

FINE TUNE YOUR ENGLISH

ADDITIONAL STUDY MATERIAL

Module 5: Enhance your Communicative Skills

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Unit 5.1 Resume' and CV

Note: The section "Letter writing (formal and informal)" is to be studied from the prescribed text.

Resume', known by several names such as CV or curriculum vitae, personal profile, biodata, personal data sheet, qualifications sheet, and summary, is a self-introduction to promote yourself. And, to be able to sell yourself successfully, you need to know how to prepare a good resume. A resume is usually attached to an application or covering letter. It is, therefore, read only after the covering letter, but it is something you should prepare first.

The first thing you should know about writing a resume is that it should be written specifically in terms of the job's requirements. The basic question you should consider while preparing your CV/ resume is what qualification or experience or achievement you should highlight for a particular position. For example, if you have the experience of working as an HR executive or a marketing manager, and if you want to apply for a position in HR division, you will highlight your HR experience. The marketing experience will be shown as additional experience.

The whole idea underlying the arrangement of resume is to emphasise your strengths. However, there is no set order in which a resume is written. All resumes, whether short or long, cover the same points regarding an individual's background, achievements and experience. In long resumes, the details regarding each point increase significantly. But basic points remain the same.

Categories of information

A resume contains

Personal Details	Education
Experience	References

Conventional Style

The conventional method is to begin with personal details and end with references. But a more practical method followed these days is to begin with the category which needs to be emphasised most. Suppose, you have little work experience but a good education profile you should begin with education, which is your strong point that needs to be emphasised. Personal details will then appear as the last category, to be placed before references. This presentation of information meets the employer's requirements. Your employer will be more interested in your qualifications and experiences than in your biographical details. The category of references includes names of at least two persons with their full contact addresses. They are expected to honestly speak about you to the employer confidentially. Referees are supposed to know you and your work as your teacher, or previous employer. They should not be your relatives. Sometimes, under references one writes – 'references to be given on request.'

When to begin with work experience

Now, suppose you have a strong work experience. Then, you should begin your resume with work experience. And afterwards, bring in your educational qualifications.

In work experience, you should include your total experience, part-time as well as full-time, if your experience is not very long. But, in case you have been working for long, you should not include part-time work experience.

Never write 'no experience'

As a fresh graduate, you may have little opportunity to acquire professional work experience. But every graduate student can gain some experience by organising functions, running clubs, associations and societies, or managing events, undertaking visits to industries, and so on. Graduates at management or technological institutes undertake summer projects or one-term/semester industrial training. All such exposures form a fresh graduate's 'experience'. Instead of writing 'no experience', it would sound better and more positive to make a mention of all those activities with which you have been associated during your student period.

Again, in mentioning your experience as a student, you should emphasize what qualifies you best for the job you are applying for.

Students who earned while they learned should mention the total amount they could thus manage to pay for their education as their experience.

The highest qualification is the most important qualification. It should, therefore, be emphasized by placing it first. And then go downward up to the school level qualification.

It is very important to choose from your total experiences that best meets the job requirements. Normally, we begin from the personal position and then highlight other senior positions held by us. We just indicate the nature of experience gained from each position.

The resume written by a new graduate

The new college graduate's resume is generally one-page long. It includes his/ her career objective, education, work experience and school/ college activities. It is attached to the application letter. Because it is a fresh graduate's resume, education is placed first, in a

position of prominence. You should give each piece of information under bold and clear headings, so that a reader can easily go to the desired point.

The sequence

There are several styles for writing a student resume. The one given here is a generally used chronological format.

<p style="text-align: center;">AKSHITA MEHRA</p> <p style="text-align: center;">21/A, AMRITA SHERGIL MARG, NEW DELHI – 110 003</p> <p>Phone (011) 24620980 / 24692993, 9810455654</p> <p>E-mail: akshita81@yahoo.com</p> <p>JOB OBJECTIVE</p> <p>Initially, I want to work as a management trainee in an industry where my education in management, with a major in marketing may be developed. My ultimate goal is to be a senior executive in marketing.</p> <p>PERSONAL PROFILE</p> <ul style="list-style-type: none">• Date of birth 7 June 1981• Marital Status Single <p>SPECIALIZATION</p> <ul style="list-style-type: none">• Marketing and Sales• Human Resource Management <p>EDUCATION</p> <ul style="list-style-type: none">• Postgraduate Diploma in Business Management, Amity Business School, Noida – 2004• Bachelor of Arts – Sociology Honors, Lady Shri Ram College (LSR), New Delhi – 2002• Senior Secondary (XII) CBSE – Humanities, Sardar Patel Vidyalaya, New Delhi – 1999• Higher Secondary (X) CBSE, Sardar Patel Vidyalaya, New Delhi – 1997 <p>SCHOLARSHIPS/ AWARDS</p> <ul style="list-style-type: none">• Shri Ram Swaroop Ahuja Award for Outstanding performance in Sports – 1998• Shri Jaswant S Pandaya Award for Outstanding performance in Athletics – 1996 <p>INTERESTS AND ACHIEVEMENTS</p> <ul style="list-style-type: none">• President of National Sports Organisation 2001 – 02 at Lady Shri Ram College• Awarded certificate for merit for contribution to Sports• First-degree international black belt in Taekwon-Do (Korean martial art)• Won 6 Gold Medals in domestic championships and 4 Bronze Medals as an international player• Held merit position in Basketball, Volleyball, Badminton, Table Tennis and Judo• Organized sponsorships worth Rs. 1 lakh for LSR Sports Festival – 2001• Organized a cross-country run for ‘Green & Clean Delhi’ on 24 August 2001, and other events in the capacity as the president• Participant and member of organizing committee of Sangthan 2003 (Amity Inter-Institute Annual Sports Meet)
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- Won 9 medals including **7 Golds** at Amity Inter-Institute Annual Sports Meet
- **Master of Ceremony** for the following events organized by Amity Business School:
 - Alumni Meet
 - Mentor Meet
 - Corporate Meet
 - Acumen 2003, Organized by Business Today

PERSONAL OBJECTIVE

My desire is to create a truly competitive arena wherever I work. I want to bring my enthusiasm and sense of confidence to the organisation and to the people I work with. My involvement in various areas of activities at college has taught me crucial lessons on leadership and teamwork.

STRENGTHS

- Team Player
- Self-confident and goal oriented
- Fast learner with an ability to excel

WORK EXPERIENCE

- Worked as a Trainee in Enterprise Nexus, Ad Agency in the Research and Planning Department
- Conducted research for General Motors undertaken by Enterprise Nexus

REFERENCES

- Available on request

Length

The resume of a fresh graduate should be neither too brief nor too long. One page is enough for it. Experienced candidates have more details under each category of information. Their resume can be on two or three pages.

Source:

Critical Thinking, Academic Writing and Presentation Skills (Pearson- Mahatma Gandhi University Edition)

Unit 5.2 Book Review

A book review is a critical assessment of a book. It describes and evaluates the quality and significance of a book and does not merely summarise the content.

