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Uses of English

SEMESTER VI

ENGLISH

BLOCK- 1



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COURSE INTRODUCTION

The paper titled 'Uses of English' contains fundamental aspects of language skills with particular emphasis on written communication. It contains units on structure of writing in English, news writing, column writing, press release, English for business communication, advertisement writings, science writing, review writing, opinion writing, translation, editing, proof reading, resume writing, personal letters and employment correspondence. The course is designed in a way to enable the learners to develop these writing skills and be more confident in terms of their expression or communication and thereby find these aspects applicable in the practical experience of their daily lives.

BLOCK INTRODUCTION

In the first block, Unit 1 introduces the learner to the ‘Structures of Writing in English’ through a systematic approach to the features of the language at the levels of morphemes, words, phrases and clauses. It discusses the cohesive structures and devices for various kinds of textual writing such as essays and articles, while also highlighting the importance of editing various forms of writing to make them reader friendly. Unit 2 takes up ‘English for News Writing’ which discusses the demands of style and language while writing news for various medium such as print, cyber, audio and audio-visual media, each of which have their own specific requirements. Unit 3 is on ‘Column Writing’ particularly for newspapers and Unit 4 is on writing ‘Press Release’ particularly for the public domain or the media.

Unit 5 takes up ‘Letter Writing’ to highlight its various forms and practices followed by Unit 6 which is based on ‘Business Communication’ taking up the exchange of ideas and information at various levels in our proffesional lives, while focusing on the formal exchanges that takes place regularly at work places. It chalks out the entire communicative process such as various types and channels of communication, networks and methods of communication, while also discussing communicative barriers that can be tackled through effective communication. At the end of the block, Unit 7 discusses ‘Advertisement Writings’ that highlights aspects of conceptualisation, execution of creative ideas and the major role of advertisement in the media.

After going through the units of the first block, the learner will be able to discuss the different concepts of writing in a detailed manner. While going through a unit, you may also notice some text boxes, which have been included to help you know some of the difficult terms and concepts. You will also read about some relevant ideas and concepts in "LET US KNOW" along with the text. We have kept "CHECK YOUR PROGRESS" questions in each unit which have been designed to self-check your progress of study. It is important to note that the Self Learning Material (SLM) is not an end in itself and the learners are strongly advised to consult the references and other resources recommended for reading.

UNIT 1 : STRUCTURE OF WRITING IN ENGLISH

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Cohesive Structure of Writing

1.4 Structure of Paragraphs

1.5 Writing Process of Paragraphs

1.6 Structure of Essays and Articles

1.7 Editing Your Writing

1.8 Let us Sum up

1.9 Further Reading

1.10 Answers to Check Your Progress

1.11 Model Questions

1.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- apply the concept of structure in language
- explain the structural organisation of a piece of text
- examine the different perspectives of the writing process

1.2 INTRODUCTION

Language whether spoken or written is structured at different levels. In spoken language, we make certain sound patterns. These sound patterns follow a definite structure. This is a distinct field of study that comes within the purview of structural phonology. Here, our concern is with the structure of written language.

One of the ways by which we can study the structure of written language is to analyse the feature of the language at the levels of morphemes, words, phrases, clauses, sentences in a hierarchical structure.

Sentences	**Sentences**
are analysed into clauses	are used to build clauses
are analysed into phrases	are used to build phrases

are analysed into words are used to build words

are analysed into morphemes are used to build morphemes

In a five rank hierarchical structure, we use the following concepts:

- **Morpheme** as the smallest unit of language. Let us discuss the concept of the morpheme by taking the four words in the column below to bring out their smallest meaningful component in column B.

A	**B**
unhappiness	un + happy + ness
books	book + s
dislike	dis + like
cat	cat

The word 'unhappiness' has the prefix un, the root word happy and the suffix ness. All these three elements are morphemes. Since then morpheme 'happy' has the status of a word, it is called a free morpheme. But prefixes and suffixes do not enjoy the status of isolated words, they are attached to (bound to) a free morpheme and hence they are called bound morphemes. In column 'B', the bound morphemes are un, ness, -s and dis while the free morphemes are happy, book, like and cat. We analyse the structure of words with the help of morphemes.

- **Phrases** are also structured entities. Most phrases can be analysed in terms of an expansion of a central element – the noun as the following examples show:

trees

the trees

the tall trees

all the tall trees

all the tall trees in the forest

The internal structure of the above phrases can be described by using various levels. For example take the phrase "all the tall trees in the forest". Its structure is : pre determines (all) : determiner (the) + adj phrase (tall) + noun (trees) + preposition phrase (in the forest).

- **Clauses** are also structured entities. The various units that make up the structure of a clause can be described by using functional levels like *subject* (S), *verb* (V), *complement* (C), *object* (O) and *adverbial* (A). You are familiar with the basic clause types analysed in terms of S+V, S+V+A, S+V+C, S+V+O, S+V+O+A, S+V+O+C and S+V+O+O. There are several other approaches to the analysis of clause structure each making use of other labels. But these aspects are beyond the scope of this unit.

  From the concept of morpheme we proceed to the concept of word. and then proceed to the concept of phrase. From phrase we proceed to the concept of the clause and then to the sentence.

- The **sentence** is obviously a structured entity. It is made up of words, phrases and clauses that follows a definite structure. The words that form the sentence belong to different classes (or parts of speech) each having its own functions. There must be grammatical links between words in a sentence structure. These links are signaled by concord or agreement. The term **concord** refers to a type of grammatical relationship between two or more elements in a sentence, in which both or all elements highlight a particular feature. For example, the English third person singular noun/subject occurs with a singular verb and plural noun/subject occurs with a plural verb e.g.

  He walks. (Singular verb)

  They walk. (Plural verb)

  From the level of the sentence we now proceed to the next higher level in the hierarchy of language structure. We can also refer to this level as **text**. Let us take the term 'text' here for our unit. We can describe text as a piece of spoken or written language performing a communicative function. The words 'NO SMOKING' is also a text because it performs a communicative function. But let us use the word 'text' as synonymous with paragraphs or essays in the sense that they are units larger than the sentence. In the remaining part of this unit we shall analyse the structure of the paragraph and the essay as examples of the structure of writing.



CHECK YOUR PROGRESS

Q 1: We have stated that a text performs a communicative function. What communicative functions do these texts perform? (One is done for you)

(a) WEAK BRIDGE : Warning

(b) KEEP HEADS AND HANDS INSIDE: _____

(c) SILENCE (in libraries):_____

(d) PLEASE ENTER BY THE LEFT GATE: _____

(e) May I come in, please? : _____

(f) Could you open the window? : _____

1.3 COHESIVE STRUCTURE OF WRITING

As advance level users of English, you often write or are required to write 'compositions' larger than a sentence. It may be

- a passage on a topic which could include paragraphs that show examples i.e. illustrates something, narrates some event, describes something, analyses a process, classifies something and so on.
- an essay on a topic which could include narrative essays, descriptive essays or argumentative essays.
- a report on an event or activity.
- a letter either personal or demi-official or official.
- a story or a poem or even a larger piece of creative text and so on.

What characterises these 'compositions' or 'texts' as they are generally called is that the sentences in the text display some kind of mutual dependence. They do not occur at random. They occur as a cohesive piece of text showing an interrelationship between each sentence. As writers, your primary concern should be to ensure that there is cohesion among the sentences in a piece of text. We can achieve this cohesion through several means, notably the following:

- **Using Overt Connectives**: These are formal markers which relate to what is about to be mentioned as well as to what has been said or

mentioned before. They could include:

- ***Additive***: and, or, furthermore, similarly, in addition.
- ***Contrastive***: but, however, on the other hand, nevertheless.
- ***Causal****:* so, consequently, for this reason, it follows from this.
- ***Time relational***: then, after that, an hour later, finally, at last.

Example: I left early, However, Dilip stayed on till the end.

- **Using Co-reference Features**: Features in a piece of writing whose meaning does not become clear without referring to some other features in the text are what is known as co-referential features in a piece of text. Two types of relations are recognised:
  - ***Anaphoric relationship or anaphora***: The use of a word or phrase that refers back to another word or phrase which was used earlier in a text or conversation is called anaphora and the relationship that is created is called anaphoric relationship.

    Example: The poor couple were living laboriously on the husband's small salary. Two children had been born since their marriage…

    In the second sentence 'their 'refers back to' the poor couple'.
  - ***Cataphoric relationship or cataphora***: The use of a word or phrase which refers forward to another word or phrase that will be used later in the texts or conversation is called cataphora and the relationship that is created is called cataphoric relationship.

    Example: He had found several friends of his family, old people behind the times.

    "Several friends" refers forward to "old people behinds the times".
- **Substitution:** The replacement of a word or a phrase used previously with another without affecting the meaning is called substitution.

  Example: He bought a shirt from 'Pantaloons". His friend bought one too.
- **Ellipses**: In ellipses, a piece of structure is omitted and can be recovered only from the preceding part of the composition or speech.

  Example: Where did you meet Mr. Singh? In a conference at Delhi.
- **Repeated Forms**: In subsequent sentence in a paragraph, an

expression is repeated in whole or in part.

Example: Sachin Tendulkar after completing his 43rd century helped India to draw the first test against Sri Lanka. Tendulkar also became the first cricketer to cross 30,000 runs in International Cricket.

- **Lexical Relationship**: It is a device in which one word enters into a structural relationship with another.

  Example: The food in the reception was excellent. I liked the chilly chicken best.

- **Comparison:** It is a device in which a compared expression is presupposed in the previous sentences.

  Example: During the rainy season, most of the roads of the town become bad. But one street becomes worse. All the above mentioned cohesive links go a long way toward explaining how sentences of a text hang together.



CHECK YOUR PROGRESS

Q 2: Paragraphs are often highly cohesive entities. The cohesive ties stands out very clearly if the sentences are shuffled in a random order. Below you will find a few sentences shuffled in a random order. Reconstitute the original sequence by considering the nature of these ties:

(a) There is nothing here to fight over except a vast and frozen wasteland.

(b) It is being fought on the highest battlefield in the world and hundreds have already died.

(c) It is a war neither side wants.

(d) Yet over 90 per cent of the casualties have been caused by the extreme cold and forbidding terrain.

(e) Yet, it has lasted eight years and shows no signs of abating.

(f) Yet each of the two arrives spends nearly 3 crore every day just to keep the battle and the troops supplied.

1.4 STRUCTURE OF PARAGRAPHS

The paragraph is the unit that is larger than the sentence. It consists of a group of sentences that are organised in a cohesive structure to make a point. A good paragraph has three qualities – *a central controlling idea, adequate development of that idea* and *coherent connections* between the parts of the paragraph. Let us illustrate these points by taking the following paragraph in the box:

Flamingos are social birds which live together in harmony. There are different species of flamingos. These are found in tropical and subtropical areas of the North East India, the Middle East, Western Mediterranean and Africa. At times the birds can also be found in limited numbers, in northern Europe and Siberia. Flamingos are active both in the day and night. As they stand mostly in water, the find food by using their legs to stir up mud. Using their beaks, they than sift through the mud and eat seeds, algae, crustaceans and molluscs. They have webbed feet and can often be seen standing on one foot. Flamingos fly with their heads and necks stretched out in front and their legs held out behind. They are also good swimmers.

[Back cover of the NCERT English XII text book Flamingo]

- **A Central Controlling Idea**: The central controlling idea is often contained in a single sentence, commonly called the topic sentence. Governing the content and the development of the paragraph, the topic sentence sets the stage for every sentence and every detail used in the paragraph to support the central idea. The topic sentence of the above paragraph is the first sentence. It contains the main idea of this paragraph that flamingos are social birds which live together in harmony.
- **Adequate Development of the Idea**: Once you have a central controlling idea for a paragraph, you must say enough about the idea to put it across to your reader. In the above paragraph, the author develops the idea by giving different pieces of information about the bird.

Different species

Social birds Found in North East India, Middle East etc.

Living in harmony Active both in the day and night

Stand mostly in water

Behaviour

The idea is developed in five supporting sentence which contain facts and details growing out of the main point in the topic sentence.

- **Coherent Connections**: A paragraph is coherent when the relationships between parts are clear, smooth and logical. The reader must be able to move easily from one sentence to the next and from one idea to the next, seeing their connection to one another and to the paragraph's central idea. There are two commonly used ways to achieve this smooth flow of thought: cohesion and coherence. Cohesion is achieved in the given paragraph by the use of various linking devices, overt and covert connectives etc. Coherence is achieved by a clear thought pattern with a logical arrangement of ideas and details within the paragraph structure.

1.5 WRITING PROCESS OF PARAGRAPHS

In order to write a paragraph, a writer has to go through several steps, each step bringing him closer to a finished paragraph. All these steps, taken together constitute the writing process for paragraphs. The following steps can be helpful:

- **Prewrite**: Before writing, you would like to ask yourself the following two questions:
  - What do I want to say?
  - Who will read this?

  You must think about the topic you want to write and decide what exactly you want to say. You are most likely to have something interesting to say if you already know something about the topic. Focus on a single idea that you can cover in a paragraph.
- **Writing Your Topic Sentence**: The main part of your paragraph is the main idea you want to get across about your topic. A main point

is the one that interests you; one that you can show, explain, or prove, and one that is limited to one single idea.

- **Supporting Your Main Point**: Support your main point with details or facts that show, explain or prove your main point. They usually follow the topic sentence and make up the body of the paragraph.
- **Arranging Ideas in a Logical Order**: Order means the sequence in which you present your ideas, what comes first, what comes next, and so on. If you do not put your points in a logical order, the paragraph will not be coherent.
- **Revising the Paragraph***:* Revising and editing are two different ways to improve your writing. Revising is changing the ideas in your writing to make it clearer, stronger and more convincing. When revising, you may add, delete or modify whole sentences. Editing is finding and correcting problems with grammar, style, usage and punctuation. While editing, you usually add, cut or change words and phrases to ensure cohesion of the passage and any other feature of writing that needs to be stressed.

1.6 STRUCTURE OF ESSAYS AND ARTICLES

An essay or article (often called 'text') is constructed much like a paragraph but on a larger scale. It is a piece of composition or writing with more than one paragraph. The parts of an essay correspond to the parts of a paragraph. Just as a paragraph has a central controlling idea or topic sentence to which each sentence contributes, so an essay contains a controlling idea to which each paragraph contributes. In fact, the three qualities of an effective paragraph are the qualities of an effective composition as well:

- a central idea
- adequate development and
- 3 coherent connections between the parts.

The difference between a paragraph and an essay or an article may be one of size. For instance, the paragraph about Flamingos mentioned in subsection 1.4 could easily be expanded to a full article or essay.

If the paragraph about flamingos were expanded to a full essay, the topic sentence would become the thesis statement or central idea and the five points would become topic sentences of paragraphs. You would expand each point, probably through details and create links between paragraphs, add an introduction, a conclusion and a title. Thus, when you analyse the structure of an essay, it becomes necessary to begin with the introduction.

- **Introduction**: Think of your introductory paragraph as a marketing challenge. A good introduction
  - should catch reader's attention
  - should present the controlling idea of the essay
  - should give readers a clear idea of what the essay will cover.

  The following examples will show how an essay should be begun started with its Introduction :
  - ***A direct statement***:

    "There is no end to the making of books. Nor does there seem to be any end to the making of lists of great books" (Mortimer Adler "What is a Great Book?")
  - ***An anecdote***:

    "You know that I once wrote a book called *The Discovery of India*. I was engaged in that search long before I wrote that book". (Jawaharlal Nehru "Advice to Youth").
  - ***A startling statement***:

    Socrates was called "the first martyr of philosophy". This means that he was the first man to be put to death because he loved and tried to find wisdom and truth" (J.B. Neilson: Socrates).
  - ***Repetition of title***:

    "In the play *Julius Caesar*, Cassius tells Brutus, "Men at some times are masters of their fate". But are we really masters of our fate? Or is everything we do determined and preordained" (Stephen Hawking: "Is Everything Determined?").
  - ***A curious statement***:

    "The behaviour of the Hindus in public places tends to be

extraordinary, unnaturally, and very often illegally quarrelsome" (Nirad C. Choudhury: "Our Behaviour").

