Karpagam Academy of Higher Education
(Deemed University)
(Established Under section 3 of UGC Act 1956)
Coimbatore – 641021
(For the candidates admitted from 2017 onwards)
First Internal Examination – December 2018
BBA- Fourth Semester
BUSINESS RESEARCH

1. Research is only ………..enquiry into the system of knowledge to disapprove or approve or to arrive at new conclusions for the betterment of the existing system.
    a) **Systematic**   b) computerized   c) general   d) Formal
2. Business research means the discovery of new knowledge in the field of ….
    a) **Management** b) administration   c) business   d) Marketing
3. In ……..research, the researchers try to find out answers for unsolved questions related with business problems.
    a) Management   b) administration   c) **business**   d) Informal
4. A ………..analysis determines the cost of each production item used to produce goods and services.
    a) Marketing   b**) financial**   c) technical   d) Investment
5. A hypothesis is a …… about the predicted relationships among events or variables.
    a) **Statement**   b) conclusion   c) prediction   d) none of these
6. ………..research deals with practical problems.
    a) Basic   b) exploratory   c) applied   d) experimental
7. ……….……research is mainly concerned with generalizations and with the formulation of a theory.
    a) Basic   b) exploratory   c) **applied**   d) experimental
8. ……………research is a preliminary study of a new problem about which the researcher has little or no knowledge.
    a) **Basic**   b) exploratory   c) applied   d) experimental
9. The ……………..research leads to discovery of new theories and development of existing theories.
     a) **Pure**   b) exploratory   c) applied   d) experimental
10. ……………research is a fact finding investigation.
    a) Formulative   b) causal   c)**Descriptive**   d) Random
11. …………research seeks to explain what is happening in a particular situation.
        a) Formulative   b) **causal**   c) descriptive   d) Random
12. ……research is a management tool that can be used for creating business strategies, managing production and managing growth.
        a) Social   b) **business**   c) educational   d) Random
13. A ………..analysis is a preliminary investigation or informal gathering of background information.
        a) Situational   b) causal   c) descriptive   d) **exploratory**

14. ……..research is mainly concerned with discovery and with generating or building theory.

        a) Situational   b) causal   c) descriptive   d) **exploratory**

15. …………research helps determine the best research design, data collection method and selection of subjects.

        a) Situational   b) causal   c) descriptive   d) **exploratory**

16. Secondary data analysis is another form of …………research.

        a) **Situational**   b) causal   c) descriptive   d) exploratory

17. …………is a preliminary study conducted on a limited scale before the original studies are carried out in order to gain some primary information.

        a) case study   b) **pilot study**   c) descriptive study d) diagnostic study

18. If one variable depends upon another variable is termed as ……………variable.

        a) Independent   b) **dependent**   c) extraneous   d) Control.

19. …………….. Research seeks to find cause and affect relationships between variables.

        a) Descriptive   b) explorative   c) **causal** d) Control.

20. Research methodology is a way to

     a) Analyze the data required for research   b) **solve the research problem systematically** c) Select the required sample size   d) utilize the data to solve a problem

PART – B (3 X 2 = 6 Marks)
ANSWER ALL THE QUESTIONS

21. Define Research.

    According to Clifford Woody (kothari, 1988), research comprises "defining and redefining problems, formulating hypotheses or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and finally, carefully testing the conclusions to determine whether they fit the formulated hypotheses".

22. State the different types of research.
- Descriptive Versus Analytical
- Applied Versus Fundamental
- Quantitative Versus Qualitative
- Conceptual Versus Empirical

23. Write the meaning of Research Design.

    A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

PART – C (3 X 8 = 24 Marks)
ANSWER ALL THE QUESTIONS

24. a) Describe different steps involved in a research process.

    The following are the steps that provide useful procedural guidelines regarding the conduct of research:

(1) Formulating the research problem; (2) Extensive literature survey; (3) Developing hypothesis; (4) Preparing the research design; (5) Determining sample design; (6) Collecting data; (7) Execution of the project; (8) Analysis of data; (9) Hypothesis testing; (10) Generalization and interpretation, and (11) Preparation of the report or presentation of the results.

1. **Research Problem:**

   The first and foremost stage in the research process is to select and properly define the research problem. A researcher should first identify a problem and formulate it, so as to make it amenable or susceptible to research. In general, a research problem refers to an unanswered question that a researcher might encounter in the context of either a theoretical or practical situation, which he/she would like to answer or find a solution to.

2. **Formulating research aim, objectives and research questions or developing hypotheses**. The choice between the formulation of research questions and the development of hypotheses depends on your research approach as it is discussed further below in more details. Appropriate research aims and objectives or hypotheses usually result from several attempts and revisions and these need to be mentioned in Methodology chapter. It is critically important to get your research questions or hypotheses confirmed by your supervisor before moving forward with the work.

3. **Conducting the literature review**. Literature review is usually the longest stage in the research process. Actually, the literature review starts even before the formulation of research aims and objective; because you have to check if exactly the same research problem has been addressed before. Nevertheless, the main part of the literature review is conducted after the formulation of research aim and objectives. You have to use a wide range of secondary data sources such as books, newspapers, magazines, journals, online articles etc.

4. **Selecting methods of data collection**. Data collection method(s) need to be selected on the basis of critically analyzing advantages and disadvantages associated with several alternative data collection methods. In studies involving primary data collection, in-depth discussions of advantages and disadvantages of selected primary data collection method(s) need to be included in methodology.

5. **Collecting the primary data**. Primary data collection needs to be preceded by a great level of preparation and pilot data collection may be required in case of questionnaires. Primary data collection is not a compulsory stage for all dissertations and you will skip this stage if you are conducting a desk-based research.

6. **Data analysis**. Analysis of data plays an important role in the achievement of research aim and objectives. Data analysis methods vary between secondary and primary studies, as well as, between qualitative and quantitative studies.

7. **Reaching conclusions**. Conclusions relate to the level of achievement of research aims and objectives. In this final part of your dissertation you will have to justify why you think that research aims and objectives have been achieved. Conclusions also need to cover research limitations and suggestions for future research.

8. **Completing the research**. Following all of the stages described above, and organizing separate chapters into one file leads to the completion of the first draft. The first draft of your dissertation needs to be prepared at least one month before the submission deadline.

This is because you will need to have sufficient amount of time to address feedback of your supervisor.

(**Or**)

b) Explain in detail various types of research design.

The following are the types of research design:

- Explanatory Research Design
- Descriptive Research Design
- Diagnostic Research Design
- Experimental Research Design

Explanatory Research Design

In explanatory research design a researcher uses his own imaginations and ideas. It is based on the researcher personal judgment and obtaining information about something. He is looking for the unexplored situation and brings it to the eyes of the people. In this type of research there is no need of hypothesis formulation.

Descriptive Research Design

In descriptive research design a researcher is interested in describing a particular situation or phenomena under his study. It is a theoretical type of researcher design based on the collection designing and presentation of the collected data. Descriptive research design covers the characteristics of people, materials, Scio-economics characteristics such as their age, education, marital status and income etc. The qualitative nature data is mostly collected like knowledge, attitude, beliefs and opinion of the people. Examples of such designs are the newspaper articles, films, dramas, and documentary etc.

Diagnostic Research Design

Here researcher wants to know about the root causes of the problem. He describes the factors responsible for the problematic situation. It is a problem solving research design that consists mainly:

Emergence of the problem

Diagnosis of the problem

Solution for the problem and

Suggestion for the problem solution

Experimental Research Design

In this type of research design is often uses in natural science but it is different in social sciences. Human behavior cannot be measured through test-tubes and microscopes. The social researcher use a method of experiment in that type of research design. One group is subjected to experiment called independent variables while other is considered as control group called dependent variable. The result obtained by the comparison of both the two groups. Both have the cause and effect relationship between each other.

25. a) Enumerate the objectives of research.

Aims and Objectives of Research Methodology

1. To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formulative research studies);

2. To portray accurately the characteristics of a particular individual, situation or a group(studies with this object in view are known as descriptive research studies);

3. To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as diagnostic research studies);

4. To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis-testing research studies).

(Or)

b) Describe the applications of research with examples.

The general process of research methodology is almost common to various domains of knowledge that starts with conceptualization of the problems, followed by statement of objectives and hypothesis, conducting experiments and or surveys, carrying out data analysis and making interpretations thereof, and ultimately communicating the findings.

Humanities

The humanities can be described as the study of how people process and document the human experiences. Since humans have been able, we have used philosophy, literature, religion, art, music, history and language to understand and record the world. Research in the domain of humanities examines and augments the cultural wealth of the society. A hallmark of humanistic study is that research is approached in humanities differently than in the natural and social sciences, where data and hard evidences are required to draw conclusions.

Management Sciences

Businesses and governments make decisions that will shape the life chances of workers, consumers, and citizens for decades to come. In order to shape these decisions to be rational and implementable these ought to be based on rigorous research. And to conduct such research, one should to make sure he knows the constituency that research output is going to serve. At the same time, it is long past time for the field to have a serious conversation where their data comes from, and the ethics of using data. Social life and the operation of organizations increasingly leave more or less permanent data traces.

Social Sciences

Social science in its broadest sense is the study of society and the manner in which people behave and influence the world around them. It provides vital information for governments and policymakers, local authorities, non-governmental organizations and others. Social science tells us about the world beyond our immediate experience, and can help explain how our own society works - from the causes of unemployment or what helps economic growth, to how and why people vote, or what makes people happy. Economics, political science, geography, sociology, etc are all considered to be part of social science domain.

Engineering & Technology

The engineering design process is a methodical series of steps that engineers use in creating functional products and processes. The process is highly iterative- parts of the process often need to be repeated many times before another can be entered. One framing of the engineering design process delineates the following stages: research, conceptualization, feasibility assessment, establishing design requirements, preliminary design, detailed design, production planning and tool design, and production.

Physical and Life Sciences

Physical science is concerned with the study of natural but inanimate objects. These sciences include astronomy, physics, chemistry, and earth science. Life science, on the other hand, is

the scientific study of living organisms, including animals (and humans), plants, and microorganisms

Other Domains

(e.g. Medical Sciences, Pharmaceutical Sciences etc.): Biomedical research is in general simply known as medical research. It is the basic research, applied research, or translational research. It is conducted to aid and support the development of knowledge in the field of medicine. An important kind of medical research is clinical research, which is distinguished by the involvement of patients. Other kinds of medical research include pre-clinical research, for example on animals, and basic medical research, for example in genetics.

26. a)   Explain the different types of sampling techniques with examples.

Probability Sampling

This Sampling technique uses randomization to make sure that every element of the population gets an equal chance to be part of the selected sample. It's alternatively known as random sampling.

1. Simple Random Sampling 2. Stratified sampling 3.   Systematic   sampling   4.Cluster Sampling   5. Multi stage Sampling

Simple Random Sampling: Every element has an equal chance of getting selected to be the part sample. It is used when we don't have any kind of prior information about the target population.

Stratified Sampling

This technique divides the elements of the population into small subgroups (strata) based on the similarity in such a way that the elements within the group are homogeneous and heterogeneous among the other subgroups formed. And then the elements are randomly selected from each of these strata. We need to have prior information about the population to create subgroups.

Cluster Sampling

Our entire population is divided into clusters or sections and then the clusters are randomly selected. All the elements of the cluster are used for sampling. Clusters are identified using details such as age, sex, location etc.

Cluster sampling can be done in following ways:

Single Stage Cluster Sampling

Entire cluster is selected randomly for sampling.

Two Stage Cluster Sampling

Here first we randomly select clusters and then from those selected clusters we randomly select elements for sampling

Systematic Clustering

Here the selection of elements is systematic and not random except the first element. Elements of a sample are chosen at regular intervals of population. All the elements are put together in a sequence first where each element has the equal chance of being selected.

Multi-Stage Sampling

It is the combination of one or more methods described above.

Population is divided into multiple clusters and then these clusters are further divided and grouped into various sub groups (strata) based on similarity. One or more clusters can be randomly selected from each stratum. This process continues until the cluster can't be divided

anymore. For example country can be divided into states, cities, urban and rural and all the areas with similar characteristics can be merged together to form a strata.

Non-Probability Sampling

It does not rely on randomization. This technique is more reliant on the researcher's ability to select elements for a sample. Outcome of sampling might be biased and makes difficult for all the elements of population to be part of the sample equally. This type of sampling is also known as non-random sampling.

Convenience Sampling

Purposive Sampling

Quota Sampling

Referral /Snowball Sampling

Convenience Sampling

Here the samples are selected based on the availability. This method is used when the availability of sample is rare and also costly. So based on the convenience samples are selected.

Purposive Sampling

This is based on the intention or the purpose of study. Only those elements will be selected from the population which suits the best for the purpose of our study.

Quota Sampling

This type of sampling depends of some pre-set standard. It selects the representative sample from the population. Proportion of characteristics/ trait in sample should be same as population. Elements are selected until exact proportions of certain types of data is obtained or sufficient data in different categories is collected.

Referral /Snowball Sampling

This technique is used in the situations where the population is completely unknown and rare. Therefore we will take the help from the first element which we select for the population and ask him to recommend other elements who will fit the description of the sample needed.

So this referral technique goes on, increasing the size of population like a snowball.

<div align="center">

(Or)

</div>

b) Write note on i) Dependent and independent variable   ii)Extraneous variable

i) Dependent and independent variable

A variable is an object, event, idea, feeling, time period, or any other type of category you are trying to measure. There are two types of variables-independent and dependent.

An independent variable is exactly what it sounds like. It is a variable that stands alone and isn't changed by the other variables you are trying to measure. For example, someone's age might be an independent variable. Other factors (such as what they eat, how much they go to school, how much television they watch) aren't going to change a person's age.

A dependent variable is exactly what it sounds like. It is something that depends on other factors. For example, a test score could be a dependent variable because it could change depending on several factors such as how much you studied, how much sleep you got the night before you took the test, or even how hungry you were when you took it.

ii)Extraneous variable

Extraneous Variables are **undesirable** variables that influence the relationship between the variables that an experimenter is examining. Another way to think of this, is that these are variables the influence the outcome of an experiment, though they are not the variables that

are actually of interest. These variables are undesirable because they add error to an experiment. A major goal in research design is to decrease or control the influence of extraneous variables as much as possible.

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SEMESTER IV
ENGLISH IV (THEORY AND PRACTICAL)
(Communication Lab/BEC/IELT) EC-
(For all undergraduate students of B.Com/CA/PA/BPS/BBA admitted from 2017 onwards)

PAPER CODE: 17ENU401

L T P C
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Objective:

- To train students in understanding the concepts of communication.
  To train students in developing their written communication and presentation skills.

UNIT I: Integrated Skills

Development of speaking- Nature, Process, and Importance of Communication, Types of Communication (Verbal and Non-Verbal), Different forms of Communication, Barriers of Communication, Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, and Organizational Barriers, listening and grammar skills.

UNIT II: Advanced Reading Skills

Outcomes include improved reading speed, increased reading fluency and increased vocabulary.

UNIT III: Advanced Writing Skills

Business Correspondence – Inviting Quotations, Sending Quotations, Placing Orders, Inviting Tender, Memorandum, Inter-Office, Memo, Notices, Agenda, Minutes, Resume Writing, and Report Writing.

UNIT IV: Business Language and Presentation

Importance of Business Language, Vocabulary Words often Confused, Words often Misspelt, Common Errors in English, Oral Presentation – Plan, PowerPoint Presentation and Visual Aids.

UNIT V: Technology and Communication

Language of Newspapers, magazines, Internet, TV and radio – their role to develop listening, reading and discussion skills, E-mail writing – Video Conferencing- Strategic importance of e-communication.

Suggested Reading:

In Business; CUP
Oxford Handbook of Writing: St. Martins Handbook of Writing
Sound Business, Julian Treasure OUP

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Lecture Plan

Unit I

S No	Topic	Support Materials
1	Introduction to the Syllabus	
2	Development of Speaking- nature of Communication	
3	Process of Communication	
4	Importance of Communication	
5	Types of Communication	
6	Verbal Communication	
7	Non- Verbal Communication	
8	Exercise for Verbal and Non-verbal Communication	
9	Different Forms of Communication	
10	Barriers of Communication- Linguistic Barriers	
11	Psychological Barriers	
12	Interpersonal Barriers	
13	Cultural Barriers	
14	Physical Barriers	
15	Organizational Barriers	
16	Overcoming Barriers	
17	Exercise on Barriers	
18	Listening-Exercise	

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19	Grammar Skills	
20	Basic Grammar Exercise	
21	Basic Grammar Exercise	
22	Revision	

Unit II

S No	Topic	Support Materials
1	Introduction to reading	
2	Suggestions for Improving Reading Speed	
3	The Role of Speed in the Reading Process	
4	Basic Conditions for Increased Reading Rate	
5	Ways to increase your reading speed	
6	Ways to increase your reading speed	
7	Exercise for Reading	
8	Improving Fluency in Reading	
9	Increasing Vocabulary	
10	Exercise for improving Vocabulary	
11	Revision	

Reference

1. https://www.fluentu.com/blog/educator-english/esl-teaching-vocabulary/

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Unit III

S No	Topic	Support Materials
1	Introduction to Business Correspondence	
2	Inviting Quotations	
3	Exercise for Inviting Quotations	
4	Sending Quotations	
5	Placing Orders	
6	Inviting Tender	
7	Memorandum	
8	Inter-Office	
9	Memo	
10	Exercise for Memo Writing	
11	Notices	
12	Exercise for Writing Notices	
13	Agenda	
14	Exercise for preparing Agenda	
15	Minutes	
16	Exercise for Writing Minutes	
17	Resume Writing	
18	Exercise for Resume Writing	
19	Report Writing	
20	Exercise for Report Writing	

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21	Revision for Unit III	

Unit IV

S No	Topic	Support Materials
1	Importance of Business Language	
2	Words often Confused	
3	Words often Miss pelt	
4	Exercise to identify Words confused and Miss pelt	
5	Common Errors in English	
6	Exercise to identify errors in English	
7	Exercise to identify errors in English	
8	Oral Presentation- Planning	
9	Oral Presentation- Preparing and presenting Powerpoint presentation	
10	Preparing Visual aids	
11	Revision	

Reference

1. http://grammar.yourdictionary.com/style-and-usage/commonly-confused-words.html

2. https://work.chron.com/importance-communication-skills-oral-presentations-2139.html

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Unit V

S No	Topic	Support Materials
1	Introduction to Technology and Communication	
2	Language of Newspapers	
3	Language of Magazines	
4	Language of Internet	
5	Language of TV	
6	Language of Radio	
7	Exercise	
8	Technology and Communication's Role to develop listening skills	
9	Technology and Communication's Role to develop reading and discussion skills	
10	E- mail writing	
11	Exercise	
12	Video Conferencing	
13	Revision for Unit V	
14	Revision for one marks	
15	Revision for the End Semester Examination	

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UNIT 1 -   INTEGRATED SKILLS

CONCEPT OF COMMUNICATION

Communication, commonly speaking is speaking or writing or sending a message to another person. But in reality it is more than that. Communication is transformation of information from one person or source to another in a meaningful way. The receiver should understand and respond to the sent message. Otherwise communication is impossible.

Communication is an important aspect of human behavior. It is central to everything that we do. Every activity of a human being succeeds or fails according to the ability to communicate effectively. Every organization is held together by communication without which an organization cannot function at all. So, effective communication is necessary to accomplish our goals.

ATTRIBUTES OF COMMUNICATION

Communication has four attributes or qualities; these help in improving one's competence and skills in communication.

Firstly, Communication is intentional as well as unintentional. Sometimes we convey more ideas to our listener or less idea, we never convey exactly what ideas we want to convey. But an unintentional (casual observer) may get many ideas form us which we did not intend for him. This shows that every aspect of our behavior and not just our speaking or writing, conveys something about us. One cannot 'not communicate' because even in our non-communication in words we communicate something.

Secondly, communication is a dynamic process. It grows and develops. A same idea conveyed by the same person to the same receiver is not exactly the same when he repeats it for the second time. This is because both the speaker and listener have grown and developed in the meantime. Every time we communicate, the experience of the previous communication is felt.

Thirdly, communication is systematic. Every component of the process is affected by every other component. If the audience is attentive the communicator cannot convey the message effectively. Besides, the context, environment, goal, medium, the nature of the message, feedback etc affect each other. If a wrong medium is chosen, a particular message may fail, if the goal is unclear, the

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message will be confused. Disturbance at any stage of communication affects the entire process.

Fourthly, communication is both interaction and transaction. The speaker and listener exchange ideas and information and influence each other. They share as well as exchange thoughts and meanings.

PROCESS OF COMMUNICATION

Conscious or intended communication has a purpose. The source (sender or transmitter: Tx for short) starts the process of communication. The source has to be clear about the purpose (object or goal) of communication and about the intended audience (or receiver, Rx for short). The source has to put the message (or content) into words or symbols which can be understood by the receiver. This process of putting the message or idea into symbols is called encoding. Suitable symbols which can be understood by the audience and be capable of transmission by the available medium should be selected. The choice of medium depends on the urgency of the message, availability of the medium.

The choice of the medium is the function of the source/ transmitter. The choice of medium depends on several factors like urgency of the message, availability and effectiveness of a medium, relationship between the two communicants.

The sender clarifies the objective, encodes the message, chooses the medium and transmits the message. They make up half the process of communication.

The receiver attends to the message and decodes the words or symbols into ideas. The receiver understands the meaning according to his intelligence, knowledge, past experience and relation with the sender. If the two have a common field of experience, the receiver's understanding will become easy.

The receiver's functions are attending to the message, interpreting and evaluating the message, storing recalling and responding. Communication takes place in an environment (or text). It includes situation, place, time, circumstances of each communicant, and the relationship between them. The context influences the senders encoding and the receivers decoding. Each one's interpretation is influenced by it.

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Description of a simplified one-way process of communication

IDEA----------->MESSAGE----------->RECEIVED MESSAGE----------->IDEA

Tx   Encoding   medium   decoding
Rx
Transmitter   Receiver

This one way routine is only part of the communication process. But if the communication should be complete, the sender must know whether the receiver has got the message, understood it as it was supposed to and has received it well. The sender can find out this only if he can see the reaction and response of the receiver. The response may be in words (spoken or written) signs or behavior both conscious and unconscious. The response or return message is called this one way routine is only part of the communication process. But if the communication should be complete, the sender must know whether the receiver has got the message, understood it as it was supposed to and has received it well. The sender can find out this only if he can see the reaction and response of the receiver. The response may be in words (spoken or written) signs or behavior both conscious and unconscious. The response or return message is called feedback. When the feedback is got by the sender, the cycle of communication is complete.

Two way cycle of communication

MESSAGE

FEEDBACK

Communication is much more complex process than this. Each person's interpretation of the received message plays an important role in the process. Each one's interpretation is influenced by the past experience and attitudes formed by the previous communication events. Besides, communication is affected by all its components. Misunderstandings, misinterpretations and other failures of communication occur from a variety of cause also.

METHODS OF COMMUNICATION

We communicate by exchanging symbols to describe our ideas and experience. Language is a

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common symbol system used for sharing our experience with others. Other symbols like gestures, colors, signs, sounds, facial expressions, movements, and clothing also are used as a means of communication.

Communication through words is called as verbal communication; communication through other symbols is called non-verbal communication.

VERBAL COMMUNICATION

Verbal communication may be spoken (oral) or written.

Oral communication is natural and immediate. In natural and informal situations we use oral communication. It needs the attention of both the persons, each must respond to one another. Body language also has a role to play.

Written communication goes beyond the limits of apace and time. It can wait for the receiver's reply. No bodily presence is required. Oral and written communication have different attributes, to choose is left to the person's discretion.
Attributes of Oral and Written communication.

1.   Speed: Written communication is slower in preparation and receiving. It takes time to draft, type, and dispatch and receive a letter. Feedback is also slower.

2.   Record: Written communication serves as a record and can be used for future reference. It is a documentary proof, can be used a legal evidence. Written records and documents are more reliable and acceptable. Oral communication may be taped for reference but authenticity can be questioned.

3.   Precision and accuracy: Written communication is more precise and accurate than oral. In oral communication it is not always possible. Oral communication had the support of vocal tome and expression. Written messages are usually shorter that an oral communication. In oral communication, some preliminary and closing remarks are required, but in written communication standards formats for opening and closing are there which can keep the message short.

4.   Expense: Written communication requires stationery, preparation and transmission, all of which cost money. Oral communication can also cost a great deal since it requires simultaneous presence and attention of the two parties, and getting together costs money. Cost will depend on

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the availability of the required persons at the particular place. Each type requires different channels for transmission. Availability and cost of each of the channels is a factor to be considered.

Oral Communication

Oral communication occurs in situations like conversations, telephone talk, interviews, presentations and meetings. Various kinds of oral communication skills needed in each of these situations are discussed below:

1. Face-to-face conversation: Oral communication is best when it is face to face. It is possible in a small meeting; communication can flow both ways in these situations. There is immediate feedback, which makes clarification possible. Face to face setting offers richer communication experience because the presence of a living person, his or her voice, tone expression and movements add significance.

2. Telephone: Telephone talk depends entirely on the voice. Clarity of speech and skillful use of voice are important because physical presence is absent. Confusion in hearing the words correctly is the problem. For e.g. 'light' will be heard as 'like' etc. sometimes names and addresses communicated through telephone are wrongly received. So, it is good to say like C for cat, D for Delhi etc. Telephone etiquette is also important.

3. Presentation: Presentation has a face to face setting. It is a formal, well prepared talk on a specific topic, delivered to a knowledgeable and interested audience. As touch of humour enriches a presentation, the general tone is serious and businesslike. The purpose is to give information; there may be the additional purpose to persuade as in a sales presentation. Visual aids are used to enhance a presentation. The person who makes the presentation is expected to answer questions at the end and has the responsibility to ensure that there is clear understanding of all the aspects of the topic among the audience.

4. Public speech: a public speech or lecture has a face to face setting but the distance between audience and speaker is great; this distance increases as the audience gets larger. The purpose of a public speech may be to entertain, to encourage and to inspire. Much depends on the speaker's skill in using gestures. Feed back is very little as the speaker can hardly see the facial expressions in the crowd. A public speech is followed by applause rater than questions.

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5.   Interview: An interview is a meeting at which one person or a panel of persons who are the interviewers, discuss a matter with another person or ask questions of another person, who is the interviewee. The purpose is usually to assess, to judge whether it would be worthwhile to enter into a business relationship with the other. Each side makes an assessment of the other. An interview is structured, and in characterized by question and answer type of communication.

6.   Meeting: Meeting involves many persons; there is a chairman or leader who leads and guides the communication and maintains proper order. There is a fixed agenda i.e. list of issues to be discussed at the meeting. Meetings are of many types, small meeting with four or five people or large meeting with many members. Minutes are recorded in a meeting though the meeting is oral. One should be aware of the subtle non-verbal communication which accompanies oral communication and take care to cultivate it. One who cultivates this strikes the audience as a 'polished speaker' and conveys meaning effectively.

WRITTEN COMMUNICATION

Written communication is used for many purposes. Many types of documents are required for official work. Letters, circulars, memos, notices, reports and minutes are constantly prepared and exchanged in and between organizations. Each has a format and layout which is fixed by custom.

1.   Letter: Letters are the most widely form of written communication. They are used mostly for external communication. A letter has a complex layout which has to be carefully followed.

2.   Memo: Memo (short form of memorandum) is an informal message between members of an organisation and generally related to daily work. Information or instructions can be conveyed by a memo. Memo forms are usually small and are used for brief messages. It may have the company's name printed on the top; spaces are provided for the date, sender's name and department and the receiver's name and department. Top executives of an organization may have personal memo pads with their name printed on the top, for use within the department. A memo may or may not be signed.

3.   Notice: a notice is used when many people in the organization have to be given the same information. It is the most common method of mass communication within an organisation. A notice should be short; its language should be simple, and the type should be large and well

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spaced for easy reading.

4.	Circular: A circular is a detailed document giving information, instructions or orders on a specific matter. A circular has a number and a date for reference, and is signed by the authorized signatory of the issuing office. Circulars are generally issued by government departments and other official bodies like councils, universities and head offices of organizations.

5.	Report: A report is the document prepared by an individual or a committee entrusted with the task of collecting information on a given subject. It requires careful research, collection of data and presentation of the findings, conclusions and recommendations. Reports are of varying length and may be anything from two pages to a full book divided into chapters.

6.	Minutes: minutes are the written record of decisions taken at a meeting. Different bodies have their own convention of recording the discussion and the decisions. Minutes may be written by hand or typed and pasted in a minute book, or typed and filed in a minute file. Minutes are a legal document.

