjection
- 4.11 Use of Articles
- 4.12 Summary

4.13 Self Assessment Test

4.14 Further Reading

4.1 Introduction

English language is a powerful tool that links people across the globe. To master the English language we need to learn the essentials of grammar and use it accurately. This enhances our oral and written communication skills. Effective communication plays an important role in seeking good education as well as a job. It is therefore important to understand the proper usage of the important aspects of the grammar.

In this unit you will be studying the basics of grammar. This unit is a concise and an easy to follow guide which will help you to become familiar with the important aspects of parts of speech. The eight parts of speech like noun, pronoun, adjectives, verbs, adverb, preposition and conjunction are further simplified with the help of examples. The unit also explains how and where to use articles.

This unit also exemplifies the correct usage of English while speaking or writing. It emphasizes on concord, tense sequence and other necessities while using English. This will help in drawing your attention to the common errors in English usage and make corrections.

4.2 The Parts of Speech

Traditional grammar classifies words based on eight parts of speech: the verb, the noun, the pronoun, the adjective, the adverb, the preposition, the conjunction, and the interjection.

Each part of speech explains not what the word is, but how the word is used. In fact, the same word can be a noun in one sentence and a verb or adjective in the next. The next few examples show how a word's part of speech can change from one sentence to the next, and following them is a series of sections on the individual parts of speech, followed by an exercise.

4.3 Verb

What is a Verb?

The verb is the most important part of a sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence.

In each of the following sentences, the verb or compound verb is highlighted:

Dracula bites his victims on the neck.

The verb "bites" describes the action Dracula takes.

In early October, Giselle will plant twenty tulip bulbs.

Here the compound verb "will plant" describes an action that will take place in the future.

My first teacher was Miss Gupta, but I remember the music teacher Mr. Sharma more vividly.

In this sentence, the verb "was" (the simple past tense of "is") identifies a particular person and the verb "remember" describes a mental action.

Karl Creelman bicycled around the world in 1899, but his diaries and his bicycle were destroyed.

In this sentence, the compound verb "were destroyed" describes an action which took place in the past.

4.4 Noun

4.4.1 What is a Noun?

A noun is a word used to name a person, animal, place, thing, and abstract idea. The highlighted words in the following sentences are all nouns:

Late last year our neighbors bought a car.

Kishore Kumar was a playback singer.

The bus inspector looked at all the passengers' passes.

According to Plutarch, the library at Alexandria was destroyed in 48 B.C.

Philosophy is of little comfort to the starving.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

4.4.2 Some Important Aspects of Noun

Noun Gender

Many common nouns, like "engineer" or "teacher," can refer to men or women. Once, many English nouns would change form depending on their gender -- for example, a man was called an "author" while a woman was called an "authoress" -- but this use of **gender-specific nouns** is very rare today. Those that

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are still used occasionally tend to refer to occupational categories, as in the following sentences.

David Garrick was a very prominent eighteenth-century actor.

Sarah Siddons was at the height of her career as an actress in the 1780s.

The manager was trying to write a want ad, but he couldn't decide whether he was advertising for a "waiter" or a "waitress"

Noun Plurals

Most nouns change their form to indicate number by adding "-s" or "-es", as illustrated in the following pairs of sentences:

When Matthew was small he rarely told the truth if he thought he was going to be punished.

Many people do not believe that truths are self-evident.

As they walked through the silent house, they were startled by an unexpected echo.

I like to shout into the quarry and listen to the echoes that returned.

He tripped over a box left carelessly in the hallway.

Since we are moving, we will need many boxes.

There are other nouns which form the plural by changing the last letter before adding "s". Some words ending in "f" form the plural by deleting "f" and adding "ves," and words ending in "y" form the plural by deleting the "y" and adding "ies," as in the following pairs of sentences:

The harbor at Marble Mountain has one wharf.

There are several wharves in Halifax Harbor.

Warsaw is their favorite city because it reminds them of their courtship.

The vacation my grandparents won includes trips to twelve European cities.

The children circled around the headmaster and shouted, "Are you a mouse or a man?"

The audience was shocked when all five men admitted that they were afraid of mice.

Other nouns form the plural irregularly. If English is your first language,

you probably know most of these already: when in doubt, consult a good dictionary.

Possessive Nouns

In the possessive case, a noun or pronoun changes its form to show that it owns or is closely related to something else. Usually, nouns become possessive by adding a combination of an apostrophe and the letter "s."

You can form the possessive case of a singular noun that does not end in "s" by adding an apostrophe and "s," as in the following sentences:

The red suitcase is Sunita's.

The only luggage that was lost was the prime minister's.

The exhausted children were woken before dawn by their mother's alarm clock.

The miner's face was covered in coal dust.

You can form the possessive case of a singular noun that ends in "s" by adding an apostrophe alone or by adding an apostrophe and "s," as in the following examples:

The bus's seats are very uncomfortable.

The bus' seats are very uncomfortable.

The film crew accidentally crushed the platypus's eggs.

The film crew accidentally crushed the platypus' eggs.

Felicia Hemans's poetry was once more popular than Lord Byron's.

Felicia Hemans' poetry was once more popular than Lord Byron's.

You can form the possessive case of a plural noun that does not end in "s" by adding an apostrophe and a "s," as in the following examples:

The children's mittens were scattered on the floor of the porch.

The sheep's pen was mucked out every day.

Since we have a complex appeal process, a jury's verdict is not always final.

The men's hockey team will be playing as soon as the women's team is

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finished.

The hunter followed the moose's trail all morning but lost it in the afternoon.

You can form the possessive case of a plural noun that does end in "s" by adding an apostrophe:

The concert was interrupted by the dogs' barking, the ducks' quacking, and the babies' squalling.

The janitors' room is downstairs and to the left.

My uncle spent many hours trying to locate the squirrels' nest.

The archivist quickly finished repairing the diaries' bindings.

Religion is usually the subject of the roommates' many late night debates.

Using Possessive Nouns

When you read the following sentences, you will notice that a noun in the possessive case frequently functions as an adjective modifying another noun:

The miner's face was covered in coal dust.

Here the possessive noun "miner's" is used to modify the noun "face" and together with the article "the," they make up the noun phrase that is the sentence's subject.

The concert was interrupted by the dogs' barking, the ducks' quacking, and the babies' squalling.

In this sentence, each possessive noun modifies a gerund. The possessive noun "dogs'" modifies "barking," "ducks'" modifies "quacking," and "babies'" modifies "squalling."

The film crew accidentally crushed the platypus's eggs.

In this example the possessive noun "platypus's" modifies the noun "eggs" and the noun phrase "the platypus's eggs" is the direct object of the verb "crushed."

My uncle spent many hours trying to locate the squirrels' nest.

In this sentence the possessive noun "squirrels'" is used to modify the noun "nest" and the noun phrase "the squirrels' nest" is the object of the infinitive phrase "to locate."

4.4.3 Types of Nouns

There are many different types of nouns. As you know, you capitalize some nouns, such as "India" or "Ramesh," and do not capitalize others, such as "bird" or "tree" (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun. You should note that a noun will belong to more than one type: it will be proper or common, abstract or concrete, and countable or non-countable or collective.

Let's discuss these types in detail.

a) Proper Nouns

You always write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organizations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun

In each of the following sentences, the proper nouns are highlighted:

Many people have Monday blues.

Maharashtra Day is celebrated on the first of May.

Abraham appears in the Talmud and in the Koran.

b) Common Nouns

A common noun is a noun referring to a person, place, or thing in a general sense -- usually, you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

In each of the following sentences, the common nouns are highlighted:

According to the sign, the nearest town is 60 miles away.

All the schools in the neighborhood were closed this summer.

I don't understand why some people insist on having six different kinds cupboards.

Many health-care workers are underpaid.

Sometimes you will make proper nouns out of common nouns, as in the following examples:

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The tenants in Siddharth Estates are appealing the large and sudden increase in their rent.

The meals in the Thali Restaurants are less expensive than meals in ordinary restaurants.

Many witches refer to the Renaissance as the Burning Times.

The Jungle Book is often a child's first introduction to the animals in the jungle.

c) **Concrete Nouns**

A concrete noun is the opposite of an abstract noun.

It names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell.

The highlighted words in the following sentences are all concrete nouns:

The teacher handed the files to the student.

The real estate agent urged the couple to buy the second house because it had new flooring.

The book binder replaced the flimsy paper cover with a sturdy, cloth-covered board.

d) **Abstract Nouns**

An abstract noun is a noun which names anything which you can not perceive through your five physical senses, and is the opposite of a concrete noun. The highlighted words in the following sentences are all abstract nouns:

Buying the fire extinguisher was an afterthought.

Suresh is amused by people who are nostalgic about childhood.

Justice often seems to slip out of our grasp.

Some scientists believe that Psoriasis is transmitted genetically.

e) **Countable Nouns**

A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can count. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the highlighted words are countable nouns:

We painted the chair red and the tables blue.

Since he inherited his aunt's library, Jayant spends every weekend indexing his books.

Monisha found six silver rupees in the toe of a sock.

The banyan tree lost three branches in the hurricane.

f) **Non-Countable Nouns**

A non-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The highlighted words in the following sentences are non-countable nouns:

Joseph Priestly discovered oxygen.

The word "oxygen" cannot normally be made plural.

Oxygen is essential to human life.

Since "oxygen" is a non-countable noun, it takes the singular verb "is" rather than the plural verb "are."

We decided to sell the furniture rather than take it with us when we moved.

You cannot make the noun "furniture" plural.

The furniture is heaped in the middle of the room.

Since "furniture" is a non-countable noun, it takes a singular verb, "is heaped."

The crew spread the gravel over the roadbed.

You cannot make the non-countable noun "gravel" plural.

Gravel is more expensive than I thought.

Since "gravel" is a non-countable noun, it takes the singular verb form "is."

g) **Collective Nouns**

A collective noun is a noun naming a group of things, animals, or persons.

You could count the individual members of the group, but you usually think of the

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group as a whole is generally as one unit. You need to be able to recognize collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

In each of the following sentences, the highlighted word is a collective noun:

The flock of geese spends most of its time in the pasture.

The collective noun "flock" takes the singular verb "spends."

The jury is dining on take-out chicken tonight.

In this example the collective noun "jury" is the subject of the singular compound verb "is dining."

The steering committee meets every Wednesday afternoon.

Here the collective noun "committee" takes a singular verb, "meets."

The class was startled by the bursting light bulb.

In this sentence the word "class" is a collective noun and takes the singular compound verb "was startled."

4.5 Pronoun

What is a Pronoun?

A pronoun can replace a noun or another pronoun. You use pronouns like "he," "which," "none," and "you" to make your sentences simpler and less repetitive.

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

4.5.1 Types of Pronouns

a) Personal Pronouns

A personal pronoun refers to a specific person or thing and changes its form to indicate person, number, gender, and case.

i) Subjective Personal Pronouns

A subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. The subjective personal pronouns are "I," "you," "she," "he," "it," "we," "you," "they."

In the following sentences, each of the highlighted words is a subjective

personal pronoun and acts as the subject of the sentence:

I was glad to find my pen at the bottom of the school bag.

You are surely the strangest person I have ever met.

When he was a young man, he earned his living as a coal miner.

After many years, they returned to their homeland.

We will meet at the cafe at 5:30 p.m.

It is on the counter.

Are you the delegates from Singapore?

ii) Objective Personal Pronouns

An objective personal pronoun indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase. The objective personal pronouns are: "me," "you," "her," "him," "it," "us," "you," and "them."

In the following sentences, each of the highlighted words is an objective personal pronoun:

Sylvia spread rumors about Ajanta and forced her to leave town.

The objective personal pronoun "her" is the direct object of the verb "forced" and the objective personal pronoun "him" is the object of the preposition "with."

After reading the pamphlet, Nitu threw it into the garbage can.

The pronoun "it" is the direct object of the verb "threw."

The agitated assistant stood up and faced the angry delegates and said, "Our leader will address you in five minutes."

In this sentence, the pronoun "you" is the direct object of the verb "address."

Anita and Lavanya will meet us at the newest café in the market.

Here the objective personal pronoun "us" is the direct object of the compound verb "will meet."

Give the list to me.

Here the objective personal pronoun "me" is the object of the preposition "to."

I'm not sure that my contact will talk to you.

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Similarly in this example, the objective personal pronoun "you" is the object of the preposition "to."

John was surprised to see her at the mall.

Here the objective personal pronoun "her" is the object of the infinitive phrase "to see."

iii) Possessive Personal Pronouns

A possessive pronoun indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person. The possessive personal pronouns are "mine," "yours," "hers," "his," "its," "ours," and "theirs." Note that possessive personal pronouns are very similar to possessive adjectives like "my," "her," and "their."

In each of the following sentences, the highlighted word is a possessive personal pronoun:

The smallest gift is mine.

Here the possessive pronoun "mine" functions as a subject complement.

This is yours.

Here too the possessive pronoun "yours" functions as a subject complement.

His plate is on the kitchen counter.

In this example, the possessive pronoun "his" acts as the subject of the sentence.

Theirs will be credited tomorrow.

In this sentence, the possessive pronoun "theirs" is the subject of the sentence.

Ours is the pink one on the table.

Here too the possessive pronoun "ours" function as the subject of the sentence.

b) Demonstrative Pronouns

A demonstrative pronoun points to and identifies a noun or a pronoun. "This" and "these" refer to things that are nearby either in space or in time, while "that" and "those" refer to things that are farther away in space or time.

The demonstrative pronouns are "this," "that," "these," and "those." "This"

and "that" are used to refer to singular nouns or noun phrases and "these" and "those" are used to refer to plural nouns and noun phrases. Note that the demonstrative pronouns are identical to demonstrative adjectives, though, obviously, you use them differently. It is also important to note that "that" can also be used as a relative pronoun.

In the following sentences, each of the highlighted words is a demonstrative pronoun:

This must stop.

Here "this" is used as the subject of the compound verb "must not continue."

This is too small; that is the bag I want.

In this example "this" is used as subject and refers to something close to the speaker. The demonstrative pronoun "that" is also a subject but refers to something farther away from the speaker.

Three teachers wanted these.

Here "these" is the direct object of the verb "wanted."

c) **Interrogative Pronouns**

An interrogative pronoun is used to ask questions. The interrogative pronouns are "who," "whom," "which," "what" and the compounds formed with the suffix "ever" ("whoever," "whomever," "whichever," and "whatever"). Note that either "which" or "what" can also be used as an interrogative adjective, and that "who," "whom," or "which" can also be used as a relative pronoun.

You will find "who," "whom," and occasionally "which" used to refer to people, and "which" and "what" used to refer to things and to animals.

"Who" acts as the subject of a verb, while "whom" acts as the object of a verb, preposition, or a verbal.

The highlighted word in each of the following sentences is an interrogative pronoun:

Which patient wants to see the doctor first?

"Which" is the subject of the sentence.

Who wrote the novel Devdas?

Similarly "who" is the subject of the sentence.

Whom do you think we should invite?

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In this sentence, "whom" is the object of the verb "invite."

Who will meet the guests at the bus station?

In this sentence, the interrogative pronoun "who" is the subject of the Compound verb "will meet."

What did she say?

Here the interrogative pronoun "what" is the direct object of the verb "say."

d) **Relative Pronouns**

You can use a relative pronoun is used to link one phrase or clause to another phrase or clause. The relative pronouns are "who," "whom," "that," and "which." The compounds "whoever," "whomever," and "whichever" are also relative pronouns.

You can use the relative pronouns "who" and "whoever" to refer to the subject of a clause or sentence, and "whom" and "whomever" to refer to the objects of a verb, a verbal or a preposition.

In each of the following sentences, the highlighted word is a relative pronoun.

You may invite whoever you like to the party.

The relative pronoun "whoever" is the direct object of the compound verb "may invite."

The candidate who wins the greatest popular vote is not always elected.

In this sentence, the relative pronoun is the subject of the verb "wins" and introduces the subordinate clause "who wins the greatest popular vote." This subordinate clause acts as an adjective modifying "candidate."

In a time of crisis, the manager asks the workers whom she believes to be the most efficient to arrive an hour earlier than usual.

In this sentence "whom" is the direct object of the verb "believes" and introduces the subordinate clause "whom she believes to be the most efficient". This subordinate clause modifies the noun "workers."

Whoever broke the glass will have to replace it.

Here "whoever" functions as the subject of the verb "broke."

The chair which was left in the corridor has now been moved into the store room.

In this example "which" acts as the subject of the compound verb "was left" and introduces the subordinate clause "which was left in the corridor." The Subordinate clause acts as an adjective modifying the noun "crate."

I will read whichever manuscript arrives first.

Here "whichever" modifies the noun "manuscript" and introduces the subordinate clause "whichever manuscript arrives first." The subordinate clause functions as the direct object of the compound verb "will read."

e) **Indefinite Pronouns**

An indefinite pronoun is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some.

The most common indefinite pronouns are "all," "another," "any," "anybody," "anyone," "anything," "each," "everybody," "everyone," "everything," "few," "many," "nobody," "none," "one," "several," "some," "somebody," and "someone." Note that some indefinite pronouns can also be used as indefinite adjectives.

The highlighted words in the following sentences are indefinite pronouns:

Many were invited to the dinner but only six showed up.

Here "many" acts as the subject of the compound verb "were invited."

The house had been searched and everything was thrown onto the floor.

In this example, "everything" acts as a subject of the compound verb "was thrown."

Although they looked everywhere for extra copies of the book, they found none.

Here too the indefinite pronoun functions as a direct object: "none" is the direct object of "found."

Make sure you give everyone a copy of the regulations.

In this example, "everyone" is the indirect object of the verb "give" -- the direct object is the noun phrase "a copy of the regulations."

Give a notepad to each.

Here "each" is the object of the preposition "to."

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f) Reflexive Pronouns

You can use a reflexive pronoun to refer back to the subject of the clause or sentence.

The reflexive pronouns are "myself," "yourself," "herself," "himself," "itself," "ourselves," "yourselves," and "themselves." Note each of these can also act as an intensive pronoun.

Each of the highlighted words in the following sentences is a reflexive pronoun:

Diabetics give themselves insulin shots several times a day.

The Boss often does the photocopying himself so that the secretaries can do more important work.

After the party, I asked myself why I had ordered so much food.

Rajat usually remembered to send a copy of his e-mail to himself.

Although the landlord promised to paint the apartment, we ended up doing it ourselves.

g) Intensive Pronouns

An intensive pronoun is a pronoun used to emphasize its antecedent. Intensive pronouns are identical in form to reflexive pronouns.

The highlighted words in the following sentences are intensive pronouns:

I myself believe that I need stricter teachers.

The Prime Minister himself said that he would look into the matter.

They themselves promised to come for the movie even though they had a final exam at the same time.

4.6 Adjective

What is An Adjective?

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the highlighted words are adjectives:

The Teddy shaped balloon floated over the treetops.

Mrs. Mehta papered her kitchen walls with hideous wall paper.

The small boat foundered on the wine dark sea.

Many stores play irritating techno music.

A battered music box sat on the mahogany sideboard.

The back room was filled with large, yellow rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb. In the sentence

Mrs Mathai knits intricately patterned mittens.

for example, the adverb "intricately" modifies the adjective "patterned."

Some nouns, many pronouns, and many participle phrases can also act as adjectives. In the sentence

Ira listened to the muffled sounds of the radio hidden under her pillow.

for example, both highlighted adjectives are past participles.

Grammarians also consider **articles** ("the," "a," "an") to be adjectives.

4.6.1 Types of Adjectives

a) Possessive Adjectives

A possessive adjective ("my," "your," "his," "her," "its," "our," "their") is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

I can't complete my assignment because I don't have the textbook.