In a book review, focus on three points:

Identify:

- Author's content and purpose
- Structure
- Audience

Evaluate:

- Accuracy
- Up-to-datedness of the information
- The sources used to justify the author's stance

Respond:

- What issues does it raise?
- What issues are omitted?
- The effect of the book
- Your recommendation

As a student you will be expected to demonstrate that you have examined the book from several angles. The points you raise (both positive and negative) need to be supported with evidence just as for other forms of academic writing.

Writing a book review

Before reading

Write some questions based on the list above:

- Why has the book been written?
- When was it written?
- What is the scope of the book?
- Who is the intended audience?
- How accurate is the author's content?
- How (well) is evidence used?
- Are there any omissions?
- Find out about the author: qualifications, background, affiliations
- Other works (if any): Locate some other sources on the same content/issue and/or the same genre to provide you with background and other views.

During reading

Pay attention to introduction and preface as this is where authors often present the reasons for their book, their perspective and those of any other contributors.

Look at table of contents and book structure. This gives you a quick overview of the contents; looking at any pictures/diagrams or tables/graphs in the chapters shows you some of the strategies the author has used to get the meaning across. These contents may give a clearer indication of the intended audience as well. For example the information in tables may be very technical, indicating interpretation will be easier for those with some prior knowledge.

Do not skip abstracts and summaries. These are a quick way to get an overview of the book (from the author's point of view).

Take notes and highlight major points, the sources used, and the logic of the argument presented.

Note whether the information is new. Is the author refuting earlier works, building on another author's ideas or rehashing an earlier piece of work?

How easy is it to understand the author's point of view? If it is difficult, what is the reason?

After reading

Use your notes to evaluate the book. You need to use your other sources too. Decide what recommendation you would make to readers about the different aspects. Include its readability.

Structuring the book review

At the start, put the complete bibliographic information:

Title in full, author, place of publication, publisher, date of publication, edition, number of pages. A published review will usually include price and ISBN.

Your introduction will usually include:

- your overall impression of the book
- a statement about the author
- a statement on the purpose of the book
- a statement of the significance of the work
- a comment about the relationship between this work and others by the same author, the same subject and the same genre

The body of your review develops the points you want to make:

- greater detail on the author's thesis and a summary of the main points
- evaluation of strengths, weaknesses, contribution or bias
- the evidence that is the basis of your critique

The conclusion (last paragraph) includes:

- your final assessment
- restatement of overall impression
- your statement of recommendation

No new information should be included in the conclusion.

Reference list: this is put at the end as usual, using the referencing style requested by the lecturer.

Source:

<http://owll.massey.ac.nz/assignment-types/book-review.php> (edited)

Unit 5.3 Movie review

Purpose of a Movie Review

The main purpose of a movie review is to inform the reader about the film and its ideas. While movie review allows writers to express their opinions about some film or documentary, there is also the need for the unbiased and objective approach. An ideal review combines both.

The review determines whether someone will want to see the movie. Always assume that the prospective readers of your review haven't seen the movie before. As a result, it becomes easier to analyze events that happened on the screen.

Film review should be detailed enough to provide assistance in making an honest decision i.e. whether the reader wants to see it or if they'd like it.

Academic Purpose of a Review:

Movie reviews are now part of academics as it helps the student to develop critical thinking skills and the ability to report events in a manner that others understand easily. In addition, it enables the student to analyze plot and characters. Reviews help to develop writing and vocabulary skills, adapting to different genres and events they portray, and your capacity to sum up some major work and report it in a cohesive, logical, and interesting manner.

How to write a good Movie Review

Here are some useful tips to develop the movie review writing process:

Watch the movie or documentary twice and take notes of both major and minor events and characters. It is a mistake to rely on the power of your memory only; there is always something we overlook or forget

Carry out a thorough research. Watching the movie isn't enough, research is equally important. Look for details such as the name of filmmaker and his/her motivation to make that film or documentary work, locations, plot, characterization, historic events that served as an inspiration for the movie (if applicable). Basically, your research should serve to collect information that provides more depth to the review

Analyze the movie after you watch it. Don't start working on the review if you aren't sure you understand the film. Evaluate the movie from beginning to end. Re-watch it, if necessary, if you find some parts confusing. Only when you understand events that happened on the screen will you find it easier to create the review

Draft an outline that you will follow to write the review in a concise and cohesive fashion.

Include examples for claims you make about the movie. If the plot has holes, then mention an example of a situation or scene when that was evident. Also, if the character(s) is poorly developed or bad casting affected the movie quality, name examples too. Provide examples when commenting dialogues, locations, plot, everything. If you want the reader to agree with you, it is essential to back up your claims with evidence. You don't want to make it seem like you're praising or criticizing the movie without any reason whatsoever.

Consider and comment a movie's originality and quality of scenes. Explain how the movie stands out or whether it just uses the same approach that worked for previous works in the industry.

How to organize your Movie Review

Here's how to organize your movie review:

Introduction (with title, release date, background information)

Summary of the story

Analysis of the plot elements (rising action, climax)

Creative elements (dialogues, characters, use of colors, camera techniques, mood, tone, symbols, costumes or anything that contributes or takes away from the overall plot)

Opinion (supported with examples and facts from the story)

Conclusion (announcing whether the filmmaker was successful in his/her purpose, re-state your evidence, explain how the motion picture was helpful for providing a deeper understand of course topic.)

Movie Review Elements

At the start of your review, give essential information on the movie. The headline should carry the name of the movie, and include details like language, main cast, director, and year of release.

Introduction - this paragraph should contain the title of the film/documentary – just because your headline features the name of the movie or documentary it doesn't mean you should skip mentioning it in the text. Always name the feature you've watched in the introductory paragraph.

Summary – the whole point of the review is to summarize the documentary or movie for people who haven't watched it yet. To make this as effective as possible, always assume that your reader hasn't seen it either. Why is this important? As a reviewer, your job is to explain what happened in the film and express whether the filmmaker failed or succeeded. Again, saying you liked or disliked it isn't a viable comment. Your opinion has to be supported by specific reasons and examples from the feature itself.

Filmmaker – do a little research on the person who directed the piece. Is that person a controversial figure? Is he/she known for a political stance? Does the filmmaker have a significant background? Devote a paragraph or two to the person behind the movie and their other works in order to establish the significance of the film you are reviewing for the director's career.

Creative elements – filmmakers work hard to include creative elements into their motion pictures. How are these elements important to the plot and movie in general? For example, costumes can either enhance the movie or betray its intent. Colors can be vivid and lift the atmosphere or mood in the movie or they can be dull and make it seem depressing. Good sound effects enrich the viewing experience while bad ones only destroy everything.

Moreover, camera movements and angles also add elements to the story. Take notes of symbols in the story, if any.

