

Block

4

THE WRITING SKILL

UNIT 12

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Internal Correspondence at the Workplace **26**

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BLOCK 4 THE WRITING SKILL

Introduction

In this Block, our concentration is on the writing skill. As a librarian, you need to communicate both within and outside your organisation. You need to write Memos, Office Order, Circulars, Minutes of a Meeting and so on. This is part of your daily routine. In **Unit 13** (Internal Correspondence at the Workplace), we have given you examples and practice in different kinds of non-interactive internal official correspondence.

You also need to write to other organisations, for example – the users of your library, book sellers, etc. You need to answer the queries of the library users and answer their complaints. You need to order books as well. In **Unit 14** (External Correspondence at the Workplace), we have given you several examples of such correspondence and important tips to keep in mind.

In order to write effectively, you will have to develop certain skills. In **Unit 12**, (The Writing Skill: Some Basic Guidelines), we make you aware of the process of good written communication. You need to be very clear about the purpose of your writing taking into account who your reader is. You also need to understand when to break into paragraphs and how to write clear introduction and conclusion. It is always a good idea to write a draft and edit it carefully before you finally send it to the concerned organisation/person.

The rules of writing have changed over the years. Even in formal communication there is much more informality and we need to keep up with the times. We should also avoid certain old fashioned formulaic phrases which were part of earlier written communications.

We hope you enjoyed reading these units and practicing all the activities given to you.

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UNIT 12 THE WRITING SKILL: SOME BASIC GUIDELINES

Structure

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Methods of Writing
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 - 12.2.2 Gathering Information
 - 12.2.3 Purpose
 - 12.2.4 Knowing Your Reader
- 12.3 Beginning to Write
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- 12.5 The Writing Process
- 12.6 Grammar: Gerunds
- 12.7 Summary
- 12.8 Answer to Self Check Exercise
- 12.9 References and Further Reading

12.0 OBJECTIVES

In this unit, we are going to discuss in detail the writing process. We will discuss the methods of writing which involve identifying the topic, gathering information on it and the purpose of writing. When we begin writing, it is important to start with a thesis statement, followed by an essay map, adequate paragraphing and effective introductions and conclusions. We also must be aware of the various discourse types involved in organising your writing: expository, descriptive, narrative or argumentative. Finally, we get into the process of writing the drafts, reviewing, editing and proof reading.

12.1 INTRODUCTION

If you are a librarian, one of the important tasks you will have to perform is writing. You may have to communicate internally by way of e-mails, memos, office orders, minutes of meetings and so on. You may also have to correspond externally to book suppliers. To fulfill your duties competently you need to be good at written communication.

Writing is a complex process and competent writing is a difficult skill to be acquired. There are many myths about the skill of writing. For example, people assume that good writers are born with an innate ability to write and are able to dash off a letter or a report without much effort. Research has, however, shown

that this is not true. All writers need to work at their writing, although some may be more successful at it than others. Moreover, keeping closely to word limits and formats is even more difficult while writing in formal contexts.

Therefore, it is clear that writing is not a gift but is a skill that anyone can pick up, by focusing not only on what you have to say and how to say it, but also by concentrating on those strategies that are most likely to help you write successfully. Now let's see what a few experienced writers have to say about what leads to good writing:

- Experienced writers spend a lot of their time planning before they attempt the first draft.
- They spend a considerable amount of their time thinking about their readers.
- They explore their subject/topic as thoroughly as possible.
- They consider their first draft to be a rough.
- They thoroughly revise their draft. Sometimes, completely rethinking and restructuring their first draft.

Of course, not all writers follow the same method and a particular writer may use different methods at different times. But the methods suggested here have been generally tried and tested by people who write competently. The steps you can follow are:

- planning.
- considering your reader.
- thoroughly investigating your subject/topic, yet recognising that new ideas will emerge as you write.
- organising.
- writing a full draft.
- revising and refining it which may often involve a complete restructuring and reorganising.

It is not necessary to go through these stages in the sequence in which they are listed. When you write, many things happen at the same time. As you plan, you may find that you are thinking of facts and ideas that you may want to include in your draft. As you organise, you may find that you are once again exploring your topic. The steps that we have suggested are guidelines, not rigid rules. Please feel free to adapt them to suit your situation.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

1) How many drafts do you write? Or Is your first draft your final draft?

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- 2) How do you start writing? Do you wait till you find a suitable beginning and then proceed linearly or do you jump somewhere to the middle when a suitable idea strikes you?

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- 3) Do you keep referring back to what you have written and sometimes restructure and re-write it again?

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- 4) What do you do when you manage to complete the first draft?

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12.2 METHODS OF WRITING

Writing is commonly seen as a three way process, **pre-writing**, **writing** and **re-writing**. It may appear that writing may seem to progress in a linear, step-by-step fashion. But, in fact, it almost always progresses in a recursive manner. This simply means that writers return over and over again to their ideas, clarifying them, extending them or improving them. Most writers will plan and then revise their plans, write and rewrite parts or whole of their drafts, until literally the last moment when they need to submit or send to the reader concerned.

When we write it is a good idea to think about three key elements:

- 1) Purpose
- 2) Subject matter
- 3) Reader/audience

You need to ask yourself:

- Why am I writing this piece?
- Whom am I writing for?
- Where do I source the material for it?

12.2.1 Identifying Your Subject

Many of the topics you write about in the course of your job will be assigned to you probably by your seniors or are the requirements of the job. For example, you may send a letter reminding a student to return the library book or you may want to advertise/inform customers of a training programme on ‘Good Reading Habits’. You may also write to a service provider about books urgently required. Of course, some of you may want to write papers for a seminar.

It is also important to know why you are writing about a particular subject and who you are writing it for. Does the situation demand it or is it something that your senior has asked you to write or is it something you have a deep desire to write on?

You also need to know who your readers are and whether they are likely to be familiar about the contents of what you are writing – or is the subject totally new. Your explanation will be much less if the readers are familiar with the topic.

Knowing why you are writing will help you formulate a goal, do research and organise your material. You need to identify and state your purpose clearly, because only then:

- will your reader understand what you are writing about and why it is important to you and to them;
- can you gather the information that is most relevant to your readers and your goal; otherwise you are likely to collect any and all information that is available.

12.2.2 Gathering Information

As a librarian, you may wish to read a paper at a seminar. You must make sure that before you write it, you have all your matter in one place. While researching, read quickly through your material and use **highlighters** to indicate the material that you think you can use in your writing. You could use one colour highlighter for ideas, another for evidence and another for arguments. (Hamp-lyons and Heasley, 2006)

You could also **make notes** as you go along. Keeping notes will enable you to be specific and keep track of and manipulate what you have read. It is a good idea to concentrate on purely gathering information; wait until later to decide whether the information is valuable and important.

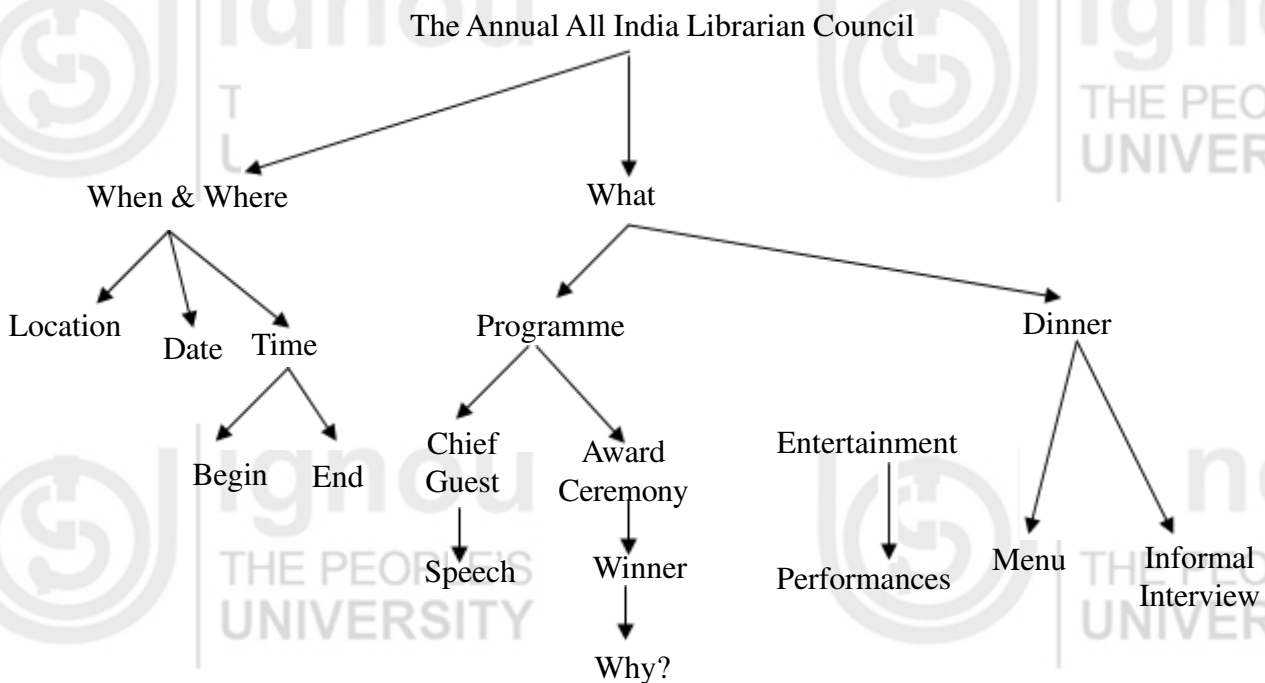
Brainstorming is also another well-known and productive method of generating ideas, facts and opinions very quickly. Again, not all the ideas will be of equal quality or usefulness, but you can evaluate that later. Of course, brainstorming need not always be with others; it can also be an activity which you perform by yourself.

Working by yourself is a little different from brainstorming in a group. You will need to motivate yourself to generate the same energy that usually accompanies a group activity. You can do this best by reviewing your materials and notes before you begin brainstorming. In fact, this session can be termed as a **planning**

session so it is important to keep track of ideas and information that you generate by yourself by making a list. You may even speak into a recorder. There is no need to write and speak in complete and connected sentences. Your goal is to generate as many ideas as you can through rapid thinking and free association. And you can evaluate the ideas at a later stage.

Another technique that you can use to help you recall ideas, information and arguments is to build an **issue tree** or a **mind map**. Brainstorming and note taking is a verbal technique that requires you to record your ideas in words. Issue trees and mind maps, however, are primarily visual. That is, as you think of ideas and information, you construct the visual display that arranges your information in a hierarchical structure. In this way, you can see each idea's relative importance and its relationship to other ideas.

The Issue Tree



12.2.3 Purpose

You must be very clear about what your text is going to be used for, for example, are you expected to write a report, a memo or a letter advertising a training session or a new book.

Having a clearly stated purpose is like having a destination when you take a trip. Once you have decided on a destination, you can make the arrangements how to reach it. An explicit purpose statement will help you to:

- identify the steps that you must take to reach your goal;
- concentrate your search for information/ideas on what is related to your purpose.

12.2.4 Knowing Your Reader

Once you know your subject/topic and the type of communication you want to make, the next most important question to ask yourself is who the reader is. The answer to this question will effect how and what you write. For example, if you

are writing for experts and specialists you could perhaps use some technical jargon and pitch your language and subject matter to a higher level. If you are sending a memo to the junior staff, the language would be quite different.

You also need to think about what the reader already knows and what s/he needs to know. You do not want to tell the writer what s/he already knows although you may refer to shared information from time to time. If you are giving information that is completely new, this information must be stated and explained with great clarity. It is a good idea to know the attitude of the readers as well. Are they likely to be provoked by the topic? If so, it is better to use more tactful language. In brief, you could ask yourself these questions about the reader:

- Is the reader an expert or a general reader?
- What does the reader already know about the topic?
- What background information might they need to know to understand the current situation?
- What does s/he need to know?
- What action do you want them to take?
- What is their attitude? Are they biased or do they have positive associations with your subject?

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

5) Make an issue tree or a mind map on the basis of the Issue Tree given in the Unit on any one of following topics:

- i) The new face of Library in the 21st century.
- ii) Is the reading habit dying out?
- iii) Story telling is an art which librarians in schools must have.
- iv) Multimedia and the library.

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12.3 BEGINNING TO WRITE

It is important to begin writing with more information than you think you will need. The greater your choice, the more likely it is that you will be able to select the ideas, facts and arguments that will help you accomplish your purpose. If you begin with only five or seven facts or examples to support your main idea, you are likely to use all of them regardless of their quality. But if you gather, say, ten to fifteen facts or examples, you have a choice that will effectively help you accomplish your job. As a result, there will be fewer gaps in your presentation

and your reader is less likely to raise questions and objections. However, at the same time do not take your research so seriously that you invest too much time and effort in it. Remember, you have deadlines to answer for.

