

English for Business

*A guide to speaking and written communication
in Business English*

Dra. Qurinta Shinta, M.Hum

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*A guide to speaking and written communication in
Business English*

**THIS BOOK IS INTENDED
FOR ENGLISH 2 SUBJECT**

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YAYASAN PRIMA AGUS TEKNIK

English for Business

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ISBN : 9-78623-141434 (PDF)

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Publisher :

Yayasan Prima Agus Teknik
Redaksi: Jln Majapahit No 605 Semarang
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Dilarang memperbanyak karya Tulis ini dalam bentuk dan dengan cara apapun
tanpa ijin tertulis dan penerbit.

PREFACE

English for Business is compiled and intended to provide students of STEKOM University some basic principles in understanding English used in office environment both in writing as well as speaking, so that students will be more prepared to compete in their efforts to look for jobs after finishing their study.

This book consists of fourteen (14) units which are divide into three sections: a. Composing paragraphs consisting of the following topics; What is a Paragraph, Two Part of Topic Sentence, Business Letter Format, Understanding Business Letter Types, Application Letter (Cover letter), CV/resume. Business Conversation consisting of the following topics: Polite Requests, Using Business Terms Appropriately, Phone Conversation, and Being a Good Presenter. c. Essay Writing consisting of the following topics: Describing Procedures, Classification, and Interpretation of Data.

Hopefully this book can help students to understand terms and vocabulary in business environment so that they are able to write business letters and to communicate by using business English phrases well.

Writer

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Chapter 1

What is a Paragraph?

Description :

This course describes about identifying Paragraph Structure: A topic Sentence, Supporting Sentences, and Concluding Sentences

Learning Target :

Students are able to understand about Paragraph Structure of a paragraph and do the practice about paragraph Structure

A. Definition of a Paragraph

Most people know about Paragraphs but when comes to the meaning of a paragraph, there are some definitions about paragraph. A paragraph is a fundamental/basic unit of organization in essay writing where a group of related sentences develop one main idea. A paragraph can be in one sentence only or ten sentences – the longest. The total number of sentences is not important; nevertheless the paragraph must be long enough so that the writer can develop the main idea clearly.

A paragraph may stand alone. In school subject such as academic writing, a paragraph can be used to answer a test question such as the following: “Define management by objectives, and give one example of it from the reading you have done for this class.”

A paragraph can also be one part of a longer piece of writing such as an essay or a part of a book chapter. In this occasion, first you will learn how to be able to write good paragraphs, and then how to combine and expand paragraphs to build essays.

B. Structure of A Paragraph

The following paragraph sample contains all the elements of a good paragraph. Read it carefully, and then try to analyse the structure.

Sample 1.1

Gold

Gold, a precious metal, is valued for two important characteristics. First gold has *lustrous* beauty which is resistant to *corrosion*. Thus, it is suitable for jewellery, coins, and ornamental items. Gold doesn't need to be polished and will remain beautiful for a long time. For instance, a *Macedonian* coin remains as unchanged in colour today as the day it was made twenty-three centuries ago. Another important characteristic of gold is its benefit to industry and science. For years, it has been used in many industrial applications. The newest use of gold is in astronauts' outfits. Astronauts wear gold-plated heat shields to protect them while they are outside spaceship. In short, gold is appreciated not only for its beauty but also for its utility.

- lustrous : glowing, shining
- corrosion : chemical damage due to chemical reaction to air
- Macedonian: an era from an ancient Mediterranean culture

C. The three Parts of a Paragraph

A paragraph has three important structural parts: *a topic sentence, supporting sentences, and concluding sentence.*

The topic sentence describes the main idea of the paragraph. It does not only mention the topic of the paragraph, but it also limits the topic to one or two areas so that it can be discussed completely in a single sentence. The specific area mentioned above is called the controlling idea. Take a look at how the topic sentence of sample 1 describes the topic and the controlling idea:

TOPIC

CONTROLLING IDEA

Gold, a precious metal, is valued for two important characteristics

Supporting sentences function is to develop the topic sentence. That is they describes the topic sentence by giving reasons, examples, facts, statistics, and quotations. Herewith are some of the supporting sentences that describes the topic sentence about gold :

- First, gold has *lustrous* beauty that is resistant to *corrosion*.
- For example, a *Macedonian* coin remains as unchanged in colour today as the day it was made twenty-three centuries ago.