Actors –Casting is important in a movie. Were the actors realistic? Did they portray the role of a specific character successfully? Did they have good acting skills? Do you believe that some particular actor was the right fit for the role?

Checklist / Outline for a Good Movie Review

Introduction (title, topic, release date, background information)

Accuracy of depiction

Use of sources in the documentary

Creative elements that enhance or tarnish the overall story (quality of script, visual design, performance, lighting, hair, and makeup, costume, set design, symbolism)

Your opinion

Conclusion

Mistakes to Avoid

Not focusing on the film – while connecting the plot to some specific historical event is a good idea (when applicable), strive to avoid writing about unnecessary details or introducing irrelevant information such as the history of cinematography or that particular genre.

Inserting yourself – you’re the one who’s writing the review. The paper reflects your understanding and opinion of the motion picture you’ve seen and there is no need to write in first person all the time: “I noticed this, I saw that I liked this, I disliked that ...”

Failing to check facts about movie background and release date, director, casting etc.

Giving out your opinion without mentioning any reason why you think that way

Talking about irrelevancies

Writing a review without a structure

Writing generalities such as great acting, cool effects, a good movie, it was bad etc.

Writing a review without substance or analysis of the feature.

Sample Movie Review

The Dark Knight Rises (2012)

Cast: Christian Bale, Tom Hardy, Anne Hathaway, and Joseph Gordon-Levitt

Director: Christopher Nolan

Synopsis: Christian Bale stars as both the classic caped crusader and his billionaire alter-ego, Bruce Wayne. In this third installment of Christopher Nolan’s *Batman* films, Bruce Wayne no longer feels that the City of Gotham needs a hero and goes on a secluded hiatus. However, when a new villain, Bane (Tom Hardy), threatens Gotham City, Wayne dons his cape and mask once more.

Review:

Christopher Nolan brings yet another adrenaline-filled, comic-inspired movie to the big screen. We see all sorts of familiar faces this time around, but the audience is introduced to a few new characters as well.

When crisis threatens Gotham City, Bruce Wayne jumps back into the Batmobile to fight crime. Batman is joined on his quest by an eager orphaned cop (Joseph Gordon-Levitt), a seductive cat burglar (Anne Hathaway), and a violent masked villain (Tom Hardy).

This film served as great entertainment with its colorful cast and numerous plot twists. Nolan used actors that had either appeared in previous *Batman* films or in his blockbuster hit *Inception*, and all of them shone in their respective roles: Tom Hardy was almost unrecognizable in his Bane costume, while Joseph Gordon-Levitt and Marion Cotillard were both excellent—and obviously comfortable with Nolan’s directing style and the film’s dramatic tone.

The one actor that gave this reviewer pause was Anne Hathaway as Selina Kyle. She has historically been typecast as the girl next door, so it was a shock to watch her steal and fight her way through the City of Gotham. After a few scenes, however, we were convinced that the casting decisions was a good one, as Hathaway portrayed the darker Catwoman role brilliantly.

True to Nolan’s style, at 164 minutes, this film is fairly long. There were a few times when the movie felt a bit drawn out, but the gorgeous action scenes and impressive dialogue really held the audience’s attention and kept them on the edge of their seats. However, the timeline was a bit unclear at times. For a number of scenes, it was hard to tell whether it had been days or months or years that had passed since the last time a given character had been on screen.

Despite the films minor shortcomings, *The Dark Knight Rises* is exciting, creative, and dark—and well worth a few hours of your time.

Source:

<https://edusson.com/blog/how-to-write-movie-review> (edited)

Unit 5.4 Conversational English

Telephone Etiquette, Taking Appointments

Telephone Etiquette

Having telephone conversations in a second language can be very stressful. If you don't know what to say, it is very common to feel nervous in any conversation. One of the main reasons people get nervous is because they aren't prepared and know they might make mistakes during the conversation.

To improve confidence on the phone you must learn what to say. The first thing you should do to improve your telephone communication ability is to start out small by learning simple vocabulary and phrases. Start by knowing different greetings. It is so easy when learning English to try to do too much too soon and then get frustrated with not being able to speak as you had imagined. You have to start small, gradually developing skills and slowly working up to something more difficult. Don't worry if you make mistakes.

Here are a few sets of Telephone Conversations. Read the conversations in each set so that you will become familiar with the typical words frequently used in telephone conversations.

1.

Mohan : Hello.
Meena : Hello, Micro Computer centre.
Mohan : Can I get Miss Deepa, please?
Meena : Please hold on. Let me see whether she has come.
...
Hello, Deepa hasn't arrived. May I know who's calling?
Mohan : I'm Mohan, Deepa's brother.
Meena : Any message for Deepa?
Mohan : No thanks. I'll call again in the afternoon.
Meena : I'll tell Deepa that you've called and will call again. May I hang up?
Mohan : OK. Thanks.

2.

Susee : Hello! Is it Kumar's house?
Mani : Yes. May I know who's on the other end?
Susee : My name is Susee. I'm Kumar's friend. Can I speak to Kumar?
Mani : Yes. Please hold on.
Mani : Hello Kumar! What were you doing there?
Kumar : I was watching T.V. Why did you call me?
Mani : Your friend Susee is on the line.
Kumar : Right. Let her be online for some time. I will be there in a minute.
Mani : Hello Susee! Kumar is coming. Please be online for some time.
Susee : OK. That is fine. I will be here waiting for Kumar.
Kumar : Hai Susee! How are you? What is the matter?
Susee : I am sorry to disturb you on Sunday. Could you come over here to meet our boss?
Kumar : OK. I will be in our office in half an hour.

3.

Hema : Hello! Hema speaking. Will you please call Ananthi?
Manu : Sure. Please hold on.
Ananthi : Hello! Ananthi is on the line here.
Hema : Hello Ananthi. I'm Hema. Am I disturbing you in the morning hours?
Ananthi : No. You carry on sister.
Hema : Are you going to the office alone?
Ananthi : Yes. Should I come that way?
Hema : Is it inconvenient for you?
Ananthi : Be ready at 9 o'clock. It would be more convenient if you can come up to the bus stop and wait there.
Hema : Well. I'll be at the bus stop at sharp nine. May I hang up?
Ananthi : Right.

4.

Gopi : Hello, is this not Veena Enterprises?
Manager : Yes.
Gopi : Has Gopalakrishnan come?
Manager : He has been on leave for two days.
Gopi : I see. Do you have his mobile number with you?
Manager : I do have it. But he has instructed not to give it to anyone.
Gopi : Then I shouldn't ask you. Can you give my mobile number to Gopalakrishnan?
Manager : Please tell me your phone number.
Gopi : Here it is – 9080700605. Ask him to contact me urgently.
Manager : I'll tell him. Anything else?
Gopi : No. Thanks.

5.

