

# HINDU COLLEGE GUNTUR

(Re-accredited by NAAC as Grade „A“ with CGPA 3.07)

## DEPARTMENT OF ENGLISH



## ADD ON COURSE ON FUNCTIONAL ENGLISH GRAMMAR

2<sup>nd</sup> November - 29<sup>th</sup> December 2017

**CH.ARUNA**  
Incharge

**Dr.Y. GOWRI SANKAR**  
Principal

Date: 25-10-2017

From  
Head,  
Department of English,  
Hindu College,  
Guntur.

To  
The Principal,  
Hindu College,  
Guntur.

Sir,

Sub: Request to permit to conduct Add-on Course Certificate Course on  
“Functional English Grammar” to students – Regarding.

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The department of English is planning to conduct Add-on Course on  
“Functional English Grammar” to students of UG. In this regard, we are requesting you to  
kindly permit us to conduct the course for the benefit students. Duration of the course is 45  
days. We are planned to the programme to be started on 21-02-2017 to 13-04-2017.

Thanking you,



(Ch. Aruna )  
Incharge  
Department of English



(Dr. Y. Gowri sankar)

Principal



# HINDU COLLEGE, GUNTUR

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25-10-2017

## NOTICE

### DEPARTMENT OF ENGLISH

#### Add-on Course

The department of English planning to conduct Add-on course on “Functional English Grammar” for the UG students. Interested students are directed to register on or before 31-10-2017. Classes will commence from 02-11-2017 to 29-12-2017. The classes will be held in the department of English from 4.00 pm to 5.30 pm.

Duration – 45 days

For details:

Dr. K. Kanakadurga - 9492662195

Ch.Aruna Garu - 9440937624

(Ch.Aruna )  
Incharge  
Department of English

# **DEPARTMENT OF ENGLISH**

## **ADD-ON COURSE ON “Functional English Grammar”**

### **OBJECTIVES:**

This programme is designed to educate our students about “Functional English Grammar” to make them learn Functional English effectively. This programme covers all the important topics of functional English.

# **ADD-ON COURSE SYLLABUS**

## Remedial Grammar

### Objectives

1. To introduce corrective measures to eliminate grammatical errors in speaking and writing.  
Theoretical and conceptual understanding of the elements of grammar.
2. To enhance the learners' ability of communicating accurately and fluently.

### Course content

**Unit I** Introduction to grammar (what is grammar, its importance etc); different approaches to grammar: traditional, generative, transformative, and communicative.

**Unit II** Articles & determiners. Forms & functions of nouns, pronouns, prepositions.

**Unit III** Verbs (transitive & intransitive, regular & irregular), tense & aspect, auxiliaries (primary & modal), negatives, questions, agreement & concord.

**Unit IV** Forms & functions of adjectives, adverbs, agreement & concord

## Introduction to Phonetics

### Objective

1. To familiarise the learners with English sounds through listening.
2. To enable the learners to achieve accuracy in oral

- production by encouraging the use of a pronunciation dictionary (Oxford Advanced Learners' Dictionary).
3. To enable the learners to achieve an optimum level of intelligibility and fluency in speech.

## Course Content

- |                 |   |
|-----------------|---|
| <b>Unit I</b>   | Introduction to linguistics and speech sounds               |
| <b>Unit II</b>  | Description and classification of vowels                    |
| <b>Unit III</b> | Description and classification of consonants                |
| <b>Unit IV</b>  | Introduction to phonetic symbols, phonology & minimal pairs |

# **ADD-ON COURSE ATTENDANCE**



# Hindu College, Guntur Department of English ADD-ON Course Student Attendance

This image shows a photograph of an open attendance register. The left page contains a list of student names and their roll numbers. The right page is a grid used for recording attendance, with columns for each day of the week and rows for each student.

This image shows a detailed attendance register for Hindu College, Guntur. The register is organized into sections for different groups of students. The left page lists student names and roll numbers, and the right page is a grid for recording attendance. The sections include:

- All Classes
- B.A. English
- B.A. History
- B.A. Political Science
- B.A. Sociology
- B.A. Economics
- B.A. Public Administration
- B.A. Journalism
- B.A. Mass Communication
- B.A. Computer Science
- B.A. Information Technology
- B.A. Library Science
- B.A. Distance Education
- B.A. Open School
- B.A. Correspondence
- B.A. Self-Directed Learning
- B.A. Flexible Learning
- B.A. Modular Learning
- B.A. Credit Transfer
- B.A. Credit Accumulation
- B.A. Credit Bank
- B.A. Credit Exchange
- B.A. Credit Recognition

Name of the Candidate		Student's Absentee Register											Date				
HINDU COLLEGE GUNTUR													Month	Year	Page		
Register No.	Name of the Student	Date	Days											Total	Remarks		
			1	2	3	4	5	6	7	8	9	10	11			12	
B.Sc.																	
101	P. Lakshmi															11	
102	S. Manoj															11	
103	A. Naga Ravi															11	
104	P. Krishna Chaitanya															11	
B.A.																	
105	N. Sri Varsha															11	
106	K. Sri Lakshmi															11	
B.P.E.																	
107	K. Lakshmi															11	
B.C.A.																	
108	M. Ananya															11	
109	K. Ananya															11	
110	R. Ananya															11	
111	M. Ananya															11	
112	N. Ananya															11	
113	A. Ananya															11	
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124	D. Ananya															11	

# ADD-ON COURSE CERTIFICATE



**DEPARTMENT OF ENGLISH**  
**ADD-ON COURSE CLASSES**













# ADD-ON COURSE MATERIAL

## MODULE I

### BASIC CONCEPT OF SYNTAX

#### WHAT IS SYNTAX?

Syntax is a form of grammar. It is chiefly concerned with word order in a sentence and with the agreement of words when they are used together. Word order refers to the way words are arranged in a sentence. To communicate your thoughts and ideas word order is important. English is a language that follows strict word order and it has a structure known as **SVO**, that is, **Subject, Verb, and Object**.

For example,

**The boy plays football.** Here the sentence can be read as;

The boy        plays        football.

**(Subject)        (Verb)        (Object)**

This sentence makes sense as the word order is correct and you can see an agreement between the words.

If we write the sentence as,

*The boy football plays.*

This sentence does not make any sense as there is no agreement between the words in the sentence.



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Hence, it should be understood that English is not just a collection of words. Words are put together to form sentences and this way of arrangement is called syntax of the language. In short, syntax is the way words are put together to form phrases and sentences. In other words, syntax is the study of the structure of sentences. To study syntax is to study the patterns and relationships of words, phrases and clauses. Syntax attempts to uncover the underlying principles or rules for constructing well-formed sentences.

There are two types of rules in syntax. They are:

1. Phrase structure rule
2. Transformational rule

### *Phrase Structure Rules:*

Phrase Structure Rules attempt to describe the internal composition of syntactic units: ie, sentences and phrases, showing what kind of smaller units they are made up of. They also explain the order between these smaller components.

For example,

A rule of the form **S** → **NP** + **VP**

This can be interpreted as ‘a sentence can consist of the component units **NP** (a noun phrase) and **VP** (a verb phrase), which are ordered in the way stated’.

Phrase structure rules are also called **constituent structure rules** because words, phrases, and sentences can all be constituents in larger combinations.

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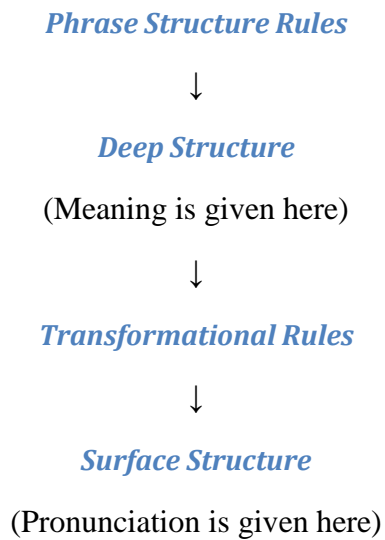
## *Transformational Rules*

Transformational rules attempt to recognise the well-formed sentence and those sentences which are related to each other.

Transformational rule consists of

- i) Deep structure
- ii) Surface structure

Grammar resulted by these two rules can be drafted as follows:



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## WORD ORDER AND BASIC SENTENCE PATTERNS

### A. Subject + Verb (SV)

This is the simplest of verb patterns. The subject is followed by an intransitive verb, which expresses complete sense without the help of any other words.

	<b>Subject</b>	<b>Verb</b>
1.	Birds	fly.
2.	Dogs	bark.
3.	Flags	flutter.

**B.** When we make simple English sentences, we usually follow the **Subject + Verb + Object (SVO)** pattern.

Steps:

1. Put the subject and the adjectives such as 'fat', 'thin' etc. or any words describing the subject at the beginning of the sentence.
2. Put the verb and some adverbs such as 'often', 'usually' etc. after the subject.
3. Put the object of the verb, the adjectives or other words describing the object and the adverbs describing the verb at the end of the sentence.

	<b>Subject</b>	<b>Verb</b>	<b>Object</b>
1.	Tom	often eats	Chocolates.

2.	The fat cat	is chasing	a mouse.
3.	My boss	reads	newspaper everyday.
4.	The audience	Enjoyed	the movie.
5.	Mary	will visit	her aunt tomorrow.

C. Some verbs can be followed by two objects without an ‘and’ connecting them. One of these objects is called the ‘direct object’ and the other the ‘indirect object’. Below is the pattern of a sentence containing both direct object and indirect object:

**Subject + Verb + Indirect Object + Direct Object (SVOO)**

	Subject	Verb	Indirect Object	Direct Object
1.	I	Gave	my sister	a birthday present.
2.	My grandparents	always tell	me	stories.
3.	I	have lent	him	some books.
4.	The customer	is paying	the shopkeeper	two hundred dollars.
5.	The nurse	gave	the patient	some medicines.