In this sentence, the possessive adjective "my" modifies "assignment" and the noun phrase "my assignment" functions as an object. Note that the possessive pronoun form "mine" is not used to modify a noun or noun phrase.

What is your phone number?

Here the possessive adjective "your" is used to modify the noun phrase "phone number"; the entire noun phrase "your phone number" is a subject complement. Note that the possessive pronoun form "yours" is not used to modify a noun or a noun phrase.

The stationery shop sold his favorite type of notebooks.

In this example, the possessive adjective "his" modifies the noun phrase "favorite type of bread" and the entire noun phrase "his favorite type of bread" is the direct object of the verb "sold."

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After many years, she returned to her homeland.

Here the possessive adjective "her" modifies the noun "homeland" and the noun phrase "her homeland" is the object of the preposition "to." Note also that the form "hers" is not used to modify nouns or noun phrases.

We have lost our way in this jungle.

In this sentence, the possessive adjective "our" modifies "way" and the noun phrase "our way" is the direct object of the compound verb "have lost". Note that the possessive pronoun form "ours" is not used to modify nouns or noun phrases.

In many fairy tales, children are neglected by their parents.

Here the possessive adjective "their" modifies "parents" and the noun phrase "their parents" is the object of the preposition "by." Note that the possessive pronoun form "theirs" is not used to modify nouns or noun phrases.

The cat chased its ball down the stairs and into the backyard.

In this sentence, the possessive adjective "its" modifies "ball" and the noun phrase "its ball" is the object of the verb "chased." Note that "its" is the possessive adjective and "it's" is a contraction for "it is."

b) **Demonstrative Adjectives**

The demonstrative adjectives "this," "these," "that," "those," and "what" are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences:

When the storekeeper tripped over that cord, she dropped a pile of CDs.

In this sentence, the demonstrative adjective "that" modifies the noun "cord" and the noun phrase "that cord" is the object of the preposition "over."

This school needs to be fumigated.

Here "this" modifies "apartment" and the noun phrase "this apartment" is the subject of the sentence.

Even though my friend preferred those pencils, I bought these.

In the subordinate clause, "those" modifies "plates" and the noun phrase "those plates" is the object of the verb "preferred." In the independent clause, "these" is the direct object of the verb "bought."

Note that the relationship between a demonstrative adjective and a demonstrative pronoun is similar to the relationship between a possessive

adjective and a possessive pronoun, or to that between an interrogative adjective and an interrogative pronoun.

c) Interrogative Adjectives

An interrogative adjective ("which" or "what") is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own (see also demonstrative adjectives and possessive adjectives):

Which plants should be watered twice a week?

Like other adjectives, "which" can be used to modify a noun or a noun phrase. In this example, "which" modifies "plants" and the noun phrase "which plants" is the subject of the compound verb "should be watered":

What color do you prefer?

In this sentence, "what" modifies "book" and the noun phrase "what book" is the direct object of the compound verb "are reading."

d) Indefinite Adjectives

An **indefinite adjective** is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase, as in the following sentences:

Many people believe that exams are a menace.

The indefinite adjective "many" modifies the noun "people" and the noun phrase "many people" is the subject of the sentence.

I will send you any mail that arrives after you have moved.

The indefinite adjective "any" modifies the noun "mail" and the noun phrase "any mail" is the direct object of the compound verb "will send."

They found a few goldfish floating belly up in the swan pond.

In this example the indefinite adjective modifies the noun "goldfish" and the noun phrase is the direct object of the verb "found":

The title of Sumi's favorite game is "All dogs go to heaven."

Here the indefinite pronoun "all" modifies "dogs" and the full title is a subject complement.

4.7 Adverb

What is an Adverb?

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers

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questions such as "how," "when," "where," "how much".

While some adverbs can be identified by their characteristic "ly" suffix, most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective, an adverb can be found in various places within the sentence.

In the following examples, each of the highlighted words is an adverb:

The chef quickly made the ordered dishes.

In this sentence, the adverb "quickly" modifies the verb "made" and indicates in what manner (or how fast) the dish was prepared.

The parents waited patiently in a long queue.

Similarly in this sentence, the adverb "patiently" modifies the verb "waited" and describes the manner in which the midwives waited.

The boldly spoken words would return to haunt the rebel.

In this sentence the adverb "boldly" modifies the adjective "spoken."

We urged him to dial the number more expeditiously.

Here the adverb "more" modifies the adverb "expeditiously."

Unfortunately, the bank closed at three today.

In this example, the adverb "unfortunately" modifies the entire sentence.

Conjunctive Adverbs

You can use a conjunctive adverb to join two clauses together. Some of the most common conjunctive adverbs are "also," "consequently," "finally," "furthermore," "hence," "however," "incidentally," "indeed," "instead," "likewise," "meanwhile," "nevertheless," "next," "nonetheless," "otherwise," "still," "then," "therefore," and "thus." A conjunctive adverb is not strong enough to join two independent clauses without the aid of a semicolon.

The highlighted words in the following sentences are conjunctive adverbs:

The government has cut university budgets; consequently, number of students has been increased.

He did not have all the ingredients the recipe called for; therefore, he decided to make something else.

The crowd waited patiently for three hours; finally, the doors to the stadium were opened.

4.8 Preposition

What is a Preposition?

A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.

A preposition usually indicates the relationship of its object to the rest of the sentence as in the following examples:

The book is on the table.

The book is beneath the table.

The book is leaning against the table.

The book is beside the table.

She held the book over the table.

She read the book during class.

In each of the preceding sentences, a preposition locates the noun "book" in space or in time.

A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs. A prepositional phrase can function as a noun, an adjective, or an adverb. The most common prepositions are "about," "above," "across," "after," "against," "along," "among," "around," "at," "before," "behind," "below," "beneath," "beside," "between," "beyond," "but," "by," "despite," "down," "during," "except," "for," "from," "in," "inside," "into," "like," "near," "of," "off," "on," "onto," "out," "outside," "over," "past," "since," "through," "throughout," "till," "to," "toward," "under," "underneath," "until," "up," "upon," "with," "within," and "without."

The children climbed the mountain without fear.

In this sentence, the preposition "without" introduces the noun "fear." The prepositional phrase "without fear" functions as an adverb describing how the children climbed.

There was rejoicing throughout the nation when the enemy was defeated.

Here, the preposition "throughout" introduces the noun phrase "the nation." The prepositional phrase acts as an adverb describing the location of the rejoicing.

The ant crawled slowly along the banister.

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The preposition "along" introduces the noun phrase "the banister" and the prepositional phrase "along the banister" acts as an adverb, describing where the spider crawled.

The dog is hiding under the porch because it knows it will be punished for chewing up a new pair of shoes.

Here the preposition "under" introduces the prepositional phrase "under the porch," which acts as an adverb modifying the compound verb "is hiding."

The secretary searched for the file she was certain was somewhere in the office.

Similarly in this sentence, the preposition "in" introduces a prepositional phrase "in his office," this acts as an adverb describing the location of the missing papers.

4.9 Conjunction

What is a Conjunction?

You can use a conjunction to link words, phrases, and clauses, as in the following example:

I ate the pizza and the pasta.

Call the movers when you are ready.

4.9.1 Types of Conjunctions

a) Coordinating Conjunctions

You use a coordinating conjunction ("and," "but," "or," "nor," "for," "so," or "yet") to join individual words, phrases, and independent clauses. We can also use the conjunctions "but" and "for" as prepositions.

In the following sentences, each of the highlighted words is a coordinating conjunction:

Lilacs and violets are usually purple.

In this example, the coordinating conjunction "and" links two nouns.

This movie is particularly interesting to feminist film theorists, for the screenplay was written by Nandita Das.

In this example, the coordinating conjunction "for" is used to link two independent clauses.

b) Subordinating Conjunctions

A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).

The most common subordinating conjunctions are "after," "although," "as," "because," "before," "how," "if," "once," "since," "than," "that," "though," "till," "until," "when," "where," "whether," and "while."

Each of the highlighted words in the following sentences is a subordinating conjunction:

After she had learned to drive, Seema felt more independent.

The subordinating conjunction "after" introduces the dependent clause "After she had learned to drive."

If the mail arrives on time, your cheque will be sent on Tuesday.

Similarly, the subordinating conjunction "if" introduces the dependent clause "If the paperwork arrives on time."

Gogol had to begin his work all over again when his computer crashed.

The subordinating conjunction "when" introduces the dependent clause "when his computer crashed."

c) Correlative Conjunctions

Correlative conjunctions always appear in pairs -- you use them to link equivalent sentence elements. The most common correlative conjunctions are "both...and," "either...or," "neither...nor," "not only...but also," "so...as," and "whether...or." (Technically correlative conjunctions consist simply of a coordinating conjunction linked to an adjective or adverb.)

The highlighted words in the following sentences are correlative conjunctions:

Both my grandfather and my father are doctors.

In this sentence, the correlative conjunction "both...and" is used to link the two noun phrases that act as the compound subject of the sentence: "my grandfather" and "my father".

Bring either a green salad or an icecream.

Here the correlative conjunction "either...or" links two noun phrases: "a green salad" and "an icecream."

Chris is trying to decide whether to go to medical school or to go to law school.

Similarly, the correlative conjunction "whether ... or" links the two infinitive phrases "to go to medical school" and "to go to law school."

The explosion destroyed not only the school but also the neighboring pub.

In this example the correlative conjunction "not only ... but also" links the two noun phrases ("the school" and "neighboring pub") which act as direct objects.

4.10 Interjection

What is an Interjection?

An interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence.

An interjection is usually followed with an exclamation mark. Interjections are uncommon in formal academic prose, except in direct quotations.

Ouch, that hurts!

Oh no, I forgot that the exam was today.

Hey! Put that down!

"He has a new car, eh?"

I don't know about you but, good lord, I think taxes are too high!

4.11 Use of Articles

An article is an adjective that modifies nouns.

English has two articles: 'the' and 'a/an'. 'The' is used to refer to specific or particular nouns; 'a/an' is used to modify non-specific or non-particular nouns. We call 'the' definite article and 'a/an' the indefinite article.

For example, if I say, "Let's read the book," I mean a specific book. If I say, "Let's read a book," I mean any book rather than a specific book.

Here's another way to explain it: 'The' is used to refer to a specific or particular member of a group. For example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use 'the'.

'A/an' is used to refer to a non-specific or non-particular member of the group. For example, "I would like to go see a movie." Here, we're not talking

about a specific movie. We're talking about any movie. There are many movies, and I want to see any movie. I don't have a specific one in mind.

Let's look at each kind of article a little more closely.

Indefinite Articles: a and an

"A" and "an" signal that the noun modified is indefinite, referring to any member of a group. For example:

- "My daughter really wants a pup for Christmas." This refers to any pup. We don't know which pup because we haven't found the pup yet.
- "Somebody call a policeman!" This refers to any policeman. We don't need a specific policeman; we need any policeman who is available.
- "When I was at the zoo, I saw an elephant!" Here, we're talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only one we're talking about here.

Remember, using a or an depends on the sound that begins the next word.

So...

- a + singular noun beginning with a consonant: a boy; a car; a bike; a zoo; a dog
- an + singular noun beginning with a vowel: an elephant; an egg; an apple; an idiot; an orphan
- a + singular noun beginning with a consonant sound: a user (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); a university; a unicycle
- In some cases where "h" is pronounced, such as "historical," us an:

An historical event is worth recording.

In writing, "a historical event" is more commonly used.

Remember that this rule also applies when you use acronyms:

Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:

An MSDS (material safety data sheet) was used to record the data.

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An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows the article:

- a broken egg
- an unusual problem
- a European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant 'y' sound)

Remember, too, that in English, the indefinite articles are used to indicate membership in a group:

- I am a teacher. (I am a member of a large group known as teachers.)
- Brian is an Irishman. (Brian is a member of the people known as Irish.)
- Seiko is a practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

Definite Article: the

The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example:

"The dog that bit me ran away." Here, we're talking about a specific dog, the dog that bit me.

"I was happy to see the policeman who saved me!" Here, we're talking about a particular policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved me.

"I saw the elephant at the zoo." Here, we're talking about a specific noun. Probably there is only one elephant at the zoo.

How to use articles for Countable and Non countable Nouns

'The' can be used with no countable nouns, or the article can be omitted entirely.

- "I love to sail over the water" (some specific body of water) or "I love to sail over water" (any water).
- "He spilled the milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (any milk).

‘A/an’ can be used only with count nouns.

- "I need a bottle of water."
- "I need a new glass of milk."

Most of the time, you can't say, "She wants a water," unless you're implying, say, a bottle of water.

Use of ‘the’ for geographical nouns

There are some specific rules for using ‘the’ with geographical nouns.

Do not use ‘the’ before:

- names of most countries/territories: Italy, Mexico, Bolivia; however, the Netherlands, the Dominican Republic, the Philippines, the United States
- names of cities, towns, or states: Seoul, Manitoba, Miami
- names of streets: Washington Blvd., Main St.
- names of lakes and bays: Lake Titicaca, Lake Erie except with a group of lakes like the Great Lakes
- names of mountains: Mount Everest, Mount Fuji except with ranges of mountains like the Andes or the Rockies or unusual names like the Matterhorn
- names of continents (Asia, Europe)
- names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands

Do use ‘the’ before:

- names of rivers, oceans and seas: the Nile, the Pacific
- points on the globe: the Equator, the North Pole
- geographical areas: the Middle East, the West
- deserts, forests, gulfs, and peninsulas: the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula

4.12 Summary

This unit presents knowledge to help the student understand the appropriate use of the English language. The detailed information on the different parts of speech as well as their correct usage will help the student to improve his /her language skills. It provides ample guidance and practice in sentence building,

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correct usage and other allied areas so as to equip the students with the ability to communicate effectively in English.

The words that form sentences are categorized into classes according to the function that they perform. These classes of words are known as Parts of Speech. Eight parts of speech are defined and described here, they are: noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection.

Noun - A noun is the name of a person, place or thing or a quality.

Pronoun - A pronoun is a word which stands for, or replaces a noun.

Adjective - An adjective is a word which qualifies (describes or determines) a noun.

Verb - A verb is a word which expresses an action or a state of being.

Adverb - An adverb is a word, which describes a verb, an adjective or another adverb

Interjection - Interjection is a word in the sentence which expresses some sudden feeling or emotion.

Conjunction - A conjunction is a word other than a relative pronoun or adverb, which joins words, clauses or sentences. A preposition also joins words, but it does more; it governs a noun or a pronoun. A conjunction merely joins them and does no other work.

Preposition - A preposition not only joins words, but it also governs a noun or a pronoun. There are four important kinds of preposition, namely: simple prepositions, compound prepositions, participial prepositions and, phrase prepositions.

Use of articles - 'A', 'an' and 'the' are known as articles. They are forms of adjectives. 'A' is called the indefinite article and 'the' is called the definite article as 'a' points to nothing in particular, as in 'A man' may mean 'any man' while 'The' points to something definite and particular as in, 'The man' means 'a particular man' and not any other man. A is used only with singular nouns. The can be used with either singular or plural nouns; as, 'a man' but 'the man' or 'the men.

4.13 Self Assessment Test

1. How many parts of speech are there? Define any four with examples.
2. How many kinds of Nouns are there? Define any two with examples?
3. Write short notes on:
 - a) Kinds of adjectives
 - b) Forms of verbs
 - c) Kinds of adverbs
 - d) Kinds of Conjunction
 - e) Use of Articles
 - f) Types of pronouns

4.14 Further Reading

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4. Business Etiquette, Kogan Page, Rogets Tesaurus Robinsion, 2003, Galotia Publishers
5. <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/nouns.html>
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UNIT 5 VOCABULARY EXTENSION

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Learning Objectives

In this unit you shall learn about

- Synonyms
- Antonyms
- Importance of idioms
- Effective use of idioms in sentences
- Improving word power and sentence construction

Structure

- 5.1 Introduction
- 5.2 Synonyms and Antonyms
- 5.3 Idioms and Phrases
- 5.4 Summary
- 5.5 Self Assessment Test
- 5.6 Further Reading

5.1 Introduction

Developing a great vocabulary is not only useful to writers and speakers, but actually every single individual benefits from it, both personally and professionally. Vocabulary sharpens your communication skills and contrary to the usual belief, a good vocabulary is not to use fancy or complicated words to impress or confuse other people, but to communicate effectively, as a good vocabulary will help you to choose words with greater precision. Vocabulary is your “communication toolbox”: every word is a tool, ready to be used at the right time. The more tools you master, the better your chances are of finding the right one for the communication task at hand.

This unit systematically discusses the importance of vocabulary extension for improving the communication skills of students. The present unit provides a comprehensive explanation on synonyms, antonyms and the use of phrases and idioms. In any type of communication word power or vocabulary knowledge enhances your language competence. You will be able to read, write and speak or in other words communicate confidently or effectively if you have a reasonable vocabulary. This unit will enable the students to increase their word power with effective use of words during communication.

5.2 Synonyms and Antonyms

A synonym is a word identical in sense and usage to another word. It is word or an expression that serves as a figurative or symbolic substitute for another. “It is a word with same meaning as another but may be suitable in a slightly different context”. In short two words are synonyms when they mean the same.

Example: Active = alert, efficient etc.

Therefore, alert, efficient are the synonyms of word active.

The short form for synonyms is syn.

An antonym is a word that is opposite or nearly so in sense and meaning to another word. In short when two words have opposite meanings they are known as antonyms.

Example: Opposite of active is dull, inactive etc.

Active - dull, inactive

Therefore active is the antonym of inactive or dull.

The short form for Antonyms is Ant.

A sound knowledge of synonyms and antonyms is essential for improving students' skills and abilities in expression and communication. A good study of the above mentioned elements would add a great variety, novelty, clarity, and richness; of expressions in the way you communicate.

Let's consider the following examples.

1. Abandon

You need not abandon hope till the result is declared.

Synonyms: abdicate, desert, evacuate, forsake, leave, renounce, resign, surrender, vacate.

- He abdicated the crown to marry a commoner.
- A fair weather friend would soon desert you in crisis.
- He left the room soon after your departure.
- He had to renounce his post because of his poor health.
- He resigned from his post of deputy secretary and joined as a secretary.
- The enemy surrendered ultimately.

Antonyms: Carry on, continue, defend, hold, maintain, uphold.

- He carried on with the campaign till the desired result was achieved.
- The troops defended their position bravely till the enemy panicked
- It is not easy to maintain one's standard of living in these days of soaring prices.
- We wish to uphold human values and family traditions as long as we can.

2. Amusement

T. V. is now a popular means of amusement.

- Work and entertainment are two aspects of the same thing.
- Do you know learning can be really a good fun?
- It is a joy to go on a tour.
- Playing chess is a good pastime.
- After a day's hard work one needs some recreation and rest.

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Antonyms: boredom, displeasure, monotony, tedium.

- Unnecessary repetition creates boredom.
- Shyam incurred my displeasure by associating with a bad person.
- We started “antakshari” to avoid monotony.
- The uneventful and long journey caused us tedium.

3. Ancient

There are many ancient and interesting historical monuments in Delhi.

Synonyms: aged, antiquated, antique, archaic, obsolete, old, old-fashioned, primeval, primordial.

- An aged but big neem tree stood in front of our school.
- He keeps an antique shop in the Chandni Chowk.
- An archaic and valuable manuscript of the Maurya period was found.
- Many laws are now obsolete.
- The mosque has been there since primeval times.
- Mountains are more primordial than life itself.

Antonyms : Fresh, late, modern, new, novel, recent, updated.

