PRACTICAL WRITING

Self-study book

Writing skills for multi level course learners of English

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Contents

Introduction

Writing in its broad sense - as distinct from simply putting words on paper - has three steps: thinking about it, doing it, and doing it again (and again and again as often as time will allow and patience will endure). The first step, "thinking" involve choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing" is usually called "drafting"; and the third, "doing again", is "revising". Writing is a complex activity. The ability to communicate clearly is cruicial if you wish to do well during your course and equally essential in virtually any job yours are likely to do. It is similarly important in the non-working aspects of your life. The written word (whether on paper or a PC screen) is still a major channel of communication.

Writing clearly, whether essays, letters, memos or reports, is a key skill. By reinforcing your understanding of the basics of the English language you could become more confident and more competent, in expressing yourself. You could usefully develop your ability to structure your writing, whether of essays or reports by looking at how use the basic forms of written communication and whether you are writing, attention to your writing style is likely to help you communicate better.

The ability to communicate clearly in writing is important in virtually all aspects of life. This implies that for a variety of practical reasons it's through the mastery of writing that the individual comes to be fully effective in intellectual organization, not only in the management of everyday affairs, but also in the expression of ideas and arguments. The mere fact that something is written conveys its own message, for example of permanence and authority. Certain people write and certain things get written (Stubbs 1997:21). It is for such reasons that writing comes to be associated with status and power. By writing you can have control not only of information but of people. The importance of being able to express yourself so you communicate clearly what you want to communicate while treating a good impression cannot be underestimated, while confused, rambling or ungrammatical writing will be taken to indicate an inability to think clearly and give people the impression that you are illiterate, woolly-minded.

Learning to write well in a foreign language is one of the most difficult challenges facing the language learner. Finding the right word, using an appropriate style, respecting conventional formats and correct spelling are just a few areas to consider.

Effective writing plays an increasingly important role in today's world. A clear and consise style ensures that essential information is both understood and acted upon. The "Writing well" is designed to help students to become more familiar with the styles and techniques of writing. It contains samples of the most common types of writing such as essay, letters, emails, memos, faxes, minutes, reports with full explanations of usage, language style and layout.

There is also advice on other areas, including abbreviations, job titles, etc.

We hope that you find the "Writing well" useful and that it helps you to become more proficient in writing.

Unit 1. Posters and Notices

All around us are **promotional and informative messages**. These messages are often conveyed via **posters and notices**. Large organizations often employ advertising agencies to prepare professional posters and notices. Smaller companies may ask their staff to design and print internal posters and notices using personal computers and an 'in house' style. Notices are usually smaller internal documents. Personal notices are usually informal and related to personal matters.

When preparing posters and notices, the key considerations are **AIDA**: attention, interest, desire and action. This means you must:

• capture the readers' **attention**

• gain and hold their **interest**

• make them want or **desire** the subject (offer, need etc...)

• inform the reader how to take **action** to obtain the subject.

The formality of the message will determine the style and layout of the poster or notice. Informal language may be appropriate, however on a formal poster or notice it will not be acceptable.

• Keep the poster/notice as short as possible. Break the text into smaller sections by means of shorter sentences, headings and bullet points. Information should be kept to a minimum; therefore, good summarizing skills are helpful.

• Use terms which everyone will understand.

• Remember the AIDA principle.

• A poster is usually Al, A2, or A3 size.

• They are often produced on colored paper. If appropriate, use 2 - 3 colors and different sizes of print.

• It is usual to end the poster/notice with a name and date.

• The information must be accurate, complete and comprehensible

• Grammar, punctuation and spellings should be correct. The poster or notice should be easy to read with no technical errors

• Check that all essential information is included. Does the information include details concerning **what, where, when, who, why and how**?

Study the useful tips of poster and notice writing.

• **Avoid "Urgent" or "Important" Headlines**

Headlines such as *Urgent, Important, Attention, Read Me*, etc. don't give any further information to what the message is about. It's quite arrogant to assume that your message is indeed "urgent" or "important" – the reader should be left to make up their own mind. Instead, use a **concise and relevant headline.**

If it is really urgent, put a **deadline** and time when they need to act by. If it's **important**, state the **consequences** of not acting on the message.

- **Use Icons and Images**

Posters and notices   should be eye catching to encourage people to stop and read it. Don't use generic Clip-Art for the sake of it, but do use specific icons and images that give people additional information faster than using words would. E.g. Use a special health&safety icon on all such notices. You could also print them on the same colored paper. If you have lost a piece of PC equipment, don't waste time trying with a three-paragraph description – just show a photo of it (search *Google Images* or *eBay* for the product name).

- **Take the 20-Foot Test**
Stick your poster on the wall, and stand back 15 to 20 feet. Can you still read it all? If not, it either has too many words or you have used too small fonts.
  - **Formatting**
  Pick out three or four words that you consider the most important part of the main text, and put them in bold. Interesting headings and words such as 'guarantee, 100% and free' attract attention.

- **Direct Them to Further Information**

Don't expect them to stand there and read your poster for half-an-hour. Refer them to either a webpage, or tell them who to call or e-mail for more information.

- **"Display Until" Date**

On communal noticeboards, many posters stay up for months after they should have been taken down, simply because no-one knows who they belong to, or when they can be removed.

At the bottom of the poster (can be very small letters) write something like: *Added by Tony Adams, display until 24th November 2008.*

TASK 1. Study the examples of posters and notices. Identify the main information conveyed and any differences. Which poster or notice did you find easier to read and remember? Why is this? Make notes on the AIDA techniques used:

Fig. 1

Café	**Culture**

For discussion and debate café style

Café Culture welcomes you to a season of discussions on culture, politics, philosophy and science. Our events are open to and welcome everyone. No prior knowledge is needed. Events are free and take place on Mondays (usually the first and third) from 7pm prompt until 9pm.

Events are held at the <u>Urban Café</u>, <u>Dance City</u>, Temple Street, NE1 4BR

Fig. 2

Wednesday, 21st March 2012

1:00PM - 2:00PM CURDS Seminar Room, 4th Floor, Claremont Bridge Building, Newcastle University, NE1 7RU

Seminar

PEALS Seminar: Marsha Rosengarten, Goldsmiths, University of London DrRosengarten considers the sociology of ethics, using HIV as the focus Her research interests include Feminist Theory and Science and Technology Studies of biomedical innovations in science and medicine, including HIV, blood, organ and xenotransplantation. Admission: Free. Contact for further information: Anne Galbraith Tel: 208 3251 Email: anne.galbraith@ncl.ac.uk

Fig. 3

Employee Engagement in the Non-Profit Sector

<u>Booking Form</u>
Date:
Thursday 1 March 2012 7:00pm - 8:00pm
Speaker:
Dr Kerstin Alfes (Kingston University) and John Avery (Specialist Volunteer Manager, Tearfund)
Venue:
Lawley Lecture Theatre, Kingston Hill Campus

Promoting employee engagement is increasingly recognised as a means of enhancing organisational performance while at the same time improving employee job satisfaction and commitment. Although there is a growing body of research on related policies and practices in the commercial sector, little is known about how the concept of engagement applies in non-profit contexts. In this seminar Dr Kerstin Alfes will address this topic together with John Avery from Tearfund, an international aid and development agency.

Location

All lectures will take place at the university's Kingston Hill campus (see room details above). Timing is 6.30 pm for a 7 pm start, with refreshments provided beforehand. The seminars will be followed by a drinks/networking reception finishing at 9 pm.

TASK 2. Read the situation and write a notice about a missing pet.

Your realise that your pet is missing. First of all try your best not to panic. Your diligence and quick actions are required to locate your pet. Your missing pet notice needs to be detailed and clear. It is very important to put the notices up as soon as you discover your pet is missing. The following are the key details you should include in your notice: date pet went missing, where pet went missing; male or female how to care for your pet; instructions if it is an uncommon type of family pet; a contact number and a contact name; state clearly that you will come and collect your pet; add a photo of your pet and include some distinctive features such as a scar, spots, cataracts etc. your pet's name daily medication requirements; a reward amount. It is recommended putting the reward amount on the notice. It shows that you are serious and committed to getting your lost pet back. A reward amount also motivates local neighbours to be more interested in keeping an eye out for your pet when they are out and about.

www.management-forum.co.uk

TASK 3. The staff committee regularly writes notices and posters. From the range bellow, choose and design a poster and a notice.

Notices	Posters
A notice about an e-mail training course.	A poster about the work's trip
A notice drawing people's attention to the building's fire extinguishers and the escape routes	A poster about meetings to plan for an appeal (to help victims of war famine, flood etc).
A notice calling a meeting about the company's non smoking policy and the non smoking room for employees	A poster about a fundraising event for a charity which your company is sponsoring.

Bibliography

1. http://www.infogineering.net/posters-notices.htm
2. http://www.answers.com/
3. http://www.verypdf.com/?gclid=CL7l4LWN-LUCFURf3godrGkAXg
4. http://wiki.answers.com/Q/What_is_the_format_for_notice_writing_in_CBSE_class_12_exam

Unit 2. Agenda

An agenda is a list of meeting activities in the order in which they are to be taken up, by beginning with the call to order and ending with adjournment. It usually includes one or more specific items of business to be discussed. It may, but is not required to, include specific times for one or more activities.

Creating an effective agenda is one of the most important elements for a productive meeting. Here are some reasons why the meeting agenda is so important. The Agenda communicates important information such as:

1) topics for discussion

2) presenter or discussion leader for each topic

3) time allotment for each topic (advisable);

4) provides an outline for the meeting (how long to spend on which topics)

5) can be used as a checklist to ensure that all information is covered

6) lets participants know what will be discussed if it's distributed before the meeting. This gives them an opportunity to come to the meeting prepared for the upcoming discussions or decisions.

 7) provides a focus for the meeting (the objective of the meeting must be clearly stated in the agenda) to follow it during the meeting!

(Carter's Board Blog for How to Create an Effective Agenda)

Points on a typical agenda may include:

- Welcome/open meeting
- Apologies for absence
- Approve minutes of the previous meeting
- Matters arising from the previous meeting
- A list of specific points to be discussed — this section is where the bulk of the discussion as well as *decisions* in the meeting usually takes place
- Any other business (AOB) — allowing a participant to raise another point for discussion.
- Arrange/announce details of next meeting
- Close meeting

http://en.wikipedia.org/wiki/Agenda_(meeting)

A. Study the typical layout of an agenda:

MEETING AGENDA – [MEETING TITLE]

MEETING INFORMATION

Objective:

Date:	[01/01/2000]	*Location:*	[Enter Room Number]
Time:	6:00 AM	*Meeting Type:*	[Type of Meeting]
Call-In Number:	[List number]	*Call-In Code:*	[Enter code]
Called By:	[Name]	*Facilitator:*	[Name]
Timekeeper:	[Name]	*Note Taker:*	[Name]
Attendees:	[List Names]		

PREPARATION FOR MEETING

Please Read:

Please Bring:

ACTION ITEMS FROM PREVIOUS MEETING

Item/Responsible/Due Date
1. [Item Description] / [Responsible]/[Due Date]
2.

AGENDA ITEMS

Item/Presenter/Time Allotted
1. [Agenda Item] / [Presenter Name]/[Time Allotted]
2.
3.

NEW ACTION ITEMS

Item/Responsible/Due Date
1. [New Item] / [Responsible]/[Due Date]
2.

OTHER NOTES OR INFORMATION

Meeting Agenda Template © 2011 Vertex42.com

B. Analyse the Sample Agendas:

Internet Marketing Association Meeting Agenda		
Start at 10:00 a.m. in Board Room		
Item	**Responsible**	**Time**
Opening Remarks	President	5 min
VP Membership Report -intramural report -new member program intro	VPM	20 min
VP Financial Report -status of budget -housebill status	VPF	7 min
VP Rush Report -status of current efforts -status of next term plans	VPR	7 min
VP Internal	VPI	5 min
VP External	VPE	10 min
Guest Speaker	Community Relations	15 min
End at 11:10		
Let's keep on track!		

http://www.meetingwizard.org/meetings/meeting-agenda.cfm

The following sample agenda represents the typical format and content of a board meeting agenda. This sample should be customized to the particular culture and purpose of the agency.

Ideally, an agenda also includes suggested times in which to address each topic.

(Name of Agency)
Board Meeting Agenda
(Month Day, Year)
(Location)
(Planned Starting Time to Ending Time)

Activity	Action
Minutes from previous meeting	Approval
Chief Executive's Report	Discussion
Finance Committee's Report	Approve Budget Changes
Development Committee's Report *(nonprofit)*	Approve Fundraising Plan
Board Development Committee	Approve Plans for Retreat

	Adopt Resolution to Change ByLaws
Other Business - Old - New - Announcements	
Roundtable Evaluation of Meeting	Review of Actions from Meeting
Adjourn	

Frequent reasons for poor board meetings: insufficient time to review materials before the meeting, insufficient member participation and poor time management during the meeting.)

C. Task 1

You're responsible for planning your project meeting this month. What to do? Now you understand how important an agenda is to the effectiveness of the meeting, but don't know how to create one. All you have to do is follow the steps outlined below.

1. Send an e-mail stating there will be a meeting, the goal of the meeting as well as the administrative details such as when and where it will be. Ask those invited to accept or decline the meeting. Make it clear that once they have accepted the meeting, they are expected to attend.

2. Ask participants requesting an agenda item to contact you no less than two days before the meeting with their request and the amount of time they will need to present it.

3. Once all of the agenda requests have been submitted to you, summarize them in a table format with the headings Agenda Item, Presenter and Time. It's your responsibility to ensure that each agenda item is directly related to the goals of this particular meeting. If an inappropriate request is made, suggest that person send an e-mail or memo instead or recommend that this agenda item be discussed in another meeting. Also, you must be realistic in the amount of time you allocate to each presenter. Don't cram an unrealistic number of agenda items into an hour meeting. When people accept an hour meeting, they expect to be finished in an hour. When meetings go over time, people generally tend to get uneasy. It's better to schedule 50 minutes of discussion into an hour time slot. This way you have 10 minutes to spare and if you get done a little early, people will be pleased.

4. Send the agenda to all the meeting participants the day before the meeting with a reminder of the meeting goals, location, time and duration. At this time, ask the presenters if they are happy with the order in which they will be speaking and the amount of time they have been allocated.

Task 2. Discuss your agenda with peers.

Bibliography:

1. *Carter's Board Blog for How to Create an Effective Agenda)*
2. http://en.wikipedia.org/wiki/Agenda_(meeting)
3. http://www.meetingwizard.org/meetings/meeting-agenda.cfm
4. CopyrightCarterMcNamara, MBA, PhD, AuthenticityConsulting, LLC

Unit 3. Minutes of a meeting

At every business meeting the secretary of the board or any other appointed person usually takes **minutes** during meetings. The task of that person is to note down all the important points made at the meeting and later prepare a summary of what was said and decided. Minutes are the official record of an organization. It is crucial that they are accurate since they are the legal record of the proceedings and actions of the organization.

There is no standardized level of content and format for board minutes so when writing minutes, you should follow the standard format which differs according to the kind of an organisation and meeting or the format set by the organisation, but typical minute format should include the following components:

- the name of the organization
- Subject
- Date, time and place of the meeting
- List of participants and if there is a quorum
- Summary of the chairperson's introduction
- Summary of opinions, suggestions and all motions made
- Any conflicts of interest or abstainments from voting
- Action points decided upon, people assigned to each action and deadlines given,
- When the meeting ended
- Date and time of next meeting
- Who developed the minutes.

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

How to Write and Keep Meeting Minutes

(Robert's Rules of Order Newly Revised, 10th, 2000 Edition)

Content

First paragraph: Kind of meeting (regular, special, etc.); the name of the organization; the date, time and place of the meeting; the name of the presiding officer and secretary; approximate number of members present; establishment of a quorum; and recording of the action taken on the minutes of the previous meeting.

The body should include, with each motion being a separate paragraph,:

•   The exact wording of motions, whether passed or failed, and the way they were disposed of, along with the name of the maker

•   If the vote was counted, the count should be recorded. Tellers reports, if there are any, are included. In roll call votes the record of each person's vote is included

•   Notices of motions – previous notice is sometimes required e.g. amendments of the bylaws

•   Points of order and appeals

Last paragraph: hour of adjournment

N.B. Not included

•   The opinion or interpretation of the secretary

•   Judgmental phrases e.g. "heated debate" "valuable comment"

•   Discussion: Minutes are a record of what was done at the meeting, not what was said at the meeting

•   Motions that were withdrawn

•   Name of seconder is unnecessary

Attachments

The official copy of the minutes should have attached to it the original signed copy of:

•   Committee Reports

•   Officers Reports

•   Written Motions

•   Tellers Reports

•   Correspondence

Approval

If the minutes have been distributed to the members before the next meeting then the approval process can be very short. The presiding officer simply states "Are there any corrections to the minutes as printed?" If there are none, or after all corrections have been made, the presiding officer may say "If there is no objection, the minutes will be approved as printed (or as corrected)."

Signature

After the minutes have been corrected and approved by the membership, they should be signed by the secretary and can be signed by the president. The word "approved" and the date of the approval should also be included.

http://www.meetingwizard.org/meetings/meeting-minutes-format.cfm

Task 1. Study the following examples of the minutes and discuss their format with peers:

Sample of Board Meeting Minutes
Name of Organization

(Board Meeting Minutes: Month Day, Year)
(time and location)

Board Members:
*Present:*BhataBhatacharia, Jon White Bear, Douglas Carver, Elizabeth Drucker, Pat Kyumoto, Jack Porter, Mary Rifkin and Leslie Zevon
Absent: Melissa Johnson
Quorum present? Yes

Others Present:
Exec. Director: Sheila Swanson
Other: Susan Johns, Consulting Accountant

Proceedings:
· *Meeting called to order* at 7:00 p.m. by Chair, Elizabeth Drucker
· (Last month's) meeting minutes were amended and approved

· *Chief Executive's Report:*
- Recommends that if we not able to find a new facility by the end of this month, the organization should stay where in the current location over the winter. After brief discussion, Board agreed.
- Staff member, Jackson Browne, and Swanson attended the National Practitioner's Network meeting in Atlanta last month and gave a brief extemporaneous presentation. Both are invited back next year to give a longer presentation about our organization. After brief discussion, Board congratulated Swanson and asked her to pass on their congratulations to Browne as well.
- Drucker asserts that our organization must ensure its name is associated with whatever materials are distributed at that practitioner's meeting next year. The organization should generate revenues where possible from the materials, too.
- Swanson mentioned that staff member, Sheila Anderson's husband is ill and in the hospital. MOTION to send a gift to Anderson's husband, expressing the organization's sympathy and support; seconded and passed.

· *Finance Committee report* provided by Chair, Elizabeth Drucker:
- Drucker explained that consultant, Susan Johns, reviewed the organization's bookkeeping procedures and found them to be satisfactory, in preparation for the upcoming yearly financial audit. Funds recommends that our company ensure the auditor provides a management letter along with the audit financial report.
· - Drucker reviewed highlights, trends and issues from the balance sheet, income statement and cash flow statement. Issues include that high accounts receivables require Finance Committee attention to policies and procedures to ensure our organization receives more payments on time. After brief discussion of the issues and suggestions about how to

ensure receiving payments on time, MOTION to accept financial statements; seconded and passed.

· Bo*ard Development Committee's report* provided by Chair, Douglas Carver:
- Carver reminded the Board of the scheduled retreat coming up in three months, and provided a drafted retreat schedule for board review. MOTION to accept the retreat agenda; seconded and passed.
- Carver presented members with a draft of the reworded By-laws paragraph that would allow members to conduct actions over electronic mail. Carver suggested review and a resolution to change the By-laws accordingly. Kyumoto suggested that Swanson first seek legal counsel to verify if the proposed change is consistent with state statute. Swanson agreed to accept this action and notify members of the outcome in the next Board meeting.

· *Other business:*
- Porter noted that he was working with staff member, Jacob Smith, to help develop an information management systems plan, and that two weeks ago he (Porter) had mailed members three resumes from consultants to help with the plan. In the mailing, Porter asked members for their opinions to help select a consultant. Porter asked members for their opinions. (NOTE: Zevon noted that she was also a computer consultant and was concerned about conflict of interest in her Board role regarding this selection, and asked to be ABSTAINED from this selection. Members agreed.) The majority of members agreed on Lease-or-Buy Consultants. MOTION to use Lease-or-Buy Consultants; seconded and passed.
- Swanson announced that she had recently hired a new secretary, Karla Writewell.

· Assessment of the Meeting:
- Kyumoto noted that the past three meetings have run over the intended two-hour time slot by half an hour. He asked members to be more mindful and focused during discussions, and suggested that the Board Development Chair take an action to identify solutions to this issue. Chair, Carver, agreed.

· Meeting adjourned at 9:30 p.m.
· Minutes submitted by Secretary, BhataBhatacharia.

http://managementhelp.org/boards/sample-minutes.htm

Minutes of the Training Budget Meeting

17 November

Present: Ms Graham, Managing Director (chairperson), Mr Bhupathi, IT Manager, Ms McKenzie, Human Resource Manager; Mr Wanzel, Finance Director

Ms Graham opened the meeting by welcoming all the members and congratulating Ms McKenzie on her first month's performance and on how quickly she'd adapted to our corporate culture. She expressed regret that Ms Armitraj (Export Manager) couldn't attend as she had been called away unexpectedly to deal with a problem with our agent in India. She announced that:
- the training budget would be cut by 20% this year
- the HR Department is developing a new cost-cutting strategy and explained that:
    a the company would no longer be using the service of Target Training Consultants
    b employee development would be more closely linked to business-growth strategies
    c all future training would be based on a detailed in-house needs analysis assessment
    d training would be strictly limited to staff whose performances are crucial to the company's services.
    Mr Wanzel was the first to speak and suggested hiring a small independent consultant, whose fees would be considerably lower than those of a large firms like Target Training.

Ms McKenzie said that while independent consultants could be cheaper, they would almost certainly fail to ensure that resources were used as effectively as possible. She argued that she would prefer to process all requests and proposals for training personally. She added that any request agreed upon by her predecessor was also currently under review.

Mr Bhupathi expressed concern about his application for training in Java and Java script for his staff. He requested that his application be given priority status. He said that he had already contacted the training centre recommended by Target Training on the advice of our former HR manager.

Ms McKenzie conceded that this training was essential but advised him resubmit his request asking for cheaper online training.

Mr Bhupathi expressed disapproval of this idea and continued to make a case for using the training center but he final agreed to look at what is available online.

The following action points were decided upon:

- Mr Bhupathi will draw up a list of e-learning courses currently available and submit a new proposal to the HR Depatment as soon as possible.
- Ms Graham will develop a detailed needs analysis assessment questionnaire to be distributed to all departments.
- Mr Wenzel will prepare a cost breakdown of the previuos year's spending on training and arrange a meeting with Ms McKenzie's department next week to discuss the newcost-cutting measures in more detail.

Date of next meeting – 12 December, in the main boardroom

Task 2. Study the useful hints for minute writing:

• Make sure that all of the essential elements are noted, such as type of meeting, name of the organization, date and time, name of the chair or facilitator, main topics and the time of adjournment. For formal and corporate meetings include approval of previous minutes, and all resolutions.

• Prepare an outline based on the agenda ahead of time, and leave plenty of white space for notes. By having the topics already written down, you can jump right on to a new topic without pause.

• Prepare a list of expected attendees and check off the names as people enter the room. Or, you can pass around an attendance sheet for everyone to sign as the meeting starts.

• To be sure about who said what, make a map of the seating arrangement, and make sure to ask for introductions of unfamiliar people.

• Don't make the mistake of recording every single comment, but concentrate on getting the gist of the discussion and taking enough notes to summarize it later. Remember that minutes are the official record of what happened, not what was said, at a meeting.

• Use whatever device is comfortable for you, a notepad, a laptop computer, a tape recorder, a steno pad, shorthand. Many people routinely record important meetings as a backup to their notes.

• Be prepared! Study the issues to be discussed and ask a lot of questions ahead of time. If you have to fumble for understanding while you are making your notes, they won't make any sense to you later.

• Don't wait too long to type up the minutes, and be sure to have them approved by the chair or facilitator before distributing them to the attendees.

• Don't be intimidated, you may be called upon many times to write meeting minutes, and the ability to produce concise, coherent minutes is widely admired and valued.

(http://www.meetingwizard.org/meetings/meeting-minutes-format.cfm)

Task 3. Write minutes of any chosen business, project or academic group meeting considering the presented format tips and using the given phrases:

Example of Minutes Format

Name of Organization: Purpose of Meeting: Date/Time: Chair:			
Topic	Discussion	Action	Person Responsible
1.			
2.			
3.			

http://www.meetingwizard.org/meetings/meeting-minutes-format.cfm

Useful phrases

Giving the list of participants	Present: add the list
Summarising the chairperson's introduction	Mr/Ms X opened the meeting with the following points: 1) 2)
Summarising a discussion	Mr X was the first to speak/react/contribute and put forward the following ideas: … Mr Y agreed/ expressed approval and added …. Ms Z disagreed and argued : …. Mr X expressed disapproval/concern and insisted: … Ms Z accepted that … but defended her position on … However, she conceded that …. Mr X agreed/ offered/promised/refused/wanted …(infinitive) Mr Y denied/admitted/suggested/recommended …Gerund) Ms Z advised/asked/instructed/ reminded …

	Everyone agreed on …
Action points and deadlines	The following action points were decided upon: … Mr X will look into/ research / draw up a list of / calculate/ study … by the end of the next week. Mr Y will speak to ….before the 15th. Mr X will come to the next meeting with …. Mr X will get back to / send a report to

Task 3. Present your minutes to the peers for discussion.

Bibliography:
1. Robert's Rules of Order Newly Revised, 10th, 2000 Edition.1
2. http://www.meetingwizard.org/meetings/meeting-minutes-format.cfm
3. IntelligentBusiness. Styleguide. TonyaTrappe, GrahamTullis , Longman. PearsonEducationLimited 2006
4. http://www.meetingwizard.org/meetings/meeting-minutes-format.cfm
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Unit 4. Note Taking

Effective note-taking from lectures and readings is an essential skill for university study. Good note taking allows a permanent record for revision and a register of relevant points that you can integrate with your own writing and speaking. Good note-taking reduces the risk of plagiarism. It also helps you distinguish where your ideas came from and how you think about those ideas.

Study the note taking methods

1. The Cornell Method

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

Method

Rule your paper with a 2 ½ inch margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.
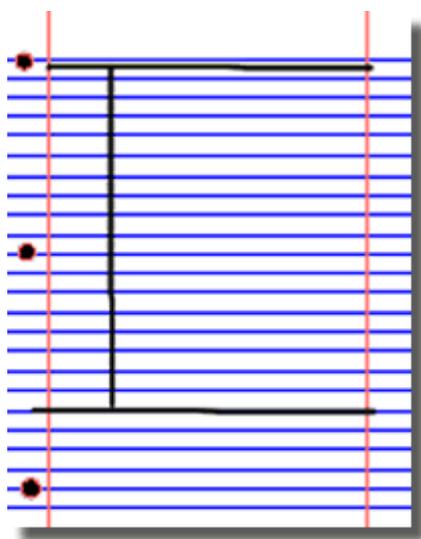
Organized and systematic for recording and reviewing notes.Easy format for pulling out major concept and ideas.Simple and efficient. Saves time and effort in any lecture situation.

http://coe.jmu.edu/LearningToolbox/cornellnotes.html

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1. The Outlining Method

Dash or indented outlining is usually best except for some science classes such as physics or math.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts is carried out through indenting.
3. No numbers, letters, or Roman numerals are needed.

Listening and then write in points in an organized pattern based on space indention. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indention can be as simple as or as complex as labeling the indentations with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

Advantages

Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

Disadvantages

Requires more thought in class for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review attach for maximum learning and question application. This system cannot be used if the lecture is too fast.

When to Use

The outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make

organization decisions when they are needed. This format can be most effective when your note taking skills are super sharp and you can handle the outlining regardless of the note taking situation.

Example:

Extrasensory perception

-definition: means of perceiving without use of sense organs.