Pooja : Hello! I'm Pooja. Can I get Mr. David?
Receptionist : David in which section?
Pooja : Mmm... Maintenance.
Receptionist : He has already left.
Pooja : I see. Won't he come back today?
Receptionist : He has gone to have lunch. So he'll definitely come back.
Pooja : Then I'll call again after one hour.
Receptionist : If you've any message for him, I'll give it. By the way, what's your name?
Pooja : I'm Pooja. I'll call him after an hour. May I hang up?
Receptionist : Yes Madam.

Phrases and Expressions helpful in Telephone Conversations

Telephoning in English includes learning a number of special phrases, as well as focusing on listening skills. Some of the most important phrases include how to answer the phone, how to ask for others, how to connect, and how to take messages.

Introducing Yourself

Here are a few ways to informally introduce yourself on the telephone:

This is Ken.

Hello, Ken speaking

If you'd like to reply more formally, use your full name.

This is Jennifer Smith speaking.

Hello, Jennifer Smith speaking.

If you are answering for a business, just state the business name. In this case, it is common to ask how you can help:

Good morning, Thomson Company. How may I help you?

Plumbers Insurance. How can I be of service today?

Asking Who Is on the Telephone

Sometimes, you'll need to find out who is calling. Ask them politely for this information:

Excuse me, who is this?

May (Can) I ask who is calling, please?

Asking for Someone

At other times, you'll need to speak to someone else. This is especially true when you telephone a business. Here are some examples:

Can I have extension 321? (extensions are internal numbers at a company)

Could I speak to...? (Can I - more informal / May I - more formal)

Is Jack in? (informal idiom meaning: Is Jack in the office?)

Connecting Someone

If you answer the phone, you might need to connect the caller to someone at your business. Here are some useful phrases:

I'll put you through (put through - phrasal verb meaning 'connect')

Can you hold the line? Can you hold on a moment?

When Someone Is Not Available

These phrases can be used to express that someone is not available to speak on the telephone.

I'm afraid ... is not available at the moment.

The line is busy... (when the extension requested is being used)

Mr. Jackson isn't in...

Mr. Jackson is out at the moment...

Taking a Message for Someone

Formal

I'm sorry. She isn't available at the moment. Can I take a message for her?

If you leave a message, I will be sure to get it to him as soon as he is available.

She is away at the moment. May I ask who is calling?

Would you like me to connect you to his voicemail?

Informal

I'll let him/her know that you called.

Who's calling, please?

Leaving a Message for Someone

Formal

Yes. Thank you. Please tell her Selma called. Ask her to call me back at 9304444444.

Could you have her return my call tomorrow?

Please tell him I'll be available on Thursday at 9:00.

Yes, please put me through to her voicemail. Thank you.

Informal

No thanks. I'll call back later.

Yeah, tell him Selma called.

Ending Your Call

Formal

Thank you for calling. I will make sure to give him the message.

Thanks for calling – I have another phone call so I will need to let you go.

Thanks for calling and have a great day.

Informal

I need to let you go.

I have a meeting soon so I have to run.

It was great to chat. I'll talk to you again soon.

Taking Appointments

Appointment with a doctor:

Receptionist: Hello, this is Midtown Medical Centre.

Sara: Hello. I'd like to make an appointment to see the doctor, please.

Receptionist: Have you been here before?

Sara: No, I haven't.

Receptionist: Ok. Can I have your name please?

Sara: It's Sara Jones.

Receptionist: I have an opening at 2:30 this afternoon. Is that ok?

Sara: Yes, that's fine.

Receptionist: We'll see you soon.

Sara: Thank you. Goodbye

Appointment for a hair cut:

Receptionist: Good morning, Hair Design.

Kate: Can I make an appointment with Michelle, please?

Receptionist: Is it for a hair cut?

Kate: Yes.

Receptionist: When do you want to come in?

Kate: Do you have something on Saturday afternoon?

Receptionist: Yes, is 4pm ok?

Kate: Yes, that's fine.

Receptionist: What's your name, please?

Kate: It's Kate Smith.

Receptionist: Ok Kate, we'll see you at 4pm on Saturday.

Kate: Thanks. Bye.

An appointment with a friend (Informal/ Friendly)

Lucy: Hi. Can I speak to Amanda, please ?

Amanda: Speaking.

Lucy: Hi Amanda. It's Lucy. I got a message you had called.

Amanda: Oh, hi Lucy. Thanks for calling back.

Lucy: Sure. What's up ?

Amanda: I wanted to know if you fancied playing tennis this weekend.

Lucy: This weekend ? Let me see ... Yeah, it should be ok. Which day ?

Amanda: I was thinking of Saturday. Is that good for you ?

Lucy: I'm a little busy on Saturday. Can you manage Sunday ?

Amanda: Yes, Sunday is fine too.

Lucy: Great. What's better for you, morning or afternoon ?

Amanda: Shall we say late morning ?

Lucy: Yes, that sounds good. How about 11 o'clock ?

Amanda: Yes, 11 is good.

Lucy: OK, I'll look forward to it.

Amanda: Same here, see you on Sunday. Bye

Lucy: See you then. Take care!

An appointment with a lawyer (Formal)

David: Good morning. May I speak to Ms Amanda Brown, please ?

Amanda: This is Amanda Brown speaking.

David: Hello Ms Brown. This is David Bennet of Bennet & Jones Ltd. I believe you had left a message for me to call you back.

Amanda: Oh, hello Mr Bennet. Thank you for returning my call so promptly.

David: You're welcome. How may I help ?

Amanda: I was wondering if I could come and see you some time this week. An urgent matter has come up.

David One moment please. Let me check my diary .. Yes, the end of this week should be ok. Which day did you have in mind ?

Amanda Would Thursday suit you ?

David I'm slightly busy on Thursday, but I'm available most of Friday.

Amanda Yes, Friday suits me too.

David Excellent. Would you prefer morning or afternoon ?

Amanda Would early afternoon be convenient for you ?

David Yes. I can fit you in at 2:30. How does that sound to you ?

Amanda Yes, that's perfect.

David Very good. I'll be seeing you at my office at 2:30 on Friday.

Amanda Thank you Mr Bennet, I'll look forward to seeing you then.

David Likewise. Goodbye now.

Amanda Goodbye Mr Bennet.

An appointment with an office (Formal/ Business Like)

Michelle: Mr Hibberd's office!

Peter: Hello, can I speak to Brian Hibberd, please?

Michelle: I'm afraid he's in a meeting until lunchtime. Can I take a message?

Peter: Well, I'd like to arrange an appointment to see him, please. It's Peter Jefferson here.

Michelle: Could you hold on for a minute, Mr Jefferson. I'll just look in the diary. So when's convenient for you?

Peter: Some time next week if possible. I gather he's away the following week.

Michelle: Yes, that's right, he's on holiday for a fortnight.

Peter: Well, I need to see him before he goes away. So would next Wednesday be okay?

Michelle: Wednesday . let me see . he's out of the office all morning. But he's free in the afternoon, after about three.

Peter: Three o'clock is difficult. But I could make it after four.