NON VERBAL COMMUNICATION

Non-verbal methods of communication can be consciously created and used with both written and oral communication. Graphics of all kinds can enrich the message presented in a document or in a speech. Pictures, maps, charts, graphs and diagrams add quality and clarity to a verbal message. Besides these symbols, facial expressions, gestures, tone of voice, clothing and other aspects of our personality also communicate. This is called body language. Non-verbal methods enhance and enrich the meaning of words. A good deal of body language is unintentional and unconscious. It is seen through clothing, office décor, other office sounds etc. Non-verbal communication comprises all impressions received and interpretations got through our perceptions. Non-verbal communication occurs even when there is no verbal communication. Non-verbal communication speaks louder than words. Thus there can be unintended and unconscious non-verbal communication as well as conscious use of signs and sounds to communicate.

USES OF NON-VERBAL METHODS

Non-verbal methods have instant effect because of a quicker grasp by the receiver. A colour, a

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picture or sound of the bell or horn gives quick meaning and effect than words or sentences. The quality of speed of conveyance and response makes non-verbal communication extremely useful in many situations.

a.   For traffic signs and signals: non-verbal communication is absolutely essential to bring about quick response from the driver as well as the pedestrian. The red or green signal, a horn or whistle makes the motorist respond soon.

b.   Visual non-verbal methods also help verbal communication. Maps, charts, graphs help people to understand geography, location, data etc. Complex data can be presented in compact form through visual non-verbal methods. Pages of ideas can be brought in a single page through a chart or graph.

c.   Human beings respond more powerfully to pictures, colours and sounds. A cry of agony has strong effect than a tale of sorrow, a film is effective than a narrative story. T.V. news is more effective than radio because of visuals.

d.   For illiterate peoples non-verbal symbols are best. A skull and cross bone as a warning of danger has great response. Even illiterate drivers can manage with non-verbal traffic signals and signs. Non-verbal communication can overcome the barrier of language.

METHODS OF NON-VERBAL COMMUNICATION

Non-verbal methods may be visual or auditory. Visual methods are seen and auditory methods are heard. Science, pictures, colour, design are visual; sounds, bells, tunes and whistles are auditory.

A.   VISUAL SYMBOLS

1.   Colour is a very important and powerful means of communication. It enlivens the dull environment. Colors are related with feelings and qualities like sorrow (black), purity (white), danger (red), etc. Colour has psychological effect. Pleasant colours in work place have good effect on employees. Dark colours reduce productivity, bright colours are disturbing, well-matched soft blend of colours are pleasant and soothing. Colour is an important means of formal communication. In traffic signals life and death are dependent on colour. In chemical industry

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color is used to identify drums, pipes, gas cylinders. In cosmetic industries colors of soaps and shampoos are used to attract customers and classify them. In offices, forms, and orders are in different colors so as to distinguish them. Teams, regiments and flags have different colors. Colour gives an added dimension to maps, charts and graphs.

2.   Pictorial representations can communicate soon. For posters and advertisements, simple drawings to great pictures are used. For illiterate people a picture with few words is useful. Pictures are universally understood and easily remembered. The eye can easily catch a message from a picture than from writing.

3.   Posters combine pictures and words. With minimum words and more illustrations and pictures, a poster can convey a thought. Posters can bring out clearly the danger of drinking, importance of saving money etc.

4.   Graphs and charts provide statistical information. Only educated are benefited by it still it can give an overall description of a situation within a glance. Graphs and charts must be titled and labeled. The date of information should be showed. These should have a scale and a key to explain the symbols used.

5.   Maps are representations of territories. Geographical information like transport route, climatic conditions, population, growth of crops etc and sociological factors like literacy, health, nutrition and so on can be explained through maps. It helps to locate routes and places. Key and scale are necessary for this also.

6.   Signs and signals communicate instantly. Traffic signs and signals are best examples. In mathematics '+', '-', and 'x' are signs. Skull and cross bones are signs of danger. A sign is mostly visual, green light and green flag, gun salute which informs the arrival of a VIP etc. a signal may be visual or auditor. Previous knowledge is necessary to understand a signal afterwards it becomes a reflex action. Members of certain groups also use signs and signals to communicate if they are not near.

B.   AUDITORY SYMBOLS

1.   Sound signals are used mainly for warning; during war time sirens are used to warn; in factories it is used to warn of fire disaster. Whistles are used by police to assemble, halt, divert etc. Trains use for departure or warning. Bells and buzzers are used to mark the start or ending of work. Fire engines use bells to warn other road users. A pleasant bell is a symbol associated with worship

2.   Tunes are used as an identification mark. Programs have special tunes, advertisements are recognised by tunes, secret organizations use tunes to identify and recognize members.

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BARRIERS TO COMMUNICATION

If one has to become a successful communicator, he has to develop his ability and skills effectively. But his planning preparations and practices of communication will be incomplete and unsuccessful unless he identifies and understands the barriers to communication. The executives may spend 90% of their time in communication. But a substantial part of their message in misinterpreted and misunderstood. The message gets distorted by the sender himself. There are a number of barriers which produce noise and prevent the achievement of the desired result.

Some of the important Barriers are Physical Barrier, Semantic Barrier, Socio-Psychological Barrier, Organizational Barrier, cultural barrier and overcoming barriers.

I. Physical Barriers

1.   Noise

Noise is quite often a barrier to communication. It interferes with the transmission of the signals. It also refers to the unwanted signals of messages. In factories, oral communication is rendered difficult by the loud noise of machines. The noise can be visual, audiovisual, written forms also. Poor telephone connection which interrupts conventions are some of the examples of technical noise. Electronic noise like blaring often interferes in communication by telephone or loud speaker system.

2.   Time

If the employee does not communicate with his superiors for a long time, it may create a communication gap between them which may affect their relationship. For eg. If a guest who arrives at midnight will not be able to communicate well.

3.   Distance

The distance between the communicator and the receiver can be strong barrier to communication. The use of telephone along with computer technology has made communication very fast and has a large extent, overcome the space barrier. However, sometimes mechanical breakdowns render these facilities ineffective.

4.   Age

The age, maturity, educational background etc are the factors which a person grows up and make a generation in an organization.

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II. Semantic Barriers

Misinterpretation of words
Semantic means pertaining to or arising from the different meanings of words or other symbols. 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 assign the same meaning to a word as the transmitter had intended. This may lead to miscommunication.
For eg. Present & present.

A present may be present at a function to receive a present. Similar sounding words like 'access' and 'excess', 'flour' and 'flowers', 'cite' and 'site' or 'sight', 'weak' and 'week', 'steal' and 'steel' etc can cause misunderstanding in speech. More importantly, semantic barriers are because words mean different things to different persons. It is said, 'meaning is in people, not in words'.

III. Socio-Psychological Barriers

1.   Status Barrier
Status is a position or social rank of a person in a group. It depends on the person's ability, amount of pay, seniority, type of work assigned, age etc. When the employees become status-conscious, it becomes one of the major barriers to communication. The subordinates are afraid of communicating with their supervisors. Shyness-impatience-arrogance are the barriers of communication.

2.   Inferences
Our everyday life involves various activities. When we travel in a state transport bus, we infer that we may reach safely but it may go wrong and we may meet with some accident. Therefore it would be more reliable and risky to accept the above inference without verifying the facts.

3.   Closed Mind
A person with a closed mind is very difficult to communicate with. He is a man with deeply ingrained notions and not prepared to reconsider his opinions. He is the mind of a man who will say, "Look, my mind is made up. I know what I want to know. And I do not want to know

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anything else".

4. Distortion and Filtering

When a message is transmitted through translation, explanations some part of it get distorted or lost. The accuracy of the message is lost and the transmission becomes imperfect.

5. Bad listening

Most people do not listen very well due to various distractions, emotions etc. One of the major reasons for this is an individual's continuous thinking about his own problems and worries. An employee may get engrossed by worrying about the sickness, rather than listening to the instruction given by his manager. This usually leads to misunderstanding and conflict.

6. Poor communication

Lack of skill in writing and in speaking prevents a person from framing the message properly. For eg. Nervousness in facing an audience in speaking. Written communication can be handicapped by poor skill in using language. Lack of reading and listening are the barriers in poor communication.

IV. Organizational Barriers

Loss of information also occurs as messages move from subordinate to higher levels of authority. Messages are filtered at any level. There may be deliberate suppression of information out of self-interest and jealousy, a supervisor may suppress or change a good suggestion from a subordinate so as to take the credit personally.

V. Cross-Cultural Barrier

Culture is a shared set of values and attributes of a group. Culture is part of an individual's manner of talking, behaving, thinking etc. When the world is becoming global in business, different cultures come into contact with each other so the differences of culture is felt. Some of the significant differences between cultures are:

1.   Nationality: Each nation has a character of its own. Chinese are different from Indians, Pakistanis and Srilankans though they are its neighbour European nations though neighbours have differences. So this becomes a barrier.

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2.	Language: The language of any group directly reflects their culture. The proverbs and idioms of each country shows it. Even among British and Australians who speak the same language a 'word' may not have same significance. Connotations of words differ in different cultures. When Japanese say 'yes' it means 'I'm listening'. The Americans meant as 'Yes I agree'.

3.	Values: Notions of good and evil are called values. This also differs from one culture to another. Rules, norms and behaviour of people also differ from one culture to another. Talking certain things are polite for one country, but impolite to other country.

4.	Social Relationship: All societies have groups like families, castes, classes etc. Significance of family relationship in India is reflected in the elaborate system of words which can describe the precise relationship of two persons, whereas in western languages the all covering word 'cousin' describes a variety of relationship.

5.	Concept of Time: It is one of the troublesome differences especially between Eastern and Western cultures. Eastern concept of time is circular, western concept of time is linear. Punctuality is an important feature in western countries but lack of punctuality is common to Indian and Eastern countries. Keeping work time strictly separate from personal time is a Western concept but not easy for Eastern cures feel 'time is money', some feel personal relationship is important than money. So attitude to time is one of the major problems in Cross-cultural communication.

6.	Concept of Space: This influences design and use of shapes and colour. It plays an important effect on behaviour and the distance maintained by the speakers in a conversation. Some stand very close and talk some maintain distance.

7.	Thought Process: This also varies from one culture to another. Some are strictly logical and rational while others may be holistic and emotional. Thinking process is affected but acceptance or rejection of superstition, belief in magic, miracles etc.

8.	Non-verbal behaviour: Body language is a major factor which varies between cultures. Gestures are understood differently. Indians use more natural gestures than the British; Japanese have many formal gestures for social interaction. Appearance, dressing etc play a role as a barrier. One dress is considered formal by one country but not appropriate to other countries.

9.	Paralanguage: It means the aspects of voice. Cross-cultural confusion arises from the way voice is used. Speaking loudly is considered good to one country but bad to another country. Fast speaking is accepted by some countries, slow speaking is accepted by some countries. Formal tone is accepted by some cultures whereas informal tone is accepted. Silence is considered right during a conversation can cause confusion also in some cultures. Interruption is impolite in Western culture but accepted in some other cultures.

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10.   Perception: It is influenced by culture. We accept what is acceptable in our culture and reject something against our culture. What smells 'good' or 'bad' is perceived differently. Rain means different for Indians and British.

Overcoming Barriers: Constant organizational effort is needed to overcome the barriers, Persons in authority and even subordinates can be helped to overcome barriers by training in effective communication. Periodical review will avert the barriers.

The people in higher position especially need to communicate effectively. All communication skills including feedback and non-verbal communication should be cultivated.

The external barriers like defective channels etc should be avoided. The channels like intercoms, notice boards etc should be in good condition. Sound proof rooms are useful.

Semantic and language barriers can be overcome by being careful in use of language, using simple words which have clear meaning, short sentences, and visual aids etc. Feedback must be got to ensure understanding.

Personal barriers like lack of communication should be overcome by practice. Certain emotional barriers are unavoidable but one should be careful in avoiding even that. Certain things which reduce misunderstanding are as follows:

i)   Don't assure similarity until you are sure. It is safer to assume difference till you are sure of similarity.

ii)   ii) Depend on description rather than evaluation or interpretation. Feel yourself in other's role, values and frame of reference before communicating.

Possible Questions
Two Marks
1. Define Communication.
2. What are the attributes of communication?
3. Give a short note on semantic barrier.
4. Oral communication is natural and immediate – Explain.
5. What is meant by Face-to-face conversation?
6. Write any two uses of non-verbal methods.
7. Explain – Paralanguage
8. What are Signs and signals?
9. Define Communication.
10. What are the factors of Communication?
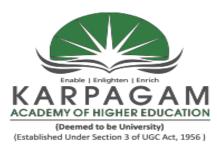11. What is a barrier to communication?

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12. Draw one-way process of communication.
13. What are the attributes of communication?
14. What do you mean by Feedback in communication?
15. List the situations where oral communication takes place.
16. How is nonverbal communication useful?

Eight Marks

1. Explain the role of communication in day to day life.
2. Is Communication a two-way process? Justify your answer with suitable arguments and diagrams.
3. Explain cross-cultural barriers to communication.
4. What are the factors that constitute socio-psychological barriers to communication? Explain.
5. How can you overcome the various barriers to communication?
6. Discuss the importance of Listening Comprehension and list the barriers and guidelines for improving the same.

SUBJECT: ENGLISH IV

S. NO	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	Communication is exchange of _____.	information	ideas	language	speaking	**information**
2	The _____ should understand and respond to the sent message	receiver	person	messenger	communicator	**receiver**
3	Listening is a _____ activity.	writing	reading	talking	thinking	**thinking**
4	Telephone communication is _____	face-to-face communication	written communication	oral communication	sign	**oral communication**
5	Communication has _____ attributes or qualities.	1	2	3	4	**4**
6	Communication is _____ as well as unintentional.	intentional	information	modem	uniform	**intentional**
7	Conscious or intended communication has a _____.	message	purpose	theory	quality	**purpose**
8	The _____ has to put the message	source	receiver	symbol	language	**source**
9	Source is also known as _____.	receiver	listener	sender	audience	**sender**
10	We communicate by exchanging _____ to describe our ideas and experience.	source	receiver	symbol	language	**symbol**
11	_____ is a common symbol system	source	receiver	symbol	language	**language**
12	Communication through words is called as _____ communication	verbal	non-verbal	body language	symbols	**verbal**
13	Communication through other signs is called _____ communication	verbal	non-verbal	gestures	postures	**non-verbal**
14	_____ Communication is natural and immediate.	Oral	Spoken	Written	Both oral and written	**Oral**
15	_____ Communication goes beyond the limits of apace and time.	Oral	Spoken	Written	Both oral and written	**Written**
16	Oral communication had the	vocal	voice	frequency	wavelength	**vocal**

	support of _____ tone and expression					
17	_____ is an informal message between members of an organization.	memo	record	notice	circular	**memo**
18	_____ Organizational effort is needed to overcome the barriers	Constant	Continuous	Speed	Accurate	**Constant**
19	_____ means the aspects of voice	Paralanguage	language	Communication	Speaking	**Paralanguage**
20	_____ is influenced by culture.	language	Perception	Performance	Speaking	**Perception**
21	All communication skills include _____ and non-verbal communication	verbal	record	feedback	status	**feedback**
22	Communication helps to _____ feelings, thoughts, emotions, and ideas.	share	communicate	speak	understand	**share**
23	Which can be used as future reference?	record	speed	accuracy	precision	**record**
24	_____ is an important aspect of human behavior.	Communication	Information	Language	speaking	**Communication**
25	Immediate feedback is possible in _____	public speech	written communication	letters	face-to-face communication	**face-to-face communication**
26	Clarity of voice and speech are important in _____	interview	meeting	telephone communication	none of them	**telephone communication**
27	Physical presence is absent in _____	presentation	interview	telephone communication	meeting	**telephone communication**
28	Visual aids can be used in _____	Interview	Public speech	meeting	presentation	**presentation**
29	_____ may be to entertain or motivate.	Meeting	Public speech	Interview	Telephone communication	**Public speech**
30	Minutes are record in ____	interview	telephone communication	public speech	meeting	**meeting**
31	_____ are the most widely form of written communication	memo	notice	letters	reports	**recall**
32	Informal messages are conveyed through _____	letters	Memo	Notice	report	**Memo**
33	_____ is used for mass communication.	minutes	circular	document	notice	**notice**
34	____ are the written record of decisions taken at a meeting.	reports	circular	notice	minutes	**minutes**
35	Trafic signals are _____.	verbal	non-verbal	oral	written	**time**
36	White color symbolizes _____.	sorrow	purity	danger	wisdom	**purity**

37	_____ provides statistical information.	poster	notice	graphs	maps	**graphs**
38	Geographical information can be known by _____.	charts	graphs	maps	posters	**maps**
39	The choice of _____ depends on the urgency of the message	medium	receiver	messenger	communicator	**medium**
40	_____is the major barrier in factories.	time	machines	noise	workers	**noise**
41	Communication gap created by _____.	noise	time	distance	frequency	**distance**

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UNIT II - ADVANCED READING SKILLS

SUGGESTIONS FOR IMPROVING READING SPEED

Improvement of Reading Rate

It is safe to say that almost anyone can double his or her speed of reading while maintaining equal or even better comprehension. In other words, you can improve the speed with which you get what you want from your reading.

The average college student reads between 250 and 350 words per minute on fiction and non-technical materials. A "good" reading speed is around 500 to 700 words per minute, but some people can read 1000 words per minute or more on these materials.

What makes the difference? There are three main factors involved in improving reading speed: (1) the desire to improve, (2) the willingness to try new techniques and (3) the motivation to practice.

Learning to read rapidly and well presupposes that you have the necessary vocabulary and comprehension skills. When you have advanced on the reading comprehension materials to a level at which you can understand college-level materials, you will be ready to practice speed reading in earnest.

The Role of Speed in the Reading Process

Understanding the role of speed in the reading process is essential. Research shows a close relation between speed and understanding—although it is the opposite of what you might expect! Among thousands of individuals taking reading training, in most cases an increase in rate was accompanied by an increase in comprehension and a decrease in rate brought decreased comprehension with it. It appears that plodding; word-by-word analysis inhibits rather than increases understanding.

Most adults are able to increase their reading rate considerably and rather quickly without lowering their comprehension. These same individuals usually show a decrease in comprehension when they reduce their rate. Such results, of course, are heavily dependent upon the method used to gain the increased rate. Simply reading more rapidly without actual improvement in basic reading habits usually results in lowered comprehension.

Factors that Reduce Reading Rate

1.   Limited perceptual span (word-by-word reading)
2.   Slow perceptual reaction time (slow recognition and response to the material)
3.   Vocalization (reading aloud)
4.   Faulty eye movements (including inaccuracy in placement of the page, in return sweep,

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in   rhythm and regularity of movement, etc.)

5.   Regression (needless or unconscious re-reading)

6.   Faulty habits of attention and concentration (including simple inattention during the reading act and faulty processes of retention)

7.   Lack of practice in reading—use it or lose it!

8.   Fear of losing comprehension, causing the person to deliberately read more slowly

9.   Habitual slow reading, in which the person cannot read faster because he or she has always read slowly

10.   Poor evaluation of which aspects are important and which are unimportant

11.   The effort to remember everything rather than to remember selectively

Since these conditions also tend to reduce comprehension, increasing the reading rate by eliminating them is likely to produce increased comprehension, too. This is entirely different from simply speeding up the rate of reading—which may actually make the real reading problem more severe. In addition, forced acceleration may destroy confidence in one's ability to read. The obvious solution, then, is to increase rate as a part of a total improvement of the whole reading process, as special training programs in reading do.

BASIC CONDITIONS FOR INCREASED READING RATE

A well-planned program prepares for maximum increase in rate by establishing the necessary conditions. Four basic conditions include:

1.   Have your eyes checked. Often, very slow reading is related to uncorrected eye defects. Before embarking on a speed reading program, make sure that any correctable eye defects you may have are taken care of.

2.   Eliminate the habit of pronouncing words as you read. If you sound out words in your throat or whisper them, your reading rate is slowed considerably. You should be able to read most materials at least two or three times faster silently than orally, because you can get meaning from phrases without reading each word individually. If you are aware of sounding or "hearing" words as you read, try to concentrate on key words and meaningful ideas as you force yourself to read faster.

3.   Avoid regressing (rereading). The average student reading at 250 words per minute regresses or rereads about 20 times per page. Rereading words and phrases is a habit which will slow your reading speed down to a snail's pace. Usually, it is unnecessary to reread words, for the ideas you want are explained and elaborated more fully later. Furthermore, the slowest reader usually regresses most frequently. Because he reads slowly, his mind has time to wander and his

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rereading reflects both his inability to concentrate and his lack of confidence in his comprehension skills.

4.   Develop a wider eye-span. This will help you read more than one word at a glance. Since written material is less meaningful if read word by word, this will help you learn to read by phrases or thought units.

Rate Adjustment

Poor results are inevitable if the reader attempts to use the same rate for all types of material and for all reading purposes. He must learn to adjust his rate to his purpose in reading and to the difficulty of the material. The fastest rate works on easy, familiar, interesting material or in reading to gather information on a particular point. A slower rate is better for material which is unfamiliar in content and language structure or which must be thoroughly digested. The effective reader adjusts his rate; the ineffective reader always uses the same.

Rate may be adjusted overall for an entire article, or internally for parts of an article. As an analogy, imagine that you plan to take a 100-mile mountain trip. Since this trip will include hills, curves, and a mountain pass, you estimate it will take three hours for the total trip, averaging about 35 miles an hour. This is your overall rate adjustment. In actual driving, however, you may slow down to no more than 15 miles per hour on some curves and hills, while speeding up to 50 miles per hour or more on relatively straight and level sections. This is your internal rate adjustment. Similarly, there is no set rate which the good reader follows inflexibly in reading a particular selection, even though he has set himself an overall rate for the total job.

Reading rate should vary according to your reading purpose. To understand information, for example, skim or scan at a rapid rate. To determine the value of material or to read for enjoyment, read rapidly or slowly according to your feeling. To read analytically, read at a moderate pace to permit you to interrelate ideas.

The nature and difficulty of the material also calls for adjustments in rate. Obviously, level of difficulty depends greatly on the particular reader's knowledge. While Einstein's theories may be extremely difficult for most laymen, they would be very simple and clear to a professor of physics. Hence, the layman and the physics professor will read the same material at different rates. Generally, difficult material will entail a slower rate; simpler material will permit a faster rate.

In general, decrease speed when you find the following:

1.   Unfamiliar terminology. Try to understand it in context at that point; otherwise, read on and return to it later.

2.   Difficult sentence and paragraph structure. Slow down enough to enable you to untangle them and get accurate context for the passage.

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3.	Unfamiliar or abstract concepts. Look for applications or examples of your own as well as studying those of the writer. Take enough time to get them clearly in mind.

4.	Detailed, technical material. This includes complicated directions, statements of difficult principles, and materials on which you have scant background.

5.	Material on which you want detailed retention.

In general, increase speed when you meet the following:

1.	Simple material with few ideas which are new to you. Move rapidly over the familiar ones; spend most of your time on the unfamiliar ideas.

2.	Unnecessary examples and illustrations. Since these are included to clarify ideas, move over them rapidly when they are not needed.

3.	Detailed explanation and idea elaboration which you do not need.

4.	Broad, generalized ideas and ideas which are restatements of previous ones. These can be readily grasped, even with scan techniques.

WAYS TO INCREASE YOUR READING SPEED

1. Stop the Inner Monologue

One's inner monologue, also known as sub vocalization, is an extremely common trait among readers. It is the process of speaking the words in your head as you read, and it is the biggest obstacle that gets in the way of you being able to increase your reading speed.

If you're hearing voices in your head when you're reading, don't fret. As long as it is your own voice, reading along with you, you're fine. In fact, this is how teachers teach kids to read – say the words silently in your head as you read. Do you recall the instructions, "Read in your head, as I read the passage aloud", that were said fairly often in the classrooms? That is one of the ways in which this habit of having an inner monologue was ingrained into you as a young reader.

When you were initially taught to read, you were taught to sound out everything and read aloud. Once you were proficient enough at that, your teacher had you start saying the words in your head. This is how the habit originated, and most people continue reading this way. It does not adversely affect them in any way, until they start wanting to read at a faster pace. If you are seeking to increase your reading speed, this is the first thing you must learn to overcome.

Why does this slow you down? The average reading speed is pretty much the same as the average talking speed. According to Forbes, the average adult reading speed is 300 words per minute. The average talking speed is the same. Since most people are in the habit of saying the words aloud in their head as they read, they tend to read around the same pace as they talk. This

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means, your reading speed will only increase so much if you continue to keep up that inner monologue. If you want to continue to increase your reading speed, you need to eliminate it.

To do this, you need to understand one thing: It's unnecessary. You do not need to say every word in your head in order to understand the material you are reading. It was when you are younger, but now you are able to input the meaning from just seeing the words. Your brain still processes the information. For example, when you see a "YIELD" sign, do you actually stop to speak the word in your head? Of course not. You just look at it and process it automatically. This is what you need to be doing when you read your print material, such as books or paperwork.

If you have a hard time attempting this, try reading with instrumental music playing in headphones or chew on some gum. A distraction will keep your brain less focused on sub vocalization, though you will still look at the words and process them.

2. Word–Chunking

Word-chunking closely parallels with the idea of eliminating the inner monologue. This is the act of reading multiple words at once, and is the key to reading faster. All of these reading tips tie together, yet word-chunking is probably the most active tool to use when you work to increase your reading speed.

A person can take in several words at a time, even though we are trained – as mentioned with the inner monologue – to read each word at a time and not miss a single article. Using your peripheral vision is one way to make this step easier, but we will get to that in the next section. For now, focus on trying to read three words with one glance. Continue on down the page like that, taking note of how much faster you complete the entire page of text. You are still able to process and comprehend what you read, but spend far less time doing it.

Now, take that concept one step further. Take a pencil and lightly draw two vertical, parallel lines down your page, separating the text into three sections. Start at the top left of the page as usual, and cover up everything below that line with your hand or a piece of paper. Focus on reading the text in each section as one thing. Chunk the words together, and read them at a glance as you would a road sign. Keep doing this down the page, moving the paper accordingly.

You will notice that your speed was faster than before.
Continue with this method until you feel comfortable enough to challenge yourself a bit more.

3. Do Not Reread the Words on the Page

Before we move on to the peripheral vision part – that's the real kicker – you're going to want to make sure you break the habit of rereading the words on the page. If you watch the average person's eyes as they read, you will notice they jump and flit about. They do not just

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flow evenly back and forth, as they should. This is because the average person – you do this, too – tends to backtrack over words they have already read. This is one thing that prevents you from being able to increase your reading speed.

You most likely do this without even realizing that you are doing it, which makes it a bit of a tricky habit to break out of. The easiest way, even though you may feel a bit childish, is to use your finger or bookmark to guide you along. Keep your finger running back and forth across the page, without stopping or going back. Keep tracking the words as your finger continues to make its way down the text. When you get to the end, think about what you read. You did not go back over a single word (I hope!), and yet you still recall what you have read.

4. Use Peripheral Vision

Congratulations! You've made it to the key step that really ties everything together. While this may not be the final step, it's certainly a critical one. Use the techniques from everything above to view and comprehend several words at one time. Instead of chunking in smaller groups of words, try reading one line at a time. This involves looking at the center of the line, and using your peripheral vision to read the rest of it. Scan the page in this manner and, when you reach the bottom, you will find that you still understood what you read, but you did it in record time.

5. Use a Timer

Speaking of 'record time', now is your chance to test yourself and work on how to increase your reading speed each time you read. Set a timer for one minute, reading normally as the time dwindles down. When the timer goes off, note how many pages you have read. The website, Words to Pages, will help you to figure out how many words you have read. Now, combine everything you have learned and repeat the test. Jot down that number, too.

Keep doing this, continuing to beat your previous count each time. Set a daily or weekly goal, and treat yourself when you reach it. Continue with this little game, and you'll be able to increase your reading speed in no time!

6. Set a Goal

Holding yourself accountable will better ensure you stick with your reading and your timer tests. Give yourself a goal of a certain number of pages to read each day/week/etc., and stick to it. When you reach it, treat yourself. Incentive never hurt anyone!

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7. Read MORE

The old adage, "Practice makes perfect," is actually pretty darn accurate. Any professional, artist, musician, etc. practices their work regularly. A reader should be doing the same thing. The more you read, the more you will be better at it. The better you are at reading, the more you will increase your reading speed. Theodore Roosevelt read one book before breakfast, and then three or four more in the evening. He also read papers and other such pamphlet-style reading material. I'm not sure how long these books were, but I am going to assume they were of average length. Use his obsession as fuel for your own goal.