- Always eat fresh fruits and vegetables.
- It was in late 20th century that computers became popular.
- Perhaps you are not aware of modern trends in painting.
- Cinema is of recent origin.
- The updated edition of the book is now available in the market.

4. Blunt

The thugs smashed the head of a lonely traveler with some blunt weapon.

He is a plain and blunt person.

Synonyms: dull, discourteous, frank, impolite, pointless, rude, straightforward, not sharp.

- It was a discourteous remark about an elderly person.
- Be frank but never impolite.

☐ It hardly becomes you to be rude to children.

Antonyms : Clever, diplomatic, keen, pointed, sharp, subtle, witty.

☐☐ He resolved the problem with his diplomatic dealings.

☐☐ The author had a keen and subtle sense of satire.

☐☐ J. B. Shaw was a very witty and talented writer.

5. Boost

Some recent encouraging announcements boosted the market sentiments.

Synonyms: aid, encourage, help, increase, jump, promote, raise, and rise.

☐☐ The invention of the microscope has aided medical research immensely.

☐☐ Young men and women need encouragement besides guidance and help.

☐☐ Don't jump to conclusions.

Antonyms: bust, decline, decrease, depression, drop, fall, reduce.

☐ Boom and bust are part and parcel of the stock market.

☐ It was a sharp decline of 300 points or 5 per cent.

☐ In a sale, things can be bought at reduced prices.

☐ The current state of recession has resulted in a depression at the stock market.

6. Brief

Happiness is a brief interval in the general drama of pain and suffering.

Synonyms: concise, curt, fleeting, hasty, limited, little, pithy, short.

☐☐ He always kept a concise dictionary of English in his pocket.

☐☐ ☐☐ life span is limited and the work to be done so much.

☐☐ The people with a purpose in life are forever short of time.

Antonyms : Detailed, lasting, large, lengthy, long, protracted, spacious

☐☐ I received his detailed reply.

☐☐ Nothing lasts long.

☐☐ She died after a protracted illness.

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7. Courteous

The prince was courteous to everybody who came to see him.

Synonyms: civil, elegant, gracious, polished, polite, refined, respectful, Well bred, well mannered.

☐ She is a gracious lady.

☐ You cannot be polite in public dealings.

☐ A well-bred man is always respectful to elders and loving to young people.

Antonyms: boorish, discourteous, ill-bred, ill-mannered, rough, rude, unfriendly, and vulgar.

☐ Akash's boorish behavior makes him an unwelcome person.

☐ You cannot expect anything good from an ill-bred and uneducated person.

☐ It was a rude remark by all standards and should not have been made.

8. Credible

He gave a credible and detailed account of the whole happening.

Synonyms: believable, dependable, honest, possible, probable, reliable, trustworthy.

☐ Russia has been India's long and dependable friend.

☐ The story is trustworthy in the light of the information available from other sources.

Antonyms: Dishonest, incredible, impossible, insincere, unreliable, untrue, and untrustworthy.

☐ The enquiry found the treasurer dishonest in many respects.

☐ It is not an incredible target to achieve.

☐ The story of murder was untrue and just a rumor.

☐ The profits for the first quarter were so huge that they seemed incredible.

9. Curse

The curse of illiteracy is a matter of shame for any country.

Synonyms: affliction, bane, burden, calamity, disaster, evil, misfortune, trouble.

- ☐☐ Malaria is one of the widespread afflictions in tropical countries.
- ☐☐ The burden of subsidies should be brought to zero gradually.
- ☐☐ The evil of drinking is spreading fast.

Antonyms: benediction, benefit, benefaction, blessing, boon, favor, gift, gratuity.

- ☐☐ The blessings of the parents are always there with the children.
- ☐☐ Nature has bestowed many boons on mankind.
- ☐☐ He wanted a favor from me in the form of a big loan.

10. Demolish

In no time they demolished the large unauthorized building.

Synonyms: bulldoze, destroy, dismantle, knock down, level, raze, ruin.

- ☐☐ All old and dangerous buildings should be bulldozed.
- ☐☐ A big building was destroyed in the devastating fire.
- ☐☐ The wooden structures were knocked down as they were raised on public land.
- ☐☐ The earthquake razed the houses to the ground.

Antonyms : Build, construct, create, erect, establish, make, rise, and repair.

- ☐☐ Birds build nests for raising their young ones.
- ☐☐ Babar created an empire and Akbar made it huge and strong.
- ☐☐ They raised a hue and cry against the new bill.

5.3 Idioms and Phrases

An idiom is a form of expression (or of grammatical usage) peculiar to a particular language and often having a meaning other than the one that it appears to have. All Languages have their own idioms. For example, in English we say that someone is ‘as deaf as a post’, and to blow one’s top (to get angry). Mastery of any language demands a fluent use of idioms.

There are hundreds of idioms in the English language. Obviously, nobody can sit down to learn all the idioms in the language by heart. You pick up the idioms as you learn to use the language. Idioms have arisen from a multitude of human activities and occupations. It is important to realize that idioms are not

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only colloquial expressions, as many people believe. They appear in formal style and in slang, in poetry, in the language of Shakespeare and the Bible.

What is an idiom? **An Idiom can be defined as a number of words which, when taken together, have a different meaning from the individual meaning of each word.**

Kinds of idioms:

Idioms take many different forms or structures. An idiom can have a regular structure, an irregular or even a grammatically incorrect structure. The clarity of meaning is not dependent on the 'grammatical correctness'. A few examples will illustrate this:

1. Form irregular, meaning clear, as in give someone to understand, do someone proud, do the dirty on someone.
2. Form regular, meaning unclear, as in have a bee in one's bonnet, (to think and talk about something all the time), cut no ice (have no influence), bring the house down (to make every one laugh or cheer)
3. Form grammatically incorrect, meaning unclear, as in be at large, (as a whole, in general) (go great guns, (to be doing something. Quickly & successfully), be at daggers drawn (be angry with each other).

We find, in fact, that most idioms belong to the second group, where the form is regular but the meaning unclear. However, even in this group some idioms are clearer than others. For example, the meaning of, 'to give someone the green light' can be guessed as 'to give someone permission to start' others are too difficult to guess because they have no association with the original meaning of the individual words. Such examples are: to tell someone where to get off, to carry the can, to drop a brick, to call the shots.

Idioms exist in all languages without any exception. The idiomatic part of language needs reading between the lines and careful understanding.

Let's consider a few examples.

1. Act with dispatch – to act with dispatch means to act quickly or swiftly. The order was carried out with great dispatch.
2. Attend, attend to – you attend a meeting. You attend a wedding. You attend a conference. When you attend any of these, you are present there. Attend to means, to look after, deal with, pay attention to – please don't worry about your son's admission. I will attend to it.

3. Bank on or to bank upon means to rely on, to depend on. I am banking on you to help me in this.
4. Blow one's own trumpet: He blows his own trumpet. This means that he is boastful. He talks about himself and his achievements all the time.
5. It is board and lodging and not boarding and lodging. I pay Rs.500 for board and lodging
6. Call on, Call in - Call on means to make a short visit to. He called on me yesterday.

Call in has several meanings. One is to order or request the return of something. The librarian called in all books for stock-taking. When you call in someone, you ask them to come and see you or to take action of some kind. Often because you need help, for e.g. the police were called in to deal with the strikers. Call in is also used to mean to make a telephone call to your office to report where you are and what you are doing – she called in the this afternoon to say that she was ill.

7. Carry on – Carry out

Carry on has several meanings. One of the meanings is to continue one's work or duties please do not get up, carry on with your work. Despite all the difficulties, he is carrying on

Carry out means to perform, to put into practice, to give effect to. Whether I like it or not, I have to carry out his instructions.

8. Cope with- I can't cope with my work but it is incorrect to say I can't cope up with my work.
9. Deal in and deal with

You deal in goods. He deals in electrical goods. Deal in means to trade in

Deal with means to manage or to treat I don't know how to deal with him. This book deals with Indian politics.

10. Despite, inspite of: Both these words mean the same. But despite is not followed by of. Despite his hard work, he was not promoted. In spite of is used in all contexts, formal and informal. In spite of my warning, he attended the meeting.
11. Differ from, differ with: When two things are not the same, you say they are different from each other. Chalk is different from cheese. When it is used in

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the sense of disagreement, you can use either from or with. Both are correct.
I differ with him on this question.

12. Drop a brick: when you are in company and say something or do something that causes embarrassment to others it would be said that you dropped a brick.

She dropped a brick when she talked about her divorce at his wedding reception.

13. Enough, enough of- I've had enough coffee means I've had sufficient quantity of coffee. When you say enough of, there is a suggestion that you don't want any more of it and you are fed up with it, you are sick of it. I've had enough of him.

14. Face, Face unto- to face means to oppose firmly and not try to avoid. He faced the situation with great courage.

To face unto means to confront. You face unto the emergency.

15. Figure on, Figure out: Figure on means to count on, to expect, I figured on his attending the meeting today. Figure out means to estimate, to understand. I am not able to figure out why he is so silent these days.

16. Get on like a house on fire: This means vigorously, fast, excellently. She is getting on with her work like a house on fire. You don't have to worry about him at all. He's getting on with his boss like a house a fire.

17. High time: The sentence: it is high time that I go, is not correct. High time means time beyond the proper time but before it is too late.

It should be: it is high time that I went. The verb should be in the past tense.

18. Look for, means to search for. I am looking for my glasses.

Look after means to take care of: who will look after the children during your absence?

19. To make a clean breast of – you tell the truth about something bad you have done, you don't hide anything.

20. To make ends meet – the idiom is to make ends meet or to make both ends meet and not to make both my ends meet. The ends are income or expenditure.

21. To nip in the bud is an idiom. To nip means to squeeze sharply. When a bud is nipped, it will not develop into a flower when something is nipped in the bud; it is destroyed in its early stages. Bad habits must be nipped in the bud.

22. On the sly: means in secret. It is used when something is done unlawfully or dishonestly. He says he has given up drinking. But I know he drinks on the sly.
23. To stick to one's guns- when you hold on to your opinion or belief despite what others say or do, people would say that you stick to your guns.
24. Up and about – when a person falls ill, he is down in bed. He is not able to move about in the usual way. When he is all right, he gets up and moves about. This is what is meant by: He is up and about.
25. Wet behind the ears: means immature, inexperienced naïve and innocent. You can't expect him to do this; he is wet behind the ears.

5.4 Summary

This unit will help the students to gain knowledge and expand the vocabulary. Vocabulary sharpens your communication skills and will help you to choose words with greater precision. Vocabulary is your “communication toolbox”: every word is a tool, ready to be used at the right time. The more tools you master, the better your chances are of finding the right one for the communication task at hand

In order to expand or extend your vocabulary the present unit explains different antonyms and synonyms. These new words will help to create new sentences and will also help to gain information about their usage. Idioms and phrases are also covered in this unit to help the students to know new idioms and phrases and their usage.

Synonyms and Antonyms

A synonym is a word that is same in sense and usage to another word. It is word or an expression that serves as a figurative or symbolic substitute for another. “It is a word with same meaning as another but may be apt in a slightly different context”. In short two words are synonyms when they mean the same.

An antonym is a word that is opposite or nearly so in sense and meaning to another word. In short when two words have opposite meanings they are known as antonyms. Learning synonyms and antonyms will add novelty, clarity, and richness of expressions in your way of communication.

Idioms and Phrases

An idiom is a form of expression (or of grammatical usage) peculiar to a particular language and often having a meaning other than the one that it appears

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to have. All Languages have their own idioms. But in order to use idioms fluently, it is demanded that one should master the language. For example, in English we say that someone is ‘as deaf as a post’, and to blow one’s top (to get angry)

Therefore an Idiom may be defined as a number of words which, when taken together, have a different meaning from the individual meaning of each word. An idiom can have a regular structure, an irregular or even a grammatically incorrect structure as the clarity of meaning is not dependent on the ‘grammatical correctness’.

Irregular form – in this structure the meaning is clear, as in give someone to understand, do someone proud, do the dirty on someone.

Regular form – Here the meaning is unclear, as in have a bee in one’s bonnet, (to think and talk about something all the time), cut no ice (have no influence), bring the house down (to make every one laugh or cheer)

Grammatically incorrect form – In this form the meaning may be unclear, as in be at large, (as a whole, in general) go great guns, (to be doing something quickly & successfully), be at daggers drawn (be angry with each other).

The broad tendencies of present day English are towards using more idioms and appropriate synonyms and antonyms for effective communication. It is therefore important for the student to understand how the language is developing. This unit on synonyms, antonyms, idioms and phrases should show the learner how these vocabulary extension tools are helpful in enhancing your communication skills.

5.5 Self Assessment Test

1. What are Idioms and phrases? Name and explain the different forms of idioms with examples.
2. Discuss how vocabulary extension is a tool to enhance your communication skills
3. Write short notes on:
 - a. Synonyms (with examples)
 - b. Antonyms (with examples)
 - c. The origin of English Language.
 - d. The effect of varying attitudes on English language

4. Do as directed:
- a. Write the antonyms of the following words
 - 1) Emancipate 2) flimsy
 - b. Give Synonyms of the following words
 - 1) Genuine 2) Jubilant
 - c. Use the following phrases in your own sentences
 - 1) In the long run 2) The gift of gab

5.6 Further Reading

1. Hand Book Business communication skills, Chrisse Wrought, 2004, Jaico Publishing House.
2. Communication today Creative Skill, Ray, Reuben, 2001, Himalaya Publication House.
3. Business Communication, Sinha K.K.,
4. Business Etiquette, Kogan Page, Rogets Tesaurus Robinsion, 2003, Galotia Publishers

Notes

Assignment

1. Select the closest synonym from the four choices, the context being given.
(Refer Dictionary)

They procrastinated until it was too late to do anything at all.

- a. Forecast c. Predicted
- b. Postponed d. Forewarned

2. Match the word given on one side with the word on the other, choosing the word which comes closest to its meaning.

- a. Adventitious c. postpone
- b. Circumspect d. accidental
- e. Dilatory f. careful



**BLOCK 3:
THE WRITING SKILLS**

**Dr. Babasaheb Ambedkar Open
University, Ahmedabad**





“

*Education is something
which ought to be
brought within
the reach of every one.*

”

- Dr. B. R. Ambedkar



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**BCA (DES) 201
Communication Skills**

BLOCK-3

THE WRITING SKILLS

UNIT 6 MECHANICS OF WRITING

Learning Objectives

After going through this unit you should be able to explain -

- Stages of writing.
- How to prepare notes.
- Various types of letters.
- The usage of Dictionary and Thesaurus.
- Use of punctuation.
- How to compose business messages.
- The style and tone used in business messages.

Structure

- 6.1 Introduction
- 6.2 Stages of Writing
- 6.3 Preparing Notes
- 6.4 Business Message
- 6.5 Style and Tone
- 6.6 Dictionary and Thesaurus Usage
- 6.7 Deleting Redundancies/Using Simple Words
- 6.8 Punctuation
- 6.9 Summary
- 6.10 Self Assessment Test
- 6.11 Further Reading

6.1 Introduction

Writing can be a pleasure if the basic purpose is clear. It proves to be tiresome and boring when the very purpose is hazy. In simple words, the goal of effective business writing is getting things done. This simple target can be attained if we write with the following two-fold approach in mind:

1. To inform the reader and
2. To request the reader to take action.

In written business communication the expectations regarding involvement are higher from the reader. The effectiveness of the business message can be measured in terms of the speed with which the required action is initiated and consequent results produced.

Suppose after completing the writing project a simple question is posed by the writer - "So what?" In other words, the writer asking himself that if this business message was drafted and sent to the receiver, then what will be the inference drawn from it. What response does the message expect to get? What will be the impact on the receiver? Would he be persuaded to take prompt action? Answers to these types of questions will automatically clear the way for writing coherent and meaningful business messages.

6.2 Stages of Writing

"Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing.

Prewriting (generating ideas for writing): brainstorming; reading literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

Rough Drafting (getting ideas on paper): writing without concern for conventions. Written work does not have to be neat; it is a 'sloppy copy.'

Rereading (proofreading one's own work) by reading aloud and reading for sensibility.

Sharing with a Peer Reviser (sharing and making suggestions for improvement): asking who, what, when, where, why, and how questions about

parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

Revising (Improving what the narrative says and how it says it) write additions, imagery, and details take out unnecessary work. Use peer suggestions to improve. Clarify.

Editing (Working together on editing for mechanics and spelling): Make sure the work is 'goof proof.'

Final Drafting producing the final copy after discussion with the teacher/boss and write a final draft.

Publishing (publishing the written pieces): sending their work to publishers; reading their finished story aloud, making books. This is a time to celebrate!

In actuality, the writing process is not a highly organized linear process, but rather a continual movement between the different steps of the writing model.

You can follow the below written steps to develop your writing.

1. Develop Your Topic

If a topic is not assigned, identify a subject that interests you. Refer to your text book, a lecture, a hobby you have that relates to the subject, something that you are curious about.

When you have identified your subject:

- Note key ideas or words you think will be important. Use only short phrases or individual words at this point Construct a map using these words and phrases Refer to our Guide on concept mapping on how to create one
- Identify what you want to do with the concepts! Refer to our list of terms for essays Pick a likely verb (or two) and write out the definition to keep before you. Are you to develop a persuasive or expository essay, or a position paper? What has the teacher assigned?
- List out what sources you will need to find information for your essay: Start small: what does an encyclopedia say about it? Is there a reference librarian who can help you find sources, both for an overview and for detailed research? Is a search engine enough? Or too boring? Think big: are there experts you can talk to? an organization?

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- Analyze your topic so far is it too vague or broad, or too narrow? Is it interesting enough? Is there a controversy to explore, or do you think you can help others understand a problem? Will you provide information from two points of view, or only one while anticipating questions and arguments?
- Summarize your topic and present it to your teacher for feedback. Bring these first few steps with you in case the teacher will want to help you refine or restate your topic
- Write out your opinion on, or approach to, the topic. Remember, you are writing an essay as a learning experience and you may find information that is against your position. You will need to resolve this.
- Keep an open or critical mind as you research: You may only see your side and not be objective. Your position could be prejudicial to, or otherwise affect, your investigation

2. Define your TA

Define your target audience, and how you will address them. You could categorize them based on

- Age or education level
- Person who grades you – teacher, his assistant, fellow students, Professionals
- The background of your audience
- The type of writing most effective in communicating.
- Point of view or narrative types
- The most effective tone to match your purpose

3. Research

- Develop research strategies and a list of resources
- Narrow your topic and its description; pull out key words and categories
Develop a list of key words--50 or so--that form the foundation of both your research and writing. Build the list from general sources and overviews
- Bring your topic and keyword list to a local research librarian, teacher, support professional on resources available Text books (!), reference works, web sites, journals, diaries, professional reports

- International conventions of copyright govern the use and reproduction of all material: all information should be properly cited c.f. our guide on citing websites for models

4. **Organize and Pre write**

Prewriting exercises provide key words, meaning, and structure to your research before you write your first draft, and may you overcome "writers block." They help you

- Focus intellectually clearing distractions while opening your mind to ideas within your subject
- Narrow and define topics for your paper beginning the process of translating research into your own words.
- Develop logical or architectural structure to topics you have identified. This provides a visual and verbal document for reaction, review, discussion, and/or further development in your rough draft. However, these exercises are dynamic or subject to change in the actual writing process as you understand, develop, and build your argument. Some topics will go, some will stay, some will be revised
- Provide a context for "project management" to further define the topic, set timelines, identify gaps in information, etc.

5. **Draft and Write**

A rough draft is "a late stage in the writing process". It assumes that you have adequate information and understanding, are near or at the end of gathering research, and have completed an exercise in prewriting.