D. Sometimes a preposition is put in front of the indirect object. The pattern of such sentence is:

**Subject + Verb + Direct Object + Preposition + Indirect Object**

	Subject	Verb	Direct Object	Preposition	Indirect Object
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[Type text]

1.	My friend	has sent	a letter	to	me.
2.	My brother	showed	his new wallet	to	me.
3.	The students	sent	a present	to	their teacher.
4.	Betty	has painted	a beautiful picture	for	her best friend.

### **E. Subject + Verb+ Subject complement (SVC)**

The complement usually consists of a noun, a pronoun, or an adjective.

	<b>Subject</b>	<b>Verb</b>	<b>Subject complement</b>
1.	This	is	a pen
2.	His brother	became	a soldier
3.	Gopal	looks	sad
4.	The children	kept	quiet.

### **F. Subject + Verb+ Object+ Complement (SVOC)**

	<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Complement</b>
1.	The parents	named	the child	angelina.

[Type text]

2.	He	painted	the house	yellow.
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## PARTS OF SPEECH

Parts of speech are the basic units of a sentence. Recognizing parts of speech can be done by using two approaches:

- i) Traditional approach
- ii) Descriptive approach

Traditional approach uses intuition to determine them while, Descriptive approach uses formal properties of language (morphological and syntactic) to recognize them.

In the traditional approach, there are eight parts of speech. They are:

1. **Noun (N)** – a word which names a person, place or thing.e.g., Tommy, Cat, Bike, New York
2. **Pronoun (PRO)** – a word which can replace a noun.e.g., He, she, it, they, we
3. **Adjective (ADJ)** – a word which modifies a noun.e.g., beautiful, intelligent, handsome, busy, lazy
4. **Verb (V)** – a word which names an action or a state of being  
e.g., read, write, speak, walk, hit, run, is

[Type text]

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5. **Adverb (ADV)** – a word which modifies a verb, adjective, or adverb  
e.g., quickly, very, hastily
6. **Preposition (P)** – a word which shows some relationship between a noun or pronoun and another word in a sentence.  
e.g., in, on, at, from, with, to, by
7. **Conjunction (CONJ)** – a word which connects words or phrases  
e.g., and, but, or
8. **Interjection (INTERJ)** – a word used as an exclamation. e.g., Oh! ah, well, yeah, good heavens!

These definitions seem to be clear-cut and easy to learn but identifying a word based on them can be difficult. So, it would be better if we consider the function of a word in the whole sentence. Due to this constraint, the descriptive approach is preferred most of the time.

The descriptive approach offered by structuralists provides the division of parts of speech into two broad classes, that is, open classes and closed classes.

The open classes include **nouns, verbs, adjectives** and **adverbs**. Syntactic frames state the type of words that can precede or follow each word in a class.

Closed class words, better known as **function words**, are those which have little meaning outside of their grammatical purpose,

[Type text]

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to relate from class words to each other. They include **determiners (DET), auxiliary verbs (AUX), preposition (P), and conjunctions (CONJ).**

### *Exercise 1*

Pick out the **nouns** in the following sentences. There may be more than one noun in each sentence.

e.g., Terry told his friends many secrets.

**Nouns:** Terry, friends, secrets

1. His success made his parents happy.
2. Cows give us milk.
3. The train has just left the station.
4. Paris is the capital of France.
5. Our family spent the holiday in London.

### *Answers Exercise 1*

1. success, parents
2. cows, milk
3. train, station.
4. Paris, capital, France.
5. family, holiday, London.

## v MODULE II:

### **BASIC FUNCTIONAL ASPECTS OF GRAMMAR**

#### **TENSES**

The word 'tense' literally means 'time'. The word 'tense' refers to the form which a verb takes and shows the time (past, present or future) in which the action has been performed or is being performed.

#### *PRESENT TENSE*

#### **SIMPLE PRESENT (OR PRESENT INDEFINITE) TENSE**

##### *Form:*

Subject + auxiliary verb (**do**) + main verb (**base**)

- a) To express a habitual or repeated action



[Type text]

*Examples:*

I go to college at 9 a.m. everyday. He goes for a morning walk daily.

He always tells lies.

- b) To express universal, permanent and verifiable truths

*Examples:*

The earth moves round the sun.

[Type text]

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The rose smells sweet. Water boils at 100<sup>0</sup> C.

- c) To state things of general nature.

*Examples:*

She sings well.

Man does not live by bread alone.

- d) It is used with the verbs of going (go, leave, set off, take off, sail, fly etc) and coming (come, arrive, return etc) provided futurity is implicit in the context.

*Examples:*

He goes to London next week. (will go) Our ship sails next month. (will sail)

- e) In 'if-clause' of conditional sentences when the principal clause' is in the future tense:

*Examples:*

If you do not hurry, you will not be able to catch the train. If it does not rain, there will be a drought.

- f) This tense is often used in running commentaries during sports events:

*Example:*

Tom passes the ball to John and John throws it right on the stumps and Roy is out.

[Type text]

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g) It is also used in describing a past event in a dramatic manner:

Now King Porus appears before Alexander the Great after his defeat and boldly answers his questions.

*Three important exceptions:*

1. For positive sentences, **we do not normally use the auxiliary.**
2. For the third person singular (he, she, it), we add **s** to the main verb or **es** to the auxiliary.
3. For the verb **to be**, we do not use an auxiliary, even for questions and negatives.

*Examples:*

Mother cooks food daily. They are not old.

Am I late?

*Form:*

- a) Do/does + subject + main verb (base)
- b) **Wh – questions** (What, why, when etc) + do / does + subject + main verb (base)

*Examples:*

I work. (**Affirmative**)

I do not work. (**Negative**)

Do I work? (**Interrogative**)

Do I not work? (**Negative Interrogative**)

Where does he work?

[Type text]

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## ***PRESENT CONTINUOUS (PROGRESSIVE) TENSE***

### **Form:**

Subject + auxiliary verb (be) + main verb (base) + ing + Object

- a) To describe an action which is in progress at the time of speaking. Ordinarily no adverb of time is used with it.

#### ***Example:***

The boys are flying kites.

Who is making that horrible noise?

- b) To express an action that has been arranged to take place in the near future. One usually uses this tense to express one's immediate plans. The time of the action should be generally mentioned, otherwise there may be confusion between the present and future meanings.

#### ***Example:***

I am meeting the Education Minister tomorrow. He is meeting us this week.

Some more sentences showing the use of the present continuous tense.

#### ***Example:***

He is teaching English and learning German. My father is writing a book.

[Type text]

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My sister is always watching television.

- c) This tense is not used with such verbs as: see, hear, smell, wish, care, hate, like, think, remember, forget, seem, contain, cost etc.

*Example:*

I smell something burning.

I think it is coming from Sita's room. She is probably ironing. What does this book contain?

But when some of these verbs are used in the present continuous tense, their meaning changes.

Example:

I am seeing the Home Minister tomorrow. (means 'visiting')

He is thinking seriously of leaving the job. (means 'considering')

- d) In making this tense, the helping verbs 'is', 'am', 'are' are followed by the 'ing form of the verb' (present participle)

### ***PRESENT PERFECT TENSE***

This tense may be said to be a sort of mixture of present and past. It always implies a strong connection with the present. We use this tense when we are interested in something having happened which has some result or bearing on the present.

[Type text]

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**Form:**

Subject + auxiliary verb (**have**) + main verb (**past participle**) **Example:**

He has been in the army for five years. (He is still in the army) He has lived here all his life. (He still lives here.)

The train has just arrived.

I have known him for a long time. (and I still know him.)

What is said in each sentence has current relevance', i.e., some link with the present.

Some other examples showing the use of present perfect.

- a) This tense is used for actions or events which, though completed in the past, have 'current relevance'. Time is not mentioned for action of the present perfect tense.

**Examples**

1. I have seen the Taj; I saw it last month.
2. I have been to Chennai several times; I went there recently in October.
3. Our manager has returned from Delhi, he came back this morning.

In these sentences, the first clauses are of the present perfect tense, and the second clauses are of the simple past tense. When we have to refer to a definite time in the past (last year, last month, two hours back etc), we use past tense and not the present perfect

[Type text]

tense. A common mistake is to use the present perfect instead of the past.

### *Examples*

I have received a letter from him yesterday. (X) I received a letter from him yesterday. (✓)

I have met him last Sunday and had a long talk with him. (X)

I met him last Sunday and had a long talk with him. (✓)

- b) The use of the present perfect tense with adverbs like **just, already, yet, never, lately, for, since** etc.

### *Examples:*

He has just gone out. (a recently performed action) The train has just left.

I have been very busy lately.

I haven't finished my work yet.

*Note: 'For' is used for a period of time in the past and 'since' for a point of time. 'Since' means from that point to the time of speaking. It is always used with a perfect tense. It can never be omitted.*

**E.g.,** She has been here since Sunday.

*When 'for' is used with the simple past tense, it denotes a terminated period of time.*

[Type text]

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**E.g.,** We lived here for ten years (but we don't live here now)

We have lived here for ten years (and still live here)

c) The present perfect can be used with a time expression.

**Examples:**

- i. He has been in the army for five years (he is still in the army).
- ii. This room had not been cleaned for months (but we are cleaning it now).
- iii. I have known him for a long time.

d) It is used in time clauses with 'when', 'after' etc.

**Examples:**

- i. As soon as (when) I have learnt English, I will go to France and learn French.
- ii. She will sing when she has rehearsed.
- iii. We shall go to meet them after we have had our breakfast.
- iv. We shall play after we have finished our work.

**PRESENT PERFECT CONTINUOUS TENSE**

- a) This tense is used to express an action which began in the past and is still continuing or has just finished.
- i. I have been living in this house since 1980.



[Type text]

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- ii. How long have you been waiting for the bus?
  - iii. Ever since he came to us, that man has been trying to make trouble.
- b) In many sentences (but not in all) present perfect tense can be used in place of present perfect continuous, especially in the case of verbs which themselves carry the sense of a continuous action. We generally use 'since' or 'for' in such sentences.
- c) But this replacement is not possible in most of the cases. If we do so, the sense of the sentence will change.

**Note** that when we mention the number of things that have been done, we generally use present tense and not present perfect continuous.