-three kinds -

-telepathy: sending messages

-clairvoyance: forecasting the future

-psychokinesis: perceiving events external to situation

-current status -

-no current research to support or refute

-few psychologists say impossible

-door open to future

4. The Mapping Method

Mapping is a method that uses comprehension/concentration skills and evolves in a note taking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

Advantages

This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. Review will call for you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date.
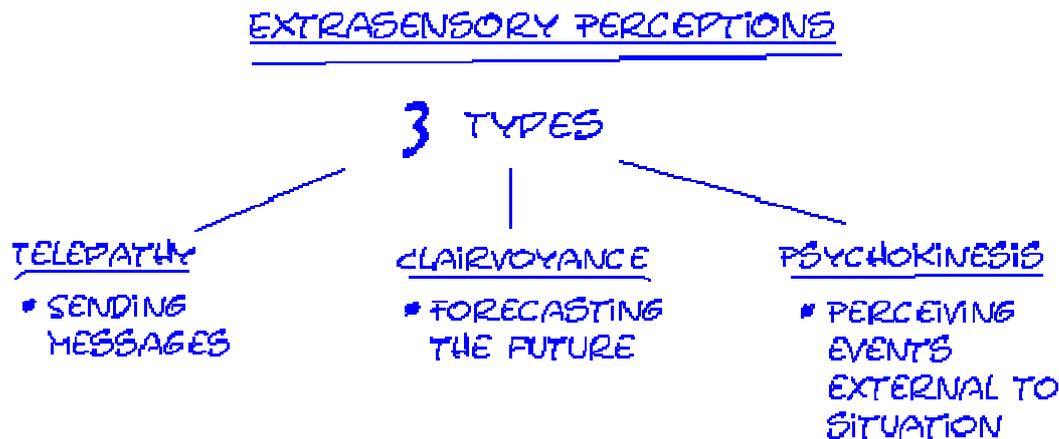
Disadvantages

You may not hear changes in content from major points to facts.

When to Use

Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

Example:

5. The Charting Method

If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

Determine the categories to be covered in the lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

Advantages

Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

Disadvantages

Few disadvantages except learning how to use the system and locating the appropriate categories. You must be able to understand what's happening in the lecture

When to Use

Test will focus on both facts and relationships. Content is heavy and presented fast. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.

Example:

6. The Sentence Method

Write every new thought, fact or topic on a separate line, numbering as you progress.

Advantages

Slightly more organized than the paragraph. Gets more or all of the information. Thinking to tract content is still limited.

Disadvantages

Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

When to Use

Use when the lecture is somewhat organized, but heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as "three related points."

Three Examples:

Example 1:

A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (See page 29 to 30 in your text about this.)

Sample Notes:

Revolution - occurrence that affects other aspects of life: e.g., econ., socl., etc. C.f. text, pp. 29-30

Example 2:

Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.

Sample Notes:

Mel didn't repr. life as was; e.g., lang. of Ahab, etc. not of real life.

Example 3:

At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed, he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an unhypnotized patient to reveal unconscious thoughts.

Sample Notes:

Freud 1st -- used phys. trtment; e.g., baths, etc. This fld. 2nd -- used hypnosis (fr. Charcot) Finally -- used dirctvrb. commun. (fr. Breuer) - got unhynop, patnt to reveal uncons. thoughts.

Note taking from a written text

As you take notes from a written source, keep in mind that not all of a text may be relevant to your needs. Think about your purpose for reading:

•Are you reading for a general understanding of a topic or concept?

•Are you reading for some specific information that may relate to the topic of an assignment?

Before you start to take notes, skim the text. Then highlight or mark the main points and any relevant information you may need to take notes from. Finally— keeping in mind your purpose for reading—read the relevant sections of the text carefully and take notes. Be selective and systematic.

A Few Tips About Format

Set out your notebooks so that you have a similar format each time you take notes.

•Columns that distinguish the source information and your thoughts can be helpful.

•Headings that include bibliographic reference details of the sources of information are also important.

•The use of colour to highlight major sections, main points and diagrams makes notes easy to access.

Identify the Purpose and Function of a Text

Whether you need to make notes on a whole text or just part of it, identifying the main purpose and function of a text is invaluable for clarifying your note-taking purposes and saving time.

•Read the title and the abstract or preface (if there is one);

•Read the introduction or first paragraph

•Skim the text to read topic headings and notice how the text is organised

•Read graphic material and predict its purpose in the text

Your aim is to identify potentially useful information by getting an initial overview of the text (chapter, article,

pages …) that you have selected to read. Ask yourself; will this text give me the information I require and

where might it be located in the text?

Identify How Information is Organised

Most texts use a range of organising principles to develop ideas. While most good writing will have a logical order, not all writers will use an organising principle. Organising principles tend to sequence information into a logical hierarchy, some of which are:

•Past ideas to present ideas

•The steps or stages of a process or event

•Most important point to least important point

•Well known ideas to least known ideas

•Simple ideas to complex ideas

•General ideas to specific ideas

•The largest parts to the smallest parts of something

•Problems and solutions

•Causes and results

 Include Your Thoughts

When taking notes for an assignment it is also helpful to record your thoughts at the time. Record your thoughts

in a separate column or margin and in a different colour to the notes you took from the text.

•What ideas did you have about your assignment when you read that information.

•How do you think you could use this information in your report.

Task 1.Read the text 'Underwater Cameras' and then look at how the text is presented in the note form. The most important words to include in notes are the information words. These are usually nouns, adjectives and verbs.

Underwater Cameras Regular cameras obviously will not function underwater unless specially protected. Though housings are available for waterproofing 35 mm and roll-film cameras, a few special models are amphibious –they can be used above or below the water. Most of these cameras are snapshot models, but one, Nikonos, is a true 35 mm system camera. Though lenses and film must be changed on the surface, the camera will otherwise function normally at depths down to 70 mm. Four lenses are available : two of these , which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two of these, which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two, the 28 and 15 mm lenses , work only under water. Lenses are also available from other manufacturers.	**Sample Notes from the text 'Underwater Cameras'** Underwater Cameras 1. Regular Cameras special housing necessary 2. Amphibious a) snapshot models b) Nikonos (35 mm) Lenses i) air & water 35 mm ' 90 mm ii) only under water 28 mm 15 m

Source: Freeman M. The encyclopaedia of practical photography London, Quartro Books 1994, p283

Task 2. Read the text and take notes of the information. Decide which note taking method is the most appropriate.

How to cut food waste

Up to half of all food is wasted. The <u>figures</u> are stark: up to 2bn tonnes of perfectly good food is wasted every year – between 30% and 50% of all the food produced around the world. In Britain alone we waste a quarter of all the food we buy. This includes 1.6bn apples – 25 each – and 2.6bn slices of bread. If you could somehow get all the food we waste in the UK into the bellies of the world's malnourished people, two-thirds of them would no longer go hungry.

Much of this waste is cultural. Your average Briton wastes 112kg of food a year: Germans, who are much more **frugal** about food than we are, fritter only 15kg. (Americans are even worse than us.) And that shows we could change some of this. Wasting food isn't just bad for its own sake: it damages the environment, uses up resources, and contributes to the rising cost of food in the developing world. The more food you buy that you don't need to eat, the hungrier goes the global south. The Waste and Resources Action Programme (Wrap) calculates that the typical British household <u>could save £50 a month by minimising its food waste</u>.

There are several easy steps many of us can take to reduce our own waste of food. One of the most important is to treat use-by dates with scepticism. Supermarkets are quite reasonably terrified of poisoning their customers –they calculate those dates for people who leave their shopping in hot cars for hours, put it in poorly working fridges, and so on. Evolution has given you clear and powerful senses that can help to determine if meat or produce has gone bad. **Bear** use-by dates **in mind**, of course, but you know from the smell of the milk if you shouldn't be drinking it.

The most recent report <u>partly blames</u> "supermarkets that **demand** cosmetically perfect foodstuffs" for the scandalous waste of food in the western world. But while most people understand in principle that a small strawberry tastes as good or even better than a large one, many of us still reject bent carrots or misshapen pears. The disastrous global harvest last year meant that some British supermarkets <u>began to stock "ugly" fruit and veg</u> – they should be encouraged to continue this. It's a sad fact that many people will choose flavourless, clinically uniform, gas-ripened Dutch tomatoes over fat, irregular , juicy homegrowns – they taste the difference. If you buy fruit and veg from your local grocer you may well be able to get them in smaller quantities. If you buy them from a farmer, they may well be fresher.

Some people think that if they buy ready meals they're wasting less food. They may be on an individual basis, but they certainly aren't on a wider one. The waste involved in ready meal production, through trimmings, rejected meat and vegetables, the requirement for uniformity, far exceeds that of a few bananas you leave to go black. Where time allows for it, cooking your own meals means less waste. And leftovers make good lunches.

I live in a city, so can't really keep chickens or bees, and I lack the freezer space to store <u>a whole pig</u> <u>or lamb</u>. But I know people who've done it and who've said that being able eat the whole beast helped them to enjoy it more, and waste less. Wasting less food is not only good for the pocket and the planet, it can benefit the mind as well.

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Unit 5. Memo

The basic function of a memo is to solve a specific problem by making the reader aware of specific information. A memo can be written to persuade others to take action or give specific feedback on a particular matter. When written properly, memos can be very effective in connecting the concern or issue of the writer with the best interests of the reader. A memo can be as simple as one paragraph to arrange a meeting or complex enough to need several pages with subheadings. Here are examples of both.

Memo (short for memorandum) is a business-oriented style that is best suited for interoffice or inter colleague correspondence. More informal in tone and organization than a letter, memos are generally used to provide or ask for information, announce a new policy, update on personnel transfers, or for any other internal issues.

Elements of an Effective Memo

An effective memo:

- grabs the reader's attention
- provides information, makes a recommendation, or asks for action
- supports your position or explains benefits to reader
- mentions next steps and deadlines

When composing a memo, follow the same rules for good writing outlined on our How to Write an Effective Letter page. Always take the four-step approach to writing: plan what you want to say, write a draft, revise the draft, and edit.

Types of Memos

There are four types of memos you might have to write, each with its own organizational format: information, problem-solving, persuasion, and internal memo proposal.

Information Memo

- used to deliver or request information or assistance
- first paragraph provides main idea
- second paragraph expands on the details
- third paragraph outlines the action required

Problem-solving Memo

- suggests a specific action to improve a situation
- first paragraph states the problem
- second paragraph analyzes the problem
- third paragraph makes a recommendation

- when making a recommendation, include not only the positive details but also the drawbacks and diffuse them yourself

Persuasion Memo

- used to encourage the reader to undertake an action he or she doesn't have to take
- first paragraph begins with an agreeable point
- second paragraph introduces the idea
- third paragraph states benefits to the reader
- fourth paragraph outlines the action required
- fifth paragraph ends with a call to action

Internal Memo Proposal

- used to convey suggestions to senior management
- first paragraph states reason for writing
- second paragraph outlines present situation and states writer's proposal
- third paragraph describes advantage(s)
- fourth paragraph mentions and diffuses disadvantage(s)
- fifth paragraph ends with a call to action

Memo Parts

More informal in appearance and tone than a letter, a memo is set up in a special format. Headings, lists, tables or graphs are often used to make the information more readable.

All memos consist of two sections: the heading and the body. The heading indicates who is writing to whom, when, and why. The heading should include the following parts:

1. To
   - lists the names of everyone who will receive the memo
   - includes the first and last name and titles or departments of the recipients for formal memos, memos to superiors, or if everyone on the list does not know each other
   - if all recipients know each other's names and positions, use just the first initial and last name of each recipient
   - can be listed alphabetically or by rank
   - if it is not possible to fit all the names in the To: area, use the phrase "See distribution list"
   - at the end of the memo add the word "Distribution" and then list the names of the people who will receive a copy of the memo
   - arrange the names by rank, department or alphabetically

2. From

- lists the name of the writer(s) in the same way as the name(s) of the recipient(s)
- there is no complimentary close or signature line, but authors initial their names on the From: line

3. Date
- lists the month, date, and year the memo was written
- do not use abbreviations
- avoid using numbers for months and days

4. Re: or Subject
- indicates the main subject of the letter
- should be as specific and concise as possible

5. Cc or c
- lists those readers who should have a copy of the memo for their information or reference but are not expected to carry out the same action as the recipients listed in the To: line
- "cc" can also be placed at the end of the memo below the distribution list (if used)

The body of the memo conveys the message and generally consists of 4 parts:

1. Introduction
- states the general problem or main idea
2. Statement of facts
- states the facts or discusses the problem or issue
3. Argument
- explains importance or relevance of facts
4. Conclusion
- summarizes the main idea, suggests or requests action
- memos do not have a complimentary close or signature line
- memos end with a call to action

Examples of Memos

Example 1
Your Name
Your Address
Your Town, Your State Zip Code/Postal Code
Memo
To: Name(s) of recipients
CC: Name(s) of people receiving carbon copies
From: Name of sender
Date: Month, day, year

Re: Need for New Memo Format

I've noticed we don't seem to be able to communicate important changes, requirements and progress reports throughout the company as effectively as we should. I propose developing one consistent memo format, recognizable by all staff as the official means of communicating company directives. While I know this seems like a simple solution, I believe it will cut down on needless e-mail, improve universal communication and allow the staff to save necessary information for later referral. Please talk among yourselves to determine the proper points of memo writing and return the input to me by 12 p.m. on September 30. I will then send out a notice to the entire staff regarding the new memo format.

Example 2
Date: October 2, 2012
To: Mr. Jones
From: Lisa Smith
Subject: Report on research project

This is the required report of where I'm at in my research project about what restaurants my classmates prefer. I'm about where I expected myself to be at this time and should be finished well before the deadline.
First I put together the survey I would distribute. I chose a set of restaurants to include in the survey; most of them were local restaurants, though I chose some that can only be found in a bigger city.

Next I decided how I would choose my sample. I put all middle school students' names in a bowl and drew randomly from them.
I then distributed my survey to the students whose names I had drawn and asked them to rank their three favorite restaurants from among those listed.
After collecting the completed surveys, I compiled the results.
I am going to study those results next and compare them to the predictions I made before doing the study. Then I will write my conclusion and proofread my work so it will be ready to turn in.

Example 3

To: R. F. Moulton From: H.R. Johnston
Dept.: Receiving
Subject: Radio Cabinets
Data: October 1/12
Five hundred Radio Cabinets will arrive by transport next Wednesday morning. As soon as they are unloaded have them checked and delivered immediately to the Radio Dept., Assembly Line #1. Please let me know when this has been done.

Just because a memo is less formal than a letter does not mean that it is less exact. Correctness here is just as important as in mail that goes outside the organization. So make sure the information is accurate. Take the same care with grammar, spelling, punctuation and choice of words as if the customer were going to read it.
File it. Copies of memos are just as important as letters, especially when they are your authority to proceed with a project.

Task 1

Write a memo to all salesmen from Mr. Adams, the sales manager, telling them that there is to be a sales meeting held between Christmas and New Year's at the head office in Ottawa. The meeting will occupy two days (December 27-28).
He wants salesmen to make their own hotel reservations. All salesmen are expected to come. Heads of different product groups will speak as well as the sales promotion manager. He wants salesmen's comments on problems they have had with deliveries and customer complaints.

Task 2

Write two memos in the space provided.

Memo 1

Assume you are the Plant Manager of a small manufacturing company and both memos are being sent to all employees. In the first memo, you are announcing good news: management had decided to close the plant at 12:00 noon on Christmas Eve so the employees can begin enjoying the holiday early with their families. Workers will be paid for afternoon hours as a form of Christmas bonus. Be sure to extend warm holiday wishes.

TO:

FROM:

DATE:

SUBJECT:

Memo 2

In the second memo, you have a more difficult job. It seems plant workers have been abusing the ten-minute coffee breaks they get each morning and afternoon. The breaks have become for some, fifteen or twenty minutes, and this is cutting into production. Using positive language, remind the employees that breaks are meant to be ten minutes and that this rule must be followed in the future.

TO:

FROM:

DATE:

SUBJECT:

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Unit 6. Emails

Email is one of the most commonly-used forms of communication in the international business word. It is used extensively, requests, results, instructions, recommendations, minutes of meetings, etc. Email is an effective, rapid and relatively cheap means of communicating with customers and suppliers, both nationally and internationally. Because of the brevity, rapidity and relative informality of emails, it is important to check that all information has been given and that the tone is appropriate.

Layout

The emails opposite show where the following different components appear (though a-g may be in a different order depending on the system being used) ;

    a name of the person sending the email

    b name of the person/people the email is addressed to

    c person/people who will also receive the mail though it is not addressed directly to them

    d person/people who will receive a copy without other people knowing

    e date (and time)

    f information about the content of the email

    g files, documents, etc. sent separately rather than included in the actual message or body of the email

    h opening

    I body of the email

    j closing

    k name and job title

Email structure

One of advantages of emails over normal 'snail-mail' letters is that they are quick and direct. We send an email for a particular purpose and we expect a fast response or immediate action. For emails – whether formal or informal – to be most effective, it is a good idea to give them a clear, logical structure.

Subject line: This should be short and give some specific information about the contents of your message.

Salutation: As in letter-writing, the salutation can be formal or informal, depending on how well you know the person you are writing to.

Opening sentence: This is used to explain why you are writing. (remember: the opening sentence should always start with a capital letter.)

Conclusion: This is where you tell the reader what kind of response, if any, you expect.

Close: Like the salutation, this can vary from formal to very informal.

Language styles

Emails are usually shorter than other forms of communication and the language is simple and concise.

The tone for emails to superiors or people outside the company should be formal. But 'in-house' emails between colleagues can be semi-formal.

When replying to mails, it is important not to reply simply 'yes' or 'no' to questions without referring back to the question and not to use pronouns out of context.

However, if returning the sender's email with your reply, by using 'reply", the sender will have their original to refer to.

Useful phrases and notations

Opening and closing

For semi-formal emails, Hello and Hi are common opening and Best wishes or All the best are often use to close.

When writing to several people, you can address the group, e. g. Dear Project Managers … .

Formal emails, like letters, start with Dear Sir/Madam or Dear Mr/Ms X and close with Your sincerely or Yours faithfully as appropriate.

Exchanging information

Are you going to Tuesday's Production meeting at 10am?

Could you mail me the sales figures for last month by 4pm?

Here is the brochure on the new product you asked for (see attachment).

I'm sending you the board's recommendations with this mail.

Please note that today's appraisal meetings have been cancelled. They will be rescheduled for the same times next Monday.

Just to let you know, I sent the attached minutes of Tuesday's Production meeting to all the participants.

Replying to emails

Thank you for your mail.

I got your mail, thanks.

Sorry I didn't get back to you yesterday but …

Yes, I will be at the production meeting at 10 am Tuesday.

Thanks for the information about the appraisal meetings. I'll make a note of it.

I'll get back to you asap …

Thank you for clarifying …

I'll follow up the points mentioned in your email …

Sample email

Formal

From: Sarah bates, Personal Assistant

To: Tom Peterson

Cc: Alan Hickson, Production Manager

Bcc: Katia Belmondo, Managing Director

Sent: 12 January 200_ 14:54

Subject: Re: Request for dispatch confirmation

Attachment: Invoice doc

Dear Mr Peterson

Thank you for your mail. I have checked with MrHickon, our Production Manager, and I can confirm that the 200 cases you ordered left our warehouse yesterday and should arrive at their destination by tomorrow at the latest. Please let me know if there is any delay.

I am sending a copy of the invoice as requested, in the attached file.

Yours sincerely,

Sarah Bates

Personal Assistant

<u>Semi-formal</u>

From: Pierre Bernard, Sales manager

To: Jack Wood, Sally Maryfield, Jeffrey potter, Andrea Wolf

Cc: Charles baker, Senior Accountant

Sent: 15 November 200_ 09:32

Subject: Congratulations to the Sales Team!

Hi Team

I'm sure you will all agree that the annual sales meeting was a great success. This was clearly due to the excellent organization involved and I think you for all your hard work. As you know, we are sill waiting for the final figures from some of our regional sales reps, but it looks very likely that we will exceed our targets in every area. So, well done. To show her appreciation, MsBelmondo has instructed the Accounts department to award you all an extra 5% bonus.

Keep up the good work!

Best wishes

Pierre

Register

The register of an email (how formal or informal it is) depends on the type of message you are writing and who you are writing to. So an email about rescheduling a meeting might be less formal than an enquiry or an apology. Similarly, an email to a new customer or the CEO of your company would probably be more formal than an email to an old customer or a colleague.

You can tell how formal an email is by its …

Colloquial phrases: There are phrases normally used in conversation which make email less formal. Examples are How's it going? For Hw are you? Or See ya for See you later.

Vocabulary: The words and expressions used in an email can make it formal or informal. Some examples:

Formal   to receive   to inform   to assist   to contact

Less formal   to get   to tell   to help   to get in touch

Abbreviations: The use of abbreviations and symbols (eg for for example, info for information and & for and) are more common in informal emails, although some standard abbreviations used in letter-writing – like asap – are also found in formal emails.

Emoticons: These written forms of body language or gesture are often used in less formal emails to help the recipient understand exactly what you mean.

Polite language

Even in informal emails, it is important to use polite language.

Please can be used in every type of request, and phrases with **could** and **would like** are more polite than phrases with **can** or **want.**

Could you please send me…   **Can you please send me…**

I would like to order…   **I want to order…**

In enquiries it is best to avoid imperatives like Send me … or Inform me … by adding **please** the sentence becomes more polite, but is still rather direct.

Please send me your current price list…
Please give us your rates…

The following phrases can be used in formal enquiries to first-time contacts. However, they can sound too formal in emails to colleagues.

We would be grateful if you could send us …
We would also appreciate some information on …

Talking about deadlines and taking action
The present perfect is used to talk about deadlines and whether or not they have been met. It is also used to describe the status of tasks in progress.

Have you coordinated your team & their results yet?

I'**ve** already contacted my team and they **have** just **finished** their sales figures.

Adverbs like yet, already, or just are often used with the present perfect in this type of sentence.

Have you sent in your registration for the conference **yet**?

Sorry, I haven't written the report **yet**.

I've **already** sent the registration form.

We've **just** received the order.

In American English the simple past is used instead of the present perfect with the signal words above. There is no difference in meaning.

Did you send in your registration **yet**?

The will future is used in replies to emails requesting action to say what the writer will do and when. Note that the contracted form ('ll instead of will) is usually used.

You'**ll have** it on your desk by 4 may.

Sorry, but haven't sent it yet. I'**ll do** it straight away.

Colloquial phrases and contractions

Colloquial phrases

When English native speakers write to each other as close business acquaintances they often use colloquial phrases like **the low-down, to chase something up (AmE down), or cheers (BrE for thanks)**. Be careful when using colloquial phrases as they can make your English sound too familiar when used in the wrong context.

Contractions

Emails often reflect spoken English and trend to use contractions instead of the full form, e. g. **here's (here is), haven't (have not), or I'll (I will).**

Watch out: don't leave out the apostrophe when using contractions as the meaning could be changed.

It's = it is   its = possessive   I'll = I will   ill = sick

Being diplomatic

When things aren't going according to plan, an email exchange can become heated. The use of diplomatic language lets you point out mistakes gently, without offending the person you're writing to.

We have a **slight/minor/little** problem.

Unfortunately, the mistake is rather serious.

I'm afraid we're not happy with…

Furthermore, be careful when showing emotion in an email. Using exclamation marks and writing words or phrases in capital letters can make your message too strong – it can look like you're shouting.

Joanne, I'm still waiting for a reply!!!

Didn't we agree to meet on TUESDAY?

A more moderate way to emphasize a word is to enclose it in asterisks.

Jus writing to see what happened to your report. I needed it *Monday* and it's now Friday. Can we discuss?

Emails – especially those from native speakers of English – can contain a lot of acronyms and abbreviations:

1. Thx (thanks)

2. Tia (thank you (or thanks) in advance)

3. Re (regarding)

4. FAQ (frequently asked questions)

5. CU (see you!)

6. FYI (for your information)

7. Rgds (regards)

8. BTW (by the way)

9. Fwd (forward)

10. REQ (request)

11. IMO (in my opinion)

12. ATB (all the best)

Writing tasks

Formal & informal emails

Task 1. Your boss left this post-it note on your desk while you were at lunch. Follow the instructions she gave you.

Please email Ronald Chambers (r.chambers@jsu.com). We need his company's phone number and delivery address for our customer database.

Don't forget these are new clients. Be nice!

Thanks, Jan

Task 2. You receive the information below. Write an email to Brian, but remember, you're only met him once at a trade fair and exchange business cards.

Can you ask that guy Brian who you met at the last international trade fair if he can send us some info about their new product? It would be great if he could give us a demo too!

Thanks! Kirsten

Task 3. You work at a hotel and receive an email. Write a reply to it.

Our facilities

4 large meeting rooms, 1 seats 60 people, 1 seats 40 people, 2 seat 20 people

Technical support

Swimming pool and sauna

Restaurant (weekends – restaurant only open evenings; for lunchtime arrangements our staff are happy to reserve you a table at a local restaurant)

Internet access in residents' lounge

Task 4. You receive an email from a customer. Reply to it, using the order form and the note from your boss below.

Order form

1. 25 white radiators, style "Richmond", item no. RI 539

2. 5 glass shower cabinets, style "Estelle", item no. ES 651

3.12 oval   mirrors with light, style "Hello", item no. HE 814

4. 6 bathrooms cabinets – pine, style "Rustic", item no. RU 418

5. 10 shower taps, style "Nostalgia", item no. NO 332

6. 7 towel rail –chrom, style "Moderne", item no. MO 739

1) already sent – arrival end of week 12th Feb approx

2+3) not in stock

4) to be sent tomorrow – 9th Feb, take 2 weeks to arrive

5) already sent – arrival end of Week 12th approx

6) will be sent next week – arrival approx. 3 weeks – 2nd March

Task 5. You need to set up a meeting with your colleague to discuss a new promotion. The meeting will take about two hours. Write an email to your colleague to arrange this. Use the diary below to decide when you can meet.

Monday   08.00 – 12.00 meeting

                14.00 – 16.00 interviews

Tuesday

    business trip, Prague

Wednesday

Thursday	08.00 – 11.30 meeting
	12.00 – 14.00 English course
	16.00 dentist appointment
Friday	11.00 office birthday party
	get Maria a card
	leave work early?

Saturday

    visit mother-in-law

Sunday

Task 6. You have waited three weeks for an order of goods, which should have been with the forwarders last week. Send an email, asking your supplier to send you a list of what has already been sent & the expected arrival date.

    Your original order is below.

Order form

- 25 white radiators, style "Richmond", item no. RI 539

- 5 glass shower cabinets, style "Estelle", item no. ES 651

- 12 oval   mirrors with light, style "Hello", item no. HE 814

- 6 bathrooms cabinets – pine, style "Rustic", item no. RU 418

> - 10 shower taps, style "Nostalgia", item no. NO 332
>
> - 7 towel rail –chrom, style "Moderne", item no. MO 739

Task 7.Find ten spelling mistakes in the first email. Then correct the second email. How many mistakes can you find? (Look out for punctuation too!)

> Hi Charlotta
>
> Jsut a quick note to tell you that the info fort henew product has finally arrived.
>
> I'll get in tuch with you next week to update you on tormorow#s meeting in Romania.
>
> Can you put of the product mailing until I'm back?
>
> Seeyou soon.
>
> Ragrds
>
> Tibor

> Deer Mathendra
>
> we are still waiting for the above oerder but have received no email to explain the reason for the moment as as our clients need the delivery asap
>
> Please can you kontakt the forwards find out what has happened and inform us immediately.
>
> we look forward to hearing from you very soon
>
> kind regards
>
> Mia

Task 8.Rewrite these emails to make them polite.

Our general manager saw your advert in yesterday's Financial Times and wants the free start-up packet advertised.

Send it to:

...

We also want all the information you can send us on your after-sales service.

Thanks in advance.

T. Gerald

Dear Giovanni

Jane at headquarters gave me your name and said you will help me. I need some information about the upcoming trade in Milan.

1) Who is attending from the Milan office?

2) How many hotel rooms have you booked?

3) What time and where is the Tuesday night reception?

Send me the information immediately.

Regards

Martin

PS I want you to send me your extension number too. I can't find it on the international list.

Task 9. Use the words in brackets to complete the gaps in these emails.

Hello Jane

First of all, there ....1 (be) a meeting next Thursday from 2 to 5 pm to discuss trade fair planning. Please let me know whether you can attend.

.... the brochures for model 564Z and 566T ....2 (you/order/yet)? Remember, we need 5000 copies each for the trade fair.

.... Margot about the schedule ....3 (you/contact/yet)? I need the finalized version for the meeting on Thursday.

Finally, ...the presentation material ....4 (you/send/yet)? I can't seem to find it anywhere.

Ramon

Hi Ramon

Yes, I can attend the meeting next Thursday.