Michelle: So shall we say 4.15 next Wednesday, in Mr Hibberd's office?

Peter: Yes, that sounds fine. Thanks very much.

Michelle: Okay, then. Bye.

Sources:

<https://www.thoughtco.com/telephone-english-important-phrases-1210237> (edited)

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Small Talk

Most of us are comfortable talking with our friends and family, but find it difficult to make a conversation with a stranger or indulge in small talk with people we do not know very well. We often do not know how to begin a conversation with people in such cases and what to say. It is useful to learn how to open a conversation and what topics to talk about so that we can sustain the conversation for some time.

As we step out of college and move into the professional world, there will be an increasing need to converse with different people in different situations. We need to understand how and when to switch roles – from being a listener to a speaker and vice versa. At times, it may be necessary to interrupt the speaker in a conversation to seek a clarification, add a point to what has been said or disagree with the speaker. It is important to know when and how to interrupt a speaker and how to handle interruptions from others while you are speaking.

Initiating a Conversation

How does one start or open a conversation? Are there different ways of starting or initiating a conversation depending on the topic/ person/ situation/ time etc.? One of the best strategies that can be used to start a conversation with known or unknown individuals is **IRSF**: Initiate, Respond, Sustain, and Follow-up.

How do you initiate a conversation with someone you do not know? You can do so by a greeting, by asking a question (*What is the time please?*) or making a statement (*I have seen you somewhere – you look familiar*).

The sample conversations below illustrate how one can initiate a conversation.

At a busy shopping place

Customer : I am looking for a nice shirt to go with my black jeans. (Initiate)
Salesperson : Please take a look at this blue shirt. (Respond)
Customer : I have two blue shirts already. (Sustain)
Salesperson : Let me show you a few other colours to choose from. (Follow-up)

A professional meeting a well-known individual

Person 1 : I'm pleased to meet you. (Initiate)
Person 2 : The pleasure's mine. (Respond)
Person 1 : I've heard Swarup speak about you often. (Sustain)
Person 2 : Only good things, I hope. (Follow-up)

A few useful conversation openers are given below:

Conversation openers	Response
How's it going?	Great
Lovely weather!	Yes, it is
How's work?	OK/ Fine/ Not too bad
I haven't seen you for a while.	I've been busy/ away

A few conversation openers used with people you meet for the first time are given below:

Situations	Conversation Openers	Response
In a social situation	Have you been here long?	Well, three months. / No, I've just arrived.
At a conference	Are you from here? Have you been here before?	Yes, I have been here since my childhood. / No, I am from Bangalore. / Yes, twice. / No, this is my first visit.
At a place of tourist interest	Lovely weather. Isn't this an amazing monument?	I find it a little warm. / Yes, marvellous.
With a co-passenger in a train	Are you going up to Delhi too?	Not quite. I get off at Bhopal.
Trying to place someone	Have we met before? / You look very familiar. / Did you study in ... College?	I do not think so. / Yes, your face is familiar too. / Yes, were you in ... College? / No.
At an awards ceremony	Congratulations! This must make your family proud.	Thank you.

Work with a partner, imagining each time you are with a person mentioned in the left column of the table below. List out the different conversation openers and responses you and your partner would use in each case.

The person	Conversation opener	Response
With a stranger – a co-passenger on a train		
With an acquaintance at a book exhibition		
With a friend you haven't met for a long time at a birthday party		
With a distant cousin, who resembles his father strongly, at someone's wedding		
With someone you just met at a conference		

Interrupting a Conversation

In a conversation, the speaker and the listener alternate their roles. It is essential to know when to stop talking and start listening. If one person continues talking without letting you speak, you begin to feel frustrated and may then have to interrupt him/ her.

A few useful ways of interrupting politely in a conversation are given below:

Purpose	Interrupting/ Taking turns
Calling attention	Excuse me
	May I ...?
	I would like to share something with you.
Adding a point	Let me add to/ share
	While you are on the topic, let me bring your attention to...
	I would like to suggest something to what you just said.
	Just to add to what you said now...
Adding a point/ Cutting a conversation short	It is very interesting!
Agreement, illustrating with an example	That's true. I had a similar experience once.
	I agree with what you say. For instance...
	Absolutely! The other day...
Contradicting/ Bringing up a different point	Well, I think it works differently for different people.
	I'm afraid that doesn't work.
Seeking clarification	One second, help me understand... before you proceed further.
	Sorry to interrupt you, but I need a clarification.
Cutting the conversation short	I would love to listen to you, but unfortunately I need to go. I will catch up with you later.
	It was wonderful listening to you but I need to rush now.

Sustaining a Conversation

How do you build a conversation? How do you continue with a conversation once you open with a greeting/ introduction? Do you have any topics to sustain a conversation? Some of the common topics which help you build a conversation are weather, food and customs, current affairs etc.

Note: Asking for/ sharing personal information the first time you meet someone may be alright in India, but may not be so with people from other parts of the world.

Work in pairs or groups of three or four. Build a conversation with your partner(s) and sustain it on topics suggested in the table. Fill in the third column with the phrases used during the conversation. The first one on the weather is done for you.

Role and Situation	Topic	Phrases used for sustaining a conversation
With a stranger at a garden party	Weather and personal interests (music, art etc.)	<p><i>On weather</i></p> <p>Hello. I am / Hi, I am /</p> <p>i. What a lovely weather! I am sure you are enjoying it as much as I am.</p> <p>ii. I hope you are comfortable in this weather. It feels very good.</p> <p>iii. You seem to be cold. It is a little chilly at this time of the season. Do you want to put on a</p>

		<p>sweater? Can I offer mine, if you don't have one?</p> <p><i>On personal interests:</i></p> <p>i.</p> <p>ii.</p> <p>iii</p>
With a cousin, at his/ her home – you are new to the city.	Ask for directions to the nearest super market.	<p>i.</p> <p>ii.</p> <p>iii</p>
With an acquaintance at a mall	Current affairs, the news of the day	<p>i.</p> <p>ii.</p> <p>iii</p>
With a friend at a restaurant	Food and customs in other states/ countries; literature	<p>i.</p> <p>ii.</p> <p>iii</p>
With a lecturer in college	Career choices	<p>i.</p> <p>ii.</p> <p>iii</p>

Closing a conversation

How does one close a conversation? In order to close a conversation with someone you know well you can use phrases such as *bye*, *goodbye*, *right then* or *until next time*. In order to close a conversation with someone you do not know very well you can use questions such as *Shall we call it a day?* or phrases such as *See you then* or *Catch up with you later*.

A few useful phrases to close the conversation with people you know well are given below:

Phrases used to close a conversation	Response
See you soon/ later.	See you soon.
I must be going.	Goodbye/ Bye.
I'll be in touch.	Bye for now.
Ciao.	Ciao.

A few useful phrases to close a conversation used with people you meet for the first time.

