



ADVANCED

Communication Skills

For Tertiary Students



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CHAPTER ONE

WORD FORMATION PROCESSES IN ENGLISH

Word formation is a term collectively used to show the processes through which new words are introduced into a language. These new words are introduced to satisfy the language needs of the users of the language. New words are needed to describe events, situations, inventions, processes, discoveries and other aspects relating to human activities.

The English language has several processes by which new words are introduced. The main processes include the following:

1. **Acronyms:** These are usually formed from the initial letters of the set of other words. These are pronounced as if they were words. The following acronyms are international:
 - i. NATO: North Atlantic Treaty Organization
 - ii. UNESCO: United Nations Education Scientific and Culture Organization
 - iii. WHO: World Health Organization
 - iv. ECOWAS: Economic Commission for West African States.

Acronyms are considered as proper nouns. Therefore when they are written in upper case letters no articles are used before them. However, several acronyms are used commonly as everyday words, so they are no longer written in upper case letters. Typical examples are *radar* (radio detecting and ranging), *scuba* (self-contained underwater breathing apparatus) and *laser* (light amplification by stimulated emission of radiation)

Sometimes, certain organizations form acronyms from their names as in TUTAG (Technical Universities Teachers Association of Ghana), GNAT (Ghana National Association of Teachers), MADD (mothers against drunk driving), WAR (women against rape), etc.

Although the distinction between acronyms and abbreviations has not been made very clear, we can use pronunciation as the distinguishing feature. This notwithstanding several abbreviations have become acronyms. Handy examples are UFO (unidentified flying object), CD (compact disk), FM (frequency modulation), ATM (automatic teller

machine), PIN (personal identification number), etc. One sometimes hears, *You must always key in your PIN number to enable you to have access to the ATM machine.*

2. Backformation: This is a process whereby a word (usually a noun) is reduced to form another word of a different type (usually a verb). Thus a new verb is created out of an existing noun. For example, the verb *televise* is a backformation from the noun *television*. Other examples of backformation are:

- i. Donate (from donation)
- ii. Opt (from option)
- iii. Enthuse (from enthusiasm)
- iv. Edit (from editor)
- v. Audit (from auditor)
- vi. Babysit (from babysitter)

In English, one very regular source of back formed verbs is based on the pattern: *driver – drive*. It is assumed that if there is a noun that ends in *-er* (or something close in sound) it follows that a verb can be created for what the noun *-er* does. Hence a *farmer* must *farm*, a *writer* must *write*, a *teacher* must *teach*, a *peddler* must *peddle* and an *editor* must *edit*. It must be noted, however, that certain nouns do not follow this rule. For example we can't say a *doctor* must *doc*; neither can we say a *pensioner* must *pension*.

3. Blending: It is a process by which parts of two words are “cut” and combined to produce a new word. That is the first part of an existing word is taken and joined to the end of the other word or the whole word if the word is made up of one syllable.

Consider the following examples:

- i. Motel (motor + hotel)
- ii. Infotainment (information + entertainment)
- iii. Brunch (breakfast + lunch)
- iv. Spanglish (Spanish + English)
- v. Telecast (television + broadcast)
- vi. Modem (modulator + demodulator)
- vii. Smog (smoke + fog)
- viii. Breathalyser (breath + analyser)

4. Borrowing: It is the process whereby some words from one language are taken into another language. Borrowing is one of the commonest ways by which the English language has added new words to its lexicon. The contact between native speakers of English and speakers of other languages is the reason for foreign words in English. The following are examples of words borrowed from different languages.

- i. Alcohol – Arabic
- ii. Boss – Dutch
- iii. Piano – Italian
- iv. Tycoon – Japanese
- v. Yoghurt – Turkish
- vi. Zebra – Bantu
- vii. Kwashiorkor – Ga (Ghana)

Another type of borrowing is described as loan-translation technically known as calque. This a direct translation of a word or an expression into the borrowing language. A typical example of loan translation is the American concept of *boyfriend* was borrowed into Japanese as *boyifurendo* with a modification in the pronunciation. The expression *stool room* as used in Ghanaian English is a loan translation from Akan chieftaincy *nkonnwa dan*, a special room in the chief's palace where stools of departed chiefs are kept.

5. Clipping: is a type of word-formation in which a longer word, usually more than one syllable is reduced to a shorter form. Clipped words are mostly used in casual conversation or spoken language rather than in written language.

Thus we find:

- i. Fax – facsimile
- ii. Gas – gasoline
- iii. Bra – brassiere
- iv. Exam – examination
- v. Lab – laboratory
- vi. Bus – omnibus
- vii. Cab/taxi – taxi cab
- viii. Disco – discotheque
- ix. Plane – airplane
- x. Phone- telephone

Note also that clipped words may vary between British English and American English.

British	American
Advert/ad	ad (advertisement)
Maths	math (mathematics)

6. **Compounding** involves the process of joining two or more separate words to produce a single form. Compounding occurs on the following forms:

i. **Single words:**

- Clergyman (clergy + man)
- Goalkeeper (goal + keeper)
- Photocopy (photo + copy)

When the compound is a single word it is known as solid

ii. **Pairs of words or separate words**

- Post office
- Bee keeper
- Kitchen knife
- Head of Department
- Commander of the faithful

iii. **Hyphenated words:**

- Self-imposed
- Kind-hearted
- President-elect

Hyphenated compounds may as well involve phrases such as:

down-to-earth leader

up-and-coming star

one-on-one interview

head-to-head

It is interesting to note that some language experts are not rigid on how certain compounds should be written. Thus some compounds may be written with a hyphen or as separate words. Examples include *headteacher* or *head teacher*

textbook or *text book*. The “rules” are there for purposes of uniformity in writing compounds.

7. **Conversion** occurs when there is a change in the function of a word from one word class to another (without reduction). For instance when a noun is made to function as a verb, the word is said to have undergone conversion. Other names or labels for conversion are “category change” or “functional shift”. Through the process of conversion a number of nouns such as *paper*, *butter*, *bottle*, and *vacation* have come to be used as verbs as used in the following sentences:

- i. *We must paper the studio walls for the programme.*
- ii. *Could you please butter my bread for me?*
- iii. *The machine can bottle all the wine in less than one hour*
- iv. *He was vacationing in London so he couldn't come to write the resit examination.*

In modern English, conversion does not occur at the level of nouns only; it involves verbs functioning as nouns as in *guess*, “*That was good guess*”; *must*, “*It is a must*”, *go*, “*Have you had a go already?*” Phrasal verbs can also be turned into nouns as in *fall out* and *break through* becoming *a fallout* and *a breakthrough* respectively. Verbs can as well be converted to adjectives as in *see through*: “*see-through*” fabric; and *stand up*: a “*stand-up*” comedy.

8. **Coinage:** A coinage is a word or a phrase that has newly been “invented”. Sometimes a coinage is short-lived because it was coined to serve a specific purpose. After serving its purpose it is abandoned. However, if the coinage gains currency, then it becomes part of the lexicon of a number of speakers who know it and use it.

In English advertising and trade names are the major sources of coinages. Companies invent or create trade names for their products and these tend to be used as everyday words in the language. Words such as *aspirin*, *nylon*, *vaseline*, *Kleenex*, *Teflon* and *Xerox* are coinages derived from product names.

Sometimes, a coinage can be invented out of a war situation, crises, a nation's experience, politics etc. Coinages derived from such situations may not be international but localized. In the heat of the energy crisis that hit Ghana, the word *dumso* was coined to describe the erratic power supply. Similarly, the word *galamsey* was

coined to describe illegal mining activities in Ghana, just as *Nkrumaist* is a coinage that describes followers of the political ideology of Dr. Kwame Nkrumah, the first President of Ghana. Politics in Ghana has also given rise to the phrase *skirt and blouse voting* (pattern of voting where voters in a polling station or constituency vote for a presidential candidate from a different party and the parliamentary candidate from another party or vice-versa).

9. **Derivation** is a process of word formation involving the use of affixes for the creation of new words. There are two types of affixes: prefixes and suffixes. Prefixes are placed at the beginning of the stem while suffixes are attached to the end of the stem. The stem is the existing word which has not undergone any change either at the beginning or end. When a prefix is added to the stem it normally changes the basic meaning of the word as in:

- i. unfaithful
- ii. empower
- iii. reassure
- iv. mislead

In the examples above the prefixes are *un*, *em*, *re* and *mis*

Also when a suffix is added to the stem it usually changes the word class of the word to another as seen in the following examples:

- i. identity (noun)
- ii. identify (verb)
- iii. identifiable (adjective)

The suffixes in the examples above are *fy* and *able*

Exceptions

Some suffixes do not change the word class of the word as in:

- friend (n) **friendship** (n)
- Actor (n) **actress** (n)
- Pig (n) **piglet** (n)
- Sick (adj) **sickly** (adj)
- Young (adj) **youngish** (adj)

- green (adj) **greenish** (adj)

10. **Reduplication:** It is a process similar to derivation, in which the initial syllable or the entire word is doubled, exactly or with a slight phonological change. Reduplication is not a common word formation process of English though it may be in other languages.

Examples of reduplication in English

- *papa*
- *mama*
- *goody-goody*
- *Pooh-pooh*
- *Fifty-fifty*
- *crisscross*,
- *zigzag*
- *flip-flop*
- *wishy-washy*
- *nitty-gritty*

EXERCISE

1. Which of the following expressions is an example of blending?
motel, violate, infotainment, butter, sitcom, telecast
How would you describe their word formation processes?
2. Group the following words under their appropriate word formation processes.
flu, brunch, fingerprint, Franglais, burgle, holidaying, televisé, ATM, frustrate, holier-than-thou, app, ECOMOG, buttered, modem
3. Identify the word formation processes involved in producing the italicized forms in these sentences.
 - i. He *majored* in English at the university.
 - ii. We need to be cautious of herbalists who claim to have a cure for *AIDS*.
 - iii. There are several brands of *Toyota* vehicles from which you can choose.
 - iv. Feed your child well to prevent him from contracting *kwashikorkor*.
 - v. He didn't exactly *opt* out because of frustration.
4. Supply appropriate suffixes to each of the following words to produce the word class indicated in the brackets.
 - i. Danger (adjective) /
 - ii. Strange (noun) /*strangely*
 - iii. Qualify (noun) /*Qualifiable*
 - iv. Beauty (verb) /~~beautify~~ *beauty*
 - v. Solid (verb) /*solidify*
 - vi. Calamity (adjective) /*calamity*
 - vii. Quick (adverb) /*Quickly*
 - viii. Strong (adverb) /*Strongly*
 - ix. Multiply (noun) /*Multiply*
 - x. Intense (verb) /*Intensify*

CHAPTER TWO

SPOKEN AND WRITTEN LANGUAGE

Introduction

Basically language exists in two forms: spoken language (speech) and written language (writing). However, spoken language existed long before writing was developed. Thus not until writing was developed humans depended on only spoken language for communication. With time, writing became an integral part of communication. Spoken language and written language differ in terms of form and function. In this chapter, we discuss some basic differences between spoken and written language.

Spoken Language

Spoken language is basically informal and not bound by "iron clad" rules, hence it manifests a greater degree of variability. It varies according to the people who use it, according to region and according to individual speakers. For instance, in the same region the same language may have differences in vocabulary and how certain individuals pronounce some words.

The major function of spoken language is interaction. It is essentially a face-to-face activity, except in few situations where one person will speak to himself without the presence of others. The interactional function of spoken language manifests in everyday conversation to establish rapport, to express our thoughts and emotions, make requests, seek and give information, and make a caution among others. This makes spoken language the basic tool for human communication.

Characteristics of Spoken Language

1. Spoken language operates on sounds; hence it is an auditory medium. It is produced orally and received through our sense of hearing.
2. Spoken language is reinforced by paralinguistic features such as tone of voice, intonation, pause, stress and other non-verbal cues like gestures and facial expression.
3. Speaking is a social activity. It is usually done in a social context; i.e. it involves humans who may be present or may not be present (e.g. telephone conversation) to give immediate feedback or response.

4. Spoken language is ephemeral or evanescent. It disappears or vanishes as it is uttered.
5. Spoken language is acquired naturally but not taught. This makes speaking a natural activity. Every human being born has an innate capacity to speak a language.
6. Spoken language is not planned in terms of the organization of the words in an utterance.
7. Spoken language makes use of "fillers" such as *well, erm, you know, I mean, what do you call it?* and monitoring devices like *are you with me? hello, you understand what I mean, isn't it?*
8. Spoken language abounds in repetition, ellipsis, false starts, slips of the tongue, hesitations, repairs and verbless clauses (e.g. when in doubt... i.e. when you are in doubt).
9. Spoken language is simple in structure and form.

It is worthy of note that owing to the primacy of spoken language in human communication it has become the focus of researchers in language. However, with the development of writing there seems to be more emphasis on written language as it has become, in most cases, the yardstick used to judge what is correct and what is incorrect. In English, for example, when people express concern about falling standards their focus is on written language. The next section discusses written language.

Written Language

Before writing was invented useful knowledge had to be memorized. There was no documentation of any sort. Folklore, history, literature, events and experiences societies went through were all contained in the mind and passed on from the older generation to the new generation through speaking. Given the inability of the human mind to store every bit of information or knowledge that needed to be preserved, humans started to develop a writing system to overcome such problems.

Writing has a transactional function, which is the storage function that allows communication to be carried out across space and through time. Writing enables a society to permanently document its literature, history science and technology. This makes writing restrictive to literate societies, which means writing is not universal to all human societies.

Writing preserves speech and makes it permanent. Even though technology has devised means such as recorders to preserve speech, most speech is preserved in writing. Proceedings of meetings are written down as minutes, a doctor must put down the medical history of a patient and also write a prescription. We write down addresses and telephone numbers of relatives and friends, parliamentary proceedings are recorded in Hansards. Again, but for writing, it would be difficult to distinguish words that are likely to create confusion in speech or pronunciation; e.g. *night rate/nitrate, syntax/sin tax, homemade/home aid*. Others include *red/read* (past tense) *bear/bare, meet/meat, pale/pail*. Thus the invention of writing came to fill a gap making it one of the greatest accomplishments in human life.

Characteristics of Written Language

1. Written language is a visual medium. It is produced manually by using characters, letters or symbols and received through our sense of sight.
2. Writing is a solitary activity. It is done by one person at a time; it does not happen that two or more people will engage in writing where they take turns to write the sentences.
3. Written language is more formal. It functions to maintain standardization in terms of spelling, grammar and word order and word choice. This makes written language more conservative. It is not susceptible to variability as spoken language.
4. Sentences in written language are generally structured to follow the subject – predicate form.
5. Written language is more complex in terms of the packaging of information, as in the following sentence:
For the thoughtful practitioner and student of language teaching, it is extremely hard to pick his way through the mass of accumulated information, opinion, and conflicting advice, to make sense of the vast literature, and to distinguish between solid truth and ephemeral fads or plain misinformation.
6. Written language is planned; not spontaneous e.g. lecture notes, minutes, reports, manifestoes, books etc.
7. Writing is taught. One needs to learn how to write. It is not acquired naturally.
8. Writing uses punctuation to set apart sentences, phrases and to indicate questions, intonation, stress and contrast. Read the following sentences

aloud while you paying attention to intonation as a result of the different punctuation marks.

The boys will finish the assignment before they go home.
(Statement)

The boys will finish the assignment before they go home! (Order)
The boys will finish the assignment before they go home?
(Question).

9. In writing individual words are indicated by spaces, and paragraphs are indicated by indentations or line spacing.

In this chapter, we have seen that there is a relationship between spoken language and written language. It is assumed that there is the likelihood for people not to remember correctly detailed facts about important events if these are exposed to them in the spoken mode, particularly over a long period of time. This is where written language takes over to establish the permanency of spoken language. However, as seen from the discussion above, the two modes of communication perform different functions. Whereas spoken language has an interactional function, written language has a transactional function.

CHAPTER THREE

TELEPHONE ETIQUETTE

Introduction

Regardless of the fact that there are modern ways of communicating such as email, fax and many more, the telephone still remains the commonest means of communicating with persons in distant places. Knowledge about how to speak on the telephone therefore becomes crucial. The way you speak on the telephone can profoundly create an impression about you. For this reason you must observe certain etiquette or manners when you speak on the telephone. In this section we are going to discuss some of the *do's* and *don'ts* of telephone conversation, particularly for business transactions.

Your Telephone Disposition

When you speak on the telephone three factors constitute your disposition. These include voice, attitude and courtesy. Have there been any occasions where someone has hung up the phone while you were speaking? If so how did you feel? Have you also done same to someone else? Has there been any occasion where a telephone conversation that started on a friendly tone turned sour? It is not far-fetched to say that every person who speaks on phone has once upon a time experienced these situations before.

Now let's examine closely voice, attitude and courtesy, the three factors that make up your telephone personality.

Voice: When you speak on the phone let the other person feel that there is warmth and enthusiasm in your voice. Refrain from shouting or speaking softly. This has the potential to mar the conversation in one way or another. Bear in mind that your voice does not only convey your attitude but it also shows how courteous you are; so when answering a call you must speak with a pleasant and welcoming tone. This makes you sound friendly, enthusiastic and professional. It also makes the person at the other end feel good and comfortable. Don't say the usual "hello" with a falling intonation, thus *hello'*. It shows an unfriendly attitude. Rather say the *hello* with a rising intonation, thus *hello'* which is more friendly and inviting.

Attitude: Adopt the right attitude during a telephone conversation. Even though the other person cannot see you he/she can form an impression about you from the sound of your voice or the way you speak. For the improvement of your attitude let the person with whom you are speaking see in his/her mind's eye a smile on your face. A smile during a

telephone call adds quality to your voice and makes you appear pleasant. Treat every call with equal importance, whether it is a personal or a business call.

Courtesy: Courtesy is an essential ingredient in telephone conversation. It comes in several forms to include the way you speak, choice of words and how you treat a caller. An aspect of courtesy that seems to have escaped many callers is the time to make a call. Several callers have not received the right responses because of the time they made their calls. Truly, you may not know what a person you want to call may be doing at that moment; hence, before you make a call think about the person you are going to call in terms of what he/she may be doing and the purpose of your call. Some people have very tight schedules: meetings, lectures, working, etc. If you are calling to convey unpleasant news, particularly in the night, you can hold on until the following day, unless the call is an emergency where the other person's assistance is in dire need. Be considerate of the time of call.

Here are more tips to enable you to handle calls with finesse to boost your telephone personality.