- Another important characteristic of gold is its benefit to industry and science.
- The newest use of gold is in astronauts' outfits.

The **concluding sentence** shows the end of the paragraph and leaves the reader with significant point to remember.

- **In conclusion**, gold is appreciated not only for its beauty but also for its utility.

Besides the three structural parts of a paragraph, a good paragraph must also have **unity** and **coherence** elements

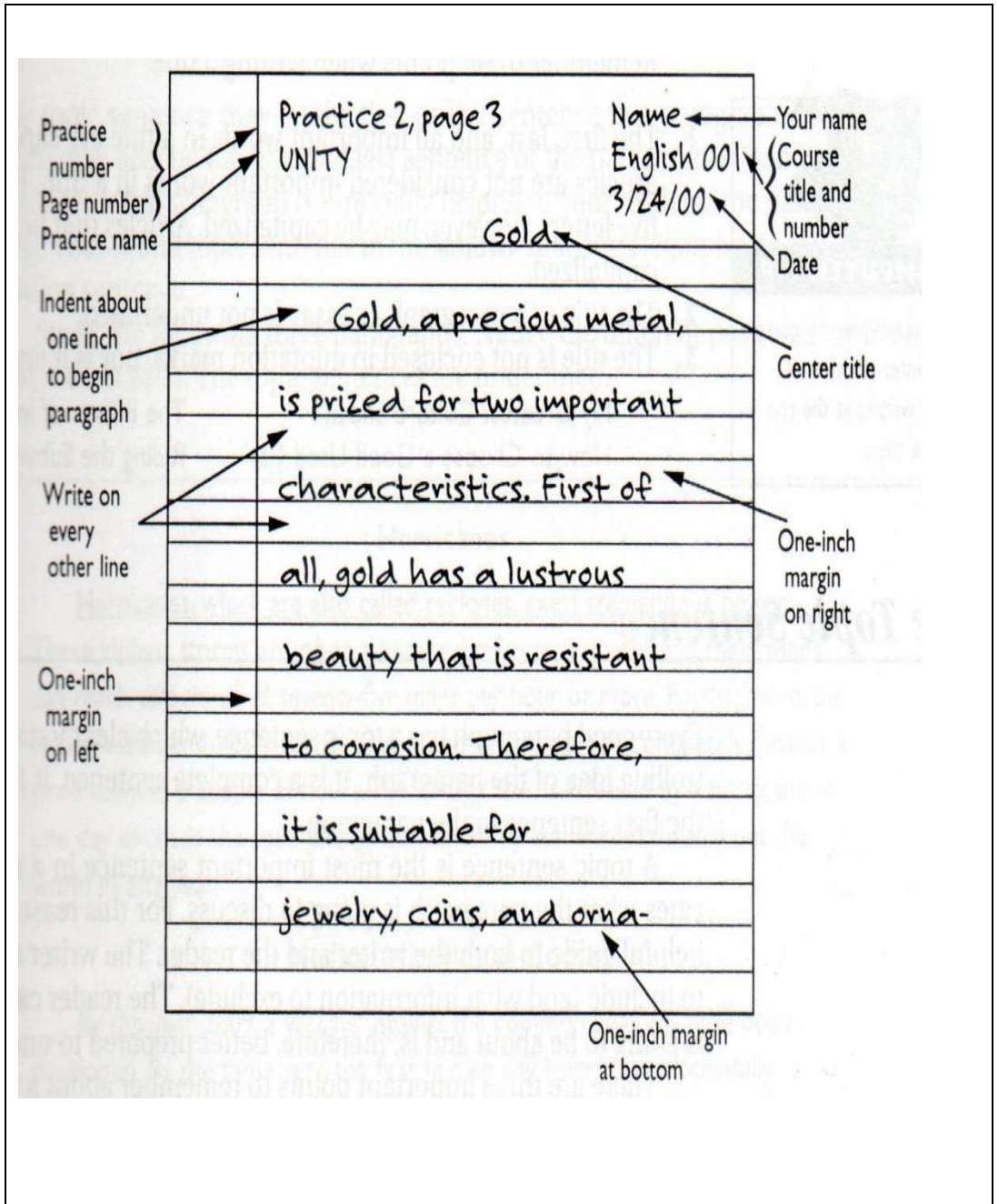
Unity infers that the paragraph only discusses *one* main idea. The main idea is always stated in the topic sentence, and then every supporting sentence develops that idea. For instance, if you mention in your topic sentence that you are going to discuss two significant characteristics of gold, discuss only those. You do not have to discuss any other ideas, because they are irrelevant.