The present perfect continuous is not used with verbs which are not normally used in the continuous forms (see, smell, forgive, live, hate, own, belong, understand, know, mean, etc)

- d) The form of the verb in this tense is: Subject + has/ have + verb + ing

***Affirmative:***

I have been working. He has been working etc.

***Negative:***

I have not been working. He has been working.

***Interrogative:***

Have you been working? Has he been working?

[Type text]

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## *PAST TENSE*

### **SIMPLE PAST OR THE PAST INDEFINITE TENSE**

This tense is used for actions completed in the past at a definite time. Adverbs of time are often used with this tense.

To make the simple past tense, we use:

- **Past form only**

or

- auxiliary **did** + **base form**

The structure for **positive sentence** in the simple past tense is: Subject + main verb (past)

The structure for **negative sentences** in the simple past is: Subject + auxiliary verb (did) + not +  
main verb (base)

The structure for **question sentences** in the simple past tense is:

*Auxiliary verb (did) + subject + main verb (base)*

We use the simple past tense to talk about an action or a situation

– an event – in the past. The event can be short or long. We use simple past tense when:

→ the event is in the past

→ the event is completely finished.

→ we say (or understand) the time and / or place of the event

[Type text]

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*In general, if we say the time or place of the event, we must use the simple past tense; we cannot use the present perfect tense.*

**Example:**

My father left for Madras yesterday.

We visited Agra last year and saw the Taj. It rained heavily last night.

When I was in Bombay, I went to the sea beach.

*(Habitual action in the past)*

For making negative and interrogative sentences 'did' is used for all persons.

I worked. (**affirmative**)

He did not work. (**Negative**)

Did you work? (**Interrogative**)

Didn't he work? (**Negative interrogative**)

**Note:**

When we tell a story, we usually use the simple past tense. We may use the past continuous tense to "set the scene", but we almost always use the simple past tense for the action.

Example of how a story began:

"The wind was howling around the hotel and the rain was pouring down. It **was** cold. The door **opened** and James Bond **entered**. He **took off** his coat, which **was** very wet, and **ordered**

[Type text]

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a drink at the bar. He **sat down** in the corner of the lounge and quietly **drank** his....”

**PAST CONTINUOUS TENSE** Expresses an action in progress in the

past. **Examples:**

The boys were playing in the garden when it began to rain. She was ironing her saree when the electricity failed.

The structure of the past continuous tense is:

Subject + auxiliary verb (**be**) + main verb (**base**) + ing

*Example:*

She was singing.

The tense is used for

a) for continuous actions in the past about the beginning or end of which we are not concerned.

*Example:*

The boys were flying kites. It was raining.

Peacocks were dancing in the jungle. Flowers were blooming.

[Type text]

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b) to express gradual development of some action:

*Example:*

It was getting darker. They were getting late. They were being detained at every step.

c) to describe an action which was continuing when another action took place.

*Example:*

She was sleeping when the telephone rang.

As he was crossing the road, a motorcycle knocked him down.

d) to describe two actions continuing side by side

*Example:*

While they were watching the television, thieves were stealing their goods.

While some students were reading in the library, the others were playing in the playground.

**Note:** in such sentences often the conjunction 'while' is used.

e) the past continuous with 'always'

*Example:*

He was always ringing me up.

*This sentence expresses a frequently repeated past action, which often annoys the speaker.*

[Type text]

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## THE PAST PERFECT TENSE

- a) This tense is used to emphasize that one past action took place before another. The two actions are in some way related to each other. The earlier action or event is expressed in the past perfect tense and the later in the simple past. In other words, this tense talks about the “past in the past”.

The structure of the **past perfect** tense is:

Subject + auxiliary verb (**had**) + main verb (**past participle**) V3 **Example:**

The train had left when I reached the station.

When we reached the theatre, the play had already begun. We went for a walk after the rain had stopped.

*For negative sentences in the past perfect tense, we insert **not** between the auxiliary verb and main verb. For question sentences, we exchange the **subject** and **auxiliary verb**.*

**Example:**

She had not gone to school. We had not left.

Had they eaten dinner? Had you arrived?

*When speaking with the past perfect tense, we often contract the subject and the auxiliary verb.*

**Example:**

[Type text]

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I had – **I'd**

You had – **you'd**

He had – **he'd** etc.

The 'd contraction is also used for the auxiliary verb would. For example, **we'd** can mean:

We **had**

Or

We **would**

But usually, the main verb is in a different form. For example,

We had **arrived**. (Past Participle) We would **arrive**. (base)

*Hence, we should understand the difference from the context.*

- b) Two past actions can also be combined with 'till, until', 'as soon as', 'before', etc. unless it is necessary to emphasize that the first action was completely finished before the second one started, simple past tense is used in both clauses.

Examples:

We stayed there till it got dark.

As soon as it began to rain, we ran indoors.

*Look at the following sentences:*

When the play ended, the audience went home.

[Type text]

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When the child died, its mother wept and cried bitterly.

*Here two simple past tenses are used. The idea is that the first action led to the second and the second followed the first closely.*

*But when we wish to emphasize the sequence of the two actions in the past, we use 'past perfect tense' in the earlier action.*

**For example,**

He refused to go till he had seen all the papers. When she had sung her song, she sat down.

As soon as the guests had finished all the sweets and drinks, they left his house.

c) We often use the past perfect tense in reported speech after verbs like said, told, asked, thought, wondered:

For example:

He told us that the train **had left**.

I thought I **had met** her before, but I was wrong. I wondered if I **had been** there before.

d) Use of the past perfect in conditional sentences. This tense is used in the 'if-clause' of the conditional sentences of the third type (to express an unfulfilled condition in the past).

**Example:**

If we had worked hard, he would have passed.



[Type text]

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If he had taken a taxi, he would not have missed the train. (*This sentence shows that he did not take a taxi and so he missed the train.*)

e) This tense is used to express an unfulfilled wish.

**Example:**

I wish I had written that letter. I wish I had accepted that job.

**PAST PERFECT CONTINUOUS TENSE**

This tense expresses an action or event that had begun and was going on up to a given point of time in the past. This tense bears the same relation to the past perfect which the present perfect continuous bears to the present perfect.

**Examples:**

He **had been teaching** English for 35 years when he retired last year.

Radha **had been sleeping** for two hours in the evening when her mother awakened her.

The structure of the past continuous tense is:

Subject + auxiliary verb (**had**) + auxiliary verb (**been**) + main verb (**base + ing**)

*For negative sentences in the past perfect continuous tense, we insert **not** after the first auxiliary verb. For question sentences, we exchange **the subject and first auxiliary verb**.*

**Examples:**

[Type text]

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We had **not** been expecting her.

**Had you been drinking? Had they been waiting long? Note:**

This tense is not used with verbs which are not used in the continuous forms, except with want and sometimes 'wish'. (Verbs such as like, feel, hear, see, think, understand, dislike, know, own, possess, etc)

Examples:

The boy was delighted to have a new watch. He **had been wanting** to have one for a long time.

Note: the past perfect continuous tense is like the past perfect tense, but it expresses longer actions in the past before another action in the past.

For example:

Ram started waiting at 9 am. I arrived at 11 am. When I arrived, Ram **had been waiting** for two hours.

### ***FUTURE TENSE***

There are several ways of expressing future time in English. One of these ways is to use 'shall' or 'will' with an infinitive (base form or the dictionary form of the verb).

### ***SIMPLE FUTURE TENSE***

[Type text]

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This tense usually expresses the 'neutral future of prediction' (when the speaker just wants to say what is likely to happen in future).

The structure of the simple future tense is:

Subject + auxiliary verb (**will**) + main verb (**base**) **Example:**

*Forecast for Saturday:*

Weather will be cloudy and cold. There will be thunder showers at many places.

The President will address the nation on the Republic Day eve. He will reach Delhi on Tuesday morning.

For negative sentences in the simple future tense, we insert **not** between the auxiliary verb and main verb. For question sentences, we exchange **the subject** and **auxiliary verb**.

*Examples:*

She will not be at school tomorrow. You will finish before me.

Will you arrive on time? Will they want dinner?

When we use the simple future tense in speaking, we often contract the subject and auxiliary verb:

I will – I'll

[Type text]

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You will – you'll He will – he'll

She will – she'll etc.

For negative sentences in the simple future tense, we contract with won't, like this:

I will not – I won't

You will not – you won't He will not – he won't She will not

– she won't It will not – it won't Uses:

a) We use the simple future tense when there is no plan or decision to do something before we speak. We make the decision spontaneously at the time of speaking.

For examples:

- Hold on. I'll get a pen.
- We will see what we can do to help you.
- Maybe we'll stay in and watch television tonight.

In these examples, we had no firm plan before speaking. The decision is made at the time of speaking.

We often use the simple future tense with the verb to think before it:

[Type text]

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For examples:

- I think I'll go to the gym tomorrow.
- I think I will have a holiday next year.
- I don't think I will buy that car.

b) We often use the simple future tense to make a prediction about the future. Again, there is no firm plan. We are saying what we think will happen.

*Some examples:*

- It will rain tomorrow.
- People won't go to Jupiter before the 22<sup>nd</sup> century.
- Who do you think will get the job?

c) When the main verb is be, we can use the simple future tense even if we have a firm plan or decision before speaking.

*Examples:*

- I'll be in London tomorrow.
- I'm going shopping. I won't be very long.
- Will you be at work tomorrow?

*Note:*

When we have a plan or intention to do something in the future, we usually use other tense or expressions, such as the present continuous tense or going to.

[Type text]

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### ***FUTURE CONTINUOUS TENSE***Form:

Subject + auxiliary verb (will) + auxiliary verb (be) + main verb(base +ing)

Examples:

The train will be arriving soon.

I shall be meeting Tom in the evening. You will be working in the office.

She will not be using the car. Will they be watching tv?

Note:

We sometimes use **shall** instead of **will**, especially for **I** and **we**. **Uses:**

The future continuous tense expresses action at a particular moment in the future. The action will start before that moment but it will not have finished at that moment.