12.3.1 Writing the Thesis Statement

Let us assume that at this point you have identified the topic you wish to write about. You may now find it useful to formulate a **thesis statement**. What is a thesis statement? And how does it help to have a thesis statement? *A thesis statement declares the main point or controlling idea of your writing task.* It is frequently located at the beginning of your writing. Your thesis statement may begin as a very simple sentence.

Example:

The library requires audio-visual equipment urgently since we have procured several audio books for the junior classes.

Such a “working” thesis states an opinion about the subject (the need for an audio-visual equipment) and suggests what the report /memos shall do (give arguments for building such a Centre).

Allow such a statement to work for you as you move from pre-writing stage through your various drafts and revisions. A “*working thesis statement*” can be your most valuable organisational tool. Once you have thought about your main point and purpose, you can begin to draft your article to accomplish your goal. Everything in your writing should support your thesis statement.

A working thesis statement in your early draft is to help you focus and organise your writing; don’t feel that it is carved in stone and cannot be changed. Let us remember some guidelines for writing a good thesis statement.

- A good thesis statement states the writer’s clearly defined opinion on a particular topic;
- It generally asserts one main idea;
- It is stated in specific terms.

Essay Map

Many thesis statements will benefit from the addition of an essay map *which is a brief statement in the introductory paragraph introducing the main points to be discussed in the essay.* In addition to suggesting the main points of writing, the essay map provides two other benefits: it will provide a set of guidelines for organising your writing and it will help you from wandering off into areas only vaguely related to your thesis statement. In other words, your thesis statement and essay map are a skeleton outline for the sequence of paragraphs in your writing.

Note that this essay map is different from the mind map, the crucial difference being that the essay map describes in a more concrete fashion the main point of each paragraph. A mind map, on the other hand, is a jotting down of ideas as they came to your mind.

12.3.2 Writing a Paragraph

Mastering the art of writing a paragraph is essential to success in any form of writing, whether it is a letter, a report, or a newspaper article, since all longer pieces contain a series of related paragraphs. In these longer pieces of writing, paragraphs generally introduce new ideas to develop the central theme.

What is a Paragraph? A paragraph is a piece of writing which is unified by a **central, controlling** idea or theme. This idea or theme is called the **topic** of the paragraph. It is sometimes expressed at some place in the paragraph by one sentence, which is usually called the **topic sentence**. This topic sentence may be a statement, a generalisation, or a problem. This sentence is most frequently found at the **beginning** of the paragraph, but can sometimes come at the **end** or even in the **middle** of the paragraph. Very often there may not be a topic sentence at all, but it may be implied within the paragraph.

Beginning a paragraph with a topic sentence helps both the writer and the reader. It is a useful device, especially in the early stages of your journalistic career. As a writer, you will have less difficulty in constructing a unified paragraph because you will relate every sentence to the topic sentence and the central idea it expresses. And your reader will know immediately what the paragraph is about, because the opening sentence states the central idea.

In order to develop the central theme of a paragraph, you have to expand the idea contained in the topic sentence. This can be done by adding more information, explanation, examples, illustrations, etc. to the idea expressed in the topic sentence.

Example:

Two main circumstances govern the relationship of living things in the sea: the unbelievably lavish fruitfulness of marine life forms, and the utter ruthlessness with which the larger creatures eat the smaller ones. Somebody has calculated, for instance, that if all the eggs laid by codfish were hatched and grew to maturity, the Atlantic would be packed solid with codfish within six years. But nature does not let this happen. Only an infinitesimal fraction of all codfish eggs ever become full-sized cod, and wastage among other fish is as great. One sea creature in about 10 million escapes the usual violent death inside another sea creature.

Analysis of the paragraph:

- 1) **Topic statement:** ‘Two main circumstances govern the relationship of living things in the sea’.
- 2) **Elaboration of the topic sentence:** the fruitlessness of marine life and the ruthlessness with which the larger creatures eat the smaller ones.
- 3) **Illustration:** The example of the codfish.
- 4) **Summing up:** only one sea creature in about ten million survives.

An effective paragraph requires more than a **topic sentence** and supporting details; it must also be coherent. In a coherent paragraph the writer takes the reader logically and smoothly from one idea to the next. The reader must also clearly recognise that one sentence logically leads to the next.

Another technique which brings about coherence in a paragraph is the use of **linkers** between sentences and within sentences. These are words/phrases that

help a writer move smoothly from one sentence to the next and show the logical relationship between sentences. We shall give you an example of what these linkers are and how they can be used.

Example:

*Man has been able to spread across the earth so widely for four main reasons. **First**, he is a terrestrial animal, not restricted to the forest. **Secondly**, he can cross any natural barriers, such as deserts, oceans and mountains. **Moreover**, he can live off a very wide variety of food. **Most important of all**, he has developed culture; he has learned to make clothes and build fires which allow him to live in climates where he would otherwise perish. **To a large extent**, he shares some of these advantages with the monkeys. They, **too**, can move over unforested land. They, **too**, can cross some natural barriers, as they have the ability to swim. **And** they, **too**, can digest many kinds of food. **Thus**, a single species of baboon has spread across Africa from Dakar in the west to Ethiopia in the east, and south all the way to the Cape of Good Hope. **Similarly**, macaques have done at least as well. One species, the rhesus macaque, is equally at home in forest, in open cultivated fields, and inside heavily populated cities.*

[From Eimerl, S. and De Vors, I. (eds.),
'The Monkey's Success in the Trees', in the Primates, Time-Life Books.]

These linkers are like signposts in a paragraph. They enable us to follow the writer's line of thought by showing us how one sentence relates to another. In the above example, the words/word phrases *First*, *Secondly*, *Moreover*, *Most important of all* indicate the four main reasons why man has been able to spread so widely across the earth. *Most important of all* also shows that some reasons are more important than others. *Too* indicate that monkeys also share these characteristics of human beings. *Similarly* shows the relationship between the macaques and the baboons.

The following list includes other words and phrases that function as linkers:

- To express result: *therefore, as a result, consequently, thus, hence*
- to give examples: *for example, for instance, specifically, as an illustration*
- To express comparison: *similarly, likewise*
- To express contrast: *but, yet, still, however, nevertheless, on the other hand*
- To express addition: *moreover, furthermore, also, too, besides, in addition, and*
- To indicate time: *now, later, meanwhile, since then, after that, before that time*
- To express sequence: *first, second, third, then, next, finally.*

The order in which you present your paragraphs is another decision that you have to make. In some pieces of writing, the subject matter itself will decide its own order. Other pieces of writing, may not suggest such a natural order, in which case you have to decide which order will most effectively hold the attention of your readers. Often, writers withhold their strongest point until they reach the end of their writing. As you already know, each paragraph usually signals a major point in your discussion. These paragraphs should not appear as isolated blocks of thought but rather as part of a unified, step-by-step progression. To bring

about continuity, you must link each paragraph to the one before it with linkers. Sometimes, instead of using linkers or repetition of key words, you can use what is known as *idea hook*. The last idea of the earlier paragraph will lead you smoothly into your next paragraph.

12.3.3 Introductions and Conclusions

The first few sentences of your writing are particularly important because they help to catch the readers' attention and make them want to keep on reading. Here are some suggestions for successful introductions. You could begin with:

- Statement of a problem or a popular misconception.
- An arresting statistics or shocking statement;
- A question;
- A quotation;
- A relevant story, joke or anecdote;
- An analogy or comparison;
- A contrast;
- A personal experience.

A good piece of writing must have a satisfactory conclusion, one that gives a reader a sense of completion on the subject. It is important that the concluding paragraph emphasises the validity and importance of your thinking. Here are some suggestions that might lead to some ideas for your conclusions:

- A restatement of the thesis statement;
- An evaluation of the importance of the subject;
- Statement of the broader implications of your piece of writing
- A call to action;
- A warning based on the thesis statement;
- A quotation from an authority;
- An anecdote; and
- A rhetorical question that makes the readers think about the writer's main points and so on.

12.4 ORGANISING YOUR WRITING

From a writer's point of view, organising involves searching for a pattern or a sequence that is appropriate to your information, your goals and your readers' needs. Your readers expect that you will create a pattern that will make what you say easy to read, understand, remember and be useful.

Once you have determined the relationship among the concepts and data you have gathered, you still have to decide how you will present these to your readers. There are four basic discourse strategies that you could use or adapt to your needs. Remember, while we are discussing them as separate types of discourse, in a single piece of writing you are likely to use more than one type.

12.4.1 Forms of Discourse

Generally **exposition**, **narration**, **description** and **argumentation** are considered to be the basic forms of discourse. When a writer is concerned with setting forth facts then the form is known as *exposition*, when s/he presents them in terms of temporal action then the form is *narration*, and in terms of space and giving details about it, it is *description*, and when s/he intends to resolve conflict of facts then it is known as *argumentation*. These forms do not exist as pure forms; they, in fact, are intermixed and one can only talk about a dominant form in a piece of writing. Let us look at the dominant forms separately.

i) Expository Discourse

Expository writing is probably the most common form of writing. Central to expository writing is grouping, classification, definition, illustration, giving instructions and directions, advice, processes and systems. While grouping involves selection, classification involves breaking down of a broad topic into parts. In contrast to these, definition points out the characteristics that distinguish a particular thing under discussion from others. Illustration involves exemplification of ideas under discussion, using examples.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

6) Here is a beginning for a paragraph of definition. Complete the paragraph by explaining both the positive and negative sides of liberty as you perceive it.

In the dictionary, liberty is defined as freedom from external restraints or compulsion. The definition is not incorrect but is too narrow, because liberty means freedom from having to do something, as well as freedom to do something. In this sense, liberty may be said to possess two sides – a positive and a negative.

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ii) Narrative Discourse

Narration depends chiefly on temporal order, i.e., upon actions in a chronological order. The chronological order involves a sequencing of events or actions from beginning to end. A skilled narrator is able to arrange the details in such a way so that a reader's interest rises to a climax at some point in the narration. The narration, in turn, can range from story telling, as in novels and short stories, to anecdotes used for illustration, explanation or support.

Sometimes, for special effects, etc. an author may begin his/her narration from the end and then through a process of *flashback* may return to the beginning and

then give the full events till the end. The author may also begin in the middle of a chronological sequence, narrate events leading up to the point of narration and then proceed to complete the narration of events. Both the above kinds of presentation of events can generally be found in novels and films.

Where to look for ideas

You can only write about what you have experienced, observed, imagined, and thought about. Although we discuss the experiences and thoughts of others, they do not become our own. Borrowed ideas like borrowed clothes do not fit, and writing is not so much a matter of ideas or phrases as of how we present them. The most interesting story or narration is the one you have experienced and thought about in your own individual fashion. A narrative in order to be interesting must be original. The sources for your narratives are:

Your memories: What places or persons do you recall clearly? What days do you remember vividly? What was the happiest day you recall? What was the most painful time you remember?

Your friends and favourite places: Who is the most peaceful person you know? Who is the most amusing person you know? Which is the place you would like to go back to?

Events and Participants: What events in your life did you find most moving? What was the greatest satisfaction or disappointment that you experienced? What people in your life did you consider powerful, good or beautiful? Do you still admire them? What events would you like to wipe out from your memory? What events would you like to remember and relive?

Imagination and wishes: if you had your choice, which country would you like to live in? What persons would you like to meet? How would you like your own country to be?

You can devise your plan by asking the following four basic questions:

- i) What is special or typical about my narrative?
- ii) Why am I telling this story?
- iii) What kind of readers am I writing for?
- iv) How will my reader best understand my plan and purpose?

You may find you have three more questions:

- v) How long does my narrative have to be?
- vi) Do I know enough about what I am writing?
- vii) Where can I get more information about it?

In writing narrations one of the skills to be cultivated is style. The question that arises is how you can improve your narrative style. In the initial stages you can consider the following stylistic features:

- a) Simplicity
- b) Conversational style
- c) Individual turn of phrase
- d) Concrete and precise vocabulary

iii) Descriptive Discourse

Description also involves narration, but of a different kind. It is a kind of picture-making, indicating what someone, something, or some place, etc. looks like. All descriptions involve spatial dimensions.

Any description would involve one of the two possibilities: either the description would proceed from a particular to the general or, from the general to the particular. For example, a description of a scenery could either begin with a central focus on a particular detail and then proceed to other things that relate to it, giving us, thereby, a general picture. One could also describe the scenery in general terms and then focus on particular items within it which are of interest. However, what is common to any kind of description is the spatial arrangement, i.e., the way things appear and the way they are arranged. It is analogous to the long shot, with diminishing distance leading to close-ups from various angles, and vice-versa, by a film camera. Carefully study the passage below:

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his clients took to be a prophetic look and felt comforted. The power of his eyes was considerably enhanced by their position – placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks; even a half-wit's eye would sparkle in such a setting. To crown the effect he wound a saffron coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and above all, an auctioneer of cheap cloth, who created enough din all day to awake the whole town.