Phrases used to close a conversation	Response
I'm glad/ pleased to have met you.	I am glad/ pleased to have met you too.
It's really nice to meet you.	It's nice to have met you too.
It's been very interesting talking to you.	Same here.
It's been a pleasure talking to you.	The pleasure is mine as well.
We need to meet soon to share our ideas.	I would love to do that. Let us fix a time and date.

Work with a partner and play the roles in the situations given below. Complete the table by filling in the phrases used for closing the conversation in the given situations.

Situation	Phrases used to close a conversation
With a stranger you met at the bus station, after taking change for a Rs. 500/- currency note.	
With an acquaintance at a restaurant, who entered the restaurant as you were leaving the place with your family.	
With a friend on the phone as you hear the door bell ringing.	
With a cousin you have met after a long time at a party when taking leave.	
With your sister/ brother when you are leaving for a trip abroad on business, for a month.	

Source: Communication Skills in English (Cambridge Uty Press India, 2009): Lesson 5: The Art of Small Talk

Unit 5.5 Essay Writing

DEVELOPING AN ESSAY

An essay has three distinct parts: introduction, body paragraphs and conclusion. When you write an essay, you first introduce your topic stating what you are going to talk about. The first paragraph, thus, has the thesis and some preliminary information about the topic. Then you move on to the body paragraphs, which can be any number, depending on the number and extent of aspects that you wish to discuss to support your thesis. Finally, you wrap up your essay in the last paragraph by arriving at your own conclusion.

WRITING INTRODUCTION

People say ‘first impression is the last impression’. So, it the introduction to your essay does not impress the reader, he or she will have no inclination to read on. A catchy introduction is, therefore, crucial to the success of your essay. You should begin your writing in a manner that captures the attention of the readers and guides them smoothly into the subject. An effective introduction has the following characteristics:

It captures the attention of the reading audience through the use of a particular strategy.

It guides the audience smoothly into the subject.

It sets the tone for the entire essay.

It either states or moves towards the thesis.

Strategies for Writing Introductions

Here are some strategies that will help you to come up with good introductions.

Hook your audience

The first sentence of your introductory paragraph should hook your audience – it should seize their attention and pull them into the subject. You need to give readers a reason to read more of your essay, and there are many introductory strategies you can use to hook your audience. Here are seven introductory strategies with sample introductory paragraphs. The strategies are set off from the rest of the introductory paragraphs with italics.

- *Background information:* Many subjects for college essays benefit from a brief historical overview or some concise background information on the situation to be discussed. The strategy here is to explain background circumstances so that the reader’s appetite is whetted to learn more about the subject. Here is an example of this type of introductory technique:

Up until the 1960s, African-Americans, Latinos and other people of colour as well as women were blatantly discriminated against in the American workplace and college admissions for no reason than their gender or the colour of their skin. When affirmative action was implemented, it was designed to help minorities and women gain better representation in jobs, promotions, college admissions and business contracts. Today, however, because

affirmative action has resulted in misunderstanding, bitterness and verbal warfare, the problem should be reviewed and revised.

- *Question:* This introductory strategy involves asking your readers a provocative question or a series of questions. Here is an example of this introductory strategy:

Are you one of the many people who dream of becoming recording artists? Are you stymied because you have the talent but not the first idea of how to get started in the recording business?

- *Story or incident:* This strategy involves opening the essay with a story or anecdote that directly illustrates the main idea. If you use this strategy, be sure that you keep the length of the story under control – remember that your purpose is to heighten the audience’s interest and curiosity in your subject, not to digress into a lengthy narration.
- *Statistic, fact or statement:* Often you can command your readers’ interest by beginning with a startling statistic or fact.
- *Quotation:* You may decide to use a quotation to open your essay. If you use this introductory technique, you need to identify the source unless the quote is a generally known proverb or saying. If you are writing an essay about a particular book, story or article, you may choose to begin your introductory paragraph with a quotation from the source you’re discussing.
- *Definition:* If your essay focuses on a subject that your audience might not readily understand, you may want to ease the readers into the topic by first defining any confusing terms. If you do choose this strategy as your hook, avoid the overused ‘according to Webster’s’ or ‘the dictionary defines’ phrasing.
- *Examples or details:* You may want to arouse audience interest and introduce your subject by giving a series of examples or details associated with the subject.

Introduce the subject

In addition to capturing the interest of the reader, the essay’s introduction should also introduce the subject. Return to the introductory paragraphs used as examples earlier and you will notice that each paragraph also introduces the subject.

Establish a voice and tone

Each effective introductory paragraph sets up the voice and tone for the remainder of the essay. Voice refers to the writer’s personality and the way this personality comes through in the essay. Tone refers to the writer’s attitude toward a subject and to the writer’s perception of an audience and relationship with them.

State the thesis

After capturing the attention of your audience and indicating the subject, your introduction should either state the thesis for the essay or move toward a more focussed subject. The thesis is most often found within the introductory paragraph, as in the case with each of the previous introductory paragraphs.

WRITING BODY PARAGRAPHS

Body paragraphs vary considerably in purpose, length, style and subject matter, but almost every effective body paragraph contains the following characteristics:

It makes one main point.

It contains sufficient support, using from one to many kinds of evidence to develop its main point.

It proceeds according to a clear organizational plan.

It contains no material that does not relate to its point.

It employs precise language.

In addition, the separate body paragraphs work effectively together within an essay if they possess the following traits:

Each moves clearly and smoothly from one main point to the next.

Each makes use of the organizational plan that suits the writer's purpose, logically follows the previous paragraph, and clearly leads to the next paragraph.

Strategies for Writing Body Paragraph

Here are some strategies to help you come up with good body paragraphs.

Use topic sentence

Every body paragraph should have a topic sentence stating the point you want to make in that paragraph. The topic sentence should contain the controlling idea and also reveal your attitude or view regarding that idea.

Signal shifts in thought

Cue words or transitions are words or phrases that allow reader to anticipate what is to come in the body paragraphs of an essay. If you use cue words effectively, your audience will follow your thought process more easily from one detail or main point to the next. Cue words are thus useful not only within body paragraphs but throughout the entire essay.