***For example:***

At 4 pm tomorrow, I will be working.

When we use the future continuous tense, our listener usually knows or understands what time we are talking about.

***Examples:***

I will be playing tennis at 10 am tomorrow. What will you be doing when I arrive?

[Type text]

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Take your umbrella. It will be raining when you return.

### ***FUTURE PERFECT TENSE***

The future perfect tense is quite an easy tense to understand. The future perfect tense talks about the past in the future.

#### ***Form:***

Subject + auxiliary verb (will) + auxiliary verb (have) + main verb (past participle)

For example:

I will have finished by evening. She will not have gone to school. Will they have received it?

In speaking with the future perfect tense, we often contract the subject and will. Sometimes, we contract the subject, will and have all together.

I will have – I'll have – I'll've

He will have – he'll have – he'll've

#### ***Uses:***

The future perfect tense expresses action in the future before another action in the future. This is the past in the future.

#### ***For example:***

The train will leave the station at 9 am. You will arrive at the station at 9.15 am. When you arrive, the train will have left.

You can call me at work at 8 am. I will have arrived at the office by 8.

[Type text]

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They will be tired when they arrive. They will not have slept for a long time.

### ***FUTURE PERFECT CONTINUOUS TENSE***

Form:

Subject + auxiliary verb (will) + auxiliary verb (have) + auxiliary verb (been) + main verb (base + ing)

For negative sentences in the future perfect continuous tense, we insert not between will and have. For question sentences, we exchange the subject and will.

#### ***For example:***

You will have been travelling for two days. Will they have been watching TV?

We will not have been waiting long.

When we use the future perfect continuous tense in speaking, we often contract the subject and auxiliary verb:

I will – I'll

You will – you'll

#### ***Uses:***

We use the future perfect continuous tense to talk about a long action before some point in the future.

#### ***For example:***

I will have been working here for ten years next week.

He will be tired when he arrives. He will have been travelling for 24 hours.



### **ACTIVE AND PASSIVE VOICE**

There are two voices:

1. Active
2. Passive

Look at the following sentences:

1. Ram wrote the novel.
2. The novel was written by Ram.

In the first sentence Ram, the 'doer' or the 'agent' is the subject of the verb 'wrote'. Here the verb is said to be in the 'active voice'.

In the second sentence, the 'doer' or the 'agent', Ram is not the subject of the verb 'wrote'. It is the object (novel) of the action which has been made the subject of the sentence. Here the verb is said to be in the 'passive voice'.

Some more examples:

<b>Active</b>	<b>Passive</b>
They read the Ramayana daily.	The Ramayana is read by them daily.
You are wasting your time.	Your time is being wasted by you.
The teacher punished him.	He was punished by the teacher.

We shall play the match.	The match will be played by us.
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**Note:** As a rule, only a transitive verb (verb with object) can be changed into the 'Passive Voice) and not an intransitive verb because an intransitive verb has no object.

<b>Tense</b>	<b>Voice</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect continuous</b>
<b>Present</b>	Active	She washes clothes.	She is washing clothes.	She has washed clothes.	She has been washing clothes.
	Passive	Clothes are washed by her.	Clothes are being washed by her.	Clothes have been washed by her.	<b>No passive</b>
<b>Past</b>	Active	She washed clothes.	She was washing clothes.	She had washed clothes.	She had been washing clothes.
	Passive	Clothes were washed by her.	Clothes were being washed by her.	Clothes had been washed by her.	<b>No passive</b>
<b>Future</b>	Active	She will wash clothes.	She will be washing clothes.	She will have washed clothes.	She will have been washing clothes.

	Passive	Clothes will be washed by her.	<b>No passive</b>	Clothes will have been washed by her.	<b>No passive</b>
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The following verbs cannot be changed into the Passive Voice because they are intransitive (have no object):

1. Fire burns
2. He laughs
3. The water is boiling
4. The ship sank
5. Birds fly in the air.

When a sentence in the 'active voice' is changed into one in the 'passive voice', the following changes occur:

- a) The 'object' of the verb in the 'active voice' becomes the 'subject' of the verb in the passive voice and the 'subject' in the 'active voice' becomes the 'object' in the 'passive voice'.
- b) The main verb is changed into the 'past participle' (the third form) and an appropriate form of the verb "to be" (be, is, am, are, was, were, being, been) is put before it.
- c) The 'subject' in the active voice (the doer of the action) becomes the 'object' in the passive voice and generally takes 'by' before it.

Examples:

<b>Active</b>	<b>Passive</b>
They grew rice.	Rice was grown by them.
Mohan has completed his work.	His work has been completed by Mohan.
He is exhibiting some paintings.	Some paintings are being exhibited by him.
Mr. John sells radios.	Radios are sold by Mr. John.

d) The nominative case of the pronoun is changed into the objective case.

i) He has done his work. (Active Voice)

His work has been done by him. (Passive voice)

ii) I shall finish my work by tomorrow. (Active voice)

My work will be finished by me by tomorrow. (Passive voice)

In the sentences of 'passive voice' 'be' is used after modal auxiliaries (should, must, may, might, can, could, ought to, etc.)

<b>Active</b>	<b>Passive</b>
I can help you.	You can be helped by me.
You ought to respect your teachers.	Your teachers ought to be respected by you.
He is exhibiting some paintings.	Some paintings are being exhibited by him.

A specialist should examine the patient.	The patient should be examined by a specialist.
--	---

If a transitive verb has two objects, either of them may be made the subject in the 'passive voice' and the other remains unchanged. The 'unchanged object' is called the 'retained object'.

Active	Passive
He will teach me English.	English will be taught to me by him. Or I shall be taught English by him.
My uncle gave me a scooter.	A scooter was given to me by my uncle. Or I was given a scooter by my uncle.

Sometimes, an intransitive verb takes an object which is similar to the verb in meaning. Such an object is called the 'Cognate object'. Such verbs can be changed into the passive voice.

Active	Passive
We ran a race.	A race was run by us.
She sang a sweet song.	A sweet song was sung by her.
He lived a happy life.	A happy life was lived by him.

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The 'passive voice' is used to lay emphasis on the things done or things acted upon instead of on the 'doer' or the 'agent'. It should be borne in mind that all the sentences of the active voice should not be turned into the 'passive voice'. Some sentences when turned into the passive voice look awkward and clumsy.

<b>Active</b>	<b>Passive</b>
Quinine tastes bitter.	Quinine is bitter when tasted.
The rose smells sweet.	The rose is sweet when smelled.

Since the 'passive voice' sounds impersonal, it is used in preference to the 'active voice' in scientific and technical processes and objective reporting:

*Examples:*

Common salt is got from the sea.

When the Chief Minister was contacted and asked why no action was being taken against the dishonest traders and corrupt officials, he evaded answering the question directly.

In a passive construction, when it is not important to know who or what caused the action (the doer or the agent), then the use of the doer along with the word 'by' is omitted.

<b>Active</b>	<b>Passive</b>
People speak English all over the world.	English is spoken all over the world.

	(Here, our interest is in the predicate 'speaking of English and not in the vague subject 'people'.
Somebody has broken my dinner plates.	My dinner plates have been broken (by somebody).
No one has ever beaten my brother at badminton.	My brother has never been beaten at badminton.

But in certain sentences the 'doer' of the action is very important and is very necessary to complete the meaning of the sentence:

**Examples:**

*Shakuntala* was written by the Sanskrit poet Kalidasa. Electric bulb was invented by Edison.

**Change of Tenses from Active to Passive**

a) In the 'simple present' tense the form is:

**Subject + am/ is/ are + third form of the verb**

<b>Active</b>	<b>Passive</b>
I write a letter.	A letter is written by me.
He loves me.	I am loved by him.
They grow rice there.	Rice is grown there.
I do not hate them.	They are not hated by me.

b) In the simple past tense, the form is:

*Subject + was/ were + third form of the verb*

<b>Active</b>	<b>Passive</b>
He killed a cockroach.	A cockroach was killed by him.
I ate fruits.	Fruits were eaten by me.
She did not obey her parents.	Her parents were not obeyed by her.

c) In the future tense, the form is:

*Subject + will/ shall + be + third form of the verb*

<b>Active</b>	<b>Passive</b>
I shall help him.	He will be helped by me.
Will she cook the meals?	Will the meals be cooked by her?
They will never deceive us.	We shall never be deceived by them.

d) In the present continuous and past continuous tenses, the form is:

*Subject + am/ is/ are/ was/ were + being + third form of the verb*

<b>Active</b>	<b>Passive</b>
I am reading a book.	A book is being read by me.
We are playing a match.	A match is being played by us.
Farmers were ploughing their fields.	Their fields were being ploughed by farmers.



# Module III

## Skills for Communication

### *Aspects of Formal Communication*

The word communication is used in common talk, usually, to mean speaking or writing or sending a message to another person. Communication is really much more than that. It involves ensuring that your message has reached the target audience, (that is, the persons to whom it is sent) and that the receiver understands and responds as you want them to. It also involves ensuring that you yourself are able to understand, interpret, and respond to messages that you receive. Communication is an important aspect of behaviour; human communication is affected by all factors that influence human behaviour.

In the last sixty to seventy years, the study of human communication has been strengthened by contribution from many disciplines. Definitions, descriptions of the process, and analyses of the elements of communication have been developed by many scholars.

Communication is central to everything that we do. We do things in organisations; our family, school/college, office, hobby group, community group, our city/town are the organisations in which we live and act. Our activities succeed or fail, and our goals are achieved or not achieved, according to our ability to communicate effectively with other members.

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Communication plays a foundational role in the development of any healthy relationship. It can strengthen a mutual sense of commitment; it also helps to bridge the gap between people who have misunderstandings. Indeed, communication plays a critical role in all phases of interpersonal relations, from creating a relationship to maintenance of relationships.

### *Definitions of Communication*

**Communication** is the buzzword in today's world. It originates from the Latin term *communico* or *communicare* which means 'to share'.