(R. K. Narayan: "An Astrologer's Day")

Here the narration begins with a close description of an astrologer and then goes on to describe the hustle and bustle of the place in general terms.

Now let's look at the precise words/phrases that make this description hold the readers' interest.

- **Being specific**

....a dozen cowrie shells

....a square piece of cloth

....a saffron coloured turban

- **Giving descriptive details**

His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam....

- **Variation**

- ...his eyes sparkled...
- ...sharp abnormal gleam...
- ...prophetic look...
- ...power of his eyes...

Note that a description can be of people, places and processes.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

7) You have been asked by a Tourist/Travel Magazine to introduce your City/Town/Village to foreign visitors. Write a physical description, including the location, layout, geographical and architectural features. Some reference to history may be appropriate. Your description must make your area sound interesting and attractive as a tourist destination. Write in 200 words.

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iv) **Argumentative Discourse**

In argumentative discourse the writer argues a case, or expresses an opinion, by looking at a problem from both the sides. Any structure representing argumentation must take into account the pro-and-con nature of the argument. Argumentation can be done in three different ways. First, one can give ones own arguments by taking an affirmative position. Second, one can give further evidence to counter-balance the arguments of an opponent. And, third, one can point out the fallacies in one's opponents' arguments in order to discredit them. Strong argumentation, therefore, demands perceptive reasoning and careful perusal of evidence in order to present one's own arguments or in order to belittle the opponent's arguments. However, this kind of writing becomes interesting when the writer has something to say. Your opinion will not be worth expressing until you have thought about the subject.

The structure of an argument is shaped by the nature of reasoning. Reasoning, here, simply means moving from the basic propositions, through evidence, to a

conclusion. There are two main directions of reasoning: *induction and deduction*. It should be noted that each of these approaches is usually used in combination with the strategies of narrating and explaining.

a) **Deductive Reasoning**

Deductive reasoning is a basic form of valid reasoning. Deductive reasoning, or deduction, starts out with a general statement, or hypothesis, and examines the possibilities to reach a specific, logical conclusion. The scientific method uses deduction to test hypotheses and theories.

In deductive reasoning, if something is true of a class of things in general, it is also true for all members of that class. For example, “All men are mortal. Harold is a man. Therefore, Harold is mortal.” For deductive reasoning to be sound, the hypothesis must be correct. It is assumed that the premises, “All men are mortal” and “Harold is a man” are true. Therefore, the conclusion is logical and true.

b) **Inductive Reasoning**

Inductive reasoning is the opposite of deductive reasoning. Inductive reasoning makes broad generalisations from specific observations. Even if all of the premises are true in a statement, inductive reasoning allows for the conclusion to be false. Here’s an example: “Harold is a grandfather. Harold is bald. Therefore, all grandfathers are bald.” The conclusion does not follow logically from the statements.

(<http://www.livescience.com/21569-deduction-vs-induction.html>)

It is rare that you will use one of these organising patterns to the exclusion of others. It is possible that you will combine them in your piece of writing.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

8) Use your imagination and creativity to complete the sentences in the mini-compositions below. Note that ‘I’ and ‘ii’ look at both sides of the argument, whereas ‘iii’ is one-sided and simply lists reasons.

i) Students often wonder whether it’s worth going abroad to study.

It depends on a number of factors:

.....

Some students:

.....

Others, however

.....

All in all

.....

ii) Many young people dream of becoming famous; but in reality fame has its drawbacks as well as attractions.

On the one hand

Also,

On the other hand,

No only that, but

Ultimately

iii) There are many reasons why I love

One reason is

Another

What is more,

Above all

12.5 THE WRITING PROCESS

So far we have been discussing some of the ways to organise our ideas. But sitting down to write a first draft is much more formal and intimidating than the writing you did while you were planning. Drafts require that you write in complete sentences and paragraphs, and that you pay some attention to the format and the organisation you want the finished product to have. At this stage, you will be coping with questions of length, format, word choice, coherence, sentence structure, cohesion, paragraphing and format. The best way to tackle this is to understand how this process works.

1) Writing the First Draft

Your first draft is an experiment, a test, to find out what you have to say. It is an attempt to build a rough framework of content, meaning, and form which you will improve on later. It is provisional writing. It encourages you to write quickly in an attempt to delineate the general meaning, content, and organisation of your draft. When you finish you will not have spent so much time and effort that you will be unwilling to change or discard part or all of what you have written.

2) **Revising the First Draft**

Revising begins with the careful review of your first draft to find out if you have actually done what you set out to do. As a review, you will check how close you have to come to achieving your original intention and where and how far you have fallen short of it. You are therefore concerned with:

- what you left out
- what you have included that you do not need
- whether you can make this draft achieve your goals

Remember that revision is a 'thinking process' that occurs throughout the writing process. It means looking at your writing with a 'fresh eye' i.e. looking at your writing in ways that will make you make more effective choices. As you write, new ideas emerge prompting you to revise what you have planned or have just written. Sometimes, new ideas will encourage you to begin an entirely new draft with a different focus or approach. Remember that revision occurs throughout the writing process.

3) **Refining**

Once you have settled on the major concepts you wish to include in your first draft and the way you would organise them, you can shift your attention to the next level. Look at your examples, illustrations and evidence. Do these support the main ideas? Do the sub-sections follow up each other logically? Do your examples really exemplify and explain? This is a good time to look for gaps in your writing. Is there anything missing? Now is the time to add explanations and details without having to rewrite the whole draft.

4) **Editing**

Editing is a careful reading of the draft to ensure that everything is the way you wanted it to be and there are no mistakes that may later regret. Editing will be easier if you know how to go about it and what to look for. Let's concentrate on what you should look for.

i) **Looking at Paragraphs:** This is the time we ask the following questions:

- Is the paragraphing logical and visually appropriate?
- Is there a topic sentence which states the main idea of the paragraph?
- Are the sentences related to each other?

By this time you have probably stopped adding new material. You are now trying to make your writing concise and clear, sentence by sentence.

ii) **Sentences:** You need to read your text sentence by sentence. Are the sentences related to each other? Are the tenses correct? Is the pronoun referencing correct? Are there any dangling modifiers?

iii) **Vocabulary:** It is a good idea to focus at this stage on the words that you used. Do the words mean what you want them to mean? Will your readers understand what you wish to state? Does your vocabulary have a vast range? For example do you use words precisely and is there variation in your word choice. Example:

Precise words: gaze, glance, stare, glare, and peep

Variation: car.... Maruti Zen.....Vehicle....

As well as also.... what is more....

- iv) **Format:** The headings should be consistent throughout the draft. That is, all main headings should have the same typography, spacing and placing. All sub-heading should also be alike.
- v) **Indentation** should be consistent throughout the draft.
- vi) **Visual Aids:** Take a close look at all the visual aids including: graphs, charts, tables and drawings. See that they are at the appropriate places in the text. Be sure each visual aid has a title that explains what it is.

5) **Proofreading**

Proofreading is more than re-reading. It is a careful word by word or line by line review of your first draft to make sure that everything is as it should be. We give you some tips and techniques to make your proofreading sessions more effective.

- i) When you proofread, you need to **concentrate**. This means getting rid of distraction and potential interruptions.
- ii) Don't rely entirely on spelling or grammar checkers on the computer. These programs work with a limited number of rules, so they cannot identify every error.
- iii) Read slowly and read every word.
- iv) Check the punctuation.
- v) Pay attention to capitalisation, missing or extra commas, colons and semi-colons used incorrectly.
- vi) If you are using numbers check them. We often make a mistake by omitting or adding a zero.
- vii) Finally get somebody else to proofread it once because after a few readings we become blind to our errors.

12.6 GRAMMAR: GERUNDS

Read the sentences given below from the Unit:

- 1) Writing is commonly seen as a three way process, pre-writing, writing and re-writing.
- 2) There are many myths about the skill of writing.

The underlined words are called gerunds.

Gerunds are the -ing form of a noun. They can be the subject or object in a sentence.

In sentence 1 the gerund *writing* is used as the subject as it comes before the verb *be* (is).

In sentence 2, *writing* is a gerund used as an object of the verb *be* (are).

Gerunds are always used after certain verbs. The most common of these verbs are given in the table.

avoid	can't stand	dislike/like	suggest
can't bear	don't mind	rise	keep on
can't help	avoid	enjoy	prefer
postpone	practice	finish	love/hate

Some verbs can be used with either a gerund or an infinitive without any change of meaning.

begin	continue	start	love
hate	like	intend	need

Tarun continued **working** late into the night.

Tarun continued **to work** late into the night.

I intend **going** on a long vacation

I intend **to go** on a long vacation.

Gerunds are also used after prepositions.

difficulty in	worry about	insist on	believe in
keen on	capable of	succeed in	amount of
bored with	apologize for	look forward to	serious about

I had a lot of difficulty **in finding** my way here.

She insisted **on paying** for the book.

We look forward **to meeting** you again.

Wasim is capable **of making** the presentation.

Self Check Exercise

Note: i) Write your answers at the space given below the questions.

ii) Check your answers with the answers given at the end of this Unit.

9) Complete these sentences using the gerund form of the verbs given in the box.

wonder	work	fly	read
resign	steal	service	walk
warn	deal		

- i) There is nothing wrong with the car. It just needs
- ii) Do you remember an article in the newspaper on corporate responsibility?
- iii) You're spending so much money on books! I can't help where you get all that money.
- iv) I will never forget into my office on my first day at work in the Heritage Library.

- v) Mr. Ramakrishanan couldn't get the next job easily and soon regretted from the job.
- vi) The Heritage Library displays a 'No Smoking'.
- vii) We have stopped..... with those books sellers as they don't provide the books on time.
- viii) I like with my new librarian as he gives me a lot of space to grow professionally.
- ix) He was afraid of, so he always took the train.
- x) He strongly denied the data, although the evidence pointed otherwise.

10) Write about six things you love or hate doing. Make use of the -ing form of the verb. One is done for you.

- i) I love reading my email first thing in the morning.
- ii)
- iii)
- iv)
- v)
- vi)

12.7 SUMMARY

In this Unit, we have introduced you to the techniques of good writing. We have discussed in some detail the methods of writing i.e. writing a thesis statement, elaborating on it and writing effective introductions and conclusions. We have also introduced you to the various discourse types: expository, descriptive, narrative and argumentative. Finally, we have taken you through the process of writing drafts, refining them, editing and finally proofreading them. We hope you find the unit useful and interesting.

12.8 ANSWER TO SELF CHECK EXERCISE

- 1) Completed sentences:
 - i) There is nothing wrong with the car. It just needs **servicing**.
 - ii) Do you remember **reading** an article in the newspaper on corporate responsibility?
 - iii) You're spending so much money on books! I can't help **wondering** where you get all that money.
 - iv) I will never forget **walking** into my office on my first day at work in the Heritage Library.
 - v) Mr. Ramakrishanan couldn't get the next job easily and soon regretted **resigning** from the job.
 - vi) The Heritage Library displays a **warning**: 'No Smoking'.

- vii) We have stopped **dealing** with those books sellers as they don't provide the books on time.
- viii) I like **working** with my new librarian as he gives me a lot of space to grow professionally.
- ix) He was afraid of **flying**, so he always took the train.
- x) He strongly denied **stealing** the data, although the evidence pointed otherwise.

12.9 REFERENCES AND FURTHER READING

Jean Wyrick. *Steps to Writing Well with Additional Readings*. 6th ed. Thomson: Wadsworth, Boston, USA, 1990. Print.

Liz, Hamp-Lyons, and Ben Heasley. *Study Writing*. 2nd ed. Cambridge University Press, 2006. Print.

Richard P. Battager. *Business Writing, Process and Forms*. Wadsworth Publishing Company: Belmont, California, 1985. Print.

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UNIT 13 INTERNAL CORRESPONDENCE AT THE WORKPLACE

Structure

13.0 Objectives

13.1 Warm Up

13.2 Reading Comprehension: Different Types of Internal Communications

13.2.1 Letters

13.2.2 Memorandum: Downward, Non-interactive Internal Communication

13.3.3 Office Order

13.3.4 Circulars

13.3.5 Notice

13.3.6 Agenda

13.3.7 Minutes of a Meeting

13.3 Vocabulary

13.4 Listening and Speaking

13.5 Writing

13.6 Grammar: To+ Infinitive

13.7 Summary

13.8 Answers to Self Check Exercises

13.9 Answers to Activities

13.10 References and Further Reading

13.0 OBJECTIVES

After reading this Unit, you will be able to:

- describe the kinds of downward, non-interactive internal correspondence which takes place within the workplace;
- explain the types and functions of internal correspondence, for example, letter, memo, office order, circular, notice, agenda, minutes; and
- discuss the format and process of writing them.

This Unit will help you become a better communicator at your job.