1. Answer phone calls promptly; at most by the second or third ring. Don't allow the phone to ring so many times before you pick it. Some callers may hang up after three or four rings. With the advent of mobile phones where the name of the contact appears on the screen during a call, some people have made it a principle not to pick calls from unknown numbers. As much as the person has a right to reject such calls, it is also noteworthy that many of such people have lost important information which could have otherwise benefitted them. A person who refused to pick an unknown number lost an opportunity to attend a job interview.
2. When you pick the call, identify yourself. Greet the caller politely and mention your name, the organization or department. Then ask if you could be of any help. e.g. "Good morning. This is KSA Publishing Company Ltd. My name is Faustie, secretary. How may I help you, Sir/Madam?" It's impolite to say, for example, "Who are you?" or "Identify yourself."
3. When you are making a call and you don't know the appropriate person to speak to say, for example, "I'm Faustie, calling from KSA Publishing Company; can I speak to the Head of HR, please?" In requesting information from a caller, you may as well say "May I know whom I'm speaking with?"
4. In business calls, it is advisable to keep a note pad so that should the need arise for you to pass on some information to a third party you can take notes during the conversation

and later refer to them. As soon as the caller begins to talk begin to take notes to prevent you from asking the caller to repeat every now and again what he/she said. If possible keep a phone log (for very important calls) in which you record pieces of information such as name of caller, time of call, destination or where the call came from and purpose of the call. This is done for future reference.

5. During the conversation pay serious attention to what the other person is saying. Callers feel bad when they sense that you are not giving them the needed attention. Cut any background noise or activity that is likely to distract your attention. Focus on the caller. It is disrespectful and unprofessional to have chewing gum or food in your mouth during a business telephone conversation. The food or gum in your mouth will give you away when you are speaking.
6. If you don't hear or understand what the other person is saying don't hang up on him/her; it is a very offensive conduct in telephone conversation. You may simply say, "Sorry I can't hear you, could you please speak a bit louder or explain further."
7. In a business call when you are not able to solve a caller's problems or address his/her concerns, find a way of mitigating the person's frustration. Assure the person you will contact the appropriate person or unit to see how the concerns could be addressed, and you would get back to him/her later. You may then take the person's number. You may say, "Sorry, I'm unable to address your concerns, but I will contact one of our Executive Committee members on the issue and give you the feedback. If you wouldn't mind, may I take your number?" After you hang up get in touch with the appropriate person to address the issue and communicate the outcome to the caller.
8. If it becomes necessary to hold on during a conversation, alert the other person. This is a sign of respect to the person. Again if there is the need to transfer a call, inform the caller and collect the necessary details from him/her.
9. If someone you don't know or a number you are not familiar with wrongly calls your number, don't be rude to the caller by saying, "Who are you? or "Who do you want?" in an unfriendly and intimidating manner. Tell the person politely he/she has called the wrong number.
10. If you know the caller's voice or name, mention the name and greet him/her when you pick the call. It makes the person feel good that you are happy to receive his/her call.

11. When finishing a telephone conversation, end on a positive note before hanging up. For instance, "It's been nice speaking to you"; "I enjoyed speaking to you"; "Have a nice day."

CHAPTER FOUR

COMMUNICATION

What is Communication?

Communication is the process of transmitting and receiving information. That is, as humans we give information to people and receive information also from people. When we communicate to others we expect a feedback.

In communication, there is always a speaker who is technically known as the source; then there is the listener, technically known as the destination or interlocutor. Since communication involves a source and a destination, it is described as bipolar.

Communication occurs in varied forms: e.g. a twitch in the stomach may communicate hunger; dark clouds in the sky may communicate impending rain; colours communicate information; style of dressing communicates information, a car tooting its horns, road signs, bill boards drawings etc.

Communication as a process

Communication is described as a process because it involves a combination of different activities.

- There are changing roles of speaker and listener; the speaker becomes the listener and the listener becomes the speaker.
- The communication event moves from a beginning to an end.
- In between, a lot of issues are discussed.

Communication is also regarded as a system

- It goes beyond merely speaking and listening because it involves a number of people, resources and activities organized and harnessed to make transmitting and receiving information possible and effective.

Factors influencing communication

Communication is influenced by a lot of factors some of which include the following:

- 1 •✓ The type/nature of participants involved
- 2 •✓ The setting/place of communication
- 3 •✓ The subject/topic of the communication
- 4 •✓ The mode of communication; i.e. speaking or writing

Components of Communication

- 1 • Source/Sender ✓
- 2 • Message/information ✓
- 3 • Destination/Receiver ✓
- 4 • Channel/Nature of transfer ✓

Source/Sender

This is the person who initiates communication. The person may relay information to another person, may seek an answer to a question, may give advice, may be a newscaster, a teacher, a politician etc.

An issue worthy of note in initiating communication is for the sender or source to know who he/she is. The sender should address the question, “Who am I”? When the sender is aware of who he is, it helps him to select the appropriate means to communicate the information, language to use, the choice of words. Consider the “status” of the sender in each of the following communicative events:

- A teacher giving instructions to his students
- The President speaking to the nation
- A chief speaking to his people
- A husband speaking to his wife, and vice-versa
- A parent speaking to his child, and vice-versa
- A student speaking to his teacher
- A Chief Executive Officer speaking to his workers
- A worker complaining to his boss about his working conditions
- A servant answering questions from his master etc.
- A job applicant answering questions from an interview panel

In each of these communicative events if the source fails to recognize who he/she is, it could lead to breakdown in communication or an unexpected response or reaction from the receiver.

Message/Information

It is that which the sender transmits to the receiver. The message which is about a particular subject must be well-packaged in terms of the form, how it is presented, language and choice of words, and even when to present it. It would be most inappropriate to make a phone call around 1:00 am if it is not an emergency but a social call. Consider also trying to advise a drunkard to stop drinking when he is already drunk.

Destination/Receiver

This is the listener or the reader. It is important for the sender to ask himself/herself, “Who am I writing to/speaking to?” The sender should take into account certain factors that relate to the receiver before sending the message.

- age ✓
- social status ✓
- position ✓
- level of intimacy with the receiver ✓
- relationship with the receiver ✓

If the sender fails to recognize who will receive his message, he will either not receive a feedback or at best he will receive an unexpected reaction or unexpected feedback.

Channel/Nature of Transfer

This involves the organization and transmission of information in order that the receiver can receive it for the purpose for which the message was transmitted. The sender needs to consider how best the message could be transmitted. The way in which the message is relayed will influence how it will be understood or received. Thus channel affects the response or the reaction from the receiver. Consider a situation where a job applicant for a top position writes his application and curriculum vitae (CV) in longhand (i.e. without typing) and sends them to the CEO of the company. The manner in which we transmit information or messages speaks a lot about us.

The following are elements of channel that every sender must consider.

- ✓ Choice of language: the language to use such as English, social media language, local language, standard or non-standard varieties, Pidgin etc
- ✗ Language rules and conventions: grammar and vocabulary choice
- ✗ Mode: Written or spoken

- Formality: nature of distance between the sender and the receiver; e.g. high formality, informality or chatty language
- Genre rules and Conventions: the acceptable norms associated with different forms of communication. For instance, formal letters, CVs, memorandums, written speeches, vows etc have their own forms of presentation.

TYPES OF COMMUNICATION

Communication exists in several types.

- Intra-personal communication**

This is communication within oneself. That is a situation where an individual communicates with himself/herself. This could be the mental/psychological response to external or internal stimuli or data. One can respond to and interpret nonlinguistic stimuli such as sound, heat, smell, taste etc. One can also respond and interpret linguistic data such as getting information through reading or listening and reacting

Generally intra-personal communication involves:

- The mental attempt to receive linguistic and non linguistic stimuli
- The mental activity of giving meaning or adding value to data one receives
- Assembling pieces of information obtained from words, interpreting them and giving meaning or value to them.
- The internal reaction involved in intra-personal communication includes planning, problem solving, taking decisions, evaluating, recollecting information etc.
- Even in a conversation with other people, intra-personal communication takes place within individuals

- Inter-personal Communication**

This is an interaction between two or more people. It is so called because it is a person-to-person type of communication. In inter-personal communication, there is the high potential for immediate feedback.

Types of inter-personal communication

- Monolineal forms** (one-way out forms)

- Giving information
- Giving commands/instructions/directions
- Writing letters, memos etc.



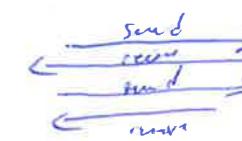
- Bilineal forms** (give and take forms)

- Conversation
- Question and answer
- Interviews/discussions
- Letter and reply/chatting on phone etc.
- Prosecution and defence



- Multilineal forms**

- Meetings
- Interviews
- Conversations
- Discussions



- Impersonal/Mass Communication**

This type of communication is meant for a large number of people. The following are features of impersonal/mass communication.

- There is no direct contact between source and destination.
- Channel mostly used are the mass media and bill boards
- Most impersonal or public communication may be business oriented
- Television and radio announcements
- Sermons
- Classroom discourse
- Meetings: convocations, parliamentary session etc.

In such meetings interactions take place among many individuals who may take turns to speak.

NON-VERBAL COMMUNICATION

Non-verbal communication is communicating without using words. Non-verbal communication complements and reinforces verbal communication.

Forms of non-verbal communication

- **Proxemics:** this refers to how **space** communicates; i.e. setting/place e.g. the church/the mosque communicates the presence of God/Allah, reverence, sacredness solemnity etc. The shrine communicates fear, the presence of spirits, dwarves etc.; the drinking spot or discotheque communicates excitement, licentiousness etc.
- **Chronemics:** how our perception and use of time communicates.
The way we respond to appointed time: lateness may communicate disrespect, laziness or lack of seriousness. We may also interpret a call that comes in at 1:00 am as carrying a serious message. Being slow or fast in performing an activity also communicates; e.g. singing fast or slowly
- **Oculesics:** communication by means of eye-contact
Eye-contact may communicate interest, disrespect, disgust, disbelief, love, caution etc.
- **Haptics/Tactility:** touch communicates
The body part that is touched communicates: buttocks, breast, cheek, lips, genitals etc.
the length of touch, the depth of touch e.g. handshake, a peck, hug, embrace, kissing
Professional touch: from a doctor/medical practitioner, beauty therapists
- **Kinesics:** communication involving **movement** of a part of the body.
e.g. facial expression, gestures, curtsying, beckoning, winking, frowning, a wave of the hand etc.
- **Vocalics:** how the voice communicates (not speaking)
the speed, pitch, intonation, stress and volume of one's speech, laughter, crying, hissing, clearing of the throat, yawning, whistling etc.. Silence may communicate the absence of people or people in a meeting or examination in progress. Silence may also communicate disagreement, agreement etc.

- **Objectics:** artifacts and the environment communicate to us. Objectics are of two main types.
 1. *The personal:* This includes ornamentals/adornments such as clothes, ear rings, necklaces, wigs, perfume, make-up, bag, purse, shoes etc.
 2. *The environment:* settlements i.e. the nature of people's dwelling places, furniture, car, decoration, colour, objects etc.

THE IMPORTANCE OF COMMUNICATION IN HUMAN EXISTENCE

Humans communicate for varied and many reasons. Thus humans communicate:

- 1✓ To initiate actions by passing on information to others
- 2✓ To express the views and needs
- 3✓ To persuade or convince others
- 4✓ To impart knowledge, ideas,
- 5✓ To establish cordial relations with others

Barriers to Effective Communication

Two major barriers to communication are:

1. **Distortion:** a change in the meaning of a message or information making it untrue or inaccurate. Distortion brings about loss of meaning of a message or an utterance during the process of transmission. **Distortion** occurs at the encoding and decoding stage:
 - when the sender does not accurately communicate his exact or precise intention
 - when the language used results in the wrong message being sent
 - When the message/information is ambiguous or unclear e.g. *The man beat up his son because he was drunk.*
 - When a different language not very well understood by both sender and receiver is used
 - When a sound in a word is not correctly articulated in spoken language
 - When unfamiliar or unexplained pictures, diagrams etc. are used to communicate
 - When either sender or receiver deliberately decides to distort the message because of differences in ideology, opinion, attitude, lack of cooperation
 - When a party decides to choose only what he/she expects to hear from the information
(bias or selectivity)
2. **Noise:** this refers to distractions/interference in the environment where communication takes place; for instance other people talking, passing vehicles, clatter of machines, waves from the sea etc.

Others

- Poor preparation and presentation
- Poor listening or poor reading skills, loss of concentration
- Not communicating during communication- deciding to remain silent at a certain point during communication
- Sending the wrong message
- Overloading: giving the receiver more information than he needs
- Non-verbal signals such as pictures, facial expressions, body language etc. that contradict the verbal message
- Choosing an unsuitable channel or medium of communication

COMMUNICATION IN ORGANIZATIONS

Four types of communication exist in organizations.

1. **Downward communication:** from superior to subordinate: giving instructions, information, complimenting, rebuking, giving orientation,

How to improve downward communication

To improve downward communication Management should:

- A. Provide opportunities for meetings, give briefings, in-service courses for staff, issue bulletins, journals, letters
- B. Create a culture of communication
 - i. Exchange pleasantries,
 - ii. Hold morning devotions/exhortation (where necessary)
 - iii. Encourage top level management to be role models
- C. Managers should communicate more effectively via the organization's house style
- D. Create opportunities for social interaction.
- E. Encourage staff to communicate confidently without fear of victimization

2. **Upward Communication:** This involves communication from subordinate to superior, which could centre on:

- His problems such as wages/salary, job insecurity, job schedule, promotion
- Report on a task assigned to him
- Suggestions or clarifications about what to be done and how to do it
- Report of misconduct by a subordinate

How to improve upward communication

- Organizations should have collective bargaining agreements for employees to bargain for good wages/salaries, conditions of service
- Organizations should encourage the formation of labour unions to create avenues for redressing grievances
- There should be regular meetings between management and employees
- Introduction of suggestion boxes
- Open policy where management is accessible and accommodating to everyone

3. **Horizontal Communication:** This is communication between or among people of the same hierarchical level of the organization e.g. inter-departmental, inter-faculty, inter-college

Benefits:

- i. Promotion and coordination of activities of various sectors of the organization for the achievement of the set goals of the organization
- ii. Understanding and cooperation, social support (we -feeling) among colleagues on the same level.

Problems:

- i. Professional rivalry, power struggle, problems of office policy
- ii. Lack of cooperation from colleagues
- iii. Denigration of colleagues

4. **Diagonal Communication:** from a lower rank employee at a different level of the hierarchy and in a different section/department to a colleague of similar rank.

This type of communication is usually discouraged in organizations. Communication should rather follow the line of command within a department, faculty, college, section etc

CHAPTER FIVE

SUBJECT-VERB AGREEMENT

Introduction

When the subject and the verb of a sentence have the same number, gender, and person they are said to be in agreement. The subject has to agree with the verb it relates to. In general terms a verb must agree with its subject in number. This means that if the subject is singular, the verb must be singular and where the subject is plural the verb must also be plural, e.g.

- i. The boy speaks fluent English. (singular)
- ii. The boys speak fluent English. (plural)

Note that the present tense form of some verbs in the third person singular ends in *-s*. However, the plural form does not end in *-s*, e.g.

- i. He stays at Amakom (singular)
- ii. They stay at Amakom. (plural)

To be able to apply this concept properly, the following guidelines must be followed.

a. Intervening Phrases

If a singular subject is immediately followed by a prepositional phrase or expressions such as *together with*, *accompanied by*, *including*, *with*, *in conjunction with*, *as well as*, *along with*, *no less than*, *in addition to*, a singular verb is required.

The building behind the trees belongs to my father.

The subject is *building* (singular) not *trees* (plural) even though *trees* is closer to the verb. It will be an error of proximity to allow *trees* to control the verb.

Examples:

The lecturer together with his wife and children has been invited to the party.

The woman no less than her children is proud.

b. Compound Subjects

When the subjects are joined by *and* or *both...and* the verb that goes with them must be plural unless each subject belongs to one unit or they refer to the same person or thing.

Kofi and Ama attend the same school.

Food, clothing and shelter are necessities of life.

But if both parts of the subject refer to the same person or thing use a singular verb for them, e.g.

The worker and student is absent today. (The worker is at the same time a student)

His wife and advisor has deserted him. (The wife is also his advisor)

ii. When the nouns have practically the same meaning and they are placed together for emphasis, they should go with a singular verb, e.g.

Peace and love is all we need. (Peace means practically the same as love and vice versa.)

iii. The nouns which express a simple idea take a singular verb, e.g.

Time and tide waits for no man.

c. Gerunds

Where a gerund is used as a subject, it should go with a singular verb, e.g.

Singing highlife songs is my hobby.

Working in such an environment demands extra care.

d. When subjects are joined by *or*, *either...or*, *neither... nor*, the following rules must be followed:

1. Where two singular subjects are involved they should go with the singular form of the verb, e.g.

Either Kofi or Ama is on duty today.

2. When both subjects are plural, they should go with plural verb, e.g.

Neither the boys nor the girls responded to the call for help.

3. If one of the subjects is singular and the other plural, the verb should agree with the subject closer to it. This is technically called proximity concord. i.e.

Either the man or the women are to perform the task.

The women or the man is to perform the task.

e. For a subject which is a relative pronoun, make the verb agree with its antecedent.

The lecturer met one of the students who were writing a test that afternoon.

This is one of the cars which have been seized by the police.

In the examples above, the relative pronouns *who* and *which* are subjects of the clauses in which they appear. *Who* refers to *students*; hence the plural verb *were* and *which* refers to *cars*; hence the plural verb *have*.

f. Inverted Sentences

An inverted sentence is a sentence in which the subject follows the verb. In such a situation, look for the subject and decide the appropriate form of the verb that it should take. If the subject is singular, use a singular verb; if the subject is plural, use a plural verb.

Standing on the field are the players and their trainer. (Subject: players and their trainer)

On the street in front of our house are many buses. (Subject: buses)

At the foot of the mountain flows a stream. (Subject: a stream)

If the sentence begins with *here* or *there*, the subject comes after the verb.

Here are the children who have no parents.

There goes the winner of the ultimate prize.

Here come the president and his vice.

g. Collective Nouns

A collective noun stands for one collection or a group, and is therefore singular. This means a collective noun takes a singular verb – unless we wish to suggest that the various members of the collection are to be considered as individuals rather than as one collection, then a plural verb is used.

The class is working hard. (The class as a unit)

The class are working hard (Individuals in the class)

The committee sits once a week. (The committee as a unit)

The committee sit once a week. (Individual members)

h. Indefinite Pronouns

The following indefinite pronouns take require singular verbs: *anybody, somebody, nobody, everybody, something, nothing, anything, someone, anyone, no one, either, every, each and neither.*

Anybody who cheats is dishonest.

Somebody has been using my phone.

Nothing pleases her.

Pronouns such as several, few, both, and many take plural verbs.

Many are called but few are chosen.

Both of them require massive rehabilitation.

We have invited all the leaders but it looks as if only few have agreed to come.

I have not finished counting all the books, but I believe some are missing.

Some of the sugar has been reserved for your beverage.

Note: When *some* is used to refer to a mass or noncount noun a singular verb is required.

The pronouns *any, none* and *some* take either singular or plural verb.

Are any of you going to watch the movie?

None works as hard as he does.

None are as blind as those who will not see.

i. Nouns that look plural in form

Nouns which are plural in form but singular in meaning generally take a singular verb. The most common ones are news, mathematics, physics, semantics, economics, measles, linguistics, ethics, statistics and electronics.

Economics has been called the dismal science.

Statistics was my favourite course at the university.

Measles is an infectious disease.

Note: When *statistics* refers to data or information, a plural verb is required.

Statistics show that in Ghana the female population is more than the male population.