Writing your draft

Your first paragraph

- Introduce the topic; entice the reader (remember: audience)
- Establish perspective and/or point of view!
- Focus on three main points to develop

Establish flow from paragraph to paragraph

- Topic sentences of each paragraph define their place in the overall scheme
- Transition sentences, clauses, or words at the beginning of paragraph connect one idea to the next (See the page on transitional words and phrases)

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- Avoid one and two sentence paragraphs which may reflect lack of development of your point
- Continually prove your point of view throughout the essay
- Don't drift or leave the focus of the essay
- Don't lapse into summary in developing paragraphs--wait until its time, at the conclusion
- Keep your voice active
- "The Academic Committee decided..." not "It was decided by..."
- Avoid the verb "to be" for clear, dynamic, and effective presentation (Avoid the verb "to be" and your presentation ~~will be~~ effective, clear, and dynamic)
- Avoiding "to be" will also avoid the passive voice
- Support interpretations with quotes, data, etc.
- Properly introduce, explain, and cite each quote
- Block (indented) quotes should be used sparingly; they can break up the flow of your argument

Conclusion

- Read your first paragraph, the development, and set it aside
- Summarize, then conclude, your argument
- Refer back (once again) to the first paragraph(s) as well as the development
- Do the last paragraphs briefly restate the main ideas?
- Reflect the succession and importance of the arguments
- Logically conclude their development?
- Edit/rewrite the first paragraph to better set your development and conclusion

6. Revise

Before revising/editing, take a break to gain a new perspective. It will help you review how effectively you have communicated your message.

Revising takes practice: Try reviewing with a limited agenda, for example with focus on vocabulary, and build from there.

Does the text flow in an effective manner? Is it too long for what you wish to say? too short? Keep in mind your audience: they do not know what you do. They rely on what information you give them, in the order you give it to them.

7. Title and paragraphs

Does the title briefly describe and reflect the purpose of the paper?
If there are headings and sub-headings, are these similarly brief and concise?

Introductory paragraph/introduction

Get a good start! Capture attention at the beginning or you may lose your audience. An introduction should present the purpose in an inviting way. Is your first sentence interesting and inviting? Does your first paragraph predict the development of the piece? Does it clearly introduce the subject, project, or idea to be developed?

Supporting paragraphs

Does each paragraph build the argument or story? Did you follow a plan or outline? Is each paragraph in an effective or logical order? Is your train of thought, or that of the "characters," clear?

Do your transitions between paragraphs work? Are relationships between paragraphs clear? Can any paragraphs be eliminated as unnecessary, or combined with others more effectively?

Does each sentence support only the topic sentence of that paragraph? Can any sentences be eliminated as unnecessary, or combined with others more effectively?

If there are side-stories or digressions, are their purposes clear in the context of the whole?

Conclusion

Does the conclusion summarize and clarify important information and resolve the thesis statement? Does the conclusion leave the reader thinking? Is it supported by the paper?

Proofread

Intentionally separate "proofreading" from the "writing" and "revising" processes. Writing and revising focus on content, message and style; proofreading focuses on "mechanics."

Take help from another person to get a different perspective.

6.3 Preparing Notes

Preparing notes is a tedious process and requires a high level of concentration. To prepare the notes in a systematic manner, they would necessarily follow a five-step process given below:

1. Read the text carefully.
2. Select the key words in the passage or words that communicate the main idea.
3. Construct a sentence that captures the essence of the paragraph or state it in brief. To get the gist of the paragraph it must be carefully studied. If the statement needs to be copied as it is in the original, care should be exercised while doing so, to ensure that there is no punctuation or spelling error.
4. Note down the page number.
5. Note down the bibliographical details.

Points (4) and (5) are essential because the reader may wish to refer to the original for additional information and cross verification.

Notes can be prepared in the following manner:

If notes for letters or reports are being prepared, reference numbers are used instead of bibliographical details. This makes it easy to retrieve the information when the need arises.

6.4 Business Message

A written business message is one of the methods of business communication governed by the culture of the organisation, values, habits, interest networks and relationships. The formation of an effective and successful written message includes planning, formulating, improving and editing the message. However, the goal is to attract the reader to read and accept the message. It is therefore important to compose a well-structured and particularly a clearly composed written message.

Formulating a well-structured message depends on its contents, the right thoughts, reasons, information and proposals. Clarity and intelligence must be considered before all else. Of course, a good structure and the manner of delivery make the message more effective.

The formulation of a written message consists of two steps. In the first step, the writer logically arranges the components into groups, while in the second

step these groups are arranged into a logical sequence. The components can be classified into three groups:

1. **The basic thought** represents a core around which the writer formulates a message.
2. The basic thought is supported by **arguments** - a minimum of three or a maximum of five, as otherwise these cannot be processed simultaneously by an average reader.
3. Each argument is supported by concrete and convincing **evidence**. These can include simple information, comparisons, concise descriptions, statements, quotes of influential persons and, of course, graphical presentations.

A poorly arranged written message is often characterised by mistakes regarding contents, analyses and the sequence of different parts of the content. Writers therefore often make the following mistakes in business writing:

- Test the reader's patience by making too long introductions and starting with the core of the message too late,
- Waste the readers' time and make the message unclear,
- Mix up the essential statements and do not put them into a logical sequence that would help the reader,
- Omit essential information which would enable the reader to form an opinion and take action.

In addition the credibility of a writer or sender is believable only when:

- The writer demonstrates that he/she is familiar with and understands the reader's position,
- Introduces his/her recommendations or indicates other reliable sources,
- Supports his/her statements with solid facts, and not with exaggerated statements,
- Uses words which build up the trust in the reader,
- Clearly believes in him/herself and the message he/she is trying to convey.

And these are just some of the factors which influence the effectiveness of written business communication. In conclusion, let us enumerate some rules which will help us compose a clear written business message.

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1. The message should be as short as possible.
2. Think about the readers, their views and experience.
3. Write with the intention of explaining and not to making an impression.
4. Write in a natural way, use the style which is smooth and attracts attention.
5. Write short sentences. Let the length of sentences vary, however, on average they should contain less than 20 words.
6. Avoid compound sentences, and take care when composing long and short words.
7. Use words which are familiar. This will enable you to avoid rarely used words.
8. Avoid jargon, unless you are sure that it will be understood by readers.
9. Avoid superfluous words.
10. Use expressions which the reader can visualise.
11. Use active, not passive voice.
12. Each part of the message should be relevant.
13. Make sure that the content has all relevant points.
14. Retain ratio and relationship, and put appropriate stress on the order of importance.
15. If you allow the reader to read between the lines, you will be left at the mercy of his/her imagination.
16. Be careful when using figures because they attract attention. Decide when it is better to use absolute values, and when percentages and vice versa. When stating figures, be exact, and when rounding up, opt for accuracy.

Just like in the business world in general, business communication demands a feel for tactfulness and good manners. Writers should take special care when the readers are their superiors, when they at least partly depend on the reader's favourable opinion of them. Tactfulness and good manners necessitate more time and attention, however, they can bring bigger rewards.

In modern times Email has become the preferred method of conducting business communication for many professionals because of its convenience and speed. However, because email is so quick to use, it is easy to overlook some of the attention to detail we use with traditional correspondence. Here are 10 steps to ensure your business emails reflect your company's professional reputation.

Step 1

Address your recipient by name in your salutation. Although it may be convenient to get right to your message content, don't overlook the same personal address you would use with a traditional letter. Whether you address your contact by first or last name and with the use of a title like Mr., Mrs. or Ms. will be dictated by your familiarity with the recipient. However, personalizing your message indicates your level of interest in conducting business with that individual.

Step 2

Always include a subject in your message, and make it as specific as possible. Subjects make it easier for your recipient to find your correspondence at a later date. They also reduce the likelihood that your message will get trapped in a spam filter. If your recipient is not familiar with your email address, include your name or your company name in the subject to identify your message.

Step 3

Write in complete sentences. They are much easier to read and comprehend than sentence fragments. Thoughtfully composed sentences reduce the need for assumptions and show your recipient that you took the time to ensure your message was communicated clearly.

Step 4

Be concise. Because of the number of emails most professionals receive each day, brevity is essential in effective business communication. Longer messages tend to be skimmed rather than read carefully. Avoid excessive introductions and pleasantries. Quickly make your points, ask your questions or state your needs.

Step 5

Avoid overly familiar phrasing, text messaging syntax and emoticons. One of the biggest mistakes you can make in professional email correspondence is using a style of writing that should be reserved for personal messages, forums and online social networks. Although these forms of expression may be acceptable for some interoffice messages and communication with the most familiar business contacts, abbreviations and emotion key combinations generally have no place in professional emails.

Step 6

Pay special attention to how you articulate your message when addressing

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sensitive issues. Because email is a strictly written form of communication, nuances like tone of voice and intonation are not expressed. This can be of special concern when your message involves conflict resolution, assessing mistakes or dealing with job performance concerns. Ideally, these issues are best addressed in person or in a phone call. However, if email must be used, take special care to articulate your concerns very specifically without pejorative phrasing. In addressing any negative issues, it is also a good idea to begin and end with more positive statements. Rather than firing off a potential damaging reply to a negative email, compose it and save as a draft. Give yourself a few hours to review it with a fresh perspective before actually hitting "Send."

Step 7

Avoid writing in all caps and using too many exclamation points. These forms of typing translate as yelling in the sphere of email communication. They also make your message much harder to read quickly since most of us are conditioned to read large bodies of text best in uppercase and lowercase type.

Step 8

Use CCs sparingly. Make sure the recipients who are CC'd with your message are essential participants in the communication. If you feel that others need to be kept abreast of your correspondence, consider using your email software's BC feature to send a message that will be blind to the primary recipient. Never address negative issues or concerns in a CC email. Those concerns should be addressed individually. However, when replying to messages that have been CC'd, be sure to use your "Reply to All" feature so that communication remains clear between all parties.

Step 9

Check spellings and proofread before sending. Set your email software's preferences to spell-check as you type so that you can correct misspellings immediately. Also, be sure to actually read your email message before you send it to make sure its grammar and syntax are correct.

Step 10

Use a standard signature with every email. In addition to "signing" your name, set up an email signature to be used on every email that includes your name, title and company. Also make sure it includes all your contact information, your email address and your website address. This adds legitimacy to your message and ensures your recipients will always be able to contact you, even if it's not by email.

6.5 Style and Tone

Notes

Tone in writing is the attitude that the writer conveys to the reader. It's not necessarily what you say, but how you say it. Tone is intended to create a specific response or emotion in the reader; it creates a personality that can either engage or repel users.

The tone and the style of writing change according to the audience who is going to read it. Different types of styles and tones can be used for different occasions and purposes. Style of writing could be formal or informal. Different occasions necessitate a different style of writing. While the highly formal prose is acceptable for reports or documentation, a slightly informal style could be adopted when it comes to business correspondence. Once again this would be dependent upon the relationship between the sender and the receiver. If styles of writing were viewed on a continuum the writer, who is extremely formal on one side and an extremely informal reader, on the other, it would be seen that almost all business writing occasion and facts cluster in between the formal and somewhat informal points of reference. This cluster could then be used to understand the tone used for communicating messages that would vary from active to passive, personal to impersonal, colorful to colorless. The choice of the tone for depicting these styles would be dependent upon the sender (who), the reader (to whom), the occasion (when and where), and the content (what). With a change in any one of these components, there is bound to be a change in the tone through which the message is expressed.

Let us consider a few examples of formal and informal words.

Formal	Informal
1. Subsequent to	After
2. We trust	I hope
3. Consulted	Checked
4. Undertake	Handle
5. Rearrange	Juggle

Let us take a look at the various styles that can be used to reflect different moods.

1. Active

An active tone reflects a desire to get things done at the earliest. There is also a sense of responsibility for what is being communicated. In this style, the

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simplest of the sentence construction is used, that is, the 'subject-verb-object (SVO) ordering. Messages are short, to the point, and use imperatives normally. The tone is commanding and succinct, active is used by people at the helm of affairs who are in the habit of voicing and issuing directives. Direct statements are used and no efforts are made to camouflage the impact of a direct utterance that could have a negative impact. For example: Project Report should be completed by 12th November 1999.

2. Passive

This is a rather soft style and is used in situations when some negative message is to be communicated and the sender does not wish to hurt the receiver. This style is also used in reports where the long sentences or statements are not universal truths but need to be studied and critically examined. Hence, words and statements such as, suppositions "maybe", "perhaps" and "possibly" are used. Nothing is stated that would communicate a feeling that this is the ultimate truth. Compared to the active style, the sentences are longer since many are cushioned in suppositions. Even the sentence ordering is reversed. It follows an object-verb-subject patterning. For example: The date for completion of the Project Report is 12th November 1999.

3. Personal

A personal style is used when an individual wishes to be personal in his communication. It is much like the spoken message and part of the personality of the communicator gets translated into it. Use of pronouns like "I", "you" is made, and the receivers are referred brief sentences to by their first names instead of their surnames. Personal references are also made that indicate ties between the sender and the receiver. Sentences, in this form of writing, are brief ones and short and the overall tone is conversational. The active voice for communication of messages is used and on occasions even direct questions can be asked to the reader, e.g. I want you to complete the Project Report immediately.

4. Impersonal

In contrast to the personal style, the impersonal style is tedious. It is withdrawn and is more pompous. Personal pronouns such as Use of "We"- a "You" are avoided and are replaced by a more passive voice; corporate word, "we". The names of receivers are not mentioned and the tone is passive. Occasionally the sentences are long and complex, making the written message complicated and heavy.

For instance, we would greatly benefit as a result of completion of the

Project Report.

5. Colorful Style

Normally used for literary purposes, it increases the impact of the written message. Adjectives and adverbs are frequently made use of so as to add weight and give color to the written message. Further, concrete words or “those that add to the visual impact of the written message, adjectives and e.g., metaphors, similes and other figures of speech are used. In adverbs, the colorful style of writing, the choice of words is extremely important. As the impact of the message being transmitted is contingent upon these, proper care should be exercised in interjecting statements with appropriate words, e.g. preparing the project report is a challenging task ahead of us. If it is completed by November 12, 1999, it would be a tremendous feat accomplished.

6. Colorless style

A colorless style is a combination of an impersonal and passive style. This is a dull and monotonous way of communicating the message. It avoids concrete in favor of abstract. The passive style message is absolutely colorless without any figures of speech such as similes, metaphors etc. In fact, it is one of the most depressing styles as there is neither vigor nor intellectual or emotional appeal in the writing. For example: The completion of the Project Report at the earliest would be appreciated.

6.6 Dictionary and Thesaurus Usage

This is a very handy way of getting your spelling checked. Dictionaries contain the meaning of the words, their pronunciation, synonyms and antonyms. Thesaurus gives synonyms of words, providing a choice of words.

Searching for the meaning of a word, usage or its spelling in a dictionary starts by a search for the word in the alphabetical order. The dictionary proceeds on one of the basic lexicographic facts that the definition is always written in a simpler manner than the words they describe. The coverage comprises of words used in different national varieties of English, specifically British and American. A dictionary provides guidance along the following lines:

1. The words that are accompanied by either Br.E. (British English) or AmE (American English) indicate English as used in that country. However, there are certain words that are not labeled at all. This indicates that their usage is universal or they are acceptable throughout the world. Let us consider an example: Autumn AmE also fall-(n) is the season between summer and

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winter when leaves turn gold and fruits become ripe. In this example, a different word is also provided, namely, fall that means the same as autumn, but is used in American English.

2. The part of speech which the word represents is also mentioned. In the example cited above, “n” stands for a noun.
3. Information about the use of a grammatical word is given either before the meaning or instead of a meaning, e.g., if (not usu. followed by the future tense) supposing that; on condition that
4. There is further explanation on how words are formed by adding a prefix or a suffix, e.g. unending (prefix, un) or stupidity (suffix, ity). Verbs that are used with prepositions such as “go on”, are always explained as a separate entry. Opposites are also specified in the dictionary, e.g. for the word “aft” the opposite “fore” is also mentioned.
5. Irregular plural words and their pronunciations are also given, e.g., cranium - niums or - nia
6. A different spelling that is uncommon, e.g., lakh, lac
7. Information about possible other forms of the word, e.g., fault: 1. A mistake or imperfection. 2. A bad point, but not of a serious moral kind, in someone’s character
8. List of related compound words e.g., rain. See also Rain down, Rain off, Rain on, Rain out.
9. Places at which the word should be broken, as at the end of a line,

Many dictionaries, e.g., Longman Dictionary of Contemporary English, provide the usage of the word together with its meaning.

Using a thesaurus is slightly different from using a dictionary. In the former we begin with the idea and find the synonym closest to it. The numbered section is provided at the end of the text with synonyms and closely associated words. For instance, if we were looking for a word meaning for “to protect from sunlight”, we need to look for a synonym for the verb “protect”. The two synonyms provided in the thesaurus are “shield” and “defend”. The former meaning clearly expresses the idea in the phrase. Next begins the search for the appropriate word under the category of “shield”. A number of synonyms would be provided in the noun, verb and the adjective forms. The choice is then with the writer to select the right word to convey the meaning.

6.7 Deleting Redundancies/Using Simple Words

Basic English ("British American Scientific International Commercial") has 850 basic words. From the 850 words, 600 are names of things. Most of the words can be learned using pictures. 150 are words to describe things (adjectives) and to describe verbs (adverbs). The last 100 words are verbs and conjunctions. Verbs are words that show actions, and conjunctions are words that help put sentences together.

Rules of word use

The word use of Basic English is like full English, but the rules are much simpler, and there are fewer exceptions. Not all meanings of each word are allowed.

1. Make plurals with an "S" on the end of the word. If there are special ways to make a plural word, such as "ES" and "IES", use them.
2. There are two word endings to change each of the 150 adjectives: "-ER" and "-ING"
3. There are two word endings to change the verb word endings, "-ING" and "-ED".
4. Make qualifiers from adverbs by adding "-LY".
5. Talk about amounts with "MORE" and "MOST." Use and know "-ER" and "-EST."
6. Make opposite adjectives with "UN"-
7. Make questions with the opposite word order, and with "DO".
8. Operators and pronouns conjugate as in normal English.
9. Make combined words (compounds) from two nouns (for example "milkman") or a noun and a directive (sundown).
10. Measures, numbers, money, days, months, years, clock time, and international words are in English forms. E.g. Date/Time: 20 May 1972 at 21:00
11. Use the words of an industry or science. For example, in this grammar, some special words are for teaching languages, and not part of Basic English: plural, conjugate, noun, adjective, adverb, qualifier, operator, pronoun, and directive.

6.8 Punctuation

Punctuation is everything in written language other than the actual letters or numbers, including punctuation marks (listed at right), inter-word spaces, and indentation.

Punctuation marks are symbols that correspond to neither phonemes (sounds) of a language nor to lexemes (words and phrases), but which serve to indicate the structure and organization of writing, as well as intonation and pauses to be observed when reading it aloud.

In English, punctuation is vital to clearly state the meaning of sentences. For example, "woman, without her man, is nothing," and "woman: without her, man is nothing," have greatly different meanings, as do "eats shoots and leaves" and "eats, shoots and leaves. King Charles walked and talked half an hour after his head was cut off" is alarming; "King Charles walked and talked; half an hour after, his head was cut off", less so.

The commonly used punctuation marks in English are as follows:

Period or full stop

Comma

Colons

Semicolons

Parentheses

Exclamation marks

Quotation marks

Apostrophe

Dash

The rules of punctuation vary with language, location, register and time, and are constantly evolving. Certain aspects of punctuation are stylistic and are thus the author's (or editor's) choice. Language forms, such as those used in online chat and text messages, may have wildly different rules.