When we study the opening sentences of these well-known authors we can see how these authors have tried to interest the reader as well as lead them into the topic sentence towards developing their ideas in the essays.

- **Transition Between Paragraphs**:

Transition between paragraphs is made in the same methods as links are made within paragraphs. Here, however, you are connecting the 'immediate' paragraph with the one before or after together with 'other' paragraphs and within the structure of the entire composition. Thus, cohesion and coherence are the two most important elements that help to achieve a smooth transition between paragraphs.

Here is a piece of text taken from Shiv Khera's book *You Can Win*. It is an essay on what is known today as "broad based education" – the goal being making students "all-rounder" as they say. Read the essay carefully and find out for yourself how the author achieves cohesion and coherence in this brief essay titled "What is Broad Based Education?"

- **What is a Broad Based Education?**

Some animals in a forest decided to start a school. The students included a bird, a squirrel, a fish, a dog, a rabbit, and a mentally retarded eel. A board was formed and it was decided that flying, tree climbing, swimming and burrowing would be part of the curriculum in order to give a broad based education. All animals were required to take all subjects.

The bird was excellent at flying and was getting A but when it came to burrowing, it kept breaking its beak and wings and started failing. Pretty soon, it started making C in flying and of course in tree climbing and swimming it was getting F. The squirrel was great at tree climbing and was getting A, but was failing in swimming. The fish was the best swimmer but couldn't get out of the water and got F in everything else. The dog didn't join the

school, stopped paying taxes and kept fighting with the administration to include barking as part of the curriculum. The rabbit got A in burrowing but tree climbing was a real problem. It kept falling and landing on its head, suffered brain damage, and soon couldn't even burrow properly and got C in that too.

The mentally retarded eel, who did everything half as well, became the valedictorian of the class. The board was happy because everybody was getting a broad-based education.

What a broad based education really means is that the student is prepared for life, without losing their areas of specialization or competence.

- **A Conclusion**:

A conclusion is an indispensable part of an essay or an article. The function of the conclusion is to drive the main point home one final time. A good conclusion:

- should refer back to the main point
- should sum up what has been covered in the essay
- should make further observation or point

It should give a sense of completion to the piece of writing. To illustrate this point here is a small essay on the title "On Being Educated" by Socrates. Read the essay and see how linkers like "first", 'next", "further more" and "most important of all" contribute towards making the essay cohesive and coherent. Besides, the essay shows how the conclusion sums up the argument of the essay.

- **On Being Educated:**

Whom, do I call educated?

First, those who manage well the circumstances which they encounter day by day; and those who can judge situations appropriately as they arise and rarely miss the suitable course of action.

Next, those who are honorable in their dealings with all men, bearing easily what is unpleasant or offensive in others, and being as reasonable with their associates as is humanly possible.

Furthermore, those who hold their pleasures always under control and are not unduly overcome by their misfortunes, bearing up under them bravely and in a manner worthy of our common nature.

Most important of all, those who are not spoiled by their successes, who do not desert their true selves, but hold their ground steadfastly as wise and sober-minded men, rejoicing no more in the good things that have come to them through chance than in those which through their own nature and intelligence are theirs since birth.

Those who have a character which is in accord, not with one of these things, but with all of them these are educated – possessed of all the virtues.

(Socrates 470-399B.C.)

Here is another conclusion of a wonderful piece of writing by Jawaharlal Nehru titled “In a Train”. Read it carefully and note how the essay ends with something like a dying fall!

The desert is covered with darkness, but the train rushes on to its appointed goal. So also perhaps humanity is stumbling along though the night is dark and the goal hidden from us. Soon the day will come, and instead of the desert there will be the blue green sea to greet us.



CHECK YOUR PROGRESS

Q 3: Here is an article on “Abou Ben Adhem” by Isaac Asimov. The paragraphs are not in proper sequence. Read the paragraphs and re-organise them in proper sequence.

(a) I didn’t really expect him to be grateful for this new light I was shedding on Leigh Hunt’s poem, so I wasn’t surprised when he pointed his thumb quietly at the door. I left (knowing the way, for I had been ejected for obstreperous behaviour on several previous occasions) and the class discussion

went on without me.

(b) The next night the angel reappeared “And show’d the names whom love of God had bless’d/And lo! Ben Adhem’s name led all the rest”.

(c) But, as I discovered afterwards, Abou ben Adhem had been effectively punctured and the teacher had gone on to discuss other matters, so I suppose I won out.

(d) I knew the poem and had a pretty good notion as to the course of the class discussion planned for the next day by the teacher. There would be little homilies about how to love God meant to love mankind and vice versa. I agreed with that, but thought it would be rather dull to spend time on so self evident a proposition. Could not some alternate meaning be wrenched out of the miserably unsubtle poem? I could find none.

(e) Blinding inspiration struck me. I raised my hand violently and when the teacher nodded at me, I said, with a beatific smile. ‘Alphabetical order, Sir!’.

(f) Once in junior high school, my English teacher gave the class the assignment of reading and pondering on Leigh Hunt’s poem ‘Abou Ben Adhem’. Perhaps you remember it.

(g) The next day, our English teacher, with a kindly smile, asked. ‘Now, class, who will volunteer to tell me why Abou Ben Adhem’s name led all the rest?’.

(h) Abou Ben Adhem awoke one night from a deep dream of peace and found an angel making a list of the names of those who loved God. Ben Adhem naturally wanted to know if he was included and was told he wasn’t. Humbly he asked to be included as one who loved his fellow men, at least.

1.7 EDITING YOUR WRITING

In 1.4 and 1.5 we have studied the structure of the paragraph and in 1.6 we discussed the structure of the essay. We tried to see how the

writing is structured into a cohesive and coherent piece of writing. This section focuses on the last step in the process of writing that is the process of editing. In editing, you must ensure that your ideas are expressed correctly and well. You must find and correct problems with grammar, style, usage, punctuation and mechanics. Also you may like to revise, amend or rephrase certain words, phrases and sentences.

While editing, the foremost principle is to make the passage readable. You must make sure that your writing is precise, clear and appealing to the reader. Writing is *precise* when words are used in the way they should be used. It is *clear* when simple sentences and correct grammar are used. Sharp, descriptive words can appeal to the reader's senses to bring him or her close to action, while you are at your editing make use of your dictionary quite freely. You may have doubts with the spelling or grammar of a word. Do not hesitate to consult a dictionary not only for the speaking or meaning but to understand how the word is used in a sentences.

Your words need to create a clear, strong picture for your readers. Vague and abstract words are so general that your readers may not understand what you mean. Remember that in writing you have only your words to help you get your points across, so choose them correctly.



1.8 LET US SUM UP

In this unit, we have learnt that the concept of the morpheme is used as the smallest unit of language in a five rank hierarchical structure. Phrases are also structured entities. Most phrases can be analysed in terms of an expansion of a central element- the noun. Clauses are also structured entities. The various units that make up the structure of a clause can be described by using functional levels like subject (S), verb (V), complement (C), object (O) and adverbial (A). A text can be defined as a piece of spoken or written language performing a communicative function. We have also discussed

anaphora and anaphoric relationship, cataphora and cataphoric relationship, substitution, ellipses, etc. After reading this unit, we have been familiarised with 'lexical relationship' which is a device in which one word enters into the structural relationship with another and also 'comparison' which means a compared expression is presupposed in the previous sentences. Apart from these, we must remember the two ways by means of which a smooth flow of thought can be achieved while writing a paragraph; they are: Cohesion and Coherence. Cohesion is achieved by linking devices, overt and covert connectives, etc. whereas Coherence is achieved by a clear thought pattern with a logical arrangement of ideas and details within the paragraph structure. Lastly, we have learnt that an essay or an article (often called a 'text') is constructed much like a paragraph but on a larger scale. It is a piece of composition or writing with more than one paragraph. You are now familiar with the structure of language and capable of pointing out the various perspectives of the writing process.



1.9 FURTHER READING

1) Anker, S. (1998). *Real Writing*. Bedford Books, Boston.

2) Brown, G. and Yuke, G. (1983). *Discourse Analysis*, Cambridge.

3) Crystal, D. (1987). *The Cambridge Encyclopaedia of Language*, Cambridge.

4) Seely, John. (1998) *Oxford Guide to Effective Writing and Speaking.* Oxford University Press.



1.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (a) Warning (b) Warning (c) Instruction (d) Instruction (e) Request (f) Request

Ans to Q No 2: (a), (f), (c), (d), (b), (c).

Ans to Q No 3: (f), (d), (h), (b), (g), (e), (a), (c).



1.11 MODEL QUESTIONS

Q 1: Rearrange the following sentences to make a meaningful paragraph:

(a) It was centrally situated– close to the post office, close to the market– and was yet isolated and away from the common din,

(b) I recently had the very pleasant experience of staying at a guest house in one of the hill resorts.

(c) There were pleasant views to be had from there, it had excellent cuisine and I was well looked after by one of the most charming hostesses one could find anywhere.

(d) A friend of mine had earlier recommended the place to me claiming for it all the facilities which most of the boarding houses advertise but generally lack.

Q 2: Write a paragraph on one of the topics.

(a) In a train

(b) Wildlife protection

(c) Traffic jams

Q 3: Write an article on any on of the following topics:

(a) The Brahmaputra

(b) The spring season

(c) Science and progress

Q 4: What are the qualities of an effective composition?

Q 5: What is meant by substitution?

Q 6: What are the steps to be followed to write a paragraph?

Q 7: Discuss in detail the structure of an essay or an article.

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UNIT 2 : ENGLISH FOR NEWS WRITING

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Language and Style of Indian Media

2.4 Language and Style for Print and Cyber Media

2.5 Language and Style for Radio

2.6 Language and Style for Television

2.7 Let us Sum up

2.8 Further Reading

2.9 Answers to Check Your Progress

2.10 Model Questions

2.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- gain an idea on news writing for the television and the radio
- describe the news writing style and use of language in the Indian media.
- distinguish between news writing style for radio and TV.
- identify the rules for writing news for both print and cyber media.

2.2 INTRODUCTION

In the previous unit you have already learnt about usage of the English language regarding different matters of the editorial page. In this unit you will learn about the use of English language in the context of news. Although, both the editorial and news form parts of the same newspaper, the kind of language used is different. An editorial rests more on views. Again, writing news for print media is different from writing news for audio and audio visual media and thus there again a difference between writing for audio and audio-visual media. This is mainly because in each case, the demands of the medium are different and so is the

target audience. In this unit, we shall learn about the rules of language and style to be followed while writing news for print media, cyber media, audio media and audio-visual media while also consciously trying to understand the demands of each medium.

However before that, let us gain a brief overview of the style and basic language use followed by the English language media in our country.

2.3 LANGUAGE AND STYLE OF INDIAN MEDIA

English in India is a legacy from the British who had colonised the country for almost two centuries and during this period their language permeated through some of the most important parts of the Indian society - the government, the media, the education system, the legal system, and gradually the social sphere in such a way that it became part and parcel of the Indian way of life even after the British were gone. Today, along with Hindi, English is also the official language of our country. India ranks third in the world after USA and the UK in respect of the number of English speakers.

The English press in India began serious journalism in the country even before the regional language began. Although, the regional language press has far outnumbered the English language press today, yet its importance is no less diminished. English language newspapers are published practically in all states. It has impacted not only the print media, but the broadcasting media as well. There are several English news channels as well as several outstanding media courses offered at various institutions, which focus on journalism in English. The Indian news market is today flooded with an increasing number of English language newspapers and news magazines. However, it is seen that while there are a few newspapers which have given the English language its due credit, there is a marked deterioration in the proper use of the English language by most Indian journalists. This is basically due to the lack of understanding of the subtleties and nuances and appropriate style in the use of this language on the part of journalists.

Officially the English language followed in India is the Queen's English. However, it is seen that the English language in Indian newspapers is a mixture of the Queen's English, American English and Indian English. If you regularly go through the newspapers, you will probably notice that misuse of words without understanding their proper technical use and misspelling of common words is a familiar sight. In their use of English, the journalists often tend to forget that certain words mean one thing in Britain and another in America. This causes immense confusion for the readers at times. Another visible trend is the tendency of the media in using very difficult words and complicated sentences to often establish a command over the language. However, one needs to remember that the purpose of news is not to show off literary genius but to provide information to the readers. And this is to be done in simple but correct language so that the reader does not have to hunt for words in the dictionary or read a paragraph twice in order to comprehend what is being written. Most Indian newspapers are seen to be short of qualities such as lucidity, brevity and precision.

Let us, at this point, emphasise the importance of a style book. For any media organisation, a stylebook is an absolute necessity. Only a good style book can help improve the presentation of news. All newspapers follow a Stylebook. Many newspapers use the Associated Press Stylebook and Libel Manual. All major news media in our country have their style books agreeing in most cases with the AP Stylebook but often differing in one way or other. Similarly book publishers, magazines, radio and TV newsrooms, all have Stylebooks. This helps maintain a uniform standard of style and usage for the media organisation.

With the growing popularity of the English language media in our country it has become all the more important that the media lives up to the expectations. The English Language media in India has a lot to develop in terms of quality. It is very important that that the journalists are thorough with the basic rules of grammar and spelling. A newspaper or new channel cannot afford to be casual about the use of language and if they are to acquire and retain the respect of its readers and audience, a very high standard usage of English language has to be maintained.



CHECK YOUR PROGRESS

Q 1: The English followed by the English language media in India is a mixture of three types of English. What are the types?

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Q 2: What is a Style book?

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Q 3: Which Style books do most newspapers follow?

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ACTIVITY 2.1

1) Take up 5 regional and national English language dailies and analyse the language used by each. Find out which English is used by these dailies. If required, consult journalists from these dailies to draw a conclusion.

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2) Watch two major English news channels and try to identify their style and usage of English.

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3) Read any English language newspaper and note down ten instances on the use of Indian English, American English and British English.

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2.4 LANGUAGE AND STYLE FOR PRINT AND CYBER MEDIA

Now that you have learnt the basic features of the Indian English Language Media, let us now delve into the news writing style for print, cyber, audio and audio-visual media. In this section we shall deal with language and style for print and cyber media. Since in both print and cyber media the basic form is the written word, we shall deal with both these media together in the same section. Also, here we shall only talk about Hard News. Writing for Soft News has been dealt with separately in other units in this course.

The basic structure of a news story consists of three main elements:

i) Headline

ii) Lead

iii) Body

Hard news does not have any conclusion.

Let us now begin with the language and style for writing headlines.

i) **The Headline:** Writing a good headline is not as easy as it seems. The headline identifies the reader's area of interest and introduces, precedes and summarises a news story. The significance of a headline is great. Most people merely glance at the newspaper headlines and arrive at judgements based on this. As such, the headline has to be good and appropriate.

Good vocabulary is very important to writing headlines. Constructing sentences within the structure of the headline requires on the part of the sub-editor, a precise knowledge of the meanings of many words and a keen sense of their connotations apart from a general vocabulary of many words. Attention has to be paid to both denotations and connotations of words and words have to be

examined using their exact meanings and special meanings in the light of their immediate context. We have listed below a few examples as guidelines which you can follow to very good effect while writing headlines:

- **Build the Headline Around a Strong Verb**

  Use active meaningful verbs to add colour and spice to the sentence. Avoid adjectives. For example:

  - Hike in prices of essential items **flayed**
  - Dravid **scales** 10K mark
  - Beltola report may be **tabled** on Wednesday

- **Drop Articles and Helping Verbs Wherever Possible**

  Consciously avoid the use of a, an, the, is, are, were in the headlines. They make a sentence longer without serving any purpose. Even without their use, the meaning is clear. For example:

  (A) Boy dies in (an) accident

  - North Indians (are/ were) attacked in Mumbai.
  - (The) Meghalaya Police launches crackdown on NSCN ultras.
  - Chinese (have a) hand in Lhasa violence: Dalai Lama.
  - Sonia to (will) address rally in Bhubaneswar.