EXERCISE A

1. Select from the parentheses the form of the verb, which agrees with the subject of the sentence.

- a. All hopes of finding the victims alive (has, have) been abandoned.
- b. Neither of my uncles (have, has) any children.
- c. A rough statistical data (indicate, indicates) that the economy is growing.
- d. The number of graduates (is, are) increasing.
- e. An analysis of the qualities of school leavers today (show, shows) a disturbing fall in standards.
- f. The shop in addition to the land (was, were) sold.
- g. My wife and boss (has, have) something to say about that.
- h. A list of the names of all successful candidates (is, are) available.
- i. One of the girls who (sing, sings) in the choir is getting married.
- j. Not only his clothes but also his appearance (were, was) shabby.

B. Identify and correct the subject-verb errors in the sentences below. There are ten subject verb errors in all. Underline all the corrections you make.

Growing appreciation of the dangers of obesity in adults have led to an increasing awareness that the problem often start in childhood when eating habits is established. In addition, being overweight carry particular health risks for a child and may contribute to emotional and social problems as he or she get older. It is therefore most important for parents to be alert to the possibility of excessive weight gain in their child. The appearance of a young baby are not always a reliable sign of obesity, as babies and toddlers is naturally chubby. The best way of ensuring that you quickly notices any weight problem in your child are to keep a regular record of your child's growth. If your child's weight-gain curve are rising more steeply than that for increase in head circumference or for height increase, your child is probably becoming fat.

C. Identify and correct the subject-verb errors in the sentences below. There are ten subject verb errors in all. Underline all the corrections you make

The flourishing of international, preparatory schools as against the reluctant patronage of state schools, often spitefully called "cyto" schools, give us yet another example of the store that Ghanaian society set by Standard English. Parents who can ill afford to send their children to international schools scrapes up all their resources in order to be able to give their children that opportunity. One of the many reasons for their preference are that children from international schools invariably speaks better English than their peers in the state schools. By better English here the parents means that variant that is close to British Standard English in structure and to Received Pronunciation in accent. So, Ghanaian parents does not want their children to speak Ghanaian English; neither do they, as the adults in the community, takes any pride in speaking it. If, then, social prestige are accorded only to the international standard, it is surely unfair of the teacher to propose anything else as the target for his students. To the agitator against Standard English we say when a Ghanaian English is identified and put up for classroom purposes, there will be no consumers to patronize it because too many social forces militates against it.

CHAPTER SIX

THE SENTENCE

I. Introduction

A sentence is a group of words with a subject and a finite verb that expresses a complete thought and is formed according to a definite pattern. A sentence can be classified in diverse ways. It can be done through its internal structure, its function, the arrangement of the clauses, etc.

II. Word Order in the English Sentence

The English sentence is not a mere string of words; it has a highly developed internal organization. That is to say the words forming a sentence in English follow a certain arrangement. Thus word order refers to the sequencing of words in a sentence to give a meaningful utterance.

Take for instance the following two sentences:

A. *The car ran over the goat.*

B. **Ran the over goat the car*

You realize that both sentences contain the same words but we cannot say that sentence B is a well-formed sentence. This is because the words do not follow the normal order by which words are arranged to form a sentence in English. Basically in English the subject (S) comes first followed by the verb (V) then the direct object (O) or the complement (C) to form a statement. This explains why sentence A above is a well-formed sentence. It must, however, be noted that we can change the normal word order for stylistic or poetic effect, as in *Him I helped so much*. When such changes occur they imply a change of focus, emphasising the item that has been moved from its regular position.

To this end it comes to us that word order is an important feature of the English sentence because it is through word order that we are able to know whether a sentence is acceptable or not.

Different word order enables us to give different meanings to different sentences. Consider the following sentences.

C. *The dog bit the man.*

D. *The man bit the dog.*

Even though both sentences use the same words, it is word order that helps us to know that the sentences are different in meaning.

Again, through word order or the position of a word in a sentence we are able to know its function. Thus in C above, *the dog* is the subject and *the man* is the direct object, whereas in D *the man* is the subject and *the dog* is the direct object.

When word order helps us know the function of a word or a group of words in a sentence, then we can compare word order to what is known as *place value* in mathematics. We agree that in mathematics the place or position of a figure determines its value. Compare GHc678.00 with GHc786.00, GHc768.00 or GHc867.00 etc. These sums of money are different in value because of the different positions of each figure

Having seen the importance of word order in English let us turn our attention to types of sentences in English.

III. TYPES OF SENTENCES

For this study, three categories of sentences will be considered. They are the types of sentences by structure, the types of sentences by function and the types of sentences by arrangement. It must be noted that these are not the only types of sentences in the English Language.

A. BY STRUCTURE

The sentence is classified by structure through the clausal elements found in it. Such a sentence may be a simple sentence, compound sentence, complex sentence or compound complex sentence.

(a) *The Simple Sentence*

The Simple Sentence is one that contains only one finite verb and is made up of only one clause. Upon this, it has only one subject-predicate relationship.

The finite verb is the verb form that can form the predicate by itself, e.g. sleep, take, sit, slept, took, sat. The verb form that cannot form the predicate on its own is the non-finite verb. It is made up of the infinitive (e.g. to sleep, to have slept, to be sleeping), the present participle (e.g. sleeping, taking, sitting), and the past participle (e.g. slept, taken, sat).

The Subject of a sentence is that part of the sentence which denotes what is being discussed in the sentence or the theme of the sentence. What is said about the subject is known as the predicate. This means that the sentence gives expression to a subject to

which the speaker wishes to draw the listener's attention and also to something which he wishes him to think of with reference to that subject. This is the case whether the utterance is examined from the psychological or grammatical point of view.

Examples

- i. Eric smiled
- ii. James ate the food.
- iii. My father is rich.

(b) The Compound Sentence

A compound sentence is a sentence that contains two or more main clauses joined by a co-ordinating conjunction, a conjunctive adverb or a semicolon, e.g.

- i. I want to do the work with you, but I am tired.
- ii. I want to do the work with you; however, I am tired.
- iii. I want to do the work with you; I am tired.

In writing the compound sentence the following must be taken note of:

1. The clauses in the compound sentences can stand independently.
2. When two simple sentences are joined with a coordinating conjunction, a comma may be used at the end of the first sentence to be followed by the conjunction, e.g.
I know that man very well, *but* he does not know me.
3. A conjunctive adverb may be used to join the simple sentences in a compound sentence. When the simple sentences are joined with a conjunctive adverb, use a semicolon at the end of the first sentence and place a comma after the conjunctive adverb that begins the second part of the compound sentence, e.g.
Some students would rather eat at school; *therefore*, they bring their food.
4. If a conjunctive adverb is used in the middle of a simple sentence, set it off with commas, e.g.
The restaurant serves a lot of food, these dishes, *however*, are not very tasty.

The subject or the auxiliary verb, or both may be omitted in the second sentence of the compound sentence if they are the same as those in the first sentence, e.g.

- i. The boy is lying and (he is) reading his book.

- ii. You must come tomorrow and (you must) bring your book with you.

(c) The Complex Sentence

A complex sentence is the sentence which has one main clause and one or more subordinate clauses. In this sentence, the main clause can stand alone and make sense by itself, as if it is a simple sentence. The subordinate clause, on the other hand, is not complete and independent, so it cannot stand alone as a sentence. Rather it does the work of an adjective, adverb or noun in the complex sentence. This means that it makes up a grammatical sentence only if it is subordinate to a further clause. Hence, like the main clause, the subordinate clause contains a finite verb but it cannot make sense on its own, e.g.

- i. When I arrived.
- ii. Where you stay.
- iii. That we were all happy.

Though, the clause must have a finite verb, the subordinate clause does not always have a finite verb. Such a clause is known as a verbless clause. In spite of the absence of the verb, such a clause remains a good clause, e.g.

- i. *When in doubt*, consult your doctor.
- ii. *While in town* it started raining.
- iii. You should come again *if possible*.

These can be said to be elliptical sentences. The full versions may be:

- i. When *you are* in doubt, consult your doctor.
- ii. While *I was* in town, it started raining.
- iii. You should come again if *it is* possible.

(d) The Compound-Complex Sentence

A compound-complex sentence has two or more main clauses and one or more subordinate clauses, e.g.

- i. I have not paid my fees yet, but I shall attend lectures because my father has negotiated with the school authorities to pay later.
- ii. If the farmer will pay us well, we shall go next week and pick the oranges for him, and he will benefit from it.
- iii. When you finish answering the question and you read over it, you may give your script to the invigilator.

Note:

When clauses of the same type are joined by *and* or *or*, the introductory conjunction, the subject and an auxiliary verb may be omitted if they are the same as those in the first clause, e.g.

If I could do the work *and* (if I could) submit it today, I would be very happy, and you will have your peace.

B. BY FUNCTION

Sentences can also be classified according to their functions. This means they can be classified according to the interpretation that can be given to them. This gives four major syntactic classes of the sentence, whose use have a relationship with different communicative functions. These classes are declarative, interrogative, imperative and exclamatory.

A. The Declarative Sentence

The declarative sentence is used to make statements. In this type of sentence, the subject always features and it generally appears before the verb, e.g.

The declarative sentence is used to make a statement, i.e. it gives information

- i. I have a dream.
- ii. The man teaches Science.
- iii. We went to the theatre.

Note:

The negative of a declarative sentence is expressed mainly in two ways:

1. By inserting *not* immediately after the verb. Only the special finite is used to express this. In informal style, *not* may merge with the special finite to form one word, e.g.

- i. John *is* my friend (Positive statement)
John *is not (isn't)* my friend. (Negative statement)
- ii. Araba *can* speak good English. (Positive statement)
Araba *cannot (can't)* speak good English. (Negative statement)
- iii. The girls *are* playing football. (Positive statement)
The girls *are not (aren't)* playing football. (Negative statement)
- iv. They *will* accept the goods. (Positive statement)
They *will not (won't)* accept the goods. (Negative statement)

2. By using (*do, does, did*) with *not* and the present infinitive (without *to*).

I *eat* gari. (Positive Statement)

I *do not (don't)* eat gari. (Negative Statement)

He *stays* at the Polytechnic hostel. (Positive Statement)

He *does not (doesn't)* stay at the Polytechnic hostel. (Negative Statement)

They *saw* the thief in the house. (Positive Statement)

They *did not (didn't)* see the thief in the house. (Negative Statement)

Declarative Sentences perform functions such as:

- Asking a question (Statement question): *You need another cup of tea?*
- Making a request: *I would love a cup of tea.*
- Giving a command: *You will leave the room now!*
- Expressing prohibition: *You can't go out now.*
- Expressing emotion/Expressing a wish: *God save the king!*
- Making a suggestion: *You could be cooking while I do the washing*
- Giving a warning: *That dog is dangerous.*

B. The Interrogative Sentence

The interrogative sentence is used when the speaker is seeking information. It can be a WH-question, YES-NO question, TAG question or DECLARATIVE question.

WH-questions

The WH-questions elicit information on particular part of a sentence. Owing to this the WH-questions do not admit of a YES or No answer.

- i. Where is your friend?
- ii. What happened yesterday?
- iii. Who took the book?
- iv. What have the boys done?
- v. How did the girl solve the problem?

The WH-forms or question words comprise the interrogative pronouns, interrogative adjectives, or interrogative adverbs, *who, which, What, When, how, why* etc. The question word always begins the question.

a. YES-NO questions

The questions in this category seek a yes or no response in relation to the validity of an entire prediction, e.g.

- i. Are you in the room?
- ii. Shall we come back for the books?
- iii. Can you repeat what you said?
- iv. Have they satisfied themselves?

Where there is no special finite to be used to form this type of sentence, the word order in this case is: Do (does, did) + subject +infinitive, e.g.

- i. Do the parents pay the school fees promptly?
- ii. Does Agnes take part in political discussions?
- iii. Did you see the man entering the room?

b. TAG questions

This type of question also seeks a “yes” or “no” response. It has the following features:

a. The TAG question is appended to a statement, e.g.

- i. The examination results are out, *aren't they*?
- ii. I don't suppose he is serious, *is he*?

b. The word order in the positive tag question is: infinitive + subject, e.g.

- i., have you?
- ii., does she?
- iii., will they?

c. The word order in the negative tag question is: infinitive + not + subject, e.g.

- i., haven't you?
- ii., doesn't she?
- iii., won't they?

d. The special finite in the tag question is the same as that of the preceding statement, e.g.

- i. They *haven't* seen the book, *have they*?
- ii. She *can* carry the books, *can't* she?

e. Where the statement contains no special finite, the writer makes use of *do*, *does*, or *did* depending on the time relation or whether the subject is singular or plural.

i. She speaks good English, *doesn't* she?

ii. You know me so well, *don't* you?

iii. They made you happy, *didn't* they?

f. If the statement is positive, the tag is negative, and vice versa, e.g.

He *slept* soundly, *didn't* he?

The boys *are running* away, *aren't* they?

We *haven't met* before, *have* we?

You *don't know* how to drive, *do* you?

Declarative questions

The declarative question has the same form as the statement. The only difference is that it ends in a question mark so it has final rising question intonation. In this type of question, the speaker normally takes the listener's response, which may be “yes” or “no”, as foregone conclusion, e.g.

- i. The guests have had nothing to eat?
- ii. The guests have had something to eat?

C. The Imperative Sentence

The imperative is the sentence which has no clear grammatical subject. The verb in this type of sentence is an imperative finite verb (the base form of the verb without endings for number or tense), e.g.

- i. *Come* and *eat* with us.
- ii. *Sit*.
- iii. *Be* reasonable.
- iv. Let's *send* the goods away.
- v. Let's *put* your books on the table.

The subject can, however, be expressed in certain situations some of which are as follows:

2. By the meaning of a command or request, it can be implied that the omitted subject of the imperative verb is the 2nd person pronoun *you*, e.g.

- i. *You* be quiet!
- ii. *You* mind your own business, and leave this to me!

3. The subject can come out clearer when the addressees are pointed out, e.g.

You come here, *Jack*, and, *you* go over there, *Mary*.

4. A third person subject is possible in the imperative, e.g.

- i. *Somebody* help me.
- ii. *Everybody* pray for me.
- iii. *Kofi and Ama* stop what you are doing.

5. The first and third person imperatives can be formed by the verb "Let" followed by a subject in the objective case, e.g.

- i. *Let him* do the work now.
- ii. *Let me* read my notes in preparation for the examination.
- iii. *Let them* visit their grandmother.
- iv. *Let us* pray for them.

The imperative sentence is also used:

- To make a wish: *Have a nice week-end.*
- To give invitation: *Let's share a cup of tea.*
- To give warning: *Mind your language.*
- To make a threat: *Stay away from daughter or else...*
- To make prohibition: *Don't go out in that dress.*

D. Exclamatory Sentences

Exclamatory sentences are those sentences that are used to express the speaker's emotions. The adverb used to express this sentence always has front position. There are two types of the exclamatory sentences; being,

2. Those beginning with *How* or *What*, e.g.

- i. *How* beautiful Lydia appears!
- ii. *How* far your house is from the school!
- iii. *What* a wise man your friend is!
- iv. *What* a shame that you can't read that letter!

3. Those beginning with an adverb like *There*, *Here*, *In*, *Away*, *Off*, e.g.

- i. *There* goes the boy!
- ii. *Here* he comes!
- iii. *Away* flew the bird!

Note:

↓ If the subject is a personal pronoun, it appears *before* the verb, e.g.

- i. *There she* sits!

ii. *Here they* come!

↓ If the subject is not a personal pronoun, it appears *after* the verb, e.g.

- i. *There sits my sister!*
- ii. *Here come the boys!*

C. BY ARRANGEMENT

In the type of sentence by arrangement, the sentence is classified by considering its clausal elements and how the various parts of the message have been arranged in portions of it. Under this, consideration will be given to the periodic sentence, the loose sentence and the balanced sentence.

(a) The Periodic Sentence

The periodic sentence consists of a main clause and a subordinate clause. This sentence is structured in such a way that the main idea ends the sentence. In effect, the main clause, which contains the main idea is placed at the end of the sentence. In communication, the recipient is always interested in the message. By this, the periodic sentence creates suspense in the mind of the recipient. This urges the recipient on to continue reading or listening to what is being communicated until they get the message from the end of the sentence.

Even though the subordinate clause does not contain the main idea of the sentence, it is helpful to the recipient in that it provides information which helps the recipient to understand better what the main idea is communicating.

The following are examples of the periodic sentence:

- i. When I was in the living room listening to the news, I heard a loud noise from the bedroom.
- ii. While we were burning the midnight oil in preparation for our exams, you were relaxing at beer bars.
- iii. If I meet you again, I shall seriously discuss the issue with you.

(b) The Loose Sentence

In contrast to the periodic sentence, the loose sentence begins with the main clause, which contains the main idea, and ends with the subordinate clause, which may give the details

that may be assigned to the main idea in the sentence. This sentence gives the reader or the listener the opportunity to first get the main idea being communicated and then decide to look for the details connected to it if they so need them or otherwise discard it.

Examples of the loose sentence are as follows:

- i. Wait outside and let me open the door for you when you come to my house.
- ii. You can eat all the food if you so wish.
- iii. I passed my examination with distinction because my teacher taught me well and I also prepared very well towards that.

(c) The Balanced Sentence

The balanced sentence is made up of two or more main clauses. This makes the idea in the sentence evenly distributed in the sentence. By this each segment of the sentence becomes useful to the message the sentence carries. In effect, only one part of the sentence cannot be considered for the other parts to be left out. This means that the idea the sentence carries can only be got from the entire sentence.

Below are examples of such a sentence:

- i. I come from the same village as Frank, but we are not friends in the real sense.
- ii. I can do the assignment myself, so I don't need the help you want to offer me.
- iii. I shall come tomorrow and see what you will be doing on the farm.

EXERCISE

A. Construct one sentence each to reflect the following sentence patterns.

- i. Simple sentence
- ii. Compound sentence
- iii. Complex sentence
- iv. Compound complex sentence

B. Identify the type of sentence by function

- i. All work and no play makes Jack a dull boy.
- ii. What can we do to solve the carnage on our roads?
- iv Let the boys clean the room and arrange the tables for the programme
- vi Can't you see we are running into troubles?
- vii The accident occurred at the outskirts of the village in the night around eight o'clock.

CHAPTER SEVEN

DIRECT AND INDIRECT SPEECH

Direct Speech is made up of the actual spoken words of a person. In writing, these words are enclosed in inverted commas/quotation marks e.g. *The man said, "They have arrived so let's pay attention to them."*

Indirect Speech is a kind of second-hand reporting; hence its name REPORTED SPEECH. The reported speech gives an account of a conversation or speech after it has been said, and it is not put in inverted commas/quotation marks. The reported speech repeats the direct speech but alters it slightly in different words and it tries to convey as near as possible the correct sense of what was said. The words spoken are incorporated into the structure of the main sentence.