8. Use a Marker

Do you find your vision slipping and sliding through the page as you read? Not a problem. Simply place an index card below each line, and slip it down as you read. This will ensure you stay at reading one line at a time, rather than flitting your eyes about and taking nothing in.

9. Work on Improving Your Vocabulary

Think about it: You're reading along, and then you run into a word you don't know. Do you skip it? Do you try to figure it out by context? Do you stop to look it up? Whichever course of action you take, you are slowing your time significantly, if not stopping it all together to go and look up the retarding word. If you work on improving your vocabulary, you will know more words. The more words you add to your repertoire, the faster you read. The faster you read, the more you can read. It may be self-evident, but it's important.

10. Skim the Main Points FIRST

Finally, when you're in a real time-crunch and need to get something read by yesterday, take a deep breath and calm down. Open the book, and take some time reading over all the main points. Read the table of contents. Read the subtitles. Read the captions under the diagrams. Get an overall feel for the chapter/section/etc..

Next, read the first paragraph of each main section. Read the last. Read the middle. Think this over in your head, and piece it together. Then, start reading everything else while employing the techniques we have just discussed. You'll retain your information better, as well as your get your reading done faster.

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Improving Vocabulary

Expanding vocabulary leads to improving overall language skills. Even if you resort to lists and rote memorization, vocabulary is a wonderful way to build all the major language skills. That's because building vocabulary in any way boosts communication, visualization, memory recall and practical use among others.

Vocabulary activities all complement one another in one way or another. Each vocabulary teaching method utilized for students will have a focus.

1. Present Words with Visual Stimuli

Visual learning has long been a staple of learning. From the time we're kids and throughout our entire academic careers, visual learning plays a big role. Presenting new words using visual stimuli is also a great way to step away from more humdrum methods and spice up the classroom.

One way you can recruit visuals to join your battle is by using flashcards. Of course, this is a classic teaching and learning method. However, there are plenty of ways to make it a new and exciting activity.

For example, you won't simply have your students write the new words and their meanings on flashcards—boring! Rather, you'll let them build a visual experience that will support comprehension. We'll show you how to take this even further in the teaching method outlined below.

2. Attach Context to Vocabulary

Attaching context to the vocabulary you present to your students will connect them with those new words in a more meaningful way.

Many English teachers place the most emphasis on this vocabulary teaching method due to its utter importance.

There are a few strategies based on teaching with context. For one, you can group words together using context. You'll want to show how vocabulary words work together in sentences and paragraphs. You'll want to present words to students with a complete story or a video clip that utilizes all of it.

3. Build Confidence with Word Clusters

Another exceptional and effective way to keep building vocabulary comprehension is to deploy word clusters in the classroom.

They're an old English teaching favorite that allows you to check in on your students' comprehension levels quite easily. They could be a bit boring if you simply give your class a worksheet of word clusters to decipher—but you don't want to be the boring English teacher.

Word clusters basically map out relationships between words . Students will need to identify

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which words are closely related and draw it all out.

You may also want to consider using Visual Thesaurus for examples for this activity as well as further activities and learning possibilities. Visual Thesaurus is exactly what it sounds like, a thesaurus that uses word maps to display the relationships between words. Because of its interactive, engaging nature, students may end up using it not just to find the "right" word, but to add new words to their vocabulary without even realizing it!

4. Keep New Words Practical

Keeping new words practical will let students know exactly how to use them when they need them the most.

In fact, building ESL skills through practical use is essential to language growth. Plus, it adds excitement to any activity. You can mold your students' communication skills faster while building quicker response times in a practical setting.

This could prove valuable to ESL students abroad or during English testing. Improvisational activities in the classroom are effective for presenting and learning vocabulary in a practical way.

5. Let Your Students' Voices Be Heard

Your students want to build vocabulary and they want to be heard.

So, let them do both with an out-loud activity that will boost their confidence, communication and comprehension. Having your students practice their new vocabulary out loud will also help develop proper pronunciation of their new words. Hearing them use the new words you presented will allow you to make on-the-spot pronunciation fixes while still building momentum within an activity.

You can combine this vocabulary teaching method with the Total Physical Response (TPR) method as well. You'll be instructing students around the classroom, making the two-method combination an exceptional way to build ESL skills, English response time and language use confidence.

POSSIBLE QUESTIONS
Two Mark Questions
1. What are the four basic conditions of reading?
2. What are the factors can decrease the speed of reading?
3. How to improve the vocabulary?
4. What is mean by the Peripheral Vision of reading?
5. What is Word–Chunking?
6. What is mean by Inner Monologue?

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Eight Mark Questions

1. Explain the possible suggestions to improve Reading Speed
2. Discuss the Role of Speed in the Reading Process
3. Explain the factors can Reduce Reading Rate
4. Explain the Four basic conditions of reading with examples.
5. Illustrate the reasons which can decrease the speed of reading.
6. Substantiate the ways to increase the reading speed

S.NO	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	There are _____ kinds of listening situations.	two	one	four	three	two
2	_____ listening situations include face-to-face conversations.	interactive	voluntary	non – interactive	involuntary	interactive
3	_____ thus, refers to the grasping of an idea or concept in its entirety.	paragraph	sentence	comprehension	words	comprehension
4	_____may cause confusion in the mind and misinterpretation of ideas resulting in wrong responses and actions.	message	words	poor comprehension	paragraph	poor comprehension
5	An _____comprehension may even cause social embarrassment.	complete	adequate	incomplete	inadequate	inadequate
6	There are _____ reading speeds as distinguished by Edward Fry.	two	five	three	four	three
7	While reading a book all the essays are divided into _____	Sentences	paragraphs	ideas	words	paragraphs
8	Building reading skills can contribute to the development of _____	writing	listening	reading	speaking	writing
9	When we speak of listening what we really mean is listening and _____ what we hear.	Writing	understanding	c. painting	sketching	understanding
10	In our _____ language, we have all the skills and background knowledge.	Second	original	first	foreign	first
11	Listening situations include _____, and non-interactive.	interactive	memorizing	writing	hearing	interactive

12	Interactive listening situations include face-to-face conversations and _____ calls.	Mobile	viber	telephone	twitter	telephone
13	_____ listening situations are listening to the radio, TV, films, lectures, or sermons.	interactive	face to face	telephone	non-interactive	non-interactive
14	We make a close reading of a text we try to follow the _____ contained in it.	Thought	idea	message	script	Thought
15	Comprehension refers to the _____ of an idea or concept in its entirety.	Concentrating	responding	grasping	memorizing	grasping
16	Poor comprehension may cause _____ in the mind and misinterpretation of ideas resulting in wrong responses and actions.	Distraction	irritation	confusion	tension	confusion
17	An inadequate comprehension may even cause _____ embarrassment.	private	Social	self	public	Social
18	There are three reading speeds as distinguished by _____	Northrop Fry	Edward Fry	Bradburn	Tennyson	Edward Fry
19	While reading a _____all the essays are divided into paragraphs.	Essay	travelogue	paragraph	book	book
20	Better _____ is important to double the speed of reading.	listening	comprehension	writing	speaking	comprehension
21	college student reads between _____ words per minute	250-350	100-200	300-500	350-520	250-350
22	A good reading speed is around _____ words per minute	200-400	300-500	800-1000	500-700	500-700

23	Readers have the necessary _____ and comprehension skills.	documents	materials	language	vocabulary	vocabulary
24	Speed and _____ have close relationship.	books	notes	understanding	ability	understanding
25	very slow reading is related to uncorrected _____ defects.	materials	eye	ear	notes	eye
26	The average student reading at _____words per minute	250	200	300	150	250
27	Inner monologue also known as _____.	drama	sub vocalization	speaking	eliminating	sub vocalization
28	Listening comprehension is the _____in the oral mode.	receptive skill	auditory skill	written skill	cognitive skill	receptive skill
29	The three variables that impact on the informative listening skills are _____, concentration and memory.	words	diction	vocabulary	meaning	vocabulary
30	Increasing your _____ will support your understanding of messages from people.	vocabulary	words	numbers	diction	vocabulary
31	A good reader should know the writer's _____ in a particular construction.	avoid	intention	information	identity	intention
32	The reader should vary the _____ of reading according to the purpose of reading	purpose	idea	speed	mouthing	speed
33	A perfect reader should change the _____ of reading according to the purpose.	style	order	speed	pause	style
34	If a reader wants to get an idea of the text he/she can _____ through the text.	reader	skim	scan	knowledge	skim
35	Reader should _____ the text if he/she is searching for a specific information.	skim	read line by line	speed	scan	scan
36	One should learn to read at a _____, which suits the listeners	pitch	pause	pace	clarity	pace
37	Adjusting the speed according to the need of our _____ is essential	speaker	audience	narrator	writer	audience
38	_____, while reading are	pause	pace	skim	order	Pauses

#	Question					
	very effective in holding the listeners' attention					
39	_____ is used to quickly identify the main ideas of a text.	scanning	purpose	skimming	dictionary	skimming
40	Skimming is done at a speed _____ times faster than normal reading.	three to four	four to five	three to five	four to six times	three to four
41	_____ technique is useful when you are seeking specific information rather than reading for comprehension	scanning	skimming	editing	writer	skimming
42	_____ works well to find dates, names and places	skimming	reading	scanning	writing	skimming
43	Good readers constantly seek to improve their ____ability	listening	writing	reading	hearing	reading
44	Practice _____ reading to increase your reading speed.	loud	silent	speed	mouthing	silent
45	Good readers have confidence in their ability to _____ what they read	read and understand	theme and idea	write and summarize	way of narrative	read and understand
46	Reading comprehension has many parallels with _____comprehension.	speaking	writing	listening	effective reading	listening
47	_____ reading a text, good readers clarify the purpose of reading.	after	before	during	review	before
48	_____ is facilitated because the reader is oriented to the content of the reading.	author	Idea	Reading comprehension	speaking	Reading comprehension
49	Reader creates a _____of what they have read	mental image	essay	review	summary	mental image

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UNIT III - ADVANCED WRITING SKILLS

WRITING

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

Quotation

Defined: A document sent to a potential customer offering to sell goods or services at a certain price, under specified conditions.

A quotation is used to let a potential customer know the cost of goods or services before they decide to purchase them. When a seller sends a quotation, it commits them to a certain price. This is why quotations are mostly used when costs are relatively stable and the services/goods to be provided can be accurately estimated (labor, cost of raw materials, etc.).

After receiving the letter of enquiry from a prospective buyer, the sellers supply the relevant information by writing a letter that is called quotation letter. These letters are written keeping in view the information asked for like price list, mode of payment, discount to be allowed etc. Businessman should reply to the inquiries carefully and promptly.

It is a reply by the seller to the prospective buyer. Hence, the quotation letter should be prepared carefully by the seller. It should contain information on all points mentioned in the inquiry letter.

The seller should send the best possible quotation so that it induces the buyer to place an order because it is the basis on which the interested buyer decides whether to buy or not.

A letter of quotation is any letter written in reference to the price of a service or product. This could range from a customer or client requesting or accepting a quote, to the supplier or service provider sending the quote amount. Either of these letters could be headed as a letter of quotation.

The quotation may contain the following points:-

☐ Details about quality of goods offered for sale.

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☐ Details about quantity of goods offered for sale.

☐ Type of quotation.

☐ Sale price per unit of the commodity.

☐ Term of payment like Cash or Credit, trade discount, cash discount and other allowances if any.

☐ Time, mode and place of delivery.

☐ Details of duties, and payable.

☐ Details of packing, labeling, insurance, etc.

☐ Net price payable.

☐ E and O.E. (errors and omissions expected)

Inviting quotations

☐ It is important for a business organization to invite quotations from several sellers before placing an order. This is done to find out the cheapest and best source of supply of goods required. A great care is necessary in drafting such letter so that right seller can be located as quickly as possible. The Inviting quotations letters should include following points:

☐ Describe the need clearly and precisely. Give detailed specifications such as the shape, size, quality, make etc. of the goods you require. For example if you need to buy inverters, give the exact numbers, watt hours, size, guarantee period, shape, make and quality.

☐ Request the seller to quote his prices and terms of payment.

☐ Ask him for a sample, if necessary. Sometimes the buyer may already be possessing the sample and in the Inviting Quotations, he can specify that the sample can be seen from his office before quoting rates. In case, he does not have the sample, he can ask for a sample if required.

☐ Give an idea of the quantity you intend to buy.

☐ Indicate the time by which you would like the goods to be supplied. This will help the seller determine whether during the periods available he will be able to meet your demand or not.

☐ Ask if the goods guaranteed and if so, for what period. Also ask the seller to give an idea of the normal expected like of these goods.

☐ Ask what accessories and spares, if any would be supplied and how much they cost.

☐ If the goods you are ordering need installation, ask the seller the cost of doing so and also the repair facilities offered by him. For example computers are required to be installed by expert technical persons. In such cases, ask the supplier as to how much he will charge for the same and whether or not there will be repair charges.

☐ As the processing of a purchase proposal takes some time, ask the seller to indicate the period for which his quotations will be valid.

☐ Independently ask for tax components. In addition to the basic price of the good, there

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will be few taxes such as Sales tax, Central Tax, VAT etc. which may be paid by the buyers.

What to include in a quotation

There are a number of items that should be included and considered when preparing a quotation for a customer.

First of all, a quotation should include the price that you have decided to charge for the service or goods you will provide. In a quotation, you can include a breakdown of the components leading to the settled price (such as labor costs, raw material costs, VAT etc.) You may also want to specify a time schedule: i.e. how long the project will take you or how long it will be until goods are delivered.

A quotation may also indicate a specific time period for which it is valid, e.g. 30 days. Also, a project or service quotation may include an explanation of how any requests for modifications or changes will affect the price once the project is underway.

Opening Sentences

Please quote you lowest rate for the following items.

We should be grateful if grateful if you would kindly inform us of the terms and conditions for the supply if….

May we request you to let us have lowest rates for the following items which we require in April?

Please let us know your lowest rates as early as possible for the supply of….

We intend to buy the following items next month for our new branch in…I should be grateful if you would kindly quote your lowest rate for them.

Closing Sentences

We look forward to hearing from you soon. If your quotations is suitable, we shall be happy to busy all our requirements this session from you.

On hearing from you, we shall place a firm order with you.

We look forward to placing an order with you.

As we need these goods urgently, we shall be grateful for an early reply.

We hope the terms and conditions you quote will be satisfactory. We shall of course be happy to order all our requirements from you.

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Example:

ABC Paper Mill,

Solan

Sub: Inviting Quotation for Paper Rims

Respected Sir,

We intend to purchase large stocks of printing papers of A4 size, required for our printing press, in large numbers, due to recent orders. We invite you to send your most competitive quotations for the same.

If you prices and terms are favorable, and your goods are of good quality and high standard, we shall consider giving a five year contract for the supply of paper rims.

Please send the quotation and carriage paid, within a week.

Thanking you,

Yours sincerely

XYZ

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Sending Quotations

The supplier sends his offer after he receives the Inviting Quotations Letter. The response to the inviting quotations should be carefully drafted and should fully take note of each item in the enquiry. It should be properly drafted because any mistake in rates or conditions can put the supplier to disadvantage. Following points should be kept in mind while drafting this letter:

Mode and terms of Payment
Place and time of delivery
Method of transport
Charges on account of sales tax, freight and insurance.
Packing and forwarding charges.

Example:

To M/s Deepak Consultants

49, Defence Colony

New Delhi

Sub: Regarding Quotations for Various items.

Ref: Your No. DP/1002/FC/01 dated 15/01/07

Dear Sir

With reference to your letter cited above, please find below the quotations for the various items. We hope that you will these rates reasonable and place order with us.

Item detail	Rate Exist
Letter heads	Rs. 10 per paper
Company brochures	Rs. 15 per Brochure

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Company calendars   Rs. 130 per calendar

Bill books   Rs 150 per book

Packing charges are included in the above rates.
The rates are inclusive of all taxes.
Payment in full to be released within 15 days of the receipt of the material.
In case of any further information, please do not hesitate to write us.

Thanking you

Yours sincerely

(P.K Gupta)

Sales Manager

Placing Orders

Order letter is written to a company for official product or service requirement. It has great number of use in every type of business. So we provide here some order letter sample Â as well as order confirmation letter sample with execution letter sample.

Color World wish to place an order with National Paints Co. Ltd. for various paints. Prepare an order using imaginary terms and conditions. (Letter of order)

Order Letter Sample
Color World
15; New Market, Dhaka-1200
1st September 2012
Manager,
Sales Division
National Paints Co. Ltd.
20, Tongi,Gajipur.
Sub: Order for various paints.
Dear Sir,

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CLASS: For all undergraduate students of B.Com/CA/PA/BPS/BBA
COURSE NAME: Part II – English IV
COURSE CODE: 17ENU401
BATCH-2017-2020

Thank you for your quotation and the price list. We are glad to place our first order with you for the following items:

SL. No:	Description	Quantity	Weight	Unit price	Amount (Tk.)
1	Enamels paint	25 Tins	100 1bs	1000	25.000
2	Synthetic paint	20 Tins	2001bs	2000	40.000
3	White paint	10 Tins	l0 lbs	500	5.000 70,000

Since the above goods are required immediately as our stock is about to exhaust very soon. We request you to send the goods through your "Motor" van as the carriage inward is supposed to be borne by you.

We shall arrange payment within ten (10) days to comply with 5/10, Net 30 terms. Please send all commercial and financial documents along, with goods. We reserve the right to reject the goods if received late.

Yours faithfully,

Mohammed Tareq
Purchase Manager,
Color world

INVITING TENDER
MODEL INVITATION TO TENDER LETTER
[Insert Name of School]

[Insert address of tenderer]

Dear ….

INVITATION TO TENDER (ITT) for …….[insert a general description of the tender]

1   Your organization along with others is invited to offer a tender for provision of the above, to the specification outlined in the attached documents. Enclosed are:

      Document 1   Instructions and information on the tendering procedures.
      Document 2   Specification of the Requirement.
      Document 3   List of attachments.
      Document 4   Declaration and information to be provided by tenderer.

2   Please read the instructions on the tendering procedures carefully. Failure to comply with them may invalidate your tender which must be returned by the date and time given below.

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3   [Insert number of tender copies you want] copies of your tender must be received by [insert name and address of the person to whom the tender should be sent] no later than [insert time and date]. Late tenders will not be considered.

4   If having read the enclosed specification you decide not to submit a tender, I would be grateful if could send your reasons (though you are under no obligation to do so) to [insert contact name], at the above address marked 'No Tender'.

5   Please contact me if you have any questions about the tendering procedure. The enclosed Document 1also contains details for providing you with further information or clarification of the School's requirement.

I look forward to your response.

Yours sincerely

Order Confirmation Letter Sample
National paints Cch Ltd
20, Tongi, Gajipur
6th Sept, 2012
Purchase Manager
Color world
15, New Market,
Dhaka-1200
Sub: Confirmation of Letter dated September l, 2012.
Dear Sir.
We thank you for your order No. p-3-7 dated September l, 2012 for various paints. The order is in process of execution and it will be dispatched on 8th September, by our Motor van.. We have taken special care for the quality and packing of the paints and we hope that you will find them highly satisfactory.
We thank you again for your kind offer of the paints and hope that you -will extend your similar co-operation in future.
With best regards
Yours faithfully
A K Rahman
Sales Manager
National paints co. Ltd

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MEMORANDUM

A memo or memorandum is a communication note that records events or observations on a topic. Memos are typically used within a business environment as an interoffice tool and can serve many purposes. Today, emails can be considered a common type of memo. For example, they call attention to issues that may need to be resolved, they update clients and other colleagues on the status of active projects, and finally, they give solutions to colleagues on issues that are related to the project being worked on. They are good tools to provide a concise method of delivery. Remember to keep it simple.

Memo Purpose

A memo's purpose is often to inform, but it occasionally includes an element of persuasion or a call to action. All organizations have informal and formal communication networks. The unofficial, informal communication network within an organization is often called the grapevine, and it is often characterized by rumor, gossip, and innuendo. On the grapevine, one person may hear that someone else is going to be laid off and start passing the news around. Rumors change and transform as they are passed from person to person, and before you know it, the word is that they are shutting down your entire department.

One effective way to address informal, unofficial speculation is to spell out clearly for all employees what is going on with a particular issue. If budget cuts are a concern, then it may be wise to send a memo explaining the changes that are imminent. If a company wants employees to take action, they may also issue a memorandum. For example, on February 13, 2009, upper management at the Panasonic Corporation issued a declaration that all employees should buy at least $1,600 worth of Panasonic products. The company president noted that if everyone supported the company with purchases, it would benefit all (Lewis, 2009).

While memos do not normally include a call to action that requires personal spending, they often represent the business or organization's interests. They may also include statements that align business and employee interest, and underscore common ground and benefit.

Guidelines to follow when writing a memo

Use an Informative Subject Line

Be specific from the beginning; tell the reader what the subject of the memo is and what is a proposal, progress report, question, or result. The subject line is one of the first things the reader is going to look at as soon as they pick up a memo. For this reason the subject line needs to be informative so the reader knows exactly what they are reading as soon as they look at the memo.

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Use Strong Opening Sentences

Like a subject line the first few sentences need to elaborate on the topic and purpose of the memo. This gets the reader right into the information and avoids wasting time on lengthy introductions. Don't waste time and space with irrelevant information, get right into the issue at hand.

Use Active Voice, First Person

Memos always have a conversational style, and use words like "I", "you", and "we". It sounds more natural to say, "I would like you to do this" and it is more personal because you are addressing a specific individual. To get action from people, write in the active voice as opposed to the passive voice. Write as if you were talking to the person face to face. Use contractions, however, avoid using slang words or phrases that might be misconstrued by a reader. On the other hand, keep the document appropriate for a work place setting. 'Remember: Memos are professional documents. Although technical writing is not meant to sound academic, it is also not meant to sound unprofessional. A memo is a business document which is a reflection upon a business itself. It is also a legal document that can be kept for many years and can be used as a reference in given situation. It needs to stay formal and professional. Colleagues, superiors, and clients do not want the document to be too casual because it can be possibly interpreted as disrespectful. Never start a memo like you are talking in a conversation with a friend, using words like, "hey and hi." You always want to start a memo using a professional opening, such as "hello" or "dear," etc. This applies even when the person you are writing the memo to is a close friend.

Do Not Get Wordy

Avoid words that might not be known to readers. The language should be simple, but it should not be overly simple. Instead of writing "per your request" think of using a more casual way to say it for example, "as you requested" or "as you wanted" would be more appropriate. Be brief.

Avoid "fluff" Words

Get to the point by keeping to the important topics, while avoiding the use of fluffy adjectives. No one likes to have to read between the lines when they are on a limited schedule. Be honest in your word choice, without sounding wordy or pretentious. Only use jargon if it helps keep the memo concise and you are sure that the reader will understand the jargon. Your English teachers will all disagree, but in business, short and sweet is the standard for memos.

Check Before You Send

Take time before you send the memo to make sure that you have covered all the correct information. Double check names, dates, and the specifics of the project/topic to make sure that

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everything is accurate and up to date. Keep in mind that any written business document is legally binding, which means everything in the memo needs to be accurate. Make sure that you look at your spelling, since the spell check on the computer program is not always reliable.

Don't be Overly Sincere

Try to avoid phrases such as "we're sorry for any inconvenience this may have caused" or "please don't hesitate to call." Too many phrases such as this may appear to be insincere or trite to some readers. You can be honest without sounding like a child. Do not overuse cliché phrases; instead, make sure to express yourself and make sincere apologies when appropriate.

Become the Reader

Keep your reader in mind when you are writing a memo. One tip for achieving a reader-centered memo is to pretend that you are having a face-to-face conversation with the memo recipient. Again, make sure that you are professional, yet, at the same time, get the point across to your audience by being clear and concise.

Make the End the Beginning

Memos often begin with a statement of the problem or a found solution. Put what you want the reader to get out of the memo at the top and then continue to go into more detail in the body of the memo. This is known as an inverted pyramid style of writing. This style of writing is important because readers often only take time to skim memos. Putting the most important information at the beginning of the document ensures that the reader understands the purpose of the document. Most readers will miss the important subject if the memo is not written this way. This is mainly due to the fact that they are skimming towards the middle of the document and are not thoroughly reading the memo. Another tool that accounts for the skimming of memos is the use of bullet points, tables, and lists. These can be effective because they summarize the current situation of the project, as well as offer a checklist for future reference on things, such as deadlines. Bullet points are easily accessed by the reader and can relay important information to the reader quickly and concisely.

List Recipients of the Memo

It is considerate to inform the readers of who all is receiving the memo you have written. This way the readers know who the informed audience is and who has this information. This enables the readers to be prepared to explain the situation and answer questions from others who have not been informed through the memorandum.

Initial Your Memo

Like signing a letter, initialing a memo that is to be mailed is a sort of stamp of approval from you.

The Basic Structure of a Memo Is: Statement of the Problem, Discussion of Why the

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Problem Exists, Suggested Course of Action, and You're Concluding Statement.

Do not Give Too Many Whys

It's necessary to explain why you want something done, but be sure not to overdo it. A memo should be short and to the point. The reader will not read the entire document, so the memo needs to be able to be skimmed easily.

Keep Paragraphs Short

Limit each paragraph to about five lines or less. Put each reason in a separate paragraph, rather than bunching them up. If a paragraph gets too long, the reader's attention is lost and the purpose of the document is gone. It is natural for people to skim and find key words to focus on when reading a document. If the paragraph is long, they will resort to looking less for key words and try to skim through it even faster.

Call to Action

Close your memo with a call to action. It's simple; if you want a response by Friday at 3 P.M., then say so. This gives the reader an obligation to send you something back.

Closing

The closing in a memo is as simple as a signature line. The signature line needs to include a contact phone number, e-mail address, and, if your company has a Web URL, that should be included too. A closing line may not be needed, and will depend on your relationship with the recipient.

Dates

Make sure you write any dates in the following format: month in written format, (ex. December), followed by the day in numerical format, concluding with the year in numerical format. This format is important so that dates are not confused. If the memo is sent to another country, the date will not be misinterpreted.

Legality of Document

Memos are legal documents. That is why it is important to write them in a professional manner. The date is not only beneficial for the employees within a company, but it is also beneficial in the event that a court case arises. Dates can be used as a form of documentation. Furthermore, a memo should always be accurate and honest. Do not state something that is knowingly inaccurate. Make sure to always check your facts. Memos can be required in court if the business gets sued. These documents need to be formal, accurate, and business-like, since they may provide proof that something was or was not done.

The legality of the document also heightens the importance of professionalism within a memo. Do not include nicknames or inside jokes. If jokes are stated, the courts may think that it is a code used between people and may be a red flag for the court system. If these documents are

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read in court, it reflects badly upon the company. Also, in order to protect one, do not commit anyone but oneself to a time schedule, unless it has already been agreed upon.

How a Memo will look

Beginning of a Memo

When typing memos in a company setting, the very top of the memo should contain the company name and that it is an office memorandum, only for office distribution. If this is not the case then your memo will start like this:

TO:
FROM:
DATE:
SUBJECT:

Keep in mind that the information after the colon needs to be aligned with each other. To do this you want to use tab. If you are familiar with Microsoft Word you can use the left tab on the ruler to do this.

Sample draft:

TO: Candace Harris
FROM: Candace Seay
DATE: January 1, 2000
SUBJECT: Join us at the yearly picnic

Middle and End of Memo

After the subject line use a double space before starting the body of the memo. In memos do not indent paragraphs, just double space between each one.

One thing to remember is that most memos will only be a page long, but if you do go over a page then you will need a header on the second page. The header will include your name, the page number, and the date.

The ending of an informal office memo might only have the sender's name. If it is a more formal memo, then the person should put their full name, along with their job title and contact information. It is also customary to initial memos by hand next to your printed name at the top.

Sample draft:

John,

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Our yearly picnic will be held on Saturday, March 3. We are looking for volunteers to help with the set up, cooking, and clean up. If you are interested, please let me know by January 15.
Jane
Final Product for Memo

To: John Doe
From: Jane Doe
Date: January 1, 2000
Subject: Join us at the yearly picnic

John,
Our yearly picnic will be held on Saturday, March 3. We are looking for volunteers to help with the set up, cooking, and clean up. If you are interested, please let me know by January 15.

NOTICE

A notice is a written or an oral statement that contains the particulars of holding a meeting. When a circular is served among the members of the meeting to attend the meeting, it is called a notice. It is letter of invitation that carries the request to the members to attend a meeting. A notice includes time, place, date and agenda of a meeting. The notice should be sent by the proper authority in due time so that the members can attend the meeting in time.

So, notice is formal written or formal information, notification or warning about a fact or an invitation to the concerned person for attending the meeting.