13.1 WARM UP

Activities

- 1) Read the two passages given below. Can you identify their writers and the receivers? Do you think a response is required for them? Give reasons.

i) **MEMORANDUM**

Lib/IC-17/12/2332

To: Head, Computer Division

From: Assistant Librarian

Date: 24/01/20xx

Internal Correspondence at
the Workplace

Subject: Problems in Internet Access in the Library

We have received repeated complaints by the Library and Documentation Division users about the following:

- Poor Internet connectivity and slow download speed.
- Non-availability of library services.
- Inability to access Remote Access to E-Resources (RATE), Web-OPAC and other subscribed online databases.

Request that urgent measures be taken to increase the speed and bandwidth of Internet access in the library.

ii) To
The Head
Computer Division
Heritage Library
Tughlaq Road
New Delhi

Date: 24th January 20xx

From
The Assistant Librarian
Heritage Library
Tughlaq Road
New Delhi

Subject: Problems in Internet Access in the Library

Mr. Sareen,

This is to inform you that we have received repeated complaints from the Library and Documentation Division (L&DD) about the Internet connectivity problems. The Internet speed and download speed rate has been low since one month. After repeated complaints and inquiries, the speed has not been increased.

The L&DD users are repetitively complaining of non-availability of Library Services. The users are finding problem in accessing Remote Access to E-Resources (RATE), Web-OPAC and other subscribed online databases. This has caused a major problem for the smooth functioning of the L&DD.

Urgent measures should be taken to increase the speed and bandwidth of the Internet access in the library.

Kindly look into the matter immediately.

Sincerely,
Shashidhar
Assistant Librarian

13.2 READING COMPREHENSION: DIFFERENT TYPES OF INTERNAL COMMUNICATIONS

The importance of using language correctly and clearly in order to communicate effectively through writing is undeniable. Barbara Tuchman (noted historian) rightly remarks that it takes two persons to fulfill the function and purpose of the written word. However, “this function can be largely met only when the writer keeps the written form simple, concise and brief”.

Read the text below and then answer the questions that follow:

13.2.1 Letters

For composing effective formal letters, take care to adhere to certain guidelines. These principles form the backbone of any effective writing.



- **Be clear** – select words carefully in order to make sense. Do not use high sounding, pretentious words or vague, outdated phrases like “We beg to acknowledge the receipt ...”.
- **Be courteous** – use the appropriate level of formality. Use a salutation suitable to the status of the recipient at the beginning of the letter and at the end too.
- **Be concise** – use few, effective words instead of being verbose. Do not repeat yourself and include relevant material only.
- **Be concrete** – your message should be specific, definite and vivid rather than vague or general. Use the active voice rather than the passive in a letter.
- **Be considerate** – focus on the reader, his/her feelings, queries, complaints, etc.
- **Be complete** – include all facts, data and necessary information that the reader requires for correct understanding and for making the response that you want from her/him.
- **Be correct** – use grammatically correct language. Other than accuracy in spelling and punctuation, use accurate facts, figures and words.
- **Be gender sensitive** – avoid the use of sexist language, e.g. ‘The chairman of the organisation delivered the valedictory speech’. Change this to ‘The chairperson ...’.
- **Be natural** – if you are introducing a new product, instead of stereotyped forms, use more natural expressions.

Activity

2) Can you add more guidelines?

.....

.....

.....

13.2.2 Memorandum: Downward, Non-interactive Internal Communication

You have already seen what a memo looks like in the ‘Warm up’ section. The word ‘memo’ or its complete formal equivalent ‘memorandum’ has more than one meaning if you look at a dictionary. It comes from the Latin word *memorare* which means to mention or tell. Hence, its meaning is usually taken in the sense of a message.

Have you noticed that the memo given earlier has no mention of the organisation’s name? The message is not sent on the official letterhead because it is sent within the organisation. Generally, plain paper or printed memo forms are used to send any message to another department or to another office (of the same organisation) located in another city. The memo is less formal than a formal letter and contains no salutation. It is concise in form and content and may contain direct imperatives depending upon the nature of communication.

Definition: “A memo is a short, official, written statement prepared for a specific person or persons within the organization, in order to give information about a particular matter”.

Features of a Memo

- The memo carries the word MEMORANDUM on top of the page whereas a formal letter makes use of the organisation letterhead. The memo form contains space beneath the heading for writing the name (and/or designation) of the sender and receiver(s), the date and the subject.
- It is often short, running to a few lines. Sometimes, it may be a few paragraphs long, though it rarely exceeds a page. However, a memo does not, necessarily have to be confined to one page. A letter is usually a page or more in length.
- It is less formal than a letter. It has no salutation at the beginning or at the end. Unlike a letter, it has no address. The designation of the receiver is written informally such as Assistant Librarian - Reference Section, etc.
- A memo states its purpose directly, while a letter usually refers to a previous communication and leads to the main message by stating the context first.
- Politeness markers are less used in a memo. A request is made directly (e.g. ‘Everyone is requested to come to the Chief Librarian’s office...’) and not indirectly as in a formal letter (e.g. ‘I hope it will be possible to’). However, it must be remembered that polite expressions are not dispensed with altogether. Courtesy is never cast aside as it is an integral part of any formal communication.

Uses of a Memo

- To make announcements, requests, policy measures, reminders, suggestions, acknowledgements, etc.
- To confirm decisions taken in meetings or telephone conversations
- To inform employees about new policy decisions
- To circulate in-house reports of different kinds like investigation reports, progress reports, etc.

- To seek explanations
- To request action, information or suggestions
- To issue instructions
- To keep a permanent record of any matter that should be known to all employees. It helps to keep the record straight and protects the sender from future apprehensions and controversies.

Writing a Memo

A memo should be brief with its message stated directly. The modern style of memo writing favors a direct approach and avoids words that do not contribute to the communication. There should be a subject line which clearly defines what the memo is about. The sentences should be short and simple. The active voice should be used as far as possible. Personal opinions must be avoided. If there is more than one point, it would be a good idea to itemize them. Each new point must be in a separate paragraph. An effective memo is one which connects the purpose of the writer with the interests and needs of the reader.

Avoid saying

This is in continuance with the decision taken in consultation with the Library Building Committee about providing cafeteria facilities on the library premises. The users can now use the new cafeteria constructed next to the Reference Section from the first of next month.

Instead word it like this

“Members can use the newly cafeteria next to the Reference Section from the 1st of September...”

13.3.3 Office Order

When any matter like withdrawing the rights of employees, imposing restrictions on them, conveying information about transfers, postings and promotion / retrenchment, or about granting / withholding annual increments or about disciplinary action taken against a particular employee needs to be communicated, an office order is issued. Simple, clear language in a polite tone should be used. Facts and reasons should be given while no personal comments should be made in an office order. Unlike the memo, the office order is not addressed to the concerned receiver but it is about her/him. Usually the third person is used and details are given about the person and the action to be taken. It has the following format:

- 1) The organisation letterhead (this is optional as this form of communication is usually sent within the organisation)
- 2) The reference number of the order
- 3) Date of the order
- 4) The heading of the written communication, in this case ‘OFFICE ORDER’.
- 5) The text of the message
- 6) The signature of the person issuing the order
- 7) The names and designations of persons to whom copies of the order are being sent

Definition: An office order is a written formal downward communication which is normally used to convey information relating to employees' rights and service conditions.

It is important to remember to choose your tone and words carefully while drafting an office order. Use courteous and polite language. Words should be effectively used in clear and concise sentences. The tone and language should be objective. Given below is the format of an office order.

Heritage Library
New Delhi

No.....

Date:

OFFICE ORDER

Text of message

.....

.....

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.....

.....

.....

.....

.....

.....

.....

.....

To: ...

**Signature
(Designation)**

Cc: a)
b)

Given below is an example of an actual office order:

IGNOU LIBRARY LIBRARY AND DOCUMENTATION DIVISION			
			Lib./Acq./11-12/254 Date: 23.01.20xx
OFFICE ORDER			
SUB: REQUISITION FOR PROCURING BOOKS			
The unspent amount of the budget allocated for purchasing books in this financial year is given in the table below:			
Sl. No.	School/ Discipline	Budget allocated (in Rs.)	Unspent amount (approximate (in Rs.))
A	School of Education 1 Education	332942	176000
B	School of Health Sciences 1 Nursing 2 Medical	78399 78399	181407 181407
C	School of Management 1 Management	333968	170000
D	School of Sciences 1 Life Science 2 Mathematics 3 Physics	237491 402151 81000	123160 116000 205000
E	School of Continuing Education 1 Rural Development 2 Nutrition Science	88803 88000	18737 152000
F	School of Humanities 1 Hindi Language	290894	149000
G	School of New Media Studies	493999	360451
H	School of Law	185331	172000
I	School of Extension	142385	142385
J	School of Translation Studies	91056	72384
To facilitate the selection of books by the various disciplines in the list, the L&DD staff would be glad to arrange a display of books. The Directors of concerned disciplines may intimate the date and time when they would like the display of books in their respective Schools.			
Chief Librarian Directors of Schools		Rohit Sharma Deputy Librarian	

13.3.4 Circulars

Circulars are written when employees of an organisation have to be informed of changes in policy procedures, events taking place within the organisation, posts for internal appointment or about new schemes/ventures undertaken by the organisation. It is a well-known fact that “all business messages have a general purpose: to inform, to persuade, or to collaborate with your audience”. It is important to remember this as the “purpose determines both the amount of audience participation you need and the amount of control you have over your message”. That is why circulars have to be carefully planned, composed and completed so that the relevant information is clearly communicated to the intended receivers. They can be physically distributed or mailed. The format of a circular is as follows:

- The letterhead of the organisation
- The descriptive label of the message (in this case ‘CIRCULAR’ and its reference number)
- The date
- The subject line
- The text of the message
- Name and designation of the sender

**IGNOU LIBRARY
LIBRARY AND DOCUMENTATION DIVISION**

Lib./Cir./254
Date: 23/05/20xx

**CIRCULAR
SUB: ORIENTATION PROGRAMME**

An orientation programme on E-learning is going to be held from 3rd July to 5th July, 20xx. Division heads of the Library may recommend names of staff who would participate in the programme.

(Prahlad Mahto)
Deputy Registrar (GA)

Distribution:

- 1) All Heads of Divisions/Directors of Schools/Centres/Units/Cells
- 2) Director (RSD)/All RDs
- 3) DD, VCO
- 4) SPA to Registrar (Admn.)
- 5) CPRO
- 6) All Notice Boards (HQ/RCs)

Self Check Exercises

- Note:** i) Write your answers at the space given below.
ii) Check your answers with the answers given at the end of this Unit.

Now that you have read about some types of downward, non-interactive internal communication, answer the following questions briefly in your own words:

- 1) What are the principles of effective business/formal correspondence?

.....
.....
.....
.....

- 2) When are *memos* and *office orders* written?

.....
.....
.....

- 3) What is the difference between these two kinds of communication?

.....
.....
.....
.....
.....
.....
.....

4) List three characteristics of a *memo*.

.....
.....
.....
.....
.....
.....

5) Enumerate at least three differences between a *memo* and a *business/formal* letter.

.....
.....
.....
.....
.....
.....

6) What factors should be kept in mind while drafting a *memo* or an *office order*?

.....
.....
.....
.....
.....
.....

7) What is the purpose of writing a *circular*?

.....
.....
.....
.....
.....
.....

8) Make the following memo brief and write it in the proper format:

Indira Gandhi National Open University
Library and Documentation Division
R&S Section

Subject: Recent decisions of Library Committee meeting held on 15/9/20xx

Library Committee (LC) in its meetings held on 15/9/20xx made the following decisions concerning Regional Centres (RCs) / Study Centres (SCs):

- 1) Libraries of RCs/SCs may conduct regular pest control measures to safeguard their local library collection.
- 2) RCs may procure books on their own for local academic programmes following the LC approved procedure attached in Annexure-1. Apart from this, every academic staff of the RC may be provisioned to recommend books of own research/academic interest up to Rs. 15,000 in a financial year for the RC Library. The books recommended in this regard may be purchased locally by following the procedure in Annexure-1. Such books may be issued to the academic staff for study purpose for certain duration. On the close of the financial year, Library may be informed of the list of books procured with details such as author, title, publisher, place, year of publication, price, discount, accession number to update the details in the central database maintained by the Library.

Rohit Sharma
Deputy Librarian

Librarian

Distribution:

- 1) Director, Regional Services Division
- 2) Regional Directors, Regional Centres

Encl. Annexure-1

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13.3.5 Notice

A notice is like a circular but there is a slight difference between the two forms. While the former is put up on the notice board or on the organisation's website for viewing by employees, the latter is usually distributed by hand or mail.