6.9 Summary

Writing can be a pleasure if the aim of your writing is clear. It is tiresome and boring when the aim is unclear. In business writing, the goal is to get things done. Once this basic fundamental is clear, it is possible to achieve this simple target with the following two-fold approach to make the business communication

more effective - 1. To inform the reader and 2. To request the reader to take action.

Stages of Writing

Prewriting, rough drafting, rereading, sharing with a peer adviser, revising, editing, final drafting, publishing

Steps in developing writing

Choose and develop topic, target audience, research, organize and prewrite, draft and write, revise

Preparing Notes

1. Read the text carefully.
2. Select the key words in the passage or words that communicate the main idea.
3. Construct a sentence that captures the essence of the paragraph or state it in brief.
4. Note down the page number.
5. Note down the bibliographical details.

Business Message

Keep it short and simple.

Choose correct words.

Choose a good sentence structure

Construct a paragraph with the main idea at the start followed by ancillary adjoining points.

Adopt a “You”-viewpoint.

Choose the right style and tone.

Appropriate punctuations are very important.

Dictionary and Thesaurus Usage

Dictionaries contain the meaning of the words, their pronunciation, synonyms and antonyms. Thesaurus gives synonyms of words, providing a choice of words.

6.10 Self Assessment Test

1. Discuss the stages of writing and explain the advantages of pre writing and

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revising stages instead of drafting stage.

2. How should a business message be composed? What factors should be kept in mind?
3. Write short notes on:
 - a) Dictionary and thesaurus usage.
 - b) Punctuation marks
 - c) Style and tone of writing
 - d) Choosing target audience for writing
 - e) Researching

6.11 Further Reading

1. Hand Book Business communication skills, Chrissie Wrought, 2004, Jaico Publishing House.
2. Communication today Creative Skill, Ray, Reuben, 2001, Himalaya Publication House.
3. Business Communication, Sinha K.K.,
4. Business Etiquette, Kogan Page, Rogets Tesaurus Robinsion, 2003, Galotia Publishers
5. Ref <http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11-1.htm>
6. Ref <http://www.poslovni-bazar.si/?mod=articles&article=1201&lang=en>
7. Ref http://simple.wikipedia.org/wiki/Basic_English

UNIT 7 PARAGRAPH WRITING

Learning Objectives

In this unit you shall:

- Learn basic techniques of writing paragraphs.
- Know the definition, structure and parts of a paragraph.
- Develop the skills of listening, reading and understanding comprehension.
- Learn paragraph development by comparison and process description.

- Learn paragraph development by cause and effect, classification and generalization.

Structure

- 7.1 Introduction
- 7.2 Paragraph Writing
 - 7.2.1 Topic sentence and supporting details
 - 7.2.2 Prewriting Paragraphs
 - 7.2.3 Writing paragraphs
 - 7.2.4 Editing paragraphs
 - 7.2.5 Publishing paragraphs
 - 7.2.6 Types of paragraphs
- 7.3 Summary
- 7.4 Self Assessment Test
- 7.5 Further Reading

7.1 Introduction

Communication is the process involved with the exchange of any kind of information and to effectively communicate through any medium written or oral you should always keep in mind that the goal is to become concise, clear, and unified so that the audience follows along, understands and appreciates your point of view or train of thought.

This unit focuses on learning to develop your writing skills from simple sentence to full paragraphs. Paragraph writing techniques to enhance the quality of the written communication are explained so that you are able to clearly write the facts you wish to communicate. The method for understanding text or understanding what somebody is speaking (any type of written material or oral communication) is also explained in the section on comprehension. This will help you understand and get the meaning from any written material or from the oral communication you are having with somebody when somebody speaks to you.

A paragraph is a basic unit of organization in writing in which a group of sentences develops one main idea. The number of sentences a paragraph contains is not important. It can be as short as one sentence or as long as nine sentences, the most important thing is that the idea stated at the beginning is clearly developed.

7.2 Paragraph Writing

7.2.1 Topic Sentence and Supporting Details

The topic sentence is the first sentence in a paragraph that introduces the main idea of the paragraph. To write it, summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Supporting Details come after the topic sentence, making up the body of a paragraph. They give details to develop and support the main idea of the paragraph. While writing, one should give supporting facts, details, and examples.

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Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

The last sentence in a paragraph is the closing sentence. It restates the main idea of your paragraph. Restate the main idea of the paragraph using different words.

Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

7.2.2 Prewriting Paragraphs

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.

Six Prewriting Steps:

1. Think carefully about what you are going to write. Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?
2. Write out your answers to the above questions.
3. Collect facts related to your paragraph or essay topic. Look for and write down facts that will help you to answer your question.
4. Write down your own ideas. Ask yourself: What else do I want to say about

this topic? Why should people be interested in this topic? Why is this topic important?

5. Find the main idea of your paragraph or essay. Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.
6. Organize your facts and ideas in a way that develops your main idea. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Now decide which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph or essay.

7.2.3 Writing Paragraphs

The writing stage is when you turn your ideas into sentences.

a. Writing Steps:

- Write the topic sentence, supporting sentences, and closing sentence.
- Write clear and simple sentences to express your meaning.
- Focus on the main idea of your paragraph.
- Use the dictionary to help you find additional words to express your ideas.

7.2.4 Editing Paragraphs

The editing stage is when you check your paragraph for mistakes and correct them.

a. Grammar and Spelling

- Check your spelling and grammar.
- Read your essay again.
- Make sure each sentence has a subject and subjects and verbs agree with each other.
- Check the verb tenses of each sentence and whether each sentence makes sense.

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b. Style and Organization

- Make sure your paragraph has a topic sentence and your supporting sentences focus on the main idea.
- Make sure you have a closing sentence.
- See if your paragraph is interesting.

7.2.5 Publishing Paragraphs

The publishing stage is when you produce a final copy of your paragraph to hand in.

Three Publishing Steps:

1. Make a paper copy of your paragraph.
2. Show your work to your teacher, tutor, or parents.
3. Ask them for hints on how to improve your writing.

7.2.6 Types of paragraphs

a. Definition Paragraph

When writing a definition paragraph, you take a thing or an idea and explain what it is.

Example: Write a paragraph giving the definition of a pest.

The following words can help you to write a good definition paragraph:

1. "is defined as"

Example: A pest is defined as any animal or plant that damages crops, forests, or property.

2. "is a kind of"

Example: A pest is a kind of animal or plant that damages crops, forests, or property.

b. Classification Paragraph

When writing a classification paragraph, you group things or ideas into

specific categories.

Example: Write a paragraph discussing two types of energy resources.

The following words can help you to write a good classification paragraph:

Helper Words:
<u>is a kind of</u>
<u>can be divided into</u>
<u>is a type of</u>
<u>falls under</u>
<u>belongs to</u>
<u>is a part of</u>
<u>fits into</u>
<u>is grouped with</u>
<u>is related to</u>
<u>is associated with</u>

c. Description Paragraph

In a description paragraph, you are writing about what a person, place, or thing is like. Sometimes, you may describe where a place is located.

Examples: Write a paragraph describing what a polar bear looks like.

Describe where Canada's industry is located.

The following words can help you to write a good description paragraph:

Helper Words:

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Properties	Measurement	Analogy	Location
<u>size</u>	<u>length</u>	<u>is like</u>	<u>in</u>
<u>colour</u>	<u>width</u>	<u>resembles</u>	<u>above</u>
<u>shape</u>	<u>mass/weight</u>		<u>below</u>
<u>purpose</u>	<u>speed</u>		<u>beside</u>
			<u>near</u>
			<u>north/east/south/west</u>

d. Compare and Contrast Paragraph

In a compare and contrast paragraph, you write about the similarities and differences between two or more people, places, things, or ideas.

Example: Write a paragraph comparing the weather in Vancouver and Halifax.

The following words can help you to write a good compare and contrast paragraph:

Helper Words:

Similarities	Differences
<u>is similar to</u>	<u>the other hand</u>
<u>both</u>	<u>however</u>
<u>also</u>	<u>but</u>
<u>too</u>	<u>in contrast</u>
<u>as well</u>	<u>differs from</u>

	<u>while</u>
	<u>unlike</u>

e. Sequence Paragraph

In a sequencing paragraph, you are writing to describe a series of events or a process in some sort of order. Usually, this order is based on time.

Example: Write a paragraph outlining how a person becomes the prime minister.

The following words can help you to write a good sequence paragraph.

Helper Words:

Order	Time
<u>first, second, third, etc.</u>	<u>recently</u>
<u>in the beginning</u>	<u>previously</u>
<u>before</u>	<u>afterwards</u>
<u>then</u>	<u>when</u>
<u>after</u>	<u>after</u>
<u>finally</u>	
<u>at last</u>	
<u>subsequently</u>	

f. Choice Paragraph

In a paragraph where you have to make a choice, you need to choose which object, idea, or action that you prefer. Often, you will need to give your opinion on a choice of actions or events.

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Example: Write a paragraph stating whether you would prefer to play hockey or lacrosse.

The following words can help you to write a good choice paragraph:

Helper Words:

Point of View	Personal Opinion
<u>in my opinion</u>	<u>like/dislike</u>
<u>belief</u>	<u>hope</u>
<u>idea</u>	<u>feel</u>
<u>understanding</u>	
<u>I think that</u>	
<u>I consider</u>	
<u>I believe</u>	
<u>it seems to me</u>	
<u>I prefer</u>	

g. Explanation Paragraph

In an explanation paragraph, you need to explain how or why something happens. Very often in social studies class, you will be asked to explore causes and effects of certain events.

Example: Write a paragraph explaining why so many Europeans moved to Canada during the nineteenth century.

The following words can help you to write a good explanation paragraph:

Helper Words:

Cause	Effect
<u>because</u>	<u>therefore</u>
<u>since</u>	<u>thus</u>
<u>as a result of</u>	<u>consequently</u>
<u>is due to</u>	<u>hence</u>
	<u>it follows that</u>
	<u>if . . . then</u>

h. Evaluation Paragraph

In an evaluation paragraph, you make judgments about people, ideas, and possible actions. You need to make your evaluation based on certain criteria that you develop. In the paragraph, you will state your evaluation or recommendation and then support it by referring to your criteria.

Example: Write a paragraph evaluating whether pesticides should be used on farms.

The following words can help you to write a good evaluation paragraph:

Helper Words

Criteria Evaluation	for	Recommendation
<u>good / bad</u>		<u>suggest</u>
<u>correct / incorrect</u>		<u>recommend</u>
<u>moral / immoral</u>		<u>advise</u>

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<u>right / wrong</u>	<u>argue</u>
<u>important / trivial</u>	

7.3 Summary

Communication is the method for exchanging any kind of information. This unit focuses on improving your paragraph writing and comprehension skills thereby making your communication more effective.

Paragraph Writing

Paragraphs are important in any text material as they provide eye relief and help us understand the meaning better. A paragraph is a distinctive unit in all writings, usually marked by an indentation of the first line. It is a basic unit of organization in writing in which a group of sentences develops one main idea. A paragraph is marked by three basic characteristics:

- Unity:
- Coherence and
- Adequate development

Types of paragraphs

- Definition
- Classification
- Description
- Compare and Contrast
- Sequence
- Choice
- Explanation
- Evaluation

7.4 Self Assessment Test

1. What is meant by prewriting? Explain the steps involved?
2. Explain the process of paragraph development.
3. Write short notes on:
 - a) Description Paragraph
 - b) Evaluation Paragraph
 - c) Definition Paragraph
 - d) Role of comprehension in communication
 - e) Important features of comprehension

7.5 Further Reading

1. Hand Book Business communication skills, Chrissie Wrought, 2004, Jaico Publishing House.
2. Communication today Creative Skill, Ray, Reuben, 2001, Himalaya Publication House.
3. Business Communication, Sinha K.K.,
4. Business Etiquette, Kogan Page, Rogets Thesaurus Robinsion, 2003, Galotia Publishers
5. Effective English Communication Google Books By Krishna Mohan and Meenakshi Raman
6. <http://answers.yahoo.com/question/index?qid=20080730092147AAuaTUr>
7. http://www2.actden.com/Writ_den/tips/paragrap/prewrite.htm
8. http://www.paragraphorganizer.com/inner/how_to_write_paragraph.htm



**BLOCK 4:
FORMAL CORRESPONDANCE
SKILLS**





“

*Education is something
which ought to be
brought within
the reach of every one.*”

- Dr. B. R. Ambedkar



Dr. Babasaheb Ambedkar Open University
'Jyotirmay' Parisar, Sarkhej-Gandhinagar Highway,
Chharodi, Ahmedabd-382481

BCA (DES) 201
Communication Skills

BLOCK- 4

FORMAL CORRESPONDANCE SKILLS

UNIT 8 LETTER WRITING

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Learning Objectives

The aim of this unit to:

- Discuss the skill of letter writing
- Enhance letter writing skills of students
- Discuss business letters
- Develop business letter writing skills
- Enumerate the principles of business writing

Structure

- 8.1 Introduction
- 8.2 Basic Principles for Effective Business correspondence
- 8.3 Structure or Lay-Out of Business Letters
- 8.4. Summary
- 8.5 Self Assessment Test
- 8.6 Further Reading

8.1 Introduction

Business letters are backbone of a successful business house. If a businessman wants to establish contacts with the business world and government departments, wants to collect information, he has to make correspondence. Business letters are written to inquire about terms and conditions, to offer a new product, to complain for some problems, to calm down a furious customer, to place and cancel orders, to collect overdue amounts, to build a goodwill, to widen the approach and so on.

The Seven C's of Business Letter Writing:

If one wants to make his communication through business letters effective, he has to keep in mind the seven qualities. They are known as seven C's. To follow them one should be:

- Clear
- Concise
- Courteous
- Correct
- Conversational
- Convincing
- Complete

8.2 Basic Principles for Effective Business correspondence

Reader's Importance:

While writing business letters one should keep in mind the readers because it helps the writer in using proper language, tone and proper amount of content. The writer should see to it that the customer gets necessary and needed information and details.

Set Down the goal:

First of all the writer should set down the goal because it helps him to decide why he is writing and what does he want to achieve. This clarity helps him to achieve the desired goals. In short he should jot down the topics he wants to cover.

Use Right tone:

While writing a business letter, one should use a friendly tone but not at

the cost of efficiency. The content should lead the reader to believe that there is someone who notices him and takes interest in his concern.

A Powerful Beginning and Conclusion:

A well beginning is half done and accordingly a few opening lines of business letters are most important because they are read attentively and carefully and so that writer should put the most important information first. If one is writing the letter with reference to the previous letter, it contains such words as to satisfy his ego; for example,

- We have received your letter of complaint for late delivery. Please accept our sincere apology.
- We thank you for placing an order. We appreciate your trust with us.

At the same time the concluding paragraph of a business letter should be positive and polite and it contains those words that put the reader into action; for example,

- Once again we regret for the inconvenience caused to you and assure you to serve better.
- We look forward to hearing from you and if you want to collect any information or ask any question, you can write to us.

8.3 Structure or Lay-Out of Business Letters

The lay-out of business letters is made of seven regular parts and a few occasional parts. In this portion the general format and needed guidelines to draw letters is given.

Regular / Essential / Compulsory parts

1. Letter Head / Heading

It contains:

- The title / name of the firm writing letter
- Kind of business (Type of business)
- Full postal address
- Telephone number, telegraphic code, fax, e mail, web site etc.
- Reference [written occasionally]

Notes

For Example,

Books India Publication

(Educational Publishers)

P. K. House, B/h. M. J. Library

Ahmedabad - 380 006.

Phone: (079) 26582329

Fax: +91.79.26582330

Web site: www.booksindia.com

Shah Brothers

(Cloth merchants)

Relief Road

Ahmedabad

Phone: (079) 26582329

Fax: +91.79.26582330

Web site: www.shahbrothers.com

Note: Courtesy title (Mr. / M/s.....) is not written before the title in the heading.

In writing the address one must go from specific to general.

2. **Date:**

Date is written two spaces below the heading.

There are two styles of writing date.

(A) British style = ordinal numbers = DD - MM - YY

2nd July, 2008. - closed punctuation

2nd July 2008 - open punctuation

(B) American Style = cardinal numbers = MM - DD - YY

July 2, 2008 - closed punctuation

July 2 2008 - open punctuation

Note: Abbreviations shouldn't be used while writing months and if used, use them correctly; for example,

Jan., Feb., Aug., Sept., Oct., Nov., Dec.

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3. The Inside Address:

- It is written two spaces below the date.
- It contains the name and address of the addressee
- It is written in two styles.
 1. American (Block form)
 2. British (Indented form)
- Either open or closed punctuations are used; For example,
The Editor,
The Indian Express,
Ashram Road,
Ahmedabad.

The Editor,
The Indian Express
Ashram Road,
Ahmedabad.

- Courtesy titles are used if the name of the firm in Inside address is personal = begins with name or surname of a person/persons.

M/s. Patel and Sons Personal

The Rainbow Traders Impersonal

Some Courtesy Titles:

- i. Mr.: Mr. is used before the name of a gentleman or one can write Esq. (Esquire) after name

- Degree comes after writing Esq.
A. R. Patel, Esq., B.Com.

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Mr. A.R. Patel, B. Com.

ii. M/s.: Messers (M/s) is used before the title of a business firm where there is two or more than two male partners

M/s Shah Brothers

Messrs Roy & Company

iii. Miss: For an unmarried lady.

iv. Mrs.: For a married lady.

v. Ms.: A lady who does not want to show her identity whether she is married or unmarried or widow or divorcy can use this courtesy title; for example,

Ms. Heena Savant

vi. Mmes.: Mesdames or Mmes is used before the title of a business firm where there are two or more than two female partners; for examples,

Mmes Aahuza Sisters

Mmes Gita and Rita.

□ Inside address is very useful when window envelope is used. It saves the time and when the envelope is missed it is used to know to whom the letter is written.

4. Salutation:

□ It is written beside the left hand margin and two spaces below the inside address.

□ It is followed by a comma (,) or a colon (:)

□ Salutation must match with the first line of Inside address; for example,

M/s Patel & Sons

Dear Sirs,

Mmes Rita and Gita

Dear Mmes,; True

Dear Madam,; False

Three types of salutation

Most Formal

Sir, / Respected Sir,

Madam, / Respected Madam,

Informal

Dear Sir,

Dear Madam,

Dear Sirs,

Dear Mesdames,

Most Informal [very personal]

My dear Sir,

My dear Mr. Patel,

My dear Madam,

My dear Miss _____,

5. Body:

- It begins two spaces below the salutation.
- There should be double the space left between two paragraphs.
- The body shouldn't begin and close with a participle; for example,
Referring to your letter : false
I refer to your letter : true
Awaiting your early reply : false
We await your early reply : true

6. Complimentary Close or Leave Taking:

- It is written two spaces below the last line of the body.
- Apostrophe 'S' is not used.
Your's Faithfully : false
Yours faithfully, : true
- Complimentary close should match with salutation
Sir, Most formal Yours respectfully,
Madam salutation Yours obediently,
Obediently yours,

My dear Sir, Most informal Yours very truly,

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My dear Mr. _____, salutation

Yours lovingly,

Very truly yours,

Dear Sir, Informal

Yours faithfully,

Dear Madam,

Salutation Yours sincerely,

7. Signature:

Signature gives the letter legal validity. It appears two spaces below the complimentary close. If the signature is not readable, the signatory's name is typed below the signature.