- **Use Present Tense and Future Tense**

  The most important characteristic of news is timeliness. So, try to avoid the feel of the past. Use words that imply present tense and future tense as far as possible.

  - Ceasefire offer confuses (not confused) contractors.
  - Hailstorm lashes (not lashed) Guwahati, 2 die
  - Gilani says (not said) ‘sacrifice’ of Kashmiri people won’t go waste
  - China to compensate Lhasa victims

- **Use Active Voice**

  Headlines demand the active voice rather than the passive. Active voice helps avoid extra words and extra weight which

exhausts the headlines. It also helps give the feel of the present.

- Panel submits report on monument protection (better than 'Report on monument protection' submitted by panel)
- Mumbai police trains State cops (is better than 'State cops trained by Mumbai police')
- Speeding coach kills Airport worker (is better than 'Airport worker killed by speeding coach')

➢ **Do Not Over Abbreviate**

Although headlines permit limited space, do not in any case use arbitrary or rare abbreviations. Headlines need to be comprehensible, so only better known abbreviations should be used.

- UGC sanction helps Assam Varsity get a facelift *is acceptable.*
- CPM call to forge Third Front *is acceptable.*
- KDJA biennial meet held *is not acceptable. Spell it out as* Kamrup District Journalists Association.
- Golden Jubilee of PXX concludes *is not acceptable*. *Spell it out as* Puwati Xahitya Xabha

➢ **Use Subject**

Mention the subject in the headline wherever it is known. If the name is known, then use the name, otherwise another title that identifies the subject. However, if the person is not very well known by name, then the title should be used for better identification. Use of Active voice automatically brings on the necessity of using the subject. For example:

- Government sanctions Rs. 60 lakh for pisciculture in Asom (is better than Rs. 60 lakh sanctioned for pisciculture in Asom)
- Sonia Gandhi to address rally in Bhubaneswar (is better than Congress President to address rally in Bhubaneswar)
- Enquiry Commission blames Govt. for cataract tragedy (is better than Govt. blamed for cataract tragedy)

- **Use of Quotation Marks**

  When certain parts of direct speech are significant enough to be used in the headline, then it is put in quotes. Unlike the use of double quotes in the main body of the news story, in the headline only single quotes are used. At times when a certain word or phrase is used in some special way, then also quotations are used.

  - ‘Appoint local youths in gas cracker project’
  - ‘Development council not to be alternative to ST status’
  - Protest rally against ‘corrupt’ officers
  - English to make way for ‘Panglish’: Experts
  - Rabha Hasong Cultural Festival to ‘foster unity’

- **Use of Punctuations**

  One has to be very careful while using punctuations in the headline as they can have special use in the headline apart from their normal use. The ‘period’ or ‘full stop’ for instance is not used at the end of the headline. It may be only used in abbreviations to make them more comprehensible. For example:

  Govt. losing crores of rupees every year

  Comma is used as a substitute for ‘and’ in order to save space. It is also used to separate two clauses. For example:

  Salaries of CM, Speaker, MLAs hiked

  - Accident on highway, two people die

  The hyphen can be used to link two separate words in a headline

  - Asom: We’ll oppose IOC-AOD merger

  The question can be used in special ways too.

  - What’s common between *Race* and Amul Butter?
  - Asom going the Maharashtra way?

  The colon also has special use, for instance in attribution. It can also be used as a space saving device.

  - Guwahati master plan will be finalised within 45 days:GDD

- Sarala Das: A tribute
- Bush to the common man: Fools all

- **The Lead:** After the headline comes the lead. The lead serves as the intro to the news story. As such in most hard news stories, the lead contains the most important information and summarises the story. It usually contains the most important of the 5 'W's and 'H'. Such a lead is called the summary lead. A good lead does not normally exceed 35 words. So a lead has to be very precise and pin-pointed, and the language crisp and easily understandable. The lead should always contain the subject. Depending upon the amount and kind of information to be given, the lead can be written in one or two sentences. Here is an example.

  Two rebels of the banned Hynniewtrep National Liberation Council (HNLC) were killed in an encounter with police at Umkiang in the Jaintia Hills on Thursday.

  This lead has enumerated the *'what', 'where', 'when'* and '*how'* elements very clearly in just 25 words.

  Here is another example:

  Forest Minister Rockybul Hussain today made an appeal to the members of the State Assembly to contribute Rs. 1 lakh from their funds for extensive aforestation programmes in their respective constituencies.

  In this lead the elements of '*who*', '*what'* and '*where*' have been summarised.

  While writing the lead it is always important to find the appropriate verb to use. **Always use action verbs** to give the reader the best picture of what happened. Consciously avoid weak verbs and vague words.

  For instance never say 'A fire ***occurred*** in Fancy bazaar on Monday night'. ***Occurred*** is a very vague word. Instead use a verb that will describe what the consequence of the fire was. 'A devastating fire **damaged/ gutted/** about 200 shops in Fancy Bazaar on Monday night' is a much better sentence for a lead.

Again how the *'when'* element or the time element is expressed needs to be taken care of. If you are using the perfect form of the verb in the lead, like has/ *has been awarded, has/ has been damaged,* has/ *has been killed*, *has emerged* etc, then the when element need not be mentioned. For example:

*Assam **has emerged** as one of the major beneficiaries of the new Centrally-sponsored scheme 'Multi-sectoral Development Programme' for Minority Concentration Districts (MCDs). Assam **has been earmarked** a whopping Rs. 703.60 crore.*

But if the past tense of the verb is used in the lead, like awarded, damaged, killed, emerged etc, then the time element is required. Example:

*Assam **on Tuesday emerged** as one of the major beneficiaries of the new Centrally-sponsored scheme 'Multi-sectoral Development Programme' for Minority Concentration Districts (MCDs). Assam **was earmarked** a whopping Rs. 703.60 crore.*

Apart from the summary lead there are various other types of lead which follows different styles and vary depending upon the kind of story and the individual style of the person who writes it.

- **The Body:** This is the main part of the news story where the details are provided. You must have already learnt in Course 2 of your programme that Hard news stories follow the **Inverted Pyramid structure**. So, accordingly the more important details are to be placed in the early part of the story and the less significant details are placed towards the end. Always remember that hard news stories do not have a conclusion. They simply end. Here are a few rules of grammar and usage which are to be followed while writing the body of a news story.
  - Always use very simple language and short sentences. Avoid the use of complicated words, metaphors, figures of speech. Explain technical jargons.
  - Write in active voice wherever possible. It makes sentences shorter and direct. Eg:

Journalists in Assam have expressed concern over the killing of 17 scribes in 25 years with no culprit being booked so far. Journalists' Working Committee secretary Prakash Mahanta said this on Thursday while addressing a meeting over the murder of a journalist at Morajhar in Nagaon district on April 1.

- Spell numerals up to 9 and beyond that write in numerals. For example:

  ***Five** persons, including **three** children, died and more than **12** were taken ill after they reportedly consumed poisonous mushroom in Golaghat district on Thursday.*

  However if the numeral is part of a proper noun, then this rule will not apply. For example:

  2 Mountain Division, 18 Park Street, 4 kings Vacuum

- Identification that follows a name, viz., age, address, job description or other information are to be set off by paired commas. For example:

  *Altogether 18 cadres belonging to various banned outfits formally renounced the path of violence before **Major General Jatinder Singh, General Officer Commanding (GOC), 2 Mountain Division,** today at Dinjan Military Station in Dibrugarh district.*

- While reproducing speech directly, place it within double quotes unlike in the headline where it is placed in single quotes. Sometimes you can write full sentences in direct speech or also write just significant words or phrases in direct speech. For example:

  *After the IIMs, it is the IITs turn to propose a fee hike, citing the need to improve their **"economic health".***

  ***"There is a proposal to hike the fee. But the final decision will come from the government."** IIT-Delhi Director Surendra Prasad said on Tuesday.*

- The time element in a news story is very important. News stories about events that have already taken place are written

in the past tense. As such they use active verbs like elected, injured, killed, damaged, awarded etc. or passive verbs like was elected, was injured, was killed, was damaged, was awarded etc

The strategy group of the Unified Command, headed by Chief Minister Tarun Gogoi today ***reviewed*** *the law and order situation in the state to evolve measures to deal with the situation.*

All Assam Students' Union(AASU) leaders today ***met*** *Governor, Lt. General (Retd) Ajai Singh and* ***discussed*** *with him the issues connected with sealing of Indo-Bangla border, Majuli island……*

The President of the Sports Club of Guwahati Pankaj Kalita ***was killed*** *after he* ***was attacked*** *with sharp weapons…….*

In stories where the actual time of an event is not known or is not important, the present perfect form of the verb is used. Say, *has been named, has said, has announced* etc. e.g.

The Asian Development Bank ***has projected*** *that India's GDP growth will moderate to 8% this fiscal from 8.7% in 2007-08.* (Today/ yesterday/ on Monday etc are not mentioned.)

Present tense is often used in order to emphasise timeliness. E.g.

Refusing to lie down, Avian Flu, that bounced back in parts of West Bengal for the second time in a month, broke out in Jalpaiguri district prompting the authorities today to order mass culling.

In a bid to boost the production of bamboo, considered to be an important cash crop, the National Bamboo Mission is training about 30 farmers of Golaghat, Sivsagar and Jorhat districts at a compositor training centre here.

For news stories that speak about events that will take place in the future are expressed by the use of the auxiliary verb will – *will come, will speak, will arrive etc.* For example:

The Young Men's Christian Association (YMCA) ***will organise*** *contests for school students, women and its members at the St. Joseph's Parish Hall, Panbazar on March 30.*

*Prime Minister Manmohan Singh **will reach** Guwahati on a two-day visit to the North East on April 20.*



CHECK YOUR PROGRESS

Q 4: Enlist five basic rules for writing a good headline.

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Q 5: Enlist five basic rules for writing a good lead.

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Q 6: Enlist five basic points to be kept in mind while writing the body of a news story.

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Q 7: What is the maximum word limit for a good lead?

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ACTIVITY 2.2

(1) Compare three good newspapers and compare the headlines on the first page of each. Note whether the rules for writing headlines are being followed by these newspapers.

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(2) Cut out 20 reports from different newspapers without the headlines. Write your own headlines for these reports following all the rules. Now compare the headlines given by the newspaper and the ones you have given. Which is better and why?

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(3) Take one regional daily and take up all the news stories on the first page. Convert all headlines and leads written in passive voice to active voice.

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(4) Read five news reports and note down the main points like who what, when, where etc. Now rewrite the reports in your own way following all the rules.

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2.5 LANGUAGE AND STYLE FOR RADIO

In the previous section, we have learnt about writing for the print and cyber media. We shall now talk about writing for the audio media. At the very beginning, let us understand that the demands of the print media and the audio media are different. It has to be remembered that unlike the print and cyber media, the audience do not get to read what is written, they only hear what is being said, that too without any scope for repetition. So there is ample scope for confusion and misunderstandings. As such, enough care has to be taken to avoid such situations and present the news to the audience in a clear, simple and easily understandable way. Here are some guidelines which can help you write good, effective radio copy.

- **Write for the Ear Rather Than the Eye:** Keep sentences short, vocabulary simple. Do not give too many statistics, unnecessary

information, middle names, addresses. Make it a point toround off large figures. For an instance change '4789' to 'almost five thousand' or '28.6%' to 'nearly 29%'. Repeat the names of persons in the story instead of using he, she or they whenever there is the slightest chance of misunderstanding. Avoid the use of words like former, latter, respectively as there is no scope for the listener to refer back to the original comment. Use indirect speech instead of direct speech.

- **Avoid Confusing Words and Statements:** Do not use confusing and complicated words and technical jargons. Say 'Parliament' instead of 'The House' or 'Prime Minister' instead of 'Premiere'. Use words that common people can understand. Be careful in your use of homonyms (words with different meanings and spellings but similar pronunciations) as they can confuse the listener. For an instance 'Capitol' can be easily confused with 'Capital', 'peace' with 'piece', 'pore' with 'pour', 'higher' with 'hire' and so on.
- **Avoid Redundancy:** Too frequent repetition of details can be very boring and irritating for the listener. Repeat only when the situation demands. Do not say 'Five rhinoceros were killed by poachers in Kaziranga National Park last night. The remains of the five rhinos which were killed last night were found in the bush this morning'. Instead, it would sound better this way – 'Five rhinoceros were killed by poachers in Kaziranga National Park last night. The remains of the rhinos were found in the bush this morning.'
- **Use Present Tense and Active Voice:** Unlike the print media, radio can report news with more immediacy. Radio cannot delay a news by a day. So the use of the 'Present Tense' is more appropriate. Also use active voice as they use verbs that give sentences more power.
- **Avoid Initials:** Except in case of very well-known abbreviations like say BJP, UNICEF, GMC, ISI, NGO, MP, MLA etc., do not use abbreviations. Replace them with a recognisable title and then follow it with a qualifying phrase like 'the teacher's association', 'the militant group' etc.

- **Use Official Job Titles:**

  Use only official job titles and never casual references. Say 'fire fighters' instead of 'firemen', 'police officers' instead of 'policemen' etc.

- **While referring to yourself, use I, and not we**.



CHECK YOUR PROGRESS

Q 8: Mention the basic points to be remembered while writing for radio.

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Q 9: How is writing for radio different from writing for print media?

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ACTIVITY 2.3

(1) Pick up five news reports from today's newspaper and rewrite them for radio.

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(2) Listen to a radio news bulletin; listen very carefully to the main news of the day. In all probability it will be covered by the newspapers also. Now read the news and note down the differences you have found between the newspaper report and the radio report.

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2.6 LANGUAGE AND STYLE FOR TELEVISION

In the last section, you have learnt about news writing for the

audio media. Writing news for the audio visual media, i.e., TV is also similar to writing for radio. But in case of TV, a few additional things have to be considered in keeping with the factor of audio-visual impact. TV news must be written in a simple, direct manner so a newscaster can read the copy easily and communicate effectively in a way that will help listeners and viewers understand complex issues and events the first time they hear it. All the rules (except point 1) that we have mentioned in the previous section on news writing for radio, also holds good for TV. Here are a few more guidelines which need to be kept in mind while writing for TV:

- Radio news is written for the ear only. But you have to write TV news while remembering that what is said is complemented and supplemented with visuals. The script should allow the visuals to 'breathe' and 'speak for themselves'. A visual speaks much more than a thousand words. So, what is obvious from the visual need not be repeated in the audio. Visuals should not smother the visuals. Give additional information.
- There should be appropriate pace and rhythm and provide occasional respite in the middle. The complete story should be developed logically.
- The script should never be too long and too heavily loaded with content. Viewers often watch news in a hurry and want to gather more information in the least possible time.
- The language should be simple and clear, and so should be the copy. Please remember that the presenter who will read out the news will be seen by the audience. Any discomfort felt by the presenter while reading will become evident from the expression on the presenter's face. The slightest of gestures get magnified on the screen.
- The font size should be large enough; the font should be simple and never too ornate. There should be enough white space between lines and on the sides, top and bottom.



CHECK YOUR PROGRESS

Q 10: Mention the basic points to be remembered while writing for TV.

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Q 11: How is writing for TV different from writing for radio?

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ACTIVITY 2.4

(1) Pick up five news reports from today's newspaper and rewrite them for TV.

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(2) Watch a TV news bulletin particularly paying attention to the lead stories of the day. In all probability it will be covered by the newspapers as well. Now read the news and note down the differences you have found between the newspaper report and the TV report.

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2.7 LET US SUM UP

In this unit, we have discussed about the language and style of the Indian English language media and the differences between writing for print media, audio media and audio-visual media. Here is a quick wrap

of what we have discussed. The English language media in India use a blend of the Queen's English, American English and Indian English. Although basic principles of news writing remain the same, the language and style varies from newspaper to newspaper. Each newspaper has a style book which it follows to the core. The basic of writing good news is keeping the language simple and sentences short.