A notice for a meeting, also called a **notification**, is sent well in advance so that all members attending it can come well prepared and contribute their utmost to the deliberations. It contains information about the following:

- Participants at the meeting
- Nature of the meeting (whether it is routine, emergency, special, extraordinary etc.)
- Day, date and time of the meeting
- Venue of the meeting
- Purpose or agenda of the meeting
- Signature of the Secretary
- Date on which the notice was issued
- How long will the meeting take (optional)
- Whether tea/lunch will be served (optional)

If the Librarian of The Modern Public Library has to write a notice for a meeting to all the library staff then s/he would probably write like this:

The Modern Public Library

5, Sher Singh Marg
New Delhi 110023

NOTICE

The Librarian would like to meet the staff of all the departments in the Library and the Documentation Division on Tuesday, the 28th of April, 20xx at 11.30 am in the Committee Room in order to discuss the problems regarding the maintenance of the library database and possible solutions.

24 February, 20xx

Secretary

cc:

- Mr. Pradeep Kumar, Deputy Librarian
- Ms. Ratna Ahmad, Head, Documentation Division
- Ms.....
- Mr.....
- etc.

Enclosure:

A copy of the letter from two of the library members regarding the problems they face in finding resources in the library.

13.3.6 Agenda

An agenda is a list of items to be discussed or of official things to be done at a formal meeting. This list is prepared in advance of the meeting, by the secretary in consultation with the Chairperson. The agenda is the backbone of any meeting and helps to focus the members' attention on the matter at hand and thereby channelizes the discussion to a fruitful outcome. Thus, there is an optimum utilisation of time and members' energy. An agenda contains the following items:

- The letterhead of the organisation
- The date, time and place of the meeting (It is not necessary to include this if the agenda is sent with the notice which has all these details)
- Apologies for absence
- Confirmation of minutes of previous meeting (if applicable)
- Matters arising from the minutes
- Items for discussion
- Any other matter
- Date, place and time of next meeting (if required)

13.3.7 Minutes of a Meeting

All formal meetings require a written record of the discussions held and decisions reached. For this it is essential to record what happened in a meeting so that members are reminded of the outcome of the discussions held regarding different issues. Notes have to be taken during the meeting in order to prepare the minutes. Minutes are prepared by the secretary of the Chairperson. S/he requires certain skills like **note-taking, use of reported speech and the technique of summarising** in order to compile them. All discussions during the meeting have to be converted into reported speech and the sequence of ideas; proposals, suggestions, etc. have to be noted in a logical manner. The prepared minutes should follow a definite format and the sequence of the agenda.

Format of Minutes

The following information is given in the minutes:

- Name of the body; nature of the meeting; day; date; time and place of the meeting e.g. **Minutes of the second meeting of the Library Committee for establishing a new public library held on Tuesday 29th April, 20xx at 11.30 am in the Conference Room.**
- After the above information, the names of people (with their designations) who attended the meeting are given, beginning with the Chief Librarian.

Present:

Ayushi Rajwar (Chief Librarian)

S. Sarthak (Deputy Librarian)

Yash Butola (Assistant Librarian)

Names without designations can be given when the meeting is informal. But minutes of formal meetings should carry the designations as well.

- There should be a separate mention of the people who attended the meeting in a special capacity like the web designer. Information about the people who may have been invited specially to participate and assist in the proceedings of the meeting by virtue of their special expertise. e. g. a documentation officer, architect, etc.

In Attendance:

Shweta Bisht (Documentation Officer)

Rahul Gusain (Architect)

- After giving these details, the minutes will follow the agenda closely. Now the person making the minutes will report any apologies for absence from those persons who were unable to attend the meeting. Usually their names and their apologies are announced or read out during the meeting. This will be recorded as follows:

Apologies for Absence: Apologies were received from the following persons could not attend the meeting:

XYZ (Deputy Librarian)

XYZ (Assistant Librarian)

- Ratification of the Minutes of a previous meeting (if any) e.g. **The minutes of the last meeting held on were confirmed and approved.** In case there are any accepted amendments to these minutes, they should be recorded as follows: **It was pointed out that item no. should read as ‘classification’ instead of ‘cataloging’.**

With the acceptance of this amendment, the minutes were confirmed and accepted.

- If any discussion arises out of the minutes of the previous meeting, it is recorded in the present minutes as:

Matters arising out of the minutes:

- 1) **The Chief Librarian stressed the point that since there was a great demand, the building should be completed by the end of the following year.**
 - 2) **The Web-designer was of the opinion that any public library should have accessibility to all the latest e-resources.**
 - 3) **The documentation Officer informed members that a breakdown in one of the computers caused a delay in completing the report. However, the report would be submitted by the end of the month.**
- After reporting the above information, the items for discussion in the agenda are recorded. Each item is recorded separately.
 - If any other matter requires discussion, it is taken up with the permission of the Chairperson.
 - If another meeting is fixed, it is recorded in the minutes.

Language and Style of Minutes

- Minutes of formal meetings should be recorded in a specific language and in a particular format. They are supposed to represent a reliable record of all important matters discussed, resolutions moved, recommendations made, decisions taken, and action taken or to be taken in the meeting. Therefore, the language used should be simple and clear, free from ambiguity, and precise so that the contents are easily understood.
- Usually, the decisions taken in meetings are a result of collective activity. Thus, the language used should also reflect this. While important suggestions and proposals can be ascribed to individual members, it should not assign decisions to individuals.
- The language of minutes should be concise and precise. Only the major points of discussion, resolutions reached, and decisions taken are included. Names of proposer and seconder, and tasks assigned to particular individuals / committees are incorporated into the minutes of a meeting.
- Minutes are an official record of a meeting and may be used for reference by other agencies and institutions including the courts of law in case there is a dispute. Hence, care should be taken to ensure that the language conforms to standards of formality and impersonality that publicly used language requires.
- The language of minutes is in the simple past tense, and passive voice. For example, “The matter was raised.....”, “It was agreed” etc. This helps to make the minutes impersonal and objective.
- Minutes should also be presented in a well-organized manner by using a systematic layout.
- Each section of the minutes should be presented in a separate paragraph. Double space lines should be used between two paragraphs.
 - Headings of sections or of agenda items should be in bold letters. In case there are sub-sections or items within a section, they should be numbered and presented in separate paragraphs. If there is an action item, it should be put in a separate paragraph with the heading ‘Action’.
 - Whenever there is a summary of a discussion, the different contents should be itemized. This will enable the reader to understand the main points of the argument.

Self Check Exercise

Note: i) Write your answers at the space given below.

ii) Check your answers with the answers given at the end of this Unit.

Now that you have read about the different types of downward, non-interactive internal communication, answer the following questions briefly in your own words:

9) When are notices written?

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10) Who issues the notice for a formal meeting?

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11) What is the difference between a notice and a circular?

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12) What is the importance of having an agenda?

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13) Why should minutes be written in a particular style?

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14) Tick the following items of information that should be included in a notice for a meeting? Cross the incorrect ones:

- i) The name of the person who is calling the meeting
- ii) Only the date of the meeting should be given
- iii) The agenda of the meeting
- iv) Signature of the person calling the meeting should be given
- v) The time of the meeting
- vi) Names/designations of the persons attending the meeting
- vii) The place of the meeting
- viii) Enclosures should not be sent

13.3 VOCABULARY

Activities

3) Write the opposites of the following words taken from the various texts in the Unit. You may consult a dictionary or Thesaurus.

Word	Opposite
Concrete	
Courteous	
Concise	
Beginning	
Permanent	
Persuade	
Optimum	
Fruitful	
Particular	
Ambiguity	
Collective	
Objective	

4) Match the idioms given in the box with their meanings:

a	against your better judgment	b	on the fence
c	come to the table	d	put your cards on the table
e	draw a line at doing something	f	take the plunge
g	give and take	h	between a rock and a hard place
i	hammer something out	j	meet someone halfway

Meanings:

1	to meet for discussion	2	to make a decision that is difficult or risky
3	to explain what you think and want	4	to be undecided
5	to decide not to do something	6	to make a decision that you believe is not the best
7	to have only bad choices	8	to create an agreeable solution
9	the exchange of some of what you want for some of what someone else wants	10	to accept part of what someone else wants

13.4 LISTENING AND SPEAKING

Activity

Listen to the audio recording and then respond to the instructions.

- 5) Answer the question asked at the end of the tape script and give reasons for your choice.

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- 6) Now summarize the tape script orally in your own words (150 words).

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13.5 WRITING

Activities

- 7) As the Assistant Librarian, write a memo to the Computer Division for the following requirements in the Library:
- i) 20 computers for creating Researchers' Area for providing research facilities to students, faculty, visiting faculty and other users
 - ii) Access to e-resources to be facilitated
 - iii) Wi-Fi services for the staff and students
- (You may add other requirements that you think are relevant)

- 8) Draft an office order for the following situation:

Ms. Sheela Nair, has been appointed as the new Deputy Librarian of the Public Library on 23rd April 20xx.

- 9) Write a circular on behalf of the British Library about the weekend workshops called "Bookworms" to be organised for children to encourage the reading habit.

13.6 GRAMMAR: TO + INFINITIVE

Read the sentences given below which are taken from the Reading text:

- 1) To make announcements, requests, policy measures, reminders, suggestions, acknowledgements, etc.
- 2) To confirm decisions taken in meetings or telephone conversations
- 3) To inform employees about new policy decisions

The verbs to make, to confirm, to inform are infinitives. Although the infinitive is a verb, it is often used as a noun. It can be the subject or the object of a verb. In sentences, 1, 2, and 3 the infinitives **to make**, **to confirm** and **to inform** are subjects.

The infinitive can also be used as an object of a verb.

Examples:

The agenda is the backbone of any meeting and helps **to focus** the members' attention on the matter...

For this it is essential **to record** what happened in a meeting...

Self Check Exercise

15) Complete the sentences with the infinitives of the verbs in the box:

complete	quit	hire	meet
ask	buy	contact	weigh

- i) Please do not hesitateme if you have further queries.
- ii) I am writingyou for your help.
- iii) I have arranged the visitors at the library.
- iv) We use scales things.
- v) I stayed up late my Project Report.
- vi) I went shopping last Sunday gifts for our buyers from London.
- vii) There are a lot of organizations who want research associates for short term projects.
- viii) Marie was getting tired of her job so she decided it.

16) Rewrite the following sentences using the verbs in the brackets given below **+ object + to + infinitive**. One is done for you as an example:

- i) "You may leave early if you like," said the Librarian to her secretary. (allow)
- ii) "Don't forget to send the email," said the Assistant Librarian. (remind)
- iii) "Go on, apply for the job," said Anita's husband. (encourage)
- iv) "Can you finish the report as soon as possible?" said the Finance Manager to his team. (ask)

- v) “I think you should inform the Chief Librarian about the theft,” said the Deputy Librarian. (advise)
- vi) “If you want to get good Indian food, go to Just Indian,” said Rohan to the buyers. (recommend)
- i) Allow: The Manager allowed his secretary to leave early.
- ii)
- iii)
- iv)
- v)
- vi)

13.7 SUMMARY

In this Unit, you have learnt about the different types of non-interactive, downward internal correspondence. You know what a memo is and the purpose of writing it. In the same way, you have learnt about an office order, a circular, a notice and their functions within the workplace.

You have also become familiar with what an agenda means and how it should be drafted. You are aware that discussions or decisions taken during any meeting are recorded in the form of minutes. You have read how a particular style and language is used to write down minutes.

In the grammar section we have given you practice in the use of to + infinitive and in the pronunciation section, we give you more practice with word stress.

13.8 ANSWERS TO SELF CHECK EXERCISES

- 1) The principals of effective business/formal communication are as follows:

One has to be brief and use few and effective words instead of long winding sentences with high-sounding words. Courtesy has to be maintained with appropriate level of formality. One has to be precise and take care to include all relevant facts, data and necessary information. Focus should be on the reader and it must be stated clearly what is the response expected from him/her. Language used should be gender sensitive as well as grammatically correct with accurate spelling and punctuation. The active voice has to be used. Being original will make the correspondence more appealing and effective.

- 2) **Memos and office orders**

Memos are short, official, written statements prepared for a specific person or a committee within the organisation, in order to give information about a particular matter, e.g. to make announcements, requests, give reminders, acknowledgements; to inform about new policy decisions; to circulate in-house reports, progress reports etc.; to seek explanations; to request action, information or suggestions. They are written to keep a permanent record of any matter that should be known to all employees.

Office orders are formal downward communication, which are written to convey information relating to employees' rights and service conditions. For e.g. transfers, postings and promotion/retraining, about annual increments or about any disciplinary action taken.

