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Uses of English

SEMESTER-VI

ENGLISH

BLOCK- 2



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BLOCK INTRODUCTION

The second block begins with Unit 9 on the topic of ‘Science Write-up’ which follows certain methods and techniques of writing that reflects accurate factual knowledge, information and thought that must be communicated in a convincing and interesting manner even to the lay reader. Unit 10 takes up ‘Opinion Writing’ which highlights the importance of a writer's perspective or point of view in writing, a proper reference to facts or figures as well as a certain discretion or tact in the expression of opinion particularly in the written form. Unit 11 takes up various forms of writing such as ‘Review Writing’, ‘Article Writing and Letters to the Editor’ all of which have their own style and format as well as purpose. Unit 12 takes up some of the important aspects of ‘Translation’ starting with its definition, brief history, significance, strategies and cultural specific concepts in a concise manner.

Unit 13 addresses other major aspects of writing such as ‘Editing and Proof Reading’ which delves on the importance of revising one's writing carefully whether it concerns regular writing exercises or for the publication purposes. Unit 14 takes up some of the common forms of writing that is termed as ‘Resumes’ which is extremely necessary when one is applying for jobs. Resumes contain the highlights of one's academic qualifications, achievements, special skills and other relevant information in a concise, systematic and a structured format. At the end of the block Units 15 and16 takes up ‘Personal Letters’ and ‘Employment Correspondence’ to enable the learner to gain a basic idea on the various forms, styles, tips and techniques of both formal and informal correspondence and practice the same by referring to the examples or samples provided in the units.

After going through the units the learner will be able to describe the Techniques and types of various kinds of writing style. 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 8 : SCIENCE WRITE UP

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Science Write-Up

8.4 Some Guidelines to be Followed in Scientific Writing

8.5 Let us Sum up

8.6 Further Reading

8.7 Answers to Check Your Progress

8.8 Model Questions

8.1 LEARNING OBJECTIVES

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

- discuss and define science writing
- gain an idea on the tips and techniques of science writing
- practice science writing on your own

8.2 INTRODUCTION

Science and technology is increasingly shaping and revolutionising our everyday lives. Nowadays, we cannot possibly think of our lives without the contributions of science and technology. Therefore the common public needs to know what scientists are doing and their inventions and other technological advancements. Science is often hard to comprehend. Science writing is difficult to digest for common people. Most people think that the difficulties of science arises out of necessity and the extreme complexity of scientific concepts, data and analysis. Complexities of thought need not lead to impenetrability of expression. As a result, science writing has evolved as a different genre. Let us then discuss science writing a little more in details.

8.3 SCIENCE WRITE-UP

Science writing encompasses a wide variety of forms that can include writing for newspapers, mass market magazines, trade publications, university press offices, broadcast media, and newsletters, among others.

Science writing requires special technical skills. The main difference between science writing and writing in other academic fields is the relative importance placed on certain stylistics elements. Thus in this unit we will look into what is scientific writing and how to attempt a scientific write-up.

The basic purpose of scientific writing is not the mere presentation of information and thought, but rather its actual communication. It does not matter how pleased an author might be to convert all the right data into sentences and paragraphs ; it matters only whether a large majority of the reading audience accurately perceives what the author has in mind .

There are several different kinds of writing that fall under the umbrella of scientific writing.

- **Peer- reviewed journal articles** (presenting primary research)
- **Grant Proposals** (You cannot do science without funding)
- **Literature Review Articles** (summarising and synthesising research that has already been carried out)
- **Popular Science articles** (communicating scientific discoveries to a non– scientific audience)

The main purpose of scientific writing is to present data or ideas with a level of detail that allows a reader to evaluate the validity of the results and conclusions based on the facts alone.

- **Some dos and don'ts in Scientific Writing:**
  - **Precision:** You need to be precise in scientific writing. There is no scope for ambiguities as it creates confusion in the minds of the reader.
  - **Clarity:** You need to present your writing clearly. Language should be easy to follow**.**

- **Objectivity:** Any claims that you want to make must be based on facts, and not on intuition or emotion. There must be an objective approach and any form of subjectivity needs to be avoided.

- **Certain points that need to be kept in mind while writing a science write up:**
  - **Word Choice:** Often several words may convey similar meaning, but usually only one word is most appropriate and that needs to be put in the given situation. For example:

    "Population density is positively co-related with SARS transmission rate."

    "Population density is positively related to SARS transmission rate**."**

    So you can see that in some contexts, "correlated" and "related" have similar meanings. But in scientific writing correlated conveys a precise meaning because it states the statistical relationship between the two variables. So, simply pointing out that two variables are related is not enough. Our readers want to know more precise relationship between the two. Therefore,it is important to choose the appropriate word**.**
  - **Phrasing Choice:** In case of choosing the right phrase the above mentioned idea is applicable here. For example, the phrase "writing of an investigative nature" could also be used in sciences. Also it might refer to a police investigation. So in that case a more specific form of phraseology needs to be used by avoiding ambiguous phraseology. Here, it is noticed that repetition is preferable to some extent.
  - **Figurative Language:** Figurative language must be avoided because it is imprecise. For example "experimental subjects were assaulted with a wall of sound" does not convey the precise meaning of " experimental subjects were presented with 20 second pulses of nonspecific mating cells". Exclude similes and metaphors in scientific writing. You just cannot

leave anything to imagination.

- **Level of Detail**: You should avoid irrelevant information but include as much information as required. Whatever information you want to include must be followed by your reader easily without being distracted by irrelevant facts and descriptions.
- **Quantify:** Whenever possible, use quantitative rather than qualitative descriptions. For instance a phrase like "development rate in the 30^{o}C temperature treatment was ten percent faster than development rate in the 20^{o}C temperature treatment" is more precise than the phrase "development rate was fastest in the higher temperature treatment"
- **Language Use:** Complex ideas and concepts must be conveyed in a lucid manner. You need to distill complicated ideas into simple explanations. Use familiar terms rather than technical or obscure terms. Some expressions are given below with their simple alternatives:

COMPLEX	**SIMPLE**
Efficacious	Effective
Utilise	Use
Elucidate	Explain
Proximal	Close

There are some situations where the use of a technical or obscure term is justified. For example, in a paper comparing two different viral strains, the author might use the word "enveloped" rather than the phrase "surrounded by a membrane."

- **Sentence Structure:** Science writing must always be precise. It should be written in simple sentences rather than complex sentences. Precision requires a fine level of detail. Careful description of objects, forces, organisms, methodology etc. can easily lead to framing of complex sentences without pause which may cause difficulty for learners. So usually simple sentence is preferred.

For example: the osmoregulatory organ , which is located

at the base of the third dorsal spine on the outer margin of the terminal papillae and functions by expelling excess sodium ions, activates only under hypertonic conditions . This sentence is too long and complex. The learner has to wait a long time to grasp the main idea. So instead of that sentence a more simple sentence can be used like “Located on the outer margin of the terminal papillae at the base of the third dorsal spine , the osmoregulatory organ expels excess sodium ions under hypertonic conditions.” So you can see that a simpler sentence is easy to comprehend. Hence sentence structure needs adequate care in scientific writing.

- **Verbosity**: Use concise writing. Most of the scientific writing is space limited. Grant proposals, journal articles, and abstracts all have word limits. So you need to concisely write your scientific writing. Common phrases like “the fact that,” “it should be noted that,” and “it is interesting that are cumbersome and unnecessary in scientific writing.
- **Use of Passive Voice**: Generally, in science write up passive voice is used to enhance objectivity. But this again depends on the reviewer who would instruct you whether to use passive voice or active voice. Just follow few guidelines below while using active voice:

  Avoid starting sentences with “I” OR “WE” because this pulls you out of the focus from the scientific topic at hand

  Avoid using “I “OR “WE “ when you are making a conjecture, whether it’s substantiated or not. Everything that you want to say should follow from ‘logic’, not from personal bias or subjectivity. Never use any emotive words in conjunction with “I” OR “WE”. For example: “I believe”, or “we believe”.

  Never use “we” in a way that includes the reader.
- **Use of Illustration**: Tables, boxes, figures and diagrams referred to here as illustrations should always be used where they will save words or make your argument clearer.

8.4 SOME GUIDELINES TO BE FOLLOWED IN SCIENTIFIC WRITING

There are three fundamental aspects to good science writing - planning the structure, thinking about your reader, and choosing your words. Always remember the following points when you write a science write up.

- Be concise. Clear thinking and careful planning lead to economy of expression. Also avoidance of repetition and padding is important.
- Use simple words. Good style does not require you to be pompous or flamboyant.
- Write short sentences. Avoid long sentences as it becomes difficult for the reader to comprehend.
- Take care of your grammar usage.
- Beware of fashion. Words and phrases can become fashionable and over used, and their meaning often becomes uncertain.
- Use your own words as far as possible as it will probably be more familiar to readers.
- Use words correctly. Always write with a good dictionary in hand.
- Use words that your reader will understand. Always remember knowledge of technical expressions (jargon) is often limited to a comparatively small group of people.
- Spell correctly. Use a good dictionary for the same.
- Take care with the use of 'I' as mentioned earlier.

However, it is useful to remember that a science reporter need not necessarily be a specialist in science. What is essential is a background in science and a scientific temperament. A science reporter must update himself with the latest developments of science and be aware of the major scientific research. His or her job is to write the highly technical scientific news for common reader in an understandable and readable way. The learner shall find all the above tips, techniques and guidelines helpful in attempting science writing for examination purpose.



CHECK YOUR PROGRESS

Q 1: What are the three fundamental aspects of good science writing?

.....

.....

Q 2: What are the different kinds of writing that fall under the umbrella of scientific writing?

.....

.....



8.5 LET US SUM UP

In this unit you have learnt the varied kinds of column writing, science writing and writing press release which is an important tool of public relations. By now you must have understood the nuances of column and science writing. The unit also provides you with relevant examples of column writing, science writing and also press release for your clarity. Thus, by the end of this unit it is assumed that you will be familiar with formal writings such as writing for the media by keeping in mind and practising the do's and dont's of such writing.



8.6 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.

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.



8.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Planning the structure, thinking about your reader, and choosing your words.

Ans to Q No 2: Latest developments of science and the major scientific research.



8.8 MODEL QUESTIONS

Q 1: Write a science write-up on India's space programme.

Q 2: What is the purpose of a Science Write up? Explain.

Q 3: Discuss the tips and techniques of Science Writing.

Q 4: Describe in details some of the guidelines to be followed in Scientific Writing.

*** ***** ***

UNIT 9 : OPINION WRITING

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Facts and Opinions

9.4 Strategies for Opinion Writing

- 9.4.1 Processing Information: Use of Words
- 9.4.2 Analysing Information: Editorial Writing

9.5 Organising Information

9.6 Let us Sum up

9.7 Further Reading

9.8 Answers to Check Your Progress

9.9 Model Questions

9.1 LEARNING OBJECTIVES

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

- grasp the concept of opinion writing
- distinguish between facts and opinions
- develop techniques for processing and analysing information
- differentiate the meanings of slang, colloquial words, wordiness, cliché and jargon

9.2 INTRODUCTION

In this unit we shall focus on the concept of 'opinion writing'. We shall look at samples of writings that highlight the author's justified opinion on a particular issue. This would entail looking at the text closely to discover how writers use words, phrases and sentences in order to express opinions. The aim is to provide you with the necessary skills and competence to express your opinion on a particular issue. Let us look at a few dictionary definitions of *opinion* as a starter:

- **Opinion is that which a person thinks about something. It is**

professional judgement.

Longman Dictionary of Contemporary English

- **Opinion is your feelings or thoughts about somebody or something rather than a fact.**

  Oxford Advance Learners' Dictionary

- **Your opinion about something is what you think or believe about it.**

  Collins Colreild Student's Dictionary

- **Opinion is one's belief; what are thinks is true.**

  Collins English Learner's Dictionary

- **Opinion is what a person thinks about a subject.**

  Macmillan Student's Dictionary

From the above definitions, it is seen that an opinion is a judgement, a point-of-view arrived at by a person on a subject. Note that all the above definitions have made use of the word 'think' as a key-word for forming opinion. Thus, opinion presented in writing in different formats depending on the needs or requirements is largely a matter of higher level critical thinking. In the first place, it involves an ability to analyse. **To analyse an issue is to break down the information into its constituent elements** so as to see the relationships or sequence of these elements. Analysis also involves interpreting complex data, thereby making it an important element of critical thinking. It is a skill that is basic to opinion writing.

Secondly, higher level critical thinking involves an ability to synthesise ideas and concepts from multiple sources into a complex new idea. We may obtain information from various sources. In fact, if you go back to the beginning of this section, you will find that we had obtained information on the term 'opinion' from several sources. We have synthesised the information to develop a complex new idea on 'opinion writing.'

Thirdly, higher level critical thinking involves an ability to *judge* or to *evaluate* a context or a situation, an event or an issue in order to form an opinion on these aspects. We require norms or tools for evaluating

these contexts or issues and the basis of our judgement. **We draw conclusions, make inferences to form an opinion**. For example, let us say, you are reading a book; it may be fiction, a travelogue or even a book of ideas. As you read the book critically, you judge or evaluate the content on the basis of certain norms.

It is to be noted that opinion writing is exclusive to political analysis, a newspaper editor or a journalist. It is a skill that is the foundation of scholarship. **Critical ideas of literary studies are considered as true judgement.** Hence, in our approach to 'this unit, we would like to address various aspects on opinion writing. These aspects could cover media writing and essays with literary value.

The general idea is that **a writer must develop a skill to analyse, synthesise and evaluate a text from his or her own point of view**. The writing must express the person's way of thinking about a particular issue.

9.3 FACTS AND OPINIONS

Facts refer to information that is regarded as being true and as having reality. A fact is something that has really happened and can be proved to have happened. On the other hand, an opinion is what someone believes to be the case. A person may have beliefs or preferences; but what one person believes, another person may dispute. Opinion is always debatable and does not have the same credibility as fact. To draw a distinction between facts and opinions, reference can be made of biographical writings. The facts in this case include the various bits of information about a person – birth, percentage, education, achievements, death, etc.

Take the facts relating to for example, our former Prime Minister Indira Gandhi. The facts relating to her life include the dates of her birth (19 Nov. 1917) and death (31 Oct 1984), her parents, her education, her political life, her achievements and so on. These facts constitute the data which cannot be protected by copyright and one available to every one who wishes to write about her. Only the way they are written or expressed,

the opinion formed by a writer about Mrs. Gandhi is exclusive to the writer and are covered under the area of the Copyright Act.

Here is an extract from a biographical account of Indira Gandhi by the writer and journalist Khushwant Singh that can be taken as "opinion" based on the "facts" of her life. While reading the extract given in the box below, you may like to identify the skills involved in producing the piece of text. For example, how does the author analyse the facts of Indira Gandhi's life? What judgement does he form about her upbringing as a child and her education?

"Indira was the only child of a frail mother and a dominant, dynamic father. Close relatives like her grandfather Motilal Nehru and about Vijaylakshmi – and many visitors to the house were people of national stature. All this must have created feelings of anxiety and misgivings that she might not measure up to these people. The frequent visitations by the police to take away her parents must have added to the feeling of insecurity and turned the marbled grandeur of Anand Bhavan into a palace haunted by unfriendly spirits. All she had for company was distant relatives, servants and her dolls. Hence, the combination of paradoxes – daydreams of greatness ("When I was very small I looked up to Joan of Arc as my hero") offset by nightmares of doubts regarding her ability to attain that greatness; a craving for affection offset ability to attain that greatness; a craving for affection offset by distrust of affection because of the people she loved and wanted to be loved after withdraw from her world and left her in agonising loneliness."