Coherence implies that your paragraph is readable and understandable since (1) your supporting sentences follow some logical order and (2) your ideas are joined together by the use of appropriate transition signals/connectives. For instance, in the paragraph about gold, there are two supporting ideas : *Gold is beautiful* and *gold is useful/beneficial*.

Each of these supporting ideas is elaborated, one after another, and then an example is given. This is what is called logical order. Moreover, the relationship between the ideas is clearly shown by choosing appropriate transition words or phrases for example *first of all*, *for instance*, *another important characteristic/feature* and *in conclusion/ in short*.

To summarize, a well-written paragraph should consists of the following (five) elements: *a topic sentence*, *supporting sentences*, *a concluding sentence*, *unity*, and *coherence*.

Fig. 1.2 The format



D. Writing a Good Title

A title informs the reader what the topic of the paragraph is. It is usually in a single word or in phrases, not a sentence. The title should be brief, but not too brief that it cannot be elaborated further.

Be sure to remember these points if you write a title:

1. To always capitalize the first, last, and all important words in a title. Prepositions like at, in, on etc. and articles like are not considered important words in a title. However, prepositions which consist of more than five letters may be capitalized. In addition, articles that begin the title, should always be capitalized.
2. A Title of the paragraph or essay must not be underlined.
3. A Title is not enclosed in “quotation marks”, nor it ended with a period.

The followings are examples of how to write good titles :

My Greatest Experience Abroad
Tips on How to Buy a Car

The Effect of Overpopulation
Taking Taxis in New York

E. The Topic Sentence

Every good paragraph must have a topic sentence, which clearly informs the topic and controlling idea of the paragraph. A topic sentence is a complete sentence. It is usually (but not always) the first sentence in the paragraph.

A Topic sentence is the most important sentence in a paragraph. It states what the paragraph is going to discuss in brief. For this reason, the topic sentence is a helpful guideline to the writers and the readers. The writers can see what information to include and/ exclude). While the readers can see what the paragraph is going to discuss further, so they must be ready to prepare.

Three important points to remember about writing a topic sentence.

1. A topic sentence is a complete sentence meaning it contains a subject, a verb, and (occasionally) a complement. Herewith are examples of incomplete sentences:
 - Driving on a fast line
 - The Importance of Silver
 - How to register for a Library Card

2. A topic sentence consists of *a topic* and *a controlling idea*. It mentions the topic and then limits the topic to a specific area to be elaborated in a single paragraph. The following examples show how a topic sentence names both the topic and the controlling idea in one complete sentence:

- Driving on a fast line requires skill and mentality.
- Silver, a precious metal, it is valued for two important characteristics.
- Registering for Library Card Member can be time-consuming experience for new students.

3. A topic sentence is a general statement in the paragraph because it only describes the main idea and it does not put any specific details. The example below is a general statement that could function as a topic sentence:

- The Latin origin of many English words is not always known.

The following sentences, in contrast, is not quite specific :

- The slang expression *so long* is possibly a corrupted term of the Arabic *salaam*.

Sentences such as the following maybe too general :

- Chinese Mandarin is a difficult language to pronounce.

F. The Position of Topic - Sentence

The topic sentence could be the first or last sentence in a paragraph. In other words “sandwich style.” A sandwich-style paragraph is especially helpful to the readers if the paragraph is too long. In the sandwich-style paragraph, the topic sentence also functions as a concluding sentence.