DIRECT: *"I shall meet the boys next week," the lady said.*

INDIRECT: *The lady said that she would meet the boys the following week.*

The reported speech is not enclosed in inverted commas. The reported speech is always introduced by verbs such as *said, asked, demanded, agreed, asserted, argued* etc. and is often followed by the word *that* used as a conjunction

Changes in verbs

Since reported speech involves reporting something which was said in the past, it must be put in the past tense. If the direct speech is in the past tense, in the reported speech the past tense changes to the past perfect tense. Where, however, the verb expresses a customary fact or permanent truth that does not merely apply to the time when the statement was made, the present tense may be used in the reported speech, e.g.

DIRECT: *Shakespeare said, "Cowards die many times before their death."*

INDIRECT: *Shakespeare said (that) cowards die many times before their death.*

DIRECT: *"The earth revolves round the sun", said the teacher.*

INDIRECT: *The teacher said the earth revolves round the sun.*

The present tense may also be used with a statement that expresses a repeated or habitual action, .

DIRECT: *"I drink four glasses of warm water every morning," said Yaa.*

INDIRECT: *Yaa said that she drinks four glasses of warm water every morning.*
However, if the verb in the principal clause is in the present tense, present continuous tense, present perfect tense or future tense, the verb in the reported speech will not change, e.g.

DIRECT: *"This girl speaks fluent English"*

INDIRECT: *He says*

He is saying

He has said

----- (that) *this girl speaks fluent English..*

He will say

Here is a general guide to follow in changing from direct to indirect speech.

TENSE

TENSE

Present Simple

Past Simple

Present Continuous

Past Continuous

Present Perfect

Past Perfect

Past Simple

Past Perfect

Future Tense

Future in the Past

Shall and will

should and would

Conditional

Perfect Conditional

i. DIRECT: *"I call my parents every week."* (Present Tense)
INDIRECT: *He said that he called his parents every week.* (Past Tense)

ii. DIRECT: *"I am writing a report."* (Present Continuous)
INDIRECT: *He said that he was writing a report.* (Past Continuous)

DIRECT: *"I have done my assignment."* (Present Perfect)
INDIRECT: *He said that he had done his assignment.* (Past Perfect)

Changes in pronouns

It must be noted that the pronouns and possessive adjectives may vary according to circumstance. It is common sense which will determine which pronouns should be used.

TEACHER: Esi, you must bring *your* laptop to the class

EBO (Reporting to someone else): The teacher told Esi that *she* must bring *her* laptop to the class.

EBO (Reminding Esi of the teacher's orders): The teacher said that *you* must bring *your* laptop to the class.

ESI (Reporting what the teacher had said): The teacher said that I must bring *my* laptop to the class.

CHANGES IN WORDS THAT DENOTE "NEARNESS"

Words of nearness are usually altered to words of remoteness:

This		that
These		those
Here		there
Now		then
Ago		before
Today		that day
Tomorrow	becomes	the next day
Yesterday		the previous day (the day before)
Last night		the previous night (the night before)
Next week		the following week
This week		that week
Thus		so

Direct: "I met the boy *here* in *this* shop *today*."

Indirect: He said that he *had met* the boy *there* in *that* shop *that day*

Direct: "I will punish *these* students *now*."

Indirect: He said he would punish *those* boys *then*

Direct: "I wrote to them *yesterday*."

Indirect: He said he had written to them *the day before*.

Direct: "I will teach the same lesson *tomorrow*."

Indirect: He said that he would teach the same lesson *the next day*.

Direct: "I taught the lesson two days *ago*."

Indirect: He said he had taught the lesson two days *before*

Direct: "I will say it *here* and *now*."

Indirect: He said he would say it *there* and *then*

Direct: Joyce said, "*This* is the house where I was born."

Indirect: Joyce said *that* was the house where she was born

Note: In ordinary speech the modal *must* has three different meanings. Each of them has a different form in reported speech.

i. When *must* shows necessity or compulsion at the time of speaking:

Direct: "*I must* leave *this place now*."

Indirect: *He said that he had to leave that place at once*.

ii. When *must* shows necessity or compulsion in the future, in the reported speech this changes into the conditional form.

Direct: "*You must* come *next Monday*."

Indirect: *He said that I would have to come the following Monday*.

iii. When *must* indicates permanent prohibition. In this sense *must* remains the same in the indirect speech.

Direct: *The Headmaster warned, "No one must walk on the lawns."*

Indirect: *The Headmaster warned that no one must walk on the lawns*

Reporting Questions

1. Direct Questions are reported as statements. When the question is introduced by wh-words (*who*, *what*, *when*, *which*, *how*, *why*, *where* etc.), the wh-word acts as a conjunction between the introductory word, and the verb that introduces the indirect question is *asked* (or similar verbs like, *enquired*, *wondered*, *wanted to know* according to the shade of meaning to be expressed). Note that the question marked is not used after indirect questions.

Direct: "Will they support us?"

Indirect: He asked me if (whether) they *would* support us.

Direct: "Where are you going?"

Indirect: He asked me *where I was going*

Direct: "Why did you beat her?"

Indirect: He asked me *why I had beaten her*.

Direct: "What are you doing?"

Indirect: *He wanted to know what I was doing*

2. In questions demanding a **yes** or **no** answer *if* or *whether* is used as the conjunction.

Direct: "Can Maggie speak French?"

Indirect: He asked me if (whether) Maggie could speak French.

Direct: "Has your daughter spent all the money?"

Indirect: He asked (enquired) if (whether) her daughter *had* spent all the money.

Direct: "Do you know Mr. Boakye?"

Indirect: He asked if (whether) I knew Mr. Boakye

3. Where there is a mixture of statements and questions the introducing verb will vary accordingly. E.g.

Direct: He said, "I have left my phone at home. Can I use yours?"

Indirect: He said that he had left his phone at home and asked me if he could use mine.

Reporting Commands

On turning a direct command into an indirect command verbs such as *order*, *command*, *tell*, *ask*, *request*, *commanded* are introduced in the indirect command based on the shade of meaning intended.

Direct: "Apologize to your lecturer."

Indirect: He told me to apologize to my lecturer.

Direct: "All of you stand when the judge enters."

Indirect: He ordered all of us to stand up when the judge entered.

Direct: "STOP there!"

Direct: He ordered /requested/commanded her *to stop there*

Direct: "Give me a call as soon as you arrive."

Direct: He asked me to give him a call as soon as I arrived

Direct: OFFICER (to soldiers): "Fire!"

Indirect: The Officer commanded the soldiers *to fire*.

Reporting Exclamations

Exclamations and interjections are removed from the indirect speech and expressed in some other appropriate way.

Direct: He said, "Thank you so much, Sir, for helping us."

Indirect: He thanked the lecturer for helping them.

Direct: The little girl said, "Please, Teacher, don't punish me."

Indirect: The little girl begged/ pleaded with the teacher not to punish her.

In some cases an adverb or adverbial phrase that is attached to the introductory verb is used to express the intensity of the interjection.

Direct: "Wow, what a very beautiful lady!" exclaimed the boy.

Indirect: The boy exclaimed excitedly that the lady was very beautiful.

Direct: "Mr. Chairman, Ladies and Gentlemen, I'm grateful for this honour done me"

Indirect: He expressed his gratitude/appreciation to the audience for that honour done him.

Exercise

A. Change the following from Direct Speech to Indirect/Reported Speech.

1. "I will see you before tomorrow"
2. "Help!" the injured player cried.
3. "I'm very hungry. Can I get something to eat?"
4. "I am an Akan but I can speak Hausa, Ewe and Ga fluently"
5. "Did you see the boy yesterday?"

CHAPTER EIGHT

THE PARAGRAPH

Paragraph Structure

A paragraph is a collection of related sentences dealing with a single topic. To be as effective as possible, a paragraph should contain each of the following: Unity, Coherence, Topic Sentence, and Adequate Development. It typically starts with a point, and the rest of the paragraph provides specific details to support and develop that point. This is how a paragraph structure looks like.

The Topic Sentence

A paragraph is like a mini essay. It uses information to develop a central idea but its focus is much more limited than that of an essay. So in writing, each specific detail or experiences that support, prove, or illustrate the controlling idea, the essay, will have a paragraph of its own and sometimes more.

The central idea is expressed in a topic sentence, usually at the beginning of the paragraph, but it can appear anywhere else in the paragraph. The central idea means the focus, subject or theme of the paragraph. In effect it is the controlling and/ or restricting idea of the paragraph. It controls by keeping the theme of the paragraph and it restricts by accepting into the paragraph only sentences that are related to the theme. We must, however, note that where the central idea is clear enough for the reader to point to, the writer may not state it. This happens when the writer makes it clear from the issue s/ he wants to address and his/ her position on it.

This makes the topic sentence appear like the seed from which the paragraph develops. This sentence is a general statement and it guides the writer to organise and develop the paragraph properly and to remain focused on the point raised in it. It leads the writer to identify the details or facts, reasons and examples that support the generalised idea of the paragraph and use them to develop the paragraph. Through this s/ he sees to it that the paragraph has unity and coherence and does away with unrelated material and also ensures that the theme is developed to the acceptable level. These revelations tell us that,

6. "Where can we find cheap accommodation?"
7. "Leave my office before I call the police"
8. "Can you tell me anything you know about that lady?"
9. "Write only your index number on top of the sheet and answer the questions."
10. "They were here three days ago."

B. The following sentences are in indirect speech. Give the direct words of the speaker. Add the necessary punctuation.

1. The man said that he was going to visit his family the following day.
2. The lady told me that she would take me to see her parents.
3. The officer commanded the police to open fire.
4. He asked why I had come so late.
5. The instructor advised the woman to exercise regularly if she wanted to reduce weight.

in an essay, each paragraph is complete in itself but they are dependent on each other to lead the reader systematically through the ideas of the writer.

The topic sentence can be simple or complex. It is simple when it represents the theme and leaves out the form of the paragraph. The complex topic sentence, however, states the theme and provides the skeleton on which the succeeding part of the sentence will be based. The following sentences illustrate these two types of topic sentences.

- i. In Christianity, churches are divided. (Simple)
- ii. In Christianity, churches are divided into orthodox, and charismatic. (Complex)

In sentence (i), the paragraph can be developed to include any types of Christian churches while in sentence (ii), the paragraph can deal with only orthodox and charismatic Christian churches.

Support Sentences

In conversation, there is usually a face to face communication between the giver and the receiver. The speaker can make his order clear with the help of gesticulation, facial expression and voice modulation. The receiver, if in doubt about any point, can immediately get it clarified. This makes the communicants sure about what is expected of each of them. Therefore they are in a better position to communicate to the utmost satisfaction of each other.

In writing, however, the writer has to provide the rationale behind his/ her opinions and rephrase it until he becomes sure that s/ he is able to communicate exactly what s/ he wanted to. So an effective paragraph must not only make a point but must also support it with specific evidence – reasons, examples and other details.

Sentences that capture these evidences are called support sentences because it is through their support that the topic sentence achieves its aim of stating the theme. The topic sentence only provides the theme without providing any details and it is the support sentence(s) that are used to further develop the paragraph. The sentence can be a major or minor support sentence, or transitional or concluding sentence, depending upon the extent of its relationship with the theme.

Major Support Sentence

This sentence gives details that directly *support, prove, or explain* the main idea. It does this by picking a constituent of the topic sentence and expanding it. This is to say that it divides the topic sentence into its separate main ideas. So the major support sentences can help the reader to appreciate the varied divisions contained in the theme of the paragraph. For example, in the topic sentence, "*The boys teased, frustrated and physically attacked the man,*" there will be three major support sentences; one in each case to prove the acts of teasing, frustrating and physical attack meted out to the man.

Minor Support Sentence

Here the details support, explain and give more information about the major details. That is to say it expands the theme of the major support sentence. It does so by giving us information that would help us to get a broader view of what the major support sentence has. It expands, or illustrates analytical presentations; gives details of events in narratives; and provides details of the phenomenon in a descriptive presentation. This sentence invariably supports the topic sentence in an indirect manner.

Transitional Sentence

The transitional sentence connects different parts of the central idea or different paragraphs to one another to create unity. It can occupy the initial position of the paragraph when it is used to join the current paragraph to the previous paragraph.

When the aim is to join the main parts of the same paragraph to one another, then the transitional sentence is made to occupy the medial position. Where there is no topic sentence, the transitional sentence can function as such by restating the points already made.

Concluding Sentence

As the name implies, this sentence, also known as clincher, appears at the end of the paragraph. It summarises or restates the central idea in the paragraph. This allows the concluding sentence to function as a topic sentence when there is none in the paragraph. In addition to this, it can be used to make deductions, determine causes and effects, take a stand, and make suggestions and projections in the paragraph.

Unity

Unity means the writer advances one issue and sticks to it in his/ her paper. This means that all the details in the writing must relate directly to its central idea whether or not that idea is expressed formally in a topic. As regards paragraph writing, the entire paragraph should concern itself with a single focus. If it begins with one focus or a major point of discussion, it should not end with another or wander within different ideas. Rather the writer should make sure that all points s/ he makes in an essay should be connected to the issue under discussion and should always either

- (a) Support, illustrate, explain, elaborate on, or emphasise his/ her position on the issue; or
- (b) Serve as responses to anticipated objections.

Where the paragraph lacks unity, it becomes difficult for the reader to determine precisely what the writer is trying to say; for the details that help to develop, explain, or support the central ideas will be inconsistent with the *levels* of paragraph development.

The paragraph, being a unit of a larger text, be it a chapter, an essay, or a book, must help the writer to determine the singular part of the message of the text that s/ he wants to present at any material point in the text. This is what will help the reader to identify the writer's purpose in each paragraph.

We must be warned that unity does not mean unity of subject which implies a single object, incident or person. As has already been said, it means unity of focus where even if there are different subjects, attention will be directed to a single focus. For example, two persons can be mentioned in a paragraph as doing different things. However the different things that they are doing must have only one focus otherwise they cannot be captured in one paragraph. So, here, it is what is being done that determines the number of paragraphs needed to contain it but not the number of persons involved in the act.

How to Attain Unity

Unity can easily be attained when the writer plans the whole text and identifies the focus of each sentence and paragraph, and then uses connectors to direct the reader to the

relationship between various parts of the paragraph and also between different paragraphs. Should some of the information in the paragraph deviate from the central idea, the writer can omit the irrelevant information or expand the central idea to capture it. It is better to broaden the central idea where the added information, even though does not match the topic sentence, satisfies the intentions of the writer.

Where there are series of paragraphs of one or two sentences, the writer can combine, expand or omit some of the paragraphs. The combination can be made by joining paragraphs that express the same point; or including examples in the paragraph to illustrate the point; or regrouping the major ideas and making a new paragraph plan.

Where some of the paragraphs have to be expanded, the writer can provide examples, reasons, facts, statistics or evidence to back the point; or give an account of an incident that is related to the point; or explain appropriate terms related to the point.

The omissions can be made where there are short paragraphs that do not accept combination or expansion. Most of the time, the writer has to decide on the need to combine or expand the paragraph to be able to maintain it or omit it.

Coherence

Coherence means the sentences in the paragraph are clearly and logically connected in an order that is easily understandable to the reader to enable him/ her follow the train of thoughts of the writer. This means the thought expressed in one sentence leads directly to that expressed in the following sentence without a break. This helps the reader to discern the relationship between any given sentence and the ultimate objective of the writer, and the reader is able to move from sentence to sentence and from paragraph to paragraph without becoming lost or confused. Where the paragraph has unity but its ideas are haphazardly arranged, it cannot be considered a good paragraph.

Different types of writing (e.g. narratives, instructions, reports and business letters) reflect specific kinds of text structures, and will be judged as more or less appropriate and

coherent according to the degree of fit between genre and the text structure expected of the genre. This means that coherence varies according to the genre under consideration. In effect, what is considered as coherence in one genre may be regarded as unrelated in another genre. For this reason, writers must be conversant with the requirements of the genre they may be writing before they write in it.

The reader can determine that the paragraph has coherence when it is structured in one of the following ways: where it moves from the general to specific or from the specific to the general; when the topics are alternated to enhance comparison and contrast; or when the details are laid out in a chronological or spatial order, or an order that builds to a climax. These have been further explained in section

Cohesive Devices

A text is a series of sentences that are arranged strategically to show an amount of mutual dependence. The internal structures of a text can be obvious as found in a list of items, or table or it can be carefully woven, as it appears in a literary work. To them certain linguistic features cause the sentence sequence to ‘cohere’ such that each feature in the text will depend on another elsewhere in the sequence. These features or ties that bind the text together are what are normally considered when dealing with cohesion, which is the set of linguistic resources that every language uses to link one part of a text to another. This principle has to be applied when dealing with paragraph writing because on critically examining a paragraph it can be taken to be a text.

It must be noted that even though cohesive devices help very much to indicate how far the sentences are bound together, a text with these devices to make it cohesive may not necessarily be coherent, e.g.

The train arrived late but a train can carry a lot of goods. Since trains are very important, the government will import more of them next year.

The above paragraph has cohesive devices as underlined, but it lacks coherence. So it is imperative for a paragraph to be both cohesive and coherent otherwise it may be unintelligible.

Transitions

The cohesive devices explained above cannot work effectively if they are not properly linked in the paragraph. The words and phrases that facilitate these linkages are the transitions. They are the bridges in the text that form logical connections, indicate the relationship between the major and minor ideas, sentences and even paragraphs and provide continuity for the reader for him/ her to understand the paragraph or longer passage. They also provide signals for the shift from one specific thought or idea to the other upon which the writer creates a new paragraph.

At times the paragraphs will be self-contained but they must interlock effectively to produce a strong overall argument. Transitions both between and within paragraphs are essential because they signal changes in direction and help the reader to follow the changes. There are many kinds of transitions but we shall look at a few of them.

(i) **Sequential transitions:** These are used when ideas and events are presented sequentially. The sequence can be time, place, importance and process. Some words which suggest clues to this order can be found in section A of Table 2.1

(ii) **Listing transitions:** These transitions give the clue that a list will follow. Refer to section B of Table 2.1 for examples.

(iii) **Example transitions:** These are used where the writer wants to follow an idea, with more specific examples, in order to explain a general idea more clearly. Examples of such transitions can be found in section C of Table 2.1.

(iv) **Comparison/ contrast transitions:** Where the writer wants to demonstrate the likeness or differences in two or more ideas, s/he brings them together. S/he shows the similarity by comparing them and signifies emphasis by making a contrast with different things. Reference can be made to Table 2.1, section D, for examples of such transitions.

(v) **Cause and effect transitions:** The writer can state an idea, being the cause (why or how something occurs) and go on to discuss its effects (the results of what happens) or, alternatively, s/he can describe the effects before discussing the cause. There can be one cause and several effects and vice versa. Some cause-and-effect signal words are noted in Table 2.1, section E.

(vi) **Conditional transitions:** The main idea in the paragraph can be expressed as a condition. To express such a condition, conditional transitions, examples of which have been given in Table 2.1, section F, can be used.

(vii) **Emphasising transitions:** Where the writer wants to place special emphasis in dilating on an idea, s/he uses emphasising transitions. Examples can be found in Table 2.1, Section G.

(viii) **Concessive transitions:** In the vent of the explanation to the main idea suggesting the opposite of that idea, a concessive transition is used to provide the link. Examples are shown in Table 2.1, section H

(ix) **Concluding transitions:** These transitions help to sum up what has been said about the central idea in the paragraph or the thesis statement in the discourse. Reference can be made to Table 2.1, section I, for examples of such transitions.