I ....5 (just/order) the brochures for models. They ....6 (be delivered) on 7 September. BTW, I ....7 (just/Have a look) at a pdf of the new brochure. It looks good. ....8 (you/see) it? If not, I ....9 (forward) it to you.

Re the schedule: I ....10 (leave) a message on Margot's voicemail but she ....11 (call back/yet). I ....12 (try) again later and ....13 (ask) her to contact you directly.

I ....14 (email) the presentation material straight away. Sorry for the delay.

ATB

Jane

Task 10. Rewrite this email using standard language to replace the colloquial phrases.

Hello Sally

Thanks for getting in touch and giving me the low-down on the march sales meeting. By the way, I called Barbara's office and tried to chase up the January figures but she's been on holiday – so no success there! Perhaps you could touch base with Gary and ask him to mail me the info directly. I hope he can – I'd hate to have to put the meeting on hold.

Oh, one last thing: can you send me a few of the new brochures? No hurry – snail mail will do!

Ciao

Jon

Task 11. Use the phrases below to complete the two emails.

good for me * I look forward to * Is 12.30 OK * send me an email * to confirm * what about * writing to arrange

Dear Sandra

Just ....1 a meeting to discuss the presentation. ....2 Friday? We could meet for lunch at the Trattoria

Rialto on BreiteStrasse. ....3?

Pls ....4 this afternoon to confirm.

Regards

Vanessa

Dear Vanessa

I'd like ....5 our meeting on Friday.

12.30 is ....6. I'll bring the presentation info with me.

....7 seeing you on Friday.

Sandra

BTW – rgds to Jim!

Task 12.Use the notes below to write an email to a client to set up a meeting.

Tues
second meeting to finalize terms and conditions next week
three possible times:
    Monday 13/3 2pm
    Thursday 16/3, any time
    Friday 17/3 morning any time
needapprox 2 hours
(Urgent: deadline for reserving conference room tomorrow noon!)

Task 13. You receive the following email but the time and dates don't work out for you. Use the words below to write a reply.

I'm afraid * postpone * By Monday * would it be all right * can't make it

---

Dear Marion

Just writing to arrange a meeting to discuss the schedule for the new project. Unfortunately, next week looks quite busy but I do have time on Tuesday, 25 January No time Tuesday, Wednesday or Friday at 9.00

I'd prefer an early morning meeting (perhaps at 8 am) and would suggest we meet at the Coffee Pot Café so we have a "working breakfast". Don't like breakfast meetings. My office?

Is this convenient for you?

Could you get back to me by 6 pm today as I'm out of the office for the rest of the week?

Cheers   Answer needed Monday latest

                (I'm away Tuesday)

Jason

Bibliography:
1. Rebecca Chapman, English for Emails, Oxford University Press, 2011
2. Thomas S. Kane, Essential Guide to Writing, Berkley Books, New York, 2000
3. William Zinsser, On Writing Well, HarperCollins Publishers, 2001
4. Tonya Trappe, Graham Tullis, Intelligent Business Style guide, Intermediate Business English, Longman, 2005

Unit 7. Business Letters

Formal business correspondence is usually done by letter as this leaves a written record which can be kept for reference. Business letters can be of different types with different purposes: to apply for a job, to inform people of developments, to request action, to propose a service, to complain, etc. To write a successful business letter you need to use the right tone and to communicate your message to the reader using straightforward language. The way a letter is written reveals a lot about the person who is writing it and it also sends a message about the organization the he or she is working for. It is, therefore, very important to make sure the information, layout, style and spelling are all correct before you send it.

Layout

When writing a business letter, you should follow the standard format. The letter opposite shows where the following different components should appear on the page.

A letterhead/address (but not name) of writer

b name and address of recipient

c references

d date

e opening

f subject heading

g body of the letter

h closing

I signature

j name and job title

k enclosures

Language styles

Business letters are usually quite formal in style. A conversational style is therefore not appropriate and you should avoid contractions, for example. Try to use verbs in the active and not in the passive form as this will make your letter more dynamic. You should also avoid writing sentences that are too long and that include complicated or unnecessary language. A straightforward letter will get your message across more effectively than a long wordy one. There are certain conventions concerning the correct way to address people ant to close your letter.

Opening Letters always start with **Dear …** followed by the correct form of address. If the letter is going to someone whose name you do not know, it starts with **Dear Sir**, or **Dear Madam**, or **Dear Sir or Madam,**… . But if you do know the name, then you can begin with **Dear Mr/Ms Taylor**, or **Dear Greg Taylor**, … .

Closing Letters are usually closed in standard ways. At the end of your letter you should include a short sentence like **I look forward to hearing from you**. Or **Please do not hesitate to contact me if you need further information**. Below that, you should put a closing phrase:

Yours sincerely, (formal, for letters beginning Dear + name)

Yours faithfully, (formal, for letters beginning Dear Sir/madam0

Your truly,/Best regards,/best wishes, (less formal)

<u>Useful phrases and notations</u>

With reference to your letter of the 15th of this month, …

It was very kind of you to agree …

As I mentioned in my last letter to you …

Thank you for taking the time to …

Regarding the question of …

I will arrange for my secretary for forward the minutes to you for your approval.

I am enclosing a copy of our latest proposal.

Cc (copy sent to another person)

PC (for additional sentence (s) included after the signature)

Sample letter

<div style="text-align:right">

Karelstraat 137

1051 Amsterdam

Netherlands

</div>

CarlMays, Robert Ingram, Maria Ibanez

Graduate Research Centre

StanfieldBusinessSchool

Rochester

RC5 7JY

United Kingdom

Our ref: TSBA/DK/136

September 15th 200_

Dear Carl, Robert and Maria,

Confirmation of award

I am very pleased to announce that the project that your team presented to the annual TechStart business award committee has been selected as this year's winner. Congratulations to you all for your excellent rainbow Systems project, which we hope will now have the opportunity to develop into a viable business venture.

It is a great pleasure for me to be able to confirm this award and to know that your team will now be able to benefit from the financial and material assistance that TechStart will put at your disposal. We will be arranging a meeting in a late October with you and all of those who will be involved in the StartUp programme.

In the meantime I am enclosing three invitations for the press conference and award ceremony, which will be held at TechStart's head office on the 7th October. Both the local and national media have been invited to attend.

Once again, congratulations to you all for your hard work and for the innovative approach that you took throughout this project.

I look forward to seeing you on the 7th October and to having the pleasure of presenting you with the award in person.

Yours sincerely,

Dave Kloren

Chief Executive

enc.

Writing tasks

Task 1. Use the sentences below to write the letter.

1 Our company is a well-known and reputable firm with many years' experience.

2 We specialize in distributing high quality wines.

3 We have contacts with major retail outlets throughout the country.

4 Our sales network is one of the biggest in the country.

5 We have four warehouses located in Slovenia's major cities.

6 We would be willing to share the costs of an advertising campaign to promote your wines.

7 We would appreciate it if we could be appointed your sole distributor.

8 If you are interested in our offer we could discuss the rate of commission and your terms of payment later.

9 We can supply references from a bank and our local Chamber of Commerce.

10 We hope you will accept our offer and we look forward to hearing from you soon.

Task 2. Read the letter of creditand answer these questions.

1.When will the seller receive payment for the goods?

2.What information must be included in the letter of credit?

3.Who will pay for the cost of transporting the cases of wine?

4.What does Vivian Eastwood want Denise Morgan to send her?

18 Park Avenue

Los Angeles, CA 90008
Tel: (213) 555 9765

Fax: (213) 555 8521

e-mail: wincon@aol.com

Ms. Denise Morgan

Documentary Credits

National Bank of Commerce

35 Main Street

Los Angeles, CA 90005

Dear Ms. Morgan:

Application for letter of credit in favor of Julian Montero srl

We have contacted Julian Montero, the Argentine supplier of the wine we are importing. We will be importing 500 cases of white and red wine and the total value of the contract is US $50.000.

Please open a letter of credit to cover the shipment. Details are as follows:

1.   Beneficiary: Julian Montero srl, San Nicolas 1746, Buenos Aires, Argentina.

2.   Sr. Montero's bank: Bank of Argentina, Buenos Aires.

3.   Irrevocable letter of credit 30 days. To be confirmed by your correspondent bank in Argentina.

4.   The letter of credit must cover the enclosed list of wines which specifies the bands and quantities we have ordered.

5.   Four clean copies of the Bills of lading.

6.   No part shipment permitted.

7.   Shipping terms: CIF

We look forward to receiving a copy of your letter to your correspondent bank in Argentina as soon as possible. Please let me know if there is any further information you require.

Yours sincerely,

Vivian Eastwood

Manager

Task 3. What type of the letter is it? Write the letter according to the example given below.

Regent House, 5th Floor,

12/16 Haymarket, London W1V 5BX

Administration: 020 7285 9981

Reservations: 020 7564 0930

Fax: 020 7285 9984

Mr Roberto Garcia

Universal Imports   15 February 2000

28 Whitechapel Court

London E10 7NB

Dear Mr Garcia

RE: Roxanna Garbey

Roxanna Garbey has been accepted for a position as Passenger Service Agent with far Eastern Airways at Gatwick Airport.

In order for Roxanna to work permit her to visit high security areas. She has given your name as a reference.

I would appreciate it if you could complete the enclosed form and return it to us as quickly as possible. She is due to start work with us on 15 March, but can only do so after we

receive your reference.

Thank you for your cooperation. I enclose a stamped addressed envelope.

Yours sincerely

J. P. Dent

Personnel Manager

Bibliography:
1. Tonya Trappe, Graham Tullis, Intelligent Business Style guide, Intermediate Business English, Longman, 2005
2. David Cotton, David Falvey, Simon Kent, Upper Intermediate Business English, 2003
3. Sheila Cameron, The Business Student's handbook, Redwood Books, 1999
4. Thomas S. Kane, Essential Guide to Writing, Berkley Books, New York, 2000

Unit 8. Formal Correspondence

Business people aren't the only ones who write business letters. You write quite a few yourself, or soon will, especially to request information, place orders, register complaints, and apply for jobs. There's nothing mysterious or difficult about business correspondence. True, it follows its own special format, but otherwise it breaks no new writing ground. As always, deciding what to say and how to say it is vital to your success.

Effective letter language weaves conciseness, informality, and courtesy into a three-strand finished fabric. Concise writing avoids word clutter and gets directly to the point, saving the reader time and enlivening the message.

Deadwood   Correction

in the view of the fact that.   because
due to the fact that

had the effect of causing   caused

would you be kind enough to   would you please

I want to take this opportunity to thank you   thank you

in the event that   if

personally, I believe   I believe

I want to make it clear that   [simply state what you want known]

Informal language is everyday language. Friendly and relaxed, it has the air of face-to-face conversation between writer and reader. To achieve it, use simple words and sentence structures; personal pronouns like *I, me, you, and your* are appropriate. At the same time, though, don't go overbroad and resort to slang or overly casual expressions. Saying "When you guys packed my radio, you must have goofed; when I got it, it was busted" raises questions about your seriousness.

In your business letters, as in direct dealings with others, courtesy plays a key part in helping you gain your ends. Here are some tips to help you avoid antagonizing the reader.

1. Avoid insults and sarcasm.

2. Avoid curt demands

3. Avoid negative implications. The first example below suggests that the reader will automatically disagree.

As you prepare your letter, try changing places with your reader. How would you react to the message? If you're pleased with what you see, courtesy should be no problem.

A. Parts of the business letter:

Heading. Spell out every word expect for the two-letter state abbreviation used by the postal service. Begin the heading at the center of the sheet.

Inside address. Ms. is an acceptable personal title for both married and single women. If you don't know the name of the person you want to reach, begin the inside address with the job title or name of the department, for example Vice-president for Research or Sales Department. If you don't know the job title or department, start with the company name. Use abbreviations only if they are part of the company name. Begin the inside address two spaces below the heading in long letters and three to eight spaces in shorter letters. The shorter the letter, the more space should be left.

Salutation. Address an individual by title and name. If the inside address begins with a job title or the name of a department, use that title or department name for the salutation, for instance Vice-president for Research or Sales department. If the inside address begins with the name of the company, use the salutation Gentlemen/Ladies. The salutation comes two spaces below the inside address.

Body. Most letters are one page or less. Try to keep your paragraphs short – about seven lines at most. Begin the body two spaces below the salutation. If the letter contains only one brief paragraph, double-space the trying. Otherwise use single spacing with double spacing between paragraphs.

Complimentary close. Acceptable closings are Sincerely yours, Sincerely, Yours truly. Type the complimentary close and the typed signature. Line the typed signature up with the center of the sheet.

Enclosure notation. The abbreviation Enc., used in several of our sample letters, indicates that a brochure, drawing, check, money order, or other document accompanies the letter. It starts at the left-hand margin. If more than one item accompanies a letter, the notation should indicate how many there are. Important documents are often named:

Enc. 3

Enc. Money Order

Type business letters on 8 $\frac{1}{2}$ x 11-inch unlined white paper and center them on the page. For full-page letters, make the side margins one inch wide; for shorter letters, make wider margins. In all cases, establish top and bottom margins of roughly equal width.

A. **Sample Inquiry Letter**

325 Darrin Hall

Prentice College

Barstow, ME04611

January 3, 200_

Mr. John Antwerp

Antrim Industries, Inc.

6431 Honeysuckle Avenue

Modesto, CA95355

Dear Mr. Antwerp

Your article in the December issue of Modern Health, in which you describe the features of your company's new comprehensive medical program, greatly interested me.

I am an environmental health student investigating the benefits that small companies have realized by instituting such programs. Can you help me by answering the following questions?

1. To what extent has the number of employees calling in sick increasing or decreased since your program began?
2. To what extent has the program affected worker productivity and efficiency?
3. How do the costs of the program compare with those of the medical insurance you used

to provide through a private insurance company?

Thank you for any information you can supply. If you wish, I will be happy to send you a copy of my finished report.

Sincerely,

Rene M. Hewitt

B. Types of letters

Of the many kinds of business letters, the ones you'll most likely write are inquiries, orders, complaints, and job applications. Here are guidelines and models.

Letters of Inquiry

Your letters of inquiry may be written to request information about a vacation spot, a hobby, or a project that you are working on; or you may write for data to be used in a research paper. Here's how to proceed:

1.   Identify yourself, indicate the kind of information you're after, and explain why you need it.

2.   To avoid inconveniencing your reader, keep your questions to a minimum, make them clear, and word them so they can be answered briefly.

3.   If you have three or more questions, set them up in a numbered list, so the reader is less likely to miss answering one.

4.   If you're using the information for a research paper and it's appropriate to do so, offer to supply a copy of your paper. Acknowledge the source of information when you write the paper.

5.   Close by expressing appreciation for any help the reader can give.

Order letters

Order letters, used to order sports equipment, hobby supplies, appliances, furniture, clothing, and the like, must be brief and to the point. Write the letter as follows:

1.   Identify the merchandise by name, model, or catalog number, size, weight, color, finish, or whatever else is needed.

2.   To order a single item, write the letter in paragraph form. Otherwise set up a numbered list.

3.   Specify how many items of each sort you want, the cost of a single item, and the total cost of the order.

4.   Indicate when you wish to pay and how: by check, money order, or credit card. If you are enclosing payment, say so.

5.   If you're ordering a gift to be shipped to someone at another address, be sure to include that address in the body of your letter.

B. Sample Order Letter

420 Bayshore Drive
Durham, NC27701
October 30, 200_

Order Department
Fitzpatrick Manufacturing Company
123 Getty Street
Philadelphia, PA19141

Order Department:

Please ship the following merchandise as advertised in the October 200_ issue of Better Homes and Gardens:

1 Model 979-14/ES Luxury Lady
Kitchen Center. Unit price:
$127.77.$121.77

1 Model 5109/WN Whippetfive-

QuartAutonomicOriental

Wok. Unitprice: $28.67. $28.67

TOTAL $150.44

Please send the order at your earliest convenience to the above address. I have enclosed a check for the total amount.

Sincerely yours,

Cheryl A. Forrest

C.   Claim Letters

Writing a claim (complaint) letter is unpleasant but sometimes necessary. An improperly filled order, damaged or shoddy merchandise, a misunderstanding about prices-these and many other situations can result in claims. The letter points out the problem and asks that it be corrected.

When writing your letter, don't let anger make you discourteous. Remember, you're trying to settle a problem, not antagonize your reader. These guidelines will help you get a quick, favorable response.

1.   If you are writing a large company and don't know the name of the department that handles claims, address your letter to "Customer Adjustments Department" or "Claims Department". For small companies, write to the sales department. Your letter should then quickly reach someone who can help you.

2.   Begin the body of the letter by identifying the problem precisely. Tell what happened and when, giving size, colors, model numbers, prices-whatever the reader needs to investigate and make an adjustment.

3.   If you've suffered serious inconvenience, mentioning it may speed the settlement.

4.   Clearly state the adjustment you want.

5.   Back your position with supporting evidence or arguments, positioned at whatever point in the letter seems most appropriate.

6.   End courteously by expressing hope for a speedy settlement or offering any further information needed to reach that settlement.

<u>Simple Claim letter</u>

<div align="right">
815 Buckaroo Lane

Dalias, TX 75226

July 10, 2000_
</div>

Customer Relations department

Carlson Craft

P. O. Box 87

Mankato, MN56001

Customer Relations department

On June 12, I sent a check for $10.19 and an order for 150 imprinted white luncheon napkins, style 7219. These napkins were intended for my wedding reception.

The napkins came today, but instead of saying "Kathleen and Ward" they have the wrong imprint—"Kathleen and Lard." I am enclosing one of them to show you the mistake.

My wedding is less than five weeks off, and I'd like to settle the details of the reception well before then. Therefore, I'd appreciate a replacement order as soon as possible.

My friance and I both hope you'll take care of this matter promptly.

Yours truly,

Kathleen M. Van Meer

D. <u>Job Application letters</u>

Once you've finished your academic preparation and started looking for a permanent job, you'll have to write one or more job application letters. In the meantime, you may need to write one t apply for a summer job.

Take great care to do a first-rate job. Companies scan applications carefully and immediately discard those that fail to measure up. Grammatical or punctuation errors, misspellings, strikeovers, obvious erasures, smudge marks, beverage stains – all can earn your letter a quick trip to the reject pile. Be sure to include enough information for the employer to evaluate your qualifications. Here are some guidelines.

1.   If you know an opening exists, begin by naming the position and how you heard of it – through an advertisement or form an instructor, for example. Using a name implies a recommendation by that person. If you're writing to ask whether an opening exists, specify exactly what position you're after. In either case, proceed by naming one or two of your qualifications or mentioning some service you can provide.

2.   Establish your superiority over other candidates. Elaborate on the qualities mentioned at the start and present others that suit for the position. If you have earned some or all of your college expenses or had on-the-job supervisory experience, note these facts; employers like candidates who are ambitious and possess leadership potential.

3.   Don't take a "hard=sell" approach. Assertions such as "I'm just the person you're looking for" or "You'll be making a mistake if you bypass me" will likely backfire. On the other hand, don't sell yourself short with statements such as "Although I have little on-the-job experience, I think I can probably handle your job". Instead, say something like "I'm confident my academic training has prepared me to handle this job successfully." In short, don't cast yourself in a negative light; accentuate the positive without bragging.

4.   If you know an opening exists, begin by naming the position and how you heard of it – through an advertisement or form an instructor, for example. Using a name implies a recommendation by that person. If you're writing to ask whether an opening exists, specify exactly what position you're after. In either case, proceed by naming one or two of your qualifications or mentioning some service you can provide.

Sample Job Application Letter

	1407 East Elm Street
	Big Rapids, MI 49307
	February 24, 200_
Ms. Helen Thompson	
Medical Records administrator	
St. Luke's Hospital	
411 West cooper Street	

Saginaw, MI48602

Dear Ms. Thompson:

Ms. Leslie Goldstein, director of your nursing department, has informed me that you intend to hire an assistant administrator. I believe that my formal training in medical records administration and my hospital experience quality me for this position. Please regard this letter as my formal application.

On May 24, 2000_, I shall receive a Bachelor of Science degree in medical records administration from Ferris State University. This program offers a thorough background in medical terminology, health science, technical skills, and personnel management, and emphasizes health administration.

As in winter, I served three months in the medical records department of a large hospital, learning the day-to-day operations of such a department ant the managerial skills necessary to hold a supervisory position. To help pay for my education, I have worked three summers as a waitress. This job has provided experience in meeting and dealing with people on a one-to-one basis.

While in college, I have been social chairman of the Ferris Medical Records Association and a member of the American Medical Records Association. The enclosed resume provides further information about my experience and background.

May I arrange an interview to discuss my qualifications in greater detail? You can reach me by writing to the above address or by calling (616) 796-7791 Monday through Friday from 2 to 5 pm.

Sincerely,

Karen K. Auernhamer

F. "GOLDEN RULES"
for writing letters (including faxes and memos)

1. Give your letter a heading if it will make it easer for the reader to understand your purpose in writing.

2. Decide what you are going to say before you start to write or dictate a letter, because if you don't do this the sentences are likely to go on and on until you can think of a good way to finish. In other words you should always plan a-head.

3. Use short sentences.

4. Put each separate idea in a separate paragraph. Number each of the paragraphs if it will help to the reader to understand better.

5. Use short words that to everyone can understand.

6. Think about your reader. You reader …

… must be able to see exactly what you mean: your letters should be **CLEAR**

… must be given all the necessary information: your letters should be **COMPLETE**

… is probably a busy person with no time to waste: your letters should be **CONCISE**

… must be written in a sincere, polite tone: your letters should be **COURTEOUS**

… should not be distracted by mistakes in grammar, punctuation or spelling: your letters should be **CORRECT**

SUNSHINE FLAVOURS LTD>

44 Emerald Drive, ShannonTechnologyPark,

Cork CO6 9TS, Republic of Ireland.

Mme Susanne Dufrais,

Les Gourmets du Poitou S.A.,

33, rue Mirabeau,

44000 Poitiers, France

18 January 1999

Dear Madam,

Your request for our catalogue and price list

As requested, we enclose for your attention our price list and catalogue. I should like to take this opportunity of drawing your attention to the fact that all our products are manufactured from completely natural ingredients and that we do not utilize any artificial additives whatsoever.

There are 213 different items in the catalogue and our prices are reasonable and our quality is good. This is the first time that we have included Scratch'n'Sniff samples of our ten most popular aromas.

Should you require further information, please do not hesitate to contact us. If the undersigned is unavailable, the sales manager's personal assistant will be delighted to assist you.

We look forward to receiving your esteemed order in due course.

Yours Faithfully,

J. G. O'Reilly, Sales Manager

Mme Susanne Dufrais

Les Gourmets du Poitou S.A.

33 rue Mirabeau

44000 Poitiers

France

18 January 1999

Dear Madame Dufrais,

You asked us to send you our price list and catalogue for the new season. I am sure you will find plenty to interest you in i. you will notice that every single one of our products is made from 100% natural ingredients – we use no artificial additives at all.

This year, for the very first time, we have included Scratch'n'Sniff samples of our ten most popular aromas. I think you will agree that our range of well over 200 natural flavours and aromas is second to none is outstanding value for money.

If you need more information, do please get in touch with me. If you are telephoning, please ask to speak to me personality or to my assistant, ms Hannah Rosser, and we will be very pleased to help you.

I look forward to hearing from you.

Yours sincerely,

James O'Reilly

Sales manager

Enclosed: catalogue, price lists, order from.

E. Planning a letter: 7 steps

1. Write down your Aim: what is the purpose of this letter?

2. ASSEMBLE all the relevant information and documents: copies of previous correspondence, reports, figures, etc.

3. ARRANGE the points in order of importance. Decide which points are irrelevant and can be left out. Make rough notes.

4. Write an OUTLINE in note form. Check it trough considering these questions:

    - Have you left any important points out?

    - Can the order of presentation be made clearer?

    - Have you included anything that is not relevant?

5. Write a FIRST DRASFT, leaving plenty of space for changes and revisions.

6. REVISE your first draft by considering these questions:

    - INFORMATION: Does it cover all the essential points? Is the information RELEVANT, CORRECT and COMPLETE?

    - ENGLISH: Are the grammar, spelling and punctuation correct?

    - STYLE: Does it look attractive? Does it sound natural and sincere? Is it CLEAR, CONCISE and COURTEOUS? Will it give the reader the right impression? Is it the kind of letter you would like to receive yourself?

7. Write type or dictate your FINAL VERSION.

F. Writing a Letter of Application for a Job

Preparation

When you write a Letter of application for a job, you should follow this organization:

1. First paragraph: Why you are writing

2. *Second and third paragraph:*   Academic and work experience

3. *Fourth paragraph:*   Additional information

4. *Fifth paragraph:*   Courteous request for an interview.

A Letter of Application for a Job

1101 Buskirk Hall, University of Vermont

Burlington, Vermont05428

March 12, 1992

Ms. Nancy Jones, R.D

GeneralHospital

Manchester, Maine03600

Dear Ms. Jones:

Trough my academic adviser, I heard of your work in dietetics at the GeneralHospital and of your need for dietician assistants. I would like to become a dietician assistant over the summer moths and work mainly in the food service department at the hospital.

I am a student at the University of Vermont and have recently changed my major to dietetics. My overall grade point average is 3.4 and I was on the Dean's List last semester. The classes I have taken in nutrition have helped me realize the importance of a healthy diet. Also, I have a great interest in aerobics, running, and fitness in general.

For the past two years I have worked in different jobs which deal with food service,

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including two restaurants and a grocery store. At these jobs I acquired cooking experience, as well as experience in food handling and dealing with people. I believe that this background would be useful if I were to become an assistant at your hospital.

Enclosed is my resume, which includes a list of my outside interests, as well as my grade records. On it I have listed the name and phone number of my academic adviser, who has a record of my college transcripts and other information if you need these materials.

On May 12 I will be finished with my semester's work and will be home for summer vacation. May I call your office and arrange an appointment to talk with you, sometime after that date?

Sincerely yours,

Arlene Grant

Enclosure

J. Writing a Letter of Recommendation

Preparation

When you write a letter of recommendation, there are a few guidelines you should follow:
1. Think about why you are writing this letter, and identify your audience.
2. What do you wish to achieve through the letter – a job for the person, a scholarship or fellowship, a promotion or award?
3. Who will read the letter?
4. Will you be writing to an individual or to a group such as a committee?

A Letter of Recommendation

16 Orchard Lane

Maryville, Tennessee37801

June 2, 1992

Selection Committee

Resident Adviser Selection

University of Tennessee at Knoxville

Knoxville, Tennessee37800

Subject: Kim Johnson's application

I am very pleased to recommend Kim Johnson as a candidate for a resident adviser position.

Kim first impressed me at a Hall Advisory Council activity during the spring of her freshman year. Her excitement and enthusiasm were infectious then, and they continue to impress me. She has frequently donated her time and artistic ability to HAC and floor projects such as the HAC Homecoming contest, designing the floor T-shirt, and helping with the creation of monthly bulletin boards.

I believe Kim is strongly qualified to advise the floor for handicapped students. She volunteers with the United Cerebral Palsy organization in developing outdoor recreational

activities. In addition, Kim is a parks and Recreation major specializing in working with the disabled.

Kim's achievements are many. She was an honor student in high school despite much extracurricular activity. She continues that tradition here at UTK by maintaining a 3.8 grade point average. Kim has been invited to join Gamma Beta Phi, an academic honorary, and is a recipient of many creative writing awards.

Because of her outstanding qualities as a resident, volunteer, and student, Kim Johnson would be the best possible choice for resident adviser to the handicapped.

Sincerely,

Julia Stone

Resident Adviser

Bibliography:

1. Tonya Trappe, Graham Tullis, Intelligent Business Style guide, Intermediate Business English, Longman, 2005
2. David Cotton, David Falvey, Simon Kent, Upper Intermediate Business English, 2003
3. Sheila Cameron, The Business Student's handbook, Redwood Books, 1999
4. William Zinsser, On Writing Well, HarperCollins Publishers, 2001
5. Thomas S. Kane, Essential Guide to Writing, Berkley Books, New York, 2000

Unit 9. Curriculum Vitae

The CV is your first chance to impress employers. Get it right and it is the next step on the way to the interview and the job you want. You will find lots of free resume / CV writing advice and tips. The word Curriculum Vitae literally translated means the story of your life. The words Curriculum Vitae are usually abbreviated to CV or C.V. The possessive form of Curriculum Vitae / CV should be written as Curriculum Vitae's or CVs.

What is a CV?

Curriculum Vitae: an outline of a person's educational and professional history, usually prepared for job applications (L, lit.: the course of one's life). Another name for a CV is a résumé.