Communication has been defined by many theorists in different ways. Some of these definitions are quoted here.

- Communication is a process of passing information and understanding from one person to another. - Keith Davis
- Communication is any behaviour that results in an exchange of meaning. - The American Management Association

Communication is the transmission of information and meaning from one individual or group to another. The crucial element is **meaning**. Communication has as its central objective the transmission of meaning. The process of communication is successful only when the receiver understands an idea as the sender intended it. Both parties must agree not only on the information transmitted but also on the meaning of that information. In other words, communication essentially means the transfer of ideas, feelings, plans, messages or information from one person to another. Hence, communication is considered ineffective only when it gets the desired action or response.

### *Process of Communication*

Communication is a process whereby information is encoded, channelled, and sent by a sender to a receiver via a medium. The receiver then decodes the message and gives the sender feedback. All forms of communication require a sender, a channel, a message, a receiver, and the feedback which effectively winds up the process. Communication requires both the sender and the receiver to have an area of communicative commonality. However, sometimes there occurs a hindrance in the communication process, which is known as **noise**. Noise can be defined as an unplanned interference in the communication environment, the one that causes hindrance to the transmission of the message. It may mainly occur due to two reasons: disturbance in the channel/ medium and/ or some kind of error in the message sent.

### *Features Of Successful Professional Communication*

Since communication matters a lot in the professional world, it is quite important for us to get acquainted with the most important features of successful professional communication.

1. Communication is a two-way process by which information is transmitted between individuals and/ or organizations to develop an understanding among them.
2. Communication is a process of meaningful interactions among persons in an organization that results in meanings being perceived and understood in a desired way.
3. The role of the receiver and the sender keeps changing in the entire communication activity.
4. Communication broadly includes both verbal and non-verbal forms. Therefore, it also includes lip reading, finger

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spelling, sign language, and body language used in face-to-face communication.

5. It is a process which transmits and disseminates important ideas, thoughts, feelings, plans, etc.
6. Communication skills are generally understood to be an art or technique of persuasion through the use of oral, written, and non-verbal features.

### *Importance of Communication*

The following factors make communication indispensable in the world of business.

1. Growth
2. Complexity
3. Competitiveness
4. Harmony
5. Understanding and Cooperation

### *Different Forms of Communication*

Communication is generally classified into the following types:

#### *a) Verbal Communication*

Verbal communication stands both for the spoken and the written word used in the communication process. It is further divided into oral and written communication.

- **Oral communication** is a face-to-face interaction between the sender and the receiver. In this type of communication, there could be two or more than two persons who use spoken language as a medium of

communication. For example, whenever we make presentations, deliver speeches, participate in group discussions, appear for interviews, or simply interact with somebody, we are involved in oral communication.

- In **Written communication**, the sender uses the written mode to transmit his/her messages. Reports, proposals, books, handbooks, letters, emails, etc. come in this category. Written communication is routinely used for documentation purposes in business and government organizations.

#### *b) Non- Verbal Communication*

When a message is communicated without using a word, the process requires non-verbal cues to be transmitted and received. Non-verbal communication forms an important part in the professional world. It can be further categorized into two –

- **Body language** involves aspects such as personal appearance, walk, gestures, facial expressions, hand movements, posture, and eye contact.
  - **Paralingual features** include a person's voice, volume, pitch, rate, pauses, articulation, voice, modulation etc.
- c) **Intrapersonal Communication** means individual reflection, contemplation, and meditation. Hence, communication that takes place within one's own self is termed intrapersonal communication. An example is transcendental meditation. Communication with the divine and with spirits in the form of prayers, rites and rituals are some of the other examples.

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- d) **Interpersonal Communication** is a direct, written, or oral communication that occurs between two or more persons. The oral form of this type of communication, such as a dialogue or a conversation between two or more people, is personal and direct, and permits maximum interaction through words and gestures.
- e) **Extra personal Communication** does not take place only among human beings. Sometimes we do communicate with non-human entities, such as animals, birds, etc. for example, we command our pet dog or cat to sit, stand, or go, they immediately follow our orders. Dogs wag their tails as a sign of their gratitude. This type of communication is known as extra personal communication.
- f) **Mass Communication** is generally identified with tools of modern mass media, which include books, the press, cinema, television, radio, the internet, etc. it is a means of conveying messages to an entire populace. This also includes the speeches delivered by a political leader.
- g) **Media Communication** includes communication that takes place only with the help of electronic media, such as computers, cell phones, LCD, video, television, etc. of these, the internet has become a major means for all sorts of official or personal communication.

*Exercise:*

1. Define communication
2. explain the major elements of communication
3. Write an essay on different types of communication.

## **BARRIERS TO COMMUNICATION**

Barriers to effective communication could be anything that disrupts the free flow of communication. It can lead to miscommunication between the sender and the receiver.

Following is some of the barriers to effective communication:

1. Verbal barriers
2. Non-verbal barriers
3. Listening barriers
4. Cultural barriers
5. Miscellaneous barriers

Let us study in detail about the various types of barriers to effective communication.

**Verbal barriers:** Speaking fluently is an important aspect of communication. One should be able to listen effectively, speak fluently and clearly, write well, and read in the language(s) others are familiar with. Thus, there are some verbal barriers such as verbal attack, speaking loudly unnecessarily and using complex words and phrases.

Some of the reasons for verbal barriers are:

**Lack of proper planning** will fail to serve the purpose of the message. This may result in miscommunication or partial breakdown in the communication process.

**Selection of a wrong variety of language:** The language used for communication should be appropriate to the context and situation. Since we choose different varieties of expressions for various human interactions, the selection of the wrong variety of

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language for a particular context may lead to failure in proper communication.

**Badly encoded or wrongly decoded messages** occur when the message conveyed by the sender would not reach the receiver as the message might have been improperly expressed. The reasons for this could be the choice of wrong words, absence of punctuation marks, or wrongly-timed pauses, poor organization of ideas, use of unnecessary jargons etc.

**Semantic gaps** or distortion might be deliberate or accidental. Ambiguity in conveying the messages can lead to confused situations.

**Differences in perception** of a message happen when different people perceive a particular situation in different ways. Hence, the message could be interpreted as per the context/ situation and then verify the matter from a different point of view and come to a conclusion.

**Variation in language** occurs as certain words and idiomatic expressions are culture specific. If we do not use it appropriately in the respective cultural context, it might lead to miscommunication or non-communication.

**Non-Verbal Barriers:** Non-verbal aspects are crucial in communication skills. Sometimes flashing eyes, rolling eyes, quick movement or very slow movement, or avoiding eye contact may also cause non-verbal barriers to effective communication. Raising eyebrows constantly suggests that the speaker is not convinced about the information he/she has shared. Bulging eyes leave the audience alienated as the speaker unnecessarily sounds arrogant. When the presenter keeps his/her hands or thumbs constantly in the pockets of his/her trousers, he/she will certainly appear snobbish, scared, or deceptive to his/her audience.



**Listening barriers:** poor listening results in incomplete, incorrect, and inconsistent responses. Listening requires concentration, patience and focus. Some of the other reasons that may cause listening barriers are:

- Making the speaker feel as though he/she is wasting the listener's time.
- Being distracted by something that is not part of the ongoing communication.
- Getting ahead of the speaker and completing his/her thoughts.
- Topping the speaker's story with one's own set of examples.
- Forgetting what is being discussed.
- Asking too many questions for the sake of probing.

**Cultural barriers:** Cultural barriers are those that arise due to lack of similarities among the different cultures across the world. A term that can be harmless in one culture can be regarded as slang in another culture. Moreover, various beliefs can differ from one culture to another.

**Miscellaneous barriers:** There are a few complex barriers such as:

**Premature evaluation of a message** may include to jump to hasty conclusions, approve or disapprove what is being said or written and generalize the ideas without being convinced. This tendency often leads to failure in communication because the listeners and readers evaluate the message without fully understanding its real essence.

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**Information overload** may often tend to ignore the important information unconsciously while processing information.

**Distrust, threat and fear** are aroused among the subordinates due to inconsistent and unpredictable behaviour of the superiors.

**Less time for orientation and for adjustment to change-** changes affect people in different ways and it takes time to adapt to a particular situation in both our personal and professional worlds. In some communication situations a need for further training, career adjustment, or status identification are required. Lack of sufficient time to adjust, alter, or prepare the employees to face the changes around them make them less confident and it may also severely affect their performance in an organization.

**Emotional reaction** may create a barrier depending on the intensity of our emotions while responding or reacting to a context / situation. Emotions such as fear, suspicion, anger, and joy may act as hindrance in making ourselves clear to our audience.

**Rigid attitude: A stubborn** attitude on the part of the listener or speaker may lead to a failure of communication because human communication is all about sharing and conveying emotions, ideas and attitudes.

*Exercise:*

**Answer the following: -**

1. What is 'noise' in communication?
2. Write an essay on the various barriers to communication.

## PREPARATION OF MINUTES FOR MEETING

Minutes of meeting are a helpful tool for recording meeting activities, group or individual accomplishments, and for providing a record for the group's activities, programs, and issues.

### *The Purpose of Meeting Minutes:*

- ✓ An official record of the organization's business
- ✓ Record to highlight procedures, traditional activities, etc.
- ✓ Tool for informing members not in attendance at a meeting
- ✓ Tool to assist in follow-up of assignments and decisions, and the organizing of the next agenda
- ✓ Can assist when selecting members for award nominations, special programs, etc.

### *What to Include in Meeting Minutes:*

- ✓ Name of the organization or committee
- ✓ Type of meeting (regular, special, etc.)
- ✓ Date, time, and place of meeting
- ✓ Name of presiding officer and minute-taker
- ✓ Notation of reading of previous minutes
- ✓ All major meeting motions (except those withdrawn) and points of order or appeals. Include name of person making the motion

- 
- ✓ Names of committee chairpersons, their reports and statement of committee assignment with due date
  - ✓ Adjournment time, along with date, time, and place of next meeting

*Some Hints on Writing Meeting Minutes:*

- ✓ Use full names, not nicknames
- ✓ Ask the presiding officer to restate a motion if you are unsure of exact phrasing
- ✓ Use a tape recorder, if that's easier for you (if you are writing minutes later); just be sure to check with the meeting officers and members first
- ✓ Ask the name of the person making the motion if you're not sure of their name
- ✓ State whether or not the motion passed
- ✓ Identify major items of business in outline form or by underlining, bolding, etc.
- ✓ Include any and all committee and officer reports along with new business.