Table 2.1 *Transitions used frequently*

Section A: Sequential Transitions

Above	beyond	following	later	previously	today
After	during	from	meanwhile	second	until
Already	earlier	furthermore	nearby	since	usually
At this time	eventually	inside	next	soon	when
Before	finally	immediately	now	then	yesterday
Below	first	last	often	third	

Section B: Listing Transitions

Also	besides	fully	in addition	moreover	second	then
Another	first	furthermore	last	next	similarly	

Section C: Example Transitions

As demonstrated by for instance in illustration that is to cite an instance to exemplify

For example including such as thus to clarify to illustrate

Section D: Comparison/ Contrast Transitions

(a) Comparison

Also equally in the same vein just as like likewise similarly
As in like manner in the same way just like

(b) Contrast

Although but in contrast on the contrary still while
Anyhow despite in spite of on the other hand though yet

At any rate even though instead however unfortunately

Section E: Cause and Effect Transitions

Accordingly because hence if-then in short since so therefore thus
As a result consequently

Section F: Conditional Transitions

As long as as soon as if in case in order to provided that unless when

Section G: Emphasising Transitions

Above all indeed in fact in other words most important

Section H: concessive Transitions

After all although at any rate despite however of course still yet

All the same anyway but granted in spite of

Section I: Concluding Transitions

All in all for these reasons in general in summary in short to conclude

Altogether in brief in retrospect therefore thus to sum up

Finally in conclusion

Adequate Development

It is not art that determines the length of a paragraph or what a paragraph is. It is rather determined by the extent of paragraph development. This is what adequate development is about. To achieve completeness in the paragraph the topic sentence has to be adequately and fully discussed. There is no guiding principle concerning how long a paragraph should be. The paragraph itself determines its length since the main point being made is in it and this will provide the clue to the kinds and amount of detail needed for adequate and effective development of that point. At times it may be possible to make a clear point with one or two supporting details but most of the time the writer has to provide many details.

In any case the purpose of writing will determine how many details will be needed to develop the paragraph. The caution is that too many one sentence paragraphs can make the writing choppy so such paragraphs must be used sparingly. Adequate development does not necessarily mean that the writer has to be exhaustive in treating the issue since many issues may be too large to be handled in a single paragraph.

There are many ways through which the central idea can be developed. Each of these ways depends on the purpose of the writer, the point s/ he wishes to make and the desired effect of the writing on the readers. The purpose can be descriptive, narrative, explanatory, persuasive or any combination of these.

Developing Details in a Paragraph

The writer always sets out to achieve an objective in his/ her writing. To realise this, s/ he must support fully and adequately his/ her stand on the issue. S/ he must as well be able to reasonably foresee possible objections and responding to them. These ideas must be well developed and there are several ways of doing so, but the major ones are through narration, description, exposition and argument. Each method can be used separately or in combination with any or all of the others. And each allows [the writer] to use various patterns of arrangement.

Narration

The writer uses narration if s/ he wants to recollect an event or explain how a process works. Narration is used mainly in narrative essays. However, a report and even literary papers can have narrative paragraphs to introduce or substantiate some analysis. The main feature of this method is that it arranges information or ideas in a chronological order with a corresponding sequence of tenses. It is characterised by action verbs and sequential transitions which carry the story or process along in a systematic manner.

Description

This method is used when the writer wants to discuss the nature or character of people, places, time and environment and objects being talked about in the text. The method can also be used to paint a vivid picture of these people, places and things mentioned. The descriptive method can be used in a narrative, expository or argumentative writing. The

description can begin with the physical feature but the writer should always rely on his/her five senses to determine how his/ her subject look, sounds, feels, smells, or tastes like. The paragraph pattern of this method is normally spatial but the writer has the prerogative of arranging the ideas or information in any acceptable logical manner.

Exposition

This method explains, discusses or exposes an idea, or fact. It is used where the writer has to support generalisations. The narrative and descriptive methods can be used for expository purposes. There are other techniques which can be applied in the exposition. They include definition, reason, cause and effect and comparison and contrast. These techniques can be used in the argument method as well.

Definition is used to explain terms in the paragraph. This helps readers to see words, things or ideas for what they are. Through definition, the writer gets the chance to introduce a new subject to readers and at times change or clarify readers' opinions about a subject.

Reason, cause and effect show how something happens, why it happens and the consequences of that happening. It can be used for various purposes in writing but scientists find it more useful in explaining scientific and natural phenomena.

Comparison and contrast explain the similarities and differences in the ideas. Here, the writer compares the ideas to discern how similar they are and goes on to identify the contrasting issues involved. The result of this procedure will help the writer to give a candid exposure of the ideas under discussion.

Argument

This method aims at persuading the reader to make a particular choice or take a particular line of action. The persuasion takes the form of implicitly or explicitly suggesting that one line of thought or action is more acceptable to the other. The argument is tactically made at the point when the writer is confronted with making a decision or choice so that

s/he will sound convincing. Arguments are normally made in the introductory, concluding and transitional parts of the text which are used to achieve success in the argument are as follows: examples and illustrations, classification, conclusion and support. The narrative and descriptive methods can also be used here.

Examples and illustrations are used to make the writer's point of view appear true. Through classification, the writer distinguishes and organises related bits of information or ideas into various groups or categories so as to discuss them logically and systematically. Conclusion and support provide the reader with data in the form of facts, statistics, evidence and details to make the idea, opinion or assumption clear to him/ her.

Other techniques which can be used in exposition as well as argument are anecdotes or stories, description and analysis of the topic and examination of testimony like quotes and paraphrases. All the techniques mentioned help the writer to prove that his/ her writing is authoritative so that it will become more credible to the reader.

Organising Details in a Paragraph

As noted earlier on, the details in a paragraph should not be haphazardly arranged. They must be intricately organised to follow specific patterns depending upon the type of paragraph being written. This can be done using several patterns but a few of them will be considered here.

General to Specific

When writing the introductory paragraph, especially in an argument or a narrative, the writer should preferably start from a general introduction and end with a specific. This means that the writer should start with a broad statement like a topic sentence or paint a large picture of the matter in question and out of this pick a small part and develop with supporting details. This through the general introduction, the writer is able to put the work in a broader perspective and out of the specific; s/he is able to give particular details about the issue.

Specific to General

In the mainstream or body paragraphs, the writer can begin with specific details in supporting sentences and move on to a general or broad concluding statement in the topic sentence. This is done where s/he wants to create suspense or build the issue to emotional high point.

Question to Answer

Writers have to capture readers' interest. The skilful writer can do this by posing a question at the beginning of the paragraph and providing the answers or discussing the question in the details that follow. This pattern also makes it easier for the writer to arrange information in the paragraph.

Order of Importance

Another pattern with which the writer can create suspense or further still make emphasis is the order of importance pattern. Here, the writer begins with the paragraph with the least important detail and ends with the most important or startling one. This pattern is usually used by fiction writers to intensify suspense.

EXERCISE

Read the following paragraph and answer the questions that follow.

A

¹People use different ways to communicate. ²When distance is between them, they use two methods of communication technology: the telephone and computer e-mail. ³The telephone is an old but practical way to communicate. ⁴Communication with this method can be expensive, depending on the distance of the phone call. ⁵People prefer receiving messages by phone because they can hear the messenger's tone of voice, which is essential to the understanding of the message being delivered. ⁶The other communication method used is computer e-mail. ⁷This method allows people to send messages to any part of the world for the cost of a local phone call. ⁸Many people don't like this method, though. ⁹They find that it is more difficult to express what they have to say in writing than with spoken words. ¹⁰It is harder to express feelings and tone of voice with writing, which can lead to misunderstanding when messages are read. ¹¹I think that in a few more years, the majority of people will end up using e-mail. ¹²It is convenient, inexpensive, and a great way to promote writing. ¹³Both ways of communication, though, are available for choice.

- i. What is the topic/central idea of the paragraph?
- ii. Quote the Topic Sentence of the paragraph.
- iii. What type of Topic Sentence is it?
- iv. Would you say the paragraph is adequately developed?
- v. Explain your answer in (iv) above.
- vi. How many major support sentences does the paragraph contain?
- vii. Quote the major support sentences you identify.
- viii. What is the functional status of the following sentences?
 - a. Sentence 5
 - b. Sentence 13

B. The following is a paragraph from an essay. Read it carefully and analyse it in terms of the functional status of each sentence; i.e. whether the sentence is a Topic Sentence, Major Support, Minor Support etc. The sentences have been numbered for easy reference. Do not copy the passage.

Here is an example to guide you.

Sentence 1

Sentence 2

¹World War II provided the stage for four dynamic leaders who will be remembered differently in history but who shared a charismatic quality that enabled them to win the support of their people. ²Hitler, with his animated oratorical style and promises of German superiority, had the Germans believing their country's destiny was to rule all of Europe and set the standards for the world. ³Benito Mussolini, who could be as charming as he was brutal, roused Italy with promises of a return to the glory of the Roman Empire and projected an image of military strength and national glory. ⁴Franklin Roosevelt projected a different but equally effective image. ⁵With his wheel chair and his weekly "fireside chats" to the American public, Roosevelt was once human and wisely paternal. ⁶He projected a confidence that America could do the job, no matter what the job. ⁷Like Roosevelt, Winston Churchill with his cigars and bowler hats, seemed very human. ⁸But Churchill was as tenacious as a bulldog – and looked a bit like one – and through his unflinching demeanor and inspiring speeches gave Britons the confidence that they could stave off the Nazis and ultimately triumph.

C. Develop the following controlling/central idea into a paragraph of 120-150 words.

"The dangers of intemperate language ('politics of insults') in political talk.

Underline your Topic Sentence

CHAPTER NINE

CURRICULUM VITAE

Curriculum Vitae also known as Resume, is a brief written account of your personal details such as education, qualifications and the jobs you have had in the past that you send to someone when you are applying for a job.

The CV is more or less a form of advertisement of yourself in the job market. You seem to be saying "This is me; and I am good for you."

A CV can be detailed or summarized. A summary CV gives only the basic facts about your personal details, education qualifications and work experience.

The detailed CV on the other hand, gives more details about your education, such as course work. It provides details on work experience or employment such as positions held, responsibilities, skills and any relevant information that will enhance your chances of getting the job. This may include publications: articles, books, papers presented and membership of professional organisations, etc.

It must be noted that what goes into a CV may depend upon the type of job you are applying for. However, in general, the contents of a CV include the following:

A. PERSONAL DETAILS

Name

Address & Phone No.

Age/ Date of Birth

Nationality

Sex

Marital Status

Note: Some of these personal details like sex, marital status can be left out; unless they clearly enhance your suitability for the job you are seeking.

B. EDUCATION

University, Polytechnic, College or School attended including the dates. People who have had an extensive post graduate education may leave out their basic schools.

C. ACADEMIC QUALIFICATIONS

These include all the certificates you obtained. e.g. PhD., Master's, B.A. BSc, HND, DBS, GCE A & O LEVEL, SSSCE, WASSSCE, etc. Include the dates and class or division where applicable.

D. WORK EXPERIENCE

This is where you give your employment details including names of the organisations or places of work and the dates.

REFERENCE/ REFEREES

These are the people who should be contacted, should your would-be employer need more information about you. You should state their names, addresses and telephone numbers. Such people should be people whom you have worked with or people who have taught you in school, preferably at the tertiary level. Never include the name of your relative in the reference.

E. SPECIAL SKILLS

Note any special skills that could be job-related; for instance, computer literacy, ability to handle certain equipment or machinery, mastery of spoken or written foreign languages. (or local languages, where necessary) etc.

F. OPTIONAL SECTIONS

Provide job-related information under such heading as these.

Professional Affiliations (memberships)

Professional Activities (Speeches, published articles, books, National Service and Special interests).

The contents of the CV are tabulated or divided into sections and arranged sequentially, using short phrases.

Below is a sample CV

CURRICULUM VITAE

ANSAH SASRAKU, KOFI

A. Permanent Address: P. O. Box KS 11054, KUMASI.

Postal Address: Department of Liberal Studies, Kumasi Polytechnic, Kumasi.

E-mail: ansraku@yahoo.com

Tel Nos.: 0294539299/ 06171906

POST APPLIED FOR: Lecturer

B. EDUCATION/QUALIFICATIONS

- i. Univ. of Cape Coast. M. Phil (English: language option) – 2007
- ii. Univ. of Cape Coast. B. A. Arts (English: First Class Honours) – 1999
- iii. Univ. of Education, Winneba, Tr's Diploma (English: Second Class Upper) -1992
- iv. Akrokerri Tr. Trg. College. Tr's Cert A (Post Middle) – 1986
- v. GCE O'level – 1985 (Private)

D. TEACHING/ WORK EXPERIENCE

- i. Lecturer (Communication Skills) Department of Liberal Studies Kumasi Polytechnic (2008 to present)
- ii. Demonstrator: Communication Skills Unit, Dept. of English, University of Cape Coast, 2004 – 2005
- iii. Kumasi Girls Sr. High School, 2005 – 2008
- Kumasi Girls Sr High School, 1999 – 2003
- Kumasi Girls Sr High School, 1995 – 1996
- Nyinahin Catholic Sr High School, 1994 – 1995
- Damango Sec/ Tech School, 1992 – 1994
- Adum Presby Primary School, 1987 – 1989
- Afari Presby Middle School, 1986 – 1987

OTHER PROFESSIONAL ACTIVITIES

- i. Participant: Workshop on Assessment and Methodology, Kumasi Polytechnic 8 – 10 September 2008
- ii. Participant: Workshop on Power Point Presentation Kumasi Polytechnic, 15 – 30 May 2008
- iii. Evaluator/ Proof reader: Evaluating of Textbook submissions for lower, upper primary and J.S.S. under the auspices of the Ministry of Education, Youth and Sports
Winneba: 17 – 20, Nov. 2005
15- 20, July 2005
June 24 – July 5, 2005
2 – 8 June – 2005
- Ajumako: April 25- May 8, 2005
- Binso: 7 – 23 March 2005

Ajumako: August 19 – Sept. 15, 2004

- iv. Delegate: Annual National Delegates Conference of Ghana Association of Teachers of English. Ho, August 26 – 30, 2002
- v. Participant: Trainer of Trainers Course in English, Tamale March 25 – 28 1993, Kumasi August 10 – 14 1999

vi. AWARDS RECEIVED

- i. 2nd Runner- up: Best Teacher (SSS Category) Ashanti Region, 2003
- ii. De-Graft Hanson Academic Excellence Award for Best Undergraduate Student, Faculty of Arts, University of Cape Coast (1999)

vii. PUBLICATION

Your English is You – 2004

viii. DISSERTATION/ THESIS

- a. *Meaning Change in Non- Native Englishes: A Study of Semantic and Lexical Variations in Ghanaian English*, M. Phil Thesis UCC, – 2007
- b. *The Role of Radio Stations in the Development of English in Ashanti: A Case Study of F.M. Stations in Kumasi*. B. A. Dissertation UCC, 1999

ix. POSITIONS HELD

- Zonal Vice –Chairman – National Association of Graduate Teachers (Ashanti) 2007 – 2008
- i. Head of Department of English
Kumasi Girls Sec Sch. 2006 – 2008

Nyinahin Catholic Sec. Sch 1994 – 1995

Damongo Sec/ Tech 1992 – 1994

ii. House Master

Damongo Sec/Tech 1993-1994

x. SPECIAL SKILLS

Computer Literacy (Word, Excel, PowerPoint)

xi. INTERESTS

reading, football, drama, films, music

xii. REFERENCES

Prof. L. K. Owusu Ansah

Department of English

University of Cape Coast

Cape Coast

Prof. K. E. Yankson

Department of English

University of Cape Coast

Cape Coast.

xiii. PERSONAL DATA

Date of Birth: 26 March 1970

Marital Status: Married

No of Children: Four

Home Town: Nsuta Ashanti.

Nationality: Ghanaian.

The Application Letter

Sometimes it becomes necessary to write an application letter and attach it to the CV. In this case, the application letter need not be detailed or elaborate since the CV contains details of your education, qualifications, work experience, etc. Only the salient points must be mentioned. Thus the application becomes a summary of the CV.

It is however important to state in your introduction how you got to know of the vacancy (if the position was advertised).

Dear Sir,

APPLICATION FOR APPOINTMENT AS A LECTURER IN ENGLISH

In response to your advertisement in the 20th July, 2009 issue of the *Daily Graphic*, I wish to apply for appointment as a lecturer in English in your Department.

I am a professional teacher with a Master of Philosophy (M. Phil) Degree in English and currently teaching Communication Skills at Kumasi Polytechnic. I have taught English for sixteen years in a number of second cycle schools, rising to the position of Head of Department of English. I have also been part of a team of evaluators and proofreaders who were commissioned by the Ministry of Education, Youth and Sports to evaluate and proofread English text books for basic schools.

Again I had the privilege of being a demonstrator in Communication Skills while pursuing my Master's Degree at University of Cape Coast. I have also published a book on common mistakes in English.

I believe that my academic background and experience in teaching English have prepared me adequately to assume responsibilities as a lecturer in your vibrant Department.

I have enclosed here with my Curriculum Vitae and photocopies of my certificates, for your perusal.

I hope that I shall be called for an interview, where I should have the opportunity to tell you more about my abilities and experience.

Yours faithfully,

.....

Kofi Ansah-Sasraku.

MEETING

I. INTRODUCTION

A meeting is a gathering of two or more people either by chance or by agreement for a lawful purpose. This means a meeting cannot be held to pursue issues which are contrary to the laws of the land. For instance, if some people gather to deliberate on ways and means of engaging in a criminal activity, that gathering shall not be classified as meeting since that is in an illegitimate venture.

II. TYPES OF MEETING

There are two main types of meeting: public meetings and private meetings. The nature of the meeting, the purpose and the subject for discussion at the meeting can also be used to determine the type of meeting. Under such circumstances, the meeting may be formal or informal.

• Public meeting

This is a meeting held at a public place and members of the public are permitted to attend. Such a meeting is held to deal with issues of public interest. This meeting may provide information to the public on a government policy, to seek the opinion of the public on a proposal, or to involve the public in policy development.

• Private Meeting

This type of meeting is meant for only the members of a particular group. Upon this, members of the public are not eligible to attend even if it is held at a public place. This meeting is governed by the rules and regulations of the group which organized it. Examples of private meetings are meetings of a committee, an association or a family.

• Formal Meeting

A meeting is deemed formal when it is held in accordance with conventional procedures or rules and regulations laid down in constitutions. Such a meeting has a clearly defined purpose which is summarized in the agenda and is conducted in a formal fashion. It has a chairman and a secretary. All those entitled to participate in proceedings of the group which is meeting are normally invited in writing to attend the meeting. Proper records

of the meeting, in the form of minutes, are also kept. Examples of such a meeting are statutory meetings, committee meetings, association meetings and meetings of Board of Directors.

- **Informal Meeting**

This type of meeting is more of a discussion session than a meeting. Most of the time, it is not bound by rules and regulations and has no chairman and secretary. Examples of such a meeting are managerial briefing, meeting of a brainstorming task force and group meetings.