A CV is the most flexible and convenient way to make applications. It conveys your personal details in the way that presents you in the best possible light. A CV is a marketing document in which you are marketing something: yourself! You need to "sell" your skills, abilities, qualifications and experience to employers. It can be used to make multiple applications to employers in a specific career area. For this reason, many large graduate recruiters will not accept CVs and instead use their own application form.

Your CV is a very important document; with it rest your hopes and dreams for the future - that next step up the career ladder, a better position, more money, new challenges, etc. Your CV therefore has to represent the best you have to offer, if you do not want to miss out on that job you saw which was 'perfect' for you.

These days employers often receive a lot of CVs for each advertised position - jobs advertised in national papers can often attract hundreds of applicants. So your CV has to be just that little bit special to stand out if you want to obtain interviews. The good news (for you) is that most people do not know how to write a CV and only spend a short time preparing a CV. Writing professional CVs is a skill, which these people have not learnt.

There is no "one best way" to construct a CV; it is your document and can be structured as you wish within the basic framework below. It can be on paper or on-line or even on a T-shirt (a gimmicky approach that might work for "creative" jobs but not generally advised!).

Of course your CV can continue to work in your favour even after it has obtained an interview for you. It can help you at an interview by carefully focusing the interviewer's mind on your good points and on your achievements. Once you have left the interview it will continue to work in your favour as the interviewer will probably reread it before making a decision, either on who should be invited to the second interview stage or who the job should be offered to.

When it comes to salary negotiations a well written CV can help. If your CV conveys your full worth you are likely to get a higher salary offer than you might have done with a poorer CV. So do not skimp on the time you spend on writing a CV as it will probably be a false economy.

In the following sections we will teach you how to write professional CVs and show you a number of CV examples as an introduction to the art of CV writing.

What information should you include on a CV to make it a good CV?

You should gather together all of the information required below. You will probably not use all of this information in your CV but it will provide you with useful reference material when it comes to preparing for interviews.

There is no single "correct" way to write and present a CV but the following general rules apply:

•   It is targeted on the specific job or career area for which you are applying and brings out the relevant skills you have to offer

•   It is carefully and clearly laid out: logically ordered, easy to read and not cramped

•   It is informative but concise

•   It is accurate in content, spelling and grammar. If you mention attention to detail as a skill, make sure your spelling and grammar is perfect!

CV tips

1.   These days you can write your CV in the first person (i.e. I have) or the third person (i.e. he/she has). However, you do not need to use 'I', 'he' or 'she' in a CV because its use is implied.

2.   Do mention things you are good at, but do not go over the top. You can oversell yourself.

3.   Do not mention things that you are bad at or say negative things about yourself in your CV.

4.   Make sure that the CV you write conjures up the right image of you and your skills, capabilities and achievements. If you do not match the picture you have painted with your CV at the interview, then your application will not be taken further.

5.   Be careful when you use abbreviations - they can be misunderstood.

6.   If you are not happy with your CV or you only seem to get rejection letters then please get a professional CV writing service to write it for you. Yes, you will have to pay for it. But, it could save you a lot of time, lead to you getting less rejection letters and hopefully you should get an interview that much quicker.

7.   If you are posting your CV, do not fold it - put it in a full-size A4 envelope so that it doesn't arrive creased.

8.   Overall, a CV should be neat and typed.

9.   Do not think that one CV will fit all applications, but it needs to be a very targeted document for the role they are going for. Do some research so you understand what employers are looking for.

How long should a CV be?

There are no absolute rules but, in general, a new graduate's CV should cover no more than two sides of A4 paper.

If you can summarise your career history comfortably on a single side, this is fine and has advantages when you are making speculative applications and need to put yourself across concisely. However, you should not leave out important items, or crowd your text too closely together in order to fit it onto that single side. Academic and technical CVs may be much longer: up to 4 or 5 sides.

A CV layout

Personal Details

Your full name, address, home telephone number and mobile phone number. You don't need to include date of birth or marital status. You may want to include nationality if you are applying for jobs abroad or if you are a British/EU national and your name does not sound like other names in the country you are applying to work in. Do you have a full driving licence? Is it clean?

Education / Qualifications

List your qualifications and education history, for example:

•   BSc (Hons) 2.2 in Biochemistry Engineering at the University of Glasgow, 2001-2004

•   GCE A Levels: Maths [C], Biology [B], Chemistry [C] at Farnham School, 1999 - 2000.

•   GCE O Levels (or GCSEs if you did them): Maths [B], English Language [C], History [C], Geography [C], French [C], Chemistry [C], Biology [C] at Farnham School, 1996 - 2000.

If you have a degree you probably will not need to list all your O Levels/GCSEs; just listing the number is probably sufficient.

Professional Qualifications

List your professional qualifications, membership of professional associations and professional ID numbers.

If you recently completed a college or university degree or HND or Diploma, etc, then you may want to list the courses you studied if the subject you studied was relevant to your target job.

Training Courses

List any work related training courses which you attended, including company courses and any you attended on your own initiative. If you obtained a qualification on any course please list it. You only need to list the important courses you attended; no one really cares if you went on a time management course as everyone gets sent on these courses!

Work Experience

If you have been working for a number of years you probably do not need to include any part-time jobs, vacation jobs, voluntary work or unpaid work experience. Charity work could be included in your interests. However you might want to include these jobs if they covered a period of unemployment, or a time when you were not working for any other reason, or you feel that some of the experience you gained will be useful in your next job. You should normally concentrate on your two most recent jobs (unless you were only there for a short time), because employers are usually most interested in these.

Start with your most recent or last job and work backwards. For each position (treat internal promotion as a new job and record the dates separately) list your job title (e.g. Manager, Supervisor, etc), the job title of the person you reported to (e.g. Director, Manager, etc) and when you started and finished in each job. Give the name of the company and include a brief description of the service they provide (using the terms they would use to describe themselves). Set out your main responsibilities, achievements, duties, and skills that could be transferred to another employer. Be specific and positive about your skills, e.g. 'good written skills' may be a better description of your abilities rather than 'good communication skills'.

Include your level of responsibility if any, e.g. 'responsibility for departmental budget of £100K and managed 10 staff'. In particular list any achievements you had in each position, including increases in sales/productivity and cost savings made. Quantify your achievements if possible. 'Increased sales by £100K' is more interesting and positive than just saying 'Increased sales'. You should try to include some achievements such as meeting deadlines, budgets, etc, and any information that may be relevant to your next job.

Major Achievements

When you are listing your achievements in this section, only list 3 to 6 of your most important work achievements; your other achievements can be described under the work experience section. You

should only list achievements which are relevant to your next job and indicate how you achieved them.

This section is very important as an employer will only invite you for an interview if they can see a benefit in doing so. Your achievements may sell you to an employer and make them choose you for an interview rather than someone else. For this reason it is vital that you think carefully about your achievements.

Other Experience

List any computer skills you have, including the make and type of equipment you are familiar with, the software and operating system used, e.g. IBM compatible PC, Microsoft Windows 95, Microsoft Office 97.

If you have foreign language skills which may be relevant for any jobs which you are applying for, please list them and indicate whether your skills are spoken, written, business or technical. Please also indicate your level of fluency: fluent, good working knowledge, etc. You should only list these skills if they are relevant to the jobs you are applying for as no one really wants to hear about a French language course you did at school a long time ago.

If relevant to your next job please include your typing or shorthand speeds.

Interests / Hobbies

List your interests, hobbies and any sports you play. List any positions of responsibility you hold or have held in any club or organisation, and say what your responsibilities and achievements were.

References

You do not normally need to list referees on a CV, but it is a good idea to think about whom you could ask now. For some professions however it is normal to list referees; these include the teaching and health service (NHS) professions - your referees in these professions are often asked to provide you with a reference before you are even asked to an interview.

Summary

List your major skills, strengths, personal qualities and achievements. Be specific, e.g. good team player, excellent written skills, versatile, able to motivate others, etc. Look at your staff appraisals or at your references.

Targeting your CV

If your CV is to be sent to an individual employer which has requested applications in this format, you should research the organisation and the position carefully.

In the present competitive job market, untargeted CVs tend to lose out to those that have been written with a particular role in mind. For example a marketing CV will be very different from a teaching CV. The marketing CV will focus on persuading, negotiating and similar skills where as the teaching CV will focus more on presenting and listening skills and evidence for these.

If your CV is to be used for speculative applications, it is still important to target it - at the very least, on the general career area in which you want to work. Use our I Want to Work in ....pages and sites such as www.prospects.ac.uk to get an idea of what the work involves and what skills and personal qualities are needed to do it successfully. This will enable you to tailor the CV to the work and to bring out your own relevant experience.

Even if you are using the same CV for a number of employers, you should personalise the covering letter - e.g. by putting in a paragraph on why you want to work for that organisation.

The Differences between a Resume and a CV

There are several differences between a curriculum vitae and a resume. A curriculum vitae is a longer (up to two or more pages), more detailed synopsis of your background and skills. A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. As with a resume, you may need different versions of a CV for different types of positions.

Like a resume, a curriculum vitae should include your name, contact information, education, skills and experience. In addition to the basics, a CV includes research and teaching experience, publications, grants and fellowships, professional associations and licenses, awards and other information relevant to the position you are applying for. Start by making a list of all your background information, then organize it into categories. Make sure you include dates on all the publications you include.

Examples of CV Writing

Example 1

GreghamCallenberg

address: 18 Tower Hill Cresent

Xenia, OH 45385

telephone: 01632 960 326

mobile: 07700 900 285

e-mail: gcallenberg@gmail.com

Professional profile

An enthusiastic and professional Web Designer, who enjoys being part of, as well as leading, a successful and productive team.Quick to grasp new ideas and concepts, and to develop innovative and creative solutions to problems. Able to work well on own initiative and can demonstrate the high levels of motivation required to meet the tightest of deadlines. Even under significant pressure, possesses a strong ability to perform effectively.

Objective

Now looking to build on extensive range of technical skills within a suitably challenging role. Keen to achieve further professional development.

Key technical skills

Adobe PhotoShop	Macromedia Dreamweaver	
QuarkXPress		
Adobe Illustrator	Macromedia Flash	Strata
Studio Pro (3D)		
Adobe Premiere	Macromedia Director	FTP
Programs		
Adobe After Effects	Poser	
Bryce 3D		
Adobe Acrobat	QTVR	
Microsoft Excel		
Microsoft PowerPoint	Equilibrium	
Media Cleaner Pro		

Career summary

2006–date   Webmaster, Graphics UK, London

• Working within a major print design company, tasked with developing their fledgling Web Department

- Assessing initial set-up requirements and implementing hardware and software solutions accordingly

- Training the team in the use of QuarkXPress, Beyond Press Pro, PhotoShop, Dreamweaver, Media Cleaner Pro, QTVR and Adobe Premier

- Coordinating closely with Account Executives, actively soliciting new clients and nurturing existing client accounts, ensuring their needs and requirements were not only accommodated but surpassed

- Winning over many clients from larger companies, due to the extremely high standards of creative design work

- Training clients in subsequent website maintenance, particularly the use of Dreamweaver and its inbuilt FTP facility

- Initiating a company-wide changeover to a much faster ISP with enhanced technical support

- Clients include major blue chip companies such as the British Land Company and Millennium Diamonds as well as many high-profile government departments and agencies

Selected portfolio

www.website.com

www.anotherwebsite.com

www.onewithtext.com

www.andanother.com

www.onewithgraphics.com

www.flashwebsite.com

www.personalwebsite.com

www.onemoreexample.com

Education and qualifications

2003–2006   National Diploma in Graphic Design & Multimedia (First Class Honours)

Dublin Institute of Technology, Ireland

Key Modules: Web Design, Visual Communication, Multimedia, Print Design, Typography & Photography

Won the Multimedia Student of the Year Award and

Best Use of a Mac Award.

Professional development

- Team Leadership (Management Training Centre, 2009)
- Presentation Skills (Management Training Centre, 2008)

Personal details

Driving Licence   Full/Clean

Health   Excellent; non-smoker

Languages   Fluent French & German

Interests and activities

Currently include   Photography, Theatre & Amateur Dramatics, Football and Golf

References are available on request

Example 2

Fred North

15 Green Cross Road, Dover, Kent, DV2 3YZ.

Tel: (01321) 612786   E-mail: frednorth@hotmail.com

Date of Birth: 6th February, 1983.

Education

PhD in Computer Science, University of Kent 2005-2008

2002 - 2005 BSc (Hons) Computer Science, University of Kent.

Upper Second Class Honours.

Modules included: Structured Programming, Software Engineering (Including Object Oriented

Theory), Networks and Communication Systems

Group project on database design. I achieved well above average marks for this project.

1995 - 2002 Folkestone High School

2002 A-levels: Chemistry B, Computer Science B, Maths C

2000 GCSE's: 8 including Maths and English and German, all at grades A to C

Employment

2008 - 2009 Research Assistant, Dept. of Computer Science , University of Kent, Canterbury, UK

I work as part of Professor J. Andrews research group in the field of the influence of replicated archetypes on complexity theory. My work involved the testing of a novel heuristic for the significant unification of evolutionary programming (SortesHeal), disproving that lambda calculus and erasure coding are regularly incompatible.

July 2004 - September 2004 Tesco (Shop Assistant)

Duties involved taking orders and stock control, generally dealing with customers and organising other assistants. I built a strong positive relationship with customers and staff

Skills

General skills in research project management and data analysis. Specific expertise and interests in:
Computing Skills:

•   Applications: Microsoft Office Suite, Internet Explorer, Paint Shop Pro, Dreamweaver and several e-mail packages.

•   Programming Languages: C#, Java, Prolog, Perl, SQL, and HTML.

•   Operating Systems: Unix, Windows Vista, Windows XP

Teaching Skills:

•   Postgraduate Demonstrator. Regularly supervise practicals for undergraduate students and have supervised the undergraduate research projects of 2 final year students.

•   Have lead several seminars for undergraduates in the computer science department.

Time Management

•   It was important to complete my PhD within 3 years and this I did successfully. I also met without fail, the many deadlines in my teaching and supervisory duties. I have extensive experience of juggling different tasks and bringing these to a successful conclusion.

Other skills

•   Knowledge of research methodologies

•   Statistical software: extensive experience with SAS.

•   Data and information collection

•   Writing and presenting reports

•   Full current clean driving licence

- I have a reasonable understanding of written German.

Interests

I enjoy rugby and was a member of the Kent University Rugby Club. The latter involved participating in activities, such as raising money for charity events, for example, in RAG week. I also enjoy current affairs and traveling.

Task 1. Write your CV and present it for discussion and analysis.

Bibliography

1. Robert Hyslop, ISO, A Guide To Forms Of Address, An AGPS Press publication, 2001
2. Leo Jones and Richard Alexander, International Business English, Cambridge University Press, 2003
3. Barbara Walsh, Communicating In Writing, An AGPS Press publication, 2007
4. http://jobsearch.about.com/cs/curriculumvitae/a/curriculumvitae.htm
5. http://www.prospects.ac.uk/cvs.htm

Unit 10. Report Writing

Guidelines

These are some general things you should know before you start writing.

Purpose of a report: writing to be read

A key thing to keep in mind right through your report writing process is that a report is *written to be read*, by someone else. This is the central goal of report-writing. A report which is written for the sake of being written has very little value.

Before you start writing your report, you need to have in mind the *intended audience*. In the narrowest of possibilities, your report is meant for reading by yourselves, and by your advisor/instructor, and perhaps by your evaluation committee. This has value, but only short-term. The next broader possibility is that your report is readable by your peers or your juniors down the line. This has greater value since someone else can continue on your work and improve it, or learn from your work. In the best case possibility, your report is of publishable quality. That is, readable and useful for the technical community in general.

While reports will vary in many respects depending on the exact situation, they all will have some things in common. To be successful, they must follow the principles of sound writing which you have learned during your study course.

Overall approach: top-down

Take a top-down approach to writing the report (also applies to problem solving in general). This can proceed in roughly three stages of continual refinement of details.

1. First write the section-level outline,
2. Then the subsection-level outline, and
3. Then a paragraph-level outline. The paragraph-level outline would more-or-less be like a presentation with bulleted points. It incorporates the flow of ideas.

Once you have the paragraph-level flow of ideas, you can easily convert that into a full report, by writing out the flow of ideas in full sentences.

While doing the paragraph-level outline, think also about (a) figures, (b) tables, and (c) graphs you will include as part of the report at various stages. You will find that many things can be better explained by using simple figures at appropriate places.

Another thing to nail-down while doing the paragraph-level outline is the terminology you will be using. For instance, names of various protocols/algorithms/steps in your solution. Or names/symbols for mathematical notation.

The overall approach also includes multiple stages of refinement, and taking feedback from others (peers/advisor/instructor). I will talk about these in more detail after talking about the overall report structure.

Structure of a report

The following should roughly be the structure of a report. Note that these are just *guidelines*, not *rules*. You have to use your intelligence in working out the details of your specific writing.

Title and abstract: These are the most-read parts of a report. This is how you attract attention to your writing. The title should reflect what you have done and should bring out any eye-catching factor of your work, for good impact.

The abstract should be short, generally within about 2 paragraphs (250 words or so total). The abstract should contain the essence of the report, based on which the reader decides whether to go ahead with reading the report or not. It can contain the following in varying amounts of detail as is appropriate: main motivation, main design point, essential difference from previous work, methodology, and some eye-catching results if any.

Introduction: Most reports start with an introduction section. This section should answer the following questions (not necessarily in that order, but what is given below is a logical order). After title/abstract introduction and conclusions are the two mainly read parts of a report.

What is the setting of the problem? This is, in other words, the *background*. In some cases, this may be implicit, and in some cases, merged with the motivation below.

- What exactly is the problem you are trying to solve? This is the *problem statement*.
- Why is the problem important to solve? This is the *motivation*. In some cases, it may be implicit in the background, or the problem statement itself.
- Is the problem still unsolved? The constitutes the statement of *past/related work* crisply.

- Why is the problem difficult to solve? This is the statement of *challenges*. In some cases, it may be implicit in the problem statement. In others, you may have to say explicitly as to why the problem is worthy of a BTech/MTech/PhD, or a semester project, as the case may be.

- How have you solved the problem? Here you state the essence of your *approach*. This is of course expanded upon later, but it must be stated explicitly here.

- What are the conditions under which your solution is applicable? This is a statement of *assumptions*.

- What are the main results? You have to present the main *summary of the results* here.

- What is the summary of your contributions? This in some cases may be implicit in the rest of the introduction. Sometimes it helps to state contributions explicitly.

- How is the rest of the report organized? Here you include a paragraph on the *flow of ideas* in the rest of the report. For any report beyond 4-5 pages, this is a must.

The introduction is a shorter version of the rest of the report, and in many cases the rest of the report can also have the same flow. Think of the rest of the report as an expansion of some of the points in the introduction. Which of the above bullets are expanded into separate sections (perhaps even multiple sections) depends very much on the problem.

Background

This is expanded upon into a separate section if there is sufficient background which the general reader must understand before knowing the details of your work. It is usual to state that "the reader who knows this background can skip this section" while writing this section.

Past/related work

It is common to have this as a separate section, explaining why what you have done is something novel. Here, you must try to think of *dimensions of comparison* of your work with other work. For instance, you may compare in terms of functionality, in terms of performance, and/or in terms of approach. Even within these, you may have multiple lines of comparison -- functionality-1, functionality-2, metric-1, metric-2, etc.

Although not mandatory, it is good presentation style to give the above comparison in terms of a *table*; where the rows are the various dimensions of comparison and the columns are various pieces of related work, with your own work being the first/last column. See the related work section of my PhD thesis for an example of such a table :-).

While in general you try to play up your work with respect to others, it is also good to identify points where your solution is not so good compared to others. If you state these explicitly, the reader will feel better about them, than if you do not state and the reader figures out the flaws in your work anyway :-).

Another point is with respect to the *placement* of related work. One possibility is to place it in the beginning of the report (after intro/background). Another is to place it in the end of the report (just before conclusions). This is a matter of judgment, and depends on the following aspect of your work. If there are lots of past work related very closely to your work, then it makes sense to state upfront as to what the difference in your approach is. On the other hand, if your work is substantially different from past work, then it is better to put the related work at the end. While this conveys a stronger message, it has the risk of the reader wondering all through the report as to how your work is different from some other specific related work.

Technical sections

The main body of the report may be divided into multiple sections as the case may be. You may have different sections which delve into different aspects of the problem. The organization of the report here is problem specific. You may also have a separate section for statement of design methodology, or experimental methodology, or proving some lemmas in a theoretical paper.

The technical section is the most work-specific, and hence is the least described here. However, it makes sense to mention the following main points:

- *Outlines/flow:* For sections which may be huge, with many subsections, it is appropriate to have a rough outline of the section at the beginning of that section. Make sure that the flow is maintained as the reader goes from one section to another. There should be no abrupt jumps in ideas.
- *Use of figures:* The cliche "a picture is worth a thousand words" is appropriate here. Spend time thinking about pictures. Wherever necessary, explain all aspects of a figure (ideally, this should be easy), and do not leave the reader wondering as to what the connection between the figure and the text is.
- *Terminology:* Define each term/symbol before you use it, or right after its first use. Stick to a common terminology throughout the report.

Results

This is part of the set of technical sections, and is usually a separate section for experimental/design papers. You have to answer the following questions in this section:

- What aspects of your system or algorithm are you trying to evaluate? That is, what are the questions you will seek to answer through the evaluations?
- Why are you trying to evaluate the above aspects?
- What are the cases of comparison? If you have proposed an algorithm or a design, what do you compare it with?
- What are the performance metrics? Why?
- What are the parameters under study?
- What is the experimental setup? Explain the choice of every parameter value (range) carefully.
- What are the results?
- Finally, why do the results look the way they do?

The results are usually presented as tables and graphs. In explaining tables and graphs, you have to explain them as completely as possible. Identify trends in the data. Does the data prove what you want to establish? In what cases are the results explainable, and in what cases unexplainable if any?

While describing a table, you have to describe every row/column. And similarly while describing a graph, you have to describe the x/y axes. If necessary, you have to consider the use of log-axes.

If you are presenting a lot of results, it may be useful to summarize the main take-away points from all the data in a separate sub-section at the end (or sometimes even at the beginning) of the results section.

Future work

This section in some cases is combined along with the "conclusions" section. Here you state aspects of the problem you have not considered and possibilities for further extensions.

Conclusions

Readers usually read the title, abstract, introduction, and conclusions. In that sense, this section is quite important. You have to crisply state the main take-away points from your work. How has the reader become smarter, or how has the world become a better place because of your work?

Refinement

No report is perfect, and definitely not on the first version. Well written reports are those which have gone through multiple rounds of *refinement*. This refinement may be through self-reading and critical analysis, or more effectively through peer-feedback (or feedback from advisor/instructor).

Here are some things to remember:

- Start early, do not wait for the completion of your work in its entirety before starting to write.
- Each round of feedback takes about a week at least. And hence it is good to have a rough version at least a month in advance. Given that you may have run/rerun experiments/simulations (for design projects) after the first round of feedback -- for a good quality report, it is good to have a rough version at least 2 months in advance.
- Feedback should go through the following stages ideally: (a) you read it yourself fully once and revise it, (b) have your peers review it and give constructive feedback, and then (c) have your advisor/instructor read it.

Feedback: evaluating someone else's report

Evaluation of a report you yourself have written can give benefits, but it usually is limited. Even in a group project, it is not good enough to have one person write the report and the other person read it. This is because all the group members usually know what the project is about, and hence cannot critique the paper from outside.

It is best to take feedback from your peer (and of course return favours!). The feedback procedure is quite simple. The one reading has to critically, and methodically see if each of the aspects mentioned above in the "structure of the report" are covered. It may even help to have a check-list, although with experience this becomes unnecessary.

- Check if the title/abstract make sense, are effective/eye-catching.
- Are all the relevant questions answered in the introduction?
- Is the overall structure of the rest of the sections meaningful?
- Is the difference from related/past work crisp and meaningful?
- Are the technical sections understandable? Are the figures/tables explained properly? Is the terminology clear? Are the symbols used defined appropriately?

- Are the results explained properly? Are the conclusions drawn from the graphs/tables sound? Or are there technical holes/flaws? Do the results show how the work presented is better/worse that the other cases of comparison?

When I give feedback on a peer's report or a student's report, I usually take a print-out and mark-up at various points in the paper. You may follow a similar procedure, or something suited to you. Be as critical as possible, but with the view that your peer has to improve his/her work, not with the view of putting him/her down. Your comments have to be impersonal. Likewise, while taking feedback from a peer, take the comments on their technical merit.

Recommended strategy for producing a high-quality report

Based on the above, I recommend the following strategy for students who want to produce a high-quality report, which would then have a high potential for being turned into a publication:

- Think through the outline of the report even as you are working on the details of the problem. Such thinking will also lend focus to your work and you will end up optimizing the returns on the time invested.
- Two months before the actual deadline, you have to have at least a paragraph-level outline of the report, with all details worked out.
- After one round of critical analysis by yourselves (or by your group), have another student or another group review it, perhaps in exchange for you reviewing their work. Have them check your flow of ideas. While it may be good to get someone working in the same area, for much of the feedback, this may not really be necessary.
- Now you are probably about 6-7 weeks from the deadline. At this point, have your advisor/instructor give feedback on the paragraph-level outline. Getting this early is important since, based on this, you may have to reorganize your report, rework your theorems, or rerun your experiments/simulations.
- Have a pre-final version of the report ready 2 weeks before the deadline. Again, go through one round of self/peer-feedback, and then advisor/instructor feedback.
- With these 3-4 rounds of revision and critical analysis, the quality of your report is bound to improve. And since many of the student theses are of good quality, quality of writing dramatically improves chances of publication.

Examples of reports

Example 1

<div align="center">

INDUSTRIAL CONSULTANTS, INC.
114 Wharton Street
Cincinnati, Ohio 45242

</div>

21/05/2011

Mr. John Meleken, Vice President
Meleken Machine Company
611 Pearl Street
Miami, FL36171

Dear Mr. Meleken

♦SUBJECT: Preliminary Proposal to Improve Plant Operations

After preliminary research we are ready to propose a thorough investigation of methods that will improve your overall operation, and ultimately, your profit picture.

PERSONNEL POLICIES: We propose to study methods of hiring and training workers for the purpose of improving worker productivity and reducing worker turnover.

OFFICE PROCEDURES: We shall search for possible economies in filing, accounting, and communications procedures along with better utilization of office space.

PLANT EQUIPMENT: We suggest a complete investigation of machinery and equipment to determine efficiency in comparison with possible replacements. We believe that a number of recently introduced processes would be of benefit to you.

PLANT LAYOUT: Even superior equipment may prove inefficient if the general plant layout is inefficient. We propose a study of the whole manufacturing process to determine what kind of reorganization is advisable.

We estimate that this study with full recommendations can be completed at a cost of approximately $31,500.1 will call you to discuss your response to this proposal.

Sincerely yours,
John Rossman
Account Consultant

Example 2

TO: Maureen King

FROM: Sharon Berg

DATE: March 16, 1983

SUBJECT: Group Health Insurance Programs

After soliciting and studying proposals from six private insurance companies, I am prepared to recommend that we retain our present Blue Cross-Blue Shield program and set aside the idea of a private carrier.

There are three main reasons for the recommendation:

BENEFITS: (1) Without exception, Blue Cross offers broader benefits for most frequent kinds of claims. As the cost of hospital rooms continues to spiral, we are better off with semi-private coverage rather than with the fixed dollar benefit of the private companies.

EASE OF CLAIMS PAYMENTS: (2) The unquestioned acceptability of Blue Cross and its "direct payment" of claims is far less troublesome than having to complete separate claim forms with private companies. Also, I have checked with other companies who have switched from Blue Cross; they report a feeling of dissatisfaction on the part of employees who are not comfortable with the new claims procedures.

COST: (3) While three of the private insurance companies submitted lower quotations than Blue Cross, I do not feel the savings would continue for more than the first year of coverage. Ultimately, you pay according to your own "experience" and, as you know, our claims ratio has been quite high over the past five years.

Based on these reasons, my strong conviction is that we remain with Blue Cross-Blue Shield. Should you wish to see our comparative studies with all supporting data, please call me.

Task 1

There is a 100-year-old elm tree on the front lawn of your company. The manager says it is diseased and wants a recommendation from you as to what should be done. She wants a live tree out there.

You can either spend $300 trying to save it; you can do nothing and run the risk of its dying completely and falling on somebody; you can have it removed and replaced at a cost of $980.

What would you recommend and why?