Cue Words

Try using these if you want to signal a change in time:

then	now	at last	until now
in the past	in the meantime	next	after this
immediately	formerly	later	finally
simultaneously	at the same time	subsequently	meanwhile
before now	at length	afterward	soon
presently	in the future	currently	eventually
after a while	previously	earlier	suddenly

Experiment with these if you want to show some order, progression, or a series of steps (not necessarily time-oriented):

first, second, next	in addition	not only... but also
furthermore	besides	last
moreover	another	also
finally	further	

Work with these to cue a contrast or change in what has been said before:

in contrast	on the other hand	regardless	nevertheless
conversely	but	however	even
on the contrary	despite	in spite of	though
although	yet	instead	still

To show a similarity or comparison with what you have stated before:

similarly	likewise	as well as
in a similar manner	just as	equally important
in the same way	in comparison	

To signal that you are going into more detail or elaboration:

for example	for instance	as an illustration	in particular
to illustrate	to explain	to expand on this	

To signal repetition

again	in other words	to repeat	as has been noted
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To show emphasis or stress:

basically	truly	more important	indeed
essentially	moreover	without question	most important
undeniably	above all	without a doubt	

To signal some cause/ effect relationship:

because	thus	as a result	consequently
for this reason	since	therefore	accordingly

To cue the reader that you are concluding:

finally	in conclusion	on the whole	all things
in brief	to summarize	in summary	considered
			in closing

Avoid the unclear 'this' and 'it'

Remember that even though we use the words *this* and *it* to substitute a noun, using these pronouns by themselves often confuses the reader. Try to use *this* or *it* with a noun to show clearly what you mean. For example:

Problem:

The man looked behind him stealthily and tiptoed out of the room. This aroused the police officer's suspicions.

(The reader does not know for sure whether the writer means that the man was suspect because he looked behind him, or because he tiptoed out of the room, or both.)

Solution:

The man looked behind him stealthily, and tiptoed out of the room. These actions aroused the police officer's suspicions.

Problem:

Television has been accused of destroying family ritual. This may be true, but TV is not the only culprit.

Solution:

Television has been accused of destroying family ritual. This destruction may be partially due to TV, but TV is not the only culprit.

Repeat important words

You can keep your body paragraphs focused on the main point by using appropriate repetition of important words and phrases. To avoid becoming monotonous in your writing and to make your repetitions more interesting, use synonyms – substitute words that have the same or almost the same meaning as the original word.

Use parallel sentence structures

Similar ideas can be effectively, and sometimes quite dramatically, linked by using parallel sentence structures. Parallel sentence structures repeat a sentence pattern for dramatic effect. To see how parallel sentence structure works in body paragraphs, read the following example. The repeated sentence structures have been underlined.

A woman who has had a tough childhood ends up on the streets, working as a prostitute, and she becomes the victim of prejudice. She desperately wants to turn her life around. She wants to go to school; she wants to get a job. But she can't, for when people find out she is a prostitute, no one is interested in hiring her.

WRITING CONCLUSION

While the introduction to an essay is important because it determines whether the reader will read further, the conclusion forms the last impression – the final and most lingering memory – of your writing. It conveys a feeling of completion. Conclusion does not bring up any new steps; instead signals that you have communicated all necessary information. A conclusion 'frames' the essay by tying together all the main points and wrapping up any loose ends for the reader.

Strategies for Writing Conclusions

Here are some strategies to help you come up with good conclusions.

Offer closure

If you've ever been disconnected during a phone conversation, then you know the frustration that accompanies an abrupt and untimely ending. In the same way, your essay should not end abruptly. Conclude, instead, with a few short sentences that signal the reader that the essay is ending.

Frame the essay

Much as a frame forms a finite border for a painting, an effective conclusion brings together the contents of an essay for the audience. Successful framing can be done using any number of concluding strategies. To create effective conclusions, the following five concluding techniques should be helpful.

- *Summary.* This common strategy works best for essays that are longer than three typewritten pages; summarizing a shorter essay is unnecessary. If your essay deals with

complex or technical material, or if the essay is, say, a ten-page research paper, your audience might appreciate a recap of the information.

- *Recommendation.* One effective way to end an essay is to make a recommendation to your audience.
- *Prediction or warning.* Using a prediction or issuing a warning can be a dramatic and memorable way to end your essay.
- *Call to action.* The call to action as a concluding strategy challenges the audience to becoming involved by doing something about the situation or problem.
- *Reference to introductory strategy.* An interesting and satisfying concluding strategy involves referring back to the introductory example, story, statistic, quote or other device and elaborating or connecting the information, tying the end to the beginning of the essay.

Avoid pitfalls

Whatever concluding strategy you decide on, you'll want to avoid the following three potential pitfalls:

- *New material.* Resist the urge to introduce new material, such as another main point or another detail, in your conclusion. Remember that this is the time to wrap up what you have said and to bring together all your main points into a coherent closing statement.
- *Apology.* Never weaken your position by apologizing – even in your concluding paragraph. For example, your audience will be confused and possibly offended if you conclude with something like the following:

‘Although I don’t know everything about this problem...’ or ‘I may not be one hundred per cent right, but I think ...’
- *Moralizing.* Avoid preaching in your concluding paragraph. Although some students have the mistaken idea that an essay should end with a moral or lesson learned, this is not a good strategy to use. Leave the lesson or moral for the reader to decipher – your essay will be much more memorable if you hint or suggest a lesson rather than forcing one upon your audience.

REVISING AND POLISHING THE ESSAY

The process of writing does not end with composing the essay – it continues with revising and polishing. In the ‘revising stage’ of the composing process, you re-evaluate your essay draft in order to make both major and minor adjustments.

Strategies of Revising

While revising your essay, you must try to be objective and detached. Following the strategies given below will enable you to come up with a good essay:

Allow time for reflection. After you have completed your preliminary draft, your first thought may be: ‘At last, I’m finished with this essay’. Resist the impulse to accept this version as your final draft, even though the first draft may *look* pretty good to you. This advice is doubly true if you are drafting on a computer because the final, clean look of the typeset letters may fool you into thinking that your draft is ready for its intended audience.

Use audience response: peer and instructor editing. Peer or instructor editing can be a helpful tool in the revising stage of the composing process. Although you may think your ideas are coming across clearly in a draft, there is nothing like the honest reaction of an unbiased reading audience to put you in touch with what is working and what is not working in your essay draft. You can ask your instructor to evaluate your essay and give his feedback. Alternatively, you can ask another student, whose feedback you value, to read and respond to your essay.

Rethink the draft. Once you have additional feedback from a peer or your instructor on your thesis, you can rethink your draft. This rethinking will help you to be focussed and it might result in a shift in your focus. You could then include material in support of this thesis that would be much more convincing and specific than the material you now have. And now, as you begin to work on your new thesis, you won't be using some of the material from your first draft. As a result, you may need to return to the initial stage to gather more material support of your new approach. You will have to redraft and revise the thesis by adding, cutting, substituting and rearranging. Restructuring your material might result in a more logical flow of ideas. A different way of organizing could also give the essay more dramatic punch.

Add to the draft. If your instructor or a peer editor feels that you left some vital information out of your draft or that some point needs further clarification or explanation, you will want to add more material to your draft where appropriate.

Strategies for Polishing

Revising the essay should always be followed up by another round of reading, when you actually clean and polish your essay. The following strategies will enable you to come up with a final product that you can confidently present to your audience.

Re-read your revised draft. Even after you've revised a first or second draft, resist the temptation to consider your work complete. Instead, read the draft out loud slowly. You will often be amazed at what you discover.