A formal meeting takes place in three stages:



An agenda for a meeting is a document given to all attendees before the meeting that lists, in order, the matters to be discussed. It is also known as **order of business or meeting timetable**.

**Meeting** refers to the procedure of the meeting held. A standard committee will have well laid out rules regarding frequency and duration of meetings and the quorum required to set a meeting. There shall be a chairperson for the smooth conduct of the meeting. He/ she shall make sure that all the members present have a fair chance to express their views, no speaker is interrupted and the agenda is followed as per the order.

The minutes of a meeting summarizes the important points which were discussed in the meeting. The minute of the meeting will be detailed for having a clarity of the meeting.

All formal meetings are conducted by a chairperson. Sometimes, the secretary looks into the functional aspects of the meeting such as preparation of documents, informing members etc.

Same main headings as the Agenda	<b>AURORA HOLDINGS plc</b>
	<b>SOCIAL CLUB</b>
Leave right side blank and use the heading NOTES Chairman will write notes in this section during the meeting	A meeting of the Sports and Social Club will be held in the Conference Suite A on Friday 14 May 200- at 1800
	A G E N D A
	1 APOLOGIES FOR ABSENCE 1
	None received
	2 MINUTES OF LAST MEETING 2
	Circulated on 16 May. Point out error in 4.1 - £1,200 should read £12,000
	3 MATTERS ARISING 3
	4 CHAIRMAN'S REPORT 4
	Separate notes attached
	5 FOOTBALL RESULTS AND MATCHES 5
	Frank Jones to report on 3 matches held during April. Also future match schedule.
Mention any details which will help the Chairman to conduct the meeting	6 NEW KEEP-FIT CLASSES 6
	Carol Chen to propose the introduction of Keep Fit classes for staff.
	7 PURCHASE OF TENNIS EQUIPMENT 7
	Aileen Forster to report on new tennis equipment needed for July tournament.
	8 ANNUAL DINNER AND DANCE 8
	Discuss date and venue, ideas for programme and appoint person in charge.
	9 ANY OTHER BUSINESS 9
	10 DATE OF NEXT MEETING 10
	Suggest 24 June 200-
Reference and date	CE/ST 12 May 200-

Figure 1. Model of Writing Agenda

Main heading includes meeting, place, day, date and time	<b>AURORA HOLDINGS plc</b>		
List those present in alphabetical order with Chairman first	<b>MINUTES OF A MEETING OF THE SPORTS &amp; SOCIAL CLUB HELD IN CONFERENCE SUITE A ON FRIDAY 14 MAY 200- AT 1800</b>		
This separate ACTION column is a popular way of displaying minutes	PRESENT	Mr Chris Evans (Chairman) Miss Carol Chen Miss Aileen Forster	Mr Frank Jones Miss Maxine Street Mrs Wendy Williams
The minutes must be corrected if necessary before they can be signed	1	APOLOGIES FOR ABSENCE No apologies were received.	
	2	MINUTES OF LAST MEETING The Chairman asked members to correct an error in item 3.1 where the figure £1,200 should read £12,000. After this correction the minutes were approved and signed by the Chairman as a correct record.	
	3	MATTERS ARISING There were no matters arising.	
	4	CHAIRMAN'S REPORT The Chairman pointed out that membership had fallen by 20% over the last 6 months. It was felt that this was due largely to lack of publicity during the present year, and also because new employees were not sure how to join. Various decisions were reached.	
Break down items if appropriate into separate headings	4.1	CIRCULAR TO STAFF A letter would be sent to all employees who were not members of the Club outlining its aims and activities. A tear-off slip would be included for interested employees to indicate their areas of interest.	
Insert initials or full names in the ACTION column			CE
	4.2	SOCIAL EVENING A social evening with refreshments would be organised specifically for non-members. Carol Chen agreed to make arrangements.	
			CC
	5	FOOTBALL RESULTS AND MATCHES	
	5.1	Frank Jones reported on the results of the 3 football matches during April:	
		Team A v Victory Enterprises	12 April Won 4-3
		Team B v Pentagon Supplies	19 April Lost 3-2
		Team A v Ward Hi-Tech	26 April Won 5-2

Figure 2. Format of Writing Minutes of a Meeting(i)

Include the page number at the top left

2

5.2 Future matches were scheduled to be:

Team A v Team B	18 May	1500	Home
Team A v Connolly Industries	25 May	1500	Away

6 NEW KEEP FIT CLASSES

Carol Chen proposed that Keep Fit classes should be held. Sharon Warner from the Fun N Fitness Gym had agreed to conduct such classes on the Company's premises every Wednesday evening 1800-1900.

A discussion was held on a suitable room for the classes, and it was agreed that the Training Office would be suitable. Carol would circulate a notice to all staff announcing the first Keep Fit class on Wednesday 22 May.

CC

7 PURCHASE OF TENNIS EQUIPMENT

Aileen Forster reported that the in-house tennis tournament would start on Monday 4 July. New nets and balls were needed and the tennis courts needed repairing. It was agreed that Aileen should make the necessary arrangements as soon as possible.

AF

8 ANNUAL DINNER AND DANCE

It was agreed that the Annual Dinner and Dance would be held on Saturday 14 September. Wendy Williams agreed to take charge of all the arrangements. She was asked to contact Aston Hall to make preliminary enquiries about their facilities and to report back to the next meeting. Members were asked to consider ideas for the programme for discussion at the next meeting.

WW  
Members

9 ANY OTHER BUSINESS

There was no other business.

10 DATE OF NEXT MEETING

It was agreed that the next meeting would be held in Conference Suite A on Thursday 24 June 2000 at 1800.

..... (Chairman)

..... (Date)

CE/ST

16 May 200-

Leave a space for Chairman to sign and date at the next meeting

**Figure 3. (cont.) Format of Writing Minutes**



## MEMO WRITING

Memo is the short form of 'memorandum'. The term is derived from Latin word *memorare* which later changed to *memorandus* which means 'to provide information'. A memo is usually an internal working paper written to share information and/or instructions among peers, most often those working for the same organization or those working together on a common project even though they represent different organizations. Because they are informal working papers, memos are rarely sent to outsiders, especially those you or your organization want to impress. A business letter is considered more formal, more serious, more forceful, and more impressive than a memo.

Because they are written to people who are involved in or at least familiar with your work, your organization, and the standard practices of your profession, memos use an informal style in which jargon, abbreviations, and short-form references to people and organizations are acceptable.

Most memos request specific information, respond to previous questions, share new information, or give instructions to do something. They may also be written to create a "*paper trail*" for future reference.

**Note:** In recent years and in many organizations, e-mail has increasingly taken the place of hard-copy memos. In fact, the basic format of email is a direct adaptation of memo format. Consequently, many of the guidelines for writing e-mail and for memo writing are totally interchangeable.

### *Some tips to be followed:*

- ✓ state the subject clearly and precisely.
- ✓ get to your main message directly.

- 
- ✓ make your sentences short and simple.
  - ✓ give preference to direct statements using personal pronouns if necessary.

e.g., **instead of saying,**

“The chairman has desired that all section heads prepare monthly reports on the implementation of the project and submit the same to the undersigned for compilation.” **You can say-** “I have been asked by the Chairman to compile all monthly reports on the implementation of the project. Please send me a report pertaining to your section by the 7<sup>th</sup> of the month.”

- ✓ break up your message into points.
- ✓ make it brief because your reader may be a busy person and may not have time to read a long message.

*Memo format and set-up suggestions:*

- ✓ Some people like to center the work MEMORANDUM at the top of the page.
- ✓ Some use a DATE: heading above the other headings or inserted between the FROM and RE lines.
- ✓ SUBJ: or SUBJECT: are often used as an alternative on the RE line.
- ✓ Titles may be added on the same line and immediately after a person's name or on the next line, intended to align with the start of the person's name.
- ✓ The departments in which the TO and FROM people work may also be included on the line beneath their names.

- ✓ Traditionally, the writer initials or signs first name only—Full signatures are almost never used—after or over their name on the FROM line of the original memo. Additional copies are usually left unsigned.
- ✓ Bottom notes, if needed, are added under the body of the memo and aligned with the left margin.
- ✓ Initials and capitalization identify a secretary and the type of help provided in preparing the memo.
- ✓ *cc*: (meaning carbon copies) or *c*: (copies) followed by names identifies people whose names are not listed in the TO line who are also being sent copies of the memo.
- ✓ *Enclosures*: or *Attachments*: are reminders meant to ensure that the recipient gets everything promised in the body of the memo.

**FORMAT**

(COMPANY NAME OR MEMORANDUM)TO: \_\_

FROM: \_\_\_\_\_

DATE: \_\_/\_\_/\_\_

SUBJECT: \_\_\_\_\_ (NOTICE)

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**EXAMPLE:**

*MEMORANDUM*

**TO:** The Security Manager **FROM:** Director (Building)**DATE:**

04/11/2022

**SUBJECT:** Security Measures

After three incidents of theft of scooters in the previous week from our parking shed, it is important that security measures should be tightened with immediate effect. A strict check at the entrance and exit gates is required. Only permanent token holders should be allowed to park their vehicles in the parking shed.

1. (a) Please issue identity cards to all the employees of the establishment with their recent photographs.
- (b) Each employee should be given a token for his/her vehicle.
2. A full time parking shed caretaker should be appointed with immediate effect. Financial sanction be obtained. Manager (Personnel) be consulted about the recruitment rules.
3. Please discuss these and other security measures with members of the staff.

Their suggestions will be welcome.

Sd/Director (Building)

In short, **office memos** are neither letters nor notices. They give instruction and information.