-Khushwant Singh

What you have in the passage is the 'author's personal point of view about Indira as a child. We note that he is trying to draw inferences from her social background and thus arrives at a position in which he can express his opinion on some of the emotions that had moulded this child born on 19 November 1917. You may take a close look at the passage and identify the words and phrases that can pass as the author's opinion on the subject of Indira's upbringing in Anand Bhawan. There are several such expressions.



CHECK YOUR PROGRESS

Q 1: Read the passage on Indira Gandhi as given above and answer the following questions.

(a) Which word in the passage expresses the author's opinion on Indira Gandhi's mother?

.....

.....

(b) What are the two words that the author uses to give his opinion on Indira Gandhi's father?

.....

.....

(c) What according to the author could be the reasons for Indira's anxiety and misgivings?

.....

.....

(d) When the author says "all this must have created feelings of anxiety and misgivings" is the author expressing a fact or an opinion?

.....

.....

(e) When the author says "the frequent visitations of the police must have added to her feeling of insecurity", is the author expressing a fact or an opinion?

.....

.....

(f) When the author says "all she had for company was distant relatives, servants and her dolls", is the author expressing a fact or an opinion?

.....

.....

(g) The last sentence beginning with "Hence…" is a conclusion that the author draws an the loneliness of Indira". Is it a fact

or an opinion?

.....

.....

h) Why do you think that the concluding sentence is a fact/ opinion?

.....

.....

Q 2: State whether the following statements are true or false:

a) Facts are exclusive to a writer. (True/False)

b) Opinions are generally the copyright of the author. (True/False)

c) Facts are what a person thinks about a subject (True/False)

d) Your opinion about something is based on your belief. (True/False)

9.4 STRATEGIES FOR OPINION WRITING

You will recall that in section 9.2.we looked at six different definitions on the term 'opinion'. We found that opinion writing is basically a higher order writing skill that involves the author in developing a piece of writing in order to express an opinion, a judgement or a point of view on a subject or a topic. In this section, we shall explore the strategies that we can adopt in developing a piece of text which would bring out our opinion on various matters.

When you take a close look at the writings of eminent writers, you will discover that the **most striking strategy** that they adopt **in expressing an opinion or a point of view**, which is an ability in using apt words in the proper context. You had just read through an extract on Indira Gandhi by Khushwant Singh to explore the author's choice of words and phrases in expressing facts and opinions. We shall take the writer's use or choice of words as the starting point to formulate a strategy on opinion writing. In fact, we shall at the strategy at two levels:

(a) use of words for processing information and (b) organising the text.

9.4.1 Processing Information: Use of Words

One of the basic strategies for opinion writing, which of course is applicable to most other types of writing, is an ability of an author to use words appropriately to suit the topic and the circumstances in which a person is writing. This would mean that **a writer needs to be very cautions in his/her choice of words** in order to process information for expressing opinion. The writer must know what words would be suitable for the text that is being planned. An ability to choose the right word for a piece of writing means that the writer has the ability to:

i) distinguish standard words from *slang* and *colloquial* or *informal* words

ii) grasp what it means by wordiness in a piece of writing

iii) grasp that clichés and euphemisms can be seen as marks of poor usage in same kinds of writing.

Before we proceed further, it would be useful for you to have a fair idea of the several terms used in the three points referred to above.

- **Slang :** Slang refers to a word that is the opposite extreme of formal language. It, therefore, follows that although some people use slang terms in speech and in informal contexts, slangs are not appropriate in formal writing. We must remember that in being second language users of English, we ought to be extra cautions in our choice of words. Besides, it is helpful to stick to traditional words because we would not be sure which are slangs or which are not. Besides many slangs, in due course become informal words. The word *fag* meaning cigarette is an informal words and so is the word *kid* to mean a child.
- **Informal or Colloquial words :** Most second language users of English like us, have learnt our English through text books and grammar books whose corpus is the formal variety of the

language. Thereby, we find in difficult to distinguish between formal words and informal words. Here are some useful hints. You must remember that in making your writing informal, one of the strategies we can adopt is to use short forms e.g. I'm, You're, we've, they've, he's, I've, I'd, you'd, he'll, we'll aren't, can't, shan't, when's etc. In formal writings, these short forms are not acceptable. Informal words could also refer to coined words for a particular situation (cancer stick -cigarette). Mixing registers also make language informal (**the word Register refers to situational use of language)**

- **Wordiness:** The term refers to the writer's tendency to use more words than is necessary to express the meaning. **The fewer words you use to make a point, the better**. Unnecessary words spoil the beauty of a sentence. Also repetitions or redundant use of words should be avoided by all means. Read the following sentence:
  - The novel *Lord of the Flies* concerns a group of young children – all boys, who revert back to slavery.

    The writer could have easily clipped off the redundant words "*young children*" and "*back*".
  - One of the qualities of good writing is that what is being communicated in writing is to ensure that the meaning of what a writer intends to say is clear.

  The above is from a manual of "good writing" wherein the author intends to highlight "one of the qualities of good writing". But that quality is lost in wordiness. It would be more appropriate to say:

  One of the qualities of good writing is clarity of thought.
- **Jargon :** Jargon is a term used to refer to words or terms that **belong to a specific field of study** e.g. literary criticism, environment etc. and are unlikely to be fully understood by someone unfamiliar with this specific field of studies. **Jargons are appropriate for technical writings but rarely so for**

popular writings. As writers, we must be careful not to load our sentences with jargons – i.e. terms from other disciplines. If you write to communicate rather than to impress, you will avoid the pitfalls of using jargons unexpected situations. Words like 'input', and 'interface' for example belong to computer language.

- **Cliché :** Cliché is a term used to refer to tired, worn out and all familiar words and phrases that contribute little to the meaning of a sentence. Most clichés are too wordy to be effective in a sentence. Expressions like 'first and foremost', 'last but not the least', 'few and for between', are too frequently used expressions. The use of such clichés makes your language lose its freshness and appeal.

9.4.2 Analysing Information: Editorial Writing

After establishing the idea on the choice of words for a piece of writing, your next task would be to organise your thoughts into a composition or, to use a more appropriate term, "a text". In your efforts you will be helped by a solid group of proper spelling and grammar besides a knowledge of collocations and words that might easily confuse you (e.g. further and farther, latter and later etc.). Let us look at a piece of text and discover for ourselves haw the words phrases and sentences are organised into a meaningful piece of text.

There is always a slip between theory and practice, between the book and the process. Take the position of the prime minister in a cabinet form of government. Text books will say that the prime minister is nothing more than *primus interpares* with his cabinet colleagues – he is the first among equals. In practice, especially with prime ministers who command popularity and has the necessary personality, the word 'Primus' or first, has come to acquire a special significance and emphasis. The prime minister's words became the cabinet decision. Think of Winston Churchill in Great Britain and

Jawaharlal Nehru in India. The office of the Prime Minister since its emergence in England under Robert Walpole, always had embedded within it this tension of being 'first' and being 'equal'. The tensions allowed certain Prime Ministers – the two named above as good examples to act in the manner of a President in the United States of America. As first among equals – and, more emphatically, when the Prime Minister was a domineering personality he carried the can of accountability and responsibility.

Political processes tend to other text assertions. If the dominant Prime Minister was a change in one direction, the emergence of coalition governments has introduced changes in another. The Prime Ministers of coalition governments – witness Manmohan Singh and David Cameron – at times appeal to be not the masters of their own fate. The decisions they take – or rather the decisions that they are forced to take would perhaps be a better way of putting it – are often influenced by the compulsion of coalition politics rather than bearing the unmistakable stamp of their beliefs and their personalities. Mr. Singh in known to be a strong advocate of economic reforms but in his second term as Prime Minister he has failed to push forward the programme for reform.

The practice of coalition politics has thus radically altered the position of the Prime Minister in a cabinet form of government. He is often not a first among equals but a mere instrument of survival, incapable of carrying forward his own clean-cut agenda. A redefinition of the position of the Prime Minister in an era of coalition governments is yet to be worked out by political theorists. What is clear is that old and accepted ideas about prime ministerial responsibilities no longer held. The alternatives as yet lack clarity.

-An Editorial

The above is an editorial opinion culled from a national daily. This is often called the leading article or 'leader'. It is a piece of writing which gives the editor's opinion on an important news item or a topic of contemporary relevance. A leader is also

called an editorial opinion column. Despite the similarity of facts, it is basically the editor's opinion that finds place in the lead page.

Let us examine the organisation of the above editorial. The passage contains facts and opinions relating to the position of the Prime Minister in a cabinet form of government. The prime minister is seen in terms of *primus interpares* – first among equals. This is the central theme of the passage. Thus, it has a singleness of purpose that engages readers' minds, focusing their attention around the theme.

The facts and opinion mix does not in any way affect the cohesive and coherent structure of the passage. Let us look at the opening sentence. The sentence expresses a general opinion of the writer that arouses certain expectations; a reader expects to know the context in which the opinion is made. He is talking about "a ship between theory and practice" and follows up with another opinion" (a ship) between the book and the process". Even then the information is far from being focused.

But when the writer moves to the second sentence we understand what exactly the leader is about. It attempts to bring out the position of a prime minister in a cabinet form of government. To substantiate the argument, text book information on the role of the prime minister is referred to. Now it becomes clear why the writer was referring to a slip between" the book and the process". He takes the textbook information on the position of the prime minister and relates it to the position of two prime ministers Churchill and Nehru so as to later draw parallels with Manmohan Singh and David Cameron. The writer tries to establish the argument that political processes tends to alter textbook assertions. Having established the point that the position of the prime minister in cabinet form of government as explained in textbooks does not correlate with actual situations both in the Churchill and Nehru era and Manmohan Singh and David Cameron era, the leader is apparently making the recommendation that a redefinition of the

position of the prime minister in an age of coalition governments needs to be worked out by political theorists. One can say it is a well-written piece expressing a valuable opinion on the changing paradigms in a cabinet form of government.



CHECK YOUR PROGRESS

Q 3: Here are a few sentences containing redundant words. Rewrite them to eliminate wordiness.

a) The report provided was brief and concise.

.....

.....

b) The consensus of opinion in that the minister is going to resign.

.....

.....

c) His mental attitude to the problem is one of indifference.

.....

.....

d) As a holiday site Darjeeling is more preferable to me than Manali as a holiday site.

.....

.....

e) These are the very things that caused him his misery and his grief.

.....

.....

f) I told how in exact and precise terms what I thought about her.

.....

.....

Q 4: Give examples of each of the following terms with a sentence.

a)	Informal expression	c)	Jargon
b)	Wordiness	d)	Cliché

9.5 ORGANISING INFORMATION

Organising information in a piece of writing means placing the information that the author intends to convey in a rational order. Stating plainly, the rational order of a piece of writing is that the write up must have a ***beginning***, ***middle*** and an **ending**. These terms actually describes the different stages of how information is organised in a piece of writing. If the writer is writing an editorial essay like the one we had seen at 9.4.2 or a biographical piece of writing like the one by Khushwant Singh that we had seen at 9.3 of this unit, you will find that the writer builds the total composition part by part through individual paragraphs or blocks of paragraphs. Analysing a single paragraph will help you to see the organisational structure of the paragraph.

Let us go back to the paragraph on Indira Gandhi in 9.3 you will find that the paragraph has three qualities as we have discussed in Unit 1. (a) a central controlling idea, (b) adequate development of that idea and (c) coherent connections between the parts of the paragraph. Let us take up each point.

a) **A Central Controlling Idea:** The main idea of the paragraph is the loneliness of Indira Gandhi as a child in the marble grandeur of Anand Bhawan. The idea is stated four times: first as a topic sentence, at the beginning, then a restatement twice in the middle and finally as a summary at the ending. You can see a progression or sequence of ideas with each following the other in a necessary order. This is the organisational structure of the narrative. The flow of ideas is somewhat like the following:

   The only child of a frail mother feeling of anxiety feeling of insecurity agonising loneliness

b) **Adequate Development:** Organising information involves an adequate development of the ideas or information in a logical way so that there is a clarity of thinking. Neither correct grammar nor a lively

style will help you if your thoughts are muddled. You will note in the paragraph how the writer classifies his ideas, weighs them carefully and organises them into a clear structure, with each idea having some definite relationship to the whole. Note how the author justifies.

- Indira's feeling of anxiety and
- Her feeling of insecurity
- Her agonising loneliness

This is done by referring to some bits of information like (a) presence of personalities of national stature, (b) visitation of the police to take away her parents and (c) craving for affection.

c) **Coherent Connection:** The passage contains many transitional signals that guide us smoothly from one idea of the paragraph to the next. The paragraph on Indira Gandhi is coherent because the relationship between the parts is clear, smooth and logical. But how did the author achieve this coherence in the narrative?

The most striking technique that the author uses is certain linking phrases. Here are a few of them:

- ***All this*** (at the beginning of sentence 2): The phrase refers back to the information contained in the first sentence
- ***these people*** (sentence 2): refers back to the visitors of national stature.
- ***her parents*** (sentence 3): refers back to paragraph 1 "frail mother and a dominant father".
- ***Hence*** (sentence 5): ties up the ideas contained in the first 4 sentences, thus making the passage cohesive and coherent.

The above analysis of the text is done at a very basic level. The objective has been to make you aware of how information in a narrative is organised meaningfully.



9.6 LET US SUM UP

In this unit, we learnt the concept of opinion writing and how we can express our opinion on various issues in different types of

writing. We have learnt to distinguish between facts and opinion and to identify the writer's concern with these terms from a piece of text. Moreover, we have discussed different strategies for opinion writing by being more sensitive to the use of words in our writing through our ability to discriminate formal and informal words or clichés, jargons etc. At the end of the unit, we have also learnt to be more conscious of the techniques of organising information into a coherent and cohesive piece of writing.



9.7 FURTHER READING

1) Gupta, V.S. (2003). *Handbook of Reporting and Communication Skills*. New Delhi: Concept Publishing Company.

2) Manser, Martin M. (2010). *Guide to Style*. New Delhi: Viva Books.

3) Sealy, John (2010). *Oxford Guide to Effective Writing*. OUP.

Reference to the following newspapers, organising and books have been made in this unit:

5) *India Today*, Sept 10 2007 for Film Review (p 85) Book Review (Pg. 57)

6) *National Geographic* Vol 222, No. 1 July 2012 "Vanishing Voices" (Pg. 291-318)

7) Singh, Khushwant. (1990). *India, An Introduction.* New Delhi: Harper Collins (Pg 291-318)

8) *The Telegraph* 19 Aug 2012 Editorial Essay "Work in progress" (Pg.12)



9.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (a) Frail

(b) Dominant and dynamic

(c) Indira Gandhi's reasons for anxiety and misgivings could

be due to her feeling that she might not measure up to these people.

(d) Opinion (e) Opinion

(f) Fact (g) Fact

(h) The statement correlates with the statement based on facts

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

Ans to Q No 3: (a) The report provided was concise.

(b) The opinion is that the minister is going to resign.

(c) His attitude to the problem is one of indifference

(d) As a holiday site, Darjeeling is preferable to one than Manali.

(e) These are the things that caused his misery

(f) I told her in precise terms what I thought about her.

Ans to Q No 4: (a) I'll see you later.

(b) I have nothing to make my comments on the character traits of the person.

(c) Soil, water and air pollution affects the functioning of ecosystems and may reduce or eliminate sensitive species

(d) At the very outset, I take the proud privilege of thanking each and every member of the committee for inviting me to this programme.