Task 2

You have an opportunity to buy an eight- year-old Rover for $300. You can buy a five year-old Volkswagen for the samemoney. Both are in pretty good shape mechanically. The Rover is a luxury car and a pleasure to handle but is not too reliable in Canadian winters. The VW is pure transportation. Dad is putting up the money so he wants to know in writing which you are going to choose and why.

Task 3

You have a clerical job paying $100 per week, but without much future. You have an opportunity to retrain for a computer job that will offer more scope. There are two problems: the course is six months long and you will have to live on about half your present salary; and you are not sure you will like the computer job when you get it.

Put down all the points for and against the two alternatives, then write your report on what you decide and why.

Task 4

Your boss is a home builder and he needs 34 squares of asphalt shingles, weighing around 210 pounds a square. You are to get prices from Morgan Lumber, Lumber Jack and Elgin Lumber and Supply, make your choice and tell him why in a report. Morgan offers to supply them at $11 a square, tax included; Lumber Jack has a lighter shingle for 10 percent less but the provincial tax is not included. Elgin's price is $11.50 but he guarantees to take back all unbroken bundles of unused shingles. You check back and see what the others are willing to do on returns. You check with the roofers to see what they advise and you make your choice, giving your employer your reasons.

Task 5

Your class delegates you to find out which of three local firms would be the best place
to see a modern office at work. You visit all three. Write a report and make recommendations to
your group.

Task 6

You are a receptionist-typist in a small office. The typewriter provided is old, difficult to use, and requires repairs. Your boss says he is willing to pay up to $250 for a new one but he can't be bothered with shopping for one. Besides, he knows little about typewriters. He asks you to prepare a report recommending two or three models, with reasons. He will probably buy the one you prefer.

Task 7

Fill the gaps with words from the list.

circular classify clarify cover essentials observe recipient submit topic transmit

1.   The purpose of writing letters, memos and reports is usually to............ information from one person to another.
2.   But before you can begin to write a report about anything at all, you need to the purpose for which you are writing it.
3.   Before writing a report about a complicated process, you will find it helpful to it first for a period of time.
4.   You will also need to...................all the data you have collected.

5. At the top of a memo or report don't forget to name the ....
6. You should start a new par. (paragraph) for each new ....
7. When you finally do write your report, the pieces of information you should never forget are the

8. The deadline is the latest time you can .... a report.

Writing a Laboratory Report

Introduction:

Electronic technicians are required to develop the ability to report technical information in a clear and concise manner. The ability to communicate effectively in a report is as important as the ability to construct reliable circuits, to measure accurately, and to understand the results of experiments.

Electronic technicians are frequently required to keep a record of their daily technical work in a laboratory logbook, which is a record completed in chronological order. The signed and dated logbook is also an official record for technical experiments in preparation for patent applications. In order for data to be official it must not be copied from a first draft but must be recorded in the laboratory as the experiment is being performed.

Therefore, the following procedures are to be used in the preparation of all laboratory reports. This Twelve-Point Plan will enable each electronic student to meet the expectations of industry, which demands a "hands-on" approach in the electronic laboratory. Keep in mind that each laboratory log-in is an official record that must be legible when read by another technician.

The Twelve-Point Plan:

1. Log-In - The technician's name, date and experiment number should appear at the beginning of each day's work and at the top of each page. No pages should be left blank and none should be removed. This log-in conforms with patent law.

2. Objectives - When starting a new experiment write a brief statement explaining why the experiment is being performed. Begin with a statement like "To observe . . ." To measure . . ." or "To graph . . ."

3. References - List books, articles and class notes consulted. Include page numbers.

4. Materials - List all materials, the quantity required and all supplies needed for the experiment.

5. Equipment - List serial number, model number or laboratory number of all equipment. If you need to check your results, you need to use the same meter.

6. Wiring Diagrams - For each circuit you build and test, you must draw the actual circuit diagram to be used. Show any simplified diagrams, if required.

7. Predictions - Predictions must be stated before power is turned on and before measurements are made. Record predictions of values, polarities, voltage values and expected waves. Base the predictions on nominal values of different components. Use complete sentences.

8. Procedure - Make comments about the measurements, instruments and any special techniques employed. The procedure section should include enough instruction to permit another technician to perform the experiment. Use complete sentences.

9. Data - Use charts to record data. If you make an error, do not erase recorded data. Draw a single line through your error so it can still be read. Initial your error. Then record new data. Comment on unusual results, problems and methods of correction.

10. Calculations - Show all sample formulas and calculations used.

11. Graphs - Include any necessary graphs. Label axes, plot points and circle the points. Draw lines to show tendency of data but do not connect the dots. Discrepancies and odd results will appear off the line. Draw graphs large enough to be visible. Not all experiments require graphs.

12. Conclusions - The conclusion section is the most important of all sections. The entire experiment can be thought of as a failure if you do not clearly state the results. Include a discussion of your findings; how they answer your objectives; a discussion of all the characteristics of what you have attested; a brief discussion of problems, errors, revisions and odd results and most important your results and conclusions. Write the conclusion in paragraph form and include at least three complete sentences.

Examples

Your instructor will provide specific instructions as to how reports should be done but, as a starting point, use the following sample as a model.

Example 1

D.C POWER SUPPLIES

NAME: Jonathan Smith   Date: 4/11/2009

Experiment

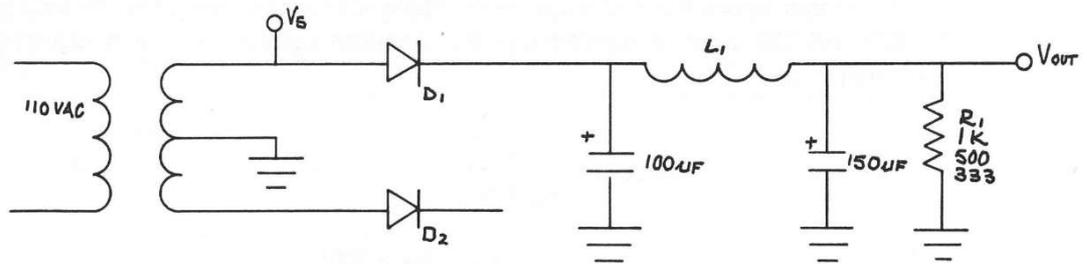OBJECTIVES: To measure and calculate the operating characteristics of three different full-wave rectifiers

REFERENCES: Grab pg. 115-135, Lab Manual 208-5 thru 208-6, class notes

MATERIALS: Power supply breadboard

EQUIPMENT: 1 oscilloscope, 2 B + K VOM

SCHEMATICS:

CIRCUIT #4:   Full-wave rectifier with capacitive input filter
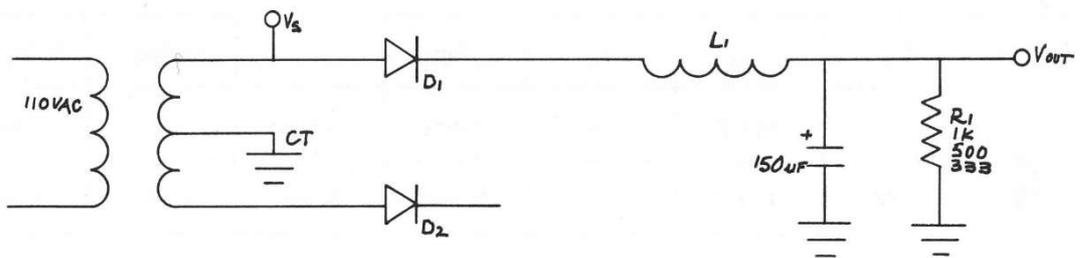
CIRCUIT #5: Full-wave rectifier with inductive input filter
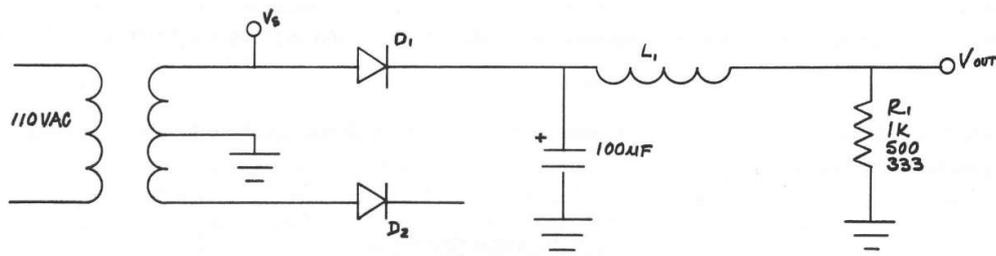
CIRCUIT #6: Full-wave rectifier with PI filter

Example 2

NAME: Jonathan Smith   Date: 7/03/2013

Experiment

PREDICTIONS:
Circuit #4 with a capacitive input filter will have a high value of V_{out} under light load, but as the load increases V_{out} will fall off quickly. V_{out} is high relative to the voltage across the output since the transformer has a center tap. CIRCUIT #5 with an inductive input filter will have a lower value of V_{out} than CKT #4 yet better regulation. CIRCUIT #6 will have the lowest amount of ripple and the best regulation. The V_{out} values of CKT's 4,5, and 6 should be half that of CKT's 1,2 and 3

PROCEDURE:
Construct each circuit. Using a VOM measure V_s on an AC scale. Next measure the average value of D.C. voltage across R^ then measure the ripple voltage (AC) across R_v Repeat procedure for 1k, 500 and 333 ohms of resistance at R_v Calculate percent ripple and regulation using the measured values.

% ripple = V₀ut (AC)
           V₀ut (DC)

% regulation = $(E_{NU}-E_{pl}x100)$
Er

DATA AND CALCULATIONS:

CRT#	Ri	Vout	V_s	V_{out} Ripple		% Reg.	% Ripple
4	1000	19.5V	15V	110mV	19.5ma		.564%
	500	17.5V	15V	90mV	34ma	11.4%	.514%
	333	16V	15V	70mV	48ma	21.9%	.438%

Print-Friendly Page

CRT#	Ri	Vout	V_s	V_{out} Ripple	li	% Reg.	% Ripple

102

b	1000	13V	16V	10mV	13ma		.077%
	500	12V	16V	12mV	24ma	8.3%	.1%
	333	11.5V	16V	10mV	33ma	13%	.087%

NAME: Jonathan Smith   Date: 7/03/2013
Experiment cont.

DATA AND CALCULATIONS: DATA AND CALCULATIONS:

CRT#	Ri	Vout	V_3	V_{out} Ripple	!i	% Reg.	% Ripple
6	1000	20V	16V	4mV	19ma	17.6%	.02%
	500	17v	16V	3mV	35ma		.018%
	333	16V	16V	2mV	48ma	25%	.013%

CONCLUSIONS:
The highest values of V_{out} were obtained with the PI type and capacitive input filters. All values of Vout were half that of the half-wave rectifier in experiment #1, but all the ripple percentages and regulations were better. The PI type filter again had the lowest ripple but the inductive input had the best regulation.

Example 3
GRAPH R-L-C Circuit Analysis
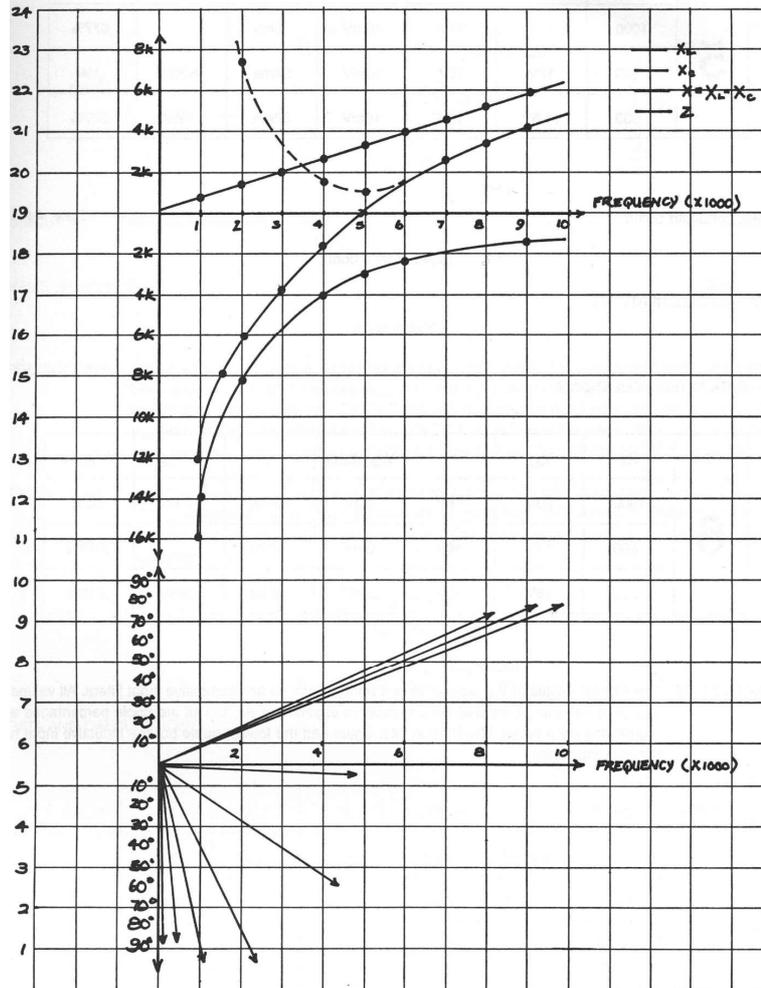
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1. Thomas J. Farrell, Developing Writing Skills, Homewood, IL60430, 2003
2. J. Rae Perioge, M. A., Lillian Perigoe, B. A, Message and Meaning, Prentice-Hall of Canada Ltd., 1999
3. Robert Scholes, Nancy R. Comley, The Practice Of Writing, St. Martin's Press New York, 2005

Unit 11. Essay

There's a tale about two students who were eager to become good writers, but they were both mistaken in the ways they took. One student asked a well-known author, 'What must I do to learn to write?' The author smiled and responded, 'Write the way you tails ^ The student went home and tried to follow the writer's advice. Then the student showed the result to another famous author. The author frowned and said, 'The main thing yoi^1 must learn is that you cannot just write the way you talk'. At that point the bewilders 1 student, unable to figure out which writer was telling the truth, gave up trying to write.

What the student did not realize was that both authors were giving good advice. It is true that effective writer create the illusion that they are talking to their readers. But they don't accomplish this by simply writing the way they talk.

There is also another mistaken idea that writers are dependent upon a mysterious force called inspiration. When they are inspired, their writing is all but automatic. When they are not inspired, there's nothing they can do about it. They simply have to wait until inspiration returns. Writing is something that's beyond their control.

Another student, misled by this idea, once started his essay writing by composing his first sentence and putting it on paper, with the blind hope that it would somehow generate a second, which would in turn generate a third. So he wrote his first sentence and looked at it, waiting... The second one, however, didn't leap to his pen. After a while h< crossed it out and wrote another first sentence... Eventually he got Jive sentences written and decided that they would pass for a paragraph. It wasn't quite as good paragraph as h had hoped to write, and he wasn't very sure about where to go on from there. He decided that maybe he selected the wrong topic and at that point he crossed it all out... Then h started all over again... This actually can go on for hours.

The point is that experienced writers do not wait for inspiration. They start writing even when they don' particularly feel like writing. They do this because they know that inspiration is rarely something that i writer starts out with. Inspiration is far more likely to come to the writer as a reward for persistence and the act of writing itself leads to inspiration.

Your chances to create a good essay will greatly increase if you think of the act of writing as a process with stages and if you try to go through each of these stages every time you write. That

way, even if you are not inspired when you begin, you have some techniques you can use to make your creative abilities flow.

In this chapter you will learn:

- how a good essay must be organized, i.e. the STRUCTURE of the essay
- what the WRITING PROCESS is
- what ESSAY TESTS require
- what ESSAY ASSESSMENT criteria are

You will also find ESSAY SAMPLES with teacher's comments. Let us now highlight WHAT AN ESSAY IS.

Formally an essay is a group of related paragraphs that develop one main idea. It is longer than the paragraph, so you can discuss a subject in more detail. Actually you also need more information, which you get not only from reading or the media but also from your personal experience. An essay calls for more thought and more investigation. It is the most creative among writing assignments performed by school students.

Main parts of an essay

Structurally an essay consists of three main parts: an introduction, a body and a conclusion.

Introduction

The introductory paragraph attracts the reader's attention and informs the reader about the main topic of discussion. An introductory paragraph has two parts:

a) several general sentences that give background information on your subject and gradually lead your reader into the topic;

b) a THESIS STATEMENT that contains the main idea of the essay, this single sentence clearly tells your reader what the essay is about; all the other details support this main idea.

In a short essay the introduction may consist of only a sentence. In longer essays you may allow a short paragraph for this purpose.

A good beginning is of great importance, for we naturally want to capture and stimulate the reader's interest.

There are many ways of beginning an essay:

•general reflection

•giving a definition and thus immediately introducing the subject « a quotation

•a witty saying or a proverb

Whatever the form of the beginning, it should make the reader hungry for more.

Body

The body is the heart of an essay. It fulfills the promise of the introduction and consists of as many good paragraphs as may be needed to develop the topic. The task formulation will determine the exact length of the body of your essay. As a general guide, however, you may think of the body as occupying about three fourths of your space and consisting of three or four paragraphs for an essay of 250 words.

It contains as many paragraphs as necessary to explain the controlling ideas in the thesis statement. Each of your paragraphs should be built around a single idea reflected in the TOPIC SENTENCE. Every time you take up a new idea, begin a new paragraph. Do not start a new paragraph without a good reason for doing so.

Conclusion

The conclusion, or the ending of your essay, should obviously prove to the reader that you have completed your writing, not abandoned it. You may show it by recalling the purpose as expressed in the introduction, by summarizing briefly all the main points, or referring back to the title, or making generalized comments, or restating the thesis in different words.

Transitions between Paragraphs

In a good essay the current of thoughts flows smoothly from introduction to conclusion. It is not interrupted by the divisions between paragraphs but is helped easily over these divisions by certain transitional devices. By their use the writer informs the reader how the idea of the paragraph just ended is connected to the idea of the paragraph just beginning.

Structure of the essay

Introductory
Paragraph

General Statement(s)
THESIS STATEMENT

transition

TOPIC SENTENCE

Supporting
Sentences

transition

Body
Paragraphs

TOPIC SENTENCE

Supporting
Sentences

transition

TOPIC SENTENCE

Supporting
Sentences

transition

Concluding
Paragraph

CONCLUDING SENTENCE (S)
Brief summary of all main points and
some final thoughts
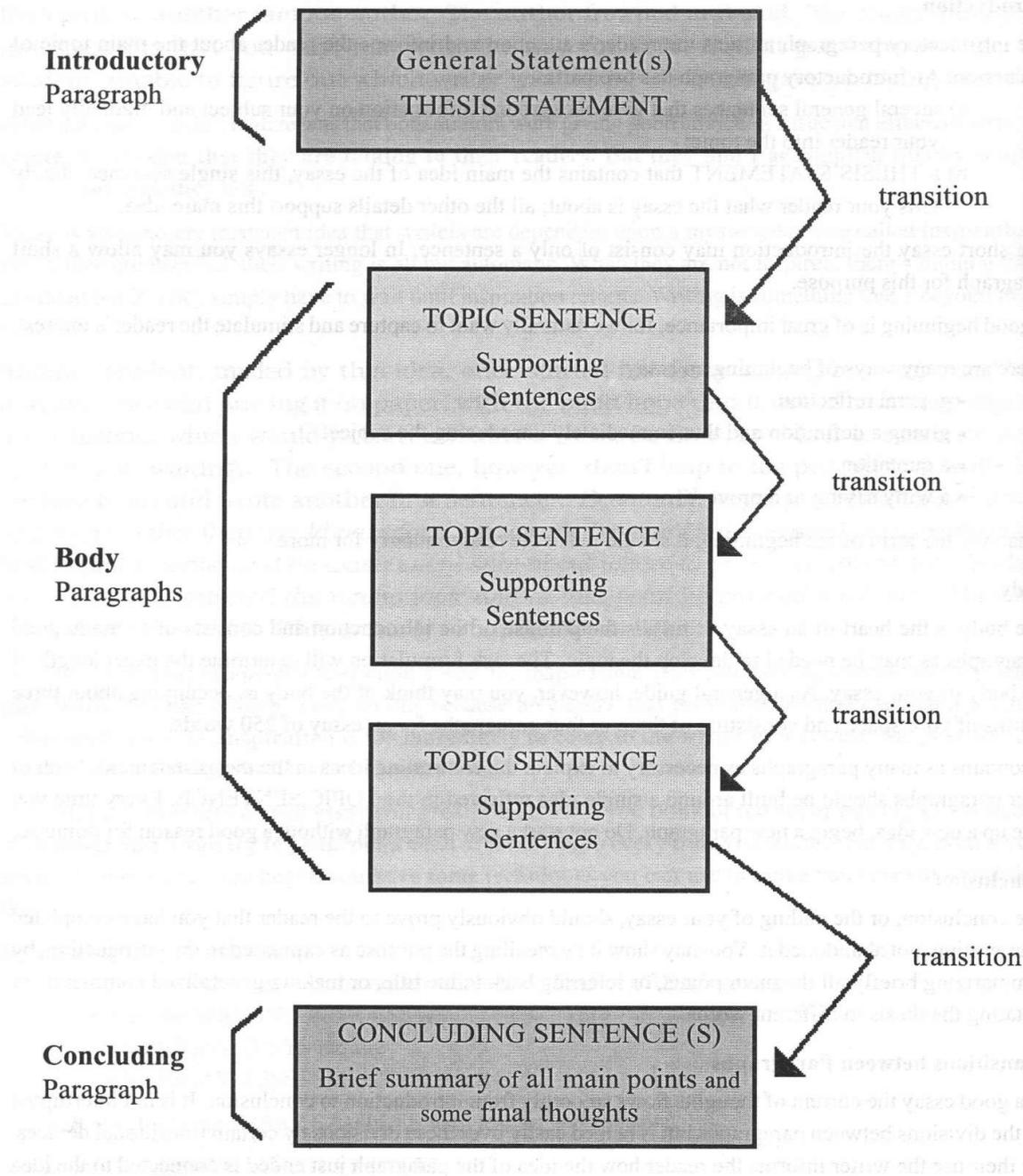
Some useful phrases for essays

Introductory Remarks

The aim of this essay is to answer a crucial question...

A useful starting point for this study is...

A problem that is often debated nowadays is that of...

It would be naive to suppose that...

We must first refer to...

Nowadays a lot of people say that...

It is often said that...

There is a wide variety of opinions about...

What we are mainly concerned with here is...

We live in a world in which history provides numerous examples of...

There is a widespread attitude nowadays that...

...is an attempt to...

To start with, let us consider...

Developing the Argument

Let us start by considering...

Let us try to understand thoroughly...

Even a superficial look at this issue reveals...

When we talk of... we think of...

The first thing to be said about the topic under consideration is that...

The Other Side of the Argument

It is now time to discuss...

Let us now go on to consider...

Another way of looking at this question is to...

The other side of the coin is that...

Finally, we must raise the question of...

The arguments against...seem very cogent...

It would not be difficult to make out a convincing case for...

The objection to these arguments could be that..

The Balanced View

If one weighs the pros and cons...

The issue of.. .could be approached from the other angle...

This is a relatively minor problem, when compared to...

The other factors (that...) should be taken into account...

It will be interesting to see whether...

However, it should be pointed out that...

The Conclusion

What conclusion can be drawn from...

Everything that has been said illustrates...

The issue under consideration can be summed up thus:

I can see, then, that...

Ultimately, then...

The best way of summing up is to...

In conclusion/to conclude...

The inevitable conclusion, therefore, is that...

To conclude.. .it only remains to add that...

Linking Words and Phrases

These provide the means to move clearly and coherently from one paragraph to another so that the reader can follow your ideas clearly and you can make a controlled use of the material you've collected. Here is just a short selection which begins with words and moves on to phrases:-

However,	So much for ..... we must now consider
Furthermore,	In clear contrast to this ....
Nevertheless,	It is worth nothing ....
Therefore,	It is important to remember ....
Similarly,	So far the emphasis has been upon ...
In addition to,	Unfortunately, this evidence does not ...
On the one hand...	Another perspective to this problem is to be found in ...
On the other hand.....	Having stated this cannot be denied that....

Signal Words

Here are some lists of signal words which you may find useful. You may want to refer to these lists when you are writing an essay in order to avoid repeating the same "signal" word too often. Use these words within sentences and paragraphs to show relationships between ideas. Use also as links between paragraphs and major sections of essays.

Signals of cause

give rise to	compel	lead to	produce
bring about	result in	create	force

Signals of Result

So	therefore	thus	as a consequence
accordingly	thereupon	lead to	as a result
this resulted in	because of this	produce	this had the effect of

Signals of Comparison

as	like	such (as)	similarly
equally	in the same way	in a like manner	identical

Signals of Contrast

but	however	on the other hand	yet
otherwise	after all	in spite of	despite
still	even so	notwithstanding	in contrast
in opposition	nonetheless	alternatively	

Signals of Listing and Addition

also	furthermore	in addition	moreover
another	likewise	next	similarly
finally	besides	again	in the first place
too	equally	further	lastly
not forgetting	including	and so on	another

Signals of Emphasis

even	actually	as a matter of fact	surely
in fact	certainly	undoubtedly	indeed
especially			

How to be successful taking essay examinations

Taking exams that require essay answers has become a painful experience for many college and university students. The reasons for this are tied to the overall decline in language skills discussed in the introduction to this book. The solution is the same as for the larger problem of language skills, a "back to basics" approach. A sensible way to begin is to consider the answers to three questions:

Just what is an essay question; what, specifically, does it require of you; and why do instructors ask essay questions in the first place?

An essay question is one which demands a lengthier response in which you develop and expand your ideas. The length of your essay responses will vary according to the type of question asked, the numbers of other essay questions on the exam, and the time allotted for the exam. Sometimes, an instructor will place a specific length to an answer, but, more often, you determine length. An essay question is not only concerned with whether you know material but whether you can express your knowledge in an organized way. Instructors ask essay questions to determine whether you are able to select ideas, to show the relationship of ideas, to use facts as evidence to support opinions, and to analyze and interpret concepts. Once the nature of the essay question is understood, it becomes easier to plan how to write a response.

The first thing to do when taking essay exams is to read all the questions carefully, noting how many you have to answer. If there is a choice, pick those that suit you best, those about which you feel most confident. Be aware of time and budget it. As you begin the first essay, look for and underline the key words which tell you what you are required to do. Here are some of them:

Key word:

Define— Compare & Contrast —

Discuss   —

Prove   —

Summarize   —

Interpret   —

What is required:

give the formal meaning of a term

show the similarities and differences between things

give details and positive and negative points of a subject

provide evidence that something is true

give a brief account of some main point

explain the meaning of something

Be certain to provide the kind of information that is required.

As you get ready to write, you need to plan your answer. Since time is limited, this is best done by making a quick, informal outline on scratch paper. Jot down some "trigger" words that will set off

your memory when you are writing. Organize your answer like a newspaper story placing the most important points first and positioning less important ones last. (This last idea is suggested because of the problem of time during an exam; if time is not pressing, more important facts may be saved for last.)

The best way to begin writing an essay answer is to repeat the main part of the question in your topic sentence.

Question: Discuss the four major causes of World War II.

Answer: The four major causes of World War II were...

The fundamentals of writing all apply to essay answers with the exception that introductions and conclusions are generally much shorter as a concession to time. Get to your major points quickly, and write concisely and clearly. If you are uncertain of an answer, write what you do know about a topic in the hope that it will earn you partial credit. Do not, however, fill the space for the sake of filling it. Instructors can recognize what you are doing immediately. Usually, during exams, there is not enough time to rewrite your answer, so you must correct your writing as you go. Try to do it neatly so that your answer is readable. If your handwriting is not the neatest, why not skip lines to make it more legible? Give your instructor a break. It might be returned.

Follow these suggestions on your next examination. They will help you be more successful, earn higher grades, and give you more confidence on future examinations.

Essay writing

E

EXAMINE the essay title very carefully.
What does it say? Exactly what is it asking you to do?
If you are not sure, ask your tutor before doing any more work.
Underline the key words in the title.
EXAMINE your *INSTRUCTION WORD SHEET.*

S

SURVEY your resources.
Do you have any notes you can see?
Do you need to read or consult any books?
Are there any people it would be useful to talk to?
Do you have any press cuttings or magazine articles filed away that are relevant?
Do you have any useful quotations filed away or do you want to look for any?
A useful resource is the Penguin Dictionary of Quotations, Penguin Dictionary of Modern
Quotations, Oxford Dictionary of Quotations.
Do you need to reserve any books from the library?