Notice-of-a-statutory-meeting

ESSENTIAL ELEMENTS OR FACTORS OF A VALID NOTICE

The essentials or elements or factors of a valid nonce are given below:

Signature: The notice must be signed by the proper authority. Only the legal authority should serve the notice.

Proper time: The notice must be served in proper time. It should be circulated according to the rules and regulations of the company or the organization.

Time date and place: The time, date and place of the meeting must be stated in the notice.

Unconditional: There must be no condition or complexity in the notice about attending meeting. Always a notice is unconditional.

Agenda: Agenda means topics to be discussed in a meeting. A valid notice should contain the agenda of the meeting.

Conciseness: The notice must be short in size. It should be clear, simple and easy.

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Proper persons: Notice should be served to the proper persons who are entitled to attend the meeting.

Enclosure: An explanatory statement should be sent with the notice.

NOTICE

Notices are a means of formal communication targeted at a particular person or a group of persons. It is like a news item informing such person or persons of some important event. This can be an invitation to a meeting, an announcement of any event, to issue certain instructions, make appeals etc.

It is generally written and then displayed at a public place, where it is accessible to all. They can be pasted on notice boards. If it is meant for a wider audience it can even be published in a newspaper. The government when it issues notices must publish it in national and local papers.

Format

Since notices are a formal document it should follow a structure or a format. Keep in mind there is no one correct rigid format. Different formats used by different people/organizations can show some variations. But it is ideal to follow a somewhat similar format for ease of understanding and uniformity. Let us look at the most used format of notices.

Name of Issuing Organization/Authority: Right at the very top, you print the name of the person or company that is issuing the said notices. This will help the reader identify the notices as important or unimportant to him.

Title: When writing notices we mention a title "NOTICE" at the top. This helps draw attention to the document. Notices are generally posted at a public place or published in newspapers. It is important that they do not get lost in a sea of information. So a bold title clearly mentioned helps draw the attention.

Date: After the tile to the left-hand side we print the date on which the notices have been published. Since this is a formal document a date is an important aspect of it since these documents stay on record.

Heading: Then we move on to an appropriate heading to the notices. This heading should make abundantly clear the purpose of the notices.

Body: After the heading, we write the brief and to the point body of the notice. The main content of the notice features in the body.

Writer's Name: At the end of the notices we write the name and designation of the notice-writer. The notices have to also be signed by the same person to lend it authority and validity.

Content

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Notices should cover some important points that are to be communicated to the readers. Let us summarize the five points that the content of the notice will cover, the five W's

What: What is the notice about? The notice should be clear about what is going to happen (event) or what has already happened (occasion). This is the crux of the message and should be written clearly. There should not be any ambiguity.

Where: If the notice is about an event, then the location of such an event must be written clearly. The venue or the location is important details, so make sure to include this in the notice.

When: This is the time and the date of the event or meeting. If possible the duration of the event should also be mentioned to people can schedule their time accordingly.

Who: This will be who the notice is addressed to. Who all are suppose to adhere to the notice should be clearly mentioned to avoid confusion.

Whom: And final detail should be whom to contact or get in touch with. This mentions who the appropriate authority is to contact.

Tips to Remember regarding Notice Writing

Be precise and to the point. The ideal length of a notice is 50 words, so precise language is appreciated.

It is a formal form of communication so the language used should be formal as well. No flowery text.

Keep the sentences short and use simple words. Since notices are fairly brief it is best to keep it simple.

Use passive voice as far as possible.

Present your notices in a proper format in a box. The presentation should be neat and thus be appealing to the eye.

Example:
ABC Co-operative Housing Society

NOTICE

25th October 2017.

Diwali Gathering

On the auspicious occasion of Diwali, the Society has organized a gathering followed by dinner. All members of the society are requested to attend the event in the clubhouse of the society at

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8:00 pm on the 30th of October.

XYZ
Chairman of ABC Co-operative Housing Society

MINUTES

Minute is an official written statement of the motions and resolutions taken in a meeting. It is brief but a complete record of all discussions held among the members of the meeting. It is also defined as the official record of the proceeding of a meeting that should be needed to approve by the participating members of the meeting.

An accurate written record of meetings is essential not only for all those who attended the meeting but also for those who were unable to attend. Some definitions of minute are as follows:

According to Rajendra Pal and Korlahalli, "Minutes are the official records of the proceedings of meeting."

So, minutes are the brief and complete official written record of all discussion which is held among the members of the meeting.

TYPES OF MINUTES

Generally, the minutes of a meeting can be divided into two groups. They are the follows:
1. Minutes of narration: These minutes will be a concise summary of all discussions which took place, reports received, actions to be taken and decisions made. It includes:
☐ Names of the participating members
☐ Name of the proposer and supporter
☐ Discussion summary. Resolutions
2. Voting pattern etc. Minutes of resolution: Minutes of resolution means the written statement of the decisions that have been taken and approved by the participating members of the meeting. Only the main conclusions which are reached at the meeting are recorded in minutes of resolution. These are usually used for minutes of AGMs and other statutory meetings.

Example: Purchase of photocopier- the company secretary submitted a report from the administrative manager containing full details of the trial of the AEZ photocopier. It was resolved that the AEZ photocopier be purchased at a cost of $250

FACTORS CONSIDERED IN DRAFTING MINUTE

The following factors should be considered in drafting minutes of a meeting:
1.   Name and address of the organization

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2.   Name of the meeting
3.   Date, time and venue of the meeting
4.   Name of the chair person
5.   Name and signature of the participating members
6.   Serial number
7.   Following of the rules and structure of minutes
8.   Name of the prosper and supplier of resolutions
9.   Number of regret letters
10.   Easy and understandable language
11.   Divisions
12.   Proper data
13.   Signature of the president

Agenda

The agenda is a list of things to do at the meeting. It is a plan that helps the meeting run smoothly and outlines issues to be discussed. If possible, it should be circulated in advance of the meeting so committee members can come prepared to talk about the items at the meeting.

Tips

It is a good idea for the Chairperson to ask for items of any other business at the start of the meeting in order for them to be programmed into the meeting. Two hours is long enough for any committee meeting. Have a tea break, if necessary. The first five items and the last two items should always be on the agenda. See attached sample. If a topic is already on the agenda, it should be dealt with in its right place and not as a matter arising or under correspondence. Make sure that an agenda is not too long, two or three items, apart from the regular ones are plenty. Attach an attendance list for the committee to sign on arrival.

Attendance list
Name of Group
Type of Meeting
Date of Meeting 24 April 2013
Name
(Please Print)
Address
Apologies
Example of an agenda
Tenants and Residents Association

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Committee Meeting
Tuesday 8th
September 2015 at 7:00pm
Community Education Centre

1. Present, apologies and welcome
2. Minute of the previous meeting
3. Matters arising from the minute
4. Correspondence/Secretary's report
5. Treasurer's report
6. …………………………………………..
7. …………………………………………..
8. Any other business
9. Date/time/place of next meeting

RESUME

A resume is a one- to two-page formal document submitted to job recruiters as means of showing a list of an applicant's work experience, education and skills. The document is designed to provide a detailed summary of an applicant's qualifications for a particular job; it is not usually meant to provide a complete picture. A good resume gives the potential employer enough information to believe the applicant is worth interviewing. A one-page cover letter submitted along with the resume can provide additional information about the applicant's qualifications.

Curriculum Vitae (CV), resume, bio-data are three different terms used for a document, which the job seekers send to the prospective employer stating their educational qualifications, skills, experience and others. In fact, CV is a British usage; resume an American and the last is an Indian usage. But of late resume has become a commonly used term in India.

A resume is a sort of self-profile and a document prepared by the person who seeks an employment in an institution and to get an interview from the employer. A resume reveals the essential information like education, experience, skills and others of the writer. It is an important tool in the hands of a jobseeker. It becomes the foreground on which the future employee and employer transact with each other to come to a deal. The writer of the resume by giving his/her educational qualifications, skills, experience and other requires information, tries to lure the employer in the best suitable way and in the shortest time, may be 10-20 seconds and puts a strong case in support of himself/herself. The resume is not a static thing. It changes as your

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experience, qualifications and skills grow.

How to prepare a Resume:

To write carefully crafted resume is not an easy task and at the same it is not wise to leave the whole thing to a professional resume writer. Similarly, the material and tips given by the website will not be of any help completely. Hence, one should prepare his resume on his own. Before preparing a 'power-packed resume' one needs a lot of preparation and ground work. It involves three stages:

• Prewriting
• Writing
• Final Draft

Prewriting is the stage where necessary material, drafting of objectives, skills and work history are collected. Searching of newspaper and websites has to be done. Then, introspection of her/his short and long term career goals, skills, job preferences like taking a job within the country or abroad etc, is done. The field of interest or specialization whether- engineering, designing, marketing, sales, export, finance, administration, academic etc, depending on the subject specialization, degrees, aptitude and skills acquired should be found.

The antecedents (history) of the company should be collected. Information about the prospective employer, the branches of the company, the turn over of the company, terms and conditions, compensation package etc should be found out through company websites, newsletters, brochures etc. After collecting the essential information about the company one should study the responsibilities and the skills required for the post. Find out the mode of applying preferred by the company. Some expect you to send the filled- in application by downloading it from their website. Sometimes you have to send the resume prepared by you, through e-mail attachment or some other way.

Then one's skills have to be found out. Writing a list of skills you posses is not that easy. Make a note of skills required for the post and see whether your skills match to that post. Identify the languages you know both spoken and written or either one. In India many companies prescribe age limit for the jobs. So evidence of date of birth and age are necessary.

Gender and Sex

If a particular advertisement reads, 'Gents' preferred of 'ladies' preferred then it could be included or when your name does not suggest the gender then write Mr./Ms. E.g.   Mani (Mr.), Rama (Ms), Rathinam (Mr.)

Marital Status

Make a mention of marital status if it is relevant to the job you apply for or else do not mention.

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Career Objective

It is one of the importance components. It is written at the top of the resume in broader terms expressing the field of interest, vision, career chosen etc. Question yourself why you want a job, which position and why in a particular company. The answers to these questions become your career objective. In India, it is conventional to mention your future plan or your vision or your individual dream to attain some position and thereby contribute to the growth and success of the company. On the whole your career objective statement should include your area of work such as IT, Finance, Accounts, Marketing, and HR etc.

If you are an experienced person in the field, give summary of skills i.e., previous experiences achieved in various positions in different companies. If you are a starter, do not use the title Summary of Skills.

Education Details

Start with school level, SSLC or equivalent to the highest degree acquired, with year of passing, percentage of marks or grade, institution's name, place etc.

References

Some people provide references in the resume itself. If you do so take the permission of those people whose references you give and provide the latest e-mail ID and contact numbers. A latest passport size photograph is to be provided.

The second stage is writing. The actual writing process starts here. The number of pages should be generally, 1 or maximum 2 pages for a starter and for experienced people it can be 4-5 pages on A4 size sheets. Use 10-12 font size and Times New Roman or Ariel; do not copy the format from the template in computer. Be conservative, moderate and truthful. Use quality paper if you are sending by post. Avoid use of 'I' and other personal pronouns. Don't give a negative image of yourself. Have someone to review your resume. Spell checks the whole thing.

Final Draft- After spell check and re-reading, finalize the resume and send it through e-mail or through snail mail as per requirement.

COVERING LETTER

Covering letter is part of the resume though separately enclosed, and equally important as the latter. It is a common practice to enclose the covering letter with the resume. One should be very careful while preparing a CL, as it is crucial The CL gives a bird's eye view and helps the employer to guess what lies in the resume that follows. So the job seeker should write the resume in such a way that it impresses the manager. CL makes or mars one's career.

Among many things the CL reveals mainly__

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-The job (post) one seeks for in precise terms (giving reference code, if asked for)
-The aspirant's skill in written communication
-Presentation skills, selecting facts and matching skills.
-One's understating of the required skills for the job applied for.
-CL emphasizes the essential skills (summary of skills) given in the resume in different words. It is just a change of focus only.

Besides, giving the highlights of the professional skills in the letter, you may take this opportunity in giving a reference of a person in the company, if you have any. For example, if the deputy director, territory manager or someone in the company suggested or asked you to apply for the post, you can mention the fact, taking his/her permission.

Or if you apply for the post by reading an advertisement in a newspaper or one of the job websites, you can mention it by saying "With reference to the advertisement in The Times of India dated _____or a note in jobsite/website of the company in _____, I am sending my resume through email attachment along with the CL.

It you don't have any these, and wish to enquire whether there are any vacancies in a company, then state the fact in CL _____'I wish to enquire whether there are any vacancies in the company suitable for my skills. Please find my resume given for reference through the attachment. I will be thankful if you let me know about any suitable vacancies in your company, to the following e-mail address: <…….>

What does a covering letter contain?

•   Past experience and skills ___ If in service, a mention must be made of present job and experience and skills relevant for the present post applied for. If you do not have any experience then mention the projects or summer training which is relevant to the job.
•   A reference____ Make a reference, if any, of someone (taking permission) who suggested you to apply for, preferably, in the beginning of the letter itself.
•   Level of confidence_____ Every word in the CL should reflect the confidence level and why you think you are better qualified with your skills for the post.
•   Whether the skills match ___ Mention how the past experience and skills re matched to that of the present post applied for.
Note:

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-Your CL should be in such a way to rouse the curiosity of the reader to open your resume.

-Let the CL be not more than one side of the A4 size paper.

-CL is a better place to mention a gap, in you career, if any, with brief explanation.

Five Ways of Making Covering Letter Attractive

1.   Your neatness, precision, presentation skills and ability to pay attention to details.

2.   Editing your letter to ensure grammatical correctness, correct spelling and usage.

3.   No copying anyone's letter. You letter should convey your personality emphasizing concisely the information pertaining toy our specialized training and all relevant experience and skills necessary to the post.

4.   Avoiding the use of outdated words like 'humbly request', 'I beg', 'Your esteemed company', 'I enclose herewith' etc., or other words which give a low image of yourself.

5.   For a walk-in-interview, CL is not necessary.

Model CL
This the covering letter of Santhosh
SANTHOSH.B
#5588, Konappa Nagar
Electronic City
Bangalore-560100
Mobile No: 21-99999999
E-mail: ssss@ssssl.com
April 9, 2012
Mr. Harold A. West
Head of HR
Greg Corporations
202, Olbee Centre, Raj Bhavan Road
Hyderabad- 500082
Dear Mr. West,

With reference to your advertisement dated April 5, 2012, in The Hindu, inviting applications for the post of an Accounting Manager, attached is my resume for your perusal. With a total of 5 years of experience working in this profile as an Accountant Manager, I feel I am the most suitable candidate for this job profile.

I begin my career at the most basic level of accounting; as an accounting clerk. I had put a lot of hard work to reach this position of an Accounting Manager. I am well aware of all the intricacies of accounting and could be very helpful as far as the firm's success is concerned.

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I would be happy to meet you in person for an interview to discuss this further. I am also delighted to inform you that your job requirements perfectly match my qualifications and skills. I thank you for your time and hope to hear from you soon. If you have any queries please call me on the above telephone number.

Sincerely,

[SANTHOSH.B]

Enclosures:
1.   Resume.

Santhosh's Resume
SANTHOSH.B
#5588, Konappa Nagar
Electronic City
Bangalore-560100
Mobile No: 21-99999999
E-mail: ssss@ssssl.com
Career Objective:
To work as an Accounting Manager in a large scale firm and apply my knowledge and skills for the firm's prosperity that would hone skills and intellectual faculties while adding value to itself.
Professional skills:
Well versed in accounting
Hardworking
Team facilitator
Good at taking decisions
Work Experience:
Organization: KYT Business Corporation
Designation: Accounting Manager
Tenure: 2006 to present

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Roles and Responsibilities:

- Ensure that all monthly and quarterly transactions with financial institutions are performed accurately and on time

- Prepare the annual financial report and the statistic schedule for internal analyses and evaluation the company's current standing.

- Supervise employees in each department and assist the controller as required.

Educational Qualifications:

☐ Masters in Business Administration, specialized in Finance, 2006

☐ Bachelor's degree in Finance, from the University of Chicago, 2002.

Courses taken included:

Accounting I   Accounting II   Internal Audit

Advanced Accounting I   Advanced Accounting II   Financial Management

Managerial Accounting   Corporate Audit   Managerial Economics

Economics I   Accounting for Not-For-Profits

Skills:

☐ Superior GAAP knowledge.

☐ High leadership drive.

☐ Great communication ability.

☐ Experience with MS Excel.

☐ Excellent organizational skills.

☐ Good filing skills.

Other activities & hobbies:

☐ Organizing various cultural & WON Prizes.

☐ Reading E-books

☐ Net surfing

☐ Personal Details:

Name: Santhosh. B

Age & DOB: 27 years, 21-06-1985

Sex: Male

Marital Status: Single

Nationality: Indian

Permanent: #5588, Konappa Nagar

Electronic City

Bangalore-560100

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Mobile No: 21-99999999
Languages Known: English, Telugu
References: Available upon request.
Declaration

I hereby declare that the above written particulars are true to the best of my knowledge and belief.
Signature
(SANTHOSH.B)
Place & Date

REPORT WRITING

A report is a part of a documentation which is sharp and short and specially written for a particular purpose and audience. A report consists of specific and important information which is analyzed and applied to a particular problem or issue, often making recommendations for future action. A report should be in clear and well-structured format so that the information is easy to locate and follow.

Requirements and content of a report may vary business to business and departments to a department. A report provides a brief of instruction and guideline and an outline of the purpose of report, audience, and issue or problems.

- To make a good report follow these instructions-
- Understand the purpose of the report
- Gather, evaluate and analyze relevant information
- Structure material in a logical order
- Present your report according to the instructions in a particular manner
- Make appropriate conclusion
- Make thoughtful and practical recommendations where required.

Types of reports—

Routine reports- Routine reports are written on daily basis for daily process and goal achievement at regular interval.

Research reports- These reports are written for a specific research and topic and provide a conclusion to the findings.

Technical reports- These reports are written for IT and technical purposes which conduct technical experiments and analysis.

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Characteristics or Features of a Report

1. Precise: The reporter should be very clear in drafting a report. If so, he/she may present the report very precisely with coherence and makes it a valuable document.

2. Accuracy: The construction of sentences brings accuracy of the disclosed information. Besides, there is no ambiguous in understanding. Spelling mistake irritates the reader. Faulty punctuation may mislead the meaning.

3. Only Facts: The management is going to take a decision on the basis of the factual information available in the report. Inaccurate facts may lead to faulty decisions.

4. No Grammar Mistake: All the rules relating to grammar should be followed while drafting a report. The quality and validity of the report is affected due to grammar mistake.

5. Relevance: Only relevant information must be included in the report. Irrelevant information should not be included in the report. If relevant information is not included, the report is incomplete. If irrelevant information is included the readers are confused.

6. Simple Language: Simple sentences can be used for drafting a report. Lengthy sentences should be avoided. A report should be understood by an ordinary layman.

7. Unambiguous Language: The report should be free from ornamental language. Unknown words, unfamiliar words and double meaning words should not be used while drafting a report. Idioms and Phrases may be used if required for proper understanding of the subject.

8. Reader Orientation: It is necessary to keep in mind the person(s) who is (are) going to read the report. There must be an attraction in the report while reading the same.

9. Arrangement of Matters: The subject matter of the report should be symmetrically arranged. If so, the readers can understand the report in the right direction.

10. Clarity: Clarity depends on proper arrangement of facts. The report can be presented in the order of introduction about the preparation of the report, objectives of report, sources of data, methodology used for collecting the data, findings and finally recommendations. These are presented in the form of short paragraphs with suitable main headings and sub-headings to achieve greater clarity.

Writing the report: the essential stages

All reports need to be clear, concise and well structured. The key to writing an effective report is to allocate time for planning and preparation. With careful planning, the writing of a report will be made much easier. The essential stages of successful report writing are described below. Consider how long each stage is likely to take and divide the time before the deadline between the different stages. Be sure to leave time for final proof reading and checking.

Stage One: Understanding the report brief

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This first stage is the most important. You need to be confident that you understand the purpose of your report as described in your report brief or instructions. Consider who the report is for and why it is being written. Check that you understand all the instructions or requirements, and ask your tutor if anything is unclear.

Stage Two: Gathering and selecting information

Once you are clear about the purpose of your report, you need to begin to gather relevant information. Your information may come from a variety of sources, but how much information you need to depend on how much detail is required in the report. You may want to begin by reading relevant literature to widen your understanding of the topic or issue before you go on to look at other forms of information such as questionnaires, surveys etc. As you read and gather information you need to assess its relevance to your report and select accordingly. Keep referring to your report brief to help you decide what relevant information is.

Stage Three: Organizing your material

Once you have gathered information you need to decide what will be included and in what sequence it should be presented. Begin by grouping together points that are related. These may form sections or chapters. Remember to keep referring to the report brief and be prepared to cut any information that is not directly relevant to the report. Choose an order for your material that is logical and easy to follow.

Stage Four: Analyzing your material

Before you begin to write your first draft of the report, take time to consider and make notes on the points you will make using the facts and evidence you have gathered. What conclusions can be drawn from the material? What are the limitations or flaws in the evidence? Do certain pieces of evidence conflict with one another? It is not enough to simply present the information you have gathered; you must relate it to the problem or issue described in the report brief.

Stage Five: Writing the report

Having organized your material into appropriate sections and headings you can begin to write the first draft of your report. You may find it easier to write the summary and contents page at the end when you know exactly what will be included. Aim for a writing style that is direct and precise. Avoid waffle and make your points clearly and concisely. Chapters, sections and even individual paragraphs should be written with a clear structure.

The structure described below can be adapted and applied to chapters, sections and even paragraphs.

Introduce the main idea of the chapter/section/paragraph

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Explain and expand the idea, defining any key terms.

Present relevant evidence to support your point(s).

Comment on each piece of evidence showing how it relates to your point(s).

Conclude your chapter/section/paragraph by either showing its

Significance to the report as a whole or making a link to the next chapter/section/paragraph.

Stage Six: Reviewing and redrafting

Ideally, you should leave time to take a break before you review your first draft. Be prepared to rearrange or rewrite sections in the light of your review. Try to read the draft from the perspective of the reader. Is it easy to follow with a clear structure that makes sense? Are the points concisely but clearly explained and supported by relevant evidence? Writing on a word processor makes it easier to rewrite and rearrange sections or paragraphs in your first draft. If you write your first draft by hand, try writing each section on a separate piece of paper to make redrafting easier.

Stage Seven: Presentation

Once you are satisfied with the content and structure of your redrafted report, you can turn your attention to the presentation. Check that the wording of each chapter/section/subheading is clear and accurate. Check that you have adhered to the instructions in your report brief regarding format and presentation. Check for consistency in numbering of chapters, sections and appendices. Make sure that all your sources are acknowledged and correctly referenced. You will need to proof read your report for errors of spelling or grammar. If time allows, proof read more than once. Errors in presentation or expression create a poor impression and can make the report difficult to read.

Feedback

Any feedback from tutors on returned work can be used to create a checklist of key points to consider for your next report. Identify priority areas for attention and seek out further information and advice. Speak to your tutor or an adviser from the Learning Development. Used in this way, feedback from tutors can provide a useful tool for developing and improving your writing skills.

EXAMPLE: REPORT WRITING
CULTURAL FEST
-Robin Dey

24 October 2014

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On 22/ 10/2014, a colorful and memorable Cultural Fest was organized in our school. This event was whole day long and was held in the auditorium of our school. In this mega event, many schools from our city took part.

The grand show commenced by the arrival of various teams from schools. Then the Chief Guest, the District Collector, of our District, arrived with his wife. There was a colourful welcome followed by lighting of the lamp. It was accompanied by a melodious Saraswati Vandana, hailing the goddess of knowledge and wisdom. It was followed by a welcome speech given by the Principal of our school. Then there was bouquet presentation to the invited guests and the grand event began. It was a truly mesmerizing show as the teams from various schools presented many programmes. There was singing, dancing, poetry recitation, skits, mimicry, mono act shows, classical and modern combination of several foot tapping numbers. Everyone sat glued to the show. The Chief Guest praised the entire event a lot. He guided with his inspirational words and inspired to do better. It was followed by the announcement of the winning team , ABC School of our city. The team from our school bagged second position and everyone complimented one another. It was followed by a formal vote of thanks and the event concluded.

We really enjoyed a lot and dispersed with a sincere hope that such mega events should be organized time and again giving the students a chance to display their talents.

Possible Questions:
Two Marks
1. Define Writing
2. What to include in a quotation?
3. Define Minutes
4. How to send a quotation?
5. What is order letter?
6. Define Memo
7. What are the guidelines should follow to write a report?
8. How to prepare a resume?
9. Write the Characteristics or Features of a Report
10. What are the three stages for preparing a resume?

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Eight Marks

1. Write a covering letter for your cv.
2. How to write an inviting quotation? – explain
3. Explain quotation with suitable examples.
4. How to prepare minutes – explain
5. What are the guidelines to follow when writing a memo?
6. What are the essential elements or factors of a valid notice? – discuss
7. Discuss the real purpose of a resume?

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COIMBATORE-21
(For B.COM/CA/PA/BPS/BBA Students -2017 Batch)
Unit- III (Multiple Choice Questions)

SUBJECT: ENGLISH IV

S. N o	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	Writing is a medium of _____ communication.	speaking	human	modern	ancient	**human**
2	The result of writing is called _____.	text	speaking	Communi cation	thinking	**text**
3	A quotation is used to know the _____ of goods	range	cost	size	quality	**cost**
4	Businessman should reply to the _____ carefully and promptly.	worker	inquiries	salesman	questions	**inquiries**
5	the quotation letter should be prepared carefully by the _____.	seller	buyer	customer	owner	**seller**
6	A great care is necessary in drafting _____.	letter	quotation	amount	material	**quotation**
7	First of all, a quotation should include the _____.	quality	sample	price	quantity	**price**
8	Declaration and information to be provided by .	source	receiver	symbol	tenderer	**tenderer**
9	Today, _____ can be considered a common type of memo.	notice	emails	books	circulars	**emails**
10	Memos are typically used within a _____.	business environme nt	city	educationa l field	governme nt	**business environme nt**
11	The unofficial, informal communication network within an organization is often called the	disguist	infrmation	announce ment	grapevine	**grapevine**
12	Notices are a means of _____ communication	formal	informal	short	simple	**formal**
13	_____ can be published in newspaper.	memo	book	notice	postures	**notice**
14	_____is an official written statement of the motions and resolutions taken in a meeting.	notice	Minute	memo	document	**Minute**
15	the minutes of a meeting can be divided into groups	one	three	five	two	**two**
16	The _____ is a list of things to do at the meeting.	minutes	notice	activity	agenda	**agenda**
17	_____ should be circulated in advance of the meeting	memo	agenda	notice	circular	**agenda**

18	_____is a one- to two-page formal document submitted to job recruiters.	resume	memo	notice	statement	**resume**
19	A one-page _____ submitted along with the resume	application	degree	cover letter	mark statement	**cover letter**
20	_____ are written on daily basis for daily process	research report	technical report	formal report	Routine reports	**Routine reports**
21	Notice is used to announce _____.	events	salary	work	place	**events**
22	Eye catching caption should be included in _____.	report	Minutes	notice	agenda	**notice**
23	An agenda is a list of _____.	meeting	workers	report	organization	**meeting**
24	An agenda may also be called a _____.	invitation	document	docket	minutes	**docket**
25	Calender also known as _____.	Agenda	resume	report	notice	**Agenda**
26	_____ is called versatile form of communication.	minutes	memo	notice	report	**memo**
27	Memos are typically less than _____ page.	2	1	3	5	**1**

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UNIT IV - BUSINESS LANGUAGE AND PRESENTATION

IMPORTANCE OF BUSINESS LANGUAGE

Business people without exception can cite instances where a project deadline was not met, a customer complaint was not handled well or stockholders were not well informed about the status of the business. While there are usually extenuating circumstances that caused the glitch, almost always poor or inadequate communication was part of the problem. Good business communication could have helped alleviate the situation.

Good Business Communication

Good communication means the intended message you send is received by your audience without any distortions in meaning. This definition applies to not only personal communication among friends or relatives, but to business situations where you may be communicating with a co-worker one-on-one or in a meeting with several or more people. The key here is clarity.

Good Communicators Generally Do Good Work

Good business communication helps get the job done well, on time and on budget. The boss or team member who can communicate objectives, reasoning and step-wise tasks in a concise and coherent manner contributes more to a company's success than one who does not. These communicators are highly valued in today's complex and competitive business world, and are often earmarked for promotion and increased responsibility.