- 3) The difference between memo and office order
 - i) In the **memo** the name and designations of the sender and receiver is given. It is addressed to the concerned receiver while the **office order** is not. The office order is about a particular person but usually a third person is used and details are given about the person and the action to be taken. The names and designations of persons to whom copies of the order are being sent are mentioned in the Office order.
 - ii) The memo is usually not sent on the organisation letterhead whereas for the Office order the organisation letterhead can be used.
 - iii) Politeness markers are less used in a memo whereas in an office order a polite tone should be used.
- 4) The memo has the following characteristics
 - i) It carries the word MEMORANDUM on top of the page and contains space beneath for writing the name (and/or designation) of sender and receiver(s), the date and the subject.
 - ii) It is often brief and states the main message directly.
 - iii) It is less formal than a letter as it has no salutation at the beginning or the end. Neither does it have any inside address and the designations of receivers are written informally.
- 5) The business/formal letter and memo are different in the following respects:
 - i) The official letter is formal with appropriate salutations while the memo is less formal and contains no salutations.
 - ii) The business letter has the address of the sender and the receiver whereas the inside addresses are absent in the memo.
 - iii) The *formal letter* is sent on the organisation letterhead whereas the *memois* not. This is because *memois* meant for intra-organisation communication. It is sent on a plain paper or on printed memo forms.
 - iv) The formal letter is usually a page or more in length whereas the memo is often concise in form and content and rarely exceeds a page.
- 6) **While drafting an office order or a memo** brevity and precision of the message should be given importance. The purpose should be stated directly and the active voice used as far as possible. The sentences should be short and simple. The tone and language should be objective as well as courteous. Personal opinions/comments should be avoided in both cases.
- 7) **The purpose of writing a circular** is to inform employees of a change in organisational policy procedures, events taking place within the organisation, posts for internal appointment or about new schemes/ventures undertaken by the organisation.

MEMORANDUM

Lib/IC-17/12/2457

Date: 15/09/20xx

To: Director, RSD,
Regional Directors, Regional Centres

From: Deputy Librarian

**Subject: Recent Decisions of Library Committee meeting held on
15/09/20xx**

The decisions taken at the meeting are as follows:

- i) Libraries of Regional Centres may conduct pest control measures to safeguard the library collection.
 - ii) RCs' may now procure books independently by following the procedure in Annexure-1
 - iii) Staff from RCs can recommend books worth Rs. 10,000 in one financial year.
- 9) Notices are written to give information to the public. It is a sheet or a placard displaying information about a meeting or decisions taken by the management.
 - 10) Usually the Secretary of the Head of the Organization/Department issues the notice for a formal meeting.
 - 11) The notice is usually put up on a notice board or on the organisation's website for viewing by employees while a circular is usually distributed by hand or mail.
 - 12) An agenda is the backbone of any meeting as it gives direction to it. It helps the members to focus attention on the important matters and therefore channelize the discussion to a fruitful outcome. This ensures optimum utilization of time and members' energy.
 - 13) The minutes should be written in a particular style because they are an official and reliable record of all important matters discussed, resolutions moved, recommendations made, decisions or actions taken during a meeting. Therefore, it should be simple, clear and free from ambiguity. Since it indicates collective activity the language used should also reflect this. Rather than being verbose, the language should be concise and precise and thus should focus on the main points of discussion of the meeting. The simple past tense and passive voice should be used. It should be well-organized with headings of sections or of agenda of items in bold letters. If there is an action item, it should be put in a separate paragraph with the heading "Action". Whenever there is a summary of the discussion, contents are itemized to enable the reader to understand the main points of the argument.
 - 14) The incorrect ones are (ii), (iv) and (viii)

- 15) i) to contact
 ii) to ask
 iii) to meet
 iv) to weigh
 v) to complete
 vi) to buy
 vii) to hire
 viii) to quit
- 16) i) The Assistant Librarian reminded him to send the email.
 iii) Anita’s husband encouraged her to apply for the job.
 iv) The Finance Manager asked his team to finish the report as soon as possible.
 v) The Manager advised him to inform the Chief Librarian about the theft.
 vi) Rohan recommended the buyers to go to ‘Just Indian’ for good Indian food.

13.9 ANSWERS TO ACTIVITIES

- 1) Do it yourself.
 2) **Be comprehensive** – ensure that you have answered all queries and discussed all ideas that you wished to communicate.

Be coherent – you must write sentences and paragraphs according to the principles of unity and coherence.

3) **Opposite Words**

Vague
Impolite
Elaborate
End
Temporary
Dissuade
Least
Unsuccessful
Unspecific
Certainty
Individual
Subjective

- 4) a – 6; b – 4; c – 1; d – 3; e – 5; f – 2; g – 9; h – 7; i – 8; j – 10

Audio text for Activity 5

As one of the main instruments of communication at the workplace, memos have gradually acquired a distinctive style. They are usually written in a hurry and hence it is important that they should reveal the main message at a glance. If they look like there are several paragraphs to be read, then the chances are they will be put aside to be read later. So you should make your memo brief. At the same time it should be organised in such a way that it even looks brief.

Memos have always been used by government bureaucrats but their style is a little antiquated and outdated. They use the passive voice rather than the active. Their memos contain phrases like “It has been brought to the notice of the undersigned that” rather than “I have noticed that.....”. They refer to themselves in the third person (the use of ‘I’ is usually avoided) and get to the main message in an indirect manner. They will begin with an introduction which may consist of one or more sentences and then announce the main message. This kind of bureaucratic style of writing memos is no longer used. People who are busy at work do not have the time and patience to cut through yards of verbiage before reading the main message. The modern mode of writing memos advocates a direct style which avoids beating around the bush and goes to the message proper. Keeping them short and simple is the preferred way to write memos.

One must also think of the reader’s time when composing a memo. Write only what is important and what the receiver needs to know. Even though you may be tempted to do so, cut out the philosophy and your personal viewpoint. Make your communication readable, direct and transparent. This reflects upon your personality as a friendly, open and accessible person. Therefore, remember the cardinal rule of stating your subject directly and precisely. To illustrate with an example, if a doctor has been appointed to provide free medical check-up to all employees working in the organisation, how would you word it?

Which of the following subject lines is the most effective and clear?

- Welfare measures for all employees
- Follow-up action of the agreement with the Library union
- Free medical check-up for all employees and their families
- Doctor to visit the employees in order to provide free medical check-up

5) “Free medical check-up for all employees and their families” seems to be the most effective and clear subject line as the 1st and 2nd choices are very vague. They do not specify what the welfare measures are or what the nature of follow up action is. The fourth choice is long and states the obvious fact that a doctor will be coming to provide the free medical check-up. The 3rd choice is to the point and the message is easily understood.

6) Summary of the passage:

In today’s fast track life memos are popular choices for communication at the workplace. Memos have evolved over the years. From an indirect and verbose style used by government bureaucrats they have transformed into concise and direct messages. The main message is stated right at the start.

This is suited to the people busy at work, unable to read through long winding letters. The communication should be readable, direct and transparent. An effective memo reveals a friendly, open and accessible personality.

7)

MEMORANDUM

Lib/IC-17/12/2333

To: Head (Computer Division)

From: Assistant Librarian

Date: February 22nd 20xx

Subject: Requirement of Resources in the Library

The following are the requirements from the Computer division to enhance the library services:

- Computers for creating Researchers' Area for providing research facilities to students, faculty, visiting faculty and other users.
- Access to e-resources to be facilitated.
- Wi-Fi services for the staff and students.

Request you to do the needful at the earliest.

8) Office Order: (Appointment of Ms. Sheela Nair as Deputy Librarian):

No: PL/AP/2365/14

Date: 23/04/20xx

OFFICE ORDER

Sub: Appointment of Ms. Sheela Nair as Deputy Librarian

The Management and Advisory Council have decided to appoint Ms. Sheela Nair, Deputy Librarian. Selection was based on the interview held on 20th March, 20xx.

Vivek Bhatia
Secretary

To
Librarian, Public Library

Copy to:
Director, Documentation division
Director, Computer Division
Director, Finance Division

British Library,
Connaught Place
New Delhi-110001
Ph. 011- 23317445?

CIRCULAR

Ref no: GDL/KDJ/HF/LMK/17
4/2/20xx

Sub: Weekend Workshop “Book Worms” for Children

The British Library will be starting with a series of workshops titled “Book Worms” beginning from 11/02/20xx to 25/02/20xx. These will be held during the weekends. These workshops are for children aged between 5-15 years. These will incorporate activities and games that will make reading an enjoyable experience. Each workshop will include 20-25 children. Enrolments last till the slots are filled. Register your child soon and make him/her a bookworm!

Prashant Sharma
Librarian

13.10 REFERENCES AND FURTHER READING

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UNIT 14 EXTERNAL CORRESPONDENCE AT THE WORKPLACE

Structure

- 14.0 Objectives
- 14.1 Warm Up
- 14.2 Informal and Formal Letters
 - 14.2.1 Differences between Formal and Informal Letters
- 14.3 Letters: Layout and Contents
 - 14.3.1 Organising the Content
- 14.4 The Language of Official Writing
- 14.5 Reading Comprehension: Different Types of Letters
- 14.6 Vocabulary
- 14.7 Listening Comprehension: Dealing with Complaints
- 14.8 Writing
- 14.9 Grammar: Noun Clause
- 14.10 Summary
- 14.11 Answers to Activities
- 14.12 Answers to Self Check Exercises
- 14.13 References and Further Reading



14.0 OBJECTIVES

After reading this Unit, you will be able to:

- *describe what is external official correspondence;*
- explain the differences between formal and informal letters; and
- *write letters related to your context for example, Letter of Enquiry, Letter Seeking Information (query letter), Letter of Quotation and Follow up Letter*

14.1 WARM UP

The Five Laws of Library Science expounded by the world renowned librarian and teacher of library science Dr. S R Ranganathan, speaks volumes about the importance of library customers (Ranganathan called them “readers”). About 80 years have passed since he expounded these Laws. Librarianship has changed dramatically during these years. Application of computer and communication technology has transformed the way libraries function, and this in turn has made a significant change in the expectations of library users. In spite of all these changes, Ranganathan’s Five Laws are still relevant today.

The Five Laws are:

- 1) Books are for use



- 2) Every book has its reader
- 3) Every reader his book
- 4) Save the time of the reader
- 5) Library is a growing organism

If you dive deep into these Laws, you will notice that the “reader” or customer is implied in each one of them, especially the first four Laws. Read the book *Five Laws of Library Science* by Ranganathan and discuss each of the five laws and its implications on communication with library users.

14.2 INFORMAL AND FORMAL LETTERS

There are two letters written by the same person for different purposes. Are they the same in tone, format and content? What is same / different about them?

Letter 1

Apt # 505
Himalaya Apts.
Sector-9, Dwarka
New Delhi – 110075

Date: 23rd February 20xx

Dear Jatin,

How are you? I hope you are fine. I am on vacation. I am really enjoying myself reading. I have four books beside me and I am reading them one by one. I have borrowed them from my local library which fortunately keeps the latest books. At the moment, I am reading this wonderful thriller ‘Gone Girl’ by Gillian Flynn. It is quite the rage these days. I won’t tell you the story but do buy it or borrow it from a library. After you read it, it will be nice discussing the book with you.

How are your parents and others at home? Are you still working for The Heritage Library? When are you coming to Delhi? Do make it soon. Convey my regards to your parents.

With love
Samar

Letter 2

To
The Marketing Manager
The Entertainers
Jhandewalan
Delhi

Date: 22nd February 20xx

Sir,

Sub: Constant automatic shutdown of computer

We had written to you earlier and also complained several times verbally that the Personal Computer I bought from your showroom last month automatically shuts

down every few minutes and the matter typed gets lost. This is causing great hardship to me and is also considerably delaying my work.

From time to time, mechanics from your office have looked into the problem. However, they are unable to solve it.

I would be very grateful if some permanent measures are taken to resolve the issue at the earliest.

Thank You

Yours Sincerely
Samar

(Apt # 505, Himalaya Apts.
Sector-9, Dwarka, New Delhi - 110075)

Both letters are examples of external correspondence but the second letter is formal in tone and the content is in the nature of a complaint. The first letter is informal, casual in content and context.

14.2.1 Differences between Formal and Informal Letters

The differences between formal and informal letters are described in the Table 14.1.

Table 14.1: Formal and Informal Letters: Differences

Formal letter	Informal letter
It is written to make a specific point to a person/organisation known or unknown to us.	It can address different topics and is written to people you know.
Its primary aim is to convey information.	Generally it deals with private thoughts, feelings and topics of interest to the person to whom the letter is addressed.
It contains certain linguistic features which are formal in nature.	It contains expressions which characterise conversation – exclamatory expressions (How lovely!), questions (Why don't you come?), contracted forms (It'll take some time), etc.
It may talk about different subjects and even ramble a bit. There is no sense of organisation or logical continuity.	It may talk about different subjects and even ramble a bit. There is no sense of organisation or logical continuity.

Activity 1

Can you add some more differences?

.....

.....

14.3 LETTERS: LAYOUT AND CONTENTS

There are norms with regard to structure and layout for official letters. One commonly accepted format is described in this section.