Look at the following the following three paragraphs. Notice the different position for the topic sentence in each. The topic sentences are underlined.

Model : *Position of topic sentences*

Hurricanes

Hurricanes, which are also called cyclones, exert tremendous power.

These violent storms are often hundred miles in diameter, and their winds can reach *velocities* of seventy-five miles per hour or more. Furthermore, the strong winds and heavy rainfall that accompany them can completely destroy a small town in a few hours. The energy released by a hurricane in one day exceeds the total energy consumed by humankind in the whole world in one year.

Medical Miracles to Come

By the year 2029, a vaccine against the common cold will have been developed. By the same year, the first human will have been successfully *cloned*. By the year of 2034 parents will be able to create designed children. Genetic therapy will be able to manipulate genes for abilities, intelligence, and hair, eye, and skin colour. By 2040, most diseases will be able to be diagnosed and treated at home, by 2050, cancer and heart disease will have been erased. **These are just a few examples of medical miracles that are expected in the next few decades.**

Synonyms

Synonyms words that have the same meanings, do not always have the same emotional meaning. For instance, the words *stingy* and *frugal* both means "careful with money." However, to call a person stingy is an insult, while the word *frugal* has a much more positive connotation. Similarly, a person wants to be slender but not skinny. Therefore, you should be careful in choosing words/phrases since many so-called synonyms are not indeed synonymous at all.

Vocabulary

Velocities : speeds

Vaccine : substance that prevents humans from getting a specific disease for instance smallpox or polio

Connotation : positive or negative meaning

G. Evaluation

Practice 1 : Recognizing Topic Sentence

State which of the following is the topic sentence (TS), Supporting Sentence (SS) 1,2, and 3

Paragraph 1

- **a.** It enables customers to do several banking transactions twenty-four hours a day.
-**b.** Moreover, a customer can transfer funds between accounts or get a cash advance on a credit card.
- **c.** An automated teller machine (ATM) is a convenient miniature of a bank.
-**d.** For example, a customer can use an ATM to deposit money and withdraw an amount of cash.

Paragraph 2

- **a.** After an attack by a great white, 462 stitches were needed to save an Australian scuba diver life.
- **b.** With their razor -sharp teeth and strong jaws, great white sharks are very deadly.
- **c.** Nevertheless, one shark did just that near a public beach in Australia In mid 1980s.
- **d.** Even when they attack humans, however, great whites do not usually eat them.
- **e.** It bit in half and totally chewed up a young female swimmer.
- **f.** Great whites do not normally attack human, but when they do, they always cause serious injury and even death.

Paragraph 3

- a. Another important change was that people had the freedom to live and work whenever they wanted.
- b. The earliest important change was for farming families, who were no longer isolated.
- c. The final major change caused by the automobile was the building of superhighways, suburbs, huge shopping centres, and many theme parks such as Disney World in Florida.
- d. The automobiles changed the American way of life dramatically.
- e. The automobile enabled them to drive to towns and cities comfortably and conveniently.
- f. For Instance, people could work in a busy metropolitan city and drive home to the quiet suburbs.

Paragraph 4

- a. Over times, this melted part rises as a magma.
- b. The formation of a volcanic eruption is a result of dramatic series of events.
- c. As the plate sinks, friction and the earth's heat cause part of it to melt.
- d. The magma produces heat, steam, and pressure.
- e. First of all, The majority of volcanoes are created where two plates collide.
- f. Then one of the plates is forced under the other and sinks.
- g. When the heat, steam, and pressure from the magma finally reach the surface of the Earth, a volcanic eruption happens.

H. Reference

1. Oshima, Alice., Hogue, Ann. 2000. *Writing- Academic- English*. Longman : New York.
2. Hogue, Ann. 1997. *First- Step- in Academic Writing*. Longman : New York.

Chapter 2

The Two Parts of Topic Sentence

Description :

This course describes about identifying the two parts of a topic sentence (topic and controlling idea), writing topic sentences, writing concluding sentences.