9.9 MODEL QUESTIONS

Q 1: What is opinion writing? Explain?

Q 2: What is the difference between facts and opinions?

Q 3: What are the strategies for Opinion Writing?

Q 4: Discuss the ways of processing and analysing information.

Q 5: What is the proper way to organise information? Explain with reference to Opinion Writing.

*** ***** ***

UNIT 10 : REVIEW WRITING, ARTICLE WRITING AND LETTERS TO THE EDITOR

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Review Writing

10.4 Article Writing

10.5 Letters to the Editor

10.6 Let us Sum up

10.7 Further Reading

10.8 Answers to Check Your Progress

10.9 Model Questions

10.1 LEARNING OBJECTIVES

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

- discuss and define review writing and article writing
- learn the structure and content of Letters to the Editor
- organise information for writing articles, film and book reviews

10.2 INTRODUCTION

One of the most popular forms of opinion writing is review writing. It could be any review such as film review, theatre review and various other kinds of review writing. Thus, the present unit takes up a detailed study on some of the important aspects of review writing, article writing and Letters to the Editor in a concise and easy manner.

10.3 REVIEW WRITING

When we discuss the form of review writing, it is important to note that a review is a sort of analysis or assessment of a piece of work It can contain words of appreciation, objective analysis as well as constructive criticism.

Let us begin this section with a film review given in the box below:

Heyy Babyy

Director: Sajid Khan

Starring: Akshay Kumar, Fardeen Khan, Ritesh Deshmukh, Vidya Balan

Loosely inspired by Three Men and a Baby, Heyy Babyy brings with aching funny one-liners and asides. The three bachelors who struggle to take care of a baby fathered by one of them ask themselves: dogs are faithful; since we aren't faithful, how can we be dogs.

Unfortunately, Sajid Khan leavens the laughs with long stretches of melodrama, which is pure tedium. After 45 minutes of petty jokes, sexual romps, it is difficult to be interested in the emotional lives of three characters.

The film in spite of its boredom is a fun vide as long as it lost.

You will note that each sentence in the film review is an example of opinion writing. The review gives his personal response to the film and observes that it is difficult to be interested in the emotional lives of these characters. The only merit that the reviewer finds in the film is the aching funny one-liners.

A book review however is more challenging than a film review if you really want to do your work well and not confine yourself to the descriptive words inside the book jacket. This is not always true though some book reviewers give that impression. A book review column is considered a popular column by scholars, librarians, publishers and others interested in keeping themselves informed of the latest arrivals. Some book reviews are scholarly essays by themselves. As an example one can cite the review of V.S. Naipaul's book *An Area of Darkness* by Nissim Ezekiel titled "Naipaul's India and Mine." Here is another review of a book, the latest book of V.S. Naipaul titled *A Writer's People* by S. Prasannarajan. (extract only)

For V.S. Naipaul, his 29th book – his 15th in non-fiction is all about multiple degrees of perception. A Writer's People: Ways of Looking and Feeling, an essay in five parts, is also an elaborate memorial service, and the characters that inhabit its pages are ancestral, historical or cultural in their importance.

In the first part, he charts the career of two writers from the island of his truth - the successful Walcott who topped the spiritual emptiness of the place and gave a racial twist to its unhappiness and his father, a failure. In the chapter "An English way of looking", Naipaul relives his formative years as a writer, and the victim here is Powell who could not rise above his Englishness.

The most engaging parts are the Indian chapters in which icons are blasted, and not always gently. Looking and not seeing that is the Indian way. At one stage even Nehru was a victim of this way of looking at the world. In his Autobiography he has little to report about London or Harrow or Cambridge. "In Nehru's account, these places are just their names". And the best of Gandhi was not made in India. So India continues to experiment with its own version of the Mahatma, without really knowing the original. "Naipaul's People" are in no position to write back. The backlash has to be from the living. Then, Sir Vidiya never writes to please.

10.4 ARTICLE WRITING

An article is an extended piece of writing on a broad subject. It is formal, serious and scholarly in tone and style. A typical newspaper article which may not be heavily documented with facts and statistics, is still the product of research and serious reflection. The purpose of an article may be to present a social issue in a broad perspective and to express its author's opinion or view point within the conventional framework of a beginning, middle and an ending.

The subject matter of an article can be varied. The writer can write an article in order to describe an event, person and his/her life and actions; places experiences, opinion on topics of social interest, arguments for or against a topic in a long and sustained piece of writing. Articles can be subject-specific as well. Political, educational, scientific articles besides films and culture find very privileged places in internationally reputed magazines like *Time*, *National Geographic, News Week* and our very own *India Today* and *Frontline* among a few others.

An article should contain a title that is eye-catching. Here is a title of an article in the July 2012 issue of *National Geographic* titled “Vanishing Voices”. The article voices its concern that one language in the world dies every 14 days. By the end of the next century nearly half of the roughly 7,000 languages spoken on earth will likely disappear, as communities abandon native tongues in favour of English, Mandarin or Spanish. The article examines what is lost when a language goes silent. From the gist that is given here. You can see that the content of the article referred to is clear, accurate and interestingly informative. It is interesting because there is a reference to a few languages of Arunachal Pradesh that are in the process of growing silent.

It is not really necessary here to discuss the structure of an article because there has been much discussion on organising information in the earlier parts of the unit which is seen as fairly adequate for article writing as well. *Issues like central controlling idea, adequate development of ideas and coherent connections between parts of the writing still hold good for article writing as well.*

10.5 LETTERS TO THE EDITOR

Letters to the Editor is undoubtedly the most common type of opinion writing. The writer of such a letter aims to express his/her opinion on an issue of public interest. It could be the basic needs of a locality, problems faced by the public on various civic amenities, drawing the attention of concerned authorities on various issues of public interest and so on. Sometimes, a letter to an editor may not address any social, civic issues at all. A writer may feel strongly about something and would like to voice his opinion on an issue of interest to the general reader. Here, is a sample of such type of a letter published in a leading regional daily.

Sir– Rahul Dravid hurry up his boots in March this year because he knew that he was well past his prime. Instead of trying to hang around in the team by exploiting his past glories, he rightly called it a day. Similarly, now V.V.S. Laxman has also bid farewell to international cricket. He is intelligent enough to realise that he has lost his Midas touch.

Moreover, he has also been selfless enough to quit even after getting selected for the Test series against New Zealand. But according greater importance to the interests of the Indian team over personal records, Laxman has proved that he played for the nation.

A letter to an editor can also voice the writer's opinion on any issue already raised in an article or a news-item or even in a published letter. Sometimes, rejoinders and clarifications on a point made by the writer early can form the subject matter of letters to the editor. In any case, the letter must be lucid, to the point and precise. The writer must not beat about the bush on the point he/she has raised in the letter. The reference to the earlier published work must be cited for reference. Here, is an example of a letter which voices an opinion on an article published elsewhere.

General's Mess

Sir,

General Bikram Singh's Mission 'Operation Clean-up' is not clear ("Fresh Battle for Army Honour". June 11) Clean up what? The Army never went off track, and is as good as ever. It is only some of the senior officers who have bought disrepute to the organisation, which the new chief will do well to send out. The problem is that the senior officers like to preach the core values to their juniors without following these values themselves. That is why young officers have lost faith in them. General V.K. Singh made one blunder, that of fighting for his date of birth. But he has done a lot of good for the Army. History will member general V.K. Singh as the conscientious Army Chief who had the gumption to fight corruption in the Army. The new chief, General Vikram Singh, should build up on the positives of his predecessor.

Yours faithfully

R.D. Singh

Haryana

Read both the letters and note how the writers have tried to express their opinions on two different issues. You will find that both the letters express the writer's opinion on the topicality of the current issue. They are lucid, to the point and precise. A too long letter is never going to be published because the columns in the newspaper and magazines

that accommodate such a letter have very little space.

You will note that though these letters are written to the editor, do not ask or aspect the editor to solve your problems. He can only voice your opinions as part of interactive journalism.



CHECK YOUR PROGRESS

Q 1: State whether the following statements are true or false by ticking the appropriate box T = True/ F = False.

a) A rational order of a piece of writing means that the 'text' must have a beginning, middle and an ending. (T/F)

b) The main idea of the paragraph is called the coherent connection between ideas. (T/F)

c) The aim of an article is to express the author's viewpoint or opinion on an issue. (T/F)

d) The article cited in the unit titled 'Vanishing Voices' examines what is lost when a language goes silent. (T/F)

e) An article is an example of interactive journalism. (T/F)



10.6 LET US SUM UP

At the end of the unit, we have also learnt to be more conscious of the techniques of organising information into a coherent and cohesive piece of writing. Also, we looked at issues like editorial writing, article writing, review writing and writing letters to the editor in a more meaningful and an analytical way. Thus, the present unit provides the learner with a concise idea on these various forms of writing that draws from opinion writing as well. The learner will do well to practice the same for examination purpose.



10.7 FURTHER READING

1) Gupta, V.S. (2003). *Handbook of Reporting and Communication Skills*. New Delhi: Concept Publishing Company.

2) Manser, Martin M. (2010). *Guide to Style*. New Delhi: Viva Books.

3) Sealy, John (2010). *Oxford Guide to Effective Writing.* OUP.

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6) *National Geographic* Vol 222, No. 1 July 2012 “Vanishing Voices” (Pg. 291-318)

7) Singh, Khushwant. (1990). *India, An Introduction.* New Delhi: Harper Collins (Pg 291-318)

8) *The Telegraph* 19 Aug 2012 Editorial Essay “Work in Progress” (Pg.12)



10. 8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: a) True b) False c) True d) True e) False



10. 9 MODEL QUESTIONS

Q 1: Write a letter to the Editor of English daily on any one of the following topics

(a) Artificial floods in towns and cities of Assam.

(b) Erratic supply of electricity in your locality

(c) Fast food eateries in front of educational institutions

(d) Misuse of Mobile phones.

(e) Game and sports to be made compulsory in schools

Q 2: Write an article on any one of the follwoing topics:

(a) Tourist potential in the North East.

(b) Pllution and its effects.

(c) Right to Education Act.

(d) Advantage of ODL Courses.

(e) The Brahmaputra and the social life of Assam.

Q 3: Write a review of a film you have recently seen.

Q 4: Write a review of a book that you have recently read. (The book may be a novel, a biography or a travelogue.)

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UNIT 11: TRANSLATION

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 What is Translation?

11.4 A Brief History of Translation

11.5 Translating a Text: Strategies and Procedures

11.6 Translation and Culture

11.7 Let us Sum up

11.8 Further Reading

11.9 Answers to Check Your Progress

11.10 Model Questions

11.1 LEARNING OBJECTIVES

After going through the unit you will be able to:

- define the concept of Translation, it's definition and history
- learn different strategies and procedures of translation
- explore how cultural differences embodied in language affect translation

11.2 INTRODUCTION

We often encounter articles, books, novels and many other written works that are translated from one language to another language. Apart from the medium of writing, translation from is quite common in others fields like performing arts or media as well. In this unit we will discuss what exactly is encompassed within the term 'translation' by looking into its various definitions. Due to the vast differences in terms of lexicons, syntax and semantics that persist between two languages; translating from one to another language becomes quite challenging. The translator thus needs to carefully follow certain steps while proceeding to translate any work. These stages will be explored as we move forward in this unit.

In order to ensure that the work of translation effectively captures the essence of the original text, one should adopt different techniques or procedures. We will learn about some of them here. Moreover, it has been identified that cultural differences between the speakers of two languages make straightforward translation hardly possible. Towards the end of this unit, we will explore the how culture of language societies calls for particular techniques of translation to be adopted.

11.3 WHAT IS TRANSLATION?

In common parlance, the term ‘translation’ is used to refer to the act of reproducing the meaning of an utterance of one particular language using words and sentences of another language. Although people tend to use this word both for oral and written forms, yet oral translation is more formally known as ‘interpretation’. As a field of study, translation is primarily concerned with communication of meaning of a text from one language to a different language. Thus any work of translation involves two written languages, the Source Language or SL, in which the original text is produced; and the Target Language or TL, in which the meaning of the original work is rendered.

Etymologically, the word ‘translation’ seems to be derived from the Latin ‘translatio’ meaning ‘transporting’, which has come from the participle of the verb ‘transferre’ meaning ‘to carry over’.

There have been many definitions of Translation as provided by different thinkers:

“Translation is a complex act of communication in which the SL–author, the reader as translator and translator as TL–author and the TL–reader interact. The translator starts from a present frame (the text and its linguistic components); this was produced by an author who drew from his own repertoire of partly prototypical scenes. Based on the frame of the text, the translator-reader builds up his own scenes depending on his own level of experience and his internalised knowledge of the material concerned” –Mary Snell-Horby

"Translation is a form of communication and a means of achieving things. However, in translation the original communicative act is relocated to a different setting, where different actors perform for different purposes: there is a mediation mechanism which qualifies the whole act at different levels." –Carbonell

"Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. But this relatively simple statement requires careful evaluation of several seemingly contradictory elements." –Eugene Nida

11.4 A BRIEF HISTORY OF TRANSLATION

Evidence of translation can be found in ancient civilisation that dates back to second millennium BCE. During the Mesopotamian era, it is found that the Sumerian poem, "Gilgamesh", was translated into many Asian languages. Similarly, many works in Indian languages were translated to Chinese by Buddhists monks. The importance of translation heightened as a result of the need to preach religious beliefs and practices. In the west, the very first work of translation was the translation of Old Testament from Hebrew to Greek. It was known as 'Septuagint', a name that refers to the supposedly seventy translators appointed to carry out the task of translation. It became the source text from which, the Bible was translated to several other languages.

The philosophical scholarship of the Greeks was rendered in Arabic languages through translation. Later on, these Arabic versions were translated to Latin during the time of Renaissance which in turn led to a widely spread and practised knowledge-tradition. The first significant translations into English were made by Geoffrey Chaucer, during the 14th century. He adapted his *Knight's Tale* and *Troilus and Criseyde* from the Italian works of Giovanni Boccaccio. He also undertook translation of Boethius from the Latin version. Translations from other languages to English resulted in many literary masterpieces from writers like Thomas Malory, Alexander Pope, John Dryden and many more.

While the practice of translation had been long established, its study as an independent area started only from the late nineteenth century. In the 1960's translation workshops were being introduced in the universities as attempts to understand the fine principle of the translation process. Translation was also the subject of study in a linguistic study known as Comparative Linguistics. Here, language samples were observed to determine the general and peculiar characteristics of languages and translated texts played an important role. Apart from linguistic approaches to translation, a seminal paper in the development of the field as a distinct discipline was James S. Holmes' "The Name and Nature of Translation Studies." He outlined the scope of translation study in the form of an elaborated diagram.

Towards the beginning of 1970s, comparative approaches to Linguistics were overtaken by newer approaches like the functional one proposed by thinkers like Halliday. This influenced translation studies as well and functional adequacy was considered to be the driving force of any ideal work of translation. With time, several theories of translation have been proposed as attempts to determine what ensures maximum preservation of the meaning of source language in the target language.



CHECK YOUR PROGRESS

Q 1: The Sumerian poem, "Gilgamesh", was translated into many Asian languages during the _____ era.

Q 2: What is considered to be the first work of translation in the west?

.....

.....

Q 3: Geoffrey Chaucer adapted his *Knight's Tale* and *Troilus and Criseyde* from _____.

Q 4: 'Translation Workshops**'** were introduced during _____.

Q 5: Who wrote the paper "The Name and Nature of Translation Studies"?

.....

.....