Controlling Communications Flow

Today there are many more ways to communicate than there were just a few years ago and access to communication devices is almost universal in most businesses. Communication is also almost instantaneous. The ease with which you can use a laptop, cell phone or other device to communicate with co-workers, clients and others has made doing business easier. But, it can have drawbacks. To ensure your business is using modern communication effectively make sure you have ways to archive information for later access. For example, a salesperson needs to archive email messages from and to clients so that exact job specs are readily available and jobs are handled properly.

Cross-Cultural Communication

In today's global economy, businesses cannot ignore the importance of cross-cultural communication. Businesses are finding that it is in their best interest to learn about national,

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cultural and ethnic groups they need to communicate with to grow their businesses. Knowledge of language nuances and local customs are important to that growth as a misstep can cause a lost sale or a delayed project.

Keep It Simple

Good business communication is simple and easily understood, a rule often overlooked by managers and team members. This is especially important when preparing a document, speech or presentation that is a game-changer for the company. Simple and concise language wins over language that is obtuse and hard to understand.

Words often confused

English has a lot of commonly confused words. They look alike, sound alike or, worst of all, look and sound alike but have completely different meanings. Other words look and sound different but are similar in meaning, and it's hard to determine which the correct one in a given context is. Hopefully the following list of pairs of commonly confused words will help you keep them straightened out.

Accept vs. Except
Accept (verb) - to receive

I accepted all my birthday gifts with gratitude.
Except (conjunction) - apart from; otherwise than; were it not true

When Susan travels, she packs everything except the kitchen sink.
Affect vs. Effect
Affect (verb) - to have an effect on; influence; produce a change in; to stir the emotions

The dog's death affected his owners.
Effect (noun) - anything brought about by a cause or agent; result

The new speed limit law had little effect on the speed of the motorists.
All Intensive Purposes vs. All Intents and Purposes
"All intensive purpose" is an incorrect use of the phrase "all intents and purposes."

"All intents and purposes" is a phrase that means "for all practical purposes" or "under most

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usual situations."

For all intents and purpose, she planned to buy the refrigerator but still wanted to check the reviews.

A Lot vs. Allot

A lot (noun phrase) -many

A lot of people came to the party.

*"A lot" is always two separate words. "Alot" is not a real word.

Allot (verb) - to distribute, give or assign

Fifteen minutes were allotted to each of the speakers at the conference.

Allusion vs. Illusion

Allusion (noun) - an indirect reference

The Austin Powers movies often make allusions to the James Bond films.

Illusion (noun) - a false idea or conception; belief or opinion not in accord with the facts; an unreal, deceptive, or misleading appearance or image

The magician created the illusion that he was levitating.

Awhile vs. A While

Awhile (adverb) - for a while; for a short time

The guests planned to stay awhile.

A while (noun) - for a short time; when while is used as the object of the preposition (for a while) then the "a" is separated from the "while"

The guests planned to stay for a while.

Bad vs. Badly

Bad (adjective) - not good

Your feet smell bad.

Badly (adverb) - not well; in a bad manner; harmfully; incorrectly; wickedly; unpleasantly

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Charlotte plays tennis very badly.

The people involved in the accident were badly hurt.

*Here, a note. Adjectives generally describe nouns, so even if you use the word "bad" following a verb in a sentence, if it's meant to describe the thing itself, then use the adjective. "Bad" here means the same as "rotten," "rancid" or "stinky," all of which are adjectives. If you can replace "bad" with another adjective and still have a sentence that makes sense, then you know that "bad" was the correct choice. Adverbs often describe the manner in which something is done. To say, "your feet smell badly" is to say that your feet are inhaling through the nose and perceiving odors, and that they're going about it all wrong.

Borrow vs. Lend

Borrow (verb) - to take or accept something for a short time with the intention of returning it to its rightful owner

May I borrow a pencil, please?

Lend (verb) - to give something for a short time with the intention of getting it back

Would you please lend me a pencil?

Breath vs. Breathe

Breath (noun) - air taken into the lungs and then let out

Take a deep breath.

Breathe (verb) - to inhale and exhale

Just calm down and breathe.

Butt Naked vs. Buck Naked

Butt Naked is a phrase that means to be without clothes.

The baby tore off his diaper and ran around the house butt naked.

Buck Naked is a phrase that also means to be naked and without clothing.

The baby tore off his diaper and ran around the house buck naked.

*Note - Neither of these phrases is incorrect. The term buck naked may derive from the term buckskin, that which hides are fashioned. However, neither term has much etymological backing for one being more correct than another.

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Cache vs. Cash
Cache (noun) - a safe place to store supplies; anything stored or hidden in such a place

The hikers found a cache with some cash and jewels.
Cash (noun) - money, coins, bills; currency

ATM machines dispense cash.
Chomp at the Bit vs. Champ at the Bit
Chomp at the bit - an over used and incorrect form of "champing at the bit"

Champ at the bit (idiom) - ready or anxious; eager to be going or moving along.

The kids were champing at the bit to see the newest Harry Potter movie.
Complement vs. Compliment
Complement (noun) - that which completes or brings to perfection; (verb) - to make complete

Red wine is a nice complement to a steak dinner.
Compliment (noun) - something said in admiration, praise, or flattery; (verb) - to pay a compliment to; congratulate

She gave me a nice compliment when she said I looked thin.
Comprise vs. Compose
Comprise (verb) - to include; to contain; to consist of; to be composed of

The state of North Carolina comprises 100 counties.
Compose (verb) - to form in combination; make up; constitute

One hundred counties compose the state of North Carolina.
Desert vs. Dessert
Desert (verb) - to forsake or abandon; to leave without permission; to fail when needed

Soldiers should not desert their posts.
Desert (noun) - dry, barren, sandy region

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The largest desert in the world is the Sahara.
Dessert (noun) - a sweet course served at the end of a meal

Fruit makes a healthy dessert after lunch or dinner.
Done vs. Did
Done (adjective) - completed; sufficiently cooked; socially acceptable

Done (verb) - the past participle of do

After an hour, the roast was done.
Did (verb) - past tense of do

The children did not want to leave the playground.
Elicit vs. Illicit
Elicit (verb) - to draw forth; evoke

The teacher elicited answers from the students.
Illicit (adjective) - unlawful; illegal

The teacher discovered illicit drugs in a student's desk.
Fair to Midland vs. Fair to Middling
Fair to midland - an incorrect use of the phrase "fair to middling"

Fair to middling (phrase) - something that is moderate to average in quality

The temperature was fair to middling today.
Had Bought vs. Had Boughten
Had Bought (verb) - the past perfect tense of the verb buy

The teacher had bought Christmas presents for all of students early in the year.
Had Boughten - incorrect usage of the past perfect tense

Hone vs. Home
Hone (verb) - to sharpen; to yearn or long for; to grumble or moan

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Practicing the piano daily is a good way to hone your skills.
Home (noun) - dwelling; place where a person lives

After the long drive, we were all ready to be home and asleep.
Idiosyncrasy vs. Idiosyncracy
Idiosyncrasy (noun) - any personal peculiarity or mannerism; individual reaction to food or drug.

Twins have idiosyncrasies, which often help to distinguish one from the other.
Idiosyncracy is a misspelling of idiosyncrasy.

Imitated vs. Intimated
Imitated (verb) - past tense of the verb imitate, which means to seek to follow the example of; impersonate; mimic

The toddler imitated the dog by crawling on hands and knees and barking.
Intimated (verb) - to make known indirectly; to hint or imply

The pirate intimated that he knew where the treasure was buried.
In a Sense vs. In Essence
In a sense (idiom) - in a way; in one way of looking at it

In a sense, computers have been a boon to society.
In essence (idiom) - by nature; essentially

The cat is, in essence, quiet and timid.
In One Foul Swoop vs. In One Fell Swoop
In one foul swoop - an incorrect use of the phrase "in one fell swoop"

In one fell swoop - a phrase meaning "all at once"

In one fell swoop, the toy was demolished by the child.
Its vs. It's
Its (possessive pronoun) - of, belonging to, made by, or done by it

The dog will only eat its food when I am also eating.

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It's (contraction) of it + is

It's a very strange dog.
I Could Of vs. I Could Have
I could of - an incorrect use of the verb phrase could have; when written as a contraction "could've" sounds like "could of."

I could have - is the past perfect tense of the verb could

I could have gone to the play, but I had to study that night
I Should of vs. I Should Have
I should of - an incorrect use of the verb phrase should have; when written as a contraction "should've" sounds like "should of."

I should have - is the past perfect tense of the verb should

I should have gone to the play instead of study because I failed my test anyway.
I Would Of vs. I Would Have
I would of - an incorrect use of the verb phrase would have; when written as a contraction "would've" sounds like "would of."

I would have - is the past perfect tense of the verb would

I would have gone to the play except my car wouldn't start.
Lead vs. Led
Lead (noun) - a heavy, soft, malleable, bluish-gray metallic chemical element used in batteries and in numerous alloys and compounds

I think it was Mrs. White in the billiard room with the lead pipe.
Led (verb) - past tense and past participle of the verb "to lead"

The two coaches have each led their teams to numerous championships.
Lose vs. Loose
Lose (verb) - to become unable to find; to mislay; to fail to win or gain

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Did you lose your glasses again?
How many games did your team lose last season?
Loose (adjective) - not tight; giving enough room

I've lost twenty pounds, and now these jeans are really loose.
More/Most Importantly vs. More/Most Important
More/most importantly - a phrase used often in writing to show emphasis; however, many grammarians insist that this is not correct usage. The adverbial ending of -ly is not needed.

More/most important - this phrase should be used instead

The most important part of story is the ending.
Passed vs. Past
Passed (verb) - past tense of the verb "to pass"

I think we passed the store. Let's turn around and go back.
Past (adjective) - of a former time; bygone; (noun) - the time that has gone by; days, months, or years gone by

In the past, I've gotten lost a lot, but this time I know where we are.
Precede vs. Proceed
Precede (verb) - to be, come, or go before in time, place, order, rank, or importance

The election of a new president precedes his inauguration.
Proceed (verb) - to advance or go on, especially after stopping

After your first assignment has been completed and approved, you may proceed to the second one.
Principal vs. Principle
Principal (noun) - a governing or presiding officer, specifically of a school; (adjective) - first in rank, authority, importance, degree, etc.

The student's parents had to have a meeting with the principal.
Principle (noun) - a fundamental truth, law, doctrine, or motivating force, upon which others are based

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The student's parents thought that they had instilled stronger moral principles in their son.

Seen vs. Saw

Seen (verb) - past participle of the verb see; must be used with the verbs has, have, or had

I have seen the movie three times.

*Note: I seen the movie three times is not correct though it is commonly used in spoken language.

Saw (verb) - past tense of the verb see

I saw the movie yesterday.

Sell vs. Sale

Sell (verb) - to give up, deliver or exchange for money

People who move often sell unwanted items instead of packing them.

Sale (noun) - the act of selling; the work, department, etc. of selling

After Christmas sales always bring in the bargain shoppers.

Site vs. Sight

Sight (noun) - something seen, a view, field of vision

She was a sight for sore eyes.

Site (noun) - a piece of land considered for a specific purpose

The corner lot was a perfect site for the new shopping center.

Spitting Image vs. Spirit and Image

"Spitting image" is a phrase that means exactly like. The first known use in writing of this phrase was in 1901.

Karen is the spitting image of her mother.

"Spirit and Image" - There is some speculation that the "spit" in the phrase "spitting image" came from the word "spirit" in the phrase "spirit and image." However, there is no etymological basis for this belief since the phrase "spirit and image" used in reference to an exact likeness is not found in writing. The terms "spit," "spit and image," and "dead spit" have all been found to refer to a likeness since the 1800's.

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Stationary vs. Stationery
Stationary (adjective) - not moving or not movable; fixed or still

I rode the stationary bike at the gym for an hour.
Stationery (noun) - writing materials; specifically, paper and envelopes used for letters

My grandmother has given me a lot of stationery over the years. I think she wants me to use it to write her.
Taut vs Taunt
Taut (adjective) - tightly stretched; showing strain; tidy or well-disciplined

The taut rope held the luggage to the roof.
Taunt (verb) - to reproach in scornful or sarcastic language; to drive or provoke

The home team taunted the visitors with cheers every time the visiting team made an error.
Than vs. Then
Than (conjunction) - used to introduce the second element in a comparison

My right foot is bigger than my left foot.
Then (adverb) - at that time; next in order; (adjective) - of that time; (noun) - that time

Take off all your clothes first. Then get in the shower.
Emily drove up to New York with her then boyfriend, Nick.
Let's wait until we're hungry; we can decide what we want to eat then.
Their vs. There vs. They're
Their (adjective) - of, belonging to, made by, or done by them

They were proud of their work.
There (noun) - that place or point

Just put it over there.
They're (contraction) of they + are

They're going out to dinner tonight.

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To vs. Too vs. Two
To (preposition) - in the direction of and reaching; as far as; to the extent of

I'm going to Baltimore.
Too (adverb) - in addition; as well; besides; also; more than enough; superfluously; overly; to a regrettable extent; extremely

I'm going to Baltimore, too.
I'm too busy. I can't go to Baltimore.
Two (adjective) the number 2

I have two jobs.
Your vs. You're
Your (adjective) - belonging to you

Is this your dog?
You're (contraction) - you are

You're a great mother!
Who vs. Whom
Who (subject pronoun) - what or which person or persons; the person or persons that, or a person that (used to introduce a relative clause)

Who is going to the party with you?
Whom (object pronoun) - what or which person or persons; the person or persons that, or a person that (used to introduce a relative clause)

With whom are you going to the party?
Questions About Commonly Confused Words
If you have questions or doubts about these (or any other) commonly confused words and how to use them correctly, you can consult the "usage examples" section of each word's definition page on YourDictionary.com.

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THE MOST COMMON MISSPELLINGS

Correct spelling	Spelling advice	Common misspelling
accommodate,accommodation	two **c**s, two **m**s	accomodate, accomodation
achieve	**i** before **e**	acheive
across	one **c**	accross
aggressive,aggression	two **g**s	agressive, agression
apparently	**-ent** not **-ant**	apparantly
appearance	ends with **-ance**	appearence
argument	no **e** after the **u**	arguement
assassination	two double **s**'s	assasination
basically	ends with **-ally**	basicly
beginning	double **n** before the **-ing**	begining
believe	**i** before **e**	beleive, belive
bizarre	one **z**, double **-r**	bizzare
business	begins with **busi-**	buisness
calendar	**-ar** not **-er**	calender
Caribbean	one **r**, two **b**s	Carribean
cemetery	ends with **-ery**	cemetary
chauffeur	ends with **-eur**	chauffer
colleague	**-ea-** in the middle	collegue
coming	one **m**	comming
committee	double **m**, double**t**, double **e**	commitee

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completely	ends with **-ely**	completly
conscious	**-sc-** in the middle	concious
curiosity	**-os-** in the middle	curiousity
definitely	**-ite-** not **–ate-**	definately
dilemma	**-mm-** not **-mn-**	dilemna
disappear	one **s**, two **p**s	dissapear
disappoint	one **s**, two **p**s	dissapoint
ecstasy	ends with **–sy**	ecstacy
embarrass	two **r**s, two **s**'s	embarass
environment	**n** before the **m**	enviroment
existence	ends with **-ence**	existance
Fahrenheit	begins with **Fahr-**	Farenheit
familiar	ends with **-iar**	familar
finally	two **l**s	finaly
fluorescent	begins with **fluor-**	florescent
foreign	**e** before **i**	foriegn
foreseeable	begins with **fore-**	forseeable
forty	begins with **for-**	fourty
forward	begins with **for-**	foward
friend	**i** before **e**	freind
further	begins with **fur-**	futher
gist	begins with **g-**	jist
glamorous	**-mor-** in the middle	glamourous

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government	**n** before the **m**	goverment
guard	begins with **gua-**	gaurd
happened	ends with **-ened**	happend
harass,harassment	one **r**, two **s**'s	harrass, harrassment
honorary	**-nor-** in the middle	honourary
humorous	**-mor-** in the middle	humourous
idiosyncrasy	ends with **-asy**	idiosyncracy
immediately	ends with **-ely**	immediatly
incidentally	ends with **-ally**	incidently
independent	ends with **-ent**	independant
interrupt	two **r**s	interupt
irresistible	ends with **-ible**	irresistable
knowledge	remember the **d**	knowlege
liaise, liaison	remember the second **i**: **liais-**	liase, liason
lollipop	**i** in the middle	lollypop
millennium, millennia	double **l**, double **n**	millenium, millenia
Neanderthal	ends with **-thal**	Neandertal
necessary	one **c**, two **s**'s	neccessary
noticeable	remember the middle **e**	noticable
occasion	two **c**s, one **s**	ocassion, occassion
occurred, occurring	two **c**s, two **r**s	occured, occuring
occurrence	two **c**s, two **r**s, **-ence** not **-ance**	occurance, occurence
pavilion	one **l**	pavillion

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persistent	ends with **-ent**	persistant
pharaoh	ends with **-aoh**	pharoah
piece	**i** before **e**	peice
politician	ends with **-cian**	politican
Portuguese	ends with **–guese**	Portugese
possession	two **s**'s in the middle and two at the end	posession
preferred, preferring	two **r**s	prefered, prefering
propaganda	begins with **propa-**	propoganda
publicly	ends with **–cly**	publically
really	two **l**s	realy
receive	**e** before **i**	recieve
referred, referring	two **r**s	refered, refering
religious	ends with **-gious**	religous
remember	**-mem-** in the middle	rember, remeber
resistance	ends with **-ance**	resistence
sense	ends with **-se**	sence
separate	**-par-** in the middle	seperate
siege	**i** before **e**	seige
successful	two **c**s, two **s**'s	succesful
supersede	ends with **-sede**	supercede
surprise	begins with **sur-**	suprise
tattoo	two **t**s, two **o**s	tatoo
tendency	ends with **-ency**	tendancy

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therefore	ends with **-fore**	therefor
threshold	one **h** in the middle	threshhold
tomorrow	one **m**, two **r**s	tommorow, tommorrow
tongue	begins with **ton-**, ends with **-gue**	tounge
truly	no **e**	truely
unforeseen	remember the **e** after the **r**	unforseen
unfortunately	ends with **-ely**	unfortunatly
until	one **l** at the end	untill
weird	**e** before **i**	wierd
wherever	one **e** in the middle	whereever
which	begins with **wh-**	wich

COMMON ERRORS IN ENGLISH

A huge number of native English speakers make frequent English slip-ups that bring on the wrath of the UK's army of grammar pedants, and it's mainly because they weren't taught properly at school. But for you, help is at hand. So that you can learn the rules from the word go, we've put together this guide to some of the most common mistakes people make when writing in English. Learn them all, and you'll get your knowledge of English off to a better start than most Brits! Even if you're a native speaker, you may find some useful advice here to make your use of English the best it can be.

1. Misplaced apostrophes

Apostrophes aren't difficult to use once you know how, but putting them in the wrong place is one of the most common grammar mistakes in the English language. Many people use an apostrophe to form the plural of a word, particularly if the word in question ends in a vowel, which might make the word look strange with an S added to make it plural.

The rules:

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Apostrophes indicate possession – something belonging to something or someone else.

To indicate something belonging to one person, the apostrophe goes before the 's'. For instance, "The girl's horse."

To indicate something belonging to more than one person, put the apostrophe after the 's'. For example, "The girls' horse."

Apostrophes are also used to indicate a contracted word. For example, "don't" uses an apostrophe to indicate that the word is missing the "o" from "do not".

Apostrophes are never used to make a word plural, even when a word is in number form, as in a date.

How not to do it:

The horse's are in the field

Pen's for sale

In the 1980's

Janes horse is over there

The girls dresses are ready for them to collect

How to do it properly:

The horses are in the field

Pens for sale

In the 1980s

We didn't want to do it

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Jane's horse is over there

The girls' dresses are ready for them to collect

2. Your/you're
We covered this one before in our post on homophones, but it's such a widespread problem that there's no harm in covering it again.

The rules:

"Your" indicates possession – something belonging to you.

"You're" is short for "you are".

How not to do it:

Your beautiful

Do you know when your coming over?

Can I have one of you're biscuits?

How to do it properly:

You're beautiful

Do you know when you're coming over?

Can I have one of your biscuits?

3. Its/it's
We said earlier that apostrophes should be used to indicate possession, but there is one exception

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to this rule, and that is the word "it". Unsurprisingly, this exception gets lots of people confused.

The rules:

"It's" is only ever used when short for "it is".

"Its" indicates something belonging to something that isn't masculine or feminine (like "his" and "hers", but used when you're not talking about a person).

If it helps, remember that inanimate objects can't really possess something in the way a human can.

How not to do it:

Its snowing outside

The sofa looks great with it's new cover

How to do it properly:

It's snowing outside

The sofa looks great with its new cover

4. "Could/would/should of"
This common mistake arises because the contracted form of "could have" – "could've" – sounds a bit like "could of" when you say it out loud. This mistake is made frequently across all three of these words.

The rules:

When people write "should of", what they really mean is "should have".

Written down, the shortened version of "should have" is "should've".

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"Should've" and "Should have" are both correct; the latter is more formal.

How not to do it:

We could of gone there today

I would of done it sooner

You should of said

How to do it properly:

We could've gone there today

I would have done it sooner

You should've said

5. There/their/they're
We've met this one before, too; it's another example of those pesky homophones – words that sound the same but have different meanings.

The rules:

Use "there" to refer to a place that isn't here – "over there".

We also use "there" to state something – "There are no cakes left."

"Their" indicates possession – something belonging to them.

"They're" is short for "they are".

How not to do it:

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Their going to be here soon

We should contact they're agent

Can we use there boat?

Their is an argument that says

How to do it properly:

They're going to be here soon

We should contact their agent

Can we use their boat?

There is an argument that says

6. Fewer/less
The fact that many people don't know the difference between "fewer" and "less" is reflected in the number of supermarket checkout aisles designated for "10 items or less". The mistake most people make is using "less" when they actually mean "fewer", rather than the other way round.

The rules:

"Fewer" refers to items you can count individually.

"Less" refers to a commodity, such as sand or water, that you can't count individually.

How not to do it:

There are less cakes now

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Ten items or less

How to do it properly:

There are fewer cakes now

Ten items or fewer

Less sand

Fewer grains of sand

7. Amount/number

These two work in the same way as "less" and "fewer", referring respectively to commodities and individual items.

The rules:

"Amount" refers to a commodity, which can't be counted (for instance water).

"Number" refers to individual things that can be counted (for example birds).

How not to do it:

A greater amount of people are eating more healthily

How to do it properly:

A greater number of people are eating more healthily

The rain dumped a larger amount of water on the country than is average for the month

8. To/two/too

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It's time to revisit another common grammar mistake that we also covered in our homophones post, as no article on grammar gripes would be complete without it. It's easy to see why people get this one wrong, but there's no reason why you should.

The rules:

"To" is used in the infinitive form of a verb – "to talk".

"To" is also used to mean "towards".

"Too" means "also" or "as well".

"Two" refers to the number 2.

How not to do it:

I'm to hot

It's time two go

I'm going too town

He bought to cakes

How to do it properly:

I'm too hot

It's time to go

I'm going to town

He bought two cakes

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9. Then/than
Confusion between "then" and "than" probably arises because the two look and sound similar.

The rules:

"Than" is used in comparisons.

"Then" is used to indicate something following something else in time, as in step-by-step instructions, or planning a schedule ("we'll go there then there").

How not to do it:

She was better at it then him

It was more then enough

How to do it properly:

She was better at it than him

It was more than enough

We'll go to the baker first, then the coffee shop

10. Me/myself/I
The matter of how to refer to oneself causes all manner of conundrums, particularly when referring to another person in the same sentence. Here's how to remember whether to use "me", "myself" or "I".

The rules:

When referring to yourself and someone else, put their name first in the sentence.

Choose "me" or "I" by removing their name and seeing which sounds right.

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For example, with the sentence "John and I are off to the circus", you wouldn't say "me is off to the circus" if it was just you; you'd say "I am off to the circus". Therefore when talking about going with someone else, you say "John and I".

You only use "myself" if you've already used "I", making you the subject of the sentence.

How not to do it:

Me and John are off to the circus

Myself and John are going into town

Give it to John and I to look after

How to do it properly:

John and I are off to the circus

John and I are going into town

Give it to John and me to look after

I'll deal with it myself I thought to myself

11. Invite/invitation
This mistake is now so common that it's almost accepted as an alternative, but if you really want to speak English properly, you should avoid it.

The rules:

"Invite" is a verb – "to invite". It refers to asking someone if they'd like to do something or go somewhere.

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"Invitation" is a noun – "an invitation". It refers to the actual message asking someone if they'd like to do something or go somewhere.

How not to do it:

I haven't responded to her invite yet.

She sent me an invite.

How to do it properly:

I haven't responded to her invitation yet.

She sent me an invitation.

I'm going to invite her to join us.

12. Who/whom
Another conundrum arising from confusion over how to refer to people. There are lots in the English language!

The rules:

"Who" refers to the subject of a sentence; "whom" refers to the object.

"Who" and "whom" work in the same way as "he" or "him". You can work out which you should use by asking yourself the following:

"Who did this? He did" – so "who" is correct. "Whom should I invite? Invite him" – so "whom" is correct.

"That" is often used incorrectly in place of "who" or "whom". When referring to a person, you should not use the word "that".

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How not to do it:

Who shall I invite?

Whom is responsible?

He was the only person that wanted to come

How to do it properly:

Whom shall I invite?

Who is responsible?

He was the only person who wanted to come

13. Affect/effect

It's an easy enough mistake to make given how similar these two words look and sound, but there's a simple explanation to help you remember the difference.

The rules:

Affect is a verb – "to affect" – meaning to influence or have an impact on something.

Effect is the noun – "a positive effect" – referring to the result of being affected by something.

There is also a verb "to effect", meaning to bring something about – "to effect a change". However, this is not very commonly used, so we've left it out of the examples below to avoid confusion.

How not to do it:

He waited for the medicine to have an affect

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They were directly effected by the flooding

How to do it properly:

He waited for the medicine to have an effect

They were directly affected by the flooding

14. I.e. and e.g.
These two abbreviations are commonly confused, and many people use them interchangeably. However, their uses are very different.

The rules:

I.e. means "that is" or "in other words". It comes from the Latin words "id est".

E.g. means "for example". It comes from the Latin words "exempli gratia".

Only use "i.e." and "e.g." when writing informally. In formal documents, such as essays, it is better to write out the meanings ("for example" or "that is").

How not to do it:

He liked many different cheeses, i.e. cheddar, camembert and brie.

He objects to the changes – e.g. he won't be accepting them.

How to do it properly:

He liked many different cheeses, e.g. cheddar, camembert and brie.

He objects to the changes – i.e. he won't be accepting them.

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CHARACTERISTICS OF A GOOD PRESENTATION

AT THE BEGINNING

- Introduce the topic
- State what is known
- State what remains unknown
- Introduce the main question
- Indicate how this work fits into the big picture
- Convince the audience of the importance of the work

AT THE END

- Refer to the original main question and how this research has addressed the question
- State the significance of this work and how it relates to the "big picture"
- Consider unanswered questions
- Suggest new questions that have arisen from this work
- Suggest possible future experiments

DO's

- Organize along this format: Intro, Methods, Results (and their implications), Discussion
- Establish eye contact with audience
- Provide an overview
- Become familiar with all methods and techniques
- Explain why a particular technique was used
- Use your own words and examples
- Make sure you understand the most difficult aspects
- Anticipate questions and have answers ready.
- Practice the entire talk while timing yourself
- Record your talk and listen for errors or rough spots
- Carefully point to subregions within the figures
- Screen supplemental figures (Avoid complexity; you want the audience to feel "OK, now I understand.")

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- Emphasize the most important points, de-emphasize less important points
- Perhaps organize the talk as a series of questions and responses
- Justify each set of experiments (Why must these experiments be done? What was the question and why was it important?)
- Check word pronunciations in advance
- Include a drawing or diagram of the experimental setup
- Choose words carefully (importance of practice)
- Point out errors or flaws in text, figures, or logic

DON'TS

- Don't say "they" or "scientists. " Rather, say "investigators" or "workers" or "researchers."
- Don't say "they found out...."
- Don't say "OK" or "ahmmmm"
- Don't say "proved" (instead, use these verbs: suggested, indicated, demonstrated, showed, etc.) in most cases, avoid being absolutely definite.
- Don't rush through figures (Explain the axes and summarize each figure.)
- Don't attempt humor.
- Don't provide unnecessary details (ex: means of anesthesia, food, etc, unless relevant)
- Don't make nervous movements (snap pen cap, pace, fiddle with pointer, etc.)
- Don't talk directly to wall or talk with pen in mouth
- Don't trail off sentences into mumbling
- Don't worry. (Be happy.)