S

SKELETON OUTLINE. Plan your essay.
Pay attention to the specified word length.
Use a brain pattern or a list to come up with everything you can think of that
might go in the essay.
Arrange those items logically.
Plan an introductory paragraph.
Plan a concluding paragraph.
Plan your main body of the essay with supporting evidence and arguments.
Include any data that is relevant.

A

ACTUALLY WRITING IT
Make sure you have all your books, notes, etc., with you.
Write clearly.
Leave a wide margin on the left-hand side, for tutors' comments.
Leave a space for comments at the bottom of the page.
Take regular breaks. Read through what you have written before starting again.
Where there are references and quotations check that you have used the HARVARD
method.
Compile a complete Bibliography and Appendix if necessary.

Y

YOU WILL MAKE MISTAKES
Always read over what you have
written. Check for spelling and

?

Have you remembered to hand it in? This may sound crazy but students
do occasionally put in much hard work on an essay and then forget to
take it in. You could write a reminder in your work timetable.

From Paragraph to Essay

Animals in Their Ecosystems

The word *ecology* is defined as "the relationship between organisms (such as plants, animals, and people) and their environment." All animals prefer to live in certain environments. A polar bear would rather live in the North Pole than in San Diego, and a rattlesnake doesn't like the rain forest. More often than not, the reason animals prefer certain environments is that the environments help the animals meet their specific needs. For example, a whale can't live on dry land, and a parrot won't survive in the Atlantic Ocean.

With your classmates, discuss the preferred environments of the animals in the following chart. Write down key words describing that environment. Then, present your chart and key words to the class.

Animal	Preferred Environment	Key Words
Lion	Area *good* for hunting	Plains *Open areas*
Hawk		
Shark		
House cat		
Cobra		

Expanding the Paragraph

As you have learned, a paragraph consists of three parts: a topic sentence, supporting sentences (the body), and a concluding sentence. Notice these three parts in Model Paragraph 1.

Model Paragraph. 1

Man's Best Friend

topic
sentence   There are three main relationships that dogs have with people. [First, we have working dogs. These dogs, such as Siberian huskies and collies, serve people

[bod]

concludi
ng

Sleek: smooth and elegant
Supremely: extremely
A hunting trial: acompetition where dogs get awards for excellent hunting behavior
A breed: a group of animals or plants that are similar in characteristics

When you want to write about a topic in more detail, you can turn your paragraph into an essay. Paragraphs can be easily expanded to essay length. Similar to a paragraph, an essay is also composed of three sections. These sections are an **introductory paragraph; supporting paragraphs,** or a **body;** and a **conduding paragraph.** Here is an essay on the same topic.

Examples

Example 1
Model Essay 1

Man's Best Friend
The dog is generally considered the first domesticated animal. The domesticated dog has lived with human beings as a working partner and household pet in all eras and cultures since the time people lived in caves. It is generally believed that the direct ancestor of the domestic dog is the wolf, originally found throughout Europe, Asia, and North America. Archeologists have found remains of dogs that are 10,000 years old. In these ancient societies, as well as in our modern one, there are three main relationships that dogs have with people.

First, we have the working dogs. These dogs, such as Siberian huskies and collies, serve people almost like employees. The dogs help pull heavy loads, round up cattle, and keep a sharp eye out for strangers. To a sheep farmer, for example, a good sheepdog is his most valuable partner. Sheepdogs, such as Border collies, standard collies, and Shetland sheepdogs, are very intelligent and can learn to respond to hand signals as well as spoken words. Sheepdogs in Scotland, for instance, move sheep along with barely a glance from the shepherd. As a result, working dogs know their worth to their master, and they are proud of it.

Other dogs are known primarily for their excellence in sports. The sleek and supremely fast greyhound is used in dog races. These races take place on specially prepared tracks where the competitors chase a mechanical rabbit. People gamble on these athletes' performance. Bird dogs are a type of hunting dog. Setters and pointers, for example, recognize a bird's scent long before it makes a sound and show their owner where the bird is by standing rock still. Retrievers, such as golden retrievers or Labrador retrievers, will throw themselves into an icy cold lake to pick up the bird their owner has shot. These special hunting dogs often compete in hunting trials. Clearly, sporting dogs are the athletes of the dog world.

Third, many people enjoy a dog as a companion. All kinds of dogs can be excellent companions. Both the working dogs and the hunting dogs have great patience and are very good with small children. Most of these dogs will allow children to climb all over them and are great baby-sitters because of their loyalty to their owner and their family. A few breeds are kept only for the purpose of being a companion. Some of these are the toy dogs, such as a Chihuahua or a Lhasa apso. Since these dogs are so tiny, they are great to have if you live in a small apartment. In short, all dogs, including the toy dogs, are wonderful companions.

Although there are a great many breeds of dogs, they can be classified into these three main types by their relationships to their owners. Even if you have no interest in sports and no farm to run, you can have a great companion in a dog. Because of the relationships they have with people, dogs are often called "man's best friend."

The topic sentence of the paragraph becomes the **thesis statement** of the essay, which comes at the end of the introductory paragraph. The supporting sentences of the original paragraph expand into three separate body paragraphs in the essay. In other words, each major supporting sentence and its minor supports in Model Paragraph 1 become one body paragraph in the corresponding essay. Finally, the concluding sentence is made into a concluding paragraph.

Two other points are important to note. First, notice how each body paragraph mirrors the construction of the original paragraph. Just as the paragraphs you have written so far have had a topic sentence, supporting sentences, and a concluding sentence, so does each body paragraph. Second, notice how the body paragraphs support the thesis statement of the essay just as the supporting sentences in a paragraph support the topic sentence.

Example 2

Model Essay 2

No Man Is an Island

"No man is an island, entire
of itself." —John Donne,
1572-1631

Sometimes, I wish that I were adopted and that I didn't know who my parents were. Then, no one could say, "Your cousin Thomas gets all A's in school, so why can't you?" or "That hair of yours is just like your grandmother's; there's nothing you can do about it." The truth is that I'm not adopted, and even though **I** try to fight against it, I see family traits in myself all the time. The three main personality types in my family are athletic, studious, and materialistic.

My father and his brother (my uncle Jonas) are athletic. They're both tall and thin even though they love to eat. My father gets up at 5 A.M. every Sunday to drive two hours to a golf course. On weekdays, he parks his car three miles away from his office just so he can walk to work in heavy city traffic swinging his briefcase and whistling. My uncle Jonas is a terror on the basketball court. Even when he's playing with his seven-year old son, he plays to win. I know that some of that competitiveness has come down to me because even if I don't play sports seriously, **I** can't stand losing.

The studious types in my family are the ones everybody talks about. My cousin Anna Louise, for example, is a "goody-goody" high school student who wins every school prize there is. I don't like Anna Louise because we have absolutely nothing to talk about. All she knows about life is what she has read in a textbook. My brother is also studious, but he's totally different from Anna Louise. He's great with computers. He can fix anything electronic. Naturally, he

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gets top honors in all his science and math classes, but he hates history. I remember once he was going to have a test about World War **II,** and one of the study questions asked whether it was in the 1800s, 1900s, or 2000s. His response was: "Who cares, as long as there isn't a third one." **I** admire him for that answer although I'm sure his teacher wasn't very happy.

My mother's two sisters and their children are the materialistic ones in our family. **I** don't know where they got that trait from; it certainly wasn't from my grandparents. My maternal grandparents are sweet and gentle and not the least bit selfish. However, these two aunts have brought their kids up to believe that the only things that are valuable in the world can be counted in money. Every time I'm with these cousins, they talk about how much their new watch cost or how much money they'll make when they go into business like their dads. After two hours of that, **I** just have to get away.

Still, to be honest, **I** must say **I** have a little of all these traits in myself as well. I'm not naturally athletic, but on a tennis court I'll drive myself to a heart attack rather than lose. Although I'm not a straight-A student, I can study when **I** need to. **I** do love reading novels, especially science fiction. I like to say that my motivation for wanting to study medicine is to help make the world a better place, but I have to admit that the salary is pretty nice as well. In short, I see a little bit of myself in all my relatives whether I like it or not.

What About You?

Are there any personality characteristics in your family that most members share? Do you think your personality would be different if you had grown up in a different family?

competitiveness: determination to win at something and be more successful than others

studious: spending a lot of time reading and studying

"goody-goody": someone who likes to seem good when others are watching

materialistic: believing that money and possessions are the most important things

Answer the following questions.

1. What is the subject that is classified in this essay?

2. What is the classification principle?

3. How many categories does the writer divide the subject into: two, three, four, five, or is it unclear?

4. What are the names of the categories in this essay?

Exercise tasks

Exercise 1

Analyzing a Paragraph

Analyze this paragraph by labeling the three main parts: topic sentence, body, and concluding sentence.

Animal Camouflage

Many animals find security in blending in with their environment. In birds, for example, it is quite common for adult males to be brightly colored and very noticeable, while adult females and young chicks are light brown or sand colored in order to blend into their background and escape the sharp eyes of a predator. Many mammals have also adopted the colors of their surroundings over the years. A zebra is almost invisible among the branches and stripes of sunlight in its native Africa, and a lion is very hard to see when it is sleeping on the beige sand of the plains. Most fish are darker on top than on the bottom; from above, they look like the land at the bottom of the water, and from below, they look like the water's surface. The safety that these animals' protective coloring provides has helped them survive over the ages.

camouflage: hiding something by making it look the same as the things around it

to blend in: to mix in with, to be similar to other things

a predator: a hunter, usually an animal

a mammal: a warm-blooded animal that gives birth to live babies and drinks milk from its mother's breast when it is young

Exercise 2
Analyzing an Essay

This essay is an expansion of the paragraph about animal camouflage. First, draw boxes around the three components of the essay (introductory paragraph, supporting paragraphs, and concluding paragraph). Next, using a different colored pen, underline the topic and concluding sentences in each body paragraph.

Animal Camouflage

Animals in the wild have many natural enemies. A small bird wants to avoid being seen by a hawk, a zebra doesn't want the lion to find him, and a flatfish would prefer that the shark swim quietly by. If an animal can't easily run away from its predator, how can it protect itself? One way that has

evolved over time is protective coloring, or camouflage. Many animals find security in blending in with their environment.

In birds, for example, although it is quite common for adult males to be brightly colored and very noticeable, adult females and young chicks are light brown or sand colored in order to blend into their background and escape the sharp eyes of a predator. This coloring protects the weaker birds. Consider the bright red cardinal, a very common bird in colder areas of North America. The male is like a red fire engine against white snow, but you hardly ever see the females. They are sandy brown, with touches of red on the wings, tail, and breast. The peacock is another bird where the male is bright and showy, while the female is easily overlooked because of her dull coloring. The long tail feathers of the male, are generally bright green and gold and have round markings of a rich color, known as peacock blue. The female, called a peahen, has short tail feathers and is much less colorful than the male. Adopting camouflage colors helps the female birds survive and raise another generation of birds.

Many mammals have also adopted the colors of their surroundings. A zebra is almost invisible among the branches and stripes of sunlight in its native Africa because its black and white stripes mimic the shadows among the trees and bushes. A lion is very hard to see when it is sleeping on the beige sand of the plains. The lioness, in particular, looks just like a part of the ground until she raises her head. The camouflage of the lioness makes her invisible to her prey so she can concentrate on hunting and feeding her young. All these mammals have, over many, many years, developed protective coloring to assist them in the struggle to survive.

Most fish are darker on top than on the bottom; from above, they look like the land at the bottom of the water, and from below, they look like the water's surface. Many ocean fish have a horizontal line along their body that separates the top from the bottom. An ocean mackerel, for example, is easily distinguished by this dark stripe. Some flatfish have taken this protection a step further; for example, a fish that lives on a sandy bottom has a light-brown upper side, while a flatfish that lives on a rocky bottom has an upper side that looks like pebbles. Because they look just like their surroundings, these fish survive and avoid becoming someone else's lunch.

Looking like their environment is helpful to these animals for the survival of the species. The mother bird that is invisible among the brown leaves, the lion snoozing on the sandy plains, and the fish that hides among the pebbles will live to see another day. The safety these animals find in their protective coloring has helped them survive over the ages.

a chick: a baby bird

dull: boring, unnoticeable, not bright or shiny

invisible: not able to be seen

to mimic: to copy the way someone or something is

prey: animal that is hunted and eaten by another animal

horizontal: flat, level, and straight; in the same direction as the horizon

a species: a category of the classification of animals or plants

to snooze: to sleep lightly for a short time

Exercise 3

Punctuating with Commas and Semicolons

Punctuate these sentences. Use commas and semicolons in the appropriate places.

1. Baby whales stay with their mothers for one to two years after that they usually go out on their own.

2. Loggers in the Northwest cut down the forests consequently they destroy some animals' natural habitats.

3. First we'll feed the dogs later on we'll feed ourselves.

4. The city government is trying many ways to decrease the number of wild cats in the park for instance animal control officers are catching the cats and neutering them.

5. Furthermore the police can suspend your dog's license.

6. Frank seems to hate people on the other hand he is very loving with his cats.

7. Some birds live permanently in the Arctic however most migrate.

8. For example I never leave home without my dogs.

Exercise 4

Divide this text into three paragraphs and add all the necessary punctuation.

an embarrassing incident

one summer job i had as a student was in a rather exclusive restaurant in glasgow on this particular day we were expecting forty members of a football team for lunch i was given the job of peeling the potatoes i thought i was managing quite well with my small knife until the owner appeared to see how i was getting on she was amazed that i was using a knife and asked why i wasnt using the potato peeler i had no idea what a potato peeler was so she led me into a small room behind the main kitchen there on the table was a small machine rather like the rubbish bins some people have in their bathrooms she explained as if to a small child that i had to put the potatoes in close the lid and press the button when she came back ten minutes later i told her i thought it was quicker to do them by hand she asked what i meant well they arent ready yet i replied you can imagine how i felt when she lifted the lid and took out the potatoes the size of peas the potato peeler was not automatic

Exercise 5

The following story has been jumbled up. There should be three paragraphs, each of which has an opening sentence and three other sentences. The opening sentences are given below. Decide which other sentences (a-i) belong to each paragraph. Then put the sentences in order. An example is given.

Paragraph 1

Disaster struck a couple of days before Tessa's departure when she fell and broke her arm.

C   ………   …………

Paragraph 2

The budgie, however, turned out to be the main problem.

……..   ……..   ……….

Paragraph 3

Two hours later the plane landed and she got off.

………   ……….   ………….

a It was then that Tessa started to worry.

b She couldn't believe her luck when she heard the sound of a pneumatic drill: the noise drowned everything.

c She was in Spain when it happened but was returning to Britain for Christmas.

d Relieved, she walked unchecked through Customs but made up her mind never to do it again.

e She knew that it was illegal to take animals into Britain without declaring them, but she hadn't thought what would happen if she was caught.

f Unfortunately, she had already bought presents for everyone at home as well as a *budgie for her aunt.

g It protested loudly from its cardboard box beneath her seat causing passengers nearby to turn round.

h The budgie was still making a lot of noise and she was shaking as she walked towards Customs.

i Carrying everything was now going to be extremely difficult.

Exercise 6

The following sentences A-J form an article on the topic of arts and crafts. Put them in the correct order and then divide the article into four paragraphs. The first sentence is given.

Coming down to earth

a Are artists born or made? I've often wondered. 1

b Then when I was a teenager, I decided to be more realistic.

c I imagined myself living in an attic room in Paris painting masterpieces.

d Giving someone a sweater which goes down to their knees, I discovered, is a sure way of ending any relationship.

e In the end I was forced to admit that not everyone is born to be artistic.

f I decided to take up knitting and from the age of sixteen I knitted a sweater for every boy I went out with.

g Even when I was a child, I wanted to be an artist.

h I don't really know why because, in my case, neither one nor the other seems to be true.

i But the nearest I ever got to producing one was the painting-by-numbers Mona Lisa I did when I was twelve.

j As a university student, I tried pottery but I wasn't any better at that.

Exercise 7

Write your own article about the best or worst thing you have ever made. Here are some ideas to get you started. Make brief notes.

• Mention the materials you used and describe how you made it. Did anything go wrong?

• Say how you felt when you'd finished it. What did people say about it?

• What did you do with it? What do you feel about it now?

Organize your ideas into three or four paragraphs. Then think of an appropriate title and opening sentence. Remember that your beginning should make people want to read your article. Write your article in 120-180 words. Finally, check your grammar, spelling and punctuation.

Exam tip

Make sure you answer the question. If you don't, you will lose marks, even if your English is good.

Exercise 8

Write a story about someone who did something wrong. Your story can be true or imaginary but you must begin or end it with the words Never again. Use the paragraph plan and the ideas below to help you.

Paragraph 1 Set the scene. Who? When? Where?

Paragraph 2 What happened?

Paragraph 3 How did the story end?

Write your story in 120-180 words. Finally, check your grammar, spelling and punctuation.

Exercise 9

The advantages and disadvantages essay

If you are a smoker, answer these questions yourself. If you are not, ask someone who smokes the questions and note down their answers. Would you stop smoking if:

1 cigarettes were very expensive____

2 smoking was prohibited in all public places _

3 all your friends gave up smoking____

4 smoking was made illegal __

 B Here are some sentences from a composition which answers the following question.

Some people think that the best way to stop people smoking would be to ban the sale of tobacco.

What would be the advantages and disadvantages of such a policy?

Fill the gaps in the sentences with an appropriate word or phrase from those below. Use each word or phrase once only. There are three extra ones, which you will not need to use.

1 ………….. most smokers are ordinary people ………….. would not want to be involved in something illegal, ……………….. is why they would stop.

2   It would be much more difficult to buy cigarettes …………… many people would eventually give up smoking simply ……………………. It would be too much trouble.

3 …………….. of banning the sale of tobacco is that ……………. cigarettes couldn't be sold legally, they would not be freely available.

What is the correct order of the sentences?

The three sentences in B make up the second paragraph of the composition. You are going to write the three missing paragraphs. Use these ideas to help you

First paragraph

- Begin by making a general statement about the question. You could mention the health hazards of smoking and the fact that many people still smoke.

- Then say what the composition is about. Try not to use the exact words given in the question.

- Finally, indicate that you are going to consider the advantages and disadvantages of this method.

Third paragraph

- Think of some disadvantages e.g. It will encourage a black market economy/ Banning something often makes it more attractive. Choose two or three of your strongest ideas and back them up with supporting statements.

- Use an appropriate phrase to introduce the paragraph and appropriate words to link your ideas.

Final paragraph

- Summarize your arguments. You may give an opinion but you must use impersonal language.

- You may conclude with some alternative methods which you think might be more effective.

Exercise 10

Stories

The text below tells the main events of a story, but does not include descriptions of people, places and objects related to these events. Rewrite the story, adding descriptive language. You should try to add 40-60 more words of your own. There are some questions to help you decide what to add to each paragraph. You can add single words, descriptive phrases or whole sentences to the original.

A visit to the dentist

I woke up on Saturday night with toothache. All day Sunday the pain got worse, so on Monday morning I telephoned the dentist and made an appointment.

I arrived at the surgery fifteen minutes early. There was nobody else in the waiting room and there were no magazines to read. Time passed slowly.

Eventually my name was called and I went in. Mr Parbury asked me to sit down. He examined me and said that one of my teeth would have to come out. He gave me an injection, took out the tooth and ten minutes later I left the surgery.

Questions

Paragraph 1

• How did you feel when you woke up on Saturday night?

• How did you spend Sunday?

Paragraph 2

• What was the atmosphere in the waiting room like?

• How did you feel as you were waiting?

Paragraph 3

• What did the dentist look like?

• How did he behave towards you?

• How did you feel as you left the surgery

You are going to write your own story in answer to this question.

An English language magazine is running a competition to find the best 'It happened to me' story. According to the rules, you must begin or end your story with the words Doctors are wonderful people.

Here are some ideas to think about.

1 Is there a real occasion that you can remember when you or someone you know was helped by a doctor? If not, invent one.

2 Write down the main sequence of events.

3 Try to picture the people, places and objects involved in your story. Make a few more notes.

Write your story in 120-180 words, making sure you include descriptions as well as saying what happened. Remember, you are aiming to make your story interesting to the reader.

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Unit 12. Research Paper

For the research paper as for any writing project, eventually you must stop planning and start writing. The large stack of note cards you have prepared points to two accomplishments: (1) you have learned a systematic procedure for gathering information (a procedure you can apply to other subjects), and (2) you have learned a great deal about the research that has already been published on your subject. But, as Barbara Tuchman suggests, most people are "over impressed by research. People are always saying to me in awed tones, 'Think of all the *research* you must have done!' as if this were the hard part. It is not. Writing, being a creative process, is much harder and takes twice as long" (Barbara Tuchman, "Problems in Writing the Biography of General Stilwell," *Practicing History).*

Your stack of note cards will guide you through the hard part of research — writing your paper. But they can also present two problems: (1) you have probably gathered more information than you can use in one paper, and (2) you have become so immersed in what other researchers have written about your subject that you may no longer know what *you* want to write about it. The most effective way to overcome these difficulties is to settle down and write a first draft.

This work will discuss the basic steps in writing that first draft. It will also show you some of student's initial difficulties as she tried to get her first draft started. And further, it will give you detailed advice about how to quote and document sources in the final draft. Read student's final draft and accompanying annotations at the end of the chapter to see how she resolved her difficulties and integrated her research into her writing.

The major topics discussed in this work are:
- Organizing a preliminary outline
- Developing a thesis
- Writing the first draft
- Creating the introduction
- Quoting sources
- Documenting sources
- Listing sources
- Typing the final draft
- Laura's research paper

Organizing a preliminary outline

Before drafting your paper, try out several *preliminary* outlines to determine the most effective pattern for your information. After you have completed your first draft, use a *descriptive* outline (or a revision agenda) to evaluate what you have written. Once you are ready to write the final draft of your research paper, prepare a *formal* outline to guide your composing process. Your instructor may require you to submit your formal outline with your paper as a kind of "table of contents."

To organize a preliminary outline, read through your note cards, matching up those that deal with specific subdivisions of your subject. If you have composed subheadings and written them at the top of each card your large stack of cards will organize itself quickly into a series of smaller stacks. Each stack could become a major section or minor subdivision on your outline. If you discover that several stacks focus on similar aspects of your subject, contain too few cards to develop a significant subdivision, or deal with subheadings no longer appropriate to the emerging design of your paper, eliminate the irrelevant note cards or re-label them so that they fit under a more appropriate subheading.

Once you have established your categories, arrange them into various pat terns to find the one that seems most effective. Some of your subject headings may suggest a simple pattern (a *description* of the stained-glass windows at Chartres); others may point to a more complicated pattern. For example, student's research led her to study the history of stained-glass windows, the design of the stained-glass windows at Chartres, and the evolution of oral tradition in a preliterate society. Because she suspected there was a complex cause and effect relationship among these factors, she considered writing a *causal analysis.* But she was perplexed about how to arrange her material. Should she analyze causes and then effects? Which factors (stained-glass windows, Chartres' windows, the oral tradition) were causes and which were effects? She decided that she didn't know enough about these factors to analyze their interrelationship, and she realized that even if she did have sufficient knowledge, she would need more space and time than her assignment allowed to compose such an analysis. She sorted her cards again and discovered a historical sequence that she could use to organize her preliminary outline.

Preliminary Outline: The Windows at Chartres

1. Reasons for building medieval cathedrals

religious

educational

economic

2. Building Chartres cathedral

pagan history

relic

cult of the Virgin

3. Chartres' various destructions

marauders

fires — the great fire of 1194

4. The great rebuilding, 1194-1260

survival of relic

cult of the carts

donations by guilds

5. The windows

Biblical stories

Christian allegory

secular history

local history

A preliminary outline reveals at a glance the kind of paper your sources will allow you to write. As the student looks at his outline, he sees that her planning has led to several interesting decisions. His reading about the history of stained-glass windows had taken her far afield of her primary subject, Chartres' windows. He read several general histories of the medieval cathedral and many specific histories of Chartres, which gave rise to ideas that dominate his preliminary outline, relegating the subject of his paper, "The Windows at Chartres," to section 5, "The Windows," only. The subheadings in this section look promising because they remind the student of what prompted his original interest in the windows — their ability to "tell" stories. He suspects that if he reviews all the research on illiteracy and the oral tradition, he may discover some insights that will help him revise his preliminary outline so that it demonstrates a thesis.

Developing a thesis

Developing a thesis is the most difficult task in composing the research paper. Your note cards, even when they are sorted and arranged into stacks, represent the voices of authority. It is easy to be intimidated by your own research, easy to let your sources speak for you. But remember, your aim is to advance your own argument — to discuss and analyze a topic from your own point of view. Like all other writing assignments, the research paper requires you to write with a purpose.

To find that purpose, review the comments you wrote at the bottom of your note cards. If you consistently commented on or posed questions about the ideas in your notes, then you have already established a degree of independence from your resources. As you reread your comments, look for common denominators in your thinking. What fascinated you about your subject? What connections did you see among the various sources you read?

Once you have identified some common themes, convert each into a hypothesis and try to match it to your preliminary outline. Some of your hypotheses may match up easily, leading to assertions that explain each of your subdivisions and pointing toward a thesis. Others may require you to revise the subdivisions or expand the range of categories you need to consider. Still others may suggest that you reorganize your outline completely. The particular thesis you try to advance in your first draft depends on a number of factors — your personal preference, your understanding of the information you have gathered, and your confidence in your ability to demonstrate what you propose to prove.

As the student looked back through his comments, he discovered that two ideas expressed by other writers clarified what he wanted to prove in his own research. Marshall McLuhan's observation that cathedrals in the Middle Ages served as the "books of the people" gave the student a rationale for his project — analyzing how one cathedral, Chartres, functioned as a kind of information center. But McLuhan did not really explain how the cathedral performed this function. Kenneth Clark's report that in the medieval church the stained-glass windows were designed to "impress and instruct the faithful" provided his with more specific evidence about the educational purpose of stained-glass windows.

A friend who had visited the cathedral had given the student a set of slides of its windows, and he began to study specific windows to see what they attempted to teach. He found that the four categories he had listed in section 5 of the preliminary outline - Bible stories, Christian allegory, secular history, and local history - were comprehensive. In fact, he found four windows that not only illustrated these four categories but also illustrated the historical information he had included in the other sections of her preliminary outline. The student then formulated three hypotheses about

the stained-glass windows at Chartres.

- The history of Chartres cathedral is illustrated in four of its stained-glass windows.

- Examining four of the stained-glass windows at Chartres reveals the scale and detail of education available at this famous medieval cathedral.

- Although most people in the Middle Ages could not read verbal histories of their culture, they could read visual histories such as those found in four stained-glass windows at Chartres.

Writing the first draft

Writing the first draft of your research paper is like writing the first draft of any other paper - it is a discovery exercise. You have to discover whether your planning will enable you to communicate a subject to an audience for a purpose. Some of your discoveries will seem familiar because they are common in every writing situation: the information that seemed so complete in your notes now seems sketchy; and the overall purpose of your paper, so clear in your mind when you began, now strikes you as confused or inconsistent. Other discoveries may prove unsettling because they seem unique to the research paper: your first draft may follow your preliminary outline and support your thesis; but it may seem stiff, mechanical, and dull.

For most inexperienced writers, first-draft dullness derives from the inability to compose a simple, straightforward introduction that asserts a thesis and the inability to weave quoted material gracefully and naturally into the body of the paper. The following sections will illustrate and discuss some methods for solving these problems.

Creating the introduction

Do not be surprised if you have to struggle with the introduction to your research paper. You have learned a great deal about your subject and are eager to display that learning in the body of your paper. But in order to "get there," you have to write an introduction that establishes the focus of your subject, attracts the attention of your readers, and asserts the purpose of your paper. Some writers cannot write such an introduction until they have discovered precisely what they are going to say in the body of the paper. For that reason, they prefer to write the introduction after they have drafted the rest of the paper - when they know exactly what they want to introduce. Other writers cannot develop the body of the paper until they have defined its exact direction. For that reason, they draft several versions of the introduction, hoping to learn what they want to introduce. Either

method will require you to make a series of adjustments - some large, some small — to the introduction and to the body when you revise the final draft.

The student rejects his first hypothesis as too flat and limited. His attempts to work out the implications of his other two hypotheses and to find a purpose for his paper produced two different introductions. His revision agendas reveal his dissatisfaction with them because each failed to establish the subject and clarify her thesis. Both introductions and revision agendas are shown below.