Learning Target :

Students are able to understand about the two parts of a topic sentence (topic and controlling idea), topic sentences, concluding sentences and completing practices about the above topics.

A. Topic and Controlling Idea

A topic sentence consists of two essential parts: *the topic* and *the controlling idea*. The *topic* describes the subject, or main idea, of the paragraph. The *controlling idea* is a specific comment about the topic, which indicates what the rest of the paragraph will comment about the topic. Its function is to limit / control the topic to a specific aspect to be discussed in a single paragraph.

TOPIC

CONTROLLING IDEA

Convenience foods are **easy to cook**

In this example, the *topic* is : *convenience foods*. A specific comment is then made about the topic which is : are easy to cook. From this sentence, the reader immediately figures out that the supporting sentences in the rest of the paragraph will elaborate or prove how quick and easy it to cook convenience foods and perhaps give some examples (frozen dinners, canned soup, etc.)

CONTROLLING IDEA

TOPIC

The original foods of America's immigrant population become part of **America cooking**.

In the example above, the *topic* is American food, while he controlling idea is that Americans eat a lot of foods from other countries. Consequently, the reader may expect the paragraph to give examples of popular ethnic foods like meat balls (Chinese), guacamole (Mexican), sushi (Japanese), pizza (Italian), and etcetera.

Practice 1 : Identifying the Parts of a Topic Sentence

1. *Circle the topic and underline the controlling idea in each of the following sentences.*

Example :

Driving on a fast lane requires skills and mentality.

1. Driving on Fast lanes needs nerves of steel.
2. Driving on Fast Lanes needs a proper attitude.
3. Island of Bali attracts tourists because of its traditional dancing and rituals.
4. White sandy beaches make Bali a tourist paradise.
5. Finding an Accommodation in USA can be a frustrating experience for students from abroad.
6. Many religions in the world teach us about how to love others.
7. The spread of Covid 19 Virus can be erased by educating the society.
8. The most difficult problem of international students is completing essay examinations.
9. Participating in a debate in English is a major problem for students from abroad.
10. To my opinion, many cosmetics commercials on TV do not prove to be effective to women.

2. *Writing Topic Sentences*

Always remember these two points when you write a sentence:

- 1) A topic sentence must be neither too general or too specific. If it is too general, the reader doesn't have the idea exactly what the paragraph is going to discuss. If it is too specific, the writer may not have any further information to be elaborated in the rest of the paragraph.

Examples:

Too general → American food is awful

Too specific → American food is tasteless and greasy because Americans consume too many canned, frozen, and pre packaged foods, moreover everything is fried in oil or butter.

Good → In average American food is greasy and has no taste.

- 2) Try to exclude many unrelated ideas in your topic sentence; unless you do, your paragraph will not be in a unity.

Too many ideas → San Francisco is famous for its temperature,

Good its many tourist resorts, and its night life.
→ San Francisco is famous for its night life.

Practice 2: Writing Topic Sentences

- a. Complete the following paragraph by writing good topic sentences for in the spaces provided. Do not forget to include both a topic and a controlling idea.

Paragraph 1

.....
.....

Americans who are relaxing at home, for instance, may wear **kimonos**, This is a Japanese word. Americans living in a warm climate may take an afternoon **siesta** on an outdoor **patio** without even understand that these are Spanish words. In their gardens, they can enjoy the fragrance of jasmine flowers, a word that came into English from Persian. They may even relax on a **chaise longue** while sipping a drink made with **vodka**, words of French and Russian origin, respectively.

Paragraph 2

.....
.....

In most European Universities, students are not obliged to attend classes. In fact, professors in Germany do not know the names of the students enrolled in their courses. In the United States, on the other hand, students are required to attend all classes and may be penalized if they don't. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, in contrast, there are usually numerous quizzes, tests, and homework assignments, and most universities provide a final examination in each course at the end of the semester.

- b. Choose two or three topics below and develop them into topic sentences by adding controlling ideas. Look at the example below.

Example

Topic : Televisions' effects on children

Topic sentence: (1) Many Television programs are harmful to children because they show them violence as a way to solve problems

(2) Television can hinder a child reading ability.