*Exercise:*

1. Prepare a memo as a Manager of a company to be circulated among staff for preparing the documents for the upcoming ISO Audit decided next month.
2. Prepare a memo as the Manager of a Bank to complete the pending work before the annual financial year closing due next week.

## EMAILS

Email is a very specific form of communication—it is a quick, inexpensive and convenient way of communicating with a small or large audience, who may be next door or across the world. It is a great way to make arrangements—provided that they are not urgent. Instant delivery does NOT mean the recipient will read it immediately. It is an excellent way to get information to a wide range of people— as long as your subject line is relevant or interesting enough to get them to read it. It is a simple way of asking for a response—as a follow up, not as a long explanation and request for action. It is a wonderful way to send information—as attachments not in the body of the email. An email is not a letter, a report or the minutes of a meeting—but it is an excellent way of sending information to an audience, or asking for a response.

A crucial point to be aware of is:

→ any email can end up anywhere with anyone!

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→ It is so easy: to put the incorrect addressee to accidentally hit “Reply to All” for the person who receives your email to send it to anyone.

→ And it stays on the server, even if you delete it from your machine.

Remember: an email is a business document.

### *Structure of emails*

Emails are by far the most common method of communication for internal office correspondence, and they are fast replacing letters in all but the most formal business situations. Most people in companies use emails for a wide range of purposes: to confirm appointments and meetings, request help or action, provide information, etc.

Here is the explanation of some terms you will come across while composing a new email message:

The screenshot shows a web interface for composing an email. At the top, there is a navigation menu with items: Course Home, Content, Collaboration, Assignments, Ouriginal, Grades, More, Course Admin, and Help. Below the menu is the title 'Compose New Message' and a 'Settings' link. The form has a 'Send' button on the left and a 'Sent Mail' button on the right, which is highlighted with a red box. The 'To' field is empty, with a link 'Add CC or BCC' below it. The 'Subject' field contains the text 'tud-sndbx'. The 'Body' field is empty and has a rich text editor toolbar below it with options like Paragraph, Bold, Italic, Underline, and more.

*Figure 1. Format of an e-mail*

**To:** this line is for providing the address of the person you are mailing to.

**Subject:** this is for providing the title of the message. It should be brief.

**Cc:** you can enter an address here to send a copy of a mail to someone else other than the person to whom you are mailing.

**Bcc:** it means blind copy. As with the cc line, a copy of the message will be sent to the address you provide in the Bcc line. However, the recipient of the original message will not be able to tell that the Bcc address received a copy.

**Attachments:** this option is to attach and send files on the computer along with the message.

**The big blank area:** this is where you type your message (body of the text)

### *Differences between letters and emails*

- Letters can be formal, while emails tend to be less formal in tone and style. Letters use conventions for opening and closing a letter, while emails have few standard conventions.
- Letters start with "Dear (name)". Emails often start without a name, or with "Hello" or "Hi".
- Letters provide a permanent, written record, while emails can be easily deleted.
- Letters tend to be longer, while emails are better for brief responses or notices.
- Letters tend to have a clear paragraph structure, while in emails, the paragraphs tend to be shorter.
- Letters are used more for external correspondence, while emails are suitable for internal memos and messages.

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### *Structure of emails – layout*

Emails are generally shorter and more informal than letters. Unlike letters, emails don't have conventional openings and closings and a variety of salutations can be used. Because emails are often written quickly - sometimes as an immediate response to a request or query - they can often look like notes, with short one-sentence paragraphs and abbreviations.

#### *An email may contain:*

- Subject line
- (Salutation - optional)
- Reason for writing
- Main point
- (Development of point - optional)
- (Additional points - optional)
- (Closing - optional)

#### *Guidelines for writing emails Be brief*

Get straight to the point with your reason for writing. Edit carefully so that your email contains only the most important information. Less important information can be sent in a separate email.

#### *Be clear*

Use a descriptive subject line that tells your reader what your email is about. If necessary, change the original subject line if it's too vague or if the conversation has moved on to other areas.



Don't write your email in dense paragraphs. Shorter paragraphs (even if only one line long) help your reader to easily scan for information.

### *Plan*

For longer emails, a plan helps you focus on the objective of your email and keeps your ideas linked and concise.

### *Be accurate*

Use your spell check to eliminate spelling or typing errors.

### *Delete previous emails*

Delete original emails if they are long or unconnected to your present email. Instead, refer to parts of the previous email with angle bracket keys: < and > or << and >>

### *Use a plain background*

It is better to use black text on white background to be sure that your email is easy to read. Patterns or motifs in the body of the email risk making you look childish or immature – stick to a plain white background.

### *Be polite*

Avoid writing sarcastic or angry comments. It's far better to delay sending an email until after you've had time to cool off than send something you might later regret.

### *Starting an email*

You don't need to write "Dear ..." at the beginning of the email, especially if you are writing to people within your company. As the name of the person you are writing to appears in the *To:* box of the email, you can start writing your message immediately. If

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you're writing to people outside your company, or to friends, you can use "Dear..." to create a friendly tone. In some situations, for example when you are emailing a group of people, you can leave out "Dear...(name)" and start with the objective of the email.

*Examples:*

"Please find attached the memo we have sent to all our suppliers."

"A new security code for the front door will be in operation from January 12th."

*Ending an email*

There are a variety of ways to end your email. If you start with "Dear..." you can choose one of the endings used also in letters:

The email starts "Dear Mary".

The email ends with "Best wishes" or "Kind regards". The email starts "Dear Mr Johnson".

The email ends "Yours sincerely" or "Sincerely" in American English.

If your email did not start with "Dear" and a name, then you can use any of these endings:

"Best wishes" "Thanks"

"Thanks and regards" "Kind regards" "Yours"

"Cheers" (very informal, particularly British English meaning "Thanks")

"All the best" (British English meaning "Best wishes")

If you're writing an email to someone within your company, you can leave out an ending:

***For example:***

*From: Clare*

*Subject: Forms I've attached the forms for you.*

***Punctuation in emails Capital letters***

Use capital letters only where necessary, such as for names, places and days of the week. Don't write the whole email in capital letters as this looks as if you're shouting at your reader. However, remember to capitalize 'I' when you are writing about yourself. It's distracting for the reader to see 'i'.

***Abbreviations***

Some email writers abbreviate as much as possible, making their emails difficult to understand.

You should avoid using 'wld' for "would", 'cld' for "could", 'plse' for "please", 'thks' for "thanks", 'rgds' for "regards" or 'wkr' for "with kind regards".

If you abbreviate words down to consonants, your reader may not understand your email. Using too many abbreviations looks as if you can't be bothered to write words out in full. However, there are some standard abbreviations which are generally understood, such as:

asap = "as soon as possible"

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etc = "et cetera"

*i.e.* = "that is to say"

*e.g.* = "for example"

re = "regarding" (about)

### *Language of emails - writing concisely*

Emails tend to be shorter than letters, and the points you make in your email will be more concise. Letters often contain 'standard' phrases, which you can rewrite in a shorter form in emails.

Here are some common examples: I regret to inform you (*letters*) Sorry to

tell you (*emails*)

I would be grateful if you could... (*letters*)

Could you... (*emails*) Regarding... (*letters*) About...

(*emails*)

I would like to confirm... (*letters*)

Just to confirm (*emails*)

We look forward to seeing you on... (*letters*)

See you on... (*emails*)

*Thank you for your attention* (*letters*)

Thanks (*emails*)

In response to your letter, (*letters*)

Following (*emails*)

Please confirm (*letters*)

Please let us know (*emails*)

**Exercise:**

1. Prepare an email to inform the Class tutor that you are not keeping well and hence you will not be able to attend the class for the next three days.
2. Prepare an email to the Manager of the Bank that you have an account. You want to get the monthly statement of transactions via email. Request him/her to do the same.

**LETTER WRITING**

**Letter Writing** is an important channel of communication between people who are geographically distant from one another. In earlier times when the telephone and email were not available, the only means of communication between people was through letters.

Letter-writing is a skill that has to be developed. In general, there are two types of letters:

- **Formal**, that are written to convey official business and information and
- **Informal**, which are personal letters to communicate with friends and family.

Formal letters are sent out when we need to write to various public bodies or agencies for our requirements in civic life. For example,

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we might have to ask for a certificate or to inform a change in our address. A letter is usually one in a series of exchanges between two people or parties.

**Formal letters** can be divided into two different categories:

- i. Official
- ii. Business

### *Official Letters*

Official letter is written in an official capacity to correspond with a colleague, senior or any other member in an office.

### *Business letters*

A business letter is written to a company/organization/industry from another official firm regarding various issues such as placing orders, settling payments, making complaints etc.

- The format of a business letter is that of a formal official letter. It is straightforward and specific.
- Avoid using long and complicated sentences. Keep the vocabulary simple.
- One should avoid making any grammatical or spelling mistakes in an official letter.

Formal letters are usually written for some of the following:

- To apply for a job.
- To make a complaint.
- To order goods.

- To the editor of a newspaper.
- To ask for something – a form, an appointment.
- To ask for information.
- To make a booking for a holiday etc.
- To invite someone to an event or to visit such as a school open day or annual day celebration.

Most formal letters have the following parts:

**1. *Sender's Address / Letterhead***

You should add your address at the top left of the letter. Institutions will write to you on their official letterheads, which include their name, address and contact details such as telephone and fax numbers, e-mails or website address.

**2. *Date***

This will be followed by the date on which the letter is being written/ sent. It is advisable to use one date format consistently in all your correspondence. For the sake of simplicity and clarity it is recommended that you use the alphanumeric format as on 1 January 2022.

**3. *Reference Number (if any)***

Companies and institutions use this alphanumeric notation to file the letter. It is advisable to quote it in continuing correspondence. In the letter it will be usually labelled as 'Ref:', which is followed by the actual reference number.

**4. *Receiver's Address***

Then you will include the name and the address of the receiver (also called addressee) of the letter. If you are writing to a

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specific individual, you must include the name and designation of the person.