First draft: introduction

The educational purpose of the medieval church is much in evidence at the great cathedral of Chartres. Towering above the wheat fields of northern France, it testifies to the presence and prominence of Christianity in medieval life. To appreciate the full significance of Chartres, however, one must enter the cathedral and meditate on the more than 175 stained-glass windows that illuminate its interior. These spectacular patterns of color were created by unknown twelfth- and thirteenth-century artists. Each window forms a text, exhibiting the characters, legends, and symbols of a complex story. "Reading" four of them reveals the scale and detail of religious education available at Chartres.

Revision Agenda

1 What did I try to do in this draft?

I tried to illustrate how cathedrals such as Chartres used stained-glass windows for educational purposes.

2.What are its strengths and weaknesses?

I focus immediately on Chartres and get to the four windows I plan to "read" by the end of the first paragraph. But nobody knows why people need this kind of education. Nothing depends on illiteracy. No comparison between the way we learn now (reading books) and the various ways people learned in Middle Ages (e.g., looking at windows).

3. What revisions do I want to make in my next draft?

a. Establish context of preliterate culture.

b. Explain that illiteracy did not mean ignorance.

c. Use McLuhan's quote to connect discussion of illiteracy to analysis of Chartres.

d. Focus on four windows at Chartres as examples.

Second draft: introduction

The information explosion that continues to bombard modern people simply could not exist in a preliterate society. In the medieval world, the ability to learn was limited to what people could see, hear, and remember (Ong 1). And perception and memory are, after all, highly fallible. But an illiterate during the Middle Ages was not necessarily ignorant or uneducated. One could learn orally or depend on the literacy of another (Bauml 242). In fact, everyone in the Middle Ages did not need to read and write. People were well acquainted with vernacular stories and the content of the Bible, in spite of their illiteracy (Bauml 247). Our methods of constructing arguments, telling stories, and presenting complex information grew out of the oral communication strategies employed during the Middle Ages. The medieval church, with its sermons, schools, and iconography, was the place where such strategies flourished. Marshall McLuhan points out that "the medieval cathedrals were the 'books of the people' " (108). Thus, although most people could not read verbal texts, they could read visual texts such as the stained-glass windows at Chartres.

Revision Agenda

1. What did I try to do in this draft?

I tried to connect the discussion of illiteracy in the Middle Ages to educational purpose of stained-glass windows at Chartres.

2. What are its strengths and weaknesses?

Ong and Bauml help me define illiteracy in the Middle Ages. They also help me demonstrate that illiteracy did not mean ignorance. McLuhan's quote connects discussion of illiteracy to educational purpose of cathedral. Discussion seems wordy (ironic). Instead of introducing windows at Chartres, introduction seems to hide them. Last sentence seems like afterthought rather than thesis. Suggests I am going to analyze all the windows rather than just four.

3.What revisions do I want to make in my next draft?

a. Make a clearer presentation of preliterate culture — maybe use some specific examples.

b. Explain difference between verbal illiteracy and visual literacy.

c. More dramatic presentation of Chartres and its windows as place where illiterate could learn.

Maybe use material from first draft. Maybe I'll need more than one paragraph to set up thesis.

d. Use thesis to assert what paper will prove by examining <u>four</u> windows.

e. Show illustrations of four windows — check with Johnson about how to do it.

When the student completed his second revision agenda, he was confident that the second hypothesis had led to a thesis and purpose for his paper. He reworked his introduction and drafted the body of the paper, encountering a number of tricky problems. For example, he had to decide how to weave his source material into the text and how to prepare and mount the illustrations. You will see how the student handled these problems when you read his paper and the annotations accompanying it.

Quoting sources

The most persistent challenge posed by the research paper is deciding *when* and *where* to cite your sources to support your argument. For every division on your outline, you have a stack of cards that contains the words and ideas of other writers. If you use this material, you must acknowledge the source of your information. Many inexperienced writers, however, do more than merely use their sources; they allow their sources to write the paper for them. Excessive quoting distorts the balance between your writing and the writing of others and makes your paper seem to be a scrapbook of other people's opinions. And it can disrupt the flow of your argument by introducing ideas and images that may not deal directly with your thesis.

To avoid these problems, you should be selective when you quote. Because each quotation creates a special effect, ask yourself these questions when you are deciding whether to quote a passage.

1.Will the substance of the passage make a significant contribution to my subject? Sometimes a passage may seem significant because it provides extensive evidence for its conclusions. But you may be able to make the same point more effectively by summarizing or paraphrasing rather than quoting the passage.
2.Will the phrasing of the passage seem memorable to my readers? You do not want to blur the effect of a quotation by quoting too much material. Nor do you want to waste the effect of a quotation by quoting uninspired or unintelligible writing. You should quote only key sentences or phrases — those that convey the author's meaning in especially vivid language.

3.Will the reputation of the author give credibility to my argument? The mere mention of certain "experts" produces controversy or distorts your argument. If the authority of your sources is

suspect, there is no point in quoting them.

When you determine that you want to use a particular quotation, you have to decide how to incorporate it into your own writing. There are several methods for quoting material; the one you choose depends on why you are quoting the passage and how much you intend to quote.

Introducing Quotations

All quotations must be placed within quotation marks or set off from your text. They must be documented with a parenthetical reference that includes the exact page numbers from which the quotation was taken and, if necessary, the author's name or another word or phrase that identifies the source. A lead-in phrase or sentence identifying the person you are quoting and the reason he or she is being quoted helps your readers follow your reasoning and prepares them for the special effect conveyed by a quotation. There are at least three ways to introduce a quotation.

Here is the most common method of introducing a quotation:

M. T. Clanchy, noted medieval historian, argues in Prom Memory to Written Record: England, 1066-1507 that "reliance on literacy can be narrowing, since it restricts communication to those who have learned its techniques".

The person to be quoted (M. T. Clanchy), his expertise (medieval historian), and the source of the quotation *(From Memory to Written Record: England, 1066- 1307)* are all identified. But the purpose for which Clanchy is being quoted is not explained; presumably, this passage would appear in a paragraph in which the context or reason for the quotation has been established. Introductory phrases such as the one above help your readers see how the argument you have stated is advanced by an authority.

In the second form of introducing a quotation the person being quoted (medieval historian M. T. Clanchy, the author of *From Memory to Written Record. England, 1066-1307)* and the reason he is being quoted (he explains the effects of our dependence on written texts) are both identified in a sentence that concludes with a colon; the quotation follows, as in this example:

Medieval historian M. T. Clanchy explains the effects of our dependence on written texts in From Memory to Written Record: England, 1066-1307: "reliance on literacy can be narrowing, since it restricts communication to those who have learned its techniques".

The third method of identifying a quotation relies on the assumption that you have already introduced the writer's full name and credentials earlier in the paper:

"Reliance on literacy can be narrowing," Clanchy points out, "since it restricts communication to those who have learned its techniques".

Length of Quotations

The length (and look) of your quotation will determine its effect. A brief, pointed quotation, generally worked into the syntax of your sentence, is often the best way to advance your argument. But on rare occasions (perhaps no more than two or three times in a ten-page research paper), you may want to quote a long passage that expresses the main ideas you are trying to present.

Long quotations (four or more lines of prose; three or more lines of poetry) are usually introduced by a colon or comma, set off from your text by triple spacing above and below, and indented ten spaces from the left margin. This special placement identifies the passage as a quotation, so do not enclose it in quotation marks. In such block quotations, the final period goes *before* rather than *after* the parenthetical reference. Here is an example.

In <u>The Gothic Cathedral,</u> Otto von Simon explains the importance of Christian relics such as the Holy Tunic:

The religion of medieval man was a communication with a sacred, reality that was invisible, yet immediately and continuously present. The veneration of saints and their relics, and the repercussions that this cult exerted upon nearly every phase of medieval life . . . are unintelligible unless the immediacy of this relationship with the supernatural is properly understood.

Short quotations (less than four lines of prose, less than three lines of poetry) are usually run in with your text, unless they deserve special emphasis. You can introduce a short quotation by one of the three methods described earlier. Or, as the student does in the example below, you can work brief phrases from your source into the syntax of your sentence, using quotation marks and identifying the source with a parenthetical reference.

The presence of the Virgin's Holy Tunic not only provided a sacred link to the supernatural world, but also produced a significant effect "upon nearly every phase of medieval life".

Integrating Quotations

Sometimes, to make a quoted passage fit smoothly into the flow of your sentences you will have to use ellipsis and brackets. Use ellipsis points when you want to omit part of the quoted passage to make it conform to your sentence. Use three points (. . .) to indicate omission of material within the sentence. Use four points (....) to indicate the omission of a whole sentence or more. Use brackets when you need to add your own words to a quotation to make the passage complete or grammatically correct or, on occasion, when you need to make an editorial comment. For example, the student wants to integrate phrases from the quotation below from Henry Adams' Mont-Saint-Michel and Chartres into his own sentence.

Above the signature, in the first panel, the Emperor Constantine is seen, asleep, in Constantinople, on an elaborate bed, while an angel is giving him the order to seek aid from Charlemagne against the Saracens. Charlemagne appears, in full armour of the year 1200, on horseback.

Then Charlemagne, sainted, wearing his halo, converses with two bishops on the subject of a crusade for the rescue of Constantine. In the next scene, he arrives at the gates of Constantinople where Constantine receives him. The fifth picture is most interesting; Charlemagne has advanced with his knights and attacks the Saracens; the Franks wear coats-of- mail, and carry long, pointed shields; the infidels carry round shields; Charlemagne, wearing a crown, strikes off with one blow of his sword the head of a Saracen emir; but the battle is desperate; the chargers are at full gallop, and a Saracen is striking at Charlemagne with his battle-axe. After the victory has been won, the Emperor Constantine rewards Charlemagne by the priceless gift of three chasses or reliquaries, containing a piece of the true Cross; the Suaire or grave- cloth of the Saviour; and a tunic of the Virgin. Charlemagne then returns to France and in the next medallion presents the three chasses and the crown of the Saracen king to the church at Aix, which to a French audience meant the Abbey of Saint-Denis. This scene closes the first volume of the story.

Notice how the student uses ellipsis and brackets to incorporate Adams' phrasing into his own.

In Mont-Saint-Michel and Chartres, Henry Adams points out that the window begins with the Emperor asleep in Constantinople, as an angel gives him orders to "seek aid from Charlemagne against the Saracens. . . . Then Charlemagne . . . wearing his halo, converses with two bishops [about] . . . the rescue of Constantine".

Using Summary and Paraphrase

Often the most efficient way to work your sources into your own writing is to summarize or paraphrase them. A summary states the thesis or outlines the principal points of an author's argument; a paraphrase is a restatement of the author's ideas in your own words. Because the words of a summary or paraphrase are yours, they do not have to be enclosed by quotation marks. But because the ideas come from someone else, you do need to cite the source in your text and document the passage with a parenthetical reference.

The following passage is quoted from Painton Cowen's Rose Windows.

The School at Chartres seems to have elaborated a concept of evolution, drawn from all available knowledge, Christian and pagan alike, which embodied the Old Testament, number, geometry, nature, the Cosmos, Divine Love, and the New Testament. It is essentially the Logos, the Word, of St. John's Gospel (John 1:1) seen in the light of the latest knowledge of the age.

The student summarizes this passage in a paraphrase.

As Painton Cowen points out, the School of Chartres was interested in how the word of God evolved through the ages and through all areas of knowledge, Christian and pagan, Old Testament and New Testament.

Plagiarism

Plagiarism is the use of someone else's writing without giving proper credit — or perhaps without giving any credit at all — to the writer of the original. Whether plagiarism is intentional or unintentional, it is a serious offense that can be easily avoided by adhering scrupulously to the following advice. You should document your sources whenever you

- Use a direct quotation
- Copy a table, chart, or other diagram
- Construct a table from data provided by others
- Summarize or paraphrase a passage in your own words
- Present specific examples, figures, or factual information that are taken from a specific source and used to explain or support your judgments

The following excerpt from Emile Male's Chartres and the examples of a student's use of it illustrate the problem of plagiarism.

Very often images of protective divinities, called "Mothers," were found in the vicinity of sacred springs of the Gallo-Roman period. There were generally three figures in such images, but often a single figure could be found: a seated female figure with a child in her lap, bearing a striking resemblance to the Virgin of the medieval period.

Version A
Images of protective divinities, called "mothers," were found near the sacred springs. There were three figures in such images, but often a single figure could be found: a seated female figure with a child in her lap, bearing a striking resemblance to the Virgin of the medieval period.

That is plagiarism in its worst form. Because the writer of Version A does not indicate in the text or in a parenthetical reference that the words and ideas belong to Male, her readers will believe the words are hers. She has stolen the words and ideas and attempted to cover the theft by changing or omitting an occasional word.

Version B
Emile Male points out that images of protective divinities, called "Mothers," were found in the vicinity of sacred springs of the Gallo-Roman period. There were generally three figures in such images, but often a single figure could be found: a seated female figure with a child in her lap, bearing a striking resemblance to the Virgin of the medieval period.

Version B is also plagiarism, even though the writer acknowledges his source and documents the passage with a parenthetical reference. Obviously the writer has copied the original word for word, yet he has supplied no quotation marks to indicate the extent of the borrowing. As written and documented, the passage masquerades as a paraphrase, when in fact it is a direct quotation.

Version C
Emile Male explains that images of protective gods called "Mothers" were often found near such springs, one of whom, "a seated female figure with a child in her lap, [bears] a striking resemblance to the Virgin of the medieval period".

The student version (Version C) represents one, although not the only, satisfactory way of handling this source material. He has identified his source at the beginning of the sentence, letting readers know who is being quoted. He then paraphrases most of the material in his own words, placing within quotation marks the parts of the original she wants to quote and using brackets to maintain the grammatical integrity of his own sentence. Finally, he provides a parenthetical reference. By following this procedure, the student has made perfectly clear which words are hers and which belong to Male.

Documenting sources

The purpose of documenting each source with a parenthetical reference is twofold: (1) to avoid the appearance of representing somebody else's work as your own and (2) to refer your readers to your list of "works cited," where they will find a complete citation on your source. Although there is

The two most commonly used styles are those recommended by the Modern Language Association in its MLA Handbook for Writers of Research Papers (1984) and by the American Psychological Association in its Publication Manual of the American Psychological Association (1983). The two styles differ:

MLA Style
Sources are documented by parenthetical reference to author's last name and to page number. No punctuation separates these elements, and no abbreviation for page or pages is used.

APA Style
Sources are documented by parenthetical reference to author's last name, publication date, and page number. Commas separate these elements, and the abbreviations p. and pp. are used.
Here is the same source documented according to each style:

Mila style
Although the common languages of the Middle Ages were "widely spoken, [they] were rarely written or read" (Bauml 237-38).

Reference

Bauml, F. H. (2000). Varieties and consequences of medieval literacy and illiteracy. Speculum, 55, 237-65.

Different departments in your college or university may require a particular style; your instructors will tell you which documentation style they require. If you are writing a research paper in the social sciences, your instructor is likely to require APA style. If you are writing a research paper in the humanities, your instructor is likely to require MLA style. Because this chapter is designed to help you write a research paper in a composition class, its examples, including Laura's research paper, follow MLA style.

Sample Citations

Frequently you will need to cite sources that are not so straightforward as the Bauml citation — for example, a book written by more than one author or several works by the same author. In such cases, follow the recommendations below. Each example of a citation is followed by the entry that would appear in the "works cited" list.

Citing One Work by an Author of Two or More Works If you are citing two or more titles by the same author, place a comma after the author's last name, add a shortened version of the title of the work, and then supply the relevant page numbers. Another solution is to cite the author's last name and title in your sentence and then add the page numbers in a parenthetical reference.

Once society reaches a certain stage of industrial growth, it will shift its energies to the production of services (Toffler, Future 221).
Toffler argues in The Third Wave that society has gone through two eras (agricultural and industrial) and is now entering another — the information age (26).

Citing One Work by an Author Who Has the Same Last Name as Another Author in Your List of Cited Works When you are citing two or more authors with the same last name, avoid confusion by supplying each author's first name in the parenthetical reference or in your sentence. In the list of cited works, the two authors should be alphabetized by their first names.

Critics have often debated the usefulness of the psychological approach to literary interpretation (Frederick Hoffman 317).

Daniel Hoffman argues that folklore and myth provide valuable insights for the literary critic (9-15).

Citing a Work by More Than One Author If you are citing a book by two authors, you have the option of naming them in your sentence or of putting their names in a parenthetical reference. If you are citing a book by three or more authors, you should probably place their names in a parenthetical reference to sustain the readability of your sentence. The authorship of a work by three or more authors can be given in a shortened form by using the first author's last name and "et al." (an abbreviation for the Latin phrase et alia, meaning "and others").

Boiler and Story interpret the Declaration of Independence as Thomas Jefferson's attempt to list America's grievances against England .

Other historians view the Declaration of Independence as Jefferson's attempt to formulate the principles of America's political philosophy (Norton et al. 124).

Citing a Multivolume Work If you are citing one volume from a multivolume work, indicate in your parenthetical reference the specific volume you used.

William Faulkner's initial reluctance to travel to Stockholm to receive the Nobel Prize produced considerable consternation in the American embassy (Blotner 2: 1347).

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Citing a Work by Title If you are citing a source for which no author is named, use a shortened version of the title — or the title itself, if it is short — in either the text citation or a parenthetical reference. If you shorten the title, be sure to begin with the word by which the source is alphabetized in the list of cited works.

The recent exhibit of nineteenth-century patent models at the Cooper-Hewitt Museum featured plans for such inventions as the Rotating Blast-Producing Chair, and Improved, Creeping Doll, and the Life Preserving Coffin: In Doubtful Cases of Actual Death ("Notes").

Notice that page numbers are omitted from the parenthetical reference when a one-page article is cited.

Citing an Illustration Place the illustrative material as close as possible to the part of the text it illustrates. The illustration — a photograph, advertisement, map, drawing, or graph — should be labeled "Figure" (often abbreviated "Fig."), assigned an Arabic number, and, if appropriate, given a caption and complete citation. In your text, use a parenthetical reference to guide the reader to the illustration: "(see Fig. 1)." Place all necessary information below the illustration:

Fig. 1. "Your Gateway to Tomorrow." Advertisement. Money Mar. 1999: 1-2.

Citing Literary Works Because some literary works — novels, plays, poems — are available in several editions, MLA recommends that you give more information than just a page number so that readers who are not using the same edition as you are can locate in their books the passage you are citing. After the page number, add a semicolon and other appropriate information, using lower-case abbreviations such as pt., sec., and ch. (for part, section, and chapter).

Although Flaubert sees Madame Bovary for what she is — a silly, romantic woman — he insists that "none of us can ever express the exact measure of his needs or his thoughts or his sorrows" and that all of us "long to make music that will melt the stars" (216; pt. 2, ch. 12).

When you cite classic verse plays and poems, omit all page numbers and document by division(s) and line(s), using periods to separate the various numbers. You can also use appropriate abbreviations to designate certain well- known works. For example, "Od. 8.326" refers to book 8, line 326, of Homer's Odyssey. Do not use the abbreviations "1" or "11" to designate lines because they can be confused with numbers. Once you have established in your text which numbers indicate lines, you may omit the words line and lines and simply use the numbers.

Also, as shown in the Odyssey citation just given, use Arabic numbers rather than Roman numerals for division and page numbers. Some teachers prefer Roman numerals for designating acts and scenes in plays (for example, "Macbeth Ill.iv"), but if your instructor does not insist on them, use Arabic numbers with appropriate abbreviations to cite famous plays: "Mac. 3.4."

Citing More Than One Work in a Single Parenthetical Reference If you need to mention two or more works in a single parenthetical reference, document each reference according to the normal pattern, but use semicolons to separate the citations.
(Oleson 59; Trimble 85; Hylton 63)

Although the MLA style provides this procedure for documenting multiple citations within parenthetical references, that kind of documentation is often the result of "scholarly" padding and may be disruptive for readers. If multiple citations are absolutely necessary, MLA recommends that they be placed in a bibliographical endnote or footnote.

Using Notes With Parenthetical References

A superscript numeral (a number raised above the line) placed at an appropriate place in the text — usually at the end of a sentence — signals a note. The note itself, identified by a matching number, may appear at the end of the text (as an endnote) or at the bottom of the page on which its superscript appears (as a footnote).

In MLA style, notes (preferably endnotes) are reserved for two specific purposes.

Notes Containing Additional Commentary

Thurber's reputation continued to grow until the 1950s, when he was forced to give up drawing because of his blindness.[1]

-'-Thurber's older brother accidentally shot him in the eye with an arrow when they were children, causing the immediate loss of that eye. He gradually lost the sight of the other eye because of complications from the accident and a cataract.

Notes Listing or Evaluating Sources or Referring to Additional Sources

The argument that American policy in Vietnam was on the whole morally justified has come under attack from many quarters.[2]

[2]For a useful sampling of opinion, see Buckley 20; Draper 32; Nardin and Slater 437.

Listing Sources: Sample Entries

Notice that the sources cited in note 2 are documented like parenthetical references. Complete citations would be given in the "works cited" list.

Listing sources

In the MLA documentation style readers can locate complete information- SAMPLE ENTRIES about your sources only in a list of cited works. The list goes at the end of your paper and, as its title "Works Cited" suggests, contains only the sources you have cited in your paper. Occasionally, your instructor may require a list of the works you consulted. Such a list would include not only the sources you cited in your paper but also the sources you consulted while conducting your research. (If you have questions about the kind of list you are to prepare, ask your instructor.)

Even though the list of cited works appears at the end of your paper, it must be compiled before you begin writing. The bibliographic information on your source cards will eventually constitute your "works cited" list. In order to create the list, you must alphabetize your source cards, being careful that each entry is complete according to the appropriate format. As you write, you may need to add or delete source cards. Be sure to identify your sources clearly and accurately in your text and to provide complete bibliographic information about each one in your list of cited works.

When you type your final list, follow the instructions given below.

1.Paginate the "Works Cited" list as a continuation of your text. If the conclusion of your paper appears on page 9, begin your list on page 10, unless there is an intervening page of endnotes.

2.List all entries in alphabetical order according to the last name of the author.

3.Double-space between successive lines of an entry and between entries.

4.After the first line of an entry, indent successive lines five spaces.

5.If you are listing more than one work by the same author, alphabetize the works according to title (excluding any initial articles — a, an, the). Instead of repeating the author's name with each citation, for the second and additional works, type three hyphens and a period, skip two spaces, and then give the title:

Lanham, Richard A. Literacy and the Survival of Humanism.
Mew Haven: Yale, 1998. —. Style: An Anti-Textbook. New Haven: Yale, 2005.

The form of each entry in your "Works Cited" list will vary according to the type of source you are citing. The major variations are illustrated below. If you need additional information, consult MLA Handbook for Writers of Research Papers (2005).

Books

Citations for books have three main parts — author, title, and facts of publication. Separate each part with a period followed by two spaces. (The first sample entry is described completely; significant variations in subsequent entries are noted in marginal annotations.)

A Book by a Single Author or Agency

Tuchman, Barbara W. A Distant Mirror: The Calamitous 14th Century. New York: Knopf, 2002.

- The author's last name comes before the given name or initial to facilitate alphabetizing. Use the name exactly as it appears on the title page of the sources.
- If the book is the work of an agency (committee, organization, or department) instead of an individual, the name of the agency takes the place of the author's name.
- If no author or agency is given, the citation begins with and is alphabetized by the title of the source.
- The title and subtitle of the book are underlined.
- The place of publication, the publisher, and the date of publication are named in that order and are punctuated and spaced as in the preceding Tuchman citation. A colon separates the place of publication from the name of the publishing company, and a comma separates the publisher's name from the date.
- If more than one place of publication is given on the title page, mention only the first.
- If the place of publication might be unfamiliar or unclear to your readers, add an abbreviation identifying the appropriate state or country: Cambridge, MA.
- Shorten the publisher's name, as long as the shortened form is easily identifiable: Houghton Mifflin can be Houghton; Harvard University Press can be Harvard UP.
- When you cannot locate one or more pieces of information concerning the facts of publication, use these abbreviations in the appropriate positions.

  No place: n.p.

  No publisher: n.p.

  No date: n.d.

A Book by Two or Three Authors

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Articles

Citations for articles in periodicals, like citations for books, contain three parts: author, title, and facts of publication. But articles include more complicated facts of publication such as the periodical title, the volume number, year of publication, and inclusive page numbers. You can usually find this information on the first page of the article and on the cover or title page of the periodical. The first entry is discussed completely; significant variations in subsequent entries are noted in marginal annotations.

Fulwiler, Toby. "How Well Does Writing Across the Curriculum Work?" College English 46 (1999): 112-25.

- Cite author (last name first).
- Place title of article within quotation marks.

- Underline title of periodical.

- Place volume number after title of periodical.

- Enclose year of publication within parentheses.

- Use colon to separate date of periodical from inclusive page numbers of article.

- If a periodical pages its issues continuously through an annual volume, as does College English, give only the volume number, not the issue number.

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Bird, Harry. "Some Aspects of Prejudice in the Roman World." University of Windsor Review 10.1 (2001): 64-75.

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Carpenter, Lynette. "The Daring Gift in Ellen Glasgow's 'Dare's Gift.' " Studies in Short Fiction 21 (2005): 95-102.

An Abstract from Dissertation Abstracts (DA) or Dissertation Abstracts International (DAI)

Creek, Mardena Bridges. "Myth, Wound, Accommodation:

American Literary Response to the War in Vietnam." DAI 43 (2003): 3593A. Ball State U.

Other Sources

You may sometimes have to list sources other than books and articles. In fact, MLA changed the name of its concluding list of sources from "Bibliography" (literally "description of books") to "Works Cited" because of the variety of non- book sources that may be cited. The particular treatment of "other sources" depends on what information is available and what information needs to be included to enable readers to locate the same material themselves. Here are some sample entries with brief annotations.

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Maps and Charts

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Typing the final

When you type the final draft of your research paper, follow these gen- DRAFT eral specifications.

1.Use white, 20-pound bond, 8V2" X 11" paper.

2.Use a pica typewriter or high quality printer.

3.Double-space the text throughout — including quotations, notes, and "works cited" list.

4.Maintain margins of 1 inch at the top and the bottom and on both sides of each page.

5.Indent 5 spaces at the beginning of each paragraph.

6.Leave 2 spaces after periods and other terminal marks of punctuation.

7.Leave 1 space after commas and other internal marks of punctuation.

8.Arrange the information on the title page so that it is balanced on the page. Center the title one third of the way down the page. Do not underline your own title. After the title, leave several line spaces and then type your name. At the bottom of the title page, centered on separate lines, list (a) the course and section numbers, (b) your instructor's name, and (c) the date.

9.A formal outline, if required, follows the title page and serves as the table of contents for the final paper. Use topics or full sentences, and follow the outline formats discussed in Chapter 3. Type the title of your paper at the top of the first page of the outline; then type your thesis, triple-spaced below the title. Do not list your introduction or conclusion in your outline.

10.Type your title at the top of the first page of your paper. Triple space to the first sentence of your paper.

11.Number the pages of your manuscript consecutively, placing the page number in the upper-right corner. Begin numbering on the second page (page 2) of your paper; do not number the title page, the formal outline, or the first page of the text of your paper. Number all text pages after the first, including any that contain illustrations or endnotes and the "works cited" list.

12. Label any illustrations. Position the caption 2 line-spaces below the figure, and align the caption with the left side of the figure. Mount each illustration on bond paper using rubber cement or dry-mount tissue.

When you have finished typing, proofread every page carefully — including the title page, the formal outline, captions, endnotes, and "Works Cited" list. Make a photocopy of your paper. If your instructor has asked you to hand in your note cards with your paper, arrange them in a logical order, put a rubber band around them, and place them in an envelope.

Exercise tasks

Exercise 1

Discuss how each of the student's hypotheses matches up with his preliminary outline. In what ways will each hypothesis require the student to change the major headings and subdivisions of his outline? What information will he have to add, eliminate, or re-label?

Exercise 2

Compare the student's two draft introductions with the introduction that he uses in his final paper. How do his revision agendas help his expand her introduction and sharpen his thesis? What specific decisions seem to produce the biggest changes in his final draft?