Individual responsibility:

Yours faithfully,

Bhupesh

(B. O. Gupta)

Partner Rainbow

Traders

Company responsibility:

Yours faithfully,

Rainbow Traders

Bhupesh

(B. O. Gupta)

Per Pro. Signature:

Per pro is a short form of per procuracionem = on behalf of. This is done when some person is given the authority to sign letters under power of attorney.

Yours faithfully,

Per Pro Johnson and Co.

Ramesh

(R. J. Shah)

For: If the letter is of routine or ordinary kind, clerks sign them. They write 'for' before the name of the company or a manager's designation; for

example,

Yours faithfully, For
Umiya Electronics (B.
C. Rao)
Yours faithfully,
B. C. Rao
For manager

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Occasional Parts:

These parts are used when it is required or necessary to do so.

1. The Attention Line:

It is written between the inside address and salutation. It is used to send the letter to a particular person or department immediately; for example,

Attention: R. K. Khatri (Manager)

Attention: Accounts Department.

2. The Subject Line or reference Line

It is written two spaces below the salutation. By this line the reader can know what the letter is about; for example,

Subject / sub.: Our bill no. 24 dated 26 th January for Rs. 26,000

3. The Identification Line / Source Reference:

It is written two spaces below the signature and near the margin.

It contains two groups of letters. The first group of three letters indicates the persons who drafted the letter. The second group of two letters indicates the typist. They are separated by an oblique; for example,

Yours faithfully,

Ritesh

MPS / RP.

4. Enclosures:

It is written a space below the signature. It mentions a document or documents attested with the letter; for example,

Notes

Yours faithfully,

Ritesh

Encl.

A cheque no. "000001" for Rs. 10,000.

5. Mailing Instructions:

It is written either below the enclosure or the top of the envelope. It shows by which type of post the letter is sent; for example,

Yours faithfully,

Ritesh

Encl: one

REGD. A.D. / AIR MAIL / REGD. POST / UNDER POSTAL
CERTIFICATE

6. Carbon Copy Notation:

It is written a space below enclosure. When a copy of the letter is to be sent or dispatched to a person other than the addressee, this is used; for example,

Yours faithfully,

Ritesh

Encl: one

Copy to: Mr. Pritesh Agarwal

7. Postscript (P. S.):

Latin word: postscriptum = written afterwards

When the writer forgets to write something, he writes it at the bottom.

In the past this is intentionally used to draw the attention.

As a rule however, this practice must be considered outdated.

Signature of the authorized person must be done after it; for example,

Yours faithfully,

Ritesh

Encl: one

P. S.: Remember our offer is open for a week only.

1. An Inquiry Letter

Royal Furnitures, Baroda wish to purchase steel furniture from Uttam Steels, Bombay. Draft a suitable letter of inquiry from Royal Furnitures.

Royal Furnitures

Raopura

Baroda

5th April, 2009

The Manager,

Uttam Steels,

Dadar,

Bombay - 400 002

Dear Sir,

We are leading dealers in wooden & steel furniture. We are interested in your "UTTAM" steel furniture. Please send your latest catalogue and pricelist.

We intend to place a large order. We, therefore, request you to offer us your maximum discount and favorable terms of payment.

We require the goods for the coming marriage season. We, therefore, request you to inform us your early delivery period.

Please note if your prices, terms and delivery period are acceptable to us, we shall place our order with you.

We await your prompt reply.

Yours faithfully,

For, Royal Furnitures,

R. V. Mistry

(Partner)

Notes

2. Reply to an inquiry.

You have received an inquiry asking for the prices & particulars of your “WALKWELL” shoes. Draft a suitable reply.

WALKWELL FOOTWEARS

Leather Market

Kanpur

April 17, 2009

Gujarat Boot House,

Pankor Naka,

Ahmedabad.

Dear Sir,

We thank you for your inquiry dated 7th April asking prices & particulars of our “WALKWELL” shoes. We send you herewith detailed catalogue and pricelist.

We shall grant you 20% discount on prices, if your order is worth Rs. 1,00,000 at a time. Our terms of payment will be: “PAYMENT AGAINST DELIVERY DOCUMENTS THROUGH YOUR BANKERS”. The packing and forwarding will be free of charge.

We assure you to execute your order within 15 days from the date of the receipt of your order.

We hope, you will find our prices & terms - conditions most reasonable.

We look forward to serving you satisfactorily.

Yours faithfully,

For, Walkwell Footwears

M. M. Sheikh

(Proprietor)

3. Inquiry asking for an estimate

Write a letter from Adarsh Industries, Ahmadabad to Voltas Air conditioners, Baroda asking reasonable estimate for supplying and installing 15 air conditioners. (“VOLTAS” & of 1.5 ton capacity) in their newly constructed branch office at Baroda.

Adarsh Industries

Naroda Road

Ahmedabad.

3rd March, 2009

The Manager,

Voltas Air conditioners,

V.I.P. Road,

Baroda.

Dear Sir,

We are open to consider the most competitive estimate for supplying and installing 15 air conditioners (best Indian made, 1.5 ton capacity) in our newly constructed branch office at: 7, Alkapuri, Baroda. We request you to submit your reasonable estimate.

The air conditioners, you supply, and materials you use for installation should be of best quality and durability.

The branch is to start functioning from 1st April, 2009. Therefore please inform us whether you are in a position to complete the work by 28th March 2009.

We look forward to receiving your complete estimate at an early date.

Yours sincerely,

For, Adarsh Industries

M. R. SHAH

(MANAGER)

Notes

4. Reply to above letter
Voltas Air Conditioners
V.I.P. Road
Baroda

March 10, 2009

Adarsh Industries,
Naroda Road,
Ahmedabad.

Dear Sirs,

We thank you for your inquiry dated 3rd March asking our estimate for supplying & installing 15 air conditioners of 1.5 ton capacity each at your newly constructed branch office at: 7, Alkapuri, Baroda.

We shall supply our "VOLTAS" air conditioners, which have gained popularity for their excellent performance. The installation work will be to your entire satisfaction. We send you herewith our detailed estimate.

We assure you to complete the work on or before 25th March, 2009. We hope you will find our estimate most reasonable.

We look forward to serving you satisfactorily.

Yours sincerely,

Voltas Air conditioners,
T. N. Bhardwaj
(MANAGER)

Encl: A Detailed Estimate.

5. Complaint - Non Execution of Order.

The prospective suppliers in table and ceiling fans have received a complaint from one of their customers regarding the non execution of his order. Draft the complaint on behalf of the customer.

Gujarat Traders

Sayaji Ganj

Baroda.

25th March, 2008

All India Electrical Suppliers,

Gandhi Road,

Ahmedabad.

Dear Sirs,

We refer to our order dated 5th March for 'BREEZE' Table & Ceiling Fans. We had specifically instructed you to supply them before 15th March. We are sorry we have not yet received the goods.

We had ordered the goods to fulfil a government contract. The non execution of our order has caused a great worry to us.

We, therefore, request you to supply them within 8 days from the receipt of our letter. If you fail to do so, we shall be compelled to cancel our order and get all our present and future requirements from elsewhere.

We look forward to your prompt and positive response.

Yours faithfully,

Gujarat Traders

Notes

6. Adjustment to above complaint.

All India Electrical suppliers, Ahmedabad has received a complaint from one of their customers that his order is not yet executed. Draft a suitable reply.

All India Electrical Suppliers

Gandhi Road

Ahmedabad.

31st March, 2008

Gujarat Traders,

Sayaji Ganj,

BARODA.

Dear Sir,

We are in receipt of your complaint dated 25th March regarding the non-execution of your order for 'BREEZE' table and ceiling fans. We are sorry for the inconvenience caused to you.

The members of the staff in our office were on strike. The administrative work was badly paralyzed. As such we could neither execute your order nor intimate you about the delay in the delivery.

However the strike is now over. We hope we shall be able to dispatch the goods within six or seven days. We trust you will understand our position and cooperate.

Yours faithfully,

All India Electricals Suppliers

7. Complaint - Late Delivery of Goods.

M/s. B. Dalal & Sons, Bilimora has received silk sarees from Benaras Jari Works, Benaras a month later than the stipulated date of order. The marriage season for which the sarees were ordered is about to end. Write a letter of complaint on behalf of M/s. B. Dalal & Sons Stating how they have been put in trouble. Ask for additional discount to dispose of goods in the remaining short period of the marriage season.

M/S. B. Dalal & Sons,

Garden Road,

Bilimora

15th April, 2008

The Sales Manager,

Benaras Jari Works,

BENARAS.

Dear Sir,

We are sorry to inform you that our order dated 25th February for silk sarees is executed late by one & a half month. We had specifically instructed you to supply them within 15 days.

We required the goods to meet with the seasonal demand during marriage season. The goods are received when the season is about to end. We lost the reasonable business because of the supply of the goods.

The season is likely to be over within a few days. We, therefore, request you to allow us 7% additional discount on prices enabling us to sell off the goods within a short period.

We look forward to your favorable response.

Yours faithfully,

For, M/s. B. Dalal & Sons.

R. B. Dalal

(Partner)

Notes

8. Letter of Adjustment to above.

Gram: BENARASJARI

Phone: 2536147

Benaras Jari Works

Jari Udyog Comlex,

Benaras.

April 20, 2008

M/s. B. Dalal & Sons,

Garden Road,

Bilimora.

Dear Sirs,

We have your letter dated 15th April complaining about the late delivery of the Silk Sarees, ordered by you. We are sorry for the delay.

The fact is that your order had been misplaced by our order-clerk. When we got it, we at once executed the order. We also reprimanded the clerk for his carelessness.

We agree with your proposal and grant you an additional discount of 7% on prices. We send you herewith the modified bill.

We shall be more careful in future, please note.

Yours faithfully,

For, Banaras Jari Works

R. K. Gupta

(Sales Executive)

Encl.: The modified bill No. 020

9. Draft a letter of complaint from a retailer in furnishings to Rajasthan Handloom House, Jaipur that the curtains supplied to him are of inferior quality and not as per the samples shown.

Shivam Cloth Centre

Sayajiganj,

Baroda

5th January, 2008

The Sales Manager,

Rajasthan Handloom House,

Palace Road,

JAIPUR.

Dear Sir,

We thank you for the prompt supply of curtains, We are sorry that on opening of the consignment, we have found them inferior in quality and not as per the samples shown to us.

Please note our customers do not approve of such inferior quality of curtains. As such we cannot sell them. We, therefore, send them back within a week.

We request you to send the curtains strictly as per our expectation at an early date.

Yours faithfully,

P. K. Dave

Shivam Cloth Centre

Notes

10. Adjustment letter to above.

One of your customers has complained that the curtains supplied to him are of inferior quality and not in accordance with the samples shown to him. Draft a reply expressing your regrets and showing willingness to replace the goods.

Rajasthan Handloom House

Palace Road,

Jaipur

January 15, 2008

Shivam Cloth Centre,

Sayajiganj,

Baroda

Dear Sirs,

We have received your letter dated 10th January. We are sorry to know that the curtains you have received are different in design from the samples shown to you. Moreover they are of inferior quality.

We have found that our Dispatch Department has by mistake, sent you the wrong parcel. We send you today the curtains as per your requirements. Please send back the wrong parcel you received.

We are sorry for the inconvenience to you. We assure you that we shall be more careful henceforth.

Yours faithfully,

R. V. Jain

(Manager)

Rajasthan Handloom House

11. Complaint for the damaged goods.

Write a letter from Students Books Stores, Surat to Bhart Publishers, Kalbadevi Road, MUMBAI complaining about the damaged goods they have received in the last consignment.

Students Books Stores

Athwa Lines

Surat

July 18, 2008

The Manager, Bharat

Publishers, Kalbadevi

Road, MUMBAI -

400 076.

Dear Sirs,

We thank you for the prompt execution of our order dated 2nd July for 100 'Business Correspondence' by Prof. Shah & Prof. Mehta.

We are sorry to inform you that on opening of the consignment, the books were found in damaged condition.

We, therefore, request you to replace the damaged books by sending us fresh goods.

We await your prompt action.

Yours faithfully,

Students Book Stores.

(R. N. Desai)

Proprietor

Notes

12. Adjustment to above complaint.

Gram: BHARATPUR

PHONE: 91929394

Bharat Publishers

Kalbadevi Road,

Mumbai: 400 076.

21st July, 2008

Mr. R. N. Desai.

Students Books Stores,

Athwa Lines,

Surat.

Dear Sir,

We have your letter dated 17th July. We are sorry to note that you received 100 'Business Correspondence' books in a damaged condition in the last consignment sent by us. We are sorry for the inconvenience caused to you.

We find that it was the mistake of our Dispatch Department, which sent you the damaged goods through oversight.

We send you today fresh books by road. Please send us back the damaged goods at our cost and risk.

We assure you, we shall be more careful henceforth.

Yours faithfully,

For, Bharat Publishers

N. R. Shah

(Manager)

13. Complaint about defective goods.

Sneha Sarees Centre, Sursagar, Baroda has received the Silk Sarees defective in colour and design. They write a letter of complaint to Kashmir Silk Emporium, Chandani Chowk, Delhi.

Sneha Saree Centre
Sursagar
Baroda

October 11, 2008

Kashmir Silk Emporium,
Chandni Chowk,
DELHI.

Dear Sirs,

We thank you for the prompt execution of our order dated 1st October for 100 Silk Sarees. We are sorry; we found them defective in color and design.

You will agree with us that we cannot retain and sell such defective sarees. We, therefore, send them back at your cost and risk.

We request you to send us fresh sarees at an early date.

We look forward to your prompt action.

Yours faithfully,

Sneha Saree Centre
M. N. Patel
(Proprietor)

Notes

14. Adjustment to above complaint.

Kashmir Silk Emporium

Chandni Chowk

Delhi

21st October, 2008

Sneha Saree Centre,

Sursagar,

Baroda.

Dear Madam,

We have your letter dated 11th October and have noted that you have received sarees defective in color and design in the last consignment sent by us.

We have found that our Dispatch Department sent you the defective sarees by mistake. We send you today fresh sarees as per your requirement. We are sorry for the inconvenience caused to you. We assure you of our utmost care in future.

Yours faithfully,

For, Kashmir Silk Emporium

K. R. Khanna

(Manager)

15. Complaint - impoliteness of an employee.

Draft a letter of complaint against the impolite behavior of an employee.

R. J. Shah

Sardar Society

Navrangpura,

Ahmedabad - 380 009.

3rd August, 2008

The Manager,

Apna Bazar,

Lal Darwaja,

Ahmedabad.

Dear Sir,

I am sorry to bring to your notice the unhappy incident; I had, with your counter clerk Mr. S. S. Shah, when I visited your store on last Monday.

I wanted to purchase a few hosiery items. I inquired why the prices of 'NEETEX' hosiery items were higher than those of other similar products. Mr. Shah somehow became angry and started using indecent language. I feel that such an impolite behavior of an employee speaks against the name and fame of your reputed store.

Please note, I write this letter only with a view to avoiding such unfortunate incidents with the valued customers in future.

Yours sincerely,

R. J. Shah

Notes

16. Adjustment to above complaint.

The manager of Apna Bazar has received a complaint about the indecent behavior of an employee with a valued customer. Draft a letter of apology from the Manager.

Apna Bazar

Lal Darwaja

Ahmedabad.

August 7, 2008

Mr. R. J. Shah Sardar

Society, Navrangpura,

Ahmedabad - 380 009.

Dear Sir,

We have your letter dated 3rd August informing about the sad experience you had with Mr. S. S. Shah, a counter clerk at our stores. I am sorry for the unfortunate incident.

I have personally called Mr. Shah and reprimanded him for his impolite behaviour. Mr. Shah has rendered his apology in writing. He has also assured that such thing will not repeat.

I thank you for your letter bringing the indiscipline before it becomes uncontrollable.

I once again, regret for the unhappy incident.

Yours Sincerely,

P. Dani

(Managing Director)

19. Complaint - Shortage in weight.

A customer complains about the shortage in weight in the goods he has received. Draft the letter of complaint.

Deepak Departmental Stores
Near Railway Workshop
Dahod.

May 7, 2008

Gujarat Tea Suppliers,
Relief Road,
Ahmedabad.

Dear Sir,

We thank you for the prompt execution of our order dated 1st May for 500 Kg. 'Darjeeling A-one' teas. We are sorry to find that there is a shortage of 20 kg. tea. The boxes are intact and there is no sign of pilferage. It seems that your Packing Department might have sent the tea less in weight by mistake.

We request you to send 20 kg. tea or a credit note for Rs. 1,500/-.

We look forward to your early action.

Yours faithfully,

For, Deepak Departmental Stores

S. K. Patel

(Manager)

Notes

20. Adjustment to above complaint.

Gujarat Tea Suppliers, Ahmedabad have received a complaint about shortage in weight in the last consignment of tea sent to their customer. Draft a suitable letter on behalf of Gujarat Tea Suppliers.

Gujarat Tea Suppliers

Relief Road,

Ahmedabad.

May 11, 2008

Deepak Departmental Stores,

Nr. Railway Workshop,

Dahod.

Dear Sirs,

We have received your letter dated 7th may, 2008 informing us that you have received 20 kg. tea less in the last consignment sent by us. We are sorry for the inconvenience to you.

We inquired into the matter and found that it was the mistake of our Packing Department. We send you today 20 kg. of Darjeeling A One tea to make good the shortage in weight. Please find here with the Truck Receipt No. 345.

We assure you that we shall be more careful in future.

Yours faithfully,

Darjeeling Tea House,

S. K. Sheth

(Manager)

Encl: Truck Receipt.

8.4 Summary

If a business man wants to establish contacts with the business world and government departments, wants to collect information, he or she has to learn how to draft **letters as it is one of the powerful means of communication**. In the age of computer business letters are written as they are kept as proof and one can send his message with their help at the cost of a few penny.

If business letters are so much important one should keep in mind certain **principles while drafting letters** such as clarity, conciseness, courtesy, connectivity and completeness. At the same time one should also keep in mind the readers because it helps the writer in using proper language, tone and proper amount of content.

8.5 Self Assessment Test

1. What are the various C's of Business Letters? Describe in detail.
2. Describe the different types of business letters.
3. Answer briefly:
 - a. You bought a TV from an Electronic Shop. After two to three days you found that it is not working properly. Write a complaint letter to the shopkeeper and tell him to take quick action to sort out this problem.
 - b. Write a leave letter to your immediate boss.
 - c. You saw an advertisement of a job in newspaper. Write an application along with your resume.

8.6 Further Reading

1. Business Communication - K. K. Sinha - Galgotia Publishing Company, New Delhi.
2. Media and Communication Management - C. S. Rayudu - Himalaya Publishing House, Bombay.
3. Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli - Sultan Chand & Sons, New Delhi.
4. Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi.
5. Business Communication - Dr. S.V. Kadvekar, Prin. Dr. C. N. Rawal and Prof. Ravindra Kothavade - Diamond Publications, Pune.

Notes

6. Business Correspondence and Report Writing - R. C. Sharma, Krishna Mohan - Tata McGraw-Hill Publishing Company Limited, New Delhi.
7. Communicate to Win - Richard Denny - Kogan Page India Private Limited, New Delhi.
8. Modern Business Correspondence - L. Gartside - The English Language Book Society and Macdonald and Evans Ltd.
9. Business Communication - M. Balasubrahmanyam - Vani Educational Books. Creating a Successful CV - Siman Howard - Dorling Kindersley.
10. Rajneesh Agarwal & BB Tiwari, "Multimedia Systems", Excel Publication New Delhi.