The use of active voice, present and future tense, the subject and strong, action verbs add to the flavour of news. Use of quotations and punctuation marks should be done appropriately and judiciously. Abbreviations should be used to the minimum, confusing words and technical jargons should be avoided or explained in easy words. Special care has to be taken while writing for radio and TV. Radio news should be written for the ear and TV news for both the ear and eye. Radio and TV news have another aspect to it, i.e., the presenter. It has to be written keeping in mind the ease and comfort of the presenter. In TV news the scripts should leave enough space for the visuals to fit in. Spoken words should never come in the way of visuals.



2.8 FURTHER READING

1) Agarwal, Vir Bala. (2006). *Essentials of Practical Journalism.* New Delhi: Concept Publishing Company.

2) Hough, George A. *(2006) News Writing*. New Delhi: Kanishka Publishers and Distributors.



2.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Indian English, British English and American English.

Ans to Q No 2: A style book is a booklet or list of rules stating a newspaper's preference, where there are choices, of spelling,

punctuation, capitalisation, abbreviations and use of numerals.

Ans to Q No 3: Associated Press Style book and Libel Manual

Ans to Q No 4: Five important points to be remembered while writing a good headline are:

i) Build the headline around a strong verb

ii) Drop articles and helping verbs like a, an, the, is are, were etc. wherever possible

iiii) Try to avoid the feel of the past. Use present tense and future tense

iv) Use active voice. It helps cut out extra words and also helps give the feel of the present.

v) Do not over abbreviate. Though headlines permit limited space, do not in any case use arbitrary or rare abbreviations.

Ans to Q No 5: Five important points to be remembered while writing a good lead are:

i) A lead contains the most important of the 5 Ws and H

ii) Limit words within 30 to 35 words and do not use more than two or three sentences.

iii) Always use action verbs to give the reader the best picture of what happened.

iv) A good lead will always contain a subject.

v) The language should be crisp and the sentences precise.

Ans to Q No 6: Five important points to be remembered while writing the body of a news story are:

a) Always use very simple language and short sentences.

b) Avoid the use of complicated words, metaphors, figures of speech. Explain technical jargons.

c) Write in active voice wherever possible. It makes sentences shorter and direct.

d) Spell numerals up to 9 and beyond that write in numerals.

e) News stories about events that have already taken place are written in the past tense. As such they use active verbs like elected, injured, killed, damaged, awarded etc. or passive

verbs like was elected, was injured, was killed, was damaged, was awarded etc.

Ans to Q No 7: 30 – 35 words.

Ans to Q No 8: The basic points to be remembered while writing for radio are:

i) Write for the ear rather than the eye.
ii) Avoid confusing words and statements.
iii) Avoid redundancy
iv) Use present tense and active voice
v) Avoid initials
vi) Use official job titles.
vii) While referring to yourself, use I, and not we.

Ans to Q No 9: In case of print media, the reader takes up an active role, i.e. he reads the news himself at his own pace, at his own convenient time. If they do not understand a sentence or paragraph at the first attempt they can go over it again. However, unlike the print media, in case of audio media, i.e., radio, the audience does not get to read what is written, they only hear what is being said, that too without any scope for repetition. So there is ample scope for confusion and misunderstanding. As such while writing for radio, enough care has to be taken to avoid such situations and present the news to the audience in a clear, simple and easily comprehensible way. It has to be ensured that the audience hears and understands every word, every sentence, without having to strain themselves. This is the difference between writing for print media and writing for radio.

Ans to Q No 10: The points to be remembered while writing news for TV are:

a) Radio news is to be written for both the ear and the eye taking care to balance both judiciously.
b) Avoid confusing words and statements.
c) Avoid redundancy
d) Use present tense and active voice
e) Use official job titles.

f) There should be appropriate pace and rhythm and give occasional respite in the middle. The complete story should be developed logically.

g) The script should never be too long and too heavily loaded with content.

h) The language should be simple and clear, and so should be the copy.

i) The font size should be large enough; the font should be simple and never ornate. There should be enough white space between lines and on the sides, top and bottom.

Ans to Q No 11: The basic difference between writing for radio and writing for TV is that radio news is written only for the ear while TV news has to be written keeping in mind that the audience will not just hear it but also see it. So the script has to be written keeping a balance between the narration and visuals. What is said is complemented and supplemented with visuals. So, the script should allow the visuals to 'breathe' and 'speak for themselves'. A visual speaks much more a thousand words. So, what is obvious from the visual need not be repeated in the audio. Visuals should not smother the visuals. Instead supplementary information should be given.



2.10 MODEL QUESTIONS

Q 1: The language used by the Indian English language media is a curious mixture of British English, American English and Indian English. Comment.

Q 2: Do you feel that the Indian English language media makes up a total mess of the English language?

Q 3: Among the news writing for print media, audio media and audio-visual media, which one do you think is the most challenging and why?

Q 4: Compare news writing for print media with news writing for radio.

Q 5: Compare news writing for print media with news writing for TV.

Q 6: Compare news writing for radio with the news writing for TV.

Q 7: What are the basic ingredients of a good radio news script?

Q 8: What are the basic ingredients of a good TV news script?

*** ***** ***

UNIT 3: COLUMN WRITING

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Column Writing

3.4 Let us Sum up

3.5 Further Reading

3.6 Answers to Check Your Progress

3.7 Model Questions

3.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the concept of column writing
- gain an idea on the skills of column writing
- briefly discuss the tips and techniques of column writing

3.2 INTRODUCTION

This unit has been titled as Column writing. What exactly are columns? In this unit you will precisely be introduced to column writing. Nowadays, there is a high demand for good newspaper contributions feature or column writing. These can be considered as one of the most popular forms of writing.

3.3 COLUMN WRITING

Let us begin by asking ourselves what a 'column' is. There are several meanings to this word.

- It is a standard vertical division of a newspapers page, hence comes the word 'column' measure.
- The vertical division of the news page is usually referred to as a column. A standard size newspaper is divided into five to eight columns.
- A signed article of opinion or strong personal expression frequently

by an authority or expert is also a column. Thus, we have a sports column, a political or social column and so on.

From the word 'column', we have the word columnist. A regular writer on a particular subject is a columnist. He is usually a feature writer.

We use the term 'Feature' in the context of column writing to refer to an article emphasising the human or subjective aspects of a situation. It is differentiated from straight news. That is, a feature is not meant to deliver news first hand. It usually recaps major news that was reported in a previous issue of a newspaper. It can stand alone or be a corollary to the main story published elsewhere.

One of the important points about a feature is its timeliness. A feature to be read and appreciated must have immediate reference to what the reader knows only sketchily. A feature, in the circumstances must fill in the readers with new information of which he has been hitherto ignorant. It must provide him with all that he wanted to know but did not have the time to enquire about.

As an illustration, let us first refer to a news item that had appeared in the *Assam Tribune*. The news was on the death of a whole flock of vultures for repeatedly eating the carcass of a dog that had been killed by poisoning in Chaigaon area in Kamrup District of Assam. A few weeks after this news item appeared, there was a feature article titled "Conservation of Wildlife".

Let us take a close look at the structure of this article which, throws light on the techniques of writing a feature in a column. Perhaps the best way to begin a feature is to focus on the contemporariness of the theme. The author takes this "timeliness" as the springboard to introduce the theme as illustrated below in the opening section of the feature.



CHECK YOUR PROGRESS

Q 1: How does the author focus on the timeliness of the above feature? (Answer in one sentence).

.....

.....

Q 2: Choose the appropriate answer from the alternatives given.
In the opening section of the feature, the author stresses on:
(a) the death of a flock of vultures
(b) irresponsible social behaviour of individuals
(c) killing mad dogs using poison

You will note that in writing a Feature you have to be cautious of the style of presenting the material. The style is different from – in fact, just opposite to– a news report. Note this difference:

- News-reports are written mostly in the inverted pyramid formal structure and style. On the other hand, Features follow the structures of essays and discussion.
- News-reports do not present the reporter's distinct point of view but a feature does. In a feature, the author presents his / her point of view.
- Unlike news-reports, features are generally longer and are not constrained by a hard news-peg although they still need some element of timeliness.
- While hard news attempts to tell what is happening, features have more room to develop how and why something is occurs and provide more perspective.

Let us ponder for a moment. What is meant by the expression "inverted pyramid". Look at this diagram:

This is a figure of a pyramid turned upside down. A news report follows this structure. It begins with the 'lead' in which the entire news-story is given. What follows after the lead is merely illustration of what has been referred to in the lead; hence, the pyramid structure.

While stating that a feature follows the structure of an essay, it is assumed that the essay has a fixed structure. We shall use that structure for features as well. Generally, the Feature follows a linear structure as follows:

- Introduction
- Main body
- Conclusion

If you are given a word limit– say 500 words – you might split it up as the following:

- **Introduction**: around 50 words
- **Main body**: around 300-350 words
- **Conclusion**: around 100 words

This is quite a sound plan and reflects a logical approach. You might, for example, need to define your terms or to indicate how you intend to tackle the topic. This would provide appropriate materials for an *introduction*.

In the *main body* you could deal with three or four main points, ideas, arguments, or aspects together with illustration and examples.

In the *conclusion* you could make your final point, recall the issues raised in the introduction, indicate a possible area for further study and review further implication.



CHECK YOUR PROGRESS

Fill in the blanks to complete the sentences:

Q 3: A news-report follows the structure of _____.

Q 4: A feature has a _____ structure.

Q 5: The structure of a feature can be described in _____ stages.

Q 6: The feature provides the writer with a scope to present his/her _____.

Q 7: A feature is generally _____ than a news-report.



3.4 LET US SUM UP

After going through the unit, the learner will gain a concise idea on column writing which is also a common feature of magazines and newspapers. It is important for the learner to grasp the style and

format of column writing and to refer to similar texts for an easy reference to how it is structured and presented in the published form.



3.5 FURTHER READING

1) Black, Sam. (2011). *The Practice of Public Relations*. USA: Routledge.
2) EEG-04. *English for Practical Purposes*. Business Communication. Writing Skills -2 Block. IGNOU
3) Health, Robert L. (2010). *The SAGE Handbook of Public Relation*. USA: Sage Publications.
4) Manipal Academy of Higher Education. (2002). *Communication Skills in English*. Manipal.
5) Sharma R.C. and Mohan Krishna. (2002). *Business Correspondences and Report Writing*. Tata McGraw Hill Publishing Company .
6) Taylor, Shirley. (2006). *Model Business Letters, e-mails and Other Business Documents*. Pearson Education.
7) Theaker, Alison. (2012). *The Public Relations Handbook*. USA: Routledge.



3.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Try yourself.

Ans to Q No 2: b.

Ans to Q No 3: Inverted pyramid formal structure and style.

Ans to Q No 4: Linear.

Ans to Q No 5: Three.

Ans to Q No 6: Point of view.

Ans to Q No 7: Longer.



3.7 MODEL QUESTIONS

Q 1: Define the term ‘Column Writing’.

Q 2: Write a short note on column writing

Q 3: Discuss some of the important features of column writing.

Q 4: Write a column for a newspaper on a significant topic of your choice.

*** ***** ***

UNIT 4 : PRESS RELEASE

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 How to Write a Press Release

4.4 Format of a Press Release

4.5 Let us Sum up

4.6 Further Reading

4.7 Answers to Check Your Progress

4.8 Model Questions

4.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the term press release
- discuss the structured formats of press release
- find some of the tips and techniques of writing press release
- practice writing press release for examination purpose

4.2 INTRODUCTION

The following unit takes up a brief study of press releases which are written for the public domain and follow a certain structure in which these are to be written. The term press release refers to an official statement made by an organisation to the media. It is also referred by other terms such as news release, media release or even press statement. Let us take a quick look at some of the important aspects of writing press release in the following subsections.

4.3 HOW TO WRITE A PRESS RELEASE?

Here are some of the tips and techniques to writing a press release:

- **Tips to write a press release:**
  - The press release should be written in a journalistic style. It should follow the principles of news reporting.
  - The introduction or the 'lead' should be in a summary format. It should answer the 5 'W's and one 'H' as in a news story.
  - The second and the subsequent paragraphs should elucidate and elaborate the points. It should provide facts or information of interest to the readers and should attempt to cover all the aspects of a specific subject.
  - The release should not generally be lengthy. It should be concise and to the point. The release is a piece of clear writing without any ambiguity, without any effort towards ornamentation. As far as possible each story should be complete in itself.
  - Public memory is short and people are not likely to remember what had been said on the subject a couple of months ago, or even the previous fortnight. Moreover, repetitive publicity is the essence of selling an idea.
  - It should have a consistent format. Generally, the name of the agency from where the release is sent out is given on the top. The date and place are indicated on the top right side. The release should have a title or sub-title as well, if necessary. In the case of releases from non-official organisations, it is also desirable also to mention the designation of the person issuing the release and his telephone number.

4.4 FORMAT OF A PRESS RELEASE

Press releases are broadly categorised into the following types:

i) general news releases
ii) event releases
iii) product press releases
iv) social media press releases

The writing style of the press releases is common. Some of these common structural elements include:

- **Headline:** used to grab the attention of journalists and briefly summarise the news.
- **Dateline:** contains the release date and usually the name of the city from which the press release originates or is sent out.
- **Introduction:** first paragraph in a press release, that generally gives basic answers to the questions of who, what, when, where and why.
- **Body:** further explanation, statistics, background, or other details relevant to the news.
- **Media Contact Information:** name, phone number, email address, mailing address, or other contact information for the PR or other media relations contact person. The following is an example of a press release issued by the Rashtrapati Bhavan.

  Now let us write a press release using the above mentioned format.

  Example:

  Press Release

  PRESIDENT CALLS UPON IAS PROBATIONERS

  TO ADMINISTER WITH A HUMANE TOUCH

  09-05-2008: Rashtrapati Bhavan, New Delhi

The President, Smt. Pratibha Devisingh Patil, while addressing the IAS probationers of the 2007 batch who called on her at Rashtrapati Bhavan today, said that they should administer with a humane touch and implement schemes in their true spirit.

The President said that as the heads of their districts in the early phase of their career, they should not only make use of the law and the power at their disposal but also deal with the people with a humane touch.

Describing the officers as 'blessed ones', as they had had the benefit of good education and now being selected for this elite service, the President said they should use their education and training for the betterment of the people and to be their friend, philosopher and guide. Referring to India's rapid development with an average GDP growth rate of 9 percent, Smt. Patil emphasised on the requirement of an inclusive

growth and emphasis on the importance of education in a “knowledge economy”.

The President also speaking about the social evils in society such as child marriage, female foeticide and dowry, urged the young officers to play an active role in implementation of laws and schemes so that such evils would slowly disappear. Smt. Patil also strongly encouraged the officers to play a pro-active role in helping in the empowerment of the first generation of women stepping into Panchayati Raj Institutions.



4.5 LET US SUM UP

After going through the unit it is assumed that the learner will be familiar with formal writings such as writing for the media by keeping in mind and practising the tips and techniques of such writing. It is important to keep in mind the general format of press release and practise the same particularly for examination purpose. The learner would do well to refer to varoius other sources like reference books, newspapers and the internet to familiarise himself anf herself to the style, techniques and presentation of Press Release as well as to grasp its importance.



4.6 FURTHER READING

1) Black, Sam. (2011). *The Practice of Public Relations*. USA: Routledge.
2) EEG-04. *English for Practical Purposes*. Business Communication. Writing Skills -2 Block. IGNOU
3) Health, Robert L. (2010). *The SAGE Handbook of Public Relation*. USA : Sage Publications.
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5) Sharma R.C. and Mohan Krishna. (2002). *Business Correspondences and Report Writing*. Tata McGraw Hill Publishing Company .

6) Taylor, Shirley. (2006). *Model Business Letters, e-mails and other Business Documents*. Pearson Education .

7) Theaker, Alison. (2012). *The Public Relations Handbook*. USA : Routledge.



4.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: A press release is a written statement of an organisation distributed to the media. It is a fundamental tool of public relations.