Use your tools to improve weak spots. If you have a recognized weakness, you can use this knowledge to your best advantage as a writer. Be on the lookout for this vulnerable area and polish your essay by addressing the problem. In addition, a computer's spell-checker can certainly help you catch many spelling errors, but you should know that it does not correct misspellings caused by word confusion – for example, misuse of *their* for *there* or *accept* for *except*.

Use peer editing and instructor response. Just as feedback from both your instructor and your peers was an important part of revising your first draft, new feedback on your revised drafts will help you continue to refine your essay in the polishing stage.

Trim and clarify. One important way you can polish your essay involves making certain that every word you use is necessary, specific and clearly understood by the reader. Go through the essay sentence by sentence and see if you can find any words or phrases you can trim or make more accurate or descriptive.

Eliminate Wordiness. Wordiness occurs when we pad our writing with lots of unnecessary and sometimes meaningless words or phrases. Although many of us have some wordy

sections in rough drafts, reading the draft aloud with a pencil in hand can often help us spot and repair wordy passages by rephrasing to eliminate these fillers. Here are some examples of wordiness followed by corrections:

- Omit 'it is' and 'there are' at the beginnings of sentences.

Wordy: It is difficult to understand the role of the lobbyist in Washington, D. C.

Revised: The role of the lobbyist in Washington D. C is difficult to understand.

- Omit 'this' from the beginning of a sentence by linking it to the prior sentence with a comma.

Wordy: Celebrex has been banned from pharmacies. This has decreased the dangers to those with heart conditions.

Revised: Celebrex has been banned from pharmacies, decreasing the dangers to those with heart conditions.

- Replace passive verbs (in which the subject of the sentence is being acted upon) with active verbs (in which the subject is the actor).

Wordy: The world's weather is being affected by global warming.

Revised: Global warming is affecting the world's weather.

- Change 'is' or 'was' when they occur alone as a verb:

Wordy: A new library is necessary for the school.

Revised: The school needs a new library.

- Replace 'is', 'are', 'was', 'were', or 'have' + an *-ing* word to a simple present or past tense verb.

Wordy: The community theatre was embarking on a new fundraiser.

Revised: The community theatre embarked on a new fundraiser.

- Replace 'due to the fact that' with 'since' or 'because'

Wordy: they elected Dilbert due to the fact that he proposed many innovative changes.

Revised: They elected Dilbert because he proposed many innovative changes.

Insert Cue Words. Using the right 'cue' word is to make a smooth transition from one level to another in your writing assignment. It is like shifting gears on the road. Refer to the list of cue words given earlier in this section.

Source: Critical Thinking, Academic Writing and Presentation Skills (Pearson- Mahatma Gandhi University Edition)

Select Questions from Module 5

A Very short answers

1. What are the kinds of letters?
2. Write the given date in the two popular forms, employing figures and words in both forms.
3. Identify the parts of a letter where we give (a) the return address and (b) recipient's name.
4. What is meant by the attention line in a letter?
5. What is meant by a reference in a letter?
6. Mention the several names by which the resume is known.
7. What are the categories of information that are contained in a resume?
8. How does an observation of the table of contents help a book review?
9. Give four examples of phrases that are used in telephone conversation to indicate that you are ending the call.
10. Give four examples of phrases that are used in telephone conversation to introduce yourself.
11. Give four examples of phrases that are used in telephone conversation to take a message for someone.
12. Give two examples each of phrases that are used in telephone conversation (a) to ask who is calling, and (b) to ask for someone.
13. Write a sample conversation with at least four exchanges, illustrating how one can start a conversation.
14. Give an example of a conversation opener with appropriate responses used in a particular social situation.
15. Indicate two phrases and their responses that can be used to close a conversation.
16. Comment on the use of a story or incident that can be used as an introductory strategy of an essay.
17. Give an example for the problem of wordiness in writing, and provide a suitable revision.

B Short answers

1. Write a note on the three kinds of letters.
2. Prepare a sample heading that can be used for a personal letter.
3. Briefly explain and illustrate the idea of the heading in a letter.
4. Briefly explain the idea of the salutation in a letter.
5. Briefly explain the idea of the body in a letter.
6. Briefly explain the idea of the complimentary close in a letter.
7. Briefly explain the idea of the signature in a letter.
8. Why do some business letters fail to interest or elicit a warm response from the recipient? How can this problem be avoided?
9. Distinguish between job letters and personal letters.
10. Explain the features of a resume.
11. List out the educational qualifications that can be part of the resume of an M Com graduate applying for a teaching position. The list should have at least four entries.
12. Write a note on the three distinct parts of the essay.
13. Develop a topic or title for an essay and give a question that can be used as an introductory strategy for the same.
14. Explain the ideas of voice and tone in the introduction of an essay.
15. Write a note on the characteristics of body paragraphs in an essay.

16. Write a sentence which can be taken as a problem of using the unclear “this” or “it”; also provide a corrected sentence which can be a solution.

C Short essays

1. Give a detailed note on the parts of a letter.
2. With examples, bring out the idea of the heading, salutation and complementary close in letters.
3. With examples, bring out the idea of the heading, inside address and Attention line in letters.
4. Distinguish between the block style and the modified style used in letter formats.
5. What all points are to be focused in a book review?
6. What questions are to be considered before reading a book with a purpose of review?
7. What all points need to be noted while reading a book for review?
8. Write a note on structuring a book review.
9. Prepare a review on a book you have read recently.
10. Write a note on the purpose of a movie review.
11. What all elements are to be included in a movie review?
12. Prepare a critical review of a movie that was released in 2017 or later.
13. Imagine a situation of a formal/ informal telephone conversation. Indicate the same and prepare a dialogue with at least fifteen pieces of conversation exchange.
14. You are working in the front office of an educational institution. You get a call from a parent of a student, who wishes to meet the Principal. Prepare a conversation which helps the person at the other end to make an appointment three days later.
15. Write a note on the various phrases that can be used in formal and informal situations of a telephone chat.
16. Identify situations of interrupting conversations, and give examples of polite phrases that can be used for the same.
17. What are the strategies of writing body paragraphs in essays?
18. Explain the three potential pitfalls which need to be avoided in the concluding strategy of an essay.
19. What strategies can be avoided for revising an essay?
20. What are the polishing strategies adopted in preparing an essay?

D Long essays

1. (a.) Explain the various parts of a letter, and
(b) prepare a sample business letter from a textile merchant to a wholesale supplier to place an order for materials. / prepare an informal letter written to one’s parents, informing them of an interview held at the office and the possibility of a promotion in career.
2. Bring out the features of a resume, and prepare a model resume that can accompany a letter of application to the post of Copy Editor in a publication firm.
3. Prepare a letter and resume facilitating you to apply for the post of Computer Administrator in the Media Cell of the District Police Head Quarters.
4. Explain the idea of ‘introduction’ in an essay, and explain the various strategies for writing introductions.
5. Explain the purpose of using cue words in essays, giving examples.
6. What are the strategies of writing the conclusion of an essay?