III. NOTICE OF A MEETING

A formal meeting is convened through a notice. From the notice members get to know the date of the meeting, the time of meeting and the place of meeting. It is also the norm to include agenda in the notice of the meeting. With this members get to know the issues that are going to be discussed at the meeting. This thus enables them to prepare better for the meeting so that they are able to make effective contributions. The notice can be written as a letter or memorandum; it can also be done informally and pasted on the notice board. Below is a sample of the notice of a meeting written in the form of memorandum:

KOJONAMIC COMPANY LTD

WELFARE SERVICES BOARD

MEMORANDUM

From: The Secretary

To: All Board Members

Date: 2nd March 2017

Our Ref: WF/2317/003

Your Ref: _____

NOTICE OF 45TH ORDINARY MEETING

Members of the Welfare Services Board are hereby informed that the 45th ordinary meeting will be held as follows:

Date: Thursday, 10th March 2017

Time: 11:00 am

Venue: Conference Room

The agenda is attached for your perusal.

You are entreated to be punctual to facilitate thorough discussion of issues.

slawson

Samuel Lawson

cc:

The Chief Executive Officer

The Director of Finance

The Head, Human Resource

IV. AGENDA

The agenda indicates the list of items to be discussed at a meeting.

1. The Demands of the Agenda

- a. It gives details of the business for the day and the order in which it is to be transacted.
- b. It is usually prepared by the secretary in consultation with the chairman.
- c. It has to be sent in good time to those who are entitled to attend the meeting to help them to prepare well to participate effectively in the discussions at the meeting.
- d. It must be suitably headed. This means it should include the type of meeting, date, time and venue of the meeting.
- e. The items on the agenda should be arranged logically or according to the rules governing the meeting.

2. Uses of the agenda

- a. The agenda helps to confirm the date, time and place of the meeting.
- b. Since it gives members prior indication of the subjects to be discussed, members are able to prepare adequately for the meeting.
- c. It guides members through the meeting.
- d. It guides the chairman and the secretary to present a manageable list of items which can be adequately discussed within the time available.

A sample of an agenda is shown below:

KOJONAMIC COMPANY LTD

WELFARE SERVICES BOARD

AGENDA OF THE 45TH ORDINARY MEETING TO BE HELD ON THURSDAY, 10TH MARCH 2017 AT 11: 00 AM AT THE CONFERENCE ROOM

1. Reading of minutes of the previous meeting
2. Consideration of matters arising from the minutes of the previous meeting
3. Car loan for staff
4. Staff healthcare benefit
5. Staff end of service benefit
6. Any other business

V. MINUTES

Minutes are the official record of proceedings of a meeting. Due to their formal nature, they can be submitted in court as evidence. They show only the decisions recorded at the meeting, preceded possibly by a short narration indicating the major points leading up to the discussion and the decision.

1. Importance of Minutes

- a. Minutes serve as the source of reference of the meeting since they provide the continuous historical narrative of the activities of a committee or an organization.
- b. They preserve the issues raised at the meeting. This implies that if for any reason doubts arise over decisions made at the meeting, it is the minutes that would be used to settle it.
- c. They serve as the authoritative record of proceedings at the meeting. Since minutes are read and accepted at meetings, the contents defy all doubts. Upon this, they can be presented at any forum for any purpose and it would be completely accepted.
- d. They serve as the basis for action within the organization. Majority of members deliberate and accept decisions made at meetings. This thus makes the minutes the source of action, taken by the executives, which members cannot refuse to accept.

2. Characteristics of Minutes

- a. The minutes must be unambiguous, accurate, and precise to enable all members, whether they were absent at the meeting or not, to read and understand the decisions made.
- b. They must contain the record of all motions proposed at a meeting with an indication that they were passed or not.
- c. Votes must be clearly recorded in the minutes.
- d. They must provide a true and impartial account of proceedings for them to be able to stand any test.
- e. Minutes are written in the past tense and they are phrased in the reported speech using the third person.

3. Types of Minutes

a. Verbatim minutes

In this type of minutes, whatever was said at the meeting is recorded word for word. It is not normally used in business circumstances. It is rather used in parliamentary

proceedings, court proceedings, disciplinary proceedings and committee of enquiry sittings where statements are taken from witnesses.

b. Resolution or Decision Minutes

This is the type of minutes where only the decisions or resolutions of the house are recorded. Here, the major disagreements or conflicts which occurred at the meeting are not recorded. The information provided in this type of minutes is what is necessary to enable the Board or Management to implement its decisions.

c. Narrative minutes

This type of minutes gives a summary of the main points of the discussion leading to a particular decision.

d. Action minutes

In these minutes, a column captioned "Action" is provided on the page. This is where members who are to undertake specific assignments arising out of decisions of the meeting are recorded.

4. Format of Minutes

Minutes generally have the following format.

a. Heading

The heading of the minutes should indicate the name of the organization or committee, the type of meeting, date, venue and time of meeting.

b. Numbering

The minutes are numbered consecutively with each minute having an appropriate heading and number.

c. Attendance

It must be noted that anyone who attends the meeting, be they members or not, must have their names recorded in the minutes of the meeting under the caption, "attendance". Where the number of people who attended the meeting is too large, it would be weird to list their names in the minutes. Under such circumstances, their names can be listed on a separate sheet and attached to the minutes. If it is an association of large numbers, an attendance book may be kept and at every meeting attendance of members would be taken. With such large numbers, a summary of the members who attended the meeting

would be given in the attendance column in *the minutes*. The attendance is divided into parts as shown below.

i. Members present

This includes those present at the meeting. The names are arranged with that of the "Chairman" first followed by the other executive members with the ordinary members appearing next, while *the name of the recorder* of the minutes is placed last.

ii. Apologies for absence

This appears after the members present. It involves the list of members who asked permission to be absent.

iii. Members absent

This is the list of members who were absent without any permission.

iv. Ex-officio members

These are the people who can attend the meeting due to the position they occupy in the company. Immediately they get a different position, they may not be able to attend the meeting anymore because the new position may not allow them to attend the meeting.

v. In-attendance

Those who are not members of the meeting get their names recorded in this part of the attendance.

d. Opening

This involves the time the meeting started and the manner of opening the meeting, whether with or without a prayer, and the opening remarks, if any.

e. Agenda

The agenda for the meeting is made known to members at this stage to make them aware of the issues that would be discussed at the meeting.

f. Confirmation of Minutes of the Previous Meeting

This is about the minutes of the meeting held before the current one. These minutes are signed by whoever wrote it. They are normally read by the secretary; however, where copies were distributed in advance, the members presume that they have already been read. After this process, necessary corrections are made. A motion for acceptance is then

moved and when it is seconded, the house approves it and the chairman counter-signs it as a true reflection of what transpired at the meeting. When the date of the next meeting is too far, the chairman can counter-sign the minutes before the next meeting, especially when the parties need to be informed that a particular decision has been taken by the committee. It must be noted that signed minutes cannot be amended.

g. Matters arising from the previous minutes

Outstanding items from minutes of previous meetings are addressed at this stage. They may involve issues deferred, and assignments given to individual members or committees to execute and report on.

h. New Business

This involves issues that are yet to be discussed at the meeting. They are considered in the order in which they appear on the agenda.

i. Any other Business

Issues discussed here do not appear on the agenda. They are normally pertinent in nature and brought up by members, though the executive may also come up with their matters. They may be announcements, reading of correspondence received, complaints, and suggestions.

j. Closing

Like the opening, the closing must indicate the time the meeting ended. It also includes the closing remarks (if any), the manner of closing, a motion for closing and the secondment of the motion.

A sample of action minutes of a meeting is shown below:

KOJONAMIC COMPANY LTD

WELFARE SERVICES BOARD

MINUTES OF THE 29TH ORDINARY MEETING HELD ON TUESDAY, 16TH FEBRUARY 2017 FROM 10:00 AM TO 1:00 PM AT THE ADWUBI CONFERENCE HALL

NO.	DETAILS	ACTION
1.0	ATTENDANCE	
1.	Members Present	
1.	1. Mrs. Paulina Addai Nimako	Chairperson
	2. Mr. Ransford Agyei Sepe	Member
	3. Mr. Stephen Lartey	Member
	4. Miss. Rebecca Wadie	Member
	5. Mr. Joshua Kofi Frimpong	Secretary
	Apologies for Absence	
1.	1. Mr. Jonathan Asenua	Member
2	2. Mrs. Frances Borgor	Member
	Members Absent with no Apologies	
1.	1. Mr. William Santuo	
3	2. Mr. Boateng Nuako	
	Ex-officio Members	
1.	1. Mr. Peter Nutakor	Human Resource
4	2. Mrs. Janet Serebour	Counsellor
	In-attendance	
1.	Mr. Eric Munufie	NHIS
5		
2.0	OPENING	
	At 10:00 am, the Secretary counted the number of members present and when he was certain that they formed a quorum,	

	Miss. Rebecca Wadie was asked to pray for the commencement of the meeting.	
3.0	<p>AGENDA</p> <p>The agenda of the meeting, as shown below, was made known to members by the Chairman:</p> <ol style="list-style-type: none"> 1. Reading of minutes of the previous meeting 2. Consideration of matters arising from the minutes of the previous meeting 3. Discussion of issues concerning car loan for staff 4. Briefing by National Health Insurance Scheme Staff on staff healthcare benefit 5. Decision to be taken on end of service benefit for staff 6. Any other business available to be considered 7. Correspondence 8. Announcements 	
4.0	<p>CONFIRMATION OF MINUTES OF PREVIOUS MEETING</p> <p>The minutes of the previous meeting were sent to members on the 2nd of February 2017 alongside the notice of the meeting. By this, it was presumed that they had already been read.</p> <p>The Secretary, Mr. Joshua Kofi Frimpong, then moved for its acceptance for discussion. He was seconded by Mr. Stephen Lartey.</p> <p>The following corrections were then made in the minutes:</p> <ol style="list-style-type: none"> i. "rth" in line 3 of paragraph 5.2 should be changed to "the". ii. "come" in line 2 of paragraph 6.1 should rather be "came". iii. The following phrase in line 2 of paragraph 6.4 was wrongly stated: "The Chairman agreed that staff pay their funeral donations at the latest five days after the end of the month." It must read, "Members agreed that staff pay their welfare dues by the last day of the month." 	Secretary

5.0	MATTERS ARISING FROM PREVIOUS MINUTES The following outstanding issues from the previous meeting were taken up:											
5.1	<p>Staff Provident Fund</p> <p>The committee which was set up to come out with modalities for the setting up of staff provident fund presented its final report to the meeting. These are the highlights of the report:</p> <ol style="list-style-type: none"> 1. All members of staff must be automatic members of the provident fund. 2. Members are to contribute 10% of their salaries to the fund every month. 3. At the end of every year, the company is to contribute to the fund, one month basic salary for each member of staff. 4. Members can access up to 75% of their contributions after every five years. 	Committee Chairman										
5.2	<p>Housing Allowance</p> <p>The house continued discussions on issues concerning housing allowance which have already run through three subsequent meetings but were still not fully resolved. The issue was laid to rest at this meeting when members agreed on the following:</p> <ol style="list-style-type: none"> 1. Members who are staying in company premises will pay a token rent as shown below: <table> <tr> <td>i. Three-bedroom flat</td> <td>GH₵80.00</td> </tr> <tr> <td>ii. Two-bedroom flat</td> <td>GH₵60.00</td> </tr> <tr> <td>iii. Single room self-contained</td> <td>GH₵40.00</td> </tr> <tr> <td>iv. Chamber and hall</td> <td>GH₵30.00</td> </tr> <tr> <td>v. Single room</td> <td>GH₵10.00</td> </tr> </table> 2. Members who are staying in their own apartments would be paid rent allowance of 10% of their basic salary. 3. The company would give a loan of up to GH₵5,000.00 (payable within two years) to staff who apply for rent advance. 	i. Three-bedroom flat	GH₵80.00	ii. Two-bedroom flat	GH₵60.00	iii. Single room self-contained	GH₵40.00	iv. Chamber and hall	GH₵30.00	v. Single room	GH₵10.00	
i. Three-bedroom flat	GH₵80.00											
ii. Two-bedroom flat	GH₵60.00											
iii. Single room self-contained	GH₵40.00											
iv. Chamber and hall	GH₵30.00											
v. Single room	GH₵10.00											

	5. 3	Visit to Indisposed Members of Staff At the previous meeting, Miss. Rebecca Wadie was tasked to visit two members of staff who were sick and had been in the house for up to two months. She reported that she did visit them and that they were now doing well. She also said that from their looks, they would be able to report to work by the end of this month of February.	Miss. Rebecca Wadie	
6.0	6. 1	THE DAY'S BUSINESS Car Loan for Staff A memorandum which was received from an Assistant Manager, Mrs. Cecilia Anim, was presented to the house by the Secretary. She wrote on the need for staff to be given loans to purchase cars of their choice. Members unanimously agreed that this suggestion was in line with the collective bargaining agreement of staff but it was subject to the availability of funds. Upon this, it was proposed that the Director of Finance be invited to the next meeting to explain the financial implications of implementing the car loan element in the collective bargaining agreement to enable the house to take informed decision on it.	Secretary	
	6. 2	Staff Healthcare Benefit The Chairperson invited Mr. Eric Munufie of the National Health Insurance Scheme to educate members on how they can turn the staff healthcare benefit currently being enjoyed by staff into a health insurance scheme so that staff can enjoy maximum benefit from it. From what he said, it could be deduced that as health insurance: 1. Staff may not have to pay any premium because the amount paid to them for healthcare by the company can be used to pay the premium. 2. Since it is insurance, the company may have to use only 15% of the medical allowance to pay the premium and the difference channelled into something more beneficial to staff.	Secretary	
7.0		3. With the health insurance, staff will have a 100% healthcare benefit. Out of this, members agreed in totality that the healthcare benefit as it is now should be transformed into a health insurance package.		Secretary

	The Chairperson asked members to come up with issues which they wanted the committee to discuss. These were the issues that came up:	
7. 1	<p>Staff Upgrading</p> <p>Mrs. Janet Serebour informed the house that staff of the company were not happy with the way issues on staff upgrading are handled by management. He noted that staff are not given study leave. If they want to upgrade themselves, they have to do it on the quiet or else they would be queried and even get summarily dismissed if they are not fortunate. If they are not caught and after completion they apply for promotion, it is not done for them with the excuse that they used company time for their studies. What makes the whole issue sad is that if the need arises to fill a higher vacant position, management recruit people from outside to fill the position though some of the workers may hold similar certificate as the newly employed. Meanwhile workers in other establishments do not suffer that fate.</p> <p>When Mr. Eric Munufie of the Human Resource Department was asked to comment on this concern, he said that they at that department are guided by the orders of the Board and the policies of the company. He thus advised that if members saw this as a problem, they should write to the Board for their consideration.</p> <p>Members came up with suggestions on series of actions that could be taken. Eventually, they agreed to write to the Board and copy the Union for them to have a second look at the situation and consider its damning effects on the company.</p>	Secretary
7. 2	<p>Uniform for Junior Staff</p> <p>Mr. Peter Nutakor informed members that after due consultation with the Union, agreement has been reached that the junior staff would be supplied free uniform and that they would be ready in April 2017. Members asked</p>	Chairperson

	whether in this respect the senior staff would be paid clothing allowance. He responded that there was no agreement on that. The Chairperson assured the house that she would personally take that issue up with management and the union and report to them at the next meeting.	
7. 3	<p>Correspondence</p> <p>The Secretary read a letter from Mr. Reynolds Kumasa on his unfair dismissal. Members asked the Secretary to refer it to the Union for their action and report to the house at the next meeting.</p>	Secretary
7. 4	<p>Announcements</p> <p>Members were informed about the bereavement of Mr. Hassai Anim. He had lost the father. The information was that the funeral would be held on 4th and 5th March in his hometown. Members charged Miss. Rebecca Wadie and Mr. Stephen Lartey to see to all arrangements in connection with the funeral.</p>	Miss. Rebecca Wadie and Mr. Stephen Lartey
8.0	<p>CLOSING</p> <p>At 1:00 pm, Mr. Stephen Lartey moved a motion for the close of the meeting. Mrs. Janet Serebour seconded this motion. Mr. Peter Nutakor then prayed to bring the meeting to a close.</p>	

ganyetie
George Anyetie

.....

Joshua Kofi Frimpong
(RECORDER)

panimako

Paulina Addai Nimarko (Mrs.)
(CHAIRPERSON)

.....

CHAPTER ELEVEN

THE INTERVIEW

An interview is a one-to-one or one-to-many interaction involving a question and answer session for a specific purpose. The interaction is between an interviewer/interview panel and the interviewee. Interviews may be formal or informal. A formal interview follows some specific rules and regulations while an informal interview does not follow any laid down rules and regulations. There are several types of interview.

Types of Interview

1. Information interview

It is used to gather data on a phenomenon or conduct investigations to ascertain the suitability or otherwise of a product. It is also used to solicit people's views/perception about an issue. It may also be used to conduct investigations about a person accused of wrong doing or a person nominated for an appointment etc.

2. Counseling interview

It involves a counselee trying to find out the problems of a victim in order to offer remedies through guidance to ameliorate the victim's problems. The victim could be suffering from bereavement, sickness, dismissal, lay-off, marital problems, etc.

3. Appraisal interview

This interview is a way of assessing performance of individual staff and company over a period of time. It is an evaluation interview. It assists management and staff to analyze how well goals have been met.

4. Selection interview

It is used to assess an applicant's suitability for a job appointment, promotion, enlistment into the security forces or admission into an institution or a training programme, etc

The Interviewer

For an interview session to be successful, the organizer (s) must bear in mind the following points.

- a. Establish the objectives for the interview/ know why the interview is being organised.
- b. Get the necessary background information about the applicant/ interviewee through the person's curriculum vitae (CV). Make sure every member of the interview panel has a copy of the applicant's CV.
- c. Design critical/ appropriate questions for the applicant.
- d. Choose a good venue, an appropriate time and date for the interview, and notify the applicant days or weeks before the interview.
- e. Begin the interview in good time.
- f. Don't waste time; go straight to the questions to be asked.
- g. Observe/consider the interviewee's body language/ gestures/non-verbal communication as ways of assessing the interviewee.
- h. Conduct the interview in a cordial atmosphere to make the interviewee feel relaxed.
- h. End the interview in a thoughtful/appreciative way.

The Interviewee/Applicant

For many people, attending an interview (of any kind) evokes mixed feelings. On the one hand, they are happy that they have been invited for an interview, but on the other hand they are scared stiff because they do not know the questions that will be asked by the panel. The fear of a poor show and its attendant failure begin to haunt them. All that one needs to do is to prepare physically and mentally for the task ahead. In this discussion, we shall limit ourselves to the interview for employment.

It is not the aim of the employer or an interview panel to fail applicants. Rather what they are looking for is the best person for a particular position. An applicant should therefore use the opportunity to prove that she/ he is the best person for the job. Against this background, the following tips on interview become helpful.