UNIT 9 JOB APPLICATION

Learning Objectives

The aim of this unit is:

- To make students aware about the different parts of a job application
- To teach students the skill of writing a job application
- To explain to students how to write effective resume
- To illustrate the process of writing a covering letter
- To describe different types of Resumes

Structure

- 9.1 Introduction
- 9.2 Essential Parts of an Application - Cover Letter and the Resume
- 9.3 Types of Resumes or Curriculum Vitae
- 9.4 Summary
- 9.5 Self Assessment Test
- 9.6 Further Reading

9.1 Introduction

Application writing is believed to be a simple and mechanical job, which is not true. One can compare an application with a sales letter, which offers services to a person or a firm. Like a sales letter, an application must contain the quality which can win the reader's attention, create interest in what is offered and convince the employer that what is offering is what he is in search of. The advertiser receives a number of applications and the other applicants may be more qualified and experienced, but this is not the only criteria of getting job. In fact, the success of employment search depends a lot on how well he or she communicates. Effective communication skills are the most important factor for job applicants to get the employment. It means a candidate's ability to design a persuasive resume and an effective cover letter matters a lot.

9.2 Essential Parts of an Application - Cover Letter and the Resume

An application is made of two essential parts:

1. Resume
2. Cover letter or application letter

1. Resume:

The first step to acquire a dream job starts with preparing a good Resume. It is also known as CV (Curriculum Vitae), Bio data, Personal data sheet etc. It is a written statement of an individual's personal history, biographical details, education, professional training, experience, skills, abilities, achievements, references and other strong points that make over suitable for being called for an interview. In short the main objective of a resume is winning a job, interview by highlighting the applicant's fitness for a particular position.

A resume is usually attached to an application letter and so read only after the application or cover letter, but it is something so important that it is prepared first. Generally candidates keep their resumes ready in advance and then just mail a photocopy along with a cover letter. But this is not the right way because every job has its own specific requirements and a good resume always depends on a person's background, employment needs, career goals and professional conventions in the area of specialization.

Notes

Parts of a Resume:

However there is no set order in which a resume is written, the following are the standard parts of an ideal resume.

☐ **Heading:**

The heading of a resume should include name, full postal address with pin code number, telephone number with STD code, fax number and e-mail address.

☐ **Position Sought:**

The position for which application is written should be mentioned when one applies for a solicited job position. It enables the employer to distinguish from those applications that might have been sent for some other post. One can avoid this part in the resume, if the application is for an unsolicited job position.

☐ **Career Objective:**

This part of a resume includes a specific statement expressing one's career goals, interest and motivation in relation to the targeted position. For example;

- ☐ To obtain a position of a system manager in a leading IT company where i will have opportunities to utilize my experience.
- ☐ To associate myself with an organization that provides a challenging job to prove innovative skills and hard work. To be involved in providing software solutions to enhance network security.
- ☐ To reach excellence in teaching communication skills to the students of engineering and lead them to be expert communicators.
- ☐ It is recent practice to include professional summary in place of career objectives. It is a one-sentence statement giving details of the applicant's major achievements, specialization, qualifications and work experience. It is supposed to help the reader of the resume to find most relevant information about the applicant immediately, For example;
 - ☐ Over eight years experience of teaching communication skills to the management, engineering students.

☐ **Education:**

Employers are interested in learning about the candidate's education and professional training. The following details regarding education should be given in reverse chronological order - that is starting from, the most recent educational

information:

- Name & Address of the school/college/Institute
- Name of the Board/University
- Month and year of passing
- Major areas of study
- Grade/Class/Percentage/Division
- Work experience:

Every employer is interested in employing experienced employee with professional skills. The applicant should choose that experience which best meets the job requirements from his or her total experience. Normally it should begin with the present position to other senior positions. If the applicant has impressive work experience relevant to the position, it should be provided before educational details.

- Activities / Special skills and Aptitudes:

In the age of competition, the candidates with special skills and aptitudes are given first preference. These include volunteer activities, community service, special equipment one can operate, foreign languages, machinery operation, computer skills, technical writing etc. However one should highlight only those skills that are relevant to the job position. The purpose of writing hobbies and activities is to prove that the candidate is an active, dynamic and energetic person.

- Achievements / Awards:

The achievements and awards distinguish the applicant from the rest. This section includes scholarships, fellowships, certificates, awards and prizes. The applicant should give details regarding the nature of award, the activity for which you received the award, date or month and year of receiving, and also by whom the award is presented.

- References:

In the age of competition the names of two or three persons who can give letters of reference should be mentioned. These persons may include the applicant's teacher, guide, colleague, previous employer etc. Name, designation, address, contact number, email address should be given under reference.

2. Cover Letter or Application Letter:

A job application letter is a persuasive message which offers an applicant's

Notes

services to a prospective employer. Its purpose is to convince the employer to read the enclosed resume and to impress him with the applicant's abilities and education. So it should be written very skillfully. It is divided in three separate paragraphs.

Introductory Paragraph:

In the first paragraph, say specifically the position you are applying for and how you discovered the job opening - through advertisement or someone known to you. Also state the reasons for your interest in that particular company. The following are a few examples of introductory paragraphs. One should use them as per the requirement:

- Please consider me as a candidate for the position of Assistant Sales Manager, advertised in June 10 issue of The Times of India (Ahmedabad edition). The position is attractive to me because with degree of M.B.A in marketing and two years experience, I can serve the company well. (use in case of a job advertised in a news paper)
- I have been told by Mr. Kunjal Shah, chief engineer of your institute, that you need sales engineers with experience in Cement Machinery. I am a First class degree holder in Mechanical Engineering and working as a sales manager with Johnson & Company for four years. (In case of reference)
- Is your fast growing company looking for a software developer who can offer his services with sufficient experience? (In case of unsolicited application letter)
- My 12 years experience in the export of automobile part, with complete knowledge of the international market, has given me confidence to meet the challenges of Chief, Export your company advertised in the April 10 issue of the Indian Express.

Main Text:

Having captured the employer's attention, an application letter should contain the details which can prove that the applicant is worth hiring. As it is a difficult task, the applicant should provide authentication that support facts, testimonials or certificates and professional skills. One can make a persuasive main text by describing achievements and capabilities and highlighting strengths, for example;

As my resume shows, I got my M.B.A., with marketing from St. Meera Institute of Management and Technology, Northern Virginia University with a

sound understanding of marketing principles in selling premium products and excellent analytical skills; I would be able to serve your company well.

Closing:

At the end, the applicant has to conclude the cover letter by motivation the reader for a specific action and telling him or her how he or she can get in touch.

For example,

I am a hardworking person who enjoys the challenges. Enclosed is my resume for your consideration - and look forward to having the opportunity to talk with you at your convenience.

The following are two sample of cover letter. The first one is solicited application letter and the second one is an unsolicited application letter.

Sample . 1 = Solicited Application Letter

DARSHAN MITTAL

128, Karnavati Prak,

Maninagar, Ahemdabad.

July 21, 2008

Mr.Venu Gopal,

Vice President (HRD)

Electrolux Kelvinator Ltd,

Gurgaon, Haryana.

Dear Sir,

When I saw your advertisement in The Hindustan Times dated 18th July 2008 for the post of a Sales Manager, I felt it was just the kind of post which I have been looking for. My varied sales experience and my bachelor's degree in Business Administration are my strongest qualifications for this position.

As you can see from the enclosed resume, I have sold a variety of products through my extracurricular activities and have worked in many banking environments through my cooperative education and internship positions. My marketing, computer research, and customer relations experiences, as well as my oral and written communication skills, should prove valuable in increasing sales

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volume of your products. I am enthusiastic about pursuing a career in sales with Electrolux Kelvinator Ltd. because of its diverse product line and international scope.

I would appreciate meeting with you to discuss how my experience can contribute to Electrolux Kelvinator Ltd. And I can be contacted between 8:00 am to 6:00 pm at 9725118802.

Yours Sincerely,

Darshan

Encl: Resume

Sample - 2: Unsolicited Application Letter

Tejas Agrawal,

D/13, Maruti Township,

Nr. Mehsana Nagar,

Nizampura, Vadodara.

22nd November, 2009

The Manager,

Human Resource Department,

Pidilite Electricals Ltd,

Bandra Kurla Complex,

Mumbai - 51.

Dear Sir,

Is your fast growing company looking for dynamic, high caliber professional to be part of your expansion and share the resulting success and satisfaction? As an experienced electric engineer with a desire to work in an empowered work environment that offers unmatched opportunities through continuous training and career progression, I would like to be a part of your expanding multi-business company.

After completing B.Tech in Electrical Engineering from IITD, I did a specialised course in Auto CAD. Since 2000 I have been working as an electrical engineer in F L Smidth Limited, a member of F L Smidth Group, engaged in design and manufacture of cement plants and machinery. In this position, I am involved in designing power system for large process industries and I have considerable knowledge regarding International Codes and Standards. Moreover, I have gain hands-on experience in Switch Yard Design, Short Circuit Calculation, Relay Coordination, Harmonic Analysis, and the selection of LV and MV Motor, Distribution Transformers, and LV and MV Switch Board.

My enclosed resume provides additional information regarding my education, training, experience, skills, achievements, and references. I would appreciate meeting with you to discuss how my experience in designing a power system for large process industries could contribute to Jackson Associates Limited. You can reach me at (079) 25856128 between 8:00 am and 6: 00 pm or contact me via e-mail at tejas@rediffmail.com.

Yours Sincerely,

Tejas

Encl: Resume

9.3 Types of Resumes or Curriculum Vitae

There are three types of resume:

1. Chronological Resume
2. Functional
3. Combination / Hybrid

1. Chronological Resume:

The chronological resume emphasizes on education and experience. It lists entries (Education, work experience) in reverse order, beginning with the most recent experience and degree. This type of resume is preferred now-a-days by most employers.

The following is a sample of chronological resume

VINAY MATHUR

249, Ashoka Bhavan,

BITS, Pilani,

Notes

Rajasthan - 333031

E-mail: vinay_mathur@yahoo.com.in

POSITION SOUGHT: Manager-Project

OBJECTIVE: To contribute to the growth of a leading project management company by working in a challenging position where I will have opportunities to utilise my exposure to project management methodologies and experience as project leader in construction activities of large scale heavy engineering projects.

EXPERIENCE: Project Leader, Dharampal Premachand Ltd., Sector-60, Noida-201 301 December 2001 to present

- Complete civil projects within or ahead of the schedule through strict planning, monitoring, and control while maintaining the best construction standards.
- Supervise erection of auxiliary facilities like water treatment, ETP, cabling, piping and other utilities.
- Maintain customer relations through effective presentation of technical expertise.

Assistant Project Manager (Civil), Subhash Projects and Marketing Ltd, Park Street, Kolkata.

December 1998 to November 2001

- Assist in the project management of various civil works being executed at site
- Coordinate with Head Office, sites, various departments and subcontractors
- Maintain close liaison with clients

Education Pondicherry Engineering College, Pondicherry B. Tech in Civil Engineering, July 1998

Institute of Information Technology, Mumbai Certificate in Computer Programming, December, 1998.

Special Skills

- Proficient in MS-DOS, Microsoft Windows, Excel, and Word 98 and 2000
- Good problem-solving skills

- Excellent communication and interpersonal skills
- Competent in speaking French

Activities

- Member, Institution of Engineers, New Delhi
- Member, National Cadet Corps, 1994-1996
- Secretary, Society for Promotion of Science, New Delhi

Interest

- Badminton, Football, Cycling
- Classical Music, Movies, Fiction

2. Functional Resume:

Some employers are more interested in the applicant's ability to handle the position they are applying for and they prefer a functional resume. Unlike chronological resume, functional resume emphasizes individual fields of competence and skills and so used by applicants who are just entering in the job market.

21/A, AMRITA SHERGIL MARG. NEW DELHI - 110 003

PHONE (011) 2462080/ 24692993, 9810455654.

E-MAIL: akshita81@yahoo.com

JOB OBJECTIVE:

Initially I want to work as a management trainee in industry where my education in management, with a major in marketing, may be enhanced. My ultimate goal is to be a senior executive in marketing.

PERSONAL PROFILE

- Date of Birth: 7th June 1981
- Marital Status: Single

SPECIALISATION

- Marketing and Sales
- Human Resource Management

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EDUCATION

- Post Graduate Diploma in Business Management from Amity Business School, Noida - 2004
- Bachelor of Arts - Sociology Honors, Lady Shri Ram College (LSR), New Delhi - 2002
- Senior Secondary (XII) CBSE - Humanities, Sardar Patel Vidyalaya, New Delhi - 1999
- Higher Secondary (X) CBSE, Sardar Patel Vidyalaya, New Delhi - 1997.

SCHOLARSHIPS/AWARDS:

- Shri Ram Swaroop Ahuja Award of Outstanding performance in Sports - 1998.
- Shri Jaswant S Pandaya Award for Outstanding Performance in Athletics - 1996
- Govt. of India Sports Talent Search Scholarship Scheme - 1994-95.

INTERESTS AND ACHIEVEMENTS

- President of National Sports Organization 2001-02 at Lady Shri Ram College.
- Awarded certificate of merit for Contribution to Sports.
- 1st Degree International Black Belt in Tae-Know-Do (Korean Martial Art)
- Won 62 Gold Medals in Domestic Championships and 4 Bronze Medals as an International Player.
- Held Merit Positions in Basketball, Volleyball, Badminton, Table Tennis and Judo.
- Organized sponsorships worth Rs.1lakh for LSR Sports Festival - 2001.
- Organized a Cross-Country run for “Green & Clean Delhi” on Aug 24th 2001, LSR and other events in capacity as the President.
- Participant and Member of Organizing committee of Sangthan 2003 (Amity Inter-Institute Annual Sports Meet)
- Won 9 medals including 7 GOLDS.
- Master of Ceremony for the following events organized by Amity Business School.

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Alumni Meet

Mentor Meet

Corporate Meet

Acumen 2003, Organised by Business Today

PERSONAL OBJECTIVE

My desire is to create a truly competitive arena wherever I work. I want to bring my enthusiasm and sense of confidence to the organization and to the people I work with. My involvement in various areas of activities at college has taught me crucial lessons on leadership and teamwork.

STRENGTHS

- Team Player
- Self Confident & Goal oriented
- Fast learner with an ability to excel.

WORK EXPERIENCE

- Worked as a Trainee in Enterprise Nexus, Ad Agency in the Research and Planning Department.
- Conducted research for General Motors undertaken by Enterprise Nexus.

REFERENCES

- Available on request.

9.4 Summary

Application writing is believed to be a mechanical job, but this is not true. A good and well planned resume helps in getting a good job. A perfect application catches the attention of the employer and helps in getting a favorable response. One can compare an application with a sales letter, which offers services to a person or a thing. An application must contain the quality which can win the employer's attention and create interest in going through the profile. The two essential parts of an application are– resume and cover letter.

9.5 Self Assessment Test

1. Discuss different factors which are necessary for making your resume and your covering letter attractive and presentable.
2. Describe different types of resumes.
3. Write short notes on the following:
 - a. Parts of a resume
 - b. Introductory paragraph of cover letter
 - c. Closing paragraph of cover letter
 - d. Main text of cover letter
 - e. Personal Objectives in a resume

9.6 Further Reading

1. Business Communication - K. K. Sinha - Galgotia Publishing Company, New Delhi.
2. Media and Communication Management - C. S. Rayudu - Himalaya Publishing House, Bombay.
3. Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli - Sultan Chand & Sons, New Delhi.
4. Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi.
5. Business Communication - Dr. S.V. Kadvekar, Prin. Dr. C. N. Rawal and Prof. Ravindra Kothavade - Diamond Publications, Pune.
6. Business Correspondence and Report Writing - R. C. Sharma, Krishna Mohan - Tata McGraw-Hill Publishing Company Limited, New Delhi.
7. Communicate to Win - Richard Denny - Kogan Page India Private Limited, New Delhi.
8. Modern Business Correspondence - L. Gartside - The English Language Book Society and Macdonald and Evans Ltd.
9. Business Communication - M. Balasubrahmanyam - Vani Educational Books. Creating a Successful CV - Siman Howard - Dorling Kindersley.
10. Rajneesh Agarwal & BB Tiwari, "Multimedia Systems", Excel Publication New Delhi.

UNIT 10 INFORMATION TECHNOLOGY FOR COMMUNICATION

Learning Objectives

This unit will describe

- Use of computer for communication
- Advantage of IT
- Internet communication via. E- Mail
- Teleconferencing concepts
- Multimedia advantages of communication

Structure

- 10.1 Introduction
- 10.2 Word Processor
 - 10.2.1 Telex
 - 10.2.2 Facsimile (Fax)
- 10.3 Internet Communication
 - 10.3.1 Electronic Mail (E- Mail)
 - 10.3.2 Internet - Newsgroups and Discussion Groups
 - 10.3.3 Voice mail
 - 10.3.4 Multimedia
- 10.4 Teleconferencing
 - 10.4.1 Mobile Phone Conversation
 - 10.4.2 Video Conferencing
 - 10.4.3 Short Messaging Service (SMS)
- 10.5 Summary
- 10.6 Self Assessment Test
- 10.7 Further Reading

10.1 Introduction

These days we find many software packages which do the job of word processing. Some of them are in DOS environment. The examples for these are WordStar, Word Perfect and Professional Write. But in now a days working in WINDOWS is becoming more and more popular. So we consider software for word processing which works in WINDOWS. Most popularly used is MS-WORD.

MS-WORD is a part of the bigger package called MS OFFICE, which can do much more than word processing. In fact when you open up MS OFFICE you will find four main components in it. They are MS-WORD (for word processing), MS EXCEL (for spreadsheet), MS ACCESS (for database management) and MS POWERPOINT (for presentation purposes). However, we will limit ourselves to MS-WORD only in this lesson.

10.2 Word Processor

Word Processor is a Software package that enables you to create, edit, print and save documents for future retrieval and reference. Creating a document involves typing by using a keyboard, mouse and saving it. Editing a document involves correcting the spelling mistakes, if any, deleting or moving words sentences or paragraphs. Print gives you the option of printing the document required for reference and saving is the option used for future requirement whenever necessary.

□ **Advantages of Word Processor**

One of the main advantages of a word processor over a conventional typewriter is that a word processor enables you to make changes to a document without retyping the entire document.

□ **Features of Word Processing**

Most Word Processor available today allows more than just creating and editing documents. They have wide range of other tools and functions, which are used in formatting the documents. The following are the main features of a Word Processor

- Text is typing into the computer, which allows alterations to be made easily.
- Words and sentences can be inserted, amended or deleted.
- Paragraphs or text can be copied /moved throughout the document.
- Margins and page length can be adjusted as desired.
- Spelling can be checked and modified through the spell check facility.

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- Multiple document/files can be merged.
- Multiple copies of letters can be generated with different addresses through the mail-merge facility.

Widely used Word Processing Packages -

The followings are examples of some popular word processor available

- Soft word
- WordStar
- Word perfect
- Microsoft word

10.2.1 Telex

The term, TELEX is the contraction of the two words TELEgraph EXchange. Telex worked on old, electro-mechanical teletype machines .It used a dedicated line from the Western Union Telegraph Company (AT&T), and sent voltages through the line.

Telex service in the United Kingdom is a fully automatic teleprinter switching system, which enables subscribers to call each other at any time - day or night - and to communicate in print.

Calls can also be made to telex subscribers in most other countries.

Telex is a dial-up public switched teleprinter network for the transmission and delivery of printed messages between subscribers.

The main different between the telegram and telex is that Telex is a dial-up public controlled tele-printer set-up for the communication and delivery of printed mail among members, while Telegram is a written message delivered from the sender to the receiver via, 3rd party(a post office).

10.2.2 Facsimile (Fax)

Facsimile (Fax) is a method of encoding data, transmitting it over the telephone lines or radio broadcast, and receiving hard (text) copy, line drawings, or photographs or whatever data required.