LET US KNOW

30th of September is celebrated as the International Translation Day every year. It is the death anniversary of St. Jerome who translated the Old Testament into Latin directly from the original Hebrew.

11.5 TRANSLATING A TEXT: STRATEGIES AND PROCEDURES

In order to have a translation that is maximally close in terms of meaning to the original text, the one undertaking the process of translation need to consider several things. Some of them can be discussed as followed:

- The original text should be read closely and carefully. Not only the translator needs to understand its content, s/he also needs to be aware of the meanings that the words may have within and outside context.
- Before venturing into the translation of a text, the intention of the original author has to be identified. The same instance can be described using different grammatical structures which may indicate the authors' attitude towards it.
- We should always recognise the type of a text, so that the translated version can retain the nature of the original. There can be four types of texts-
  - **Narrative**: it is a dynamic sequence of events, with maximum emphasis on the verbs
  - **Description**: static events, emphasis on linking verbs, adjectives, adjectival nouns.
  - **Discussion**: it is about ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity, logical argument and connectives.
  - **Dialogue**: real life talks, emphasis on colloquialisms and

phaticisms.

- One should always go about translating while keeping the possible readership in mind. From the SL text we should assess whether the readership is likely to be familiar with the topic and the culture, and acquainted to the variety of language used. The expert, the educated layman, and the uninformed- these are the three typical reader types. We then have to consider whether the translation is for the same or a different type of TL readership

There are various ways in which texts can be translated. These can be explored as translation strategies and procedures. To be more specific, strategies or methods of translation is concerned with the overall orientation of the translation process, it is applicable to the entire text as a whole. On the other hand, procedures include the techniques used at particular points of the text, like a word or a sentence.

Some of the strategies/methods of translation are:

- **Word-for-Word Translation:** This is often demonstrated as interlinear translation, with the TL words written immediately below the SL words. The word-order of SL is preserved here and the words are translated singly by their most common meanings regardless of their meanings in context.
- **Literal Translation:** The SL grammatical constructions are converted to their nearest TL equivalents. But the lexical words that constitute the construction are again translated singly, without referring to the contextual meanings.
- **Faithful Translation:** It attempts to reproduce the precise contextual meaning of the original text while adhering to constraints of the TL grammatical structures. It transfers cultural words andkeeps the degree of grammatical and lexical 'abnormality' or 'ill-formedness' (deviation from SL norms) inthe translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.
- **Semantic Translation:** Semantic translation differs from 'faithful translation' in that it must take more account of the aesthetic value. It preserves the naturalness of the original text, by maximally

capturing the cultural connotations. The distinction between 'faithful' and semantic translation is that the first is rigid and restrictive, while the second is more flexible, it allows for the translator's intuitive empathy with the original.

- **Adaptation:** This is the most flexible form of translation. It is used mainly for plays and poetry; the themes, characters, plots are usually preserved, and the text is rewritten using different grammatical constructions. Literal translation of literary texts deplores the stylistic quality of the same.
- **Free Translation:** Free translation reproduces the matter without the manner, or the content without the form of the original. It is paraphrasing of the original text, where the meaning are communicated using expressions and grammatical constructions that are not there in the original text.
- **Communicative Translation:** Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Some of the important procedures of translation are listed below:

- **Transference**: it is the process of transferring an SL word to a TL text. It includes transliteration and is the same as "transcription." The sounds making up words in SL are transcribed using the letters of TL alphabets. The translated word then becomes a 'loan word'.
- **Naturalisation**: A word that is transferred from SL is adapted to the pronunciation system of TL. Then it is used in the TL text following the morphology of the target language.
- **Cultural Equivalent**: It means replacing a cultural word in the SL with words in the TL. However, the TL words are not accurate. For instance,'tea-break' is translated as 'cafe-pause' in German.
- **Functional Equivalent**: it requires the use of a culture-neutral word.
- **Descriptive Equivalent**: in this procedure the meaning of the SL word is explained in several words or by a phrase, because to lexical equivalent is found.

- **Componential Analysis**: This compares a SL word with a TL word with similar meanings, but which is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components. Usually the SL word has a more specific meaning than the TL word, and the translator has to add one or two TL sense components to the corresponding TL word in order to produce a closer approximation of meaning.
- **Synonymy:** it is a near TL equivalent that is found in the TL.
- **Thorough-Translation**: it is the literal translation of common collocations, names of organisations and components of compounds. It can also be called: calque or loan translation. For an instance 'black market' is translated as kala 'black' bazaar 'market' in hindi.
- **Shifts or Transpositions**: it involves a change in grammar from SL to TL, for instance, change from singular to plural, from an SL verb to a TL compound verb, change of an SL noun group to a TL noun and so forth. These the changes are required when a specific SL structure does not exist in the TL
- **Modulation:** it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective.
- **Compensation:** It occurs when loss of meaning in one part of a sentence is compensated in another part.
- **Paraphrase:** In this procedure the meaning of the original text is explained. Here the explanation is much more detailed than that of descriptive equivalent.



CHECK YOUR PROGRESS

Q 6: Name are the different types of text.

.....

.....

Q 7: In word-for-word translation, words are translated by their _____ meanings.

Q 8: The faithful translation is more _____ than semantic translation.

Q 9: _____ is the most flexible form of translation.

Q 10: Functional Equivalent needs the use of _____.

Q 11: Thorough Translation can also be called _____.

Q 12: Shifts or transpositions involves a change in the_____ from SL to TL

11.6 TRANSLATION AND CULTURE

Languages often capture nuances of the culture of a speech community. Thus words related to the culture of the source language may not have exact equivalent in the target language. This leads to a lexical gap between the two languages. Words that carry cultural implications may fall under three broad categories- material culture, gestures and habits. Food, agricultural tools, ornaments are part of material culture expressed in terms that cannot be translated into other languages. Similarly, gestures and habits are also attached to cultural meanings peculiar to a language community.

Peter Newmark proposes two opposing methods to handle such lexical gap encountered in translation. These are **transference** and **componential analysis**. Transference means keeping the SL word in the TL language as well to preserve the local colour of the text. However, this method may cause inconvenience for the general readership and limit the comprehension of certain aspects. He therefore offers the componential analysis method. This compares a SL word with a TL word with similar meanings, but which is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components. Usually the SL word has a more specific meaning than the TL word, and the translator has to add one or two TL sense components to the corresponding TL word in order to produce a closer approximation of meaning. This method excludes the culture and highlights the message.

Any work of translation aims at maximum **cultural equivalence** between the source text and the target text. Cultural equivalence combines

semantic and pragmatic equivalence. Expressions in a language have both **designative** and **associative meanings**. Designative meaning of a word is the range of referents which it can represent, while the associative meanings of a word are derived primarily from the context in which the words occur. The associative meanings of words are often subtle and elusive and they contain more cultural connotations.Semantic equivalence aims to achieve both the designative and associative meanings. Pragmatic equivalence looks at meaning in relation to the socio-cultural context in which a text is written. Differences of geography, religion, customs, and history of two different cultures call for a need to use explanations, footnotes or extra annotations while translating from SL to TL.

Translations that can achieve the transmission of cultural meanings of the source text to the target text contribute to familiarisation of cultures. The readers of the TL can know many things about the culture of the SL and understand how it is similar to or different from their own culture.



CHECK YOUR PROGRESS

Q 13: What are the two methods used for handling lexical gaps?

.....

.....

Q 14: Cultural Equivalence combines _____ and _____ equivalence

Q 15: Meanings can be either _____ or _____.



11.7 LET US SUM UP

Translation is the communication of meanings of one language in another language. It involves a Source Language (SL) in which the original text is written, and a Target Language (TL) into which the original text is translated.The practice of translation is found to be present in ancient civilisation including Mesopotamia. It

grew further as a result of the need to preach religious beliefs. The translation of the Bible to Greek from Hebrew, Indian sutras to Chinese by Buddhist Monk are some of the earlier works to be found. As an academic discipline, translation started to develop towards the late eighteenth century.

In order to maximally preserve the meaning of original texts in their translations, the translator needs to carefully read the text, identify the author's intention, the text type and the possible readership.Some of the methods of translation include word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation etc. cultural equivalent, transference, naturalisation, functional equivalent, descriptive equivalent, componential analysis, synonymy, through-translation, shifts or transpositions, modulation, compensation, paraphrase are some procedure of translation. Thus words related to the culture of the source language may not have exact equivalent in the target language. This leads to a lexical gap between the two languages. Such lexical gaps can be handles using transference and componential analysis. Translation are most efficient when they achieve cultural equivalence.



11.8 FURTHER READING

1) Colina, S.(2015). *Fundamentals of Translation*. Cambridge: Cambridge University Press.
2) Munday, J. (2001). *Introducing Translation Studies:Theories and Applications*. London: Routledge.
3) Newmark, P. (1988). A *Textbook of Translation*. New York: Prentice Hall.

11.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Mesopotamian

Ans to Q No 2: The translation of Old Testament from Hebrew to Greek, known as 'Septuagint'

Ans to Q No 3: Italian works of Giovanni Boccaccio

Ans to Q No 4: 1960s

Ans to Q No 5: James S. Holmes

Ans to Q No 6: Narrative, Description, Discussion,Dialogue

Ans to Q No 7: Most common

Ans to Q No 8: Rigid and restrictive

Ans to Q No 9: Adaptation

Ans to Q No 10: A culture-neutral word.

Ans to Q No 11: Calque or loan translation

Ans to Q No 12: Grammar

Ans to Q No 13: Transference and componential analysis

Ans to Q No 14: Semantic; pragmatic

Ans to Q No 15: Designative; associative

11.10 MODEL QUESTIONS

Q 1: What is translation? Explain in details.

Q 2: Write a short note on the history of translation

Q 3: Before translating a text, what does the translator need to consider? Explain.

Q 4: Discuss the methods and procedures used in translation with examples.

Q 5: How can we address the cultural differences of the SL and TL encountered during translation?

*** ***** ***

UNIT 12 : EDITING AND PROOF READING

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Stages of Editing and Proof Reading

12.4 Tips and Techniques of Editing and Proof Reading

12.5 Revising your Writing

12.6 Let us Sum up

12.7 Further Reading

12.8 Answers to Check Your Progress

12.9 Model Questions

12.1 LEARNING OBJECTIVES

After going through the unit the learner will be able to:

- define the terms editing and proof reading
- discuss the stages and techniques of editing and proof reading
- note some of the important aspects of an edited work
- highlight the importance of revising several drafts of one's writing
- revise and edit your own writing to avoid any kind of error
- realise the importance of revising a work

12.2 INTRODUCTION

While reading a published work of writing particularly by a reputed publisher one may have noticed that most of these works are reader-friendly. This is to highlight the fact that owing to careful editing and proof reading, the texts of such published works whether it is novels, poetry, drama, academic writings or others, one's flow of thought and understanding while reading such texts are rarely interrupted by errors in language and grammar. Can you imagine what would happen if you brought a new novel from a book shop to only find that the entire text of the work is filled with countless errors? May be you could imagine the

similar trouble you might end up giving to your teacher or evaluator without knowing about the numerous mistakes that you may be committing while writing an essay, report or even an exam.

For the very same reason it is very important to edit and proof read your writing just so that it is lucid, coherent and error-free. The present unit thus takes up two important aspects of writing i.e., editing and proof reading and to provide the learner with a few guidelines on the same. It also grapples with some of the issues that one may face while revising one's writing. The unit aims to help the learners in working towards their own writings and being self-critical of the same so that they can enhance their writing output and make their write-ups reader-friendly.

Let us begin with the terms 'editing' and 'proof reading' to grasp how they are different from each other. The term editing refers to the revision and correction of the overall structure and content of a written text. Editing aims to identify and correct errors of meaning and expression in the text in order to ensure that the edited work reflects correct and appropriate use of language, clarity of thought, proper tone, perfect expression and above all 'quality' of content. On the other hand, the term proof reading refers to the final correction of any form of errors in spelling, grammar and punctuation of a written text. It ensures that a proof read work is absolutely free of any such technical errors and ready in its final form to be printed, published and circulated.



CHECK YOUR PROGRESS

Q 1: What is the meaning of the term editing?

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.....

Q 2: State the meaning of the term proof reading.

.....

.....

12.3 THE STAGES OF EDITING AND PROOF READING

To start with, a good writer is also a good editor in the sense that

in knowing what are the tips and techniques or guidelines for editing he or she tends to exercise care while writing. Clarity of expression combined with coherent language are two most important aspects of a properly edited work. Correct use of grammar, punctuation and spellings are some of the important aspects of a work that has been proof read. Thus, the learner will note that the entire process of evaluating a written text is done in two distinct stages i.e., editing and proof reading.

Although, the terms are often used interchangeably yet both these terms denote two different and distinct stages of critically evaluating a written text. *The College Writer's Reference* (2002) suggests that some of the important aspects that one must consider while taking up a text for editing are: whether the paragraphs are clear and coherent, if the introduction striking enough to catch the reader's attention, on whether there is a flow of language and if the conclusion is effective at the tail end of the text. This is then followed with efficient proof reading in which the proof reader must have an eye for details to check whether the text it is grammatically correct, properly punctuated and to ensure that there are no such typological errors (135).

Similar to having two or three drafts (commonly referred to i.e., rough and fair copies) of your writings, it is advisable to have at least two drafts of editing so that the written text is almost free of errors and inconsistencies. This is how proof reading becomes an easier task at the end of the entire process. Note that a good piece of writing whether, literary, creative, academic or otherwise is always a result of several drafts of writing, editing and proof reading. Thus, they always go hand in hand and it is only with careful practice and genuine interest that the learner can produce quality writings.



CHECK YOUR PROGRESS

Q 3: How is a good writer also a good editor?

.....

.....

Q 4: a. What are some of the important aspects to consider while taking up a written text for editing?

.....

.....

b. What is done in the next stage after editing?

.....

.....

12.4 TIPS AND TECHNIQUES OF EDITING AND PROOF READING

The following subsection highlights some of the important tips and techniques of editing and proof reading so that the learner may have a basic guideline to follow and apply while revising their own writings. To start with here are some of the tips that are common to both editing and proof reading that have been drawn from an interesting web article mentioned in the reference 12.7 which you could easily refer to:

- Note that it is extremely important to edit or proof read a work with a fresh mind. It is almost always difficult to concentrate and be critical of a text if you have just finished writing it. A feeling of tiredness and heavy eyes will only make it difficult for you to focus on weeding out the errors (if any) in the text. So it is always best to choose a particular point in the day when you are fresh and energetic to be in your editing best.
- It is important to have a good dictionary and thesaurus with you just so that you have easy access to it while trying to rephrase your words and reconstruct or rewrite your sentences or paragraphs.
- You must ensure that the draft of your writing is in the form in which you are most comfortable with i.e., in print or in soft copy. Usually it is always better to edit a print copy as it does not strain your eyes and is convenient with enough scope to jot down suggestions, alter words, reshape sentences or even rewrite entire paragraphs.
- Try to find a quiet corner where you could sit down and concentrate on your work without any form of unwanted noise and disturbance.

This is due to the fact that you will be unable to give in your full 'concentration' which is the most important aspect of both editing and proof reading. Otherwise there will be jumble of words, thoughts and spellings while you are working on your text.

- Time management is another important aspect whereby you would do well to edit and proof read your writing in chunks, in a step-by-step process rather than at a stretch. This will ensure that you do justice to your work because in general, the span of human attention is short and dividing your work into different hours of the day or week or month (depending on the time limit) will only make your work easier and more effective.