1. Preparation/Before the interview date

You need to prepare for the questions that shall be asked. First, find information about the job you have applied for. e.g. job description i.e. duties and responsibilities of the office or position. Also you need to have a fair knowledge about the company or firm as a whole. Such things as their mission and vision statements, organizational structure, year of establishment, the number of branches etc. are vital pieces of information you need to have at your fingertips. It is also important to know the name of the CEO, MD or HOD. Find also about the company culture, values, performance appraisals, company policy and any other relevant information. Such information could be found on the website or brochure of the company. Your employer will be asking you questions relating to your knowledge of the position, company or firm and will be matching your answers against their values, company policy, vision and mission statements. You must also prepare yourself mentally. You need to avoid nervousness. Be psychologically prepared minutes before you are called to face the panel or the interviewer.

Personal Appearance

Your personal appearance speaks volumes even before you utter a word. Dress well, look presentable and well-composed. Put on clothes that are suitable for the job you have applied for. If you have applied to be a banker dress like a banker; if a secretary dress like a well-groomed secretary. This is the stage where the vital first impressions are formed. Some employers claim they are able to make a decision about a candidate in the very first few minutes. The truth is that your physical appearance will set the tone for the interview. When you enter the interview room, greet the panelists with a smile, wait for them to offer you a seat, thank them and sit down gently.

During the Interview

Self Expression

It is important that you mind your language. You need to have a good command of the English Language (or whichever language is being used). Your ability to express yourself well and confidently will win you the admiration of the panel. If you have done your interview homework well and have fully researched the company, the words will flow smoothly. Avoid strong and vulgar language. Do not be presumptuous, pretentious or too assertive even if you disagree with the interviewer on a point. Some of them will

intentionally make pointed remarks or comments just to test how you react to sensitive and contentious issues. In such a situation, be temperate in your language. Note that you are being assessed in reference to the company culture. Does this person fit in? Will this person be a good ambassador for the company? Will others believe I/ we made a good selection in recommending this person?

Posture/ Body Language

Sit in a relaxed manner and do not be too stiff. Avoid crossing your legs; it is a sign of disrespect and pride. When speaking, use gestures and facial expressions to add meaning to what you are saying; but do not overdo it. When you are asked a question, it is advisable to think before you answer it. Also return or smile with a smile. Look straight in the faces (eyeball to eyeball) of the panelists. Again, do not talk too much; be brief in your answers, unless you are asked to throw more light on your answer. If you did not hear a question well, ask politely for it to be repeated. e.g. "Sorry?" "Pardon" (me) or "Could you please repeat your question?" Avoid making too many slips and irritating mannerism, as these are symptoms of nervousness.

Sometimes an interview may begin with 'harmless' and 'easy-going' questions like "How did you get to this place?" "Have you been here before?" or such comments like: "I like your hair do", "I am impressed by your CV" etc. The aim is to make you feel relaxed, but look out, the interview has started.

Now let us consider some possible interview questions and their suggested responses or answers.

1. Tell us about yourself

This question may seem rather simple and easy. It is no wonder many interviewees have failed to answer it properly. They begin to tell their autobiography from birth to the present. On the contrary, what the panelists want is a quick, two-three-minute snapshot of who you are and why you think you are the best candidate for the position. In other words, introduce yourself and state your major achievements, skills and what you have done to prepare yourself to be selected for the position. Thus focus on your qualifications, credentials and experience, and minimize personal information. If the interviewer needs some personal information about you, he/she will ask you.

2. Why do we have to employ you?

This question is an opportunity to market yourself. The easy answer is that you are fit for the job. Then back it up with your qualities and what specifically makes you special. Tell the interviewer the positive traits that will make you an asset to the employer. You may highlight three or four traits about yourself which are compatible with the position or company. You may say, for instance, "I have a proven track record in ... and I'm passionately committed to producing results for my employer."

3. Why do you want to leave your present employment and work with us?

Never launch a scathing attack on your present employer or say it is because of poor salary or poor conditions of service. Rather say that you have followed the company's strides and achievements with keen interest and you'd like to bring your expertise and know-how to contribute to their success story. (Note here that you'll be asked to say what you have observed about the company). Talk briefly about your achievements elsewhere which you can use to contribute to their winning team. You may also say your decision was informed by your desire to seek career growth and advancement, which you think the new employer offers.

4. What is your major weakness?

Many books on career suggest that you do not say any negative thing(s) about yourself. Rather choose a strength and present it as a weakness. For example, "I work too much. I just work and work; in short, I'm a workaholic and I believe this is what some of my colleagues who laze about find distasteful about me." First of all, to use a strength and present it as a weakness is deceitful and dishonest. The panelists are experienced people and they will know that you are saying that to present yourself as a superman in order to get the job. The truth is that there is no one who does not have any form of weakness or another. The question is test for your humanity and honesty. Second, your answer misses the import of the question. Talk about a true weakness and show what you are doing to overcome it. For example, "I'm very shy and reserved and get easily upset by criticisms. However, I've taken steps to overcome this. I've just joined a keep-fit club and the men's fellowship in my church and I've been given a leading role in a drama that we shall perform during our tenth anniversary celebrations next month. Besides, I am reading

books on how to overcome shyness and nervousness. And I must say all these have proved beneficial."

5. What is your long-range objective?

Focus on your achievable objectives. i.e. what you hope to achieve in future. Say that you hope to learn more to improve your academic and professional competence and rise through the ranks to benefit your employer. For example, "I would like to become the best ... the company has ever produced. I hope to work toward becoming the expert that others rely upon. By so doing, I believe I'll be fully prepared to take on any responsibilities which might be presented in the long run."

6. How much do you want us to pay you?

Here, be careful you do not portray yourself as someone who is obsessed with money. Before the interview, find out on the job market, how much the position is worth in analogous institutions. Do not quote a specific figure; rather give a range but it shouldn't be too low or too high. If your employer quotes a figure first and you think it is too low for you, explain politely and carefully why you believe your qualifications and experience should earn you a higher salary.

7. How would you describe yourself in one word?

Here are examples of words you can use to describe yourself: *responsible, hardworking, determined, dependable, selfless, visionary etc.*

Anything you say, you should be ready to support it with concrete examples or facts when you are told to do so.

8. Are you a team player?

Almost everyone says yes to this question. A team player is someone who works well with other people as part of a group. You need to provide behavioural examples to back up your answer.

A sample answer: "Yes, I'm. I've been privileged to join groups and serve on committees where I proved myself to be a good mixer, to the admiration of my colleagues. For example, recently I served on a committee of enquiry and....."

Stress teamwork behavioural examples and focus on how you were able to work successfully with people from different cultural, political, ethnic, religious, educational backgrounds. Talk about the strength of the team above the individual. With this, be prepared to answer a question on how you handle conflicts within a group.

10. Which is more important, your family or your job?

This is one of the most unfair and delicate questions that will put a married person in limbo. For women the question may evoke sexist or gender sensibilities. If you say family you have placed your would-be employer in second place. Conversely, if you say your job it gives an impression that you are saying that to please your potential employer to take you. Again it portrays you as a person who cares little or less about your family.

In response, toe the middle line by not being categorical. Say both are equal important in the sense that each requires thought, time, attention and effort, and to be able to succeed at both one needs to shift these priorities from one to the other as and when the need arises.

11. Why should we employ a new graduate like you when we can get a more experienced person for similar money?

Avoid the temptation of responding in a way that denigrates other applicants who are old. Remember that there might be old professionals on the interview panel. State that you believe it is not a contest between the "old school" and "the new school". Rather whether or not one will be successful at the interview will be based on merit; i.e. traits and performance at the interview.

At the end of the interview

When the panelists have exhausted their questions, sometimes they will ask if you want to ask them any question. Here you are not obliged to ask any question. If you do not have any question or comments, thank them and leave. However, if you have any question, you are at liberty to do so. Nothing prevents an interviewee from asking the interviewer questions. These are called candidate questions.

Here are a few examples of candidate questions.

1. When will you be making a decision on this position?
2. Is this job opening due to growth or replacement?
3. What would you consider to be exceptional performance from someone in this position in the first three months?
4. How does my background compare with others you have interviewed?
5. What are your organizational values? How do these values influence your decision-making?

CHAPTER TWELVE

REPORT WRITING

Introduction

A report is a spoken or written account and analysis of an observation, investigation or an event presented to a person or a group of people to enable them to have an understanding of the issues at stake to help them take appropriate decisions.

Reports are written on a wide range of subjects, and they communicate findings or results of an investigation into a phenomenon for varied reasons. Some reports are meant to inform, persuade, educate, explain etc; hence in writing a report it is important to have a clear objective in mind.

Again in so far as all reports have an intended reader the writer must bear in mind who are going to read the report. The writer must put himself/herself in the position of the reader by considering the needs of the reader in terms of what he/she (the reader) needs to know.

Types of Reports

Reports come in several forms such as:

- a. The Long /Formal Report
- b. The Short Report
- c. The Steward's /Superintendent's Report
- d. The Academic Report
- e. Business Report

Sources of information for writing a report

- People: e.g. eye witnesses
- Books
- The internet
- Investigators
- Academic Essays
- Other reports

The Structure of a Report

A report must be well structured. It must have a beginning, a body or middle and a conclusion.

• Introduction/ Beginning

Prepare the minds of your readers by informing them about the subject of the report, the problem or the issue at stake. It could be a reference to a discussion of a past event. You must state what prompted the writing of the report. Sometimes a summary of the recommendations and conclusions made can also serve as the introduction.

• The Body/ the Middle

This is where the issue, problem or subject matter of the report is thoroughly discussed, and hence it should be well structured and organized. Make sure you link the middle with the introduction and provide appropriate details to support the main ideas. The main ideas should be discussed in paragraphs with or without headings. Where there are no headings, signpost your intentions. That is, indicate what is coming next. For example, *Three factors contributed to the leakage of examination questions. First, there were security lapses.*

Present your facts in a clear and appropriate language. Provide much information to support your findings and conclusions. These are derived from the outcome of the analysis of the implications that the information has for the issue(s) discussed. Implications could be social, educational, economic, health, political, etc. Assess these implications whether they can have a negative or positive impact or repercussion. You can tabulate them for purposes of clarity.

After assessing the implications, make recommendations. These are decisions or actions that the writer suggests to whoever is going to receive the report in order to address the problems or issues discussed in the report.

• The End/ Conclusion

The conclusion can be a summary of the main points discussed. The summary highlights the main ideas without any supporting details. Just as the main body is linked with the introduction, the conclusion must also be linked with the main body. In

writing the conclusion, you must be guided by the type of information you have presented.

❖ THE LONG REPORT

Long formal report has the following format according to the house style of the authorizing body.

- **Title Fly**

It indicates the title of the report. It usually contains the word "report", "findings", or "recommendation" depending on the type of information contained in the report.

- **Title Page**

This carries the title of the report as well as the name(s) of the investigator(s) and the authorizing body and/or the recipient of the report. The date and the month and the year of writing or submitting the report are stated.

- **Letter of Submission**

It is also known as letter of transmittal and it formally transmits or hands over the report to the recipient. In some cases it is presented as a foreword or preface, instead of a letter. It could make references to the issues discussed and the authorization. Sometimes the summary, findings or recommendations are stated.

- **Letter of Authorization**

It is a letter authorizing the investigator to undertake the investigation. It covers such areas as:

The problem or subject of investigation

- Why the investigation is being conducted
- Methods to be used to carry out the investigation, analysis and presentation and terms of reference
- A statement of authorization.

- **Table of Contents**

It contains a list of topics or various sections of the report and their corresponding pages. It also provides the list of various figures and their corresponding pages.

- **Executive Summary**

As its name implies it is a summary of the main ideas, conclusions, and recommendations. Unlike the end-summary, the Executive Summary is much more detailed. It serves the following purposes.

- It serves to help those who may not have ample time to read the whole report.
- It prepares the reader's mind ahead of what he is going to read.
- It serves as a source of revision for those who have already read the report.
-

- **The Appendix**

This is the section where all documents used by the writer are listed. These include questionnaire, interview guide etc.

- **Bibliography/References**

This is a list of all the authors whose works were consulted and cited in the report. It is arranged in alphabetical order. There are various formats for the references. Follow the format recommended by the authorizing body.

❖ THE ACADEMIC REPORT

This is a type of report written for academic purposes or associated with educational and research institutions. The report constitutes the results or findings on a topic or subject chosen by the researcher or given to the researcher. In academic institutions students, lecturers, administrators and research fellows usually write academic reports. In most tertiary institutions, one such report that students write is what is known as the term paper.

Format of the Academic Report

The following features are common to many academic reports.

- **Title Page**

The report must have a title so that at a glance any one will know what it is about. The title page must also include name of the writer, course and date.

- **Acknowledgements**

This is the section where the writer expresses appreciation to all people, institutions, organizations who helped him/her in one way or another during the preparation and writing of the report

- **Table of Contents**

Same as that of the Long Report

- **Abstract**

This is a short statement about the main task, the methodology, conclusions and recommendations. The abstract is usually written in one paragraph of about a maximum of 250 words. However, this may vary from institution to institution. It is therefore advisable to follow the institutional or departmental requirements. It is also advisable to write the abstract after you have finished the report.

- **Introduction**

This is where the writer gives a general background to the phenomenon of investigation. This should include the context and scope of the report. There should be a clear statement of the objective as well as an outline of the methods used.

- **Methodology**

Indicate how you undertook the study. This includes the form of your enquiry: interviews, questionnaires, recording, observation etc. How did you collect your data for the study? How did you select informants/subjects/participants/respondents for your interview or questionnaire? You may also talk about any problems you encountered in the collection of your data.

- **Results and Findings**

Present your findings, as much as possible, in a simple manner.

- **Discussion**

This section analyses and interprets your results and findings based on the information you have collected. It also explains the significance and implications of the findings. The implications could be educational, political, social, pedagogical etc. Identify any noteworthy points and offer explanations.

- **Conclusions and Recommendations**

This section of the report puts together the main issues. Express these clearly without adding any other information. You can list your recommendations in a separate section or incorporate them in the conclusions

- **References**

List all authors whose work you consulted and cited in the report. These should be listed alphabetically. Follow the format recommended by your department or institution.

- **Appendices**

These include additional information such as interview questions, questionnaire, statistical data, a glossary of terms and texts among others. These pieces of information are not very essential to read, but if the reader so wishes, he can read them.

THE STEWARD'S REPORT

It is a type of report familiar to most students. It is an account given by an official of an organization about its activities and of his/her own term of office. A steward in this context is a person in charge of or managing something. The official could be a Vice-Chancellor, Headmaster/Headmistress, SRC President, President of an Association, etc.

Sources of information for a Steward's report

- Documents of the organization

- Minutes of meetings
- Other reports
- Invoices
- Receipts, etc

Importance of the Steward's Report

- It helps an organization to examine its activities and operations; e.g. What did I/we do and where are we going from here?
- It is a tool for assessing or evaluating the stewardship of a company's officials. Based on the report, vital decisions such as commendation, caution, queries or dismissals could be taken.

Features of the Steward's Report

1. The Setting

Define the report through the title and the introduction. The setting should address the following:

- a. Area of Stewardship – Headmaster's Report, General Secretary's Report, SRC President's Report, etc.
- b. Period of Report- Is it a daily, weekly, monthly, quarterly, annual, biannual report?
- c. Occasion of Report: Time: for example, speech days, conferences, homecoming, graduation, etc.

2. The Opening/Preamble

It is part of the introduction even though, not a very necessary part of the report, when stated, it prepares the reader's mind for the main report.

The preamble can serve as the setting

- It summarizes briefly the account, analysis or projections.
- It can establish rapport with the audience through a wise saying, proverb or a fraternal message to express the feelings of the official.
- It gives an outline of the main report.

3. The Body

This is where the steward gives an account of the organization, union or society restricting it to his/her domain of stewardship. For example, a Headmaster's/Headmistress' account should contain such information as academic work, teaching staff, students, courses, games and sports, development projects, library facilities, challenges, etc.

The account should combine narration and description of events and activities while at the same time analysing issues and talking about any implications. It should also make an evaluation or assessment of the current conditions.

Address any successes and failures and explain any reasons accounting for the successes or failures. You can also make a comparison between previous conditions and current conditions to enable the organization to know whether it is progressing or retrogressing.

Make projections into the future. That is, what is the way forward?

In answering this question, link the past and present to the future. What are the expectations?

What plans or programmes of activities do you have for the future?

What are your recommendations/ suggestions?

Conclusion

The conclusions may summarize the main points or make a projection or sound a note of caution or expectation based on the ideas described in the main report.

Presenting the Report

If the steward's report is meant to be presented as of a formal speech, it must have all the features of a formal speech, such as Mr. Chairman, etc.

On the other hand, if it is presented as a written document, it must be signed by the steward or officer. If it is also a general report presented by another person on behalf of the entire organization, the Chairman or head of the organization has to sign it.

The example below is a Headmaster's Report illustrating the various elements discussed under The Steward's Report

Mr. Chairman, Honourable Minister of Education, The District Chief Executive, The Regional and District Directors of Education, Representative from the GNAT, Old Students, Members of Staff, Guests, My Students, Ladies and Gentlemen. Today marks the 20th anniversary of the establishment of the institution – KINSS. Again, today is our 15th Speech and Prize-giving Day. It is a very special day because it marks also the inauguration of our library complex which was built out of the generosity of the old students and the PTA. As we look at the life of this humble but growing institution, no words can be more descriptive of the school's recent past than its own motto: PEACE, LOVE AND PROSPERITY. As headmaster, I think I need to render sincere gratitude to my bosses at the District and Regional Headmasters, and especially my hardworking staff and enduring Students even before I start my report proper.

AYEKOO.

Mr. Chairman, the last academic year has been a very eventful one. It was just a year ago when we gathered here for a similar occasion and launched the appeal for a library complex. The response people showed instantly was amazing to us all. And exactly a week after that the leaders of the Old Students Association and the PTA jointly met me, and their message was simple. They were taking over jointly the library project. We are glad to report that in a record time of a year, the library complex is ready, which we would all have the opportunity to inspect during the inauguration.

The year under review also saw an unprecedented growth in our students' performance at the WASSCE. For the first time, we had 10 Distinctions. There were as many as 29 Grade Ones, and the rest had Grade 2. As I speak, a great number of these students are in tertiary institutions

If there are any people to thank for such a brilliant performance, it is the tutors. The school now has a fully qualified teaching staff. A good number of our teachers have Master's Degrees. However, this is not secret. It is the new sense of duty and dedication, unity and common focus which has actually done the trick. My colleagues know that there cannot be an academic life which is not complemented by a life of personal and social discipline. My gallant and supporting staff, I salute you.

In June last year, the school took delivery of a tractor donated by the District Assembly to help the school in its Operation Feed Yourself programme, and in the training of its Agriculture students. Exactly, a month ago, we also received a 52-Seater Yutong bus which is to be used principally for the running of the Science Resource Centre. This bus

was donated by our indefatigable friends and benefactors – VALCO. We thank our Assembly and VALCO.