#### **5. Subject Line**

Labelled usually as 'Sub:', the subject line is a short description, not more than one line, that highlights the purpose of your letter.

#### **6. Salutation**

Use 'Dear' followed by the title (Dr, Professor, Mr, Ms) and the surname of the person you are writing to; for example, Dear Dr Bhatt, or Dear Ms Verma. In case you do not know the name of the addressee, you can write Dear Director or Dear Manager.

#### **7. Body**

Your text constitutes the body. It can be divided into two or three paragraphs as per the requirement.

#### **8. Closing**

You close your letter with 'Yours truly' or 'Yours sincerely'. It is wrong to say Yours's. Be careful with the apostrophe.

#### **9. Signature Area**

After the complimentary close, remember to sign the letter. Below your signature, you will also need to have your name written/ printed in upper case.

#### **10. Enclosure Notation**

Next to the label 'Encl.' you will list the additional documents being sent with the letter.



Nowadays all the parts of a letter are aligned on the left. This style is called the **Full-Block style**.

- The date and signature are very important in letters.
- We do not use commas after every line in the address.
- Do not begin your letters with hackneyed expressions like, 'With reference to your letter dated 10 January'. Instead, use personalized variations like, 'I was glad to receive your letter of 10 January...' or 'We were happy to note from your letter that the goods have reached you safely...'
- Never end your letters with hanging participles like 'Thanking you' or 'Awaiting your reply'. Instead write, 'Thank you' or 'We/I await/look forward to your reply'.

*Format of formal letter*

Ritu Patel  
Manager, Customer Services Vijayanagar Gas Company 121,  
Ameerpet  
Hyderabad 500 016  
12 November 2005.

Mr Shagun Thomas 801, Vijay Apartments Begumpet  
Hyderabad 500 016

Dear Mr Thomas,

*Sub: Your application No. F323 for a new gas connection*

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With regards, Yours sincerely,(Sd/-)

RITU PATEL

*An informal letter*

- An informal letter is addressed to a personal relation such as parents, friends, relatives etc.
- It is casual in tone wherein you can relax and express your emotions accordingly. One should use simple and natural style of writing here.
- There is no specified rule regarding the length, format or expression in it.

### 3.6.2.1 Format of an Informal letter

Hyderabad  
12 November 2005

Dear Sujata,

-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

Bye,

Yours affectionately/With love/All the best/Take care etc.

(Signature)

### *Application Letter*

- It is very important to be able to write a good letter when you are applying for a job. This kind of letter is called a letter of application.
- Sometimes you will have to fill in an application form, but at other times you will be asked to write a letter.
- Many people send a Curriculum Vitae, or CV for short, with a letter of application.

- 
- A CV gives all the basic details about you and means your letter of application can be quite short.
  - If you have not prepared a Curriculum Vitae/CV, you will need to give all the important details about yourself in your letter.
  - These are important things which an employer needs to know about you.
    - age.
    - school attended.
    - educational record.
    - work experience.
    - any special skills.
    - hobbies or interests.
    - have you got references?
    - are you available for an interview?

#### *3.6.3.1. Planning an application letter*

##### **First paragraph: Identify your objective/ goal exactly**

In the first paragraph, say specifically the position/ job you are applying for and how you came to know about it- through an advertisement or someone known to you. Sometimes, you may apply without knowing that a position exists or is available. Use the opening paragraph to show what kind of position you are qualified for. Also state the reasons for your interest to work in that particular company.

***Second paragraph: Give sufficient evidence of your ability / qualifications for the position.***

In the second paragraph, explain why you are qualified for the position/ job. Do not repeat what you have written in the resume. But mention briefly your education or work experience and indicate the particular points relevant to the position applied for. As a pass-out graduate, mention in your education important courses or special projects that have enriched your preparation and enhanced your sustainability for the position you are seeking for. Give here your extracurricular activities, if any, that show your qualities of leadership or abilities to organize and coordinate or functionally form a part of your education. Show how your project work/ industrial visits/ work experience is related to the position you want.

***Third paragraph: Ask for an interview opportunity***

At the end, suggest that you would like to come for an interview at the employer's convenience. The purpose of your letter is to make the prospective employer decide to meet you.

In writing an application letter, we should remember that we are selling those merits which the employer needs. And further we shall be able to write the application letter effectively if we remember the important principles of writing such as

- ✓ Coherence
- ✓ Concreteness
- ✓ Simplicity
- ✓ Emphasis
- ✓ Originality

- 
- ✓ Sincerity
  - ✓ Empathy
  - ✓ Convention

Keep your letter brief. Like the resume it should be spotless, nicely typed or written and centred on a white page of about 21 cm by 29.5cm. Address your letter to a specific person by name, if possible. If the advertisement does not give the name of the concerned person and mentions only the Post box office number, then mail it according to the address given in the advertisement. Sign your letter prominently.

*Example of an Application Letter*

49 Broome Avenue Nottingham  
NJT 3JT  
02 June 2022

Mrs Loise John  
Human Relations Manager Temple Street  
London 6221111

Dear Mrs John,

**Sub: Application for the Post of Telephone Executive (Marketing)**

I am interested in applying for this post as advertised in today's Nottingham Post.

I have been employed as Part-time Administration Assistant in Nottingham Technical College for the last 6 months while studying there on an Administration Course. My Course finishes soon and I am keen to join a progressive company such as AroraHoldings.

My full particulars are shown on my enclosed Curriculum Vitae.

I shall be happy to attend an interview at any time, and looking forward to hearing from you soon.

Yours sincerely(signature)

ADRIENNE LANGSTON (Miss)

Enc.

*Exercise:*

1. Write a letter to the Editor of a newspaper calling attention to the negligence on the part of the authorities regarding disposal of waste in your area.
2. Write a letter as a Librarian of a school to Reading Publishers Pvt Ltd. WB to claim compensation for 50 books (Indian History) which arrived in a damaged condition. Alternatively, request a replacement at the publisher's cost.

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## CURRICULUM VITAE (CV) / RESUME

Curriculum vitae is Latin, literally meaning ‘the course of one’s life’. A curriculum vitae (CV) sets out your personal details, education, qualifications and working experience. Make sure you organise all the information logically under headings and use columns where appropriate. All your details can then be found at a glance. It is known by several names such as resume, personal profile, biodata, personal data sheet, qualification sheet, summary and so on. A CV/ Resume is a self-introduction to promote yourself. To be able to advertise yourself successfully, you need to know how to prepare a good resume. In other words, it is the standard representation of credentials within academia.

- The full CV is only used when applying for academic positions in four-year institutions.
  - Do not use a CV when applying to community colleges—use a teacher-focused resume instead.
  - Tailor your CV to the specific positions to which you are applying and place more relevant sections earlier in the document.
- For a position at a teaching-focused liberal arts college, the CV will strongly emphasize teaching.
- For a position at a research-intensive university, the CV will stress research.
- Format can vary by field, so also seek disciplinary-specific advice from advisers, professors, and others within your field.
  - There are no length restrictions for CVs.



### ***FORMATTING***

- Your CV must be well organized and easy to read.
- Choose an effective format and be consistent.
- Use bolds, italics, underlines, and capitalization to draw attention.
- List all relevant items in reverse chronological order in each section.
- Strategically place the most important information near the top and/or left side of the page.

–In general, place the name of the position, title, award, or institution on the left side of the page and associated dates on the right.

- Use a footer with page numbers and your last name, in case pages get separated.

### ***DESCRIBE YOUR EXPERIENCES***

- Articulate what you have done and take advantage of the opportunity to describe your research and teaching experiences—do more than simply list them.
- Avoid the bland phrase “responsibilities included.” This can sound like a dull job description. Instead, use bullets to describe your activities, accomplishments, and successes.

### ***SECTIONS TO INCLUDE The Basic Sections***

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**Heading:** Name, email address, mailing address (only one), and phone number

**Education:** List academic degrees, with in progress or mostrecently earned first.

- Name of institution, city and state, degree type and major,month and year of when the degree was (will be) awarded
- Thesis title and advisor, if applicable

**Relevant Experience:** List positions that show off your skills andexpertise. You can group experiences into relevant categories to enhance your CV (e.g., Research, Teaching, and Administration). For each position, include:

- Title, organization name, city and state, dates position washeld.
- Bullet points that summarize your activities/duties,accomplishments, and successes. Use action verbs.

**Publications:** Give bibliographic citations for articles, pamphlets, chapters in books, research reports, or any otherpublications that you have authored or co-authored. Use theformat appropriate to your particular academic discipline for a clean look.

**Presentations (Oral and Poster):** Give titles of professional presentations, name of conference or event, dates and location, and, if appropriate in your discipline, also include a brief description. Use the format appropriate to your particular academic discipline for a consistent and clean look.

**Honours and Awards:** Receipt of competitive scholarships, fellowships, and assistantships; names of scholastic honours;teaching or research awards.

**References:** Three to five are appropriate. If you are responding to an advertisement that asks for references, include those requested on a separate addendum sheet.

### *OPTIONAL SECTIONS*

**Qualifications or Skills:** A summary of particular or relevant strengths or skills which you want to highlight. Typically, this is not included as a separate section, but addressed in other sections. Occasionally, it may be appropriate to list special computing or language skills.

**Grants Received:** Include name of grant, name of granting agency, date received, and title or purpose of research project.

**Institutional Service:** List institutional committees you have served on, including offices held, student groups you have supervised, or special academic projects you have assisted with.

**Certifications:** List all relevant certifications and the year received.

**Professional Associations:** Memberships in national, regional, state, and local professional organizations. Also, list significant appointments to positions or committees in these associations. Student memberships in professional associations are appropriate.

**Recent/Current Research:** Description of research projects recently conducted or in progress. Include the type of research and a brief description of the purpose.

**Community Involvement:** Appropriate and relevant volunteer work, church work, community service organizations, etc.

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**Educational Travel:** Names of countries, dates, purpose.

**Note:** There are several styles for writing a CV or resume. Below is given a generally used chronological format.