In terms of some of the important techniques of editing it is important to keep in mind the following aspects:

- Start with reading the entire text to gain a general idea of the entire content and then re-read once again to figure out the areas which require editing.
- Try to check if there is clarity of expression in the writing.
- Try to check if there is a consistency of the thematic content and it supports the title of the writing (if any).
- The introduction or opening sentences or even paragraphs are very important as it precisely states what the writing is all about and draws in the interest of the reader at once. As suggested in the *Writer's Reference* a good opening consists of either a statement or striking assertion, anecdote or brief story, quote or proverb or even a thoughtful question (143-144).
- If the words used are not suitable then alter the same with appropriate words.
- Check if the sentence structure is proper or if it needs altering in order to make the meaning more precise and clear. It is always advisable to start with using simple sentences and to convey meaning effectively instead of leaving the reader confused.
- Next, you must check if the paragraphs convey the intended meaning clearly and if they are logically structured or arranged. Paragraphs

must not be constructed in a haphazard manner and must reflect the core idea, theme, meaning or message clearly. In other words, you must ensure a smooth flow or transition of thought and expression.

- It is important to note that there must be no repetition in the writing. Although, it is fine to re-emphasise an idea yet one must be careful not to create a loop of repetition as it adds to monotony and leaves the reader disinterested in continuing his or her reading. Sometimes we might tend to beat about the bush or in other words jot down the same idea in different ways over and over again. This is a normal tendency particularly while speaking, however editing must root out such repetitions in writings so that the flow of expression is maintained.
- The ending or closing of writing is equally important for the reason that it neatly ties all the ends together and leaves further scope for the reader to reflect, think, question, study and pursue extensively. Only then is the conclusion effective when it leaves much room for thought or in other words proves to be much thought provoking to the reader. Again, *Writer's Reference* suggests that a closing could be done with thought provoking question, a brief summing up (of the main idea), a 'call to action' or providing scope of further reflection (145-147).
- It is thus, always important to keep in mind these basic techniques of editing and also to identify what a reader could expect and gain from reading that particular piece of edited and well-presented writing.
- *Writer's Reference* suggests that the use of euphemisms is encouraged where you can use a gentle word in place of a word that may be hurtful or unpleasant. Similarly, idiomatic expressions are acceptable so long as you use it appropriately but it is always advisable to avoid clichés or phrases which are too commonly used.
- It is important to avoid using any form of discriminatory words, slangs, labelling terminologies or making any form of sensitive remarks.
- Note that the language in a written text need not be flowery or ornamental. Rather check that the content is relevant, interesting and well presented in the writing.

In terms of some of the important techniques of proofreading it is important to keep in mind the following aspects:

- Since proof reading requires an eye for details it is always advisable to have a hard copy or print out in order to make it easier for you to spot minute mistakes. Sometimes even reading your writing loudly helps you in figuring out if its grammatically sound.
- It is usually easy for a person to spot spelling mistakes on the computer but there are some words which bear the same meaning but are slightly different in pronunciation owing to their spellings for an instance, colour (in British English) and color (in American English. This may be tricky sometimes and therefore, you would do well to follow a standard dictionary rather than relying on the computer spelling-checker, if you are more comfortable editing on the computer. Even the grammar-checker on the computer is not as helpful as a grammar book sometimes.
- There are certain standard proof reading marks or symbols which indicates the kind of errors made in the writing which could be missing gaps in between words or sentences, insertion or deletion of words or entire lines, incorrect spellings, missing italics or words in bold, placement of paragraphs, use of upper or lower case i.e., capitalisation or small letters etc. A proper list of these symbols are usually available at the start or back of standard dictionaries. However, the use of these marks and symbols are handier when one is proof reading a hard copy of a text.
- As proof reading forms the final touch to a written piece of work after one or several drafts of editing it will do well for you to be conscious of the fact that this is the final step for your writing to be perfect and polished. Therefore, it is necessary for you to start step-by-step by checking spelling mistakes, then the grammatical usage and finally punctuation, one at a time instead of doing it all at once.
- If there are references of books, authors and sources in the woks cited list at the end of the text, you may verify the same and also check if the spellings and punctuation used are proper. There are

certain standardised citation styles and when required, you may also follow handbooks of specific citation styles which are available in libraries, book stores or even as e-texts.

- There is always room for you to improve your skills of proof reading by referring to dictionaries, handbooks, manuals etc. and even by trying to proof read your friend's work. In this way you will not only be working on your own skills but also helping a friend who may be in need.



CHECK YOUR PROGRESS

Q 5: Why is it important to have a proper introduction in an edited text?

.....

.....

Q 6: Why is it necessary to be careful of repetition in a written text?

.....

.....

Q 7: State the importance of a good ending or closing in an edited text.

.....

.....

Q 8: What is the function of certain standard proof reading marks or symbols?

.....

.....

12.5 REVISING YOUR WRITING

Proper revision is always evident in one's writing for it always leaves a good impression on the reader, examiner or evaluator depending on the kind of written text. Therefore, whether it is your story, essay, report, article, letter, news article, research work or simply your answer script it is always advisable to read and re-read or in other words to revise thoroughly. Revising your writing will be effective in several ways:

- It will enable you to fill in the gaps that you may have missed out on while capturing the flow of your thoughts into your writing which is a challenging task in itself.
- It will help you to rewrite, rearrange or rework on your paragraphs to make your writing precise and your expression of thought crystal clear.
- It will enable you to check on any form of spelling mistakes, incorrect grammar and punctuation.
- It will gradually develop your skills of editing and proof reading all forms of writing in an effective manner.
- It will certainly enable you to identify some of the recurrent mistakes in your writings and help you in correcting the same.
- Above all it will bring a sense of satisfaction in you and you will find that the reader will take your work more seriously and find it absorbing.

Therefore, it is advisable that the learner makes a concerted effort to revise his or her writing on a regular basis and in a step-by-step pattern practice sharpening both his or her skills of editing as well as proof reading in good time. Remember to leave a lasting and a memorable effect on your reader and to enrich them with your knowledge in the most lucid and interesting way possible.



CHECK YOUR PROGRESS

Q 9: Why is it advisable to read and re-read one's work thoroughly?

.....

.....

Q 10: Mention the basic ways in which proper revision will prove to be effective.

.....

.....



12.6 LET US SUM UP

After a thorough reading of the unit the learner will now be more familiar with the difference between the two terms editing and proof reading. The stages of editing and proof reading as well as some of the highlighted aspects of a properly edited work as discussed in the subsection on the relevant techniques will further enable the learner to draw light on their own writings and revise them accordingly. Revision is an important practice that will enable the learner to grasp the importance of re-evaluating, re-defining or re-structuring one's writing to its best. Thus, the learner will be more familiar with the basic guidelines to editing and proof reading and be able to evaluate and edit their own writings with a new breath of confidence.



12.7 FURTHER READING

1) Fulwiler, Toby and Alan R. Hayakawa (2002) *The College Writer's Reference*. Prentice Hall: New Jersey

2) Raimes, Ann. (2004) *Universal Keys for Writers.* Houghton Mifflin Company: Boston

Website:

https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/



12.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The term editing refers to the revision and correction of the overall structure and content of a written text. Editing aims to identify and correct errors of meaning and expression in the text in order to ensure that the edited work reflects correct and appropriate use of language, clarity of thought, proper tone, perfect

expression and above all ‘quality’ of content.

Ans to Q No 2: The term proof reading refers to the final correction of any form of errors in spelling, grammar and punctuation of a written text. It ensures that a proof read work is absolutely free of any such technical errors and ready in its final form to be printed, published or circulated.

Ans to Q No 3: A good writer is also a good editor in the sense that in knowing what are the tips and techniques or guidelines for editing he or she tends to exercise care while writing.

Ans to Q No 4: a. While taking up a text for editing some of the important aspects to consider are: whether the paragraphs are clear and coherent, the introduction striking enough to catch the reader’s attention, on whether there is a flow of language and if the conclusion is effective at the tail end of the text.

b. This is then followed by the next stage of proof reading in which the proof reader must have an eye for the details to check whether the text it is grammatically correct, properly punctuated and ensure that there are no typological errors.

Ans to Q No 5: The introduction or opening sentences or even paragraphs are very important as it precisely states what the writing is all about and draws in the interest of the reader at once.

Ans to Q No 6: Although, it is alright to re-emphasise an idea yet one must be careful not to create a loop of repetition as it adds to monotony and leaves the reader disinterested in continuing his or her reading.

Ans to Q No 7: The ending or closing of writing is equally important for the reason that it neatly ties all the ends together and leaves further scope for the reader to reflect, think, question, study and pursue extensively. Only then is the conclusion effective when it leaves much room for thought or in other words proves to be much thought provoking to the reader.

Ans to Q No 8: There are certain standard proof reading marks or symbols which indicates the kind of errors made in the writing which could

be missing gaps in between words or sentences, insertion or deletion of words or entire lines, incorrect spellings, missing italics or words in bold, placement of paragraphs, use of upper or lower case i.e., capitalisation or small letters etc. A proper list of these symbols are usually available at the start or back of standard dictionaries. However, the use of these marks and symbols are handier when one is proof reading a hard copy of a text.

Ans to Q No 9: Proper revision is always evident in one's writing for it always leaves a good impression on the reader, examiner or evaluator depending on the kind of written text. Therefore, whether it is your story, essay, report, article, letter, news article, research work or simply your answer script it is always advisable to read and re-read or in other words to revise thoroughly.

Ans to Q No 10: It helps to fill in the gaps that one may have missed out on while capturing the flow of thoughts into his or her writing which is a challenging task in itself. Again, it helps one to rewrite, rearrange or rework on the paragraphs to make his or her writing precise and expression of thought crystal clear. Also, it enables one to check on any form of spelling mistakes, incorrect grammar and punctuation.



12.9 MODEL QUESTIONS

Q 1: Define the terms editing and proof reading?

Q 2: What are some of the tips that are common to both editing and proof reading?

Q 3: What are the basic techniques of editing a written text?

Q 4: Mention the effective techniques of proof reading a written text?

Q 5: Discuss the various stages of editing and proof reading.

Q 6: Explain the importance of revising one's writing in your own words.

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UNIT13 : WRITING YOUR RESUME

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Defining a Resume

13.4 Basics of Resume Writing

13.5 Samples of Resumes

13.6 Let us Sum up

13.7 Further Reading

13.8 Answers to Check Your Progress

13.9 Model Questions

13.1 LEARNING OBJECTIVES

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

- define the meaning of resume
- grasp the importance of writing a good resume
- highlight the important aspects of a resume
- discuss the basics of resume writing
- gain a better idea on the basic lay-out of a resume
- practice resume writing on your own
- present a good resume as and when the need arises
- write a good resume and help others write their resumes

13.2 INTRODUCTION

At some point in our lives we might find ourselves struggling with writing a good resume to highlight our credentials and in order to apply or be shortlisted for a job. The present unit takes up resume writing which is an important aspect of our professional lives particularly when we are searching for a job or when we are in service and therefore are in constant need to update the best of our achievements in our resumes. In other words, a resume needs to be constantly updated because with the passage of

time one continues to grow and gain newer achievements, experiences and prospects which can be presented as one's career or professional highlights at that particular point of time. A good resume highlights how an applicant could be an asset to an organisation owing to his or her talent, skills and abilities. It is like a tiny window that provides others a quick glimpse of our potential as well as achievements. Let us then find out a little more in details regarding resume writing in the following subsections.

13.3 DEFINING A RESUME

The College Writer's Reference (2002) defines the term resume thus, "A resume is a brief summary of an applicant's qualification for employment" (432). Further, it mentions the highlights of a resume are one's education, work experience (if any), activities and achievements. The learner may wonder regarding what is the purpose of writing a resume. The answer is that writing a good resume is essential to presenting ourselves as it is a key to being assessed or sometimes being considered for a particular job. The reason that an employer goes through a resume is to check whether the applicant is truly eligible and well-suited for the job in a particular organisation, institution company or firm. This is the first step to introducing oneself before being interviewed for a job. Anybody in such a situation would like to put their best foot forward for the same. So to start off, one must get ready with a 'well-written resume' which presents his or her highest qualification, the strongest set of his or her skills and the nature as well as duration of any prior or current work experience.

Here, it is important to note that a resume is different from a Curriculum Vitae or CV in short. While a resume is a short introduction of an applicant, the CV is a more detailed document on the same. A resume is thus short in length usually not longer than a page and a CV which is more detailed is lengthy and can run into two to three pages if not more. In case you are confused on how to pronounce these terms, for the ease of explaining- the words 'Resume' (pronunciation : **/rez-yuu-may/** and 'Curriculum Vitae' (pronunciation: **/kuh-rik-you-luhm vee-ty/**) can be

represented as such: Ray-dza-may and Curry-cool-um vaai-tey! This might seem ridiculous in terms of its spelling but the correct pronunciation could save you any form of embarrassment when you are out on making an impression and referring to these documents in hand.



CHECK YOUR PROGRESS

Q 1: What is a resume?

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.....

Q 2: What does a well written resume present?

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.....

Q 3: How is a resume different from a CV?

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13.4 BASICS OF RESUME WRITING

So let us get started on finding out some of the basics of resume writing:

- It is important to keep in mind on what kind of qualification, nature, range or duration of work experience, suitable set of skills and major achievements in that professional area or otherwise etc. is expected in the advertisement for a particular job.
- The format for resume could vary from one organisation to the other and therefore it is advisable to enquire or find out if there is any specific resume format that is expected in that particular organisation and prepare accordingly.
- Brevity is one of the most important aspects to keep in mind while writing a resume as it is to provide or present only a short introduction to yourself. Therefore, the resume should be clear, concise and well-organised preferably not exceeding more than a page in length.
- The resume must bear the name, address and contact details of the applicant (at the top centre) so that you can be easily contacted

later on. This much of personal information is sufficient.

- The applicant's objective of applying for a particular job must be mentioned. This should be ideally mentioned within two to three lines stating his or her aspiration or career goal. The objective should be convincing and seem suited with the nature and scope of the job applied for because the employer would always look for an applicant who is focussed on what he or she can both gain as well as give to that particular organisation.
- Starting with one's most 'recent' educational qualification or degree acquired, It is important to note that one is to mention the name of educational institution (university/college/ institute/ school etc.), year of passing, grades or percentage acquired, and any specialisation (special paper)/ major course or subject/stream (i.e., Science/ Arts/ Commerce). Also, any awards, achievements and distinctions highlighting one's academic proficiency must be mentioned.
- Next, the applicant must mention his or her work experience if any together with the nature of current or previous work, position served and duration. The name of the institution and dates of employment must also be mentioned.
- It is important to highlight one's interests, skills (preferably in line with the job applied for), activities and any other achievements.
- Finally, the applicant may provide a maximum of two references i.e., two prominent persons (preferably someone who is not a relative of the applicant) should be mentioned along with their addresses. However, in order to do so, one must acquire permission from the referred persons for their consent in good faith.
- The resume should basically highlight the applicant's personal, academic and professional details in brief so that the employer(s) can determine or decide on interviewing him or her. It is short document that highlights how proficient and promising a candidate is for the particular job applied for without being modest or boisterous. It should present the applicant in favourable light and competent for a particular job in which he or she is interested.



CHECK YOUR PROGRESS

Q 4: What is the first basic point that one must keep in mind while writing a resume?

.....

.....

Q 5: Why is brevity one of the most important aspects of a good resume?

.....

.....

Q 6: How should the educational qualifications be furnished or presented in a resume?

.....

.....

Q 7: What should a resume basically highlight?

.....

.....