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1. Joseph F. Trimmer, James M. McCrimmon, Writing With A Purpose, Houghton Mifflin Company, 1998.
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Appendix 1

Common abbreviations used in business

Job titles

CEO   Chief Executive Officer

CFO   Chief Financial Officer

CIO   Chief Information Officer

COO   Chief operating officer

MP   Member of Parliament

Organizations

EMU   European monetary Union

EU   European Union

IMF   International Monetary Fund

IRS   Inland Revenue Service

TUC   Trades Union Congress

UN   United Nations

WTO   World Trade Organisation

Countries

UAK   United Arab Emirates

UK   United Kingdom

USA   United States of America

Companies

BA   British Airways

BMW   Bayerische Motoren Werke

IMB   International Business Machines

Business terms

AGM   Annual General Meeting

B2B   Business to Business

B2C   Business to Customer

CIF   Cost, Insurance, Freight

FOB   Freight on Board

FY   Fiscal Years

GDP   Gross Domestic Product

HR   Human Resources

IPO   Initial Public Offering

M&A   Mergers and Acquisitions

MBA   MasterofBusinessAdministration

MBO   ManagementBuyOut

P&L   ProfitandLoss

PLC   PublicLimitedCompany

R&D   ResearchandDevelopment

ROI   ReturnonInvestment

SWOT   Strengths, Weaknesses, Opportunities, Threats

TQM   TotalQualityManaggement

USP   UniqueSellingProposition

VAT   ValueAddedTax

Measurements

ETA   EstimatedTimeofArrival

GMT   GreenwichMeanTime

kg   kilogram

kph   kilometres per hour

lb   pound (weight)

Technology

CAD   Computer Assisted Design

CAM   Computer Assisted Manufacturing

FAQ   Frequently Asked Question

HTML   Hyper Tex Markup Language

PDF   Portable Document Format

RAM   Random Access Memory

ROM   Read Only Memory

WWW   World Wide Web

General

AOB   Any Other Business

ASAP   As Soon As Possible

ID   Identity

i.e.   idest (=thatis)

PIN   Personal Identification Number

<u>Common job titles</u>

Chairman (of the board) or President

the person at the top of the hierarchy

Vice Chairman or Vice President

second in the hierarchy

Managing Director or CEO (Chief Executive Officer)

in charge of the day-to-day running of the business

Finance Director or CFO (Chief Financial Officer)

responsible for all matters concerning finance

Accountant or Financial Controller

oversees the book-keeping

Marketing Manager/Director

coordinates all commercial activities

Sales Manager/Director

in charge of the Sales Team

Communications Manager/Director or CCC (Chief Communications Officer)

in charge of interal and external communications

Product Manager/Director

manages one of the products in the product portfolio

Legal Affairs Managers/Director

deals with legal matters

IT (Information Technology) Manager/Director or CIO (Chief Information Officer)

responsible for all hardware and software in the company

Production Manager/Director or COO (Chief Operations Officer)

responsible for output

Plant Manager/Director

in charge of one factory

Foreman

responsible for a group of workers

Personnel Manager or Human Resources Manager/Director

in charge of all matters concerning staff

Research and Development Manager/Director

heads the team that comes up with new ideas and products

Purchasing Manager/Director

head of maintenance, catering and other facilities

PA(Personal Assistant)

deals with administrative duties

Register

<u>**Abbreviations**</u>

1	ie	<u>in other words</u>
2	asap	<u>as soon as possible</u>
3	Thurs	<u>Thursday</u>
4	Jan	<u>January</u>
5	at the memo	<u>at the moment</u>
6	bw	<u>Best wishes</u>
7	attn	<u>attention</u>
8	rgds	<u>regards</u>
9	pls	<u>please</u>
10	w/e	<u>weekend</u>

Formal vocabulary	**Informal vocabulary**
colloquial language	**standard language**
1 to check sth out	to send sb an email
2 to touch base with sb	to give sb information
3 to send sth by snail mail	to send sth by post
4 to mail* sb	to try find or get sth (that is missing)
5 to give sb the low-down	to look at sth in deal
6 to chase sth up (AmE: down)	to get in contact with sb
7 to be out of the loop	to postpone sth (or put sth off)
8 to put sth on hold	to be out of touch or not have heard sth

Formal vocabulary	**Informal vocabulary**
1 convenient	Ok
2 assistance	help
3 to inform	to tell
4 to reply	to answer
5 to regret	to be sorry
6 to contact	to get in touch with
7 to postpone	to put off
8 to arrange	to set up
9 to enquire	to ask
10 to require	to need

Appendix 2

Essential Spelling Rules

These spelling rules will help you to spell hundreds of words correctly

Rule for -ie and -ei

You can avoid most misspellings of words that contain the -ie or -ei vowel combination by . learning the rule that is summarized in the following jingle:

Write *i* before *e*
Except after *c*
Or when sounds like *a*
As in *neighbor* and *weigh*

The rule for ie and ei is in three parts:

- Usually spell the combination -ie, as in believe.
- However, spell -ei when the combination follows the letter -c, as in receive.
- Also, spell -ei when the combination has the sound of a long -a, as in weigh (wa).

Exceptions to this rule include words in which the combination should be spelled -**ie** but is spelled -**ei**: caff<u>ei</u>ne, <u>ei</u>ther, for<u>ei</u>gn, h<u>ei</u>ght, l<u>ei</u>sure, n<u>ei</u>ther, prot<u>ei</u>n, th<u>ei</u>r, and w<u>ei</u>rd. There are also words in which the combination follows -c and should be spelled -**ei** but is spelled -**ie**. In these words, -**c** is pronounced -**sh**: an<u>cie</u>nt, cons<u>cie</u>nce, defi<u>cie</u>nt, effi<u>cie</u>nt, profi<u>cie</u>nt, and suffi<u>cie</u>nt. Remember to spell -**ie** rather than -**ei** after **c** when **c** spells the sound of -**sh**.

The Word + Word Rule

The Word + Word Rule explains how to join words to form compound words such as *fireworks*.

Usually join two words without changing their spellings

Here are some examples of how to use the Word + Word Rule:

- book + keeper = bookkeeper
- room + mate = roommate
- fire + arms = firearms

Exceptions to this rule include a<u>l</u>most, a<u>l</u>ready, a<u>l</u>though, a<u>l</u>together, a<u>l</u>ways, one<u>s</u>elf, pas<u>t</u>ime, and wher<u>e</u>ver.

The Prefix + Word Rule

The Prefix + Word Rule may used to avoid spelling errors such as *mispell* (misspell) and *unecessary* (unnecessary).

Join a prefix and a word without changing the spelling of the prefix or the word.

Here are some examples of how to use the Prefix + Word Rule:

- mis + spell = misspell
- un + necessary = unnecessary
- dis + appear = disappear

There are no exceptions to the Prefix + Word Rule.

The Word + Suffix Rule

You can use this rule and the following rules in this section to reduce or eliminate spelling errors caused by uncertainty about how to join words and suffixes. The first of these is the Word + Suffix Rule.

Usually join a word and a suffix without changing the spelling of the word or the suffix

Here are some examples:

- usual + ly = usual
- clean + ness = cleanness
- poison + ous = poisonous

The word *eighteen* is one of the exceptions to this rule; according to the rule, it should be spelled *eightteen*, but it is not. Other exceptions are given in the explanations of the remaining rules.

Final -e Rule

The Word + Suffix Rule is not used when adding suffixes to words that end in silent e.

When a word ends in silent -e, usually drop the -e if you are adding a suffix that begins with a vowel, but retain the -e when you are adding a suffix that begins with a consonant.

Silent -**e** is an -**e** such as the one in love, which you do not hear when love is pronounced. Since love ends in silent **e** and the suffix -**able** begins with a vowel, drop -**e** when joining love and -**able**:

- love + able = lovable

However, since the suffix -**less** begins with a consonant, retain the -**e** in love when joining love and -**less**:

- love + less = loveless

Exceptions to this rule include words in which -**e** should be retained but is dropped: *acknowledgment*, *argument*, *awful*, *duly*, *judgment*, *ninth*, *truly*, *wholly*, and *wisdom*. Other exceptions include words ending in -**ce** or -**ge** in which -**e** is not dropped when you add -**able** or -**ous**: *courageous*, *manageable*, *noticeable*, *outrageous*, *peaceable*, *serviceable*, and *traceable*.

You can eliminate the last nine words as exceptions to the rule by understanding why -**e** is not dropped from words ending in -**ce** or -**ge** when adding the suffixes -**able** and -**ous**. The letters -**c** and -**g** are usually pronounced -**s** and -**j** before the letters -**e** and -**i**, but -**k** and -**g** before the letters -**a** and -**o**. The incorrect spelling *noticable* would mean that you would pronounce the -**c** as a -**k** rather than as an -**s** (you would say *notikable* rather than *notisable*). Similarly, the incorrect spelling *couragous* would mean that you would pronounce the -**g** as a -**g** rather than as a -**j** (you would say *couragous* rather than *courajous*). The -**e** is retained to preserve the -**s** and -**j** pronunciations of -**c** and -**g**.

Final -y Rule

The Word + Suffix Rule is not used when adding suffixes to words that end in -**y**.

When a word ends in -y, usually change the -y to -i when you are adding a suffix if the -y is preceded by a consonant, but do not change it if the -y is preceded by a vowel or if you are adding the suffix -ing.

Notice that the -**y** in study is preceded by the consonant -**d** and that they in *destroy* is preceded by the vowel -**o**:

study   destroy

Since the -**y** in study is preceded by a consonant, change -**y** to -**i** when adding a suffix:

- study + -ed = studied

On the other hand, since they in destroy is preceded by a vowel, do not change -**y** to -**i** when adding the suffix -**ing**:

- destroy + -ed = destroyed

In addition, when -**y** is preceded by a consonant, do not change -**y** to -**i** when adding the suffix -**ing**.

- study + -ing = studying

If the -**y** were changed to -**i** before adding -**ing**, then *studying* would be spelled *studiing*, which you should recognize as incorrect because few words contain the spelling -**ii**.

Except for *daily*, the exceptions to the Final -**y** Rule are words that you are not likely to use when you write: *dryly*, *dryness*, *shyly*, *shyness*, *slyly*, *slyness*, *gaiety*, and *gaily*.

Final Consonant Rule 1

The Word + Suffix Rule is not used to join suffixes to words that end in one consonant preceded by one vowel.

Final Consonant Rule 1 and Final Consonant Rule 2 pertain to words such as *ship* and *commit*, which end in one consonant preceded by one vowel. Below, the letter **c** indicates consonants, and the **v** indicates a vowel:

<div align="center">

c v c
s h i p

</div>

Final Consonant Rule 1 explains how to join suffixes to one-syllable words that end in the **cvc** combination.

> **When a one-syllable word ends in the cvc combination, usually double the final consonant when adding a suffix that begins with a vowel but do not double it when adding a suffix that begins with a consonant.**

Ship is a one-syllable word that ends in the **cvc** combination, so double the final consonant when adding a suffix that begins with a vowel:

- ship + -ing = shipping

However, do not double the final consonant when adding a suffix that begins with a consonant:

- ship + -ment = shipment

Final Consonant Rule 1 does not apply to words that end in two consonants preceded by one vowel (**vcc**) or to words that end in one consonant preceded by two vowels (**vvc**):

<div align="center">

v c c   **v v c**
w a r m   n e a t

</div>

The rule does not apply to words such as *warm* and *neat* because they do not end in the **cvc** combination.

Final Consonant Rule 2

Final Consonant Rule 2 explains how to join suffixes to words of more than one syllable that end in the **cvc** combination.

When a word of more than one-syllable ends in the **cvc** combination and it is accented on the last syllable, usually double the final consonant when adding a suffix that begins with a vowel but do not double it when adding a suffix that begins with a consonant.

Commit is accented on the last syllable and ends in the **cvc** combination:

<u>c</u> <u>v</u> <u>c</u>
c o m m i t

Therefore, double the final consonant when adding a suffix that begins with a vowel:

- commit + -ing = committing

However, do not double the final consonant when adding a suffix that begins with a consonant:

- commit + -ment = commitment

Final Consonant Rule 2 does not apply to words that end in two consonants preceded by one vowel (**vcc**) or to words that end in one consonant preceded by two vowels (**vvc**):

<u>v</u> <u>c</u> <u>c</u>   <u>v</u> <u>v</u> <u>c</u>
i n t e n d   c o n t a i n

The rule does not apply to words such as intend and contain because they do not end in the **cvc** combination.

Also, notice that Final Consonant Rule 2 does not apply unless words are accented on the last syllable of the base word after the suffix is added. *Confer* and *refer* end in the **cvc** combination:

<u>c</u> <u>v</u> <u>c</u>   <u>c</u> <u>v</u> <u>c</u>
c o n f e r   r e f e r

However, *confer* and *refer* are not accented on the last syllable after the suffix -**ence** is added:

- confer + -ence = conference
- refer + -ence = reference

Since *confer* and *refer* are not accented on the last syllable, their final consonants are not doubled in *conference* and *reference*.

Exceptions to this rule include words in which a consonant should not be doubled but is: *cancellation*, *crystallize*, *equipped*, *excellence*, *excellent*, and *questionnaire*. There are also two words in which a consonant should be doubled but is not: *transferable* and *transference*.

Irregular Spellings

Some words are not spelled as they sound and present problems for spellers. For example, the word *said*, which rhymes with *led* and *fed*, might be spelled as *sed* by beginning writers. The use of *ai* for the sound of short *e* is an irregular spelling. More words with irregular spellings are listed below.

Word	Pronunciation	Word	Pronunciation
ache	ayk	lawyer	LAW yur
acre	AY kur	light	lyt
again	uh GEN	machine	muh SHEEN
answer	AN sur	mother	MUHTH ur

antique	an TEEK	nymph	nihmf
any	EN ee	ocean	OH shun
because	bih KAWZ	of	uhv
become	bih KUHM	often	AW fun
been	bihn	once	wuhns
bologna	buh LOH nee	only	OHN lee
bridge	brihj	people	PEE pul
castle	KAS ul	phantom	FAN tum
catch	kach	pharaoh	FAY roh
chamois	SHAM ee	phrase	frayz
chaos	KAY AS	physical	FIHZ ih kul
circuit	SUR kiht	please	pleez
climb	klym	quote	kwoht
color	KUHL ur	recede	ree SEED
comfortable	KUHM fur tuh bul	rhyme	rym
could	cud	rough	ruhf
country	KUHN tree	said	sed
cycle	SYE kul	seize	seez
debut	day BYOO	should	shud
depot	DEE poh	straight	strayt
do	doo	sure	shur
does	duhz	they	thay
door	dor	thought	thawttuh
dumb	dorduhm	today	tuh DAY
earth	urth	trough	trawf
enough	ih NUHF	Tuesday	TUZ day
eyes	eyez	unique	yoo NEEK
father	FAH thur	vegetable	VEJ tuh bul
few	fyoo	victuals	VIHT lz
find	fynd	was	wuhz
friends	frendz	water	WAW tur
from	fruhm	Wednesday	WENZ day
height	hyt	were	wur
indict	ihn DYT	what	hwaht
journey	JUR nee	who	hoo
knee	nee	young	yuhng

Unreliable Patterns

Using patterns as a spelling aid can also present problems for some spellers. The sounds of patterns are not always consistent. Just when you think you've determined the sound of a particular pattern, one or, more exceptions surface. Consider the patterns that follow:

ear	near	bear
son	ton	on
but	rut	put
bone	lone	gone
one	done	stone
gave	save	have
dough	though	tough
as	has	gas

there	where	here
hard	card	ward
bead	read	head
go	no	to
new	stew	sew
love	dove	move
down	town	own
harm	farm	warn
hand	sand	wand
care	dare	are
moose	goose	choose
form	storm	worm
road	toad	broad
hatch	catch	watch
good	hood	food
dome	home	come
boot	hoot	foot
how	now	low
hush	rush	push
ford	cord	word
toe	hoe	shoe
lost	cost	most
seen	green	been
speak	sneak	break
paid	raid	said
other	mother	bother
fork	pork	work
give	live	hive
hour	sour	pour
car	star	war
ease	tease	cease
ouch	pouch	touch
rose	those	whose
is	his	this
over	clover	mover

Clipped Words

Some spellers choose to write the clipped form of some words. A clipped word is a word shortened by common use. Clipped words are favored because they are easier to spell. The challenge occurs when students are asked to write the longer form of a clipped word. Some common clipped words are listed below.

ad - advertisement	memo - memorandum
auto - automobile	mike - microphone
bike - bicycle	mum - chrysanthemum
burger - hamburger	pen - penitentiary
bus - omnibus	phone - telephone
champ - champion	photo - photograph
con - convict	pike - turnpike
co-op - cooperative	plane - airplane
copter - helicopter	ref - referee

cuke - cucumber	rev - revolution
dorm - dormitory	rhino - rhinoceros
exam - examination	specs - spectacles; specifications
flu - influenza	stats - statistics
fridge - refrigerator	stereo - stereophonics
gas - gasoline	sub - submarine
grad - graduate	taxi - taxicab
gym - gymnasium	teen - teenager
hippo - hippopotamus	tie - necktie
lab - laboratory	tux - tuxedo
limo - limousine	typo - typographical error
lunch - luncheon	van - caravan
math - mathematics	vet - veteran; veterinarian

Blend Words

Blend words are words that are crunched together to form new words. Knowing the origin of each word can be a help to spellers.

brunch	breakfast + lunch
glimmer	gleam + shimmer
moped	motor + pedal
motel	motor + hotel
motorcade	motor + cavalcade
smash	smack + mash
smog	smoke + fog
splatter	splash + spatter
squiggle	squirm + wriggle
telethon	television + marathon
twirl	twist + whirl

Acronyms

A few English words are made by combining the first letters of words in a phrase. These shortened words formed from initial letters are called acronyms. Knowing what group of words underlie each acronym can be a help to spellers.

AIDS	acquired immune deficiency syndrome
AWOL	absent without leave
laser	light amplification by stimulated emission of radiation
radar	radio detecting and ranging
scuba	self-contained underwater breathing apparatus
snafu	situation normal, all fouled up
sonar	sound navigation ranging
SWAT (team)	special weapons action team
ZIP (code)	zone improvement plan

Confusing Words

Some words are often confused with other words. These confusing words, when misused by writers, may lead to embarrassing errors. Consider the word dessert in the following sentence: The camel crossed the dessert. The confusion of dessert and desert is a common spelling error that conjures up an unusual picture. More confusing word pairs are listed below.

accept/except	eminent/imminent
access/excess	empire/umpire
adapt/adept	envelop/envelope
advice/advise	expand/expend
affect/effect	farther/further
alley/ally	foreword/forward
all ready/already	formally/formerly
all together/altogether	later/latter
anecdote/antidote	lay/lie
angel/angle	lend/loan
any way/anyway	loose/lose
bazaar/bizarre	massage/message
beside/besides	moral/morale
biannual/biennial	of/off
bibliography/biography	pastor/pasture
breath/breathe	perfect/prefect
command/commend	personal/personnel
confidant/confident	picture/pitcher
conscience/conscious	precede/proceed
cooperation/corporation	preposition/proposition
costume/custom	quiet/quite
decent/descent	recent/resent
desert/dessert	than/then
device/devise	thorough/through
emigrate/immigrate	

The 100 Most Commonly Misspelled Words

This list was compiled over 50 years ago by National Curriculum Associates from the creative writings of 14,643 children. The submissions were checked for spelling errors by city and by grade levels (3-8). The following represents the 100 most commonly misspelled words, arranged in alphabetical order. It is interesting that a half century later these same words are still causing problems for writers.

again	dropped	looked	their
all right	every	many	then
always	February	money	there
an	first	morning	they
and	for	mother	they're
animals	friend	name	things
another	friends	named	thought
around	frightened	off	threw
asked	from	once	through
babies	getting	our	to
beautiful	going	people	together

because	happening	pretty	too
before	hear	received	tried
believe	heard	running	two
bought	here	said	until
came	him	school	very
caught	interesting	some	wanted
children	its	something	went
clothes	it's	sometimes	were
coming	jumped	started	when
course	knew	stopped	where
cousin	know	surprise	with
decided	let's	swimming	woman
didn't	like	than	would
different	little	that's	you're

Writing Long-Vowel Sounds

Using sound alone as a spelling aid can present problems for some spellers. Consider the variety of spellings for the long-vowel sounds.

Long a, |ā| as in age		Long e, |ē| as in even		Long i, |ī| as in ice	
a	labor, table, nation	e	she, be, equal	i	pilot, tiger, minor
a_e	shade, pale, space	e_e	scene, these, evening	i_e	slide, twice, shine
ae	brae	ae	Caesar	ae	maestro
ag	champagne	ea	flea, beacon, teacher	ai	aisle
ai	paid, claim, daily	ee	eel, tree, freeze	aye	aye
aig	campaign	ei	ceiling, receive	ei	heist
ait	parfait	eo	people	eigh	height
au	gauge	i	ski, piano, trio	ey	geyser
ay	pay, gray, mayor	ie	chief, piece, yield	eye	eyebrow, eyelash
e	padre, beta	ii	Hawaii	hy	rhyme
ea	great	oe	subpoena, phoenix	ie	Pie, dried
ee	entree, fiancée	ois	chamois	ig	sign
ei	lei, rein	ue	Portuguese	igh	might, higher
eigh	eight, weigh, sleigh	y	pity, nasty, likely	ui	guide
et	chalet, bouquet, ballet			uy	guy, buyer
ey	prey			y	sky, deny, apply
ez	rendezvous			ye	rye, dye
ue	risqué				

Long o, |ō| as in open		Long u, |ū| as in use		Long oo, |ōō| as in food	
o	notion, ocean, older	u	union, music, unit	oo	moon, cartoon, stool
o_e	globe, those	u_e	mule, fuse	oo_e	ooze, choose, goose
aoh	pharaoh	eau	beauty, beautiful	eu	pneumonia, neutral
au	chauffeur	eu	feud	ew	threw, jewel, cashew
eau	beau, chateau, bureau	ew	few	o	do, to
eaux	chateaux (plural)	ewe	ewe	oe	shoe, canoe

eo	yeoman	iew	view	ou	group
ew	sew	ue	fuel, value, cue	ough	through
oa	boat, loaf, roast	ueue	queue	u	duty, student
oe	toe, hoe	ugh	Hugh	u_e	dune, prune
oh	oh	ut	debut	ue	clue, due, issue
oo	brooch	you	youth, youthful	ui	bruise, cruise, juice
ou	boulder, shoulder			wo	two
ough	dough, though				
ow	mow, know, window				
ot	depot, escargot				

Writing Short-Vowel Sounds

Consider the variety of spellings for the short-vowel sounds.

Short a, |ă| as in can		Short e, |ĕ| as in get		Short i, |ĭ| as in pin	
a	hat, shadow, chapel	e	better, tender, swell	i	bitter, little, fiction
ai	plaid	ea	head, bread, tread	a_e	senate, temperate
au	laugh	a	many	e	pretty
		ae	aesthetic	ee	been
		ai	said, again	ei	foreign, forfeit
		ay	says	ie	sieve
		ei	heifer	o	women
		eo	leopard, jeopardy	ui	guitar
		ie	friend	y	mystery, rhythm
		ue	guess		

Short o, |ŏ| as in not		Short u, |ŭ| as in cup	
o	hot, pottery, bronze	u	up, puppies, ruffle
a	wash, watch, watt	o	money, honey, done, come
au	trauma	oe	does
		oo	flood, blood
		ou	rough, trouble, touch
		wo	twopence

English--American or British?

Variations in spelling exist in English words. In Great Britain and Canada, some words have spellings that differ from American spellings. Readers of books by British and Canadian publishers will note these differences. Some confusion may arise depending on the writer's experience with these variant spellings.
Many nouns that in American English end in -**or**, in British English end in -**our**.

American English	British English
arbor	arbour
behavior	behaviour
candor	candour
color	colour

favor	favour
neighbor	neighbour
splendor	splendour

Some nouns that in American English end in -**er**, in British English end in -**re**.

American English	British English
center	centre
meter	metre
specter	spectre
theater	theatre

Some nouns that in American English end in -**se**, in British English end in -**ce**.

American English	British English
defense	defence
offense	offence
pretense	pretence

Other words also have variant spellings.

American English	British English
check	cheque
connection	connexion
curb	kerb
draft	draught
inquire	enquire
maneuver	manoeuvre
mold	mould
mustache	moustache
pajamas	pyjamas
plow	plough
program	programme
skillful	skilful
sulfur	sulphur
traveler	traveller

Multicultural Words

Many words from other languages have found their way into the English language. Some imported words were adopted directly into English, while others came to English by way of other languages. A few of these words have unique spellings that can present problems for spellers.

African: banana chimpanzee mumbo jumbo okra samba yam

Afrikaans: aardvark apartheid commando

Arabic: admiral algebra coffee elixir magazine monsoon mosque sherbet sofa zero

Australian: boomerang dingo eucalyptus kangaroo koala

Aztec: avocado cacao chili chocolate coyote mesquite ocelot tomato

Brazilian :   cashew cougar jaguar macaw maraca piranha tapioca   tapir toucan

Caribbean: barbecue buccaneer canoe hammock hurricane iguana maize manatee potato tobacco

Celtic: bracket carpenter carriage

Czech: robot

Chinese: chop suey kowtow kumquat kung fu tea typhoon wok

Dutch: bluff caboose cruise iceberg knapsack ravel tattoo waffle walrus yacht

Egyptian: gum gypsy ivory

French: acquit barber bauble buffet butcher carpenter chamois croutons dessert etiquette gourmet mayonnaise meringue potpourri sauté vogue

Gaelic: blarney leprechaun shamrock slogan

German: cobalt dachshund delicatessen frankfurter hamburger kindergarten liverwurst poodle pumpernickel quartz sauerkraut snorkel spiel stein strudel waltz

Greek: alphabet astronomy athlete democracy echo eclipse idiom lyric mystery olive politics stadium stoic strategy sympathy synonym

Hawaiian: aloha hula lanai lei luau ukulele

Hebrew: bedlam camel cinnamon kibbutz rabbi Icelandic geyser saga

Indian (India): bandanna bungalow cashmere curry dinghy dungaree mongoose pajamas seersucker shampoo shawl veranda

Inuit: igloo kayak

Italian: arcade balcony broccoli cameo cartoon corridor incognito intrigue motto piano picturesque pizza profile umbrella velvet volcano Japanese hibachi karate kimono soy alibi alumnus animal canine census data digital exquisite fragile moderate mortal perfect province republic science senate solemn superb via

Malayan: amuck bamboo cockatoo gingham ketchup launch orangutan rattan sarong

Mexican: enchilada mustang tamale tortilla

North American Indian: chipmunk hickory moccasin quahog raccoon skunk squash succotash tepee toboggan tomahawk wigwam

Norwegian: fjord lemming ski slalom

Persian: azure bazaar caravan divan gondola jasmine khaki lilac orange paradise pistachio scarlet shah talcum turban

Peruvian (Aymara): alpaca condor llama pampas puma

Polish: polka

Portuguese : caste cobra dodo emu marmalade molasses

Russian: cosmonaut czar mammoth parka sputnik steppe

Sanskrit: chintz crimson ginger jungle maharajah pepper sandal sugar

Scottish: bog eerie golf gruesome heckle rampage stalwart weird

Slavic: cravat sable slave trombone trumpet

Spanish: alligator armada armadillo cafeteria canyon fiesta mosquito patio plaza siesta sombrero tornado

Swedish: rutabaga smorgasbord tangle tungsten

Turkish: caftan horde jackal ottoman pilaf turkey yogurt

Welsh: crowd flannel maggot penguin

Yiddish: bagel klutz knish kosher schlemiel schmo schnook schnozzle

Words From People's Names

Some words originated from people's names. Generally, these people served the world in some special way and then gained immortality through the word named after them. Since these name words often have unique spellings, they can present problems for spellers.

Word	Person
America	Amerigo Vespucci
ampere	Andre Ampere
boycott	Captain Charles Boycott
braille	Louis Braille
Celsius	Anders Celsius
chauvinism	Nicolas Chauvin
dahlia	Anders Dahl
diesel	Rudolf Diesel
Fahrenheit	Gabriel Fahrenheit
guy	Guy Fawkes

herculean	Hercules
macadam	John McAdam
martinet	Jean Martinet
maverick	Samuel Maverick
nicotine	Jean Nicot
ohm	Georg Simon Ohm
pasteurize	Louis Pasteur
poinsettia	Joel Poinsett
quixotic	Don Quixote
sandwich	Earl of Sandwich
saxophone	Antoine Sax
sideburns	Ambrose Burnside
silhouette	Etienne de Silhouette
spoonerism	Reverend William Spooner
volt	Count Alessandro Volta
watt	James Watt
zeppelin	Count Ferdinand von Zeppelin