Oral Presentation- Planning

Communication skills are among the intangible skill sets most valued by employers. The ability to communicate effectively, especially during oral presentations, can boost your marketability and viability for work in a variety of careers. To develop strong presentation skills, you need to consider both the verbal and nonverbal factors involved in delivering your message.

The Message

The ability to present an effective message with useful content is obviously important to a good oral presentation. This requires planning for your presentation, and doing research to make

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sure your message is well-constructed. You want to deliver a message that considers your audience and the goals of your presentation. An oral presentation without good substance will accomplish very little.

Body Language

A major component of the message your audience perceives is based on your body language. Your posture, facial expressions and gestures affect the way your message is received. Consistent eye contact with members of your audience; a calm, confident posture; and relaxed arms and hands held near your side are among body language techniques that deliver positive vibes. Folding your arms, avoiding eye contact, frowning, and nervous movements can signal nervousness, indifference or worse.

Vocal Tone

How you say something carries a lot of weight. Speaking in a clear, confident and assertive tone helps project your message and keep your audience engaged. Emphasizing specific points and varying your rate of delivery brings out key points in your presentation and attracts your audience's attention. Avoid speaking in a low voice or a monotonous tone.

Awareness

Your communication skills in a presentation can also help you understand how well your message is hitting home. By observing the body language and feedback of audience members, you can adjust your approach. If audience members are sitting back in their chairs, not paying attention or distracted by other things, your message probably is not getting through. Consider projecting yourself more and finding ways to better engage the audience. It helps to ask audience members questions and keep them involved. If your presentation is lengthy, you might need to take a break

Oral Presentation- Planning

PRESENTATION
EFFECTIVE PRESENTATION:

Written reports and oral presentation play an important role in helping an organization achieve its objectives. An oral presentation may be made either in conjunction with or in place of a written report.

The most important advantages of oral presentation is the immediate feedback from the

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audience. Questions can be answered and decisions can be made on the spot. Next advantage is speaker control. The speakers have a captive audience, they can have a control over the pace of the presentation; question the audience to ensure attention and understanding and use non-verbal cues to add emphasis. Visual aids used in an oral presentation are often more effective. The third advantage of the oral presentation has to do with the listener. Presentations are simply less work for the audience. Listening is less strenuous and often more enjoyable than reading.

The major disadvantage is that oral presentations are impermanent. They disappear within the hours of delivery and much of the information has been forgotten. Oral presentation does not precede permanent record, whereas the written report provides a permanent record and can be used for further reference too. Oral presentations may also be expensive. More visual aids used in oral presentations are often more expensive than those used in written reports.

PLANNING THE PRESENTATION:

When assigned to make a presentation, first thing is to sit down at your desk or computer and begin writing. The more formal the presentation, the more time you will devote to the project. Complex topics need more formal presentations with well-planned visuals and extensive research.

Purpose:

Keeping purpose in mind, you should decide what information is to be present in what order and which points to be emphasized and subordinated. Most presentations seek either to report, explain, persuade or motivate. Most business presentations have one to these four purposes:

REPORTING: Updating the audience on some project

EXPLAINING: Detailing how to carry out a procedure or how to operate a new piece of equipment.

PERSUADING: Convincing the listeners to purchase something.

MOTIVATING: Inspiring the listeners to take some action

If you are speaking to the union personnel, your purpose might be to motivate the employees to improve the performance of the employees. If you are speaking to the management committee, your purpose would be to report the results of the research.

AUDIENCE ANALYSIS:

You have to analyse the audience in terms of demographics, level of knowledge and psychological needs. The larger the audience, the more formal your presentation will be. When you speak to a larger group, your voice should be audible, and use more emphatic gesture and larger visuals. Usually, questionnaires session will be at the end. If you are speaking to small

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groups, you can be more flexible about questions.

The age, sex, educational background, experiences, nationality of the audience have great relevance to the presentation. It will influence our choice of words, tone, need for details and illustrations and so on. It will give us an idea of their expectations and their likely reactions to what you are going to say.

Audience analysis should continue during, the presentation, their smiles, stares, whether blank or excited, silence or lip movements give us simple idea of their reactions and guide us through our speech. Audience body language immediately gives us the much needed feedback.

ORGANIZING THE PRESENTATION:

Your speech should be categorized into three parts: Opening, body and ending.

The opening

The purpose of the opening is to capture the interest of your audience and the first 90 seconds of yours presentation are crucial. The audience will be observing every detail about the speaker- yours dress, posture, facial features and voice qualities.

You have to begin immediately to establish rapport and build a relationship with your audience. If you are making a proposal, you have to draw the audience attention as well as their co-operation later to implement your proposal.

The selection of a right topic only makes your opening more effective, how well you know the audience and how well they know you. If most of the listener's don't know you, then you will first have to gain their attention with creative opening.

Effective opening should include a quotation, questions, presenting a hypothetical situation relating an appropriate anecdote story or a joke giving a startling fact or visual aids.

Don't apologize or make excuses) for example, "I wish I had, had more time to prepare my remarks to-day"). The audience may agree with you! At any rate, you will turn them off immediately and weaken your credibility.

Your opening should lead into the body of your presentation by previewing your remarks! To-day, I will cover four main points, first let the audience know the scope of your remarks.

For most business presentations, let the audience know up from what you expect of them, are you simply presenting information for them to absorb, or will the audience be expected to react to yours remarks? Let the audience know what their role will be so that they can place your remarks in perspective.

The Body

The body of your presentation conveys the real content. The content of your body should

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be the most captivating aspect of the speech.

Choose A Logical Sequence

Organize the body logically, according to yours topic and audience needs. Whatever organizational plan you choose, make sure that your audience knows at the outset where you are going and is able to follow your organization.

Establish Your Credibility

The listeners should be convinced that you have done a thorough job of collecting and analyzing the data that your points are available. Always support your argument with credible evidence-statistics, actual experiences, examples and support from experts. At the same time, avoid saturating your presentation with so many facts and figures that your audience won't be able to absorb them. A most effective tactic is to prepare handouts of detailed statistical data to distribute for review at later time. If you are an after-lunch speaker and humors is expected, you do not want to provide a speech filled with facts and figures and devoid of amusing material. You cannot expect an audience to be crying one moment and laughing the next. Consider the mood of yours audience and the tone you want to set.

The Ending

The ending of your presentation is your last opportunity to achieve your objectives just like introduction, the conclusion of a speech fulfill certain functions

(a)   To forewarn the audience that you are about to stop

(b)   To remind the audience of your central idea or the main points in your message

(c)   To specify what the audience should think or do in response to your speech.

A presentation without a strong ending is like a joke without a punch line. Your closing should summarizing the main points of your presentation. Let the audience know of the significance of what you have said. Draw conclusions make recommendations or outline the next steps to take leave the audience with a clear and simple message. To add punch to your ending use one of the same techniques discussed for opening presentation. Avoid fading out with a weak 'that is about all I have to say' or 'I see that our time is running out'.

Your audience will remember best what they have heard; think of ending as one of the most important parts of your presentation. Finish on a strong upbeat note. As toastmasters international puts it. "get up speak up, and sit down".

FITTING CONCLUSION

Suggesting for concluding your speech:

Some additional tips will help you deliver an appropriate and effective conclusion. You need to recognize time constraints, conclude with strength and experiment with your conclusion.

Recognize Time Constraints

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Earlier you learned that the introduction to the speech should be brief.\, now that the conclusion should be even shorter. It would be frustrating to an audience to listen a long speech and to hear the words, "And, in conclusion_____, and then listen your speech for four more minutes.

Conclude With Strength

You should pay little attention to your conclusion because the ending it brief. Though the conclusion should be short on time, the ending should be long on impact. Begin with a strong introduction avoid mid-speech sag and create a favorable impression in the minds of the listeners. Practice your conclusion without memorizing the words until you feel comfortable to deliver the message, with minimal notes but do not read the conclusion.

Experiment with your Conclusion

AS you research your topic, consider whether any of the materials you come across are appropriate for your conclusion. Can you start and end with a question? A humorous anecdote in the beginning of the speech might be matched with another witty story at the end. Try several different approaches. In the introduction, you consider your audience, the purpose of your speech the mood you are trying to crate and your own strengths, your goal is to create a last, and a lasting impression with the audience.

TIMING OF THE PRESENTATION:

The timing of the presentation is beyond your control. We should consider few factors when scheduling presentations. You have to give enough time to prepare, including gathering data, writing, revising, producing visual aids and practicing the presentation. Next consider the needs of yours audience. In general, early or midmorning presentations are preferable. Try to avoid giving a presentation immediately before or after lunch when the audience may be tired or not very alert.

VISUAL AIDS:

What are visual aids?

Visual aids are items of a visual manner, such as graphs, photographs, video clips etc used in addition to spoken information. Visual aids are chosen depending on their purpose, for example, you may want to:

- Summarize information.
- Reduce the amount of spoken words, for example, you may show a graph of your results rather than reading them out.

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- Clarify and show examples.
- Create more of an impact, for example, if your presentation is on the health risks of smoking, you may show images of the effects of smoking on the body rather than describing this. You must consider what type of impact you want to make beforehand - do you want the audience to be sad, happy, angry etc?
- Emphasise what you're saying.
- Make a point memorable.
- Enhance your credibility.
- Engage the audience and maintain their interest.
- Make something easier for the audience to understand.
- Using a flipboard during a presentation
- Preparation and use of visual aids

Once you have decided that you want to use a visual aid, you must ensure that the audience is able to quickly understand the image - it must be clear. They can be used throughout your speech but try to only use visual aids for essential points as it can be tiring for the audience to skip from one visual to another.

Preparation

- Think about how cans a visual aid can support your message. What do you want the audience to do?
- Ensure that your visual aid follows what you're saying or this will confuse the audience.
- Avoid cluttering the image as it may look messy and unclear.
- Visual aids must be clear, concise and of a high quality.
- Keep the style consistent, such as, the same font, colours, positions etc
- Use graphs and charts to present data.
- The audience should not be trying to read and listen at the same time - use visual aids to highlight your points.
- One message per visual aid, for example, on a slide there should only be one key point.
- Use visual aids in moderation - they are additions meant to emphasise and support main points.
- Ensure that your presentation still works without your visual aids in case of technical problems.

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- Practice using the visual aids in advance and ask friends and colleagues for feedback. Ask them whether they can clearly see the visual aid and how they interpret it.
- During the presentation

Ensure that the visual aids can be seen by everyone in the audience.
- Face the audience most of the time rather than the image.
- Avoid reading from the visual aid.
- As soon as you show the visual aid the audience's attention will be drawn to it so you must immediately explain it. You will be ignored if you talk about something else.
- Make it clear to the audience why you are using it.
- When you no longer need the visual aid ensure that the audience can't see it.
- Tailor to your audience

Choose your visual aids tactically so you appeal to your audience. This means finding images your audience can relate to, images they will find familiar and images they will like. Also think about what style of visual aid is suitable for the audience; is it quite a serious presentation? Can you be humorous? Is it more formal or informal?

Example of using visual aids

When watching this video, notice how the presenters:

Talk to the audience while writing
Turn their body to the audience while writing
Don't spend too long writing in one session
Types of visual aids

There are a variety of different types of visual aids, you must decide which will suit your presentation and your audience.

PowerPoint

Microsoft PowerPoint is widely used for presentations because it's easy to create attractive and professional presentations and it's simple to modify and reorganise content compared to other visual aids. You can insert a range of visual items into the slides which will improve the audience's focus. Also, the audience can generally see slideshows better than other

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visual aids and you don't have to face away from them. However, your presentation can look unprofessional if this software is used poorly.

Tips:

- Have a clear and simple background.
- Avoid using too many different types of fonts or font sizes.
- Only use animations for a purpose, such as, to reveal the stages of a process, otherwise this can be distracting and look amateurish.
- Use a large font size - a minimum of 24pt.
- Use bullet points to summarise key points.
- Consider providing handouts of diagrams because the audience will find the diagrams easier to read.
- Avoid putting too much text on a slide.
- Avoid using red or green text as it's difficult to read.
- There should only be one key point for each slide.
- Always have a back-up plan in case there is a technical issue and you cannot show the visuals on the day, for example, bring handouts or a poster.

Whiteboards

Whiteboards are great for providing further explanations, such as, showing the order of a process, creating diagrams or explaining complex words or phrases. They're often used to display headings and write down audience suggestions. Whiteboards are also ideal for displaying important information for the entire duration of the presentation, such as, key definitions, because the audience can just glance at the whiteboard for a reminder.

Tips:

- Ensure that enough time has passed for the audience to take notes before rubbing something off of the whiteboard.
- Write concisely to avoid facing away from the audience for too long.
- Handwriting must be large and legible.
- Practice beforehand as you may feel nervous about writing in front of an audience at the time.

Handouts

Handouts are papers that contain key information from your presentation or they may provide further information. They prevent you from overwhelming the audience as there will be less information on the slides and therefore less information they need to write down.

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Tips:

- If given at the beginning and middle of your presentation the audience may be reading rather than listening to you or they might not pay attention to what you're saying as they already have the information.
- If given at the end of your presentation the audience may be trying to take lots of notes which may reduce the amount of information they are actually understanding.
- To manage this, provide the audience with partially completed handouts so they will have to listen to what you're saying to be able to fill in the gaps. Providing the audience with graphs and charts beforehand is also beneficial because the audience will find them easier to read than, for example, from a slide.
- Tips on creating handouts for your presentation
- Giving a handout during a sales presentation

Video clips

Using videos are a great wait to engage the audience and increase their interest. Use video to bring motion, images and audio into your presentation.

Tips:

- Ensure that any videos used are relevant to the presentation's content.
- Only show as much of the video as necessary.
- Never show a really long clip.
- Videos can be difficult to fit into the structure of a presentation so ensure that you tell that audience why you're showing them a clip and tell them what to look for.
- Inform the audience how long the video will last.

Flip chart

Flip charts offer a low cost and low tech solution to record and convey information as you speak. They're more beneficial for smaller audiences and they are favoured for brainstorming sessions as you can gather ideas easily. Flip charts are also widely used for summarising information and, like with a whiteboard, you can use them to show permanent background information.

Tips:

- Before your presentation, place the flip chart in a location that you can easily access.
- Prepare any sheets you can in advance, even if you can only write down the headings.
- Flip charts can be moved so you can avoid facing away from the audience - stand next to it and continue to face the audience.
- Have only one main idea per sheet.

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- Write legibly, largely and in block capitals so it's more visible.
- Check with the audience that they can read the text - do not use a flipchart if there is a large audience.
- Only write in black and blue ink. Red ink is good for circling or underlining.
- Using a pencil write notes to yourself beforehand so you remember what to include - the audience will not see this writing. Also drawing lines in pencil beforehand can keep your handwriting straight.
- Flip back through the sheets to consolidate points.
- Practice writing on the flip chart advance as you may feel nervous at the time of presenting.

Posters

Poster boards can be created using a variety of visual devices, such as graphs and images. They're generally quite portable and you can make them as elaborate as you want. However, they can be expensive to produce if the poster is quite complex.

Tips:

- One poster per message or theme
- Use colour
- Use block capitals
- Avoid using posters when presenting to large audiences as they will not be able to see the content
- Product, objects or artifacts

Objects

Objects can be useful tools for making an impact or even for making a dull topic more interesting. Sometimes they'll be needed for technical and practical reasons, such as, showing a model or conducting an experiment.

Tips:

- If you are presenting to a small audience consider passing the object around but provide enough time so they won't have to divide their attention between the object and what you're saying.
- If the audience is large ensure that you move the object around so everyone sees it.

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- The audience will be more distracted from what you're saying when they're looking at the object so keep it hidden until the right time and provide the background information before revealing it.
- Explain why you're using the object.
- If you are conducting an experiment or demonstration, move slowly with exaggerated movements so the audience can follow. Also explain precisely what's going on.

POSSIBLE QUESTIONS:

Two Marks:
1. What is Cross-Cultural Communication?
2. Write the importance of business language?
3. What is the meaning of
   1. Accept and Except
   2. To and Too
4. Use correct apostrophe – Youre is short for you are.
5. How to plan an oral presentation?
6. What are visual aids?
7. Give any two examples of using visual aids?
8. Give few tips for using PowerPoint presentation?

Eight Marks:
1. Discuss the importance of business language.
2. What are the characteristics of an effective presentation?
3. What are the significances of body language in communication development?
4. Bring out the advantages and disadvantages of oral presentation.
5. What are the processes of making business presentation?
6. What do you mean by audience analysis?
7. How to organize the presentation for an effective result?
8. State the importance of fitting conclusion in presentation.

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COIMBATORE-21
(For B.COM/CA/PA/BPS/BBA Students -2017 Batch)
Unit- IV (Multiple Choice Questions)

SUBJECT: ENGLISH IV

S.NO	QUESTIONS	CHOICE -1	CHOICE -2	CHOICE -3	CHOICE -4	ANSWER
1	_____ means the intended message you send is received by your audience without any distortions in meaning.	Normal Communication	Poor Communication	Good communication	Bad Communication	**Good communication**
2	Good _____ communication helps get the job done well, on time and on budget	Informal	formal	natural	business	**business**
3	Commonly _____ words alike, sound alike or, worst of all, look and sound alike but have completely different meanings.	confused	written	spoken	listened	**confused**
4	_____ of people came to the party.	A lot	Alot	Alloted	Allot	**A lot**
5	Fifteen minutes were _____ to each of the speakers at the conference.	Alot	A lot	Allot	Alloted	**allotted**
6	_____ indicate possession – something belonging to something or someone else.	Similies	Metaphor	Apostrophes	Alliteration	**Apostrophes**
7	_____are also used to indicate a contracted word	Similies	Alliteration	Ellipsis	Apostrophes	**Apostrophes**
8	_____ are never used to make a word plural, even when a word is in number form, as in a date.	Alliteration	Hyperbole	Apostrophes	Metaphor	**Apostrophes**
9	"_____" indicates possession – something belonging to you.	I	Your	her	him	**Your**
10	When people write "_____", what they really mean is "should have".	should there	should be	should of	should to	**should of**
11	Use "_____" to refer to a place that isn't here – "over there".	here	there	that	then	**there**
12	"Fewer" refers to items you can _____ individually.	count	think	take	can't count	**count**
13	"_____" refers to a commodity, such as sand or water, that you can't count individually.	Less	Fewer	counted	bang	**Less**
14	"_____" refers to a commodity, which can't be counted (for instance water).	Less	Fewer	Number	Amount	**Amount**

15	"_____" refers to individual things that can be counted (for example birds).	Amount	Number	Less	Fewer	**Number**
16	"___" is used in the infinitive form of a verb – "to talk".	Off	Of	To	Too	**To**
17	"Invite" is a _____ .	Noun	verb	object	adverb	**verb**
18	"Invitation" is a	verb	object	adverb	noun	**noun**
19	"Who" refers to the _____of a sentence.	subject	verb	object	adjunt	**subject**
20	"whom" refers to the _____ .	subject	verb	object	adjunt	**object**
21	The ability to present an effective message with useful content is obviously important to a good _____ presentation	informal	formal	written	oral	**oral**
22	A major component of the message an audience perceives is based on the _____.	speech	drawing	writing	body language	**body language**
23	Written reports and oral presentation play an important role in helping an organization achieve its _____ .	estimation	budget	understanding	objectives	**objectives**
24	_____has to analyse the audience in terms of demographics, level of knowledge and psychological needs	listener	Speaker	writer	narrator	**Speaker**
25	The age, sex, educational background, experiences, nationality of the audience have great relevance to the _____.	listening	writing	presentation	drawing	**presentation**
26	Speech should be categorized into _____ parts	three	two	five	four	**three**
27	The purpose of the _____ is to capture the interest of your audience.	speech	Opening	closing	narrating	**Opening**
28	The _____ will be observing every detail about the speaker- yours dress, posture, facial features and voice qualities.	audience	speaker	writer	narrator	**audience**
29	The _____ of your presentation conveys the real content.	speech	drawing	writing	body language	**body language**
30	The _____of the presentation is beyond your control	picturing	writing	timing	drawing	**timing**
31	are items of a visual manner, such as graphs, photographs, video clips etc used in addition to spoken. information	Visual aids	helping aids	supporting aids	manual aids	**Visual aids**
32	The first _____seconds of yours presentation are crucial	60	70	90	30	**90**

UNIT-V

SYLLABUS

Technology and Communication: Language of Newspapers, magazines, Internet, TV and radio – their role to develop listening, reading and discussion skills, E-mail writing – Video Conferencing- Strategic importance of e-communication.

THE LANGUAGE OF NEWSPAPERS

Newspapers different according to geographical reach and readership. The function of newspaper language is to inform and entertain people; to present them with a particular ideology and interpretation of events, even in articles that might appear to be objective.

News is usually selected by journalists and editors, on the basis of the interests and priorities of the target readership, but journalists and editors decide what to leave in or leave out of the news there by legitimating the existing power structure and ways of doing things.

The news reports themselves rely on extensive recontextualization of elements taken from other texts, genres and discourses. The choice of these elements are determined by the goals, values, and interests of the journalist and newspaper (text producer): this produces a sorto of "layering" effect calls of earlier events according to the priorities of the current situation.

• They can be studied as interconnected chains, which consist of networks of texts or genre chains, which are regularly chained together, e.g. government (or other official) statements > press conferences or statements > news reports > news analyses.

• "Newsworthiness" is determined by a number of different factors, which include: reference to the power elite; celebrity; entertainment; surprise; bad news; good news; magnitude or impact; relevance to the intended audience; follow-up (i.e. whatever is already in the news is more likely to be reported again); individual newspaper's agenda .

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• News reporting reduces a complex series of events into a story, imposing a narrative order upon them. While news stories are generally based on speech acts, journalists have to decide what to include or exclude.

• The media is a predominantly establishment view of the world and what discourse analysis aims to do is to show how language is instrumental in constructing this view and to challenge it through deconstruction.

Some Genres in Newspapers:

News report, special-topic news (sports, business, etc.), editorial, comment, opinion, letter (to the editor), review, obituary, personal advertisement (classified), weather report, commercial advert

Generic structure is predictable: headline + lead paragraph + satellites + wrap-up

• Headline and lead summarize the story

• Satellites add detail and their order is flexible

• Wrap-up gives the outcome of the events reported

This structure is related to "the way in which news not only reports disturbances of normality, but also their rectification"

News Reports:

• can be considered the prototypical genre of newspaper text;

• a relatively short, factual account of hard news (crimes, accidents, disasters, wars, political and diplomatic events) or, less often, soft news (issues and event which are not as time-bound as hard news);

• presented as narratives: interconnected sequences of actions or happenings that the newspaper considers to be important;

• Typical structure:

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a.　HEADLINE (+SUBHEADLINE)

b.　LEAD SENTENCE OR PARAGRAPH

c.　MAIN BODY

Headlines have three main functions, but in a limited amount of space (which explains their peculiar characteristics):

1.　to attract potential readers

2.　to indicate the topic of the story (often with a small summary)

3.　to provide the approach that will be taken to the relative event reported, in terms of tone, evaluation, ideological slant, etc.

Some characteristics of headlines:

•　graphologically larger;

•　grammatical "simplifications" as in other forms of "block language" (notices, titles, adverts, slogans, etc.), which can create a "telegraphic" effect:

- article
- copular/auxiliary verbs
- connective
- possessive
- lexis is relatively short and dramatic, which combine brevity with effectiveness;
- stylistic and rhetorical devices are used to attract and intrigue readers:
- puns and word play
- alliteration, rhyme or other play on sound
- metaphor
- proverbs

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- intertextuality

- loaded language (e.g. "butchered")

- grammatical class shift (e.g. verb > noun)

Many of these characteristics can be seen in Italian headlines, though not always to the same extent and there are some main differences: the headlining is more elaborate in Italian consisting of a pre-headline (occhiello), a headline proper and a sub-headline. The Italian headlining system allows more room for directly quoting direct or indirect speech.

Lead provides the 'micro-story' (Bell 1991: 170), which is the gist of the issues or events.

•   This may include the 5 Ws (Who, What, Where, When, Why) + H (How)

•   Often written in a different font or in bold (especially in the popular press)

Main Body

- Inverted-Pyramid Structure: the most important items of information in any newspaper report are presented first, at the top of the "pyramid", in the various headlines, lead and in the opening sentences of the text. This structure has implications on the THEME/RHEME structure of the journalistic text. Rather than referring back to the previous sentence, clauses in the text refer back directly to the headline and lead, thus creating a HYPERTHEME.

- Some other linguistic means which are important in the presentation of people and events are presented, evaluated and, in some cases, obscured:

- use of noun phrases or labelling of news actors to refer to people and groups: rebels vs. resistance fighters

- use of lexis with a strong evaluative meaning

- use of different types of verbs to refer to actions and events: protesting vs. rioting

- use of nominalization (i.e. using a noun instead of a verb to refer to actions and events), which allows the omission of the main agent: the killing of a Palestinian child

- transitivity (how events are described): who does what to whom and what happens without intervention from actors. There are four different process types: verbal (saying),

mental (sensing), relational (being) and material (doing: the actor is the one that does the deed) (Mautner 2008: 41)

- use of passive voice, which also allows for the omission of the agent: a Palestinian child was killed

- use of modality or the way language shows degrees of certainty and commitment and/or vagueness: modal verbs (can, might, must), modal adverbs (perhaps, certainly),

- use of metaphorical expressions to describe one thing in terms of another: a flood of immigrants

- use of figures to back up claims

- use of vagueness and exaggerated expressions

- presentation of speech in various ways: narrator, narrator'spresentationofspeechacts, indirectspeech, directspeech, rhetorical questions

- use of strategies to avoid identifying with precision the person or people whose words are being presented:

  i. passive voice: is said to be

  ii. nominalization: allegations that

  iii. metaphorical: source

  iv. metonymy: Britain for some unspecified members of the British government

Language of Magazines

Language of Internet

As the Internet has accelerated the pace of globalization, so has the relationship between the English language and the internet had an impact on our emerging digital culture. The English language is the universal language of the internet. This has come about because the internet was invented in the English speaking world – the United States of America, to be exact. Thus the relationship between the English language and the internet is influenced by the following facts:

The English language and the internet

80 per cent of the world's' electronically stored information is in English.

English is the lingua franca of the internet. Most texts accessed through the internet are in English.

Most of the major search engines are in English.

Computers are English orientated in that the vocabularies of computing – Netscape and Java – are in English.

One-quarter of the world's population speak basic English.

It is the common language of nearly every internationally connected profession, including science, medicine and air traffic control.

The dominant language of music today is English.

To be able to speak English is a valued educational qualification.

In some countries which have other languages as their first language – Sweden, Holland, for example – English is the required in the workplace.

English has assisted and hastened the process of globalization.

English is spoken in some form or dialect by three times as many nonnative speakers as native speakers.

Teaching English as a Second or Foreign language is a billion-dollar industry.

Nearly one-third of the world's population is studying or can communicate in English.

The reason for the dominance of the English language and the Internet is historical – the Internet began in the USA, which is the leading user of it, and the USA is an English-speaking nation

400 million people are native English speakers. For 300 to 500 million, English is a second language in which they are fluent. About 750 million people speak English as a foreign language.

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The largest English-speaking nation in the world, the United States, has only about 20 percent of the world's English speakers.

In Asia, an estimated 350 million people speak English.

The future evolution of the language, scholars say, is more likely to belong to the broken-English speakers of far-off lands. English is an aspirational language.

These facts demonstrate the indisputable link between the English Language and the internet. The English language and the internet are so intertwined that most of the thinking is that it is the language of the digital age.

Language of TV

Live Talk

The language of the television landscape is largely spoken. Written language rarely appears, the major exception being the optional addition of subtitling for the hearing-impaired. Even this conforms to the patterns of verbal communication in that it is informal and impermanent. It is also speech represented in writing, rather than writing as communication. Television is a medium organised around the rhythms of speech, not writing, and around accompanying visual signification such as the gesture, appearance and demeanour of speakers. Discourse is further defined here as language-use, as communication and interaction between people. The two main forms of 'talk' in television texts are: e dialogues, monologues and narrative voice-overs in dramatic forms of television such as one-off dramas, soaps or sitcomse scripted or spontaneous 'talk' in non-dramatic forms of television such as news, documentary, 'magazine' programmes and other 'factual' programming.

We refer here to this second kind of talk as 'live' talk to distinguish it from represented talk such as that in dramas. However, that does not mean that the programming referred to in this unit is all broadcast 'live', although some of it, such as news bulletins or studio magazine programming like Saturday morning children's TV or breakfast TV, is a combination of live and pre-recorded features.