This year, however, was not all roses. On 28 April 2017, the school was shaken to its foundations with the sudden and untimely death of Mr. Samuel K. Mensah. Mr. Mensah joined us in 2016 as a national service person. He completed the University of Cape Coast with a Bachelor of Commerce (B. Comm.) degree, and a Diploma in Education. His dedication, affability, and delivery made him the favourite of all. May his soul rest in perfect peace.

Mr. Chairman, Ladies and Gentlemen, while remembering the past moments of their joys, glories and surprises, we know also that we cannot change the past. We can only help to make the good things better and to right the wrong. In these thoughts, we agree with the great hymnist:

*Thus, shall we pass from the earth and its toiling,
Only remembered by what we have done.*

We here gathered want to be remembered when we leave the toiling of the earth by helping the school and the education of our children – the leaders of tomorrow. It is to this end that we request the following.

We are very fortunate that as the whole region cries for tutors, we have the number as well as the quality we need. Unfortunately, however, our accommodation facilities for these tutors are not encouraging enough. The staff has tripled its population fifteen years ago, but the number of staff bungalows has remained the same. As a result, most of our teachers stay in town, often in poor sanitary and environmental conditions. Again, such a situation limits the interaction these dedicated teachers and our enthusiastic students must have. We are hereby appealing to the Ministry of Works and Housing and SSNIT to put up some of the structures on this campus for tutors. To the PTA and the Old Boys, we quote the words of Donne:

*When thou hast done, thou hast done
For I have more.*

Our sister institution, the Jemaman Technical School was given a water-tanker by the Ministry to fight the perennial problem of water shortage. We wish a similar gesture would be extended to us. We are a bigger institution and are farther away from any source of water. The new, energetic Agriculture tutor tried to take our students through certain crop experiments. He failed because there was nothing to water the crops in the dry season

PUBLIC SPEAKING**Introduction**

The art of masterful public communication is a serious challenge to many scholars. Whether you are a student or not, there will be a time when you will have to speak to your colleagues or people who are not your colleagues. You will present your ideas in class, at club meetings, or staff meetings. Sometimes you will have to give an account of an event, argue for or against a proposed plan, persuade people, etc. Your ability to speak clearly, fluently and forcefully with finesse will gain you a skill that can help you in any speaking situation. Thus the ability to speak in public is a valuable asset which every scholar must aspire to acquire.

Preparing to give the Speech

When the topic is given to you, do some research about the it. You may consult experts or authorities on the topic. The internet, library, the media are other relevant sources of information for your topic. As part of your preparation, find out how much time you will be given for the speech. If you are asked to speak on any topic of your choice, select a topic that appropriately reflects the occasion and theme. After gathering the necessary facts about the topic, write the first draft. Do a proofreading and editing of your draft to correct language infractions and revise any sentences, paragraphs or ideas that need revision. Rewrite the speech and get a language expert to do the final proofreading for you.

Rehearse how you will present the speech. Apart from helping you to have a mastery of how you will deliver the speech, the rehearsal enables you to time yourself for the actual delivery. You can practise it before a mirror or a group of friends or family members. In the mirror you will see yourself in terms of posture or movements and facial expression. Your friends or family members may also draw your attention to such things as speed, pronunciation and articulation, hesitations, “fillers”, slips of the tongue, level of confidence, eye contact and other things associated with speech. If possible have an outline of your speech and use it as a guide. Refrain from memorizing all that you are going to say because if you forget a sentence or an expression you will feel very nervous

when he undertook this experiment. Often our students have had to spend long hours looking for water. This certainly affects their studies.

This institution has paid tribute to our PTA and Old Students for the expedited way in which they constructed the library. Mr. Chairman, the building has revealed to us how inadequate we are in respect of reading material. Now, we have a place where students and teachers would go and read, but the question is ‘What do they read?’ We are therefore appealing to all – individuals, corporate bodies and Government departments to help us furnish the library. No book is irrelevant or too low. We would also be happy to get a video deck and a 24- inch TV set for the academic movies, especially those on Science and Literature.

Mr. Chairman, Honourable Guests, Ladies and Gentlemen. We are asking for all these because we have a vision. We project that five years from now our dear school would be selected as Grade A, not just on account of infrastructure, but on our matchless academic performance. We have already researched and identified the ways to do this. Every year, we would be making such requests and working more efficiently and dedicatedly with you, our indefatigable and indispensable friends in order to move the school from glory to higher realms of glory.

THANK YOU.

(By courtesy of Y. Sekyi-Baidoo (2003) *Learning and Communicating*, Second Edition, Accra: Infinity Graphics Ltd.)

Delivering the Speech

Overcome nervousness

Do not blame yourself if you are somewhat nervous or tense. Even most veteran public speakers have confessed how they were tensed just before they were about to give their speeches. Muster courage and once you are on stage the tension will disappear after a few minutes. Speak with confidence and determination. Don't begin your speech with an apology by saying "I was not given enough time for this speech..., I am not an expert on...." Think of a beginning that will arrest the attention of your audience.

Use descriptive language.

In your practice, look for the right words and expressions that will enable your audience to have a mental picture of what you are saying. Thus paint vivid pictures with words by using figurative language.

e.g. *On entering the outskirts of the village, the first thing that will welcome you is a mountainous refuse dump where multitudes of flies had gathered to sing their version of hallelujah chorus.*

Use also quotations/ wise sayings/ proverbs in their right contexts.

You may also use rhetorical questions and anecdotes.

Pronounce your words clearly and accurately.

Speak distinctly for your listeners to hear you well and understand you. A good number of words English have similar sounds with a slight difference at word initial, middle or final. Consider the following pairs of words death/deaf, wed/word, bed/bird, heart/hat etc. if your pronunciation fails to distinguish between such words properly you run the risk of being misunderstood by your audience. Make use of voice modulation rather than speak or read in a stilted monotonous manner. Be aware of the message you want to convey and use your voice to help convey it.

Use nonverbal communication

As you speak, your audience will certainly be watching you. Therefore, your body language is important. Make use of gestures; for effective gestures reinforce the

understanding of your speech. Your hands, arms, face and body can "speak" too. For example, use your hand to indicate size, height, shape or direction. However you must not overdo it. Use gesture naturally. To capture the attention of the audience. If you force gestures they become too mechanical.

It is important your facial expression should reflect the feeling or emotion that accompanies a sentence. If a situation calls warmth, sympathy or sorrow, your facial expression should depict that feeling. Also do not rap your knuckles, bite your nails or lips or scratch your hair. Again avoid fidgeting with objects (especially when you are sitting) i.e. with a pen, your tie or even the chair on which you sit or because this is a complete sign of nervousness.

Watch your posture

A bad posture affects the quality of your voice. If you stand to give the talk, keep your weight evenly distributed on both feet. Be mindful of how you stand or how you move about, control your movement. If you decide to sit, place your feet equally on the floor. It is not advisable to cross your legs; it will make you slouch, rendering you lazy. In some cultures crossing *your legs* while speaking to an audience is a sign of disrespect. It is important to be mindful of the way you hold your head, the way you sit back or forward in your chair and the angle of your chin. All these can have an effect on how you perform as a speaker. In business, for example, it is an established fact that when you are dealing with a high profile business person you should not lean back in your chair.

Establish eye contact with your audience

Do not look at the floor or ceiling; you will easily lose the attention of the audience. Move your glance around the room by looking straight in the faces of your audience to sustain their interest and attention. You may deliver a whole sentence to one person, looking straight in the person's face or direction. You can start from the person sitting in front of you; then to the one on your left, the one on your right, the one at the far end etc. The eye contact also makes the talk more personal and easier to follow. If you are reading from a script do not bury your face throughout. Glance at your audience occasionally and also make sure you read in a speech-making tone.

Use humour where necessary

You may use humour for illustration of a point. The use of humour in a talk makes the talk lively. If used appropriately humour adds colour to the speech. It enables the speaker to capture the attention of the audience and make them receptive. It also makes your

argument more penetrating and memorable. A joke that is well-told enlivens and enriches a talk, regardless of the nature of speak. It could be a presidential address, business address or any kind of talk. However, you must use humour judiciously; not with careless abandon; you are not a comedian.

Introducing a Speaker or a Chairperson

Many people get scared when they are told that they would introduce the speaker or chairperson of a function. Such people give all sorts of excuses. "I've not done it before;" "The notice is too short" etc. Introducing a speaker or a chairperson at a function should not be an arduous task. Here are some guidelines to help you.

Find out about the background of the person to enable you to give your audience a brief summary of his/ her profile: career, qualifications and achievements, emphasizing his/ her importance in relation to your organization or audience.

Organize your speech into an outline. Choose a pattern of organization that effectively presents your information.

i. *Qualifications*

This includes the schools, colleges, universities (if any) he/ she attended, not forgetting the dates and the certificates

ii. *Career:* work experience, including previous and present employments including dates

iii. *Achievements:* positions he/ she has held before

It is important to practise your speech before an audience of friends or parents who will point out flaws and offer suggestions. Practise several times but do not memorize your speech. If you memorize your speech, your final delivery will sound "canned" or you will be tempted to speak too fast.

During the Introduction

(i) Address the dignitaries present, by using the appropriate vocatives e.g. Hon. Member of Parliament for XYZ Constituency, Vice Chancellor ... Ladies and Gentlemen. Note if you are introducing a chairman, the vocatives should not include *Mr. Chairman*.

(ii) Express appreciation for the honour done you to introduce the speaker or chairperson.

(iii) Make a brief reference to the purpose or importance of the occasion or function

(iv) Give the profile of the person. Then mention his/ her name.

If you are reading from a script, read it in a speaking tone and speak as naturally as you can. Speak slowly (but do not drag your speech) clearly and loudly enough to be heard. Make eye contact with your audience. Look cheerful.

Generally, when introducing a speaker you must create an atmosphere of expectancy and interest. Be complimentary but do not flatter a speaker too much as he/ she may be embarrassed. Be lively in your compliments but stay within limit as it is vital to present accurate information. It is important to keep the speaker's name and title of the speech until last. Build up the mood of expectancy and present all the relevant details and say, for example, "To speak to us today on the topic, *Post-graduate Education: Survival of the Fittest*, it is my pleasure to introduce Mr/ Ms/ Mrs/ Dr. Prof XYZ and lead the applause.

Proposing a Vote of Thanks

Thanking a speaker is not as difficult as some people think. This is because you have heard his/ her speech or presentation and all you have to do is comment on something he stated in the speech to show that it was really worthwhile listening to. Praise him/ her for the speech and never challenge the person on the content of the speech.

In our society, it is customarily appropriate to thank anybody or any group of people who contributed directly or indirectly to the success of the function. In thanking the various groups or individuals, see to vary your expressions. There are different ways of expressing appreciation to someone or a group of people. Avoid using expressions like: *My first thanks go to... My second thanks go to..., My third thanks go to...* They have become clichés.

Good public speakers maintain a kind of relationship with their audience. Some of the techniques they use include looking at the audience in various directions as they talk, maintaining friendly manners, speaking distinctly and pitching their voices for the audience to hear them very well. They always speak in a manner as if they were conversing with friends. If you consider public speaking as a conversation with a large group and seize every opportunity you can to speak in public, you will realize that you will grow in self-confidence and skill. Below are some tips on public speaking.

CHAPTER FOURTEEN

THE MEMORANDUM

A memorandum (memo) is a short written statement which contains information about a particular subject passed between officials in a government or an organisation. This type of memo is known as an interoffice memo. It is intended to pass on information quickly within an organization. For this reason, many organizations have computerized formats or printed forms in order to simplify and standardize the treatment of vital information. The tone of a memo is determined by the circumstances under which it is written. It can be brief, formal or as warm and as casual as a personal note. These circumstances determine whether a particular memo should contain such features as a salutation or a signature. It must be noted that even though a memo has certain features or a format, there is no one correct format for a memo. Organizations design their own format to meet their needs.

1. Uses of the Memorandum

The memorandum is used for diverse purposes some of which are stated below:

- a. To seek information,
- b. To convey information,
- c. To issue instructions,
- d. To clarify an issue,
- e. To outline current progress,
- f. To ask for assistance or co-operation,
- g. To put forward ideas for consideration,
- h. To make modifications in existing methods or practices,
- i. To confirm existing oral agreements, and
- j. To outline policy decisions.

2. Format of a Memo

The inter-office memorandum is written with the parts arranged as shown below:

a. *The name of the organisation*

This appears first before all the other parts follow.

b. *The Correspondence Heading*

This heading is usually in bold print and appears at the top after the name of the organisation. Its purpose is to identify the type of correspondence. Common correspondence headings are *Memorandum*, *Memo*, *Office Memo*, *Interoffice Memo* and *Interoffice Correspondence*.

c. *The Guide Words*

These appear below the correspondence heading. The guide words seek to identify the people and the subject of the communication. Just as in a formal letter, in which the writer's address, salutation and subscription together with the recipient's address identify the people involved in the communication. The memo also does this through the guide words, which include the following: **To, From, Date, and Subject**.

• *The guide word "To"*

This shows the recipient of the memorandum. In formal situations, the position of the recipient is indicated, whereas in informal situations the name of the recipient is rather written. Where the recipients are from different units within the establishment, the expression, *see list of recipients*, is rather used after the guide word, *To*. These recipients are then listed immediately below the signature of the writer. This list is arranged alphabetically or by rank.

• *The guide word "From"*

This indicates the sender of the memorandum. With the formal memorandum, the writer writes the office they occupy in the establishment but with the informal one, the writer writes their name.

d. *Date*

The date should correspond to the day on which the memorandum was written.

e. *Reference indication*

This helps in filing the memorandum and retrieving it from the file. It must be noted, however, in some cases some memos do not have the reference indication.

f. *Subject*

This is a brief and exact description of what the memorandum is about. It is just like the *heading* in letter writing.

g. *Content*

The content of the memorandum must be kept as short as possible. It begins by providing the background, context or reason for the information contained in the memorandum. It then continues with the actual message of the memorandum after which the conclusion appears.

h. *Sender's initials*

This is the signature of the writer. Where the writer is not a head of department but was mandated to do so, his/her name should appear after the initials.

i. *Copies (cc:)*

Names of officers who are sent copies of the memorandum are put under this caption.

3. Characteristics of Memorandum

The memorandum is written with the following characteristics in mind:

- a. It must be as brief as possible.
- b. It must be clear, and simple.
- c. It should deal with a single subject.
- d. Where it is longer than one page, make use of subtitles and short numbered paragraphs or statements.

Below is a sample format of a memo.

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT:

.....sgd.....

Many big organizations with many sections or departments add a few more guide words in order to identify the recipients. Thus the memo is being sent to many people in different sections or departments in the organization. Such a memo looks like the samples below.

(i)

MEMORANDUM

TO: All Lecturers

COPIES: K. Sarfo-Adu, Prince Koomson, Nora Imbeah

FROM: Head of Department of English

DATE: May 30, 2009

SUBJECT: DEFENCE OF THESIS PROPOSAL

-----sgd-----

(ii)

MEMORANDUM

TO: See Distribution Below

FROM: Sectional Head

SECTION: Communication Skills Unit

DATE: April 10, 2009

SUBJECT: SUBMISSION OF END-OF-SEMESTER EXAMINATION QUESTIONS

-----sgd-----

Distribution:

P. Koomson

J. Bansah

O. Milald Agdaem

If the memo is being sent to two or three people try to fit all the names on the same line
e.g. **To:** P. Koomson, M. Kyiliyan, S. Ameyibor

If, however, the names are too many to be on one line, list the names in a column as illustrated below.

CC

The Rector

Vice Rector

The Registrar

All Deans
All Heads of Departments

If listing all the addressees in a column as illustrated above, looks unattractive, after the guide word **TO**, type or write *See Distribution Below* (as illustrated in sample (ii)). In such a situation, for purposes of actual distribution place a check mark next to one of the names listed to indicate who is to receive that particular copy (see Sample Memo ii).

Note that an interoffice memo does not require a salutation, especially if it is a formal statement being sent to a number of people or the entire staff.

Although, in general, memos do not require a signature, some writers prefer to end their memos in this way. Therefore, a signature line is provided to make room for the handwritten signature of the writer.

Below are three memos: two being formal and one informal.

1. Formal Memo

KUMASI TECHNICAL UNIVERSITY
Memorandum

TO: H.O.D. Liberal Studies

FROM: Assistant Registrar

SECTION: Academic Affairs

DATE: August 20, 2018

SUBJECT: SUBMISSION OF EXAMINATION MARKS

We are about to compile the results of the second semester examination; and going through the list of departments that have submitted their marks, it was found that your department has not submitted your second semester examination marks. I am therefore requesting that the marks should reach my office by 30th August, 2018 to enable us to compile the results before the students return from vacation on September 10, 2018.

.....sgd.

Kofi Amponsah-Sarfo

Assistant Registrar

(Academic Affairs)

2. Formal Memo

KOJINET COMPANY LIMITED

Memorandum

15th February 2018

Our Ref: ASW/14217/007

Your Ref:

From: Company Secretary

To: See List of Recipients

MEASURES TO CURB RAMPANT CASES OF THEFT IN THREE DEPARTMENTS OF THE COMPANY

As most of us (staff of our company) are aware, there have been reports of series of theft cases which have been going on of late, specifically, in three departments of the company.

This has engaged the attention of management all this while and in their response to the recommendations by the committee set up to investigate the issue, the following measures are being put in place to curb the menace.

- a) No worker should enter the premises of the company with a bag.
- b) All such bags should be deposited at the room adjoining the office of the security staff.
- c) No visitor would be allowed to enter the company premises.
- d) All manner of visitors would be received at the front office of the company.
- e) Staff would be thoroughly searched on entering and exiting the premises of the company.

Members of staff are entreated to seriously pay attention to these directives since defaulters would be made to face the full rigorous of the laws as enshrined in the disciplinary code of the company.

Copies of this code are enclosed in this memorandum for the necessary perusal by staff and to refresh their memory.

We sincerely apologise to staff for any inconveniences that these directives may cause to them.

Enc:

coansah

Celine Owusu Ansah

List of Recipients:

The Chief Security Officer
The Director, Finance
The Manager, Human Resource
The Manager, Marketing
The Manager, Production

cc:

The Chairman, Board of Directors
The Chief Executive Officer

3. Informal Memo

MEMORANDUM

To: Johnny

From: Kwasi

Date: 10/11/2020

Subject: Group Discussion

Johnny, the group discussion comes off at 7:00 pm sharp. I need to remind you about two things: your lateness and the phone calls from your numerous girlfriends, during group discussions. The other members of the group have sworn by their fathers' cutlasses that they are not going to tolerate any of those, which have become your Achilles' heels. For this reason, it has been decided that you'll lead the discussion. No excuses. May the Lord be your strength. Good morning. comes off at 7:00 pm sharp. I need to remind you about two things: your lateness and the phone calls from your numerous girlfriends, during group discussions. The other members of the group have sworn by their fathers' cutlasses that they are not going to tolerate any of those, which have become your Achilles' heels. For this reason, it has been decided that you'll lead the discussion. No excuses. May the Lord be your strength. Good morning.

EXERCISE

1. Imagine you are the Chief Executive Officer (C.E.O) of a company. Write a memo on any subject of your choice to your sectional or departmental heads.
2. Write a memo on any subject of your choice to a friend of yours who is also a Head of Department like you.

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