13.5 SAMPLES OF RESUMES

There can be many different types or formats for resumes depending on the kind of job that one is seeking and the kind of details that he or she would like to present. The most common is the chronological and also the reverse chronological format in which all the details mentioned are in an organised format and at the same time arranged in the order of the latest to the oldest. This highlights that your resume is updated and the employer can easily arrive at the latest information about you. Another type of resume is the functional format in which the main highlights are your skills, interests and other accomplishments rather than your qualification for the job. Sometimes employers look out for professionals or even interns who have practical skills and expertise rather than high qualifications and experiences. Therefore, if the nature of the job is such that it is more skill-based and requires hands on involvement then this format could be your best bet. For those who desire to highlight their

qualifications, skill sets, work experience and accomplishments, a combination of both the chronological and the functional format shall do the trick. It will present you as a strong contender for the post as you will be highlighting the multiple aspects of your potential and abilities.

In the following subsection let us go through a few formats of resume containing the basic aspects of resume writing so that the learner can have a visual idea of what a resume could look like. Also, it is advisable for the learner to go through the format carefully and then attempt to write down his or her own resume that could be handy in the near future. Also, one could attach a cover letter along with the resume requesting the employer(s) to peruse or read through the same. It not only is a good official etiquette or practice but also reflects the sincerity and effort of the applicant. The applicant can mention 'Resume' on the top centre of the page or even skip it as it is evident when mentioned in the cover letter. Also, he or she would do well to highlight the sub-points of the resume as indicated in the samples. ***Note that the samples have been designed with imagination and bear no resemblance to any person with similar name or any other details.***

Sample 1: Resume of Kaveri Gohain who has applied for a job as Content Writer for a newly launched English Magazine *Journey* published from Guwahati

Kaveri Gohain
House No. 75
Snehalaya
Near Mitha Pukhuri
Jorhat
Phone No: 7536055459
Email: kaverigohain57@gmail.com

Objective: To work for an organisation with the scope of creativity, innovation and team work in order to contribute to its development while enriching own professional experience.

Educational/Academic Qualification:

1) Currently pursuing M.A. course in Mass Communication and Journalism (Second Semester) from IGNOU
2) Post-graduation in English from Gauhati University in the year 2016 with specialisation in Literary Theory and Criticism securing CGPA 7.5
3) Graduation in English Major from J.B. College in the year 2014 with specialisation in Indian English Literature securing 54%
4) H.S Examination in Arts Stream in the year 2011 securing 70%
5) Matriculation in the year 2010 securing 73%

Related Work Experience:

1) Worked as Content Writer for monthly English magazine *Endeavour* published from guwahati from January 2018- February 2019.
2) Worked as Content Writer for monthly Assamese magazine *Saneki* published from Dibrugarh from January-December 2017.

Special Skills, Interests and Achievements:

1) **Special Skills:** Time management, team work, language skills and organising abilities
2) **Interests:** Reading, writing, recitation and singing
3) **Achievements:** i. Awarded best writer of Gauhati University in the University Varsity Week 2015 and 2016
   ii. Served as Literary Secretary of Post Graduate Students Union (PGSU) Gauhati University from 2015-2016

Declaration:

I hereby declare that the above details are genuine and to the best of my knowledge.

Signature:

(Kaveri Gohain)

Date: 07. 01. 2019

Place: Jorhat

 # Note: In Sample 1 the structure of the resume is simple, precise and presented in both chronological and reverse chronological order. Instead of adding any Reference, the resume directly makes a Declaration with the Signature of the Applicant, Date and Time to declare that the details provided are genuine. It is more common to mention the Declaration in CVs but only if you consider it necessary then you could add it in the resume.

Sample 2: Resume of Apeli Sukhalu for the post of Trained Graduate Teacher at St. Thomas Higher Secondary School in Guwahati

Apeli Rose Sukhalu,
C/O Mrs. Cherry Sukhalu,
House No 52,
Near Icon Academy,
Rajgarh,
Guwahati.
Phone No.: 9659478623
Email: apeliroses435@gmail.com

Objective: To work with school children, their holistic growth and gaining an enriching experience in the teaching profession

Educational/Academic Qualification:

1) B. Ed from Indira Gandhi National Open University in the year 2018
2) Post-graduation in English from University of Hyderabad in the year 2015 with specialisation in Indian English Literature securing CGPA 8
3) Graduation in English Major from Christ College, Bangalore in the year 2013 with specialisation in Indian English Literature securing 55%
4) H.S Examination in Arts Stream in the year 2010 securing 73%
5) Matriculation in the year 2008 securing 70%

Areas of Academic Specialisation: Indian English Literature and English Poetry

Related Work Experience:

1) English Teacher at St. Stephen's Higher Secondary School, Guwahati from February 2017- August 2019

Special Skills and Achievements:

1) **Special Skills:** Teaching, counselling, time management, creativity and organising events
2) **Achievements:** i. Published a book titled *Children and Creativity* (2016) by Spark Publications, New Delhi.
   ii. Published a book titled *Poetry* and *Performance* (2017) by Rhine Publications, New Delhi

References:

1) Jospehine Matthews, Principal, St. Stephen's Higher Secondary School, Guwahati

Signature:

(Apeli Rose Sukhalu)
Date: 08. 08. 2019
Place: Guwahati

 # Note: In Sample 2 the structure of the resume is in the chronological plus the reverse chronological format. The information following the Educational Qualification highlights that the applicant is specialised in a particular area. Also, a Reference (from the applicant's former work place) has been added to highlight the applicant in a favourable light.

Sample 3: Resume of Arunoday Martin applying as an intern at a reputed business company based in Pune

Arunoday Martin
C/O Brian Martin

Flat No. 55/5F
Orchid Residency
Near Pinewood Park
Shillong
Phone No.: 9649322706
Email: arunodaymartin09@yahoo.co.in

Career Objective: To make the best use of my skills in the area of advertising and public relations in order to gain experience and satisfy the marketing internship requirements of the company

Educational Qualifications:

1. Currently pursuing PGDM (Marketing) from International School of Business and Media, Pune. MBA (Marketing) from Symbiosis Institute of Business Management, Pune with CGPA 9 completed in the year 2014
2. BBA from St. Anthony's College, Shillong with 90% completed in the year 2012
3. H.S Examination in Commerce Stream from Pine Mount School, Shillong with 89% in the year 2009
4. Matriculation from Pine Mount School, Shillong with 88% in the year 2007

Marketing Projects:

1. Survey on the consumer satisfaction of Nutriplus herbal supplement marketed by Nutricia Pharmaceuticals, Pune in the year 2018
2. Conducted a market study on the consumption of health drinks in Pune in the year 2018
3. Conducted a market study on the customer satisfaction of milk vending machines in Pune in the year 2016
4. Successfully designed a cost-effective and feasible campaign for a local construction firm based in Pune in 2015

Additional Skills:

a. Special Skills: Formulating innovative business strategies, business networking,

b. Professional Skills: Adept at Microsoft Office Suite and consumer research tools

c. Areas of Interest: Marketing, Advertising, Public Relations and Research

Signature:

(Arunoday Martin)
Date: 28. 09. 2019
Place: Shillong

 # Note: In Sample 3 the structure of the resume is in the box format i.e., all the details are placed to the right hand corner of the page. As the applicant is pursuing his studies and is interested in internship at a reputed business company as part of his academic programme, the academic qualifications, relevant marketing projects and additional skills are being emphasised to better the chances of being selected as an intern.

It is important to note that each job has certain specific requirements and therefore, it is important to identify the same in order to present one's resume accordingly. The resume must only contain the relevant details that may favour the chances of him or her being selected for the job. Also, a cover letter mentioning the post that you have applied for and have attached the resume will complete the formality of applying for a job following which you can expect to be interviewed if shortlisted.

The learner may further note that there is no hard and fast rule that one must strictly follow the given samples in the unit. These have been designed to only provide you with an idea of the details and lay out of a resume. However, for examination purpose the learner must note that these formats and refer other sources as well. Although one can

always make changes in the presentation of his or her resume yet the major aspects must always be included as discussed in 13.4.



CHECK YOUR PROGRESS

Q 8: What is a chronological and reverse chronological formats of resume writing?

.....

.....

Q 9: What is the functional format of resume writing?

.....

.....

Q 10: When is a combination of all these methods effective for an applicant writing a resume?

.....

.....



13.6 LET US SUM UP

After a thorough study of this unit the learner will gain a better idea on resume writing and what sets it apart from a curriculum vitae or CV. The unit in presenting the importance of resume writing highlights the tips and techniques of writing a formal resume which will be beneficial to the learner. Further, the samples of resume in the unit provides a better idea on the format, style and lay-out of a resume. It is extremely important to practice resume writing on one's own as good resume writing also enhances the prospects of an applicant when applying for a job. In fact, in any field of work, resume writing is necessary in order to highlight one's strengths, achievements and work experience gained over the years.



13.7 FURTHER READING

1) Fulwiler, Toby and Alan R. Hayakawa (2002) *The College Writer's Reference*. Prentice Hall: New Jersey

2) Raimes, Ann. (2004) *Universal Keys for Writers.* Houghton Mifflin Company: Boston



13.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: A resume is a brief summary of an applicant's qualification for employment

Ans to Q No 2: A 'well-written resume' which presents your highest qualification, your strongest set of skills and the nature as well as duration of any prior or current work experience.

Ans to Q No 3: While a resume is a short introduction of an applicant, the CV is a more detailed document on the same. A resume is thus short in length usually not longer than a page and a CV which is more detailed is lengthy and can run into two to three pages if not more.

Ans to Q No 4: It is important to keep in mind on what kind of qualification, nature, range or duration of work experience, suitable set of skills and major achievements in that professional area or otherwise etc. is expected in the advertisement for a particular job

Ans to Q No 5: Brevity is one of the most important aspects to keep in mind while writing a resume as it is to provide or present only a short introduction to yourself. Therefore, the resume should be clear, concise and well-organised preferably not exceeding more than a page in length.

Ans to Q No 6: Starting with one's most 'recent' educational qualification

or degree acquired, It is important to note that one is to mention the name of educational institution (university/college/ institute/ school etc.), year of passing, grades or percentage acquired, and any specialisation (special paper)/ major course or subject/stream (i.e., Science/ Arts/ Commerce). Also, any awards, achievements and distinctions highlighting one's academic proficiency must be mentioned.

Ans to Q No 7: The resume should basically highlight the applicant's personal, academic and professional details in brief so that the employer(s) can determine or decide on interviewing him or her. It is short document that highlights how proficient and promising as candidate is for the particular job applied for without being modest or boisterous. It should present the applicant in favourable light and competent for a particular job in which he or she is interested.

Ans to Q No 8: The most common is the chronological and also the reverse chronological format in which all the details mentioned are in an organised format and at the same time arranged in the order of the latest to the oldest.

Ans to Q No 9: In the functional format the main highlights are your skills, interests and other accomplishments rather than your qualification for the job.

Ans to Q No 10: For those who desire to highlight their qualifications, skill sets, work experience and accomplishments, a combination of both the chronological and the functional format shall do the trick.



13.9 MODEL QUESTIONS

Q 1: Write a short note on resume writing.

Q 2: Discuss the basic guidelines in resume writing.

Q 3: What are some of the common formats of resume writing?

Q 4: Write your resume for a job advertised in the local English newspaper for a teaching post vacant in a higher secondary school in your town or city.

Q 5: Write a resume for a job advertised in the local Assamese newspaper for a teaching post in a reputed college in your town or city.

Q 6: Write your resume for the post of content writer in a newly published English magazine in your city.

Q 7: Write a resume to help your friend who is interested to apply for a job at a local business firm or organisation.

*** ***** ***

UNIT 14 : WRITING PERSONAL LETTERS

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Defining Personal Letters

14.4 Various Types of Personal Letters

- 14.4.1 Polite Requests
- 14.4.2 Thank You Letters
- 14.4.3 Congratulations
- 14.4.4 Condolences
- 14.4.5 Personal Apologies
- 14.4.6 Writing to a Child
- 14.4.7 Writing to a Pen Friend

14.5 Let us Sum up

14.6 Further Reading

14.7 Answers to Check Your Progress

14.8 Model Questions

14.1 LEARNING OBJECTIVES

After going through the unit you will be able to:

- gain a brief idea on the practice of letter writing
- discuss the various types of personal letters
- grasp the various formats of personal correspondence
- practice writing personal letters in various formats
- appreciate the art of letter writing

14.2 INTRODUCTION

Letter writing is an age-old practice and a timeless art. Writing personal letters is by far one of the most wonderful ways of self-expression, gesture and communication. Although, the advent of technology has changed the format of personal communication to a

great extent yet letting-writing continues to be one of the prime ways of correspondence. The joy of pouring one's heart out in a letter and capturing the rush of thoughts in fresh ink, folding those pages into a neat envelop with new postal stamps and finally dropping it in a post box with the hope that it brings a smile on the receiver's face is what adds to the charm of letter writing.

The beauty of personal letters is that even in the letter-writer's physical absence, the reader is able to feel his or her presence through words. Personal letters create a space where the letter writer is able to pour his or her spontaneous feelings and emotions, share the deepest of thoughts and the sprouting of ideas with the receiver thereby initiating a process of two-way communication or correspondence. The learner may certainly be familiar with some of the most prominent letter writers among whom some were poets and writers such as William Wordsworth, John Keats, Robert Browning, Elizabeth Barrett Browning, Gerard Manley Hopkins, Ernest Hemingway, John Steinbeck among others. Their letters are critically examined in order to extract their frame of thoughts and ideas as well as their contexts and individual personalities.

In the present unit, we shall take up some of the various types and formats of personal letters with the aim of familiarising you with the type of content, tone, lay out and others such relevant aspects of personal letters. The learner may do well to note that it is important to not only grasp the styles and formats of personal letters provided in the present unit but also to practice the same as frequently as possible so as to arrive at his or her own personal style of writing letters or in other words adding that personal touch to your letters which makes them distinctly yours!



CHECK YOUR PROGRESS

Q 1: Write a few lines on letter writing in your own words

.....

.....

Q 2: Name some of the authors and poets who are considered

as prominent letter writers of their day

.....

.....

14.3 DEFINING PERSONAL LETTERS

Let us then begin with the term 'personal letters' which refers to informal or friendly letters and are different in style, content and form from 'official letters' that are also referred to as formal letters. The language in which personal letters are written are thus informal and even colloquial unlike official letters which are written in formal language and impersonal style. Personal letters may run into several pages however official letters are brief and concise. Some of the common aspects of all letters are: the address of writer and date (on top right corner), greeting or salutation (addressing the recipient), body of the letter (main content), conclusion (ending of the letter), subscription (ending reference), name of the writer or signature (at bottom right corner).

There are various types of personal letters such as polite requests, letters of gratitude, congratulatory letters, letters offering condolence, personal apologies, letters written to a child, to penfriends, fan mail etc. which shall be taken up in the following subsection. It is important to note that depending on the types of personal letters each of these letters are written in a particular style and in a specific 'tone'. In other words, the tone in letters differs according to the following:

i) The type and content of the letter
ii) The person to whom the letter is addressed
iii) The frame of mind of the letter writer

While writing personal letters, it is important to note some of the minute aspects such as: the heading of the letter which bears the address of the 'receiver' and in terms of punctuation there is a comma after each line and a full stop in the last line as you will notice in the sample letters given in the unit. The abbreviation for the month eg. Jan., Aug., and the year '19, '20 may be used but it must be mentioned along with the date. If one writes to a person living in the same country, the name of the

country may be left out and if not, then it must be mentioned. The salutation begins with 'dear' in personal letters and at the end of the letter the subscription with Yours (capital Y and without apostrophe in the word) followed by the signature. In case, there is something one might have missed out on mentioning in the body or content of the letter, it can be included at the end, also referred to as postscript or abbreviated as p.s. Finally, after ending and folding your letter into the envelope, do ensure that the address is correctly and clearly written (also referred to as superscript). While writing personal letters you can be your natural self and write freely just as you would if you were conversing with the recipient in person.