Indira Gandhi National Open University **A**
Faculty of Library and Information Science
Maidan Garhi, New Delhi -110068
Phone. 011-11111111

12 October 20xx **B**

The Librarian **C**
Gurgaon

Dear Dr **D**

Subject: **E**

This layout has been firmly established as the most popular way of setting out letters, fax messages, etc. in business communications. The main feature of the fully blocked style is that all lines begin at the left hand margin. **F**

Open punctuation is usually used with the fully blocked layout. This means that no punctuation marks are required in the reference, date, address, salutation and closing section. Of course, essential punctuation must still be used in the text of the message itself. **F**

It is usual to leave out one clear line between each section. It is believed that this format is easy to produce, formal and makes good design sense. **F**

Please feel free to contact us for further details. **G**

Yours sincerely **H**

John Abraham **I**
Consultant

Encl: samples of letters **J**

Copy: **K**
All students
All faculty members

Now let us look at what the letters **A** to **K** stands for:

- A.** The letterhead, produced for the organisation as a whole.
- B. Date:** The popular format is day/month/year. Style dictates spelling out the month.
- C.** The recipient's address.
- D. Salutation:** If the name of the recipient is used in the address in the letter, it is the normal practice to use a personal salutation. For example:

Dear Mr. Khan, Dear Ashok, Dear Ms. Sharma, etc. On the other hand if the letter is generally to the organisation, then the more a formal salutation is the norm. For example: Dear Sirs.

- E. Subject line:** To give an indication of the subject or content of the letter. This line is normally placed one clear line space after the salutation.
- F. Body of the letter:** As already mentioned earlier, the fully blocked format is the most popular formatting for letters; business or otherwise.
- G. ‘Taking leave’ note:** This is meant to conclude the letter. Do it with a positive, future -focused tone.
- H. Complimentary close:** The close depends on the level of informality established by the salutation. Two most common closes are “ Yours faithfully”, used with Dear Sir/Madam and “Yours Sincerely” used with personalised salutations, Dear Mr. Khan, Dear Ms. Sharma, Dear Ashok.
- I. Name of the sender and designation:** The name of the sender and designation are important in business/official letters. In the case of a job application, a clearly spelt out name is equally important. When a letter is signed on behalf of the sender, it is usual to indicate this by writing “for” or “pp” in front of the sender’s name.
- J. Enclosures:** List the brief title(s) of the enclosure(s).
- K. Copies circulated (CC):** This is for the information of the recipient that you have copied the letter to X,Y and Z.

14.3.1 Organising the Content

We just discussed the layout and physical organisation of a letter, in the above section. What about the body or content of the letter? As in any piece of writing, the better organised the writing, the more effective the communication. Though content can be organised in several ways, one most popular way is as follows:

- i) Opening greeting/salutation
- ii) Connecting with the reader
- iii) Giving a reason for the letter/stating the purpose
- iv) Giving information or news
- v) Making the request/agreeing to a request
- vi) Specifying the action that needs to be taken
- vii) Concluding/“leave taking” note
- viii) The closing.

14.4 THE LANGUAGE OF OFFICIAL WRITING

We use language, both spoken and written, for specific purposes. The words and phrases used to convey one purpose would need to vary from what we use to fulfill another purpose. In this section we will focus on expressions that are and should be used in formal correspondence.

Chunks of language that serve a specific purpose can be referred to as structures. These are often formulaic expressions that fulfill language functions. They also provide different levels of formality to create a variety of moods. For example “I’m afraid this is not really possible” is a polite refusal. Look at the following variations to convey the same message:

- No way (*most informal*)
- Not possible
- Absolutely not
- This is simply impossible
- It seems difficult for this to happen
- I’m afraid this is not really possible
- I regret to inform you that this would be very difficult to make possible (*most formal*)



Now look at some of the functions in the following Table 14.2, which you will be expected to deal with often:

Table 14.2: Functions and Structures

Function	Structures
Opening greetings / salutations and closing	Sir/ Dear Sir/Madam/ Dear Madam / Dear Ms / Mr. Jha/ Dear Atul Jha Thank you, Yours sincerely Sincerely yours Dear Atul Thank you, Yours faithfully Yours truly (American)
Connecting with the reader and stating the purpose Giving a reason for writing	I am /We are writing to enquire /inform/ request/ ask for... Remind /bring to your notice / follow up on / complain regarding / about....
Expressing certainty / doubt	I / We assure you..., I am /We are convinced that / would surely.... I am/ We are not in a position to confirm / unable to confirm... I am/ We are not very sure regarding / about...
Emphasizing/focusing /attention/reminding	To be more specific / I / we would like to draw your attention to ... I / We wish to / would like to remind you ... Could you also.... We request you to ... We would like you to look into ...

Referring	<p>With reference to...</p> <p>I am / We are writing with reference to / in connection with ...</p> <p>This is in reference to...</p>
Giving opinions / suggestions/advice / recommendations/ offer assistance	<p>I / we would like to / wish to suggest / recommend / advice that</p> <p>It is our /my opinion /belief that ...</p> <p>I / We believe/think..., I am/We are sure /convinced that...</p> <p>I/We would be glad to / happy to assist/ help out ...</p> <p>If there is anything I / we could do</p> <p>If there is anything else you would like us / me to do ... I / we would be glad to help out in any other way...</p>
Obligation / Necessity	<p>I / We must insist on /that ...</p> <p>It is/ It will be necessary to...</p>
Apologizing	<p>I / We would like to apologize</p> <p>I / We regret</p> <p>I am / We are sorry for ...</p>
Agreeing/disagreeing / yes / no	<p>I/We would be glad to..., I am/We are pleased to...</p> <p>I'd / We'd be happy to ...</p> <p>Unfortunately I am / We are unable to....</p> <p>I'm/We're afraid ..., I/We can't agree with / can't agree to...</p>
Organising Signposts	Structures
Specifying the action	<p>I / We would like you to/wish you to</p> <p>Could you</p> <p>I/We require / request / need you to ...</p>
Taking leave	<p>Look forward to hearing from you / to your response/ to a positive reply/ response...</p> <p>I/We look forward to further contact / interaction ...</p> <p>Hoping for a quick / positive response...</p> <p>I/We request / await ... your confirmation / reply / agreement to / inputs in / more information on / about</p>

Instead of writing in a stilted, official language, use a more personal, down-to-earth style. It is true that there are certain conventions that we have to follow in business correspondence. But the tendency to use outdated phraseology makes our language stylised and pompous. See the letter given below:

Dear Mr. Sareen,

Thank you for your gracious letter of the 7th instant. In response to your query, I wish to state that the book you enquired about is no longer available with us. Be advised that D.C. Books could be of some help to you. You may address further correspondence to that firm for assistance in the matter.

Thank you,

Yours sincerely,

Hiten Saxena

Store Manager

Surely there are some words and phrases you would like to omit? We could replace words/phrases like 'gracious', 'of the 7th instant', 'I wish to state', and 'Be advised' with less archaic and more contemporary forms. Now read the re-written letter given below. Does it sound better?

Dear Mr. Sareen,

Thank you for your letter of 7th Oct 20xx.

The book that you enquired about is not available at our book store. We made some enquiries and found that it is available at D.C. Books. You may like to write to them for assistance.

Sincerely yours,

Hiten Saxena

Store Manager

Activity 2

Apart from being polite and clear, you should be concise too. Here are some more examples of words/phrases you must avoid in your writing. Can you replace them with concise forms? See the answers given at the end of the Unit to check your responses.

- 1) In due course
- 2) Please find attached the file you requested
- 3) It was realised by Mr. Sareen that we must cut down costs
- 4) There are some rules that must be observed
- 5) I beg to state that
- 6) After a dialogue with you

- 7) Causative factors
- 8) The issue of utmost importance is collaboration
- 9) Answer in the affirmative
- 10) In accordance/compliance with your request
- 11) Pursuant to our conversation
- 12) I enclose herewith the papers
- 13) Notwithstanding the fact that
- 14) In the majority of circumstances
- 15) In the event of

14.5 READING COMPREHENSION: DIFFERENT TYPES OF LETTERS

If we work in the library in any position, there are various letters we need to write in the course of a day. We will give you a sample of them in this section.

A very common letter is a letter of enquiry. Librarians have to place orders for books and other equipments required in a library. They may have to make enquiries before they place the order. Read the following letters:

Letter of Enquiry

These are generally addressed by prospective buyers to possible suppliers of goods/books to seek information regarding availability of goods/books and the terms and conditions of supply and delivery. Such a letter may include a description and specifications of goods/books required.

[Date]

[To - Name]

[Company]

[Address]

[City, State PIN code]

Subject: Catalogue of books required

Dear [Ms./Mr. last name]

We saw your advertisement in the last issue of the monthly magazine *Business Today*. We require books on Human Resource Management and Business Communication for our library in Connaught Place, New Delhi. We would like to have a look at some sample copies and their prices before we can place an order with you. Kindly send your catalogue so that we can know the titles available as well their prices.

Sincerely,

[Your name and designation]

[Library's address]

Letter Seeking Information (Query Letter)

External Correspondence at
the Workplace

[Date]

Your address if not
using letterhead
[City, State PIN code]

[To - Name]

[Company]

[Address]

[City, State PIN code]

Sub: Query Letter

Dear Sir/Madam,

Kindly let us know if you can able to supply the following journals along with prices:

- 1) Language Learning
- 2) American Journal of Speech-Language Pathology
- 3) Journal of Applied Developmental Psychology
- 4) Language and Language Teaching
- 5) Fortell: A Journal of Teaching English Language and Literature

This letter is only as a query letter and not an order for supply the above. Kindly intimate us about these journals at the earliest.

Thanks & regards,

[Your name and designation]

[Library's address]

Letter of Quotation

When an enquiry is received about books/goods from a prospective buyer, a letter of quotation has to be sent in reply. Complete information about the nature and quality of goods/books asked for, time and mode of delivery, prices, any additional charges for packing and shipping or other services, and terms of payment should be mentioned. The letter given below is written in response to a letter of enquiry (see above).

[Date]

[To - Name]

[Company]

[Address]

[City, State PIN code]

Dear [Ms./Mr. last name]

Thank you for showing interest in the books published by us. We have enclosed a copy of the catalogue of our books so that you can have an idea of the kind of

titles available, particularly in the area of Human Resource Management and Business Communication.

You will see that books have incorporated the latest trends in the business world. Our prices too are unbeatable and very reasonable. I would also like to mention that we have been working in this field for at about 7 years now and supply books to most of the well-known MBA institutes, college libraries and book stores across North India.

I am also enclosing an order form and a document detailing our terms and conditions of payment, discounts on bulk orders and mode of delivery for your attention and information. We also provide a replacement guarantee on our books in case of any problems/defects.

Looking forward to hearing from you soon.

Sincerely yours,

[Your name]

[Your address, if not using your letterhead]

- Enclosures: i) Catalogue
ii) Order form
iii) Document of details regarding payment etc.

Follow up letter 1

[Date]

[To - Name]

[Company]

[Address]

[City, State PIN code]

Dear [Ms./Mr. last name]

We have noticed that you have not been placing orders for books from us of late and we are wondering if there is a problem. If you have any complaints regarding our services please don't hesitate to call us and let us know the reason for your dissatisfaction. We are sure we can solve your problem.

We are enclosing a discount coupon valid for your next order as an incentive to continue buying from us.

We look forward to having you back as our valued customer.

Sincerely,

[Your name]

[Your address if not using company letterhead]

Activity 3

Follow up letter 2

Complete the letter given below.

[Date]

[To - Name]

[Company]

[Address]

[City, State PIN code]



Dear [Ms./Mr. last name]

It has been a month since we installed the touch screen computers in your library.

.....
.....
.....

Please help us to serve you better by filling in the enclosed customer feedback form.

.....
.....

Thank you for buying our product.

.....
.....

Sincerely,

[Your name]

Self Check Exercise

Note: i) Write your answers at the place given below.

ii) Check your answers with the answers given at the end of this Unit.

Now that you have seen how official letters are written for different purposes, answer the following questions:

1) What factors should be kept in mind while making an enquiry?

.....
.....
.....
.....
.....

2) What are the details that need to be included in a letter of quotation?

.....

.....

.....

.....

.....

14.6 VOCABULARY

Activity 4

Some words can be used as a noun, verb, adjective or adverb. For example, the word ‘sound’ can be used as a noun (‘The ugly sound of honking cars is a regular feature of life in Delhi’), as a verb (‘As soon as the siren sounded, the people left their work stations to go home’), as an adjective (‘She gave me sound advice’) or as an adverb (‘She slept soundly’).

Fill in the sentences below with the appropriate words given in the box. Remember to make the necessary changes in the word.

frequent	storm	question
----------	-------	----------

- 1)
 - a) Some formal letters are in the form of a questionnaire in which you have to answer a set of
 - b) When the Chief Librarian his subordinates about the missing file, they answered quite fearlessly.
 - c) His spirit has not dimmed with advancing years.
 - d) He looked at me
- 2)
 - a) The weather kept people at home.
 - b) The Documentation Officer..... out of the meeting after facing stiff opposition to his proposal.
 - c) The strike was like a in a teacup because it ended within a few hours of its beginning.
- 3)
 - a) The dewdrops glinted and in the morning sunshine.
 - b) The waters of the spring gushed out from the side of the mountain.
- 4)
 - a) He is a visitor to the Heritage Library, Delhi.
 - b) The Deputy Librarian noticed that the employees the cafeteria and concluded that they were either fond of eating or of shirking work.
 - c) After his retirement, the staff of the library spoke of him and with great affection.