Ans to Q No 2: The usual way of issuing information to the press is by writing a press release. It is an official, authorised statement about the policies and activities of an organisation.as the company or the government has to stand by it, the press release must be factual, correct and must project the policy clearly any form of without ambiguity. It should leave no scope for misreporting. This is then sent by post or by hand to various newspapers and periodicals as well as to radio and television news offices. It should also be communicated to the news agencies, which have direct tele-printer contact with the main newspaper offices in the country.



4.8 MODEL QUESTIONS

Q 1: Write a press release with a backgrounder for the organisation with which you are associated.

Q 2: What are the tips and techniques of writing a Press Release.

Q 3: Explain the format of a Press Release.

*** ***** ***

UNIT 5: LETTER WRITING

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Letter Writing

5.3.1 How to Write a Formal Letter

5.3.2 Format of a Business Letter

5.4 How to Write a Memo

5.5 Examples

5.6 Let us Sum up

5.7 Further Reading

5.8 Answers to Check Your Progress

5.9 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the process of letter writing
- find some of the tips and techniques of letter writing
- gain an idea on business letter and memo writing
- practice letter writing for examination and general or everyday purpose.

5.2 INTRODUCTION

This unit introduces you to the concept and the method of letter writing which is very essential for communication. Mastering certain tips will make the task very simple. Remember the three C's of a letter - CLEAR, CONCISE and CORRECT.

In this unit, the learner will receive several examples and detailed explanation of the procedure involved in writing a letter, including business letter and memo writing.

5.3 LETTER WRITING

Let us first grasp the concept of letter writing. Letter writing is one of the most persistent written communications in human society encompassing formal and informal contexts. You may convey an array of human interactions like narrating experiences, arguing points, describing situations, offering explanations, giving instructions and so on through a letter. Letters have its importance in our day to day business as well as personal life as it displays a communication in writing and that too by adding a personal touch. Isn't it incredible that letters have passed the test of internet-driven communication? When it comes to the actual effect and requirement, a formal letter is almost always necessary.

Letter writing is an art which requires the ability to identify and understand the reader.

The most common distinction among different sub-genres of letters is between personal and official letters. A business letter communicates various topics in a formal manner, be it informational, persuasive, motivational, or promotional. Where as a friendly letter is a way of communicating between well acquainted people consisting of issues and themes on a personal level. A friendly letter is the one which you usually write to friends or relatives.

So, it important to note that letter writing is very essential. In the following subsection we will take a look at ways to write a letter. Since a formal or a business letter will be important for your professional life, we will discuss in depth about this format.

5.3.1 How to Write a Formal Letter

Tips to Write a Good Bussiness Letter:

Always remember, a formal letter speaks a lot about you or the organisation that you represent. The format in which a business letter is presented gives the reader the first impression even before the letter is read. The tone and clarity of the language used plays the other important role of a letter. Only when you arrange the

format and the tone in the right combination, will your letter serve the purpose.

Let us make a note of certain points which will help us to write a good business letter.

- The first and most important point is ‘paper’. Use your company letter head or an A4 size paper. Take care to format the margins and spacing so that your letter has a neat look. A drawback in this area may distract the reader and in turn leave loopholes in the effectiveness of the message.
- You should make some extra efforts to know your reader. If you are applying for a job and do not know the concerned person, then you should consider what an organisation would look for in an employee. Find out more about the vacancy you are applying for and write you letter highlighting the areas that the recruiter is looking for. Merely printing a couple of common letters and sending them to organisations at random might end up letting your letter go unnoticed! Let the organisation feel that you have done your homework before applying and you are serious about the job. Similarly, when you are writing to another organisation from your organisation for a particular deal, call up or meet the person and understand what he is looking for, his attitude and interest towards the deal. Think about the essential information the person would need to know through this communication, consider all the issues and the expectation of the reader. Once you know these, give shape to your letter so as to capture his attention. You should show the reader that you can relate to them and the situation. It must be noted that well presented facts and arguments may turn a negative mind into a positive one! So, the bottom-line is- <u>know your reader well enough to influence him.</u>
- Before you begin to write your letter, consider the following process:

1) Make a note of the topics you want to cover in your letter.
2) List out examples, facts and arguments for each topic keeping in mind your reader and aim.
3) Sort the information into the best order for your readers.
4) Strike off points and sentences which are not necessary.

By now you know the reader, the facts and the arguments. So, let us move ahead to some writing tips:

- Keep you letter concise, factual, and to the point. People usually do not like to read beyond the first page, unless the situation demands. 350-450 words sums up a typical business letter. Use stronger words rather than longer and keep your objective clear.
- Your language should be clear and easy to understand. Simple and appropriate language reduces the possibility of misunderstanding.
- Remember not to use informal language like short forms or contractions.
- Always be professional rather that emotional. Even while writing a complaint letter, remain polite and state the problem with the relevant information. Never use threats or slander.
- If at all you need a second page, use another page. Never use the back of the page.
- And finally, proofread your letter to check your spelling and grammar. Such errors would make your letter seem unprofessional.



CHECK YOUR PROGRESS

Q 1: What kind of language is used in letter writing?

.....

.....

Q 2: What are the three C's of letter writing?

.....

.....

5.3.2 Format of a Business Letter

Now that you have got an idea about the points that you should keep in mind to write a good letter, let us now elaborate on the format of a business letter.

All the lines of your letter should start from the left margin

- **Your Addresses:**

  Business letters are written on the letter head of the organisation. If not, you may use an A4 size page beginning the letter with your address and contact number.

- **Reference:**

  Reference is a file or departmental reference that you should note so that you may trace the correspondence at a later stage.

- **Inside address:**

  Inside address is the address of the person you are writing to. Write the name of the recipient, the designation and company name.

- **Date:**

  After the inside address follows the date. You may write it in the Month/ Day/ Year or Day/ Month / Year format. However, spell out the month in words not in numbers.

- **Salutation:**

  Always use the name of the recipient. Try to find out the name if you do not know it.

or else, use Dear Sir or Madam.

- **Body of the Letter:**
  - **The first paragraph** of your letter should introduce the subject matter and either state or imply your purpose in writing.
  - **The Body** of the letter should contain the relevant

information about the letter. Organise this segment in a clear and logical manner. It may consist one or more paragraphs. In case you put in more than one paragraph, each paragraph should highlight a separate aspect of the subject matter.

- **The last paragraph** of a formal letter should state what action you expect the recipient to take. The reader should be in no doubt regarding your stand in the subject you have raised.

- **Complementary close**

The complementary close ends your letter. Use **Yours Faithfully** if you do not know the name of the person or use **Yours Sincerely** if you know the name of the person. You may also use **Regards.**

Skip 3-4 lines between the closing and the printed name, so that there is room for the signature.

Put in your signature and type your name underneath the signature.

- **Enclosure:**

If letter contains other document other than the letter itself your letter will include the word “Enclosure.”

Let us take a look at writing a letter.

CORPORATE LETTER HEAD

L/ T/ 123	Reference
August, 21, 2007	Date
To,	Inside Address
The General Manager,	Address Line 2
Mark Group Ltd. Assam	Address Line 3
Dear Mr.Shekhar Singh	Recipient’s name
Subject :	
Received Updater 2.5 / Model A2 for repair	Subject line
Warm Greetings from Updater Limited.	Body of the letter
I would like to inform you that the Updater	

2.5/ Model A2 that you mailed to us for repair
was received on 20th August.2nd Paragraph
We will be returning it to you as soon as the
necessary adjustments are made. We are sorry
for the inconvenience that you experienced with
Our product and want to thank you for purchasing
a Updater 2.5 3rd Paragraph
Assuring you our best services, always. Closing Paragraph
Yours sincerely,
Signature Complementary
Close
(Name of Signatory)
Designation or Department of Signatory
Enclosures:
1. Purchase Invoice **Enclosures:**
2. Complaint Invoice

5.4 HOW TO WRITE A MEMO

The business memorandum or memo is basically an "internal" business letter. A business memo has emerged to be an important communication tool of an organisation. You may use a memo to announce, inform, advise, quantify, delegate, direct, discipline, instruct, request and transmit.

Let us take a look at certain points to keep in mind to write a memo.

- The content of a memo is based on its objectives.
- Since a memo is used for convenience, the reader must be able to comprehend quickly the reason for the memo and the action he is expected to take. In other words, clarity in writing the memo is very essential.
- You should aim to put your message as concisely as possible while still being courteous, clear and correct. Avoid offensive language.
- If you have had an earlier conversation about the subject that you

will bring out in the memo, remind the reader about it.

Since a memo is an internal communication tool, there is actually no clear format. Each organisation may have different rules or ways for writing a memo. Some companies have pre-printed forms for internal memos but very often templates are saved on word processing systems. .However, certain points that you should consider while writing a memo are discussed here.

- **Date:** Mention the date on the memo
- **To:** Write the name of the recipient with designation
- **From:** The sender's name and designation should be mentioned here
- **Subject:** The conversion should be written in this segment.



CHECK YOUR PROGRESS

Q 3: What is a memo?

.....

.....

Q 4: What is the basis of the content of the memo?

.....

.....

5.5 EXAMPLES

- **Resume Cover Letter**

  The letter accompanying your resume is a cover letter. It speaks about your previous experience and the position you are applying for. A cover letter proves to be very influential as it enables your application to stand out among hundred other applications!

  You may begin in the traditional opening or a contemporary one. A conventional opening will be "I wish to apply for the position of … advertised in …" Whereas a contemporary opening would be "A proven track record in marketing with 4 years experience". Remember to conclude your cover letter with "the contributions I'll bring to your company…"

Example-1:

H. No.4, ABC Path,

Jorhat

August, 10, 2007

Mr. Rakesh Baruah,

Human Resource Manager,

Diverse FMCG.

Dear Mr. Rakesh Baruah,

I would enhance your Senior Marketing position with my expertise and a proven track record of marketing prime FMCG products.

Highlights of my background include:

- Managed marketing activities for Excellent Food Limited covering 4 major products
- Lead Junior Marketing team to set up base in Jorhat.
- Well versed with the market pulse of Jorhat, Moran and Moriani.

I would like to discuss in greater detail the contributions I would make in **Diverse FMCG**.

I can be reached at 98600-12349 or pranjal2@hotmail.com.

Your time and consideration is most appreciated.

Sincerely,

Pranjal Bezbaruah

Example-2:

H. No.4, ABC Path,

Jorhat

August, 10, 2007

Mr. Rakesh Baruah,

Human Resource Manager,

Diverse FMCG.

Dear Mr. Rakesh Baruah,

It is with great interest that I am applying for the position of Senior Marketing Executive. As per your advertisement in the *Assam Tribune* dated August 8th, I would like to place myself as a candidate

for the post.

I believe that I am the ideal candidate for the position due to my extensive experience as a Marketing Executive at Excellent Food Limited.

Highlights of my background include:

- Managed marketing activities for Excellent Food Limited covering 4 major products
- Led Junior Marketing team to set up base in Jorhat.
- Well versed with the market pulse of Jorhat, Moran and Moriani.

Feel free to contact me and setup an interview at your earliest convenience. You can reach me by way of e-mail at pranjal2@ hotmail.com or by way of phone at 98600-12345.

I look forward to discussing with you my future with Diverse FMCG. Thank you for your time and consideration

Sincerely,

Pranjal Bezbaruah

Enclosure: resume

- **Thank You Letter**

Example-3:

A thank you note to an aunt from a nephew.

Hi Sarita Aunt! 30th December, 2007

Thanks for the set of *Tell Me Why* book series you sent for my birthday. The books will really help me in my school projects!

I look forward to seeing you soon! Thanks again for the gift.

Love,

Mrinal.

- **Apology Letters**

Apology letters needs special focus on the nature of the complaint and its impact upon the individual. The sooner you write an apology letter the better it is for the relationship as the reader would know that

you are concerned. Do not forget to include these points in your letter:

- explain your perspective on the situation.
- express that you understand the situation.
- empathise with the individual's concerns.
- explain the positive actions you have taken to resolve the situation. Assure the reader that you have taken the necessary steps to ensure there is no reoccurrence of the situation.

Example-4:

Dear Mr. R. Nair,

I express my deepest apology for your recent experience with the delivery of the 29" Clear-view Colour Televisions. I, on behalf of the company, regret the inconveniences that you must have gone through.

I have spoken to the manufacturer to treat your consignment as most urgent. I am happy to state that the complete replacement of the consignment will be done and the product will be dispatched to you by the 15th of April. Moreover, to ease off the backlog, we will send two experienced representatives to expedite the process of installation of the same.

We really appreciate your patience with us. We assure you our best services and hope that this error will be overlooked.

Sincerely,

Mr. S. Ramanujan

- **Miscellaneous**

Example-5:

Read this payment collection letter of a mobile bill.

Dear Sir,

This is to remind you that the payment of Rs. 20,780.00 is due on our statement for January. A detailed copy of the call charges is enclosed.

We request you to kindly release the amount within ten days from the receipt of the letter.

Non payment by this extended due date will incur additional penalties.

Hope you will make an early settlement.

Regards,

Purabi Saikia

Example-6:

This is a letter of acknowledgement to a buyer.

Dear Mr. Singh,

Thank you for your letter dated 24 February. We are pleased to receive you order and hereby confirm that the goods will be supplied at the quoted price and on the terms you have stated.

Your order has been passed for immediate dispatch. We hope to meet your expectations.

Please contact me if I can be of any further help.

Yours sincerely,

Anand Sethi

Example-7:

The next example is a complaint letter for shortage in delivery.

Dear Ms. Neha Gupta,

Please refer to our Order No. ZX. 342.

We thank you for so promptly delivering the silk sarees ordered on 15th April.

However I would like to bring to your notice that we had ordered for 20 sarees from Code 980 and only 10 were delivered. Your carrier was unable to explain the shortage nor have we received any correspondence from you as regarding the same.

We are in need of the above mentioned lot of sarees. Kindly arrange to deliver the remaining 10 sarees from Code 980 at the earliest.

Yours sincerely,

Prabhat Dutta

- **MEMO**

Let us now consider some examples of a memo.

Example-8:

Date: June 23, 2006

To: Hitesh Mehta

From: Monisha Malhotra

Subject: Improving communication with our overseas clients.

The overseas client communication concepts that were discussed at the board meeting will have to be implemented. I would like you to look into the factors that account for differences in understanding. You would also need to make an analysis of the international management agreements with our overseas suppliers.

Please send me your ideas at the earliest.

Example-9:

Date: September 18, 2007

To: Paul James

From: Vineet Agarwal

Subject: Visit of Vice President, Salco Energy

Mr. S. Roy, VP, Salco Energy will be visiting us next week. As we can expect a massive order from the organisation, it is important that we show him our company in the best light. Further, the following arrangements have been made for the visit.

- Accommodation has been arranged in Hotel Golden Nest and a Safari has been arranged to receive him at the airport.
- Our Mr. Ajit Sharma, will accompany him to the factory visit.
- Lunch had been arranged in our office hall.
- The Board room has been arranged for the conference.

The executives who have been assigned to make presentations are requested to show me the draft at the earliest.

You are requested to give in your input for the occasion.

In these examples, only salutation and body had been shown.

- Let us now summarise the format of a letter.

CORPORATE LETTER HEAD

Reference

Date

Inside Address

Address Line 2

Address Line 3

Dear (Recipient's name)

Subject line : (usually **bold**, sometimes underlined)

Body of the letter

2nd Paragraph

3rd Paragraph

Closing Paragraph

Yours sincerely,

Signature

(Name of Signatory)

Designation or Department of Signatory

Enclosures:

Copy**:**

- Let us now summarise the format of a memo.

Date :

To :

From :

Subject :



5.6 LET US SUM UP

After going through the unit, the learner will be more aware of the format for formal letters. The tips and techniques on writing formal letters together with the examples provided in the structure format shall be helpful for the learners. The practise of writing formal letters is essential not only for examination purpose but also for our professional and daily lives .