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This 'live' talk can take the form of direct address to the viewer, as when a newsreader reads the news to 'us' or when a presenter welcomes us back to a breakfast programme after a break. It may also take the form of commentary, as when viewers 'overhear' a sports presenter describing the events at an athletics meeting, or when we listen to a voice-over on a nature documentary. Live talk also often takes the form of conversation, which ranges from the formal political interview to 'chat' between presenters and celebrity guests or members of the public.

The Voices of Television

All the level of mediating voices interpret and relay things to us, are those who fulfill regular and occasional expert roles which could range from a familiar 'TV chef' to an academic or other professional invited onto a current affairs programme to give an expert view of something in the news. There are also many performers on 'live' television, such as comedians, singers or personalities who may also appear in host or presenting roles themselves, such as the comedians who perform to a studio audience, but who also have guests and other performers on their shows. Some host-performers interact with others outside the studio world, such as presenter Mark Thomas, who subjects politicians and prestigious figures to comic humiliation in his political journalistic investigations, and Graham Norton who accesses web sites and makes phone calls to members of the public during filming of his chat show. Members of the public or 'ordinary' people constitute a further layer of figures and 'voices' who appear on television. They are visible most usually as the audiences for studio-bound game shows, chat shows and sitcoms, providing responses which aim to correspond to those of the wider audiences watching at home. Ordinary people also appear as guests on magazine shows as themselves, for instance as people who have gone through a traumatic experience with which the audience can identify, or as models to be given makeovers. They may also appear on magazine or current affairs programmes, as campaigners who are attempting to get the law changed for instance, or because they are involved in the news of the day and can speak about these events from a personal or 'personal-political' point of view. Ordinary people are also the amateurs given a chance to take part in quiz shows, or to become audience-participants who provide entertainment in game shows and certain kinds of chat show. Their appearances are regulated by the presenters and hosts who control the direction of the programme.

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Speaking on Television

One of the main features of live television is the presence of a person (or persons) speaking directly to camera and therefore to us, the audience. This mode of address can make for compelling viewing because it is as though that person is actually talking to us. For example, evening news broadcasts usually feature a formally-dressed newsreader, often in a suit, who delivers a scripted commentary in the form of direct address.

Camera shots are either close-ups or medium shots with little camera movement and virtually no cuts unless to go over to another reporter. Everything about a newsreader's body language, or non-verbal communication, stresses their sincerity and authority. For example, arm movements are kept to a minimum and eye contact with the camera is maintained throughout because it signifies honesty. The conventions of the direct address depend upon the genre or type of television text. The conventions in news broadcasting can be used as a parody and for humorous effect in programmes such as the UK's They Think It's All Over, certain advertisements and satirical television programmes.

In programmes such as these, their relative in-formality dictates different conventions. Gestures, for example, will be less restrained and facial expressions will be more animated. Situational variation also dictates the mode of address, such as formal or informal address, which changes from one kind of television text to another. Different non-dramatic television texts talk to their audi-ence in various ways according to the context. Presenters of a 'magazine' genre programme or chat show, for instance, will use the intimate first person 'I' and address the audience as 'you', as though they are known by the audience as friends: 'I don't know about you but I'm dying to find out who won the Brit award for best newcomer'.

Conversation

An interactive talk on 'live' programming takes the form of conversation between those taking a presenting or hosting role and others. It is public conversation which is always designed to be 'overheard' by the television audience. As with all conversation, this broadcast form has conventions which guide the participants as to the direction it will take and the boundaries it has to observe, such as what can be said and what cannot. However, these conventions are not the

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same as those which govern spontaneous private conversations. A current-affairs presenter knows the boundaries of the questions it is possible to ask a government minister before offence is incurred, but any offence is rarely personal; rather it is that a representative of government objects to a journalist having over-stepped the line of an unspoken agreement between government and the news media with which it cooperates. In the first of the following two examples, a news and current affairs presenter has a three-way conversation with representatives of relevant organisations in the form of an interview. In the second, a daytime television presenter talks with a TV chef who appears on her programme.

The analysis examines the conventions these conversations observe, their direction and purpose and the different roles of the participants in terms of controlling, negotiating and competing in the conversation, as well as the common ground between them. Also analysed are the intent, purpose and apparent effect of individual contributions to the conversations and the strategies employed by the speakers. Current affairs interview/one On an evening news programme, a news presenter (NP) interviews the president of a national organisation for farmers (PF) on video-link and, in the studio, the political director of an animal welfare organisation (AW).

The studio set in this segment visually represents the positions of the speakers in the conversation: NP, the presenter, is seated behind a desk, with one 'guest' to her left and the other, on a video-link screen, to her right. If she faces forwards (to camera) NP is addressing us, the audience. If she turns left or right, this allows her to determine which of the other participants should contribute to the conversation. The news studio set is formal and relatively bare except for the desk and electronic. jackets. Both suggest a work-like atmosphere. NP, as presenter, effectively determines where this 'conversation' begins and ends. She first acknowledges the audience to the interview, emphasising that it is for their benefit; then the participants are given titles (they are not just 'themselves') which also function to designate their roles or positions in this public conversation – PF and AW are there to represent the views of their respective organisations, and NP is there to control and anchor the conversation:

NP: Well I'm joined now by PF [she gives his title and position] and AW [she also gives his title and position]. Throughout, NP determines where participants enter the interview, as she does

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after the introductions, when she nominates PF to speak: NP: First of all, PF, we heard from the chief vet there [referring to a previous news report] that hundreds of farms are under investigation.

There is already common ground between the participants, not person-ally but as media professionals or representatives and speakers in the political public sphere. NP goes on to establish further common ground in the context of a national outbreak of disease amongst livestock and of what has happened so far. This acknowledgement of 'what we already know' is indicated by the word 'presumably'. Also, however, she is indi-rectly asking the first speaker questions which require answers. She has also indirectly supplied his answers by making assumptions about what he is going to say:

NP: That presumably means there are bad times ahead for Devon farmers in the next two or three days (1) presumably you will identify other outbreaks in your area. PF treats these observations as questions when he answers 'Yeah', but his answers supply further information which confirms the statements NP has already made by assumption:

PF: Yeah (.) I'm afraid we're staring into the abyss at the moment in the south-west (.) we know there are a lot of other farms under observation and the ministry are expecting to find other cases of foot and mouth disease (.) the nightmare scenario, if you like, is we get it on Dartmoor. By using different language than is required to minimally give the information about the situation, such as referring to a metaphorical 'abyss' and a 'nightmare scenario', PF is also conveying his attitudes and feel-ings – or those of the members of his organisation – to the situation. When we talk, we are actually doing so to achieve something in the wider world. PF makes factual statements which describe the situation, but which also make an emotional statement appealing for recognition of the situation as his members will see it. The overall shape of this interview is governed both by the time and topic constraints which are ultimately determined by the broad-casting organisation, in the person of NP, and by the agendas– the predetermined sets of objectives – of the three participants. PF is at one point given space by NP to speak directly to the audience and, in particular, to his constituency of farmers in his official role as farmers' adviser:

NP: You are (.) as it were a point of help and advice for farmers (1) what are some of (.) almost (.) the everyday, small things they're worried about?

PF: One of the most frequent queries we've had is how do I recog-nise foot and mouth in my sheep (.) because people know the classic symptoms in cattle but it's not so common in sheep (.) we are appealing to farmers who've got sheep to be very (.) very vigilant. NP gives him this space partly because, in such a context, the BBC news is seen to have a 'public service' role in giving information as well as in investigating the situation. This is consistent with NP's agenda, as is her elicitation of the 'everyday, small' details that will humanise the situation for viewers.

NP primarily shapes the conversation by nominating the turn-takingof speakers, by limiting their contributions and by directing them with a series of questions they must answer. NP wishes to introduce the issue of whether the foot-and-mouth disease outbreak has been partly the fault of modern farming practices and so redirects PF in his turn tospeak.

NP: But presumably the transport of animals is so much greater now (.) and the volume of transport (.) there's no question of containment. PF then defends his position and rejects this suggestion:

PF: If you go back to 1967 [the last major outbreak of the disease] cattle and sheep were being moved around the country then (.) NP, however, wishes to pursue this point and so interrupts PF:

NP: But not (.) as she turns to her left and nominates AW, whom she knows has a different position on this issue:

NP: (.) can I just bring in AW here (.) presumably not to the same degree as they are being moved in 2001?

AW: No (.) this is a development of the last ten years or so and if we're going to avoid this kind of problem in the future we need reforms (1) we have to stop these long journeys to slaughter. So NP interrupts participants when she wishes to redirect the conversation or when she wants to cut a speaker off, but within bound-aries of conversational 'politeness'. These boundaries are not those that the same participants would observe if this were a social conversation, because they are acting as their 'professional selves' and the political and journalistic requirements of the

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conversation take precedence over social ones. This is reinforced by the lack of phatic communication in this conversation. Phatic utterances, such as obvious comments about the weather, or a compliment on someone's appearance, are a normal part of everyday social conversation and are made in order to establish and maintain relationships between the participants. In this interview conversation, such pathetic utterances would disrupt the 'official' roles of the participants and would divert the conversation from its formal agenda. Similarly, the paralinguistic features of the conversation, such as gestures, leaning towards other speakers, or cues of facial expression, are limited. They are largely determined by the formal studio set-up and are almost entirely connected to NP designating speakers. This is also how NP controls the cohesion and continuity of the exchanges. Conversational cohesion is prioritised as part of her agenda in that she is ensuring this on behalf of the audience; neither is it in her interests as a broadcaster for the conversation to falter. A particularly important part of NP's agenda is to do with being seen, as a journalist and representative of a responsible public broad-caster, to provide a 'balanced' enquiry into the situation, for which two opposing positions have already been set up: the farmers and the animal welfare lobby. She is not there to enter the conversation about the subject so much as to regulate it by ensuring that a debate takes place in which the disease outbreak can be described, analysed and connected to wider political issues for the audience from two different perspectives.

This somewhat reductive notion of 'balance' cannot, of course, include all the many complex attitudes and experiences that people have regarding issues and events. The agendas of both 'guest' participants are to represent the points of view of their organisations, to defend those where necessary and to compete with each other's point of view. In this interview, they are prevented from any direct competition, such as arguing with each other, because NP always acts as mediator for each of their contributions.

They are not, therefore, so much speaking to one another as to the unseen audience. For this reason, AW returns constantly to a point he has made about stopping the long journeys of animals to slaughter. This kind of repetition of a memorable line about an issue is much used by professional communicators who deal with the media and is known as a 'sound bite'. At a certain point, which will have been determined by the time and 'balance' needs of the programme, NP

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formally thanks the participants and turns to face the camera/audience. This effectively ends the 'conversation'. Current affairs interview/two A breakfast television presenter (BTP) interviews a television 'celebrity chef '(CC) about the same subject of the, then current, foot-and-mouth outbreak.

The studio set immediately marks the comparative informality of this conversation, in that the presenter interviews her guest in a studio set which resembles a living room with comfy furniture, plants and pictures. The set communicates the more intimate and, above all, domestic way in which the same news issue will be discussed. The presenter sits on asofa, with her guest on another sofa. Neither is 'facing' the audience, although the presenter can and will address the audience directly because the cameras will move around and enable her to 'face' us. The common ground of the participants is immediately established and is seemingly quite different from that in interview one, because, although both the participants are media professionals, the presenter brings in her guest as if he were a friend:

BTP: Well (.) joining me now (.) top chef and restaurateur [CC –the presenter gives him his full name].The presenter nominates his entry to this conversation, however, by immediately calling him by his first name and saying:

BTP: It's good to see you (.) you must be such a very sad man because I know you're a champion and such a promoter of British meat (.) you always have been.

The notion of their informal relationship is emphasised by the paralanguage of the presenter, who constantly reinforces and encourages the chef's contributions by nodding and attentively leaning forward towards him.

In this very first introduction it is apparent that, in this interview, the emphasis will be on the domestic economic aspects of the foot-and-mouth crisis, and the experience of it rather than the politics of it. BTP's immediate introduction of the notion that CC will be 'a very sad man' also sets the emotional tone of the exchange, allowing the participants to make more emotive speech acts, expressing their feelings, than in the more formal interview. BTP's introduction is also illustrative of the greater number of phatic contributions made in this conversation, despite the

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usual restrictions of broadcast time, in which the presenter emphasises small social 'bonding' phrases.

Cooperation is also enhanced by the fact that BTP offers far fewer contributions than her guest and these are mainly to reinforce and guide what the guest is saying; nor does she interrupt his contributions. BTP does, in fact, have as much control over this conversation for the benefit of the audience as the first news presenter did, but her control here is far more unobtrusive, giving the exchange the feel of a friendly chat rather than a purposeful interrogation.

BTP leads the conversation by asking the types of questions which are designed to prompt long declarative or instructive statements from her guest rather than defensive answers. He is given the opportunity to air his ideas at length about how the crisis might affect domestic cooking and how viewers can deal with it. It is an important function of his contributions to this conversation to give this advice, since he has been brought on as an expert in this sense.

BTP has the same agenda as the news presenter did, in that she is here to regulate this conversation to the requirements of the TV broad-cast, but, because the interview has not been set up in a deliberately oppositional way, but rather as an exploration of the foot-and-mouth crisis from the point of view of its domestic impact on ordinary people, the participants appear to have a shared agenda as to the direction of the conversation and, therefore, no competition or disagreement is apparent.

BTP constantly feeds back short verbal agreements with CC's statements, saying 'you're right' or using similar phrases. This again reinforces an assumption that, not only do the two participants share common ground, but the viewers will also share similar attitudes and beliefs.

CC makes far more emotive speech acts than the guests in the more formal political interview, expressing his particular opinions and feelings about farming and 'Britishness', which he connects together:

CC: But our farmers have done a great job (.) we're going to have

to think about importing meat (.) I know some people are against it (.) you have to consider it (.) it's on the shelves (.) buy it (.) but don't forget the British farmer when the thing turns round

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again and let's give them lots of support. Although the presenter picks up on a potentially controversial topic – the import of meat into Britain because of the crisis and the production of cheap meat by factory farming – she represents this as a domestic rather than a 'political' issue:

BTP: No (.) that's right (.) the thing is though (.) food (.) as you say is either going to (.) we're going to have to think about importing it (.) maybe we're going to have to have a rethink and actually, you know, we have been getting relatively cheap meat, haven't we?

CC: Sure (.) that's right (.) yes (.) I think we've got to be prepared to pay that little bit more (1) but I think we've got to analyse what we're eating ourselves (.) we've got all these cookery programmes on TV (.) it's the big thing of the moment (.) we've become quite complacent.

BTP: Yes.

The viewers are also included here in the same community as the two participants, who emphasise the use of 'us' and 'we' when talking about the domestic effects of the crisis, at the same time making assumptions about a particular version of modern 'family life' being shared by viewers:

CC: Think about it (.) we need less food in real terms if we sat round the table more, rather than have the mother, the father, then the children eating separately (.) if we all got back to the table again, with a big pot of (.) bring the neighbours in (.) share with the family next door (.) people will argue (.) we'll all want to eat but the wastage factor will be less, therefore we'll be more economic in what we're doing.

BTP further emphasises the common domestic ground between herself and her audience, which is important to the 'persona' or image of her as a sympathetic daytime presenter, by invoking a shared experience of family life:

BTP: No that's true (.) 'cause some families, it's like a café (.) absolutely (.) someone's sitting there eating beans on toast (.) someone else over there (.) and it's all different times.

BTP finally sums up the smoothly cooperative direction and intimate nature of the conversation/interview when she terminates it in order to introduce the next item:

BTP: I agree with you [she uses his first name] (.) thank you (.) very much indeed. So in each of the two interviews here, the discussion is quite different, enabled by the different ways in which the presenters control these symbolic conversations according to the agendas of their specific programmes.

Spoken Language Varieties of Television

All the opening moments of texts you have collected will be 'correct' English in the sense that any person who speaks English as their first language will understand them. However, formality and informality in style are often regarded as correct or incorrect use of language. For example, informal style is sometimes perceived as 'bad' language or 'slang' because it is often spoken with a regional accent and dialect, whereas formal style is more like the dialect that we are taught in school when we learn to write. The term 'accent' refers to the way we pronounce words. We can talk about regional accents when we compare the different ways people pronounce the same words. There are potentially differences in pronunciation between, say, a person from London and a person from Liverpool. In Britain there is one accent, though, that is not located regionally. This is called Received Pronunciation, or RP, although it is not used by a majority of people. Traditionally it was used – and still is used – by those who come from the middle and upper middle social classes, and especially from 'educated' social backgrounds. It there-fore carries with it social prestige and some authority, although we can say that this is changing to some extent as British society changes.

In the UK Saturday morning programme SM: TV Live, the presenters Ant and Dec are from Newcastle and Cat is from London. Dec could read the same script as Cat but, because they are from different parts of Britain, they would pronounce the words differently. Dialect refers to something else. The term dialect describes the varying vocabulary and grammar used by groups of people. Thus, if we compared Dec's use of words such as 'Haway man give us me hat back, me mam gave us it!' with Cat's form 'come on guys gimme my hat back, my mum gave it me!', we would be discussing dialect.

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There is an important difference between regional dialects and Standard English dialect. The latter is spoken by some groups of people and it is the dialect that we are taught to use at school and encouraged to use when we write essays. It is also regarded as a model of 'good'

English and it is the dialect taught to people studying English as a second language. Therefore, it tends to be regarded as the norm from which regional dialects deviate. However, sociolinguists have shown through research into both the history of English and its current variations, that all dialects are equally complex, rich and communicative in terms of their grammar and vocabulary; i.e. linguistically speaking there is no such thing as an 'inferior' or 'bad' dialect. Sociolinguists have also identified that characteristics of regional dialects that are commonly regarded as examples of 'bad' English when measured against the standard dialect, such as the double negative 'She ain't got none', have been a part of English for many years and were once a feature of the standard dialect. Yet our responses to the two forms

(A) 'She ain't got none' and (B) 'She has none' would probably be that (B) is the correct form. Linguistically speaking, 'correctness' is not a

meaningful descriptionof different kinds of English, but rather a prescrip-tionof how to use English that dominant groups, such as those with thepower to govern and educate, have imposed on less dominant groups. The notion of correctness is important to any examination of the language of television because it has been such a controversial issue since the medium's early days. Television news is a prime example. In the 1920s radio broadcasts began, and those who were in control of the, then new, medium decided that a non-geographically-defined dialect would be used by newsreaders rather than any from the variety of local dialects, such as the 'Geordie' Newcastle dialect or the 'Scouse' Liverpool dialect, that characterise spoken English. Instead, the non-local dialect, Standard English, spoken with the RP accent became the dialect and accent listeners heard when they tuned in to BBC news on the radio. This combination was referred to as 'BBC English' and this association has lasted throughout the development of television as well as radio. We hear other varieties of English on television but, in order to maintain an appearance of authority and impartiality, the national news still tends to be read in Standard English dialect and in an accent that is a modified version of RP.

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Studies on how people regard accents and dialects have shown that the combination of RP and Standard English dialect is still regarded as the spoken language of those who are most intelligent and authoritative. documentaries. On the other hand, regional accents and dialects will be used in less 'serious' texts. There is, though, a trend towards regional accents in more serious programmes, albeit using Standard English. For example, prime time news presenters may have distinctive Welsh or Scots accents. We are more likely to hear regional accents on specifically regional programmes, like local news round-ups, which help give these kinds of programmes a 'local'identity. We hear presenters with a variety of regional accents on other television programmes, but we less often hear non-standard dialects being spoken.

As well as the social and regional variation of accents and dialects, speech changes according to our membership of other social groups. For instance, it will change if we speak English as part of a minority ethnic group, or of a sub cultural group, such as schoolchildren or youth followers of particular music and styles of dressing.

Language of Radio

The relevance of radio is often the subject of discussion in the context of ever expanding channels of television. However, despite the glamour and popularity of Television, the success of FM Channels has given a shot in the arm of Radio. In addition, the privatization and commercialization of Radio has created a competitive spirit among various radio channels. All these channels are competing to woo the listeners with innovative presentation techniques. A good presenter can make all the difference for a radio programmer. In the 60's and 70's Radio Cylone was very popular. We still remember Amin Syani, the presenter of Binaca Geet Mala for his inimitable presentation style. Here, we will examine the art of presentation and the steps to prepare an effective radio presenter.

Creativity manifests itself into various art forms, such as, the art of panting, sculpturing, music, dance, drama and writing. "Talking" has also earned a place in the art forms. The presenter has to master this form of art to describe a programme by using imagination and communication skills. To understand the 'Presentation Technique' we first need to know what is a 'technique'.

Technique means art, method or procedure to render an artistic work. Presentation is the packaging of the content of a radio programme.

Unless a programme is presented attractively, it will fail to make the desired impact despite the good content and well written script. A good presentation takes into account the objective of the programme, needs of the listener and a thorough understanding of the strengths and imitations of the medium. A good presentation answers all the queries of audience.

The character and demands of audio medium make radio different and unique. Unlike Television, Radio is only heard in which neither the presenter nor the listener is visible. The presenter has to create an illusion of being with the listener, and that s/he is 'talking' to him/her through voice, manner and style. Innovation, creativity, freshness and novelty are the main pillars on which the skill of presentation is built. The elements of rich vocabulary, information, knowledge and the ability to discern as to what to say and what not to say make these pillars strong and sturdy. An overall knowledge of broadcasting system stands the presenter in good stead.

Presenters are representatives of the broadcasting organisation and act as links between the organisation and the listeners. While the organisation remains in the background, listener identifies with the presenter and establishes a rapport with hider. A Presenter can be compared to a sales-person. She is expected to know all about the nature, content and mood of the programme which she is going to present. Presenter's job becomes crucial to develop rapport with the unseen listeners, more so, when the profile of the unseen listener is complex due to their varied social, economic, educational and demographic status. The listeners spread over from urban, rural and far flung hilly areas and deserts differ in their Economic, Social, Cultural and Educational status. Moreover, modernization, privatization and commercial aspirations have brought about a sea-change in their outlook, needs and demands.

To meet everybody's information and entertainment needs is the main and uphill task. Moreover, a variety of media are jostling for attention. Audio and video cassettes, two-in-one, music-systems with CD players are meeting the entertainment needs of the listeners who are no longer solely dependent on the Radio. However, the personal and dimate touch of radio is the strength

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of the medium, and therein lies the Importance of the presenter who becomes an amiable link for listeners. She is a friend who talks to them at 'one to one' level and connects a listener with the fellow listeners to share their thoughts, views and feelings.

A good radio presenter woos the listeners and keeps them stay tuned for the entire programme. She keeps them involved by encouraging them to respond through letters, phone calls, voice mall, or fax messages. The presenter needs to have many qualities, some of these hold good for all types of presenters, however, some are specific to the nature of the presentation. The following section helps us appreciate the role of presenter as a newsreader, announcer and compere.

News Reader in Radio

The news is an important segment of programming. You are aware that a News Reader reads the script of a bulletin prepared by the News Editor and his/her team. However, in some radio stations like television news channels, news readers are also journalists. In both the cases, news reader is a valued presenter in a broadcasting organisation. The first and foremost quality that a News Reader should have is a good voice which is steady but not shrill or jarring. S/he should be fluent in reading with perfect diction, pronunciation, pace, pauses and pitch. The reading should reflect a sense of confidence which comes with a good understanding of the news content included in the bulletin. She should have adequate knowledge of the events and happenings within the country and around the world. An aptitude for journalism would be a great asset in this regard. In any emergent situation, she should remain unruffled and be able to read even unrehearsed, handwritten news items flawlessly.

The basic difference between news reading and presentation of other programmes is that news is presented in a foraal, matter to fact and objective style in which emotions are avoided.

Announcer

An Announcer introduces different kinds of programmes scheduled for transmission. She gives adequate details of the items e.g., for a classical vocal or instrumental music programme, she gives details of the raga, bole, tala, accompanists etc. A brief, catchy and appropriate

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introduction helps to set the pace of the programme and create interest among the listeners. For e.g., if bhajans, ghuzuls have to be announced, one or two couplets or lines enliven the announcements. Even in pre-recorded programmes, an announcer may create the ambience of a live programme. Sometimes, an announcer acts as a presenter-cwn- programmer who not only presents the programme but devises and writes the scripts also. She is known as 'Presentation Announcer' and devises programmes such as listener's request, replies to listener's letters etc. In sharp contrast to news reading, emotions find their expression while making announcements or during compering.

The announcer has to do a lot of homework for the presentation. Like a warrior going to the battle field equipped with ammunition, gun or sword, an announcer goes to the studio with programme tapes, CDs, discs, pen, paper and announcements well written in advance. She also carries cue sheets of the transmission of that particular programme. The details of the programme are given in the cue sheet of the transmission. They are written in the box of the tape or kept in box itself. The announcer writes the announcements in advance based on these details, checks the opening and closing and runs through the tape to check the fitness of the tape as well as the programme. At times, a programme falls short of the scheduled duration and it becomes necessary to fill up the remaining time. Instrumental fillers or promotional announcements for the ensuing programmes are selected to fill up their scheduled time. These fillers are provided by the producer of the programme or selected by the announcer keeping in view the overall mood of the programme.

Compere

Comperes can be classified into Disc Jockies, Compere of special audience programme and Master of Ceremony. The Disc jockey or DJ presents popular film or pop music on public demand. The DJ adopts a distinctive style, it may be elegant or funny but remains consistent in each programme. In some programmes, DJs become very voluble and are criticised for talking too much. The fine art of balancing as to what to say and what can be avoided needs to be carefully considered. The substance of the matter also has to be taken into account by DJ whether she adopts a serious, witty or boisterous approach. A DJ has to make thorough preparations before making the presentation for optimum impact.

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A compere presents special audience programmes such as Women and Children's programme, for villagers, industrial workers, armed forces etc. These programmes are basically spoken-word oriented but include musical items as well to provide variety. Programmes conducted before invited audiences are handled by an experienced, vibrant and witty announcer who is knowrf as Master of Ceremony. S/he entertains the audience and keeps them involved as participants in the whole programme by adding some anecdotes, couplets or events related with the programme.

TYPES OF PRESENTATION TECHNIOUES

Radio programmes have been broadly categorized as spoken-word and music programmes. Spoken-word can be divided into serious programmes such as news, current affairs, newsreels, reports, discussions and interviews which focus on real life happenings instead of fantasy. Another group of spoken-word programme constitutes culturally and socially oriented programmes viz. talks, drama, feature, story telling travelogues and running commentaries etc. The restraints and obligations followed in the news-based programmes are not adhered to rigidly in them. These programmes demand creative, imaginative aged innovative presentation. Similarly, music programmes - vocal, instrumental, classical, light, choral and orchestral have their own characteristics and demands. The presenter has to handle the presentation of such programmes differently. Thus, the technique of presentation differs as per its inherent requirements of the programmes. Keeping in view these requirements, we can divide the presentation technique into Objective and Subjective types.

Objective Technique

This technique is well suited to the programmes of serious and sober nature like news, current affairs, newsreels, reports, interviews, political analysis and views and discussions etc. A matter-to-fact, objective style of presentation is desirable for such programmes. The first President of America once articulated, "let people know the facts, and the country will be safe". A factual and objective presentation of news invests it with authenticity. Personal views, bias and ideologies are kept out of news and different sources and views are presented to give a balanced impartial view. Simple, straight, short sentences spoken with zest and dignity are required for objective

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presentation. Fun, frills, personal projection and familiarity are bane for such programmes. However, it does not imply dull and insipid presentation.

Subjective Technique

In earlier days, presenters used to maintain a distance from the listeners and keep a formal approach in their presentations. The presence of international media channels and liberal thinking has, however, brought a sea-change in the demand and out-look of the listeners who have become active participants of the programmes. This has led to another approach in presentation which may be termed as Subjective Presentation technique. It allows the presenter to reflect hisher involvement with the programme as well as with the listeners.

Programmes such as talks, drama, feature, reports, story telling, poetic symposia, reports and discussions on social and cultural subjects, eyewitness accounts, running commentaries, and music programmes of different categories can be presented in subjective presentation. The presenter tries to be friendly, relaxed, flexible in the use of language and expressions. However, an overbearing attitude and overacting needs to be avoided. The main objective to make the message reach across to the listeners should not be lost sight of. Subjective presentation technique can further be classified as personalised and aggressive techniques.

Personalised Presentation: One of the best examples of p&isonalised presentation is phone-in programmes, where the involvement of the presenter with the listeners is almost complete. The interaction between the listener and presenter through instant replies to the requests, conveying messages of greetings etc. brings them closer. Compering of special audience programmes, replies to the listener's letters, presentation of ghazals, bhajans, geets, qawafies etc. if done with a personal touch also constitutes personalised presentation.