CHECK YOUR PROGRESS

Q 3: How does the tone differ in various types of personal letter?

.....

.....

Q 4: How does the salutation generally begin and subscription end?

.....

.....

14.4 VARIOUS TYPES OF PERSONAL LETTERS

To provide the learner with a considerable idea on different types, formats, style and tips of writing specific kinds of personal letters, relevant samples or letter formats have been taken up.

14.4.1 Polite Requests

When polite requests are made in personal letters they must be subtly convincing and thereby polite in tone. This can be expressed with the use of certain words like 'I kindly request you', 'please', 'could you kindly', 'if possible' etc. It is necessary to highlight and

convince the recipient with the context at hand so that he or she understands the importance of the implied request.

Surya Kiran Apartments,
Flat No. 101/3F
Near Hotel Hill View,
Gulmohar Road,
Guwahati.
August 28th, 2019

Dear Moromi,

I hope my letter finds you in the best of health and spirits. It's been a while since I wrote to you last. I have been eagerly waiting for my final examinations to end so that I could write to you with a free mind. My mother told me that you are slowly recovering from your severe allergy and that you cannot wait to step out in the sun to be able to play with Puddles. By the way, how is little Puddles? I am sure he must be up to some mischief or the other and waiting to run around with you in the garden chasing birds and butterflies.

I am told that aunty was very worried about your refusal to take medicines and to follow the dietary restrictions. Moromi, as your good friend, I request you to kindly take all the medicines prescribed by the doctor and also to eat healthy so that you can regain your strength, immunity and resistance. I truly wish that you your allergy subsides and that you recover fully at the soonest. We both could go to the planetarium once you get better and even take Puddles along to the Family Park near your home like the last time. I hope that you get well soon. Kindly convey my regards to both uncle and aunty. In the hope of meeting you soon.

Yours lovingly,
Daisy

14.4.2 Thank you Letters

Letters of gratitude or acknowledgment must always be a source of encouragement, appreciation and further motivation to the recipient. This can be expressed with the use of certain words like 'with gratitude', 'thank you', 'very thankful', 'very grateful', 'I appreciate' etc. Thus, Thank you letters are a simple and yet a profound way of expressing one's sincere love and gratitude.

Xuwoni Kutir,
Variety Nursery,
Near St. Johns High School,
Dibrugarh
August 30th, 2019.

Dear Miklu,

How have you been all this while my friend? I hope everyone is fine by God's grace. Do convey my love and regards to aunty and your brother. Somehow Miklu, summertime blooms always remind me of you. I am sure you had a great summer this year and the best of blooms in your nursery. Perhaps, the next time I visit you could show me around your plant-dom and allow me to pick the brightest of the lot to take home!

I must tell you that your handpicked and beautifully arranged flower bouquet simply won my heart on my birthday. Thank you with all my heart for your kind gesture and for your letter. I was surprised that Dada was not annoyed to have brought the huge bouquet all the way from your place. I wish to tell you that I am truly grateful to you for always finding a way to cheer me up even when you are caught up with your daily engagements. It means the world to me. I can't wait to see you during this Puja Break. I hope you will be in town.

With lots of love.

Yours affectionately,

Bonti

14.4.3 Congratulations

Congratulatory letters highlight the immediacy of one's joy at another's success, achievement, acquisition or any kind of good news. The use of words like: 'congratulations', 'I am so glad/excited/happy to learn about…' etc. Such letters exude a cheerful and celebratory tone on the part of the writer and expresses his or her good wishes for the recipient.

Heuji Ali,
Near Kopahi dhora,
Jorhat.
September 3rd, 2019.

Dear Mayuri,

I am so happy and excited to learn about the successful completion of your Master's degree as well as your long term efforts at establishing your own tailoring shop in your home town. I am so happy for you my dear friend and so glad that despite your worries, everything has fallen into place. On her last visit, Tulika told me that you secured third position in the University this year and I cannot tell you how proud I am, my dear, for I know all the hurdles that you have overcome and all that you have worked so sincerely for despite the difficulties of those circumstances.

The next time I visit Jorhat, I hope you will take me to your tailoring shop and also introduce me to your friends there. You would be surprised to know that it was only yesterday that I learnt from Ma the meaning of 'Bullori'. I think it's an interesting and uncommon name for your new shop. I wonder how many coconuts did you break at the inaugural ceremony! Sorry that I could not be there on that day but I shall soon be visiting you this winter break. My best wishes are always with you and hearty congratulations once again.

Yours loving,
Bunny Ba

14.4.4 Condolences

Letters of Condolences express one's solemnity during another's hour of crisis particularly the loss of his or her family member, relative or a dear one. Some of the words that are generally used in such letters are: 'I offer my sincere condolences', 'may the departed soul rest in peace', 'may you and your family find strength at this hour' etc. The message conveyed in these letters are generally short and the tone of the letter is solemn or serious and comforting.

Pawan Apartments
Flat No. 864/2F
Near Medico Diagnostic Centre,
Tezpur.
September 5th, 2019

Dear Namrata,

There are certain moments when we all find ourselves at a loss of words and today as I sit to write to you, words suddenly seem to fail me. There can be no greater loss than that of our loved ones and perhaps, nothing in the world can occupy the void that they leave behind in our lives. I know that your sister was the light of your life and I was in utter disbelief when I received the news of her untimely demise.

I offer my sincere condolence and prayers at this difficult hour that you and your family are going through. Jiya shall always be in our hearts. May her soul rest in peace. I pray with all my heart that God gives you and your family the strength through these difficult moments.

Yours sincerely,
Priya

14.4.5 Personal Apologies

Personal Apologies are written when one is sincerely apologetic or sorry to another. Some of the words, used in such letters are: 'I am extremely/ sincerely/ truly sorry', 'I apologise', 'I regret', 'could you forgive me' etc. These letters must be convincing enough for the recipient to accept the writer's apology and thus, the tone is sincere and the writer may elaborate the circumstances for his or her mistake, misinterpretation, misjudgement or misunderstanding etc.

Eden Residence,
Near Xen Restaurant,
Makum,
Tinsukia.
October 2nd, 2019

Dear Dianxi,

Here is wishing you a happy belated birthday, my dear friend. May I tell you how sorry I am for having forgotten to wish you yesterday. Perhaps, I should have marked my calendar or set a reminder because lately I have been forgetting the most important of things through the day. Would you believe if I told you that until the day before I remembered your birthday? In fact, I meant to call you up and wish you at midnight but fell asleep for I had had a hectic day at the parlour with a beeline of clients and things to be done.

Yesterday, I was rushing from one place to the other as I was caught up with my appointments for bridal make-up at three different wedding ceremonies! By the end of the evening I was literally exhausted and as my poor luck had it… I forgot to wish you. I can only imagine how disappointed you must have been or (may be) still are. I do wish that you will give me the opportunity to make amends and just as you had wished, to take

you out this weekend to Dibru-Saikhowa. Moreover, I think a new hair-cut at my parlour would be perfect to cheer up whenever you feel like dropping in. I am sending you my letter with a bunch of flowers to tell you that you are my best friend and one of the loveliest person I have known all my life.

Yours loving,
Kuhi

14.4.6 Writing to a Child

While writing a letter to a child, it is important to keep in mind the age of the child and his or her level of reading or understanding the words used. The letter should express concern, be endearing, encouraging, motivating, bear good suggestion or advice if necessary etc. The simpler the language used in the letter the better and the tone of the language should be loving and sweet as it is written to a child.

C/O Mr. Runjun Gogoi,
Near Binapani Pharmacy,
Chiring Chapori,
Dibrugarh.
July 5th, 2019

Dear Bunti,

How are you my little brother? I can already imagine you smiling and happy to read my letter after so many weeks. Are you enjoying your summer holidays? Perhaps, you are reading all those adventure books by now and enjoying the set of Tinkle comics as well. If there are any other books that you would like me to send, do add a list to your next letter. I think it will be a good idea to practice writing a few reviews after you finish reading each of those books. Also you could try creating your own comic strips and colour them just as you like.

You will be excited to know that I shall be visiting you soon on your birthday. I wonder what would you like for your birthday present this time. How about a nice bicycle? May be this time we could also visit Dai's tea garden and spend a day or two at his place. By the way, have you started working on your summer projects? I could help you out with some of them during my visit. It will be so much fun to work together just like the last time. I simply can't wait to see you. Until then do take care of yourself and be a good boy to your parents.

With lots of love,

Yours loving,

Majoni Ba

14.4.7 Writing to a Pen Friend

Writing letters to a pen friend is a wonderful practice particularly as it enables one to learn so much about a person that one might have otherwise never met or known, to learn about his or her life and culture as well as to share the same with such a pen friend. Such letters are to generally express a keenness to know more about a person without intruding into his or her privacy. The letters must be a healthy exchange of thoughts, ideas, information, wisdom and knowledge. Above all these letters must extend one's friendship and be an enriching mode of correspondence and experience between two friends.

Mr. Vincent O'Brien,

O7 Park Terrace,

29 Fairy Fair St.,

Brighton,

England.

July 7th, 2019

Dear Vincent,

Hope my letter finds you in good health and happiness. I was so glad to have received your letter yesterday and read it several times. The wind chimes that you sent me in a bamboo case now beautifully hangs on my window sill and the tiny clay turtle sits patiently on my study table. Thank you so much for your letter and your lovely gifts. I must tell you how excited I am to write to you after almost around a month.

There is a lot happening around here lately as our home is being newly painted and my room will soon wear a pastel pink colour. I could send you a photograph of our home once it is nice and ready. This summer exeat I plan on visiting my grandparents and spending some time with them. Their home is just a few hours away from our place and my parents shall take me and my brother along. As of now I have been reading *Laila and Majnu*, which is a legendary story of two lovers and also helping my mother with her baking orders. Also, I have been meditating regularly with my father and helping my brother in his aero-modelling project. I am glad to learn that you have been babysitting your little sister with such proficiency!

I am a little curious to know more about the climate, the changing seasons and the kind of trees or plants that grow in your locality. Do you go out for nature walks or adventurous short treks to the hills with your friends? Here, I do visit the nearby wild life sanctuary with my parents and often visit the lakeside in the outskirts of our home town mostly during weekends. I would like to know more about some of your favourite places that you visit and also the kind of souvenirs you that you mentioned you often collect. Do convey my regards to your parents and your sister. I shall eagerly wait for your next letter.

Yours loving,
Poly

Since a personal letter is an informal letter, if a letter-writer desires he or she can put in a flower along with the letter or tie the letter with a satin ribbon, spray a little letter perfume or even make small drawings simply to express his or her love for the other person, sense of creativity and the sheer joy of writing. Romantic letters are also another type or form of personal letters where one writes to his or her beloved to make him or her feel special in the understanding that the two are trusted confidant or confidantes i.e., he or she in whom one can confide freely and comfortably. It is simply wonderful to write letters to one's parents, grandparents, siblings, relatives, friends and well-wishers for what could be a better way of expressing those words that often remain unsaid or unspoken than writing it in the form of a special letter.



14.5 LET US SUM UP

After a thorough study of the unit the learner will now be more familiar with the various types and formats of letter writing. Perfecting the art of letter writing particularly with reference to personal letters will always stand the learner in good stead. Once you are comfortable writing letters you will find that it will certainly open up a wonderful way of engaging and bonding with your near and dear ones, your friends and well-wishers, teachers and mentors, distant and other acquaintances.

The learner will do well to practice letter writing and refer to other books and manuals as well to broaden his or her idea with regard to personal letter writing. Also, the tips and techniques provided in the unit shall benefit the learner to use the same while writing personal letters. The unit therefore aims to highlight the nuances or aspects that make personal letters an art in itself and thereby to enable the learner to appreciate the same.



14.6 FURTHER READING

1) Alexander, L.G. (2002) *Essay and Letter Writing*. Orient Longman: Kolkata.

2) Dhar, Aarttee Kaul. (2010) *Creative English*. Adhyayan Publishers & Distributors: New Delhi.



14.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Letter writing is an age-old practice and a timeless art. Writing personal letters is by far one of the most wonderful ways of self-expression, gesture and communication. Although, the advent of technology has changed the format of personal communication to a great extent yet letting-writing continues to be one of the prime ways of correspondence.

Ans to Q No 2: William Wordsworth, John Keats, Robert Browning, Elizabeth Barrett Browning, Gerard Manley Hopkins, Ernest Hemingway, John Steinbeck among others.

Ans to Q No 3: The type and content of the letter, the person to whom the letter is addressed and the frame of mind of the letter writer

Ans to Q No 4: The salutation begins with ‘dear’ in personal letters and at the end of the letter the subscription with Yours (capital Y and without apostrophe in the word).



14.8 MODEL QUESTIONS

Q 1: Write a short note on writing personal letters in your own words.

Q 2: Discuss some of the tips for writing personal letters

Q 3: What are the different types and forms of personal letters?

Q 4: Write a letter to your friend inviting him/her to your home to celebrate your favourite festival together within 300 words.

Q 5: Write a letter to your parents sharing with them about your recent experiences in a Hill Station/National Park/ National Museum/ Heritage sight during summer vacations within 350 words

Q 6: Write a letter to a new pen-friend briefly describing about yourself to him/her and extending your friendship within 350 words.

Q 7: Write a letter of gratitude to the person who has encouraged or inspired you to make a contribution to the society/ someone in need/ in someone's life within 250 words.

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UNIT 15 : EMPLOYMENT CORRESPONDENCE

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction to Employment Correspondence

15.3 Defining Formal Letters

15.4 Various Types of Formal Correspondence

- 15.4.1 Business Letters
- 15.4.2 Job Applications
- 15.4.3 Letters of Rejection
- 15.4.4 Congratulating or Appreciating an Employee or Coworker
- 15.4.5 Reprimands and Dismissals

15.5 Let us Sum up

15.6 Further Reading

15.7 Answers to Check Your Progress

15.8 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit, the learner will be able to:

- provide a brief introduction to employment correspondence
- define and discuss tips on writing formal letters
- learn how to write a job application
- explain the purpose and format of business letter
- receive an idea on letters of rejection, reprimands and dismissals
- write a formal letter congratulating or appreciating an employee or co-worker
- gain a concise idea on writing formal letters and practice the same

15.2 INTRODUCTION TO EMPLOYMENT CORRESPONDENCE

Employment correspondence is an essential part of our professional lives and it is an unavoidable part of the professional world which thrives on communication. The present unit on Employment Correspondence introduces the learner to formal letter writing, its style and techniques along with the various types of formal letters. The learner may do well to note that it is important to not only grasp the styles and formats of formal letters as discussed in this unit but also to practice the same on your own.

15.3 DEFINING FORMAL LETTERS

As the term itself indicates, formal letters are official letters which are different in tone, style and language from that of personal letters that we studied in the previous unit. The structure of a formal letter is as follows: name/designation and address of the recipient, date-month-year, subject (highlighting the purpose of the letter), salutation, (brief) introduction, body of the letter, conclusion, subscription, signature, address of the writer. Nowadays, both in the print and the electronic medium formal letters are written in the box format in which the entire lay out of the letter is towards the right margin. The Subject in a formal letter must be contained in a few words highlighting the purpose of the letter (which is further explained in the body or the main content). It is ideal for a formal letter to have two to three short paragraphs and to avoid long winding sentences or any form of jargons.