14.7 LISTENING COMPREHENSION: DEALING WITH COMPLAINTS

All organisations receive complaints, if one doesn't; well there is something wrong with that organisation! Many organisations make good use of the complaints they receive, to refine the quality of the services they provide. Such complaints could be from customers, users of services, or internal employees themselves. There are different ways of making complaints, such as:

- On the spot, face-to-face
- Face-to-face after the incident is over
- Over telephone
- By letter or e-mail to the concerned person/department
- By letter or e-mail to the concerned person/department, with copy to the head of the organisation.
- By letter or e-mail to the head of the organisation.
- Publishing in newspaper.

Whatever be the channel, it is vital that such complaints are managed effectively. Some, you may be able to sort out on the spot itself, but in some cases you may have to write to the person who made the complaint. First and foremost, is for you to listen to the person making the complaint with full attention. Often that very act itself might pacify the person! It is also important that you understand the complaint fully. Don't try to be defensive, especially in front of other customers. Then it can blow up into a big issue! In the case of an oral complaint, if you can't resolve it on the spot, take note of the person who made the complaint, and tell him/her that you will get back after making necessary enquiries with the concerned colleagues. Always give a date by which you will get back, and the date should not be too farther.

Self Check Exercise

- Note:** i) Write your answer at the place given below.
- ii) Check your answer with the answers given at the end of this Unit.
- 3) Listen to the following tips on handling complaints. Fill in the blanks as you listen.

Some tips:

- Listen
- Ask questions tothe complaint fully
- Don't jump to and try to provide an instant solution
- Take note of the and..... of the person, and give an assurance that you will get back (give a definite date)
- Do get back as per thegiven
- Apologise, if the situationit
- Do not blame your, even if you know that he/she is at

- Do not let down your colleagues in front of
-in your reply that you have taken the complaint
- Your reply should have amentioned in it.

Activity 5

Suppose that you are the Librarian of a large and busy public library. Though you get complaints often, these are mostly oral complaints and you resolve the issue then and there after listening to the person who made the complaint.

One day you received a written complaint about a colleague of yours, from one of your users. The letter is reproduced below. Draft a formal reply to this letter, which you want to send to the person who had made the complaint.

To
 The Librarian
 Central Public Library
 Dear Sir

I have been a member of your Library for more than 10 years, and have benefitted a great deal from your services all these years. However, I had a bad experience today morning with one of your staff members, and I have decided to discontinue my membership of the library. Though I regret this decision, I have decided to do this because of the humiliation caused to me by your colleague, that too in front of many other users of the library.

I had borrowed a book from the library some weeks ago, and came to the library this morning with the book to get it renewed for another term. But staff member at the counter refused to renew the book, and kept it with it him. He told me that the library rule does not allow renewal of books for a third time. I pleaded with him saying that I was in the middle of preparing for an examination, and wanted the book badly. I was even prepared to pay the prescribed fines. He was adamant and flatly refused to give me the book.

I thought that it is important to bring this matter to your notice.

Yours faithfully

S. Banerjee
 Library member (Membership No: 12345)

14.8 WRITING

Activity 6

- 1) Make an enquiry to the university Librarian of IGNOU, New Delhi for permission to visit the library along with a group of students as part of their study tour to Delhi.

.....

.....

.....

- 2) You want to announce the catalogue of your new books for children. Write a cover letter for this and remember to include your website URL in your letter.

14.9 GRAMMAR: NOUN CLAUSE

Read the sentences below from the Unit:

- 1) We have noticed that you have not been placing orders for books from us of late and we are wondering if there is a problem.
- 2) We are sure we can solve your problem.

The clauses underlined above are noun clauses because they do the work of nouns.

- i) **As subject to the verb as in the sentence**, examples:

How the dog enter the library was a mystery.
Whatever happens, it is His will.

- ii) **As object to the verb as in the sentence**, examples:

We are confident that we will be able to enhance membership to this library.
The young girl knew who stole the book.
She also knew where the library was.

- iii) **A noun clause is object to a preposition**, example:

The librarian did not pay attention to what the user was saying.

How do you identify a noun clause in a sentence?

Ask the question “what” about the verb of the sentence and the group of words that give you the answer, will be the noun clause. Example

Research has proven that the sooner a complaint is resolved with the customer the greater the satisfaction...

Here you may ask “What has the research proven?” and the answer to this, “that the sooner a complaint...” is the noun clause.

The following words called **subordinating conjunctions** introduce noun clauses.

that	who	when	however	what	whoever
whenever	where	whatever	why	how	wherever
whether					

Self Check Exercise

Note: i) Write your answers at the place given below.

ii) Check your answers with the answers given at the end of this Unit.

4) Complete the following sentences by adding noun clauses as objects. Use the clues given in brackets and the appropriate subordinating conjunction.

- i) I don't know (get/money back).
- ii) Can anyone tell me(the matter/with him)?
- iii) Please confirm (you can come/on Sunday).
- iv) It is a good thing (he/working hard).
- v) The airhostess asked me(want/coffee, tea or juice).
- vi) I don't understand (she couldn't/ come/ event).
- vii) Preeti hasn't decided (go/Mumbai).
- viii) Jitendra didn't say (he/stay in Delhi).

5) Complete the sentences with appropriate noun clauses. We have done one for you.

- i) The Librarian said, “You ought to work harder.”
The Librarian told me that I ought to work harder.
The Librarian suggested that I ought to work harder.
- ii) The Librarian said, “Riya, why don't you go for an e-training course?”
The Librarian suggested
.....
The Librarian hoped

The Librarian wanted

iii) The Librarian told the staff, “please come to office on time.”

The Librarian advised

The Librarian hoped

The Librarian wanted

The Librarian suggested

iv) Aliya said, “I wish I didn’t have to work so hard.”

Aliya wished

Aliya hoped

Aliya wanted

v) The Chief Librarian said, “It is hard work that pays in the end, not
flattering the boss.”

The Chief Librarian advised

The Chief Librarian commented

The Chief Librarian suggested

14.10 SUMMARY

You have been made familiar with the format of an official letter and the kind of language that you should use in such a letter. We have also shown you the different between a formal and an informal letter. We have given you examples of various types of letters, such as letters of enquiry, complaint letter and quotation letter. In the listening section, we have given you tips on how to handle complaints. In the writing section, we have given you practice in writing different kinds of letters on your own. We hope you find the Unit useful and interesting.

14.11 ANSWERS TO ACTIVITIES

- 1) i) The formal letter contains the sender’s and receiver’s address whereas this is not required in the informal letter.
 - ii) In the formal letter we use salutations like Dear... while in the informal letter we use informal salutations like Dearest, My Dear, etc.
 - ii) The formal letter is concise and to the point whereas an informal letter is like an extended long distance private conversation.
- 2) 1) Soon
 - 2) The file you requested is attached
 - 3) Mr. Sareen realised that we must cut down costs
 - 4) Some rules must be observed
 - 5) I wish to say
 - 6) After talking to you
 - 7) causes

- 8) The most important issue is collaboration
 - 9) answer/say yes
 - 10) as you asked for/ requested
 - 11) after what we talked / spoke about
 - 12) I enclose the papers
 - 13) Although/ even though
 - 14) Usually
 - 15) If
- 3) Dear [Ms. /Mr. last name]

It has been a month since we installed new touch screen computers in your library. I am writing to know if they are functioning properly and taking care of your needs. Please help us to serve you better by filling in the enclosed customer feedback form. It will take a few minutes to do so. To return it to us, simply drop the completed form into a post box as it is already stamped and addressed to us.

Thanks for buying our products. If there is anything further I can do for you, please feel free to call us at the numbers given on the letterhead.

Sincerely,

Name and Designation

- 4)
- 1) a) questions (Noun) b) questioned (Verb) c) questioning (Adjective)
 d) questioningly (Adverb)
 - 2) a) stormy (Adjective) b) stormed (Verb) c) storm (Noun)
 - 3) a) sparkled (Verb) b) sparkling (Adjective)
 - 4) a) frequent (Adjective) b) frequented (Verb) c) frequently (Adjective)
- 5)

25 August 20xx

Mr. S Banerjee
[Address]
[City, State PIN code]

Dear Mr. Banerjee

Sub: Complaint about behaviour of library staff

I acknowledge the receipt of your letter of complaint dated 20 August. I am sorry for the inconvenience caused to you. However, you will appreciate that every library has its own rules and it becomes difficult to break the rules for a particular user.

However, in this case, since you were preparing for your examination we might have made an exception. May I request you not to discontinue your membership on account of this incidence.

You may meet me when you visit the library next, so that we could discuss the matter. I know that you have been a serious and regular user of the library for many years. Any feedback you can provide will be of great value to the library.

Please feel free to contact me on telephone, so that we can agree a mutually convenient time to meet.

My phone number is 22222222 and mobile number 9888888888.

Looking forward to meet you soon

Yours sincerely

Anil Madan
Librarian

6)

1 19-01-20xx

To
The Librarian
IGNOU
Maidan Garhi
New Delhi - 110068

Subject: Permission to Visit your Library

Dear Mr. Sinha,

I am an Associate Professor at Department of Library and Information Science, Gulbarga University, Gulbarga, Karnataka. We are organising a study tour for our students (15 girls, and 19 boys) to New Delhi from 20th-27th February, 20xx. We would like to visit your library during this time. This is to seek your permission to visit the IGNOU library. I expect a positive response from you.

Sincerely,

Kritika Gulati
Associate Professor,
Department of Library and Information Science,
Gulbarga University
Gulbarga
Karnataka- 585106

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 New Delhi-110054
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20.1.20xx

*The Librarian,
 Name of the School*

*Address
 City, State*

Dear Mr. /Ms. Last Name,

Get your children to fall in love with books! We offer you a whole new world of literature that your children can explore.

Let them delve into the enchanting world of Aesop's fables and Panchatantra tales. Let them have a taste of the Dickensian classics. Let them have a brush with the adventures of Alice and Robinson Crusoe. Also find works of the up and coming authors writing for children. All this and much more at The Bookmark.

We are enclosing a catalogue with all the titles available at our store. Visit our store at South Extension-II or our website www.thebookmark.com for more details.

A trip to our little haven before the 15th of March, 20xx will get you an assured 15% discount on the bill. We look forward to you joining hands with The Bookmark.

Sincerely,

XYZ

14.12 ANSWERS TO SELF CHECK EXERCISES

- 1) In a letter of enquiry one must ensure that one has asked for all the information that one needs regarding the availability of goods and the terms and conditions of supply and delivery. One may include a description and specifications of the goods required.
- 2) The letter of quotation is the response to a letter of enquiry from a prospective buyer. It should contain complete information about the nature and quality of goods asked for, time and mode of delivery, prices, any additional charges for packing and shipping or other services and terms of payment.

3) Audio text: Tips on handling complaints

- Listen attentively
- Ask questions to understand the complaint fully
- Don't jump to conclusions and try to provide an instant solution
- Take note of the address and telephone number of the person, and give an assurance that you will get back (give a definite date)
- Do get back as per the assurance given
- Apologise, if the situation warrants it
- Do not blame your colleague (s), even if you know that he/she is at fault
- Do not let down your colleagues in front of customers
- Demonstrate in your reply that you have taken the complaint seriously
- Your reply should have a solution mentioned in it.

4) Completed sentences:

- i) I don't know **how to get the money back.**
- ii) Can anyone tell me **what's the matter with him?**
- iii) Please confirm **when you can come on Sunday.**
- iv) It is a good thing **that he is working hard.**
- v) The airhostess asked me **whether I wanted coffee, tea or juice.**
- vi) I don't understand **why she couldn't come for the event.**
- vii) Preeti hasn't decided **how she should go to Mumbai.**
- viii) Jitendra didn't say **where he stayed in Delhi.**

5) Completed sentences with appropriate noun clauses:

- i) The Librarian suggested **that Riya should go for an e-training course.**
The Librarian hoped **that Riya may go for an e-training course.**
The Librarian **wanted Riya to go for an e-training course.**
- ii) The Librarian advised **the staff to come to the office on time.**
The Librarian **hoped that the staff would come to office on time.**
The Librarian wanted **the staff to come to office on time.**
The Librarian **suggested that the staff should come to office on time.**
- iii) Aliya wished **that she didn't have to work so hard.**
Aliya hoped **that she didn't have to work so hard.**
Aliya wanted **that she should not have to work so hard.**
- iv) The Chief Librarian advised the group **that it is hard work that paid off in the end, not flattering the boss.**
The Chief Librarian commented **that it is hard work that paid off in the end, not flattering the boss.**
The Chief Librarian suggested **that it is hard work that paid off in the end, not flattering the boss.**

14.13 REFERENCES AND FURTHER READING

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