Aggressive Presentation: Aggressive presentation is more suited to commercially oriented sponsored programmes. These generally make use of frills, jokes and humour. The presenter adds interesting news items, anecdotes qnd notes to make the programme credible as well as interesting. Such programmes may also include advertisements and incentives by offering free gifts and prizes to attract listeners.

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REQUIREMENTS FOR A PRESENTER

A successful presenter inspires imagination and liking for the programme, develops and fosters a sense of belonging among the listeners and keeps them "hooked" to the channel. She is approachable, amiable and dependable just like the neighbour next door. In addition, a good presenter should have a 'radio-genic personality' which implies that the presenter sounds pleasant, confident, friendly, cheerful, vibrant and genuine. She should never project a larger than life image. A radio-genic personality has the following attributes:

- Well modulated voice
- Proper pronunciation and delivery
- Awareness and general knowledge
- Alertness
- Microphone manners and
- Love for broadcasting.

Well Modulated Voice

A good, clear and pleasant voice is a gift of nature, however, it can be cultured, polished and made amiable for broadcast purposes. As a presenter you, therefore, have to learn about the pitch, diction, pauses, stresses, modulation and rhythm. The 'pitch' or the level of voice should be stable. To ascertain the level of your voice, you should try to practice Sa, Re, Ga, Ma, Pa, Dha, Ni, Sa and figure ourat which level you feel comfortable to project and sustain your voice. You also need to read aloud scripts or newspaper reports on the pitch, which you have decided to maintain for yourself. This will help you to modulate your voice and a pleasant intelligible delivery. To maintain good quality of voice, you should give proper rest to your vocal chords and avoid unnecessary shouting and screaming. Trembling, crocking, feeble and shrill voices sound jarring to the ears. You should also make a habit of gargling.

We happened to notice singer Asha Bhosle gargling to smooth her vocal chords after every perfonnance. Small wonder, even to-day she is singing with no change in her voice! Breathing is another important factor for good presentation. Care should be taken to breathe from the diaphragm as it provides a rhythm to your delivery of sentences and controls your speed as well.

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While speaking, the breath should arise from the diaphragm area to last longer and help in avoiding breathlessness. You should also avoid speaking on the last breath as words will get drowned and lost. The best way to develop one's breath is to do Pranayam. You should inhale and hold your breath, and exhale slowly to the maximum capacity of your lungs which can be enhanced by regular practice.

Proper Pronunciation and Delivery

Proper pronunciation, correct use of consonants, vowels 'Akashars ' and 'Matras ' provide a natural flow to one's speech. Incorrect pronunciation affects the image of not only the presenter but also the station. The pace of delivery should neither be too fast nor slow enabling the listener to absorb the information. One must take into account the varying memory spans and the level of comprehension of different listeners so that the message does not get lost.

The rate of delivery in English is generally 120 words per minute. In Hindi, the rate is much slower. The right pronunciation, pace, pauses and stresses are vital for delivery of speech , because a wrong pause can mar the desired meaning of the speech. A misplaced emphasis may alter the meaning of the sentence drastically. A careful consideration of all these factors removes the monotony of speech pattern and adds to the overall impact of the presentation. A sound knowledge of the language helps the presenter to understand the nuances of words, phrases, idioms etc. It does not necessarily mean a command on literature of the language but it refers to the capacity to choose words that are not only proper but appropriate as well.

Awareness and General knowledge

A presenter should be well aware of the events and happenings taking place in political, social and cultural spheres. S/he should be abreast with the latest trends in fine arts, music and literature. A knowledge of ragas, talas, instruments both string and percussion will be an asset. A presenter should read newspapers, magazines, attend cultural functions, witness sports events and theatre, listen to international broadcasts and watch films and international television to broaden the vision and enhance creativity. Famous English poet T.S. Eliot once wrote, "where is the wisdom that we have lost in our knowledge? Where is the knowledge which we have lost in our inforrnation?" Knowledge lies in the appropriate use of information. Assimilation of

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information and acquiring knowledge will make the personality of presenter, communicative and vibrant. This will touch the mind and heart of the listeners and in turn win them.

Alertness

The presenter also has to portray a remarkable degree of alertness for crisis management. At times, unexpected happenings can cause a lot of changes in scheduled programme. for instance, if an important person dies, the whole complexion of the programme gets changed. Without losing nerves and keeping one's cool, the announcer should redraff the announcements according to the situation. The usage of appropriate vocabulary and expressions help to create a sober atmosphere in which the listener can absort the impact of the news.

In an interesting incident, during a live music broadcast of Jal-taranga Vadan, Raag Todi was slated to be played. The announcer prepared his announcement on the basis of the details provided. However, to his utter surprise, the raag played turned out to be Gurjari Todi. The Station Director who himself was a music buff, immediately pointed out the mistake to the announcer over telephone who requested the engineer to superimpose the correct announcement. Later, it was found that before the start of the item, the Tabla player had developed a bout of cough and drank the water of the Jal-Tarang cup of swar 'pa '. The missing pa ' swar forced the jal-tarang player to play Gurjari Todi instead of Raag Todi. The situation was salvaged to a great extent by the alertness and interest taken by the announcer as well as the Station Director.

Microphone Manners

While facing microphone, sit straight so that you can use your diaphragm for your breath. You should speak straight into it to give the right projection to your voice. The Microphone being a sensitive instrument catches breathlessness and amplifies it. You should maintain a proper distance, ideally about,45 cms from microphone otherwise your voice will distort. The engineers will have to reduce the level of microphone in the control room which will affect the finesse of your voice. Papers and other material near microphone should not make rustling sound as even the slightest sound is amplified disturbing the speech. The papers should not be stapled and kept loose so that while turning they do not make a rustling noise.

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Love for Broadcasting

Last but not the least, a presenter, should have the love for broadcasting by taking interest in one's performance and not treating it as a mere job. There is no short cut to success and one has to put in hard work and this holds ttue for broadcasting as well. In the previous unit you have learnt about various formats and types of programmes. It is necessary for a presenter to understand these formats thoroughly to devise hisiher presentation style accordingly. By developing a distinctive style, you can carve an image for yourself and the public response and recognition will boost your confidence.

We have already mentioned that the comprehension and memory of an individual listener varies. Moreover, a radio listener cannot seek explanation while listening nor can she retrieve the message which is possible while using the print media. Hence, while preparing script for presentation items, simple language which conveys the subject matter, emotions and feelings effectively should be used. The spoken language laced with indigenous flavour, local idiom and familiar colloquialism, adds to the impact of the script. Written bookish language, complex sentences, idiomatic expressions and difficult literary words need to be avoided.

The audio medium thrives on live and familiar words which inspire imagination in the minds of listeners. When you write a presentation script, mark your pauses and underline stresses in your script to help in perfecting your diction, expression, speed and rhythm. You should read it aloud, so that you may assess yourself whether the flow of sentences, speed, delivery is rhythmic, whether you are able to maintain your pitch, right pauses and stresses etc. Then you should read the script before your friend, a family member or a colleague to ascertain whether the message is being conveyed. Constructive criticism and suggestions help to improve upon your script as well as the speech.

Marking the Script

For intelligible and effective reading, most of the broadcasters mark their scripts for pauses, stresses and modulation. Some of the commonly used symbols are given below:

1. For pause, use coma as a symbol (/). Whle reading, a pause does not mean to stop but

to read on with a slight modulation.

2.For stress, underline the word or the phrase. For normal stress use one line (---) and for

highlighting use double line (---).

3.For modulation from up to down, use carved line like (8a) and from down to up use

opposite curve ( ).

4.For breaking a long sentence, a slash ( ) can be used.

5.For bridging the connecting sentences, horizontal bracket ( ) could be used.

6.For completion of an expression or a sentence, a double slash () may be used as a stop.

Stress on different words in a sentence can change the entire meaning. How stress can change

the meaning and expression of a sentence is shown below:

She is going to her house

(a simple statement)

She is going to her house

(Stress on she will mean no body else but she)

She is going to her house

(Modulation axe will bring an element of surprise)

She is going to her house

(Modulation on going will denote a sort of warning that she is leaving)

She is going to her house

(Own home)

She is going to her house

(no where else but home)

The presenter should thoroughly rehearse the script before going on the air. She should know the matter and carry suitable additional material for broadcast.

Linking Narration

The presenter has to be very imaginative while selecting items for presentation. She must keep a balance between the programme to be presented and the linking narration. The latter could be from Science, Culture, History, Agriculture, Films, Theatre, excursions, people, places, writers, artistes or any subject under the sun. You may talk briefly and meaningfully depending on the mood and nature of the programme but care needs to be taken to maintain the fine balance between what and how to say. In addition to the details of the programme or item you may use some interesting information to enliven your presentation. You could note down jokes, quotations, interesting news items, couplets etc. in a diary for ready use in script writing. It is equally important not to patronise or 'talk down' to listener who should be treated as a friend. The presentation ignoring these points will fall flat and will lose its effectiveness. You should listen to different radio stations to evolve your own presentation style.

To cite an example, in the programme "Entertainment F.M. Style" on AIR F.M the presenter Presentation Techniques included in her script varied topics ranging from 'Gobardhan Puja ', popularity of Indian food in England, scenes of 'Kabaddi' game in films, invention of stethoscope and the list of rulers of Delhi right from the time bf Mahabharata to Muslim and British rulers. In another programme, the presenter identified "Baaten" i.e. 'talking' as the main theme of her programme. She did a comprehensive research on the subject as to when human beings started talking; what are the elements of meaningful, pleasant, effective talk, irritating and offending talk etc. She narrated interesting incidentsand played relevant film songs to make the presentation thoroughly enjoyable by a judicious blend of information and entertainment. The presenter was witty; friendly and balanced in her approach without giving the impression of superiority or a 'know all'.

While writing the script,'the broadcasting code also has to be kept in mind which aims to prohibit obscenity, abysive language and expressions, hostile criticism or derogatory-remarks vulgarity

and be fair to every one. Your talk should not encourage division among people on the basis of religion, caste and creed and not offend any body, knowingly or unknowingly. However, an ideology or policy can be discussed objectively. Once Abraham Lincoln said, "with public sentiments nothing can fail, without it nothing can succeed." Your writing should aim to strengthen national unity, equality, self-respect and positive human qualities.

Technology and Communication's Role to develop listening skills

There are two ways you can approach using the Internet to improve your English: you can either find English language lessons in the medium that fits you best, or learn by surrounding yourself with as many examples of English as possible. So, if you want to improve your English by listening, you can look for podcasts and other audio material. As for podcasts, BBC's "The English We Speak" and the British Council's podcasts are probably the best on the Internet. Still, they are not the only good ones out there—Voice of America has a podcast as well, and podcastsinenglish.com is a website that's also worth attention. If you're not looking for lessons but want to listen to people speak English, there are plenty of online radio stations where you can listen to the language as it's being used by native speakers. Better yet, you can head over to LibriVox and listen to their audio renderings of public domain books.

E- mail writing

While Millennials typically prefer texting, the improvised, back-and-forth pattern we expect of texting conversations differs greatly from the pre-planned, more self-contained messages most professionals expect in the workplace.

If you are planning an outing with friends, you expect multiple rapid exchanges asking for clarification and providing corrections on the fly. Since you are usually texting somebody you already know well, about a shared interest, you don't need to provide much context.

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But most professionals do not want to engage in a leisurely back-and-forth in order to get their work done. They want to clear this item from their inbox, perhaps by passing it to an assistant or kicking it upstream, without having to ask the sender "I dunno, what do you think?" or "What did you mean by that emoji?"

- Write a meaningful subject line.
- Keep the message focused.
- Avoid attachments.
- Identify yourself clearly.
- Be kind. Don't flame.
- Proofread.
- Don't assume privacy.
- Distinguish between formal and informal situations.
- Respond Promptly.
- Show Respect and Restraint.

1. Write a meaningful subject line.

Before you hit "send," take a moment to write a subject line that accurately describes the content, giving your reader a concrete reason to open your message. A vague or blank subject line is a missed opportunity to inform or persuade your reader.

Remember — your message is not the only one in your recipient's mailbox. A clear subject line will help a busy professional to decide that your email is worthwhile.

Bad Example Subject: [Blank]

A blank subject line suggests that your name in the "From" line is all your recipient should need in order to make you message a top priority. That could come across as arrogant, or at the very

least, thoughtless. A well-chosen subject line is an important opportunity to inform and persuade your reader.

Bad Example   Subject: "Important! Read Immediately!!"

Rather than brashly announcing that the secret contents of your mystery message are inexplicably important…

Good Example   Subject: "All Cars in the Lower Lot Will Be Towed in 1 Hour."

…write a functional subject line that actually conveys the important idea.

Bad Example   Subject: "Quick question."

If the question is quick, why not just ask it in the subject line? This subject line is hardly useful.

Iffy Example   Subject: "Follow-up about Friday"

Fractionally better — provided that the recipient remembers why a follow-up was necessary.

Iffy Example   Subject: "That file you requested."

Many email users get scads of virus-laden spam with vague titles like this. The more specific you are, the more likely your recipient's spam-blocker will let your message through.

Good Example   Subject: "10 confirmed for Friday… will we need a larger room?"

Upon reading this revised, informative subject line, the recipient immediately starts thinking about the size of the room, not about whether it will be worth it to open the email.

2. Keep the message focused.

Why are you writing? Are you responding to a request? Apologizing for an error on your part? Asking for the recipient to take some action for you?

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Purpose: Any textbook on business and professional writing will include examples of complaint and adjustment letters, proposal letters, progress reports, application letters, and so forth.

Directness: You probably don't need to open with "Dear Ms. Jones," engage in personal chit-chat, and close with "Yours Truly." (If you really want to be that formal, send a letter on paper instead.)

Organization: Readers will often get partway through a complex message, hit "reply" as soon as they have something to contribute, and forget to read the rest. That's human nature.

Number your points in more complex message. (Start with a clear statement of how many parts there are to your message.)

Split unrelated points into separate, purposeful emails.

If you send all your employees a message that only relates to some of them, a lot of people will waste time reading the whole thing, in order to determine whether any part of it applies to them.

Other people will give up as soon as they find any detail that does not apply to them. (Again, this is human nature.)

Politeness: Please and thank-you are still important, but wordiness wastes your reader's time (which is rude).

Bad Example Indirect and wasteful: "Dearest Arnold: I would be very much obliged if, at your earliest convenience, you could send me the current password for the website. I look forward to your response. Have a nice day! Yours Truly, Philomena."

Iffy Example Blunt to the point of rudeness: "Need the password for the website."

If you get a message like this, you might assume the sender trusts you and really needs your help; however, if you send a message like this, you might appear needy and panicky. Is that how you want to come across? Think about it.

Good Example   Urgent, yet polite: "Site is down, but I can't troubleshoot without the new password. Do you know it?"

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To help your reader focus on your message: keep your text readable.

Proofread, especially when your message asks your recipient to do work for you. All-caps comes across as shouting, and no-caps makes you look like a lazy teenager. Regardless of your intention, people will respond accordingly.

If you are in middle school, a gushing statement "thx 4 ur help 2day ur gr8!" may make a busy professional smile — or shudder.

Often, the sweetness of the gesture won't be enough. u want ur prof r ur boss 2 think u cant spl? LOL ;-)

Write short paragraphs, separated by blank lines. Most people find unbroken blocks of text boring, or even intimidating. Take the time to format your message for the ease of your reader.

Avoid fancy typefaces. Don't depend upon bold font or large size to add nuances. Your recipient's email reader may not have all the features that yours does. In a pinch, use asterisks to show *emphasis*.

3. Avoid attachments.

Rather than forcing you reader to download an attachment and open it in a separate program, you will probably get faster results if you just copy-paste the most important part of the document into the body of your message.

Bad Example To: All 1000 Employees

From: Eager Edgar

Subject: A helpful book everyone should read ----------

Hello, everyone. I've attached a PDF that I think you'll all find very useful. This is the third time I sent it the file — the version I sent yesterday had a typo on page 207, so I've sent the whole

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thing again. Since some of you noted that the large file size makes it a bit awkward, I've also attached each chapter as a separate document. Let me know what you think!Attachments:

Big Honking File.pdf (356MB)

BHF Cover.pdf (25MB)

BHF Chapter 1.pdf (35MB)

[…]

Okay, raise your hands… how many of us would delete the above message immediately, without looking at *any* of those attachments?

Good Example   To: Bessie Professional

From: Morris Ponsybil

Subject: Email tips — a subject for an office workshop?

—-

Bessie, I came across some tips on streamlining professional communications. Has anyone volunteered to present at the office workshop next month? Let me know if you'd like me to run a little seminar (20 minutes?) on using email effectively. Below, I'll paste the table of contents. I'll send you the whole thing as a PDF if you want it.Table of Contents

Write a meaningful subject line.

Keep the message focused and readable.

Avoid attachments.

[…]

Recognize that attachments

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consume bandwidth (do you want your recipient to ignore your request so as to avoid paying for a mobile download?)

can carry viruses

don't always translate correctly for people who read their email on portable devices.

may require your recipient to have certain software installed (such as Microsoft Publisher or Apple's Pages)

4. Identify yourself clearly.

If you telephoned someone outside your closest circle, someone who probably wouldn't recognize your voice, you would probably say something like "Hello, Ms. Wordsworth, this is Sally Griffin." A formal "Dear Ms. Wordsworth" salutation is not necessary for routine workplace communication.

When we send text messages to our friends, we expect a lot of back-and-forth. But professionals who use email don't enjoy getting a cryptic message from an email address they don't recognize.

While a routine email does not require a formal salutation such as "Dear Ms. Wordsworth," ask yourself whether the person you are writing knows you well enough to recognize your email address.

 Bad Example To: Professor Blinderson

From: FuZzYkItTy2000@hotmail.com

Subject: [Blank]Yo goin 2 miss class whats the homework

Professor Blinderson will probably reply, "Please let me know your name and which class you're in, so that I can respond meaningfully. I don't recognize the address FuZzYkItTy2000@hotmail.com."

Good Example   To: Professor Blinderson

From: m.ponsybil@gmail.com

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Subject: EL227 Absence, Oct 10Hello, Prof. Blinderson. This is Morris Ponsybil, from EL227 section 2.This morning, I just found out that the curling team has advanced to the playoffs, so I'm going to be out of town on the 10th.According to the syllabus, it looks like I will miss a paper workshop and the discussion of Chapter 10. May I email you my Chapter 10 discussion questions before I leave town? And could I come to your office hour at 2pm on the 12th, in order to discuss the paper? I've asked Cheryl Jones to take notes for me.Thank you very much. I'll see you in class tomorrow.

If you are asking the other person to do you a favor, providing the right information will give him or her a good reason to decide in your favor. In this case, Morris Ponsybil shows his professor he cares enough about the class to propose a solution to the problem his absence will cause.

When contacting someone cold, be polite and brief. If you are asking for a stranger to do something for you for free, be prepared to hear nothing in response.

Even if you already have a connection with the person you are contacting, a little context is helpful. Every fall, I get emails from "bad_boy2315@yahoo.com" or "FuZzYkItTy2000@hotmail.com" who ask a question about "class" and don't sign their real names.

If you are following up on a face-to-face contact, you might appear too timid if you assume your recipient doesn't remember you; but you can drop casual hints to jog their memory: "I enjoyed talking with you about usability testing in the elevator the other day."

While formal phrases such as "Dear Professor Sneedlewood" and "Sincerely Yours," are unnecessary in email, when contacting someone outside your own organization, you should write a signature line that includes your full name and at least a link to a blog or online profile page (something that does not require your recipient to log in first).

5. Be kind. Don't flame.

Think before you click "Send."

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If you find yourself writing in anger, save a draft, go get a cup of coffee, and imagine that tomorrow morning someone has taped your email outside your door. Would your associates and friends be shocked by your language or attitude?

Or would they be impressed by how you kept your cool, how you ignored the bait when your correspondent stooped to personal attacks, and how you carefully explained your position (or admitted your error, or asked for a reconsideration, etc.)>

Will you have to work with this person for several months? Do you want a copy of your bitter screed to surface years from now, when you want a letter of recommendation?

Bad Example   @!$% &*@!! &(*!

Go ahead… write it, revise it, liven it up with traditional Lebanese curses, print it out, throw darts on it, and scribble on it with crayon. Do whatever you need in order to get it out of your system. Just don't hit "Send" while you're still angry.

Good Example   From: Clair Haddad

To: Ann O. Ying

Subject: Re: Ongoing Problems with ProjectI'm not sure how to respond, since last week you told Sue that you didn't need any extra training, so I cancelled Wednesday's workshop. I can CC Sue in on this thread if you like, since she's the one who will have to approve the budget if we reschedule it. Meanwhile, I can loan you my copies of the manual, or we can look into shifting the work to someone else. Let me know what you'd like me to do next.—Original Message –

From: Ann O. Ying

I tried all morning to get in touch with you. Couldn't you find a few minutes in between meetings to check your messages? I'm having a rough time on this project, and I'm sorry if this is last-minute, but I've never done this before and I think the least you could do is take some time to explain it again.

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If your recipient has just lambasted you with an angry message, rather than reply with a point-by-point rebuttal, you can always respond with a brief note like this, which

casually invokes the name of someone the angry correspondent is likely to respect (in order to diffuse any personal antagonism that may otherwise have developed) and

refocuses the conversation on solutions (in this conversation, Ann has already dug herself into a hole, and Clair has nothing to gain by joining her there)

6. Proofread.

If you are asking someone else to do work for you, take the time to make your message look professional.

While your spell checker won't catch every mistake, at the very least it will catch a few typos. If you are sending a message that will be read by someone higher up on the chain of command (a superior or professor, for instance), or if you're about to mass-mail dozens or thousands of people, take an extra minute or two before you hit "send". Show a draft to a close associate, in order to see whether it actually makes sense.

7. Don't assume privacy.

A good motto: praise in public, and criticize in private. Don't send anything over email that you wouldn't want posted — with your name attached — in the break room.

Email is not secure. Just as random pedestrians could reach into a physical mailbox and intercept envelopes, a curious hacker, a malicious criminal, and your IT department can probably read any and all email messages in your work account.

If you stretch the truth in an email (downplaying a problem, leaving out an important detail, etc.), you're creating a written record that your recipient can (and will) use to determine whether

you are uninformed about the truth

you are informed but deliberately misrepresenting the truth

your confused and conflicting emails mean you aren't a reliable source for determining the truth

8. Distinguish between formal and informal situations.

When you are writing to a friend or a close colleague, it is OK to use "smilies" :-) , abbreviations (IIRC for "if I recall correctly", LOL for "laughing out loud," etc.) and nonstandard punctuation and spelling (like that found in instant messaging or chat rooms).

These linguistic shortcuts are generally signs of friendly intimacy, like sharing cold pizza with a family friend. If you tried to share that same cold pizza with a first date, or a visiting dignitary, you would give off the impression that you did not really care about the meeting. By the same token, don't use informal language when your reader expects a more formal approach.

Always know the situation, and write accordingly.

9. Respond Promptly.

If you want to appear professional and courteous, make yourself available to your online correspondents. Even if your reply is, "Sorry, I'm too busy to help you now," at least your correspondent won't be waiting in vain for your reply.
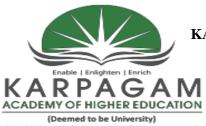
10. Show Respect and Restraint

Many a flame war has been started by someone who hit "reply all" instead of "reply."

While most people know that email is not private, it is good form to ask the sender before forwarding a personal message. If someone emails you a request, it is perfectly acceptable to forward the request to a person who can help — but forwarding a message in order to ridicule the sender is tacky.

Use BCC instead of CC when sending sensitive information to large groups. (For example, a professor sending a bulk message to students who are in danger of failing, or an employer telling unsuccessful applicants that a position is no longer open.) The name of everyone in the CC list goes out with the message, but the names of people on the BCC list ("blind carbon copy") are hidden. Put your own name in the "To" box if your mail editor doesn't like the blank space.

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Be tolerant of other people's etiquette blunders. If you think you've been insulted, quote the line back to your sender and add a neutral comment such as, "I'm not sure how to interpret this… could you elaborate?"

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(For B.COM/CA/PA/BPS/BBA Students -2017 Batch)
Unit- V (Multiple Choice Questions)

SUBJECT: ENGLISH IV

S.NO	QUESTIONS	CHOICE - 1	CHOICE - 2	CHOICE - 3	CHOICE - 4	ANSWER
1	_____ different according to geographical reach and readership.	Headlines	News	Newspapers	Pictures	Newspapers
2	The function of newspaper_____ is to inform and entertain people.	language	Pictures	Headlines	Contents	language
3	_____ is usually selected by journalists and editors, on the basis of the interests and priorities of the target readership	Data	Name	Headlines	News	News
4	The _____reports themselves rely on extensive recontextualization of elements taken from other texts, genres and discourses.	Headlines	Pictures	News	Contents	news
5	News can be studied as _____chains, which consist of networks of texts or genre chains, which are regularly chained together.	logical	interconnected	lexical	formal	interconnected
6	_____ is determined by a number of different factors.	Newscorecctness	Newsthinking	Newscovering	Newsworthiness	Newsworthiness
7	News reporting reduces a complex series of events into a story, imposing a_____ order upon them.	creative	direct	central	narrative	narrative
8	While news stories are generally based on speech acts, _____have to decide what to include or exclude.	journalists	editor	chief-editor	designer	journalists
9	The _____is a predominantly establishment view of the world and what discourse analysis aims to do is to show how language is instrumental in constructing this view and to challenge it through deconstruction.	people	worker	media	society	media
10	___ structure is predictable: headline + lead paragraph + satellites + wrap-up.	Formal	Generic	Media	Central	Generic
11	_____ and lead summarize the story.	Headline	Data	Wrap-up	Picture	Headline
12	gives the outcome of the events reported.	Picture	Wrap-up	Data	Headline	Wrap-up
13	The _____is related to "the way in which news not only reports disturbances of normality, but also their rectification" .	Headline	structure	Wrap-up	Picture	structure

14	Headlines have _____ main functions.	seven	six	four	three	three
15	Graphologically larger is a characteristics factor of a_____.	Media	Wrap-up	Headline	Picture	Headline
16	_____ provides the 'micro-story' , which is the gist of the issues or events.	Lead	Wrap-up	Headline	Picture	Lead
17	___ may include the 5 Ws (Who, What, Where, When, Why) + H (How)	Lead	Wrap-up	Headline	Picture	Lead
18	_____is the most important items of information in any newspaper report which are presented first.	Inverted-Pyramid Structure	Pyramid Structure	Open Ended	spiral approach	Inverted-Pyramid Structure
19	The Internet has accelerated the pace of globalization, so has the relationship between the_____ language and the internet had an impact on our emerging digital culture.	formal	official	English	french	English
20	Use of _____, which also allows for the omission of the agent: a Palestinian child was killed.	passive voice	active voice	actual voice	internal voice	passive voice
21	The internet was invented in the English speaking world _____.	USSR	UK	the United States of America	Sovient Union	the United States of America
22	_____ is the lingua franca of the internet.	French	German	Hebrew	English	English
23	_____ are English orientated in that the vocabularies of computing – Netscape and Java – are in English.	Machines	Computers	Brains	People	Computers
24	Nearly one-third of the world's population is studying or can communicate in _____.	English	French	German	Hebrew	English
25	The language of the _____ landscape is largely spoken.	Machine	television	Radio	Computer	television
26	_____ manifests itself into various art forms, such as, the art of panting, sculpturing, music, dance, drama and writing.	Similarity	Creativity	logicality	Uniformity	Creativity
27	The _____ has to master the art to describe a programme by using imagination and communication skills.	intertiewer	audience	presenter	recoder	presenter
28	_____ is the packaging of the content of a radio programme.	reviewing	summarizing	writing	Presentation	Presentation
29	The character and demands of audio medium make _____ different and unique.	internet	radio	TV	News	radio
30	The _____ has to create an illusion of being with the listener, and that s/he is 'talking' to him/her through voice, manner and style.	presenter	recoder	reviewer	commenter	presenter
31	Innovation, creativity, freshness and novelty are the main pillars on which the skill of _____ is built.	style	presentation	talent	voice	presentation

32	A _____ can be compared to a sales-person.	recoder	reviewer	Presenter	commenter	Presenter
33	The _____ has to do a lot of homework for the presentation.	announcer	reviewer	Presenter	commenter	announcer
34	The Disc jockey or DJ presents popular film or pop music on ____demand.	public	individual	men	women	public
35	_____ programmes have been broadly categorized as spoken-word and music programmes.	News	TV	Radio	internet	Radio
36	The _____ technique can be divided into Objective and Subjective types.	organizing	summarizing	presentation	reviewing	presentation