5.7 FURTHER READING

1) Barton, David and Hall, Nigel, (Eds) (2000) *Letter Writing as a Social Practice*. John Benjamins Publishing Company.

2) (2007) *The Oxford Guide to Effective Writing and Speaking*, Oxford University Press.

3) Taylor, Shirley. (2007) *Model Business Letters, E-mails and Other Business Documents*. Pearson Education Limited,

4) Wren, P.C. and Martin,H. (1996) *High School English Grammar and Composition*. S. Chand & Company: New Delhi.

Website resources:

1) http://www.usingenglish.com

2) http://www.writinghelp-central.com

3) http://www.writing-business-letters.com



5.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The language should be clear and easy to understand. Simple and appropriate language reduces the possibility of misunderstanding.

Ans to Q No 2: The three C's of a letter- Clear, Concise and Correct.

Ans to Q No 3: The business memorandum or memo, is basically an "internal" business letter

Ans to Q No 4: The content of a memo is based on its objectives.



5.9 MODEL QUESTIONS

Q 1: Answer the following questions:

a) You are the Marketing Manager in Fastlook Limited. Write a letter to a new employee who has joined as a Marketing

Executive. (Points to consider: Tell him about his responsibilities and duties, the salary you are offering, honesty and sincerity will be of prime importance)

b) You work in a travel agency and the marketing team has developed new offers for their regular clients. Offers are in airline ticket booking, tour packages and hotel bookings. The first 50 clients will be offered additional discount of 10%. Write a letter to the regular clients asking them to avail these offers at the earliest. (Points to consider: make it interesting and attractive!)

c) Write a letter to Papercrafts Limited showing your interest in their stationery items. You would like to give orders to purchase their products. Ask for the product list and the special rates they would like to offer you.

Q 2: Try to write the following memos:

a) Excell Consultancy is conducting a seminar on Time Management. Professor Manju Nath will be conducting the seminar to be held at Hotel Manor on 15th March 2020. The joining fees is Rs. 500/- per candidate. Many other employees are interested to participate in the same. Write a memo to you manager to give his views on participating in the seminar.

b) You are the Manager of the HR department. Write a memo to the Managers of all the departments of your organisation to give suggestion on reducing absentees in the organisation. Give your considered points – Competitive salaries, Benefit packages, Support from the Union. Elaborate on these points.

*** ***** ***

UNIT 6 : ENGLISH FOR BUSINESS COMMUNICATION

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Defining Communication

6.4 Significance of Communication

6.5 Types and Channels of Communication

6.6 Process of Communication

- 6.6.1 Communication Types
- 6.6.2 Communication Channels

6.7 Communication Network

6.8 Communication Media or Methods

6.9 Barriers to Communication

- 6.9.1 Semantic Barriers
- 6.9.2 Interpersonal Barriers
- 6.9.3 Structural Barriers

6.10 Effective Communication

6.11 Let us Sum up

6.12 Further Reading

6.13 Answers to Check Your Progress

6.14 Model Questions

6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- define the concept of communication
- learn the importance of communication
- learn about the types and means of communication
- discuss the elements of communication and communication networks
- identify the barriers and bridges in communication
- learn steps for making communication effective

6.2 INTRODUCTION

Communication plays an important role in every person's life, whether it is personal or official. You may already have a fair idea about English Grammar. Now, in this unit, we will be discussing on how communication plays an important role in business organisation. It is an obvious fact that communication is a vital part of each of us as it contributes heavily to the success or failure of every human task. In an organisation, it is only through communication that all the important functions of controlling, informing, instructing, directing, integrating, and monitoring etc carried out. Mutual trust, understanding, and cooperation can be achieved only with the help of meaningful communication. Interpersonal conflicts and misunderstandings arise where there is a lack of effective communication. Communication thus, may be regarded as basic to the functioning of an organisation.

The objective of this unit is to create an understanding of the process of communication and how it is related to the structure of organisation and how it helps in one's effective task performance.

6.3 DEFINING COMMUNICATION

Communication has been defined in numerous ways. Communication takes place between two people. Communication is a mutual exchange of facts, thoughts and perceptions, resulting in a common understanding of all parties. According to *L.A.Allen,* "communication is the sum of all the things one person does when he wants to create understanding in the mind of another". Communication is a bridge of meaning between people. The essential features of communication are given below:

- **Two people:** Communication always involves two people- a sender and a receiver. Communication is not a one-way street; one person cannot communicate.
- **Sequential process:** Communication is a process, involving several steps. Firstly, the sender has an idea to communicate. Secondly,

the idea is translated into a recognisable form, called encoding information. Thirdly, the encoded message travels a distance through various communication channels like telephone, mail routes. Fourthly, once the receiver gets the message; he begins decoding. Finally, the communication takes place.

- **Continuous activity:** Everything a manager does involves communicating not something, but everything. A manager must always be in touch with his subordinates, peers and superiors in order to get things done.
- **Transference of meaning and understanding:** Communication involves both information and understanding. Effective communication, thus, is the process of sending a message in such a way that the message received is as closed in meaning as possible to the message intended.
- **Some definitions of communication:**
  - Webster's dictionary states that communication is the act of exchanging information and communicates means to exchange ideas.
  - Peter Little defines communication as "communication is a process by which information is passed between individuals and /or organisations by means of previously agreed symbols".
  - Keith Davis states that communication is a process of passing information and understanding from one person to another.
  - The American Management Association considers communication to be: 'any behaviour that results in an exchange of meaning'.
  - In the words of Hicks, "when communication stops, organised action comes to an end".

6.4 SIGNIFICANCE OF COMMUNICATION

Communication is important to all managers and it is needed by all employees. Communication is important because of the following reasons:

- **Basis of Action:** Getting the right information to and from the correct sources is necessary for an organisation to function properly. Communication keeps the people working in accordance with the desires of the manager.
- **Facilities Planning:** Communication helps in planning process in the following ways:
  - ➢ It helps in interaction and provides vital inputs in planning
  - ➢ It helps to strike a rapport with subordinates, seek their opinions and provide realistic information.
- **Helps in Decision-making:** Communication provides the right type of information to a manager and enables him to consider the pros and cons thoroughly before arriving at a decision.
- **Means of Coordination:** For proper co-ordination, communication is a must. In the absence of communication, members may fail to realise the importance of working unitedly towards a common goal.
- **Improve Motivation and Morale:** Communication improves morale and motivation by keeping people informed. Employees can put forward their grievances, troubles and problems to the management.



CHECK YOUR PROGRESS

Q 1: Give a definition of communication.

.....

.....

Q 2: Say True/False:

a) Communication is one-way process. (True/False)

b) Communication involves a sender and a receiver. (True/False)

c) Communication helps in decision making. (True/False)

Q 3: Fill in the blanks:

a) According to Hicks, "When communication stops, organised action comes to an ....."

b) Communication is a ..... process.



LET US KNOW

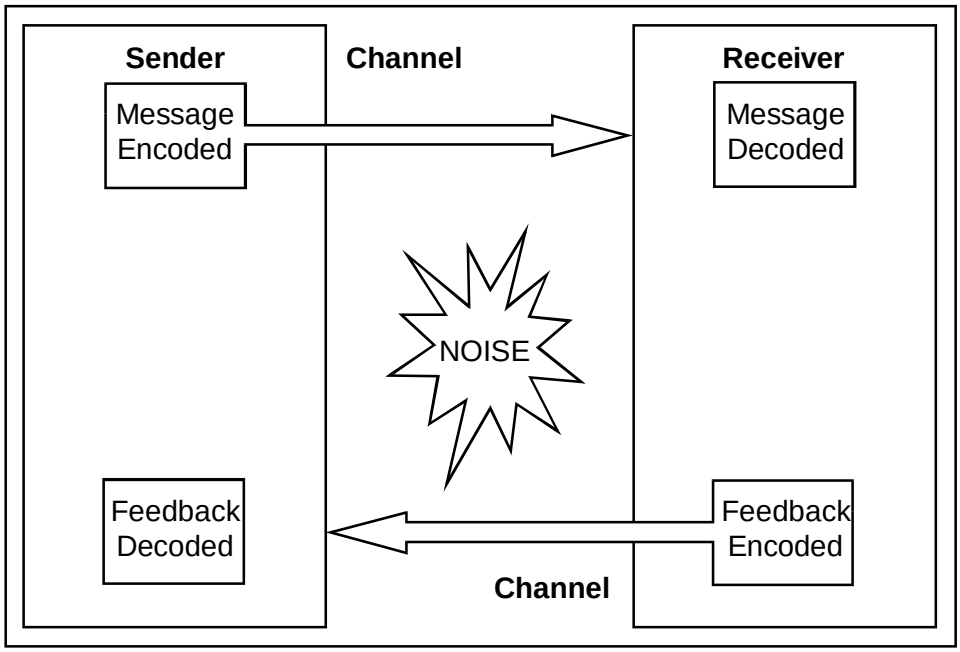
People speak at 100 to 175 words per minute, but they can listen intelligently at 600 to 800 words per minute (WPM). Since only a part of our mind is paying attention, it is easy to go into mind drift- thinking about other things while listening to someone.

6.5 PROCESS OF COMMUNICATION

The process of communication can be explained in the followed way. First an idea or message is encoded by the encoder (the sender) through a channel which can be understood by the decoder (the receiver). If the decoder understands the message, fidelity of communication is said to be 100%. Anything that obstructs communication is said to be Barrier such as noise etc.

- **Sender:** The sender is anyone who wishes (i) to convey an idea (ii) to seek information (iii) to express a thought or emotions.
- **Encoding:** The sender encodes the idea by selecting symbols with which he can compose a message.
- **Message:** The message is what is conveyed by the sender. It is the heart of communication.
- **Channel**: The message is sent through a channel, which is communication carrier.
- **Receiver:** The receiver is the person who is supposed to receive the message.
- **Decoding:** It is the process by which the receiver translates the message into the terms that are meaningful to him.
- **Feedback:** It is the response by the receiver to the sender's message.
- **Noise:** It is any interference with a message that hampers the sharing of meaning between the sender and the receiver.

Figure 6.1: A Model of Commkuncation Process



6.6 TYPES AND CHANNELS OF COMMUNICATION

6.6.1 Communication Types

In the above sections we have learnt about the meaning and importance and the process of communication. Now we will learn about the different types of communication. The following types of communication are followed in business organisation. Communication is generally categorized into three types:

- **Organisational Communication**: It is a kind of communication which is used in a business enterprise. It encompasses generations or collection of data, collation and dissemination of information, decision making and implementation, and managing the conflict etc.
- **Interpersonal Communication:** It is one that takes place between two persons. It is characterised by active interaction.
- **Intrapersonal Communication**: When a person communicates with himself to develop new and useful ideas. A human being is given to self –reflection and introspection,

it is a kind of communication one holds with oneself.

6.6.2 Communication Channels

A communication channel is the route through which messages flow from the sender to the receiver. There are two types of channels (i) formal and (ii) informal, which are used by the managers.

- **Formal Communication:** Formal communication is used for the business and managerial functions of planning, decision-making coordinating, controlling etc. The formal communication channel respects the 'unity of command' principle and prescribes in a rigid way, a specified route for the flow of information between various positions in the organisation. For example, a welder cannot indent for welding rods directly from the purchase officer; the indent has to be routed through the proper channel beginning with the foreman and section head. Thus, formal communication is systematic, orderly in nature and supports the authority of superiors.

  There are three ways in which formal communication can go:

  - **Downward Communication:** It is a way of communication, which passes from the encoder who occupies a higher position in an organisational hierarchy to the decoder holding lower position, e.g. The Board of Directors to general manager through company secretary or section head.
  - **Upward Communication:** When the information moves upward from subordinates (the encoder) who hold positions, which are lower than those of the decoders in the organisational hierarchy. Usually work progress report; grievances, etc are the forms of upward communication.

- **Horizontal Communication:** Horizontal communication takes place between employees who are at the same level in the organisational hierarchy.

- **Informal Communication:** Informal communication is the confidential conversation, which is not based on the status and the position of the encoders and decoders in the organisational hierarchy. For e.g. conversation at any official parties or celebrations organised by the organisation for its employees at which the managing director may talk about the health and achievement of the children of a mechanic. Communication channels that are not based on the official designation of the employees dop not adhere to the organisation's hierarchy. The best known type of informal communication is known as the 'grapevine' (or the rumour mill).



CHECK YOUR PROGRESS

Q 4: What are the 8 steps involved in the process of communication?

a. .....

b. .....

c. .....

d. .....

e. .....

f. .....

g. .....

h. .....

Q 5: Communication is of three types. What are they?

a. .....

b. .....

c. .....

Q 6: What are the ways of formal communication?

a. .....

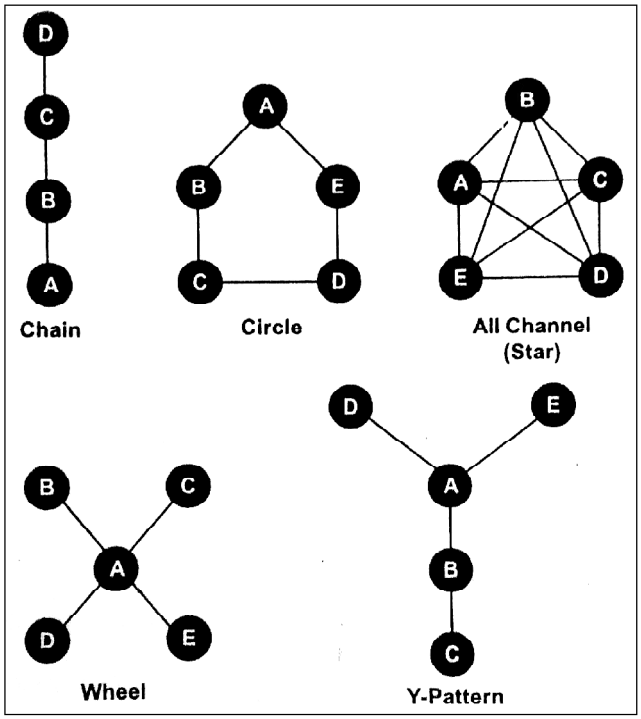
b. .....

c. .....

6.7 COMMUNICATION NETWORK

There are different patterns or networks of communication, each of which has its own characteristics. The structure of the network influences speed and accuracy of message handling, and performance and motivation of the participants. Some of the most common structures are shown below:

Figure 6.2: Communication Network



- **Communication Networks**

  Following are the types of communication networks:

  - **Wheel:** In this, all communication flows through one person who generally happens to be the group leader.
  - **Y-Pattern:** The y pattern is slightly less centralised –two persons are closer to the centre of the network.
  - **Chain:** The chain gives a flow of information among members, although the people are at the end of the chain.

- **Circle:** Here, each person can communicate with two others located on both of his sides.
- **All Channel (Star):** This pattern is more decentralised and, allows a free flow of information among all group members.

6.8 COMMUNICATION MEDIA OR METHODS

There are three main types of communication media through which the employee or the managers can easily communicate.

- **Oral or Verbal Communication**: Oral communication is the face to face communication between individuals. In dealing face-to-face, we can judge how the other party is reacting, get immediate feedback, and answer questions to avoid any misunderstanding. Some of the electronic and non-electronic devices such as telephones, cell-phones (mobiles), walkie–talkie, speakers, and audio-video presentations are some of the examples used in verbal communication.
- **Written Communication**: Most formal communication takes place in a written form. It is a tangible record of communication, messages, enquiries and instructions. Written communication is transmitted through written words in the form of letters, circulars, memos, reports, handbooks, manuals etc. Written communications are permanent, tangible and verifiable. A record is maintained and, both the sender and the receiver have access to the records for further clarification.
- **Non-Verbal Communication:** Non-verbal communication (NVC) refers to messages sent through human actions and behaviour rather than through words. It is a communication exchange that does not use words or that uses words to carry more meaning than the strict definition of the words themselves. It often relies on facial expression, body movements, gestures, eye- contact, handshakes, dress, posture, inflections etc...