Although it is necessary to be pin-pointed with regard to the content of a letter yet one must never be too ‘blunt’ while expressing the purpose of a formal letter. While writing formal letters it is important to note that personal feelings or emotions are not to be expressed in its content. Formal letters are to be precise, polite and crystal clear in stating the purpose for which it is written. In your day-to-day life, you will find that writing formal letters becomes essential whether you are working in an organisation/institution/firm or not working as a professional. The key to

writing proper formal letters is a good measure which reflects clarity of expression instead of verbosity i.e., writing unnecessary things, which reflects sincerity or regard instead of excessive formality or disrespect. The introduction, body and the conclusion in a letter should be logical and coherent so that it clearly conveys the content and purpose without any form of ambiguity in meaning.



CHECK YOUR PROGRESS

Q 1: Mention the structure of a formal letter.

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Q 2: What must the subject of a formal letter contain?

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Q 3: What should be the order or arrangement and nature of a formal letter?

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15.4 VARIOUS TYPES OF FORMAL CORRESPONDENCE

` Let us discuss some of the various types of formal correspondence in the following subsections:

15.4.1 Business Letters

Business letters are written with precision, in crisp and concise language. Some of the words or expressions used in these letters are: 'I shall be obliged', 'I would like to inform you', 'with reference to' etc. It is thus formal in tone and the writer must be conscious of conveying the main points in the economy of words. The 'purpose' of the business letter must be clearly stated and there must be no ambiguity in the same. The body of the letter contains the subject matter in the introduction which is further

detailed in the main content in a logical pattern highlighting the purpose. This is then followed by a reinstatement of the purpose and your expectation/request/ suggestion of the suitable action regarding the same. You may refer back to Unit 5 for the proper format of a business letter.

15.4.2 Job Applications

Job applications are written by aspiring applicants who desire to find employment in a specific job at an organisation. While writing job applications, an applicant is to clearly mention the intention of the writer, provide an overview of the details of an applicant, highlighting his or her qualification for the job and his or her keen interest in acquiring the job. It is important to note that a cover letter is slightly different form the job application. In general, cover letters are expected to be sent along with an attached resume that cites your credentials or in other words your qualifications, skills and overall proficiency (as discussed in unit 12). The purpose of the cover letter is to cite the post applied for by the applicant, a short introduction of the applicant and to stir an interest in the employer to further go through the attached resume.

In a job application which you will have to write at some point in your life when you will be applying for jobs at various institutions and organisations, it is important to remember that you must be brief and to the point in writing the application. The term application itself refers to the fact that you are applying or requesting for a specific cause. That cause or reason must be reflected in the Subject of the letter and elaborated in the body of the letter. It is important to note that the job application must not come across as a desperate attempt to convince the concerned authority or employer that you need to be shortlisted for that job. Rather, it should be a formal in its approach and highlight only the main aspects of the post advertised and applied for, work experience (if any) and mention of any attached document along with the application.

The heading should mention the designated authority with address, the date and reference. This is followed by a short and precise body of the formal letter and then completed with your signature and address. In case of any prior references such as advertisements, money drafts etc. do mention the relevant nos., within brackets to be specific in providing the necessary information. Two samples of job applications are provided below to provide you a basic idea of the same.

Sample 1: Job Application of Aicheng Buragohain applying for a post of English teacher at a reputed city school that was advertised in the regional English newspaper.

To,
The Principal,
Budding Buds High Secondary School,
Khanapara,
Guwahati.
Date: 03 September 2019

Subject: Application for the post of TGT, English at Budding Buds Higher Secondary School

Respected Sir,
With reference to the advertisement (No. TS/30/2019/658) in *The Sentinel* dated 30 August 2019, I would like to apply for the post of Trained Graduate Teacher (TGT) English. I had previously worked for a period of five years at St. Thomas School, Guwahati as an English teacher for a period of four years from the year 2014-2018 and am currently working as a home tutor in the subject. For your kind reference, a curriculum vitae and the necessary documents regarding my academic qualifications are attached herewith. I shall be very grateful if you could kindly accept and consider my application for the post.

Thank you.

Yours sincerely,

…….

Aicheng Buragohain.

C/O Mrs. Aideu Buragohain,
House No. 175
Hemlata Path,
Jayanagar,
Beltola,
Guwahati.

 # Note: The letter is formal in its structure clearly citing the subject of reference. It mentions the advertisement no. of the advertised post and the post applied for. There is a mention of previous work experience in the relevant area and the relevant documents attached for perusal. Finally, it ends with a formal subscription, signature (to be made in the area indicated with dotted line) and the address of the applicant.

Sample 2: Application of Moromi Phukan for the advertised post of Assistant Professor (Philosophy) at a reputed college in the city

To,
The Principal,
B.L.P College,
Barphukan Nagar,
Dibrugarh.
Date: 12 September 2019

Subject: Application for the post of Assistant Professor (Philosophy) at B.L.P College

Respected Madam,

With reference to the advertisement (No AT/12/2019/7420) in *The Assam Tribune*, I would like to apply for the post of Assistant

Professor (Philosophy). I am currently working as a Philosophy teacher at Ramanujan Junior College, Dibrugarh. For your kind perusal and easy reference I have attached herewith a set of all the relevant documents as mentioned in the advertisement along with a bank draft of Rs. 1000/- (bearing draft no: 748520). I hope my application meets with your kind consideration.

Thank you.

Yours sincerely,

……

Moromi Phukan

C/O Mr. Hem Chandra Phukan,

House No 67.

Nizarapar,

Dibrugarh.

Note: Similar to the first sample letter, this sample contains all the relevant and necessary details. The format followed in both these samples is the box format which is the most common format that is followed today. If you are familiar with another lay out it is absolutely fine to write your application in that structure as long as it contains all the points that have been discussed in terms of content and highlights of an application. You may conclude the letter in your own simple words but as you may have noted in the letter it must be in a formal manner.



CHECK YOUR PROGRESS

Q 4: How are business letters written?

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Q 5: Why are Job Applications written? What are some of the important things to keep in mind while writing a job application?

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Q 6: What is the basic structure or format of a job application?

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15.4.3 Letters of Rejection

Letters of Rejection are generally written to an applicant to inform him or her that he or she has not been selected or shortlisted for the job applied for. This is an official formality or procedure in order to clearly communicate the grounds or reasons of rejection. At times an applicant can be rejected for not furnishing complete details while applying for the job, for providing false information or even not clearing the interview rounds. Letters of Rejection are generally written by responsible offices and organisations in order to inform, clarify and clear any form of doubt that an applicant may have. It is basically a disqualification from a job either most of the times because the applicant is underqualified to even apply for the job or does not qualify sufficiently for the job. These letters are written with a note of apology mostly starting with the line “We regret to inform you that” and offers a justified reason for their rejection of the job applicant. They are not meant to be hurtful and are only a part of the process. If one is rejected for a particular job, it is not the end of the world, there are many other fresh jobs to be applied for where he or she could do very well. Also, it is important to note that failures and rejections are learning experiences that make one work harder on all the shortcomings or areas of improvement to achieve success in life.

15.4.4 Congratulating or Appreciating an Employee or Co-worker

Congratulatory Letters are written by employers in order to inform the job applicant that he or she has been selected for the

applied job position in that particular organisation. It is to congratulate the applicant on qualifying all the requirements for the job as well as the job interview. Generally, these letters begin on a positive note “We are glad/pleased to inform you that” and the body of the letter cites the post for which the applicant is selected, the remuneration or pay band and the date of joining. It wishes the applicant good luck or mentions that the organisation looks forward to his or her joining. At times certain organisations also mention that they expect confirmation of the applicant’s joining within a specified period implying that failing to do so the selection would stand cancelled.

Also, while in the job, formal congratulatory letters are written by the authorities or employers of the organisation in recognition of his or her good work, performance and contributions to the growth of the organisation. In fact, such letters are a form of morale boosters and source of encouragement or inspiration to work even harder. Even a fellow worker or a person in the same profession or working in the same organisation can write a congratulatory letter (on his official note pad) for an instance on behalf of a specific committee in which a fellow worker is the Convenor or say a on behalf of the union of the organisation in which a fellow worker is holds a position, he or she may write to a congratulatory letter or letter of appreciation to the colleague for his or her exceptional work, service, success, achievement and accolades. It is a formal way of acknowledging and appreciating a co-worker or colleague’s contributions and efforts.

15.4.5 Reprimands and Dismissals

At times when an employee does not perform to his or her optimum, does not put in any form of effort at the job and does not take the job seriously, then he or she is reprimanded to mend his or her ways through written correspondence (sometimes even calling for explanations from the employee). Since it is important

to be professional in terms of work in any job or at any work place it is a generally expected that an employee is actively involved in his or her work, creates a considerable work out-put, reflects a graph of consistent performance, exercises discretion at all times, treats the authorities with regard and shares a good rapport with the co-workers. When there is a drastic decline in any of these major aspects of work or when the work environment is hampered by an employee's mismanagement and misbehaviour. At times organisations tend to give gentle reminders or letters that are more gentle in approach to employees but many organisations tend to be more firm in reprimanding their employees when the situation arises. These letters generally begin with phrases like "It has been brought to our notice…" or "We have noticed…". Reprimanding is a form of 'formal scolding' in which the employers must inform the employee regarding the cause of the reprimanding letter in a firm manner but at the same time take care not to break his or her morale. This is an important aspect to take note of as the letters are only meant to act as corrective measures for the concerned employee and therefore must be written with a note of empathy providing the scope for the person to improve himself or herself on the professional front.

Dismissals are the extreme measures taken by an organistaion when all other options have been exhausted and there is no other way but to dismiss the services of an employee. The grounds on which an employee is dismissed can vary. To cite some common reasons one may be dismissed for behavioural reasons or extremely negative/bad behaviour; for disregard to the service rules or flouting official rules and regulations; for constantly not performing well or bringing huge losses or setbacks to the organisation among others. In general letters of dismissals that state "Your services are no longer required at" or "Your services at… are hereby dismissed with effect from…." do not reflect any form of sympathy for the employee or regret of the employer as it is followed

by prior reminders and reprimands. These letters mentions that the post is to be immediately vacated and that all financial aspects will be cleared by the Finance Section of the organisation. When an employee receives a letter of dismissal it means that the doors of that particular organisation are closed for him or her.



CHECK YOUR PROGRESS

Q 8: Why are Letters of Rejection written?

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Q 9: When are Reprimanding Letters written to an employee?

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Q 10: What are Congratulatory Letters?

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Q 11: What are Letters of Dismissal? What are some of the common grounds on which an employee is dismissed?

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15.5 LET US SUM UP

After a thorough study of the unit, the learner will gain a clear and concise idea on employment correspondence. Together with an idea on what defines formal letters, the unit has provided important aspects to keep in mind while writing formal letters which follow a definite structure. There are different types of employment correspondence and formal letters which have been highlighted with the relevant sample letters in the unit. The unit thus aims to enable the learner gain a better idea on the practice of writing formal letters which are essential in the sphere of our professional lives.



15.6 FURTHER READING

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2) Dhar, Aarttee Kaul. (2010) *Creative English*. Adhyayan Publishers & Distributors: New Delhi.

3) Fulwiler, Toby and Alan R. Hayakawa (2002) *The College Writer's Reference*. Prentice Hall: New Jersey

4) Raimes, Ann. (2004) *Universal Keys for Writers.* Houghton Mifflin Company: Boston



15.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The structure of a formal letter is as follows: name/ designation and address of the recipient, date-month-year, subject (highlighting the purpose of the letter), salutation, (brief) introduction, body of the letter, conclusion, subscription, signature, address of the writer.

Ans to Q No 2: The Subject in a formal letter must be mentioned in a few words highlighting the purpose of the letter (which is further explained in the body or the main content).

Ans to Q No 3: The introduction, body and the conclusion in a letter should be logical and coherent so that it clearly conveys the content and purpose without any form of ambiguity in meaning.

Ans to Q No 4: Business letters are written with precision, in crisp and concise language. Some of the words or expressions used in these letters are: 'I shall be obliged', 'I would like to inform you', 'with reference to' etc. It is thus formal in tone and the writer must be conscious of conveying the main points in the economy of

words. The 'purpose' of the business letter must be clearly stated and there must be no ambiguity in the same.

Ans to Q No 5: Job applications are written by aspiring applicants who desire to find employment in a specific job at an organisation. While writing job applications, an applicant is to clearly mention the intention of the writer, provide an overview of the details of an applicant, highlighting his or her qualification for the job and his or her keen interest in acquiring the job.

Ans to Q No 6: The heading should mention the designated authority with address, the date and reference. This is followed by a short and precise body of the formal letter and then completed with your signature and address.

Ans to Q No 8: Letters of Rejection are generally written to an applicant to inform him or her that he or she has not been selected or shortlisted for the job applied for. This is an official formality or procedure in order to clearly communicate the grounds or reasons of rejection. At times an applicant be rejected for not furnishing complete details while applying for the job, for providing false information or even not clearing the interview rounds.

Ans to Q No 9: When an employee does not perform to his or her optimum, does not put in any form of effort at the job and does not take the job seriously, then he or she is reprimanded to mend his or her ways through written correspondence (sometimes even asking for explanations from the employee).

Ans to Q No 10: Congratulatory Letters are written by employers in order to inform the job applicant that he or she has been selected for the applied job position in that particular organisation. It is to congratulate the applicant on qualifying all the requirements for the job as well as the job interview.

Ans to Q No 11: Dismissals are the extreme measures taken by an organistaion when all other options have been exhausted and there is no other way but to dismiss the services of an employee. The grounds on which an employee is dismissed can vary. To cite

some common reasons one may be dismissed for behavioural reasons or extremely negative/bad behaviour; for disregard to the service rules or flouting official rules and regulations; for constantly not performing well or bringing huge losses or setbacks to the organisation among others.



15.8 MODEL QUESTIONS

Q 1: What is the meaning of formal letter?

Q 2: Discuss some of the important techniques and aspects of letter writing.

Q 3: a. What are the important tips in writing business letters?

b. Write a business letter to a reputed firm to request an appointment for a business meeting with the Director.

Q 4: a. Why are job applications important?

b. Write a job application for an advertised post of a teacher at a reputed school.

Q 5: Write a letter to the editor of an English newspaper published in your state/country on the problem of irresponsible littering by people in public places within 250 words.

Q 6: You have recently lost a book that you had borrowed from the University library. Write a letter to the Librarian within 250 words informing him or her regarding the same and expressing your desire to replace the book.

Q 7: You have been invited to deliver an opening speech at an annual function of a school. Write a letter within 250 words to inform the authorities that you shall not be unable to do so owing to your poor health.

Q 8: Write a letter within 300 words to the bank in which you hold an account complaining about your experience at a nearby ATM (of the same bank) where the transaction of a particular amount of

money was shown to be debited on the monitor screen even as the ATM did not dispense the cash. Request the bank to take note of the matter and reimburse or return the amount in your account at the soonest.

Q 9: You have recently shifted to a new rented apartment. Write to the post office within 250 words to inform of the new change of address and request all mails to be redirected to the new address.

Q 10: Write a letter to a new employee of your organisation appreciating his or her sincerity and enthusiasm in handling the assignments allotted to her.

Q 11: Write a letter of suspension or dismissal to an employee in your office for his or her irresponsibility towards the assigned work, for not being punctual at work and for extremely bad behaviour at the work place.

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4) *The Telegraph* 19 Aug 2012 Editorial Essay “Work in Progress” (Pg.12)