A fax machine scans an image, whether it is text or a photo, by reading a very small area of the image at a time. The fax machine decides whether the area it is reading is light or dark and assigns the area a number such as "0" for white and "1" for dark. Then the fax transmits the number to a remote facsimile receiver (usually via telephone lines). The receiver makes a mark on paper corresponding

to the area on the original image.

This process continues as the transmitting machine scans a series of small areas horizontally across the image, and transmits that information to the remote receiver. The transmitting fax then scans the next lower line and so on until the entire image has been scanned, digitized, and transmitted.

1996 First Internet faxing products are introduced.

10.3 Internet Communication

The Internet or the Net is a collection of computers; all linked together, to share information globally. We can say Internet has become most easy and efficient communication tool universally.

Internet communication is now worldwide know due to its fast , and effective method with no time consumption. Communication becomes without wasting time.

The Internet was born and has mushroomed outward from that point.

There are 4 things that are necessary to "get on the net" with a full graphic interface (picture, sounds, animation, etc...).

A computer - preferably with a fast processor (around 100 MHz or more) and lots of memory

A modem - preferably 56,000 baud or high speed digital

Browser Software - often installed with your operating system or can be downloaded off the Internet

An ISP - An Internet Service Provider is a service that connects your home or office computer to the Internet

10.3.1 Electronic Mail (E- Mail)

Email is the electronic equivalent of sending a letter through the Internet. There are many different mail reading programs or clients that control email but the basic functions are all the same. An email address directs a message to the recipient.

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Email addresses are made up of... the account name (often the users first initial and then the last name (sometimes only 8 characters) then the @ symbol then the name of the user's ISP the last 2 or 3 characters describe the type of service called the top level domain name. For example .com stand for commercial site, .ca - non-commercial site in Canada, .mil - U.S. military, .gov - U.S. government, .au - non-commercial site in Australia, .net - network, etc... Recently 2 new TLDs were added; .biz, .info.

As well as sending and receiving mail the recipient can; save the address for future reference in an address book reply to the original message forward the message to a third party edit a message check the spelling and a wide range of other options. One of the services provided by your ISP is to provide a storage area or mailbox to collect email in. Email software programs control the transfer of this stored email by downloading the messages from your mailbox on your ISP's computer to your own computer. You must be connected to the Internet to do this.

An email message is made up of two parts; the header information and the body. The recipient's address (to), the subject, the sender's email address as well as other information is contained in the header. The content of the message is in the body. You can find out information about an email message by viewing the header content. Most email programs had a 'view header' option in the menu.

Email can be composed and sent as plain text or HTML. Plain text messages can be read by any email client but most modern email clients can compose and display email documents containing formatting such as bold, different font size and color, images, etc.

New messages can be written or composed off-line (not connected to the Internet). If the ISP charges by the hour, connect to the Internet only to send and receive your email and then disconnect to read and compose your mail.

You can also attach files to email messages to send picture, sound,

documents, videos and other types of file with your email. Some email programs automatically open attachments such as photos and html code. Change the program's properties or options to turn this feature on or off.

Unrequested or spam email has become a problem on the internet. A large percentage of the email sent is this unrequested email which takes up bandwidth and causes prices to rise. Businesses must take time to sort through spam to find the legitimate email which also takes time and money. Most ISPs provide software that will filter out the worst of this email. If you find that you are receiving a lot of unrequested email contact your ISP to see if they can provide you with spam filters.

Email Attachments

An attachment is a computer file or files placed inside an email message.

Email was originally designed to handle only plain text (no formatting, ie. bold, centering, etc.) which was transferred from one computer to another in a format called ASCII. ASCII is a standard across all computer types which make e-mail universal. To attach a document to an email message drag the file attachment to the body of the message and drop it. An attachment can also be added by choosing File Attachment from the menu. Most modern email programs place a button on the Toolbar usually in the shape of a paper clip that you can click. A dialog box will open that allows you to browse and select the file that you want to attach. You can attach more than one file to a single email message. Don't move the original document until the message has been sent.

Viruses can also be transferred via email attachments. Because your email software handles the decoding of programs sent as attachments it is easy to infect your computer simply by opening an infected attachment. Always check email attachment with an anti-virus program before opening them.

There are several reasons why an attachment will not display properly or at all:

The encoded file is corrupted and cannot be decoded. This is usually due to damage in transit and happens very seldom these days.

The encoding type is not supported by your e-mail program and so the file cannot be decoded back to its original type.

The attached document was created in a program that you don't have on your computer or is not a registered file type.

The email program has an option set which automatically locks attached

files

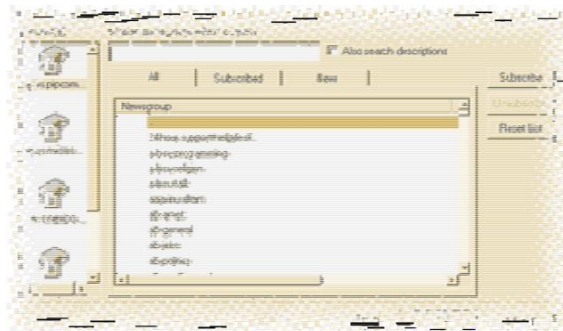
When sending an attachment you should think about whether the intended recipient has the same program on their computer. When you are sending an attachment to someone you should always use a standard encoding process (the one that comes with your email program is usually best) and send the document in a format that the recipient can view. If in doubt, ask them first by email.

If your email software automatically locks attachments and you want to view the attachment you can change the programs settings by modifying the Preferences or Options.

If the formatting isn't important it's better to copy the text from the original program and then paste it into the body of a plain text email message rather than sending an attachment. Everybody's email software can read this 'plain text' ASCII format.

10.3.2 Internet - Newsgroups and Discussion Groups

Newsgroups are discussion groups that are going on all the time. You can write a message and post it to a newsgroup in the morning and come back to read a reply to the message in the afternoon. You can also reply to other's messages.



There are thousands of news groups covering as many topics. Some are moderated, meaning that a person who has knowledge or an interest in a certain topic will receive the message and read it before posting it. This keeps the discussion on topic. Most are not moderated and the discussion can go anywhere but it can be a great way to get a quick reply to your questions.

As well as the public newsgroups many organizations and companies will provide discussion groups of bulletin boards that focus on areas related to their own topics. This can be a great spot to find out more about an organization, find a solution to a problem you are having and participate in the discussions related to that company or organization.

One problem with posting a message to a discussion or newsgroup is that unscrupulous companies mine the newsgroups for email addresses and then send unsolicited email (spam) to the poster. It is recommended that you disguise your email address using your email software preferences or the bulletin board settings.

10.3.3 Voice Mail

Voice Mail is a computerized system for delivery and reception of telephone messages. Voice mail enables telephone callers to leave messages when the person they are calling does not answer the telephone. Voice mail converts these audio messages to digital data and stores them on computer hard disks. The messages can then be accessed and listened to later. Most phone companies in the United States offer voice mail service to business and residential customers. In addition, large companies often store voice mail on their own computer systems. Voice mail offers several features, including a menu of options and services available to callers.

The Voicemail is designed for web developers and allows recording and sending voice messages from web sites to any existing e-mail client software, even to free web based e-mail like Hotmail and Yahoo.

The recipient receives the usual e-mail message with link to Mp3 audio file. Recipients can listen to the Mp3 file by any existing Mp3 player.

Also, it is possible to save recorded audio file on the client computer and open it from there.

The Voicemail uses native methods to sound capture, which will be installed on the computer when user uses the applet for the first time. The recording applet is digitally signed.

Properly organized voice mail can make communication and access to information more efficient and less expensive than it would be if an employee or answering service handled the call. In a fast-paced business environment where customer service is important, voice mail provides quick and convenient access to messages. Voice mail also functions while the called person is using the telephone line, thereby eliminating busy signals and the interruption of phone calls. Users can access messages from any telephone, making it possible to respond to calls sooner.

10.3.4 Multimedia

Multimedia means that computer information can be represented through audio, video, and animation in addition to traditional media (i.e., text, graphics

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drawings, and images).

Multimedia is a combination of text, animated graphics, video, and sound delivered to you via some electronic means.

A good general definition is:

Multimedia is the field concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (Video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally.

A Multimedia Application is an Application which uses a collection of multiple media sources e.g. text, graphics, images, sound/audio, animation and/or video.

Hypermedia can be considered as one of the multimedia applications.

A Multimedia system has four basic characteristics:

- Multimedia systems must be computer controlled.
- Multimedia systems are integrated.
- The information they handle must be represented digitally.
- The interface to the final presentation of media is usually interactive

Examples of Multimedia Applications include:

- World Wide Web
- Hypermedia courseware
- Video conferencing
- Video-on-demand
- Interactive TV
- Groupware
- Home shopping
- Games
- Virtual reality
- Digital video editing and production systems
- Multimedia Database systems

10.4 Teleconferencing

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Definition: Teleconferencing is an aggregation of audio conferencing, video conferencing, and data conferencing, and includes multiple participants in a live real-time session.

Teleconferencing is interactive group communication (three or more people in two or more locations) through an electronic medium. In general terms, teleconferencing can bring people together under one roof even though they're separated by hundreds of miles. Teleconferencing was first introduced in the 1960's with American Telephone and Telegraph's Picture phone. At that time, however, no demand existed for the new technology. Travel costs were reasonable and consumers were unwilling to pay the monthly service charge for using the picture phone, which was regarded as more of a novelty than as an actual means for everyday communication. But things have changed in the past 10 years.

Nowadays people on various points of the globe often have to be at meetings far away from where they are at the moment. You often have to talk to more people in another city or country before you make quick decisions, but you don't always have the money or time to travel. Imagine a situation where your colleagues from different cities have to be at a sales meeting or you have to present your company's results to investors. In such situations, teleconferencing or audio conferencing can be very helpful.

Today, teleconferencing is used in many ways. There are three basic types:

- Video conferencing-television-like communication augmented with sound.
- Computer conferencing-printed communication through keyboard terminals.
- Audio-conferencing -verbal communication via the telephone with optional capacity for tele-writing or tele-copying.

One of the major advantages of teleconferencing is its potential to reduce the cost of group meetings. Savings come primarily from reduced travel costs. In fact, teleconferencing can reduce national business travel-associated costs by about 30% annually-a \$4.5 billion savings.⁴ A good example of the dollars that can be saved is a teleconference conducted by the Spruce Budworm Technology Transfer (SBWTT) Program for the Lake States Region-part of the Canada/United States Spruce Budworm Program

Although saving money is a big advantage of teleconferencing, there are several other advantages:

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- People (including outside guest speakers) who wouldn't normally attend a distant FTF meeting can participate.
- Follow-up to earlier meetings can be done with relative ease and little expense.
- Socializing is minimal compared to an FTF meeting; therefore, meetings are shorter and more oriented to the primary purpose of the meeting.
- Some routine meetings are more effective since one can audioconference from any location equipped with a telephone.
- Communication between the home office and field staffs is maximized.
- Severe climate and/or unreliable transportation may necessitate teleconferencing.
- Participants are generally better prepared than for FTF meetings.
- It's particularly satisfactory for simple problem solving, information exchange, and procedural tasks.
- Group members participate more equally in well moderated teleconferences than in an FTF meeting.

While teleconferencing is characterized by many advantages, it does have disadvantages:

- Technical failures with equipment, including connections that aren't made.
- Unsatisfactory for complex interpersonal communication, such as negotiation or bargaining.
- Impersonal, less easy to create an atmosphere of group rapport.
- Lack of participant familiarity with the equipment, the medium itself, and meeting skills.
- Acoustical problems within the teleconferencing rooms.
- Difficulty in determining participant speaking order; frequently one person monopolizes the meeting.
- Greater participant preparation and preparation time needed.
- Informal, one-to-one, social interaction not possible.

10.4.1 Mobile Phone Conversation

A mobile phone (cell phone, wireless phone, cellular phone, cell, cellular telephone, mobile telephone) is a long-range, electronic device used for mobile

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telecommunications (mobile telephony, text messaging or data transmission) over a cellular network of specialized base stations known as cell sites. In addition to the standard voice function, current mobile phones may support many additional services, and accessories, such as SMS for text messaging, email, packet switching for access to the Internet, gaming, Bluetooth, infrared, camera with video recorder and MMS for sending and receiving photos and video, MP3 player, radio and GPS. Latest mobile phones connect to a cellular network consisting of switching points and base stations (cell sites) owned by a mobile network operator (the exception is satellite phones, which are mobile but not cellular). Each mobile uses a separate, temporary radio channel to talk to the cell site. The cell site talks to many mobiles at once, using one channel per mobile. Channels use a pair of frequencies for communication—one frequency (the forward link) for transmitting from the cell site and one frequency (the reverse link) for the cell site to receive calls from the users. Radio energy dissipates over distance, so mobiles must stay near the base station to maintain communications. The basic structure of mobile networks includes telephone systems and radio services. Where mobile radio service operates in a closed network and has no access to the telephone system, mobile telephone service allows interconnection to the telephone network.

10.4.2 Video Conferencing

What is video conferencing?

Video conferencing in its simplest form is the use of visual and audio technology to enable people in different locations to communicate, as if they were in the same room, through the use of cameras, monitors or screens. Participants in such a meeting can also share documents, spreadsheets and images, depending upon the quality of the network links and the equipment used.

Videoconferencing is a method of communicating between two or more locations where

Sound, vision and data signals are conveyed electronically to enable simultaneous interactive Communication.

Types of video conferencing

There are three main types of system; Desktop, Set-top, and integrated.

Uses for Videoconferencing

- Meetings: cost savings on travel, accommodation and staff time. Several sites can be linked together. Having a set time and duration for a meeting encourages punctuality and focused discussion.

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- Data sharing: images from a PC, such as spreadsheets, PowerPoint illustrations etc. can be shared to enhance a presentation.
- Interviews: cost savings can allow more candidates to be interviewed. With data sharing, CVs can be viewed and discussed online.
- Teaching: access to remote expertise. For example, Scotland and Wales both use their Educational Video Networks extensively for teaching to remote rural areas where travelling to a lecture can be difficult.
- Remote diagnosis: in rural areas specialist medical help may not be on hand. By linking to a regional centre, cottage hospitals and GPs can receive help in diagnosing patients' disorders.
- Legal work: reduced intimidation of vulnerable court witnesses. Particularly sensitive cases involving children or rape can be made more acceptable by separating the victims physically from the court.

Components of Videoconferencing

Videoconferencing has three essential components:

- The equipment at each site that captures the voices and pictures of the participants and converts them to a form that enables transmission over suitable networks.
- The intervening network that carries the signals between sites.
- The conference environment or room.

10.4.3 Short Messaging Service (SMS)

SMS stands for Short Message Service, which is a communications protocol used to send and receive text messages. This acronym has now been adopted as a synonym for text messages - short (typically a maximum of 160 characters) text messages which can also be referred to as texts. SMS is a very inexpensive method of communication

Benefits of SMS

1. Delivery of notifications and alerts
2. Guaranteed message delivery
3. Reliable, low-cost communication mechanism for concise information
4. Ability to screen messages and return calls in a selective way
5. Increased subscriber productivity

6. More sophisticated functionality provides the following enhanced subscriber benefits:
7. Delivery of messages to multiple subscribers at a time
8. Ability to receive diverse information
9. E-mail generation
10. Creation of user groups
11. Integration with other data and Internet-based applications

10.5 Summary

There are many **software packages** which do the job of word processing. Some of them are in DOS environment. Examples are WordStar, Word Perfect and Professional Write. But in now a days working in WINDOWS is becoming more and more popular. So we consider software for word processing which works in WINDOWS. Most popularly used is MS-WORD.

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Widely used Word Processing Packages -

The followings are examples of some popular word processor available

- Soft word
- WordStar
- Word perfect
- Microsoft word

Telex

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Notes

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Internet Communication

The Internet or the Net is a collection of computers; all linked together, to share information globally. We can say Internet has become most easy and efficient communication tool universally.

Electronic Mail (E- Mail)

Email is the electronic equivalent of sending a letter through the Internet. There are many different mail reading programs or clients that control email but the basic functions are all the same. An email address directs a message to the recipient.

Viruses can also be transferred via email attachments. Because your email software handles the decoding of programs sent as attachments it is easy to infect your computer simply by opening an infected attachment. Always check email attachment with an anti-virus program before opening them.

If your email software automatically locks attachments and you want to view the attachment you can change the programs settings by modifying the Preferences or Options.

Voice mail

Voice Mail is a computerized system for delivery and reception of telephone messages. Voice mail enables telephone callers to leave messages when the person they are calling does not answer the telephone. Voice mail converts these audio messages to digital data and stores them on computer hard disks. The messages can then be accessed and listened to later. Most phone companies in the United States offer voice mail service to business and residential customers. In addition, large companies often store voice mail on their own computer systems. Voice mail offers several features, including a menu of options and services available to callers.

Multimedia

Multimedia means that computer information can be represented through audio, video, and animation in addition to traditional media (i.e., text, graphics drawings).

Teleconferencing

Teleconferencing is an aggregation of audio conferencing, video conferencing, and data conferencing, and includes multiple participants in a live real-time session.

What is video conferencing?

Video conferencing in its simplest form is the use of visual and audio technology to enable people in different locations to communicate, as if they were in the same room, through the use of cameras, monitors or screens. Participants in such a meeting can also share documents, spreadsheets and images, depending upon the quality of the network links and the equipment used.

Videoconferencing is a method of communicating between two or more locations where Sound, vision and data signals are conveyed electronically to enable simultaneous interactive Communication.

Types of video conferencing

There are three main types of system; Desktop, Set-top, and integrated.

Uses for Videoconferencing

- Meetings: cost savings on travel, accommodation and staff time. Several sites can be linked together. Having a set time and duration for a meeting encourages punctuality and focused discussion.
- Data sharing: images from a PC, such as spreadsheets, PowerPoint illustrations etc. can be shared to enhance a presentation.
- Interviews: cost savings can allow more candidates to be interviewed. With data sharing, CVs can be viewed and discussed online.
- Teaching: access to remote expertise. For example, Scotland and Wales both use their Educational Video Networks extensively for teaching to remote rural areas where travelling to a lecture can be difficult.
- Remote diagnosis: in rural areas specialist medical help may not be on hand. By linking to a regional centre, cottage hospitals and GPs can receive help in diagnosing patients' disorders.
- Legal work: reduced intimidation of vulnerable court witnesses. Particularly sensitive cases involving children or rape can be made more acceptable by separating the victims physically from the court.

10.6 Self Assessment Test

1. What is teleconferencing and video conferencing? Describe in detail
2. Describe in detail the concept of Internet.
3. Write short notes:
 - a. Short Messaging Services (SMS)
 - b. Facsimile (Fax)
 - c. Viruses
 - d. Voice Mail
 - e. Telex

10.7 Further Reading

1. Business Communication - K. K. Sinha - Galgotia Publishing Company, New Delhi.
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4. Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi.
5. Business Communication - Dr. S.V. Kadvekar, Prin. Dr. C. N. Rawal and Prof. Ravindra Kothavade - Diamond Publications, Pune.
6. Business Correspondence and Report Writing - R. C. Sharma, Krishna Mohan - Tata McGraw-Hill Publishing Company Limited, New Delhi.
7. Communicate to Win - Richard Denny - Kogan Page India Private Limited, New Delhi.
8. Modern Business Correspondence - L. Gartside - The English Language Book Society and Macdonald and Evans Ltd.
9. Business Communication - M. Balasubrahmanyam - Vani Educational Books. Creating a Successful CV - Siman Howard - Dorling Kindersley.
10. Ref en.wikipedia.org/wiki/Mobile_phone

Notes