CHECK YOUR PROGRESS

Q 7: What are the 5 types of communication networks?

a) .....

b) .....

c) .....

d) .....

e) .....

Q 8: Fill in the blanks:

a) All channel network is also called ……. network.

b) Verbal communication is also known as …….

c) The three methods or media of communication are ....., ... and ..... .

Q 9: Give some example of written communication.

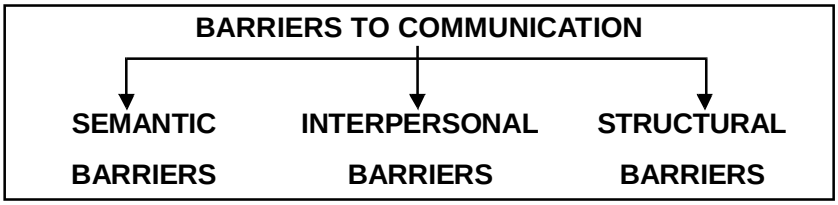
.....

.....

6.9 BARRIERS TO COMMUNICATION

Several factors may disrupt the communication process or come in the way of effective communication. This can be listed thus:

Figure 6.3: Barriers to Communication



- **Barriers of Communication**

Anything that prevents understanding of the message is a barrier to communication. Many physical and psychological barriers exist:

There are certain barriers to communication, which reduce fidelity of communication. This loss of fidelity may result in misunderstanding of the message, in turn lead to the negative responses. The following are the barriers of communication:

6.9.1 Semantic Barriers

Many of our communication problems are semantic in nature, as the same word may convey a different meaning to different people. For example the word 'productivity', may mean effective usage of resource for manager but for workers it may mean doing more work to get the same amount of salary. For e.g. we often get confused with the pronunciation of word of pairs like: 'fifty-fifteen', sixty-sixteen', etc. and word groups like; 'excess, access' etc.

6.9.2 Interpersonal Barriers

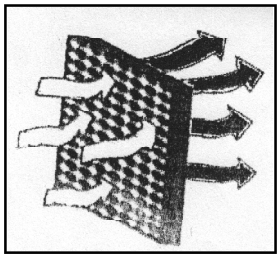
- **Can't Express Effectively:** Some people cannot communicate effectively because they cannot use their words and personality effectively.
- **Filtering:** Any attempt to alter and colour information to present a more favorable impression is called filtering.
- **Credibility:** Credibility is based on a person's competence in the subject area being communicated, and is based on the degree of confidence in the person.
- **Inattention:** We often hear, but do not listen.
- **Perceptual Differences:** Perceptual differences –differences in past experiences, educational back ground, emotions, values, and beliefs also affect each person's perception of a message that is important to them.
- **Jealousy:** It plays an important role in reducing the effectiveness of communications. Competent individuals are viewed as a threat to the security of peers and subordinates.
- **Information Overload:** The effectiveness of communication is likely to hamper when managers allow themselves to be inundated with bundles of data.
- **Emotions:** How the receiver feels at the time of receipt of information influences effectively on how he interprets the information.

- **Time Pressure:** Managers are often subjected to time pressure; because decisions must be made within a specified deadline. Such time pressure can create communication problems.

6.9.3 Structural Barriers

- **Hierarchy:** When an organisation grows, its structure expands, creating many communication problems. Messages have to pass through several hierarchical processes. It may happen that something may be lost or added by transmission at each stage of process and messages are likely to be delayed and distorted.
- **Status:** Open and free flow of communication is also affected by status relationship in the organisation.
- **Specialisation:** Too much fragmentation of work causes people to be more loyal to their particular departments than to their organisation as a whole. It tends to separate people even when they work side by side.

Figure 6.4: Structural Barriers



These barriers can be thought of as filters, that is, the message leaves the sender, goes through the above filters, and is then heard by the receiver. These filters muffle the message. And the way to overcome filters is through active listening and feedback.

6.10 EFFECTIVE COMMUNICATION

Communication is the basis of managerial work. It is, therefore, necessary for a manager to study its many aspects and educate the staff

about the importance of good communication. The following are some of the ways that may help a manager improve his communication skills:

- We must think and plan before communicating. We should be clear and well-organised on what we desire to communicate
- State the purpose of each communication, obtain information and then initiate action
- We should use simple language, which will be easily understandable by the other person.
- Invite others to participate in planning a communication. Participation helps to bring additional insight and objectivity to one's message.
- We should use simple words and use them carefully so that they do not take on different meanings for different people.
- Empathy means understanding and being sensitive to another's feelings. So, we should try to identify with the various feelings and thoughts of another person.
- Managers should support communication through good supervisory efforts, clear assignments of duties, fair rewards for effort, sound policy enforcement etc.
- The manager should provide feedback, which provides an open channel, so that he can check on how the messages are being perceived.
- Communication must be planned with the past in mind so as to support company policies consistently.
- We should not only concentrate on the explicit meaning that another person is expressing but also on the implicit meanings, unspoken words etc.



CHECK YOUR PROGRESS

Q 10: Write the three types of barriers to communication

a) .....

b) .....

c) .....

Q 11: State true or false:

a) There are 6 types of communication networks, namely-circle, and star, round, chain, wheel and Y- pattern. (True/False)

b) Jealousy plays an important role in reducing the effectiveness of communications. (True/False)

c) Managers should support communication through good supervisory efforts, clear assignments of duties, fair rewards for effort, sound policy enforcement etc. (True/False)



ACTIVITY 6.1

Walk into your superior's/junior's door and communicate with him/her on some issue and note the non-verbal clues and come to your office and record them.



6.11 LET US SUM UP

After going through this unit you have learnt to define communication, its importance, the types and channels of communication. Besides this you have also learnt about the barriers of communication and the remedies to overcome it. So, communication is the process of passing information and understanding from one person to another. It is important for all managers and is needed by all employees. The process of communication involves several steps.There are basically two types of channels- formal and informal. There are three main types of communication namely, organisational, interpersonal and intrapersonal communication. Communication takes place either orally or in writing.

Communication that takes place through facial expressions, body positions, eye contact and physical gestures is known non-verbal communication. A communication network is the pattern through which the members of a group communicate. It may take five different shapes in an organisation, namely the wheel, Y pattern, chain, circle, and star. Several

semantic, structural and interpersonal barriers come in the way of effective communication. To communicate effectively a manager has to improve his listening skills. He must think and plan before communicating. The timing of the message must also be appropriate. People must actively participate in developing an appropriate message. Simple words must be used to improve clarity and understanding. More importantly, the manager must encourage subordinates to give their feedback openly and fearlessly. After going through the unit, the learner will be well-versed with the methods and the ways to effective communication.

6.12 FURTHER READING



1) Chal, Harold Koontz (1986). *Essentials of Management.* New York: McGraw Hill Book Company.

2) Sherlekar, S.A. (1984). *Principles of Management*. Bombay: Himalaya Publishing House.

6.13 ANSWERS TO CHECK YOUR PROGRESS



Ans to Q No 1: Communication is the process of transferring information from a sender to a receiver with the use of a medium in which the communicated information is understood by both sender and receiver.

Ans to Q No 2: a) False b) True c) True

Ans to Q No 3: a) end b) continuous

Ans to Q No 4: a) Sender b) Encoding c) Message d) Channel e) Receiver f) Decoding g) Feedback h) Noise

Ans to Q No 5: a) Organisational Communication b) Interpersonal Communication c) Intrapersonal Communication

Ans to Q No 6: a) Downward Communication b) Upward Communication

c) Horizontal Communication

Ans to Q No 7: a) Wheel b) Y-pattern c) Chain d) Circle e) All Channel (star)

Ans to Q No 8: a) Star network b) Oral Communication c) Oral or Verbal communication, written communication, non-verbal communication.

Ans to Q No 9: Letters, circulars, reports, manuals etc

Ans to Q No 10: a) Semantic Barrier b) Interpersonal Barrier c) Structural Barrier

Ans to Q No 11: a) False b) True c) True



6.14 MODEL QUESTIONS

Q 1: "Communication is sharing of meaning and understanding". Comment

Q 2: 'Good communication is the foundation of sound management'. Comment

Q 3: What are the different methods or media of communication?

Q 4: Elaborate the model of communication process.

Q 5: Make a distinction between formal and informal communication

Q 6: Write about the different networks of communication and evaluate the communication networks

Q 7: Identify 'noises' in the communication. What are the barriers of communication? How can the barriers be removed?

*** ***** ***

UNIT 7 : ADVERTISEMENT WRITING

UNIT STRUCTURE

7.1 Learning Objectives

7.2 What is Advertising ?

7.3 Basic Concepts of Advertising

7.4 Copywriting

7.5 Radio Copy

7.6 Television Copy

7.7 Let us Sum up

7.8 Further Reading

7.9 Answers to Check Your Progress

7.10 Model Questions

7.1 LEARNING OBJECTIVES

After going through this unit you will be able to :

- define and discuss the concept of advertising
- grasp the copy elements in basic advertising such as body copy, captions and call outs etc.
- learn the importance of 'impact factor' in preparing an advertisement
- gain an idea on the major elements of radio and television copy.

7.2 WHAT IS ADVERTISING ?

Dictionaries define advertisement as a notice for sale, services offered, rooms-to-let, job position to be filled etc. published in newspapers and periodicals, displayed on hoardings and broadcast over the radio, television or internet. Here is an advertisement notifying a product of a company. You will note that the advertisement is something more than a sales message of a particular commodity.

It is a complex form of communication with certain specific objectives and strategies to reach out to different consumers. The objectives are to:

- persuade or influence the consumers to see the merit of the commodity
- inform consumers and to make them aware of the product or the company
- reach a wide spectrum of possible consumers with information about an item advertised

Thus, we can define an advertisement as follows:

An advertisement is a form of communication that operates with objectives and strategies leading to various types of impact on the consumer's thoughts, feelings and actions.

Let us closely look at the key words in the definition given in the box:

- **Form of Communication :** It implies that an advertisement contains a message for the prospective consumer.
- **Objectives :** The objectives of advertisement are to persuade or influence the consumer to take steps to procure the items advertised.
- **Strategy :** The strategy followed is to reach out to a large clientele by placing the advertisement either in a print or electronic media or in both.
- **Impact :** The advertisement shall succeed in persuading a person to give some thought about the items/commodity.

Indeed, good ads are the result of powerful planning in order to make the biggest possible impact on the targeted consumers. The advertiser must know who the targeted consumer is and must develop strategies to communicate to the consumers to persuade, to ponder and to decide upon at times.

7.3 BASIC CONCEPTS OF ADVERTISING

There are four basic concepts of advertising, namely:

i) Advertising Strategy

ii) Creative Idea

iii) Creative Execution and

iv) Creative Media Use

Each of these concepts has been briefly elaborated below :

i) **Advertising Strategy :** The concept refers to the logic and planning behind the advertisement that gives its direction and focus. Every effective advertisement is the outcome of a sound strategy. An advertisement is developed to meet the specific objectives, and carefully directed to meet a certain audience; it creates its message to reach out to the audiences for whom the advertisement is intended and to run in the print or electronic media that will reach out to the audience more effectively.



CHECK YOUR PROGRESS

Q 1: Here is an advertisement:



Read the advertisement carefully and give brief answers to the following questions:

a. Give one objective of this advertisement?

.....

.....

b. For what kind of readers/audience is this advertisement designed?

.....

.....

c. What message does the advertisement create?

.....

.....

ii) **Creative Idea :** The creative concept is the advertisement's central idea that arrests one's attention. The word 'creative' describes a critical aspect of advertising. The research effort needs to be

creative. The Chyawanprash advertisement in the TV is an interesting example of the creative idea of advertisements. The advertisement zooms on an aged actor reflecting on some of his exciting moments in a few of his films.

- The actor bashes a stout looking villain
- He is exhausted after a fight hangs on to a temple bell
- He is in one of his memorable stunts.

At the end of it all the aged actor reflects on how those activities had squeezed the vitality out of him and how Chyavanprash had kept him going even at that age

iii) **Creative Execution :** The concept implies that an advertisement in order to be effective requires to be well executed. One has to consider the details, the photography, the text material, the setting, the printing, the way the produce is depicted all of which contribute towards creating an impact the clients for whom the ad is intended. Think of a visual for a shirt. There is a well-taken photograph of a young man supposed to have spent a hard day at his work place but he does not look tired, nor does his shirt show any crease. Below the photograph there appears the following text.

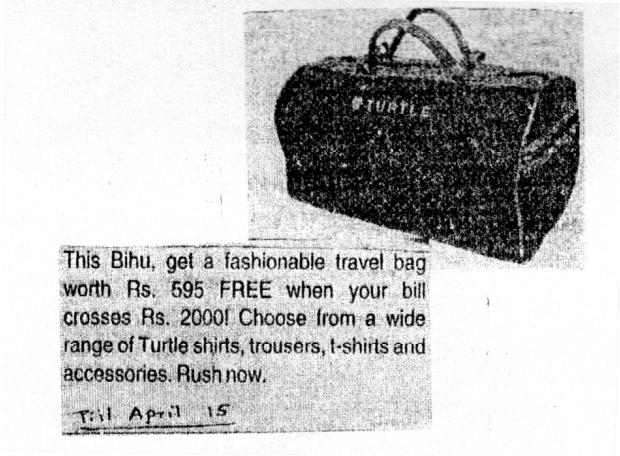
Note the personal tone of the language of the text. It is important for the text to be able to reach out to the clients in a client-friendly way.

iv) **Creative Media Use :** Every advertisement contains a message. Most advertisers use the popular publications, radio and the TV to reach out to a wider section of the people. Besides hoarding in busy city areas, highways, important bus stations, railway stations and airports also attempt to reach out to the targeted clients. It is worth maintaining that often in airports commodities that one displays is a strategy to impress the clients. Electronic items, dress and leather goods often find place in such showcased advertisement.



CHECK YOUR PROGRESS

Q 2: Read the following advertisement:



Now answer the following questions:

a. For what kind of consumers is this advertisement designed. (Choose the correct alternative)

Ans.: The advertisement has been designed for :

i) Fashionable travellers who are in need for a travel bag.

ii) School girls

iii) Adult males

b. How does the advertisement try to persuade the prospective consumer with the advertisement of the commodity?

Ans: The advertisement tries to persuade the prospective consumer by:

i) selling the item at a discount

ii) providing a free gift.

iii) offering a wide choice of items.

7.4 COPYWRITING

Copywriting: Copywriting is a term used in the literature of advertisements (**ad. hereafter**) to refer to the activity of shaping words and expressions to create a maximum effect on the target consumer. The person who shapes and sculpts words in an advertisement is called a copywriter.

Copy is the text of an ad or the words that are uttered by people in a commercial. Copywriters love words and they search for the clever twists, pun, powerful descriptions, punchlines, and the nuances to make the ad as striking as possible.

- **Copywriting for Print :**

  There are 5 basic copy elements commonly found in advertisements.

  - a headline
  - subheads
  - body copy
  - captions or callouts
  - a tag line

  A brief introduction of each of these elements follow.

  - **The Headline :**

    The headline is the key element in print advertising. It conveys the main message of the advertisement. It is a phrase or a sentence that serves as an opening to an advertisement. It has to catch one's attention and also convey an idea while attracting the targeted audience. Here are a few headlines

    - ***Who says only the seaside can make you feel fresh.***
      This is the headline of bath fittings claiming that brand with its "world class bath fittings regenerates freshness in your life. Innovative designs, unparalleled functionality and lasting performance... is sincerely dedicated to exceed your delights.
    - ***The Connoisseur's Choice.***
      This is the headline in an advertisement on tea.
    - ***I always found it difficult to keep my television free from dust...***
      This is the headline in an ad on vacuum cleaner.

    Each of these headlines aims to attract the prospective customers. They become effective only when they work in combination with the visual to stop and grasp the reader's attention and motivate someone to try the product.

The headline must also identify the product and the brand, and start the sale. If the product is less prominently displayed beside a more prominently displayed model from a TV serial background the advertisement may not prove effective.



CHECK YOUR PROGRESS

Q 3: Read the following headlines and name the product that the headline professes to advertise.

a) *Six weeks to a fairness like never before.*

.....

.....

b) *Who's that girl under the waterfall ?*

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.....

c) *Style that goes right to your head*

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➢ **The Subhead:**

The subhead says, "Now that I've got your attention, here's what I want to tell your about." It aims to elaborate or to extend the message of the headline and to give a hint of what the reader will find in the bodycopy. Here is a headline:

60 years after independence India will be held captive again.

The message is clear and arresting. It is puzzling too. It draws your attention leading you to look further on. Now your attention shifts to the subhead to see if a hint is there as to what the advertisement really proposes to say.

This time in the pages of

INDIA TODAY

Not every advertisement has, or needs a subhead, but if the reader is interested in the headline, the subhead gives you a

second opportunity to make a sale.

➢ **The Body Copy:**

The body copy fulfills the promise of the headline by providing more detail about the item advertised. It is the text of the advertisement and its primary role is to maintain the interest of the reader. It develops the sale message, states the argument, summarises the proof and provides explanation. It is the persuasive heart of the message. You arrest the readers attention with the headline, give some clarification in the subhead. But it is with the body copy that you win over your reader.

A body-copy can adopt different styles:

- **Straightforward :** Factual details - informative
- **Narrative :** Tells a story in the first person a third person. The VIP luggage ads used such story-telling styles.
- **Dialogue :** Lets the reader "listen in" an a conversation.
- **Explanation :** Explains how something works
- **Translation :** Technical information to be translated to understandable language.

Again, not every advertisement will have body copy. A hoarding may not have one.



CHECK YOUR PROGRESS

Q 4: Here is an Indian Air Force ad that professes to convert raw talent to world class leadership material. The body copy is given below :

- Dream to fly high. Earn your wings through a professional and systematic training in 74 weeks
- Be an elite engineering force and work on state of the art planes, missiles, radar, communication system.
- Though Operational Support Group manage men & material, finance, education, mat and controlling operations.

a. What function does the body copy serve?

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- **Captions or Call-outs :**

The caption is a sentence or a phrase trial explains what you are looking at in a photo or illustration. Captions are not used so much in advertisements because the visuals are assumed to be self explanatory. But when used, they do create an impression.

The caption is a photo or illustration can go beyond what appears in a photo. You can use it to make any related point you wish. For example think of a picture of a houseworker fast asleep. Below the picture is the caption :

No Mrs Bose is not asleep.

She is working. You later discover, she is washing clothes in her washing machine, washing in a machine is in easy - you can sleep your way and yet you are working. call-outs are sentences that float around the visual, usually with a line or arrow pointing to some specific element in the visual that they name and explain.

Femina published a Pond's Institute advertisement which is an interesting example of a course-book ad. It displays a woman with her eyes shut as if dreaming. There are arrows and circles pointing to different parts of her face.

Faded lines —

Lifted under-eye —

Firmer cheeks —

At the end is the message : ***The Complete face-lift.*** These arrows and the words are examples of call-outs in an ad.

- **The Tag-line :**

The tag-line or logo is a short phrase that serves as a motto for the campaign, brand or the company. In the advertisement

illustrating call-outs above, the message at the end of the ad : The complete face-lift is the tag-line of the advertisement. The tag line sums up the whole idea underlying the advertisement. It usually appears at the end of the body copy and often refers back to be headline or opening in a commercial.



CHECK YOUR PROGRESS

Q 5: A headline in an ad serves to catch the reader's attention. and a subhead makes the logic clear to the reader. Here is a statement. You must get rid of your old car because the all new Scorpio is here.

a) Write a headline in the space below. You can write several possibilities.

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b) Write a subhead for the advertisement. Again, you may have several possibilities.

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c) Write a tag-line for the advertisemnt.

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- **Writing Style :**

An advertisement has to win its audience in a highly competitive market. For this reason, your ad must be simple as possible. The

style that you use for the text of the advertisement contributes a great deal towards its success. Note that every word counts because both space and time are expensive. It will not do to use ineffective words you do not have to make lens statements about the quality- no one has the time to read that stuff. Make it as concise as possible. The more the compact, the easier it is to comprehend and greater is the impact of the copy. Here are a few suggestions:

- **Be Succinct :** Succinct means clearly expressed in few words. Use short familiar words. Short sentence and short paragraphs. Read the text below :
  - *IS YOUR SKIN DARKENING? DOES IT LOOK LIKE EARLY AGEING? IN THAT CASE GET YOUR DOUBLE DEFENCE AGAINST THE SUN. I SUGGEST YOU USE GARNIER.*

    This piece of text shall not serve either as a headline or a subhead. It is a poor body copy failing to attract the reader's instant attention. It is too wordy and full of unnecessary words. Now read this:
  - *SKIN DARKENING? EARLY AGEING? GET YOUR DOUBLE DEFENCE AGAINST THE SUN. USE GARNIER.*

    It is brief. Uses only words that are informative and highly useful.
- **Be Single-minded :** Single-minded means having or showing one clear purpose and effort to serve it. If we get back to the Garnier ad, we can see what single-mindedness in preparing a copy is all about. The advertisement focuses an one main point **Sun control**. The visual is that of a woman with a clear skin; she has enjoyed the benefit of advanced double protection that helps prevent skin darkening and prevention ageing. The focus is sharp enough illustrating the single-minded objective of the advertisement.
- **Be Specific :** You are specific when you are detailed and

exact, clear in meaning. You are careful in explanation and not vague. In order to be specific, you must not waste time in generalities. Note the headline in an advertisement.

Jealous Jeans

Just two words to support a visual of three persons wearing different types of jeans and we know what the ad is trying to say. It is specific to the fullest extent.

- **Get Personal:** Directly address your reader with 'you' and 'your' rather than with 'we' and 'they', you can use an imperative form intended to reach out to you directly. Here is a headline of an advertisement:

  WHY CHOOSE AN INVERTER TO
  RUN 3 ACs
  INSTEAD OF A GENSET?

  It is a personal message directly addressed to the reader.

- **Keep a Single Focus :** Your advertisement must deliver a single message. It should not focus an too many points. Focus an a single idea and support it. Think of an advertisement of woolen shawls with a pile of shawls on display and the taj at the background. The headline is clear

  Masterpieces
  One created in marble
  and the other crafted in wood

  The focus is sharp enough. The message is clear the shawls an display one the best. Here is the text of the advertisement:

  The Taj and the Pashmina have stood the test of time through all these centuries. In fact the 600 year should even pre-dates the Taj by a couple of centuries! And the shawl had evoked too, enriching itself with the art and craft from various periods and places.

  With so much of history and sheer human genius crafted into it, the commodity advertised should have been the

preferred choice of the blue jet setters of today.

- **Be Conventional :** Use the language of everyday conversation. The text of the copy should seem like an informal piece of language. As an example read the following copy :

  Open up a whole new world of imagination for your child. A world of warmth and love. Of caring and sharing. Of playing and learning. Of growing and developing. A world of fun, laughter and happiness.

  That's the promise of Leo Toys of a kind never before available in India. Toys that are designed to delight, amuse, yet educate your child... cater to his creative needs. Attractive, sturdy, yet safe to play with. In an ever growing range - pre-school, educational, action, puzzles and games.

  Leo Toys. They could become your child's best friends. Today.

- **Be Original :** To keep your copy forceful and persuasive, avoid stock advertising phrases, strings of superlatives and brag-and-boast statements. Avoid cliches as much as you can. Instead of using the common expressions:
  - Do you have a backache?
  - Are you suffering from a backache?

  – the advertisement on a foam mattress uses the following headline:

  I*s your back crumbling under presume ?*

  It is followed by the following subhead

  Give it all the support it needs

- **Use Variety :** To add visual appeal to both print and TV advertisements, avoid long blocks of copy. Instead break the copy into short paragraphs with subheads.

  In a TV commercial, break up television monologues with visual changes, such as shots of the product, some effects, and dialogues.

➢ **Use Imaginative Description :** Use evocative or figurative language to create a picture in the consumer's mind. One of the most beautifully constructed piece of text is the one advertising a brand of motor car. Take a close look at the language and see how suggestive the description is :

Resistance is futile

The Mercedes-Benz CLS- class is simply the most breathtakingly beautiful automobile to even grace the asphalt. The radical L shapes headlamps and the simous bodylines are designed to make you go wear in the knees. To take a glance inside and the luxurious elegance of the appointments within are an invite you simply can't turn down ...



CHECK YOUR PROGRESS

Q 7: There are a different kinds of media in the print category. The most commonly used ones are:

- newspapers
- magazines
- directories
- posters and outdoor advertising.

Take a close look at some of the advertisements published in the above four category of advertisements. They use the same copy elements notably headlines and the body copy. List the elements that are found in these.

1. .....
2. .....
3. .....
4. .....
5. .....

7.5 RADIO COPY

Radio copy refers to the advertisements prepared for radio broadcasts. Such advertisements are usually 15 to 60 seconds in length. This short length means that the ads must be simple enough for consumers to grasp yet exciting enough to prevent various listeners from switching off the radio set.

Mere simplicity is definitely not enough. Radio being a transitory medium, the ability to remember facts is difficult. Hence, copywriters repeat the key points of brand names and identity information, such as a phone number or an e-mail address.

While the print copywriter has access to visuals, headlines, slogans and so on. The radio copywriter has to depend upon there factors as given below :

- **Voice:** The radio speaker must have a well-modulated voice, the kind of voice characteristic of a radio commentator. This voice will monitor the programme. There may be other voices too. But in all cases the voice must be clear and distinct.
- **Music:** Music always creates a certain mood and environment. Any mood from that of a merry village fair to a mother playing with her baby can very effectively be brought through music.
- **Sound effects:** The honking sound of an automobile, the background laughter, the rhythm of dance etc. contribute towards creating a musical effect.



CHECK YOUR PROGRESS

Q 8: List three differences between a print advertisement and a radio advertisement.

a) .....

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b) .....

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c) .....

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7.6 TELEVISION COPY

While the radio copy depends upon the voice quality and music of the speaker, the television copy depends upon moving images. You are watching a walking, talking, moving image. Would that give the illusion of being three dimensional? The most striking part of TV advertisements is their clarity in demonstrating the effectiveness of a product. Here is a TV commercial copy.

Shot 1 The housewife is very upset. The detergent that she uses leaves her utensils greasy. No amount of the item she uses, the effect is very disappointing. The disappointment shows in her face.

Shot 2 A friendly neighbour enters the house. The neighbour enquires the reason for her disappointment. She explains the problem with the detergent.

Shot 3 The neighbour is surprised that the housewife does not have the slightest information of another brand.

Shot 4 Commentary from the background about the effectiveness of the brand followed by a close up of the use of the detergent.

Shot 5 A pile of utensils all sparkling clean is displayed. This demonstration of a TV ad is the ideal medium for a message.

Most of the TV ads use narrative or a story telling technique for maximum effect. Recall the advertisement of the old actor, reflecting on his long acting career mentioned earlier.

Shot 1 The old actor commenting an how acting had squeezed the vitality and of him over the decades. The pain in his face becomes obvious.

Shot 2 A clip from an early film- the actor in his younger days and his encounter with Sher Khan

Shot 3 Another clip - the actor smashing a hooch den and shunning bad man the bold Shetty.

Short 4-8 More shots of the actor's fight scenes from his superhits.

Shot 9 Fade out of the collage and the actor passing on the secret - the Ayurvedic tonic that he uses keeps him going with the same vigour that he had demonstrated thirty five years ago.

Another characteristic of a TV ad is its display of emotion. It has the ability to touch the feelings of the viewers. Real life situations with all their humour, anger, fear, pride, jealousy and love comes alive on the screen. Humour, in particular, works well on television. Where else can a mother's pride and happiness at the sight of her child taking the first few tottering steps be displayed better than a TV advertisement on Johnson's baby oil? Similarly, the list can go on but we are convinced that TV advertisements have an advantage desired by all other media.



CHECK YOUR PROGRESS

Q 9: List three characteristics of TV advertisements in one sentence each.

a) .....

.....

b) .....

.....

c) .....

.....

Television copywriting is a complex process that requires the copywriter to have a clear knowledge of the following points.

- **Video :** The copy should specify clearly the shots, it close ups, the long shots and so on, so that the producer has no problem in taking the shots. Some of the shots are outdoor shots. Think of an advertisement on a brand of bathing soap. The girl travels in an open gypsy through a wild life safari park, admiring the giraffes and hand of deer but remains fresh as ever because she uses a particular brand of soap.
- **Audio :** Let us get back to the video point above. The sound of the vehicle splashing through thick foliage, the sound of wild animals

at the background, the clear voice of the commentator on the value of the brand – all this make the brand saleable. The copywriter needs a thorough knowledge of the three points.

- music
- voices
- sound-effects

These have to be connected to a visual image The copywriter may have an announcer speak directly to the viewer. If there is a dialogue - that has to be given with clear instructions along with the detailed appearance of the persons, costumes, gestures and so on.

- **Technical Knowledge of Filming :** A knowledge of selection on setting, lighting, casting, costume can always be helpful to the copywriter of a TV advertisement. Some of the shots have to be taken on location. For example the safari park already described. The details need to be spelt correctly in the copy of the advertisement.



7.7 LET US SUM UP

After going through the unit, you will be able to define the concept of advertising which is intended for a wide spectrum of consumers. You will also be able to discuss the various concepts such as advertising strategy, creative idea, creative execution and creative media use . You will be able to grasp the copy elements in basic advertising such as body copy, captions and call outs etc.

Also you will learn the importance of the impact factor in preparing an advertisement when aimed for launching in a competitive market. The unit has ample examples that highlight the same for the ease of your comprehension. At the end of the unit in the book, the learner will gain a idea on Radio Copy and Television Copy which will further enhance your knowledge on the significance of advertisements in media and our day-to-day lives.



7.8 FURTHER READING

1) Ahuja, B.N. (1979). *Theory and Practice of Journalism.* New Delhi : Surjeet Publications.

2) Jeffkins, Frank. (1989). *Introduction to Marketing, Advertising and Public Relations*. New Delhi: Macmillan Publishers.



7.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: a. Persuade or influence the consumer to see the merit of the commodity.

b. Calorie conscious people with high blood sugar.

c. Complete herbal tonic for health and well-being.

Ans to Q No 2: a. i., b. ii.

Ans to Q No 3: a. a face lotion with a guarantee of fair skin.

b. a brand of soap that guarantees an after bath natural freshness.

c. a hair oil.

Ans to Q No 4: It provides details about the career opportunities for a prospective airman in the Indian Air Force.

Ans to Q No 5: a. Divorce your car

b. The all new Scorpio is here

c. Nothing else will do.

Ans to Q No 6: The answers to the following questions are:

a. Headlines

b. Subheads

c. The Body Copy

d. Caption or Call-out

e. The Tag Line.

Ans to Q No 7: a. Radio advertisements are shorter and simpler than print advertisements.

b. Radio advertisements must be exciting enough to prevent viewers from switching off the radio set.

c. Radio advertisement make use of repetitions of key-points of brand names and identification of information.

Ans to Q No 8: a. The TV ad depends upon moving images

b. The TV ad can demonstrate the effectiveness of a product.

c. The TV ad can display emotion vividly.



7.10 MODEL QUESTIONS

Q 1: Identify a product that you wish to advertise. Give a brief description of that product. Now do the following activities :

a) Write a headline for the product.

b) Write a sub-head for the product.

c) Briefly list in order of importance why you want your consumer to go for that product

d) Write a tag-line for the advertisement.

Q 2: Use the product identified in question 1 to write a copy for a radio advertisement by attemping the given activities.

a) Write the statement that you would expect the radio advertisement commentator to articulate.

b) What kind of sound effect/music would you like to use in order to make the advertisement effective. Elaborate.

Q 3: Use the product identified for a TV advertisement:

a) Give a brief description of the visual that you would like to use for the product.

b) Write out the utterances or speeches that would be used in your TV advertisement.

*** ***** ***