- *Smoking*
- *Travelling to foreign countries*
- *Unfriendliness*
- *Glass House Effect*
- *Touring Your City*

B. The Concluding Sentence

A concluding sentence is very helpful to the reader because it implies the end of the paragraph as well as the important points.

A concluding sentence serves three purposes :

1. It shows that the end of the paragraph is coming.
2. It is a summary of the main points of the paragraph
3. It provides a final comment on the topic and let the readers to think the most important ideas to think about.

END-OF-PARAGRAPH SIGNALS

<i>These are followed by s Comma</i>		<i>These are followed by phrases</i>
Finally,	As a result	We can see that
In conclusion	Indeed	It is clear that
In summary	In brief	These examples show that
Therefore	In short	There can be no doubt that
		The evidence implies that

Model : Concluding sentences

Synonyms

Synonyms which refer to words that have the same meanings, do not always have the same emotional meaning. For instance, the words *stingy* and *frugal* both means "careful with money." However, to call a person stingy is considered an insult, while the word *frugal* has a much more positive connotation. In the same situation, a person wants to be slender but not skinny, and aggressive but not pussy. **Therefore, you should be careful in choosing words because many so-called synonyms are not nearly synonymous at all.**

Gold

Gold, a precious metal, is valued for two important characteristics. First gold has *lustrous* beauty which is resistant to *corrosion*. Thus, it is suitable for jewellery, coins, and ornamental items. Gold doesn't need to be polished and will remain beautiful for a long time. For instance, a *Macedonian* coin remains as unchanged in colour today as the day it was made twenty-three centuries ago. Another important characteristic of gold is its benefit to industry and science. For years, it has been used in many industrial applications. The newest use of gold is in astronauts' outfits. Astronauts wear gold-plated heat shields to protect them while they are outside spaceship. In short, gold is appreciated not only for its beauty but also for its utility.

Practice 3 : Writing Concluding Sentences

STEP 1 Find the topic sentence and underline it

STEP 2 Find the main idea of each paragraph

STEP 3 Write a good concluding sentence to each. In writing a concluding sentence you can paraphrase the topic sentence or summarize the main points.

STEP 4 Begin the concluding sentence with an end -of -paragraph signal

Paragraph 1

You can be a good conversationalist by being a good listener. When you are having a dialog with someone, pay close attention to the speaker's words while looking at his or her face. Show if you are interested in the conversation by smiling and/or nodding. Moreover, don't interrupt while someone is speaking; it is impolite to do so. If you want to share a good story, wait until the speaker is finished. Never forget to watch your body language; it can affect your communication whether you are the speaker or the listener. For instance, don't sit slumped in a chair or make noisy hand and foot movement. Be relaxed and bend your body forward a bit to show that you are interest ed in the person and the conversation.

.....

.....

.....

Paragraph 2

Sophisticated communication technology is driving workers in the corporate world crazy. Most of them feel the burden by getting the large number of messages daily. Besides the telephone calls, office workers receive dozens of E-mail and voice mail a day. In one particular company, in fact, managers receive an average of 100 messages a day. Since they don't have enough time to respond to these messages during office hours, some of them to do so in the evenings or on weekends at home.

.....

.....

.....

C. Review

Below are the important points you should have learned from this chapter

1. A good topic should be
 - a complete sentence with a subject, a verb, an a controlling idea
 - neither too general nor too specific. It should state clearly what the main ideas of the paragraph is without including specific details.
 - at the first sentence in the paragraph.

2. A good concluding sentence should
 - Signal the end of the paragraph
 - Summarize the important points briefly or paraphrase the topic sentence in different words.

D. Writing Practice Evaluation

Choose one of the topics below and write a paragraph ten or fifteen sentences in length. Remember the steps in the writing

- *Smoking*
- *Travelling to foreign countries*
- *Unfriendliness*
- *Glass House Effect*
- *Touring Your City*

E. References

1. Oshima, Alice., Hogue, Ann. 2000. *Writing- Academic- English*. Longman : New York.
2. Hogue, Ann. 1997. *First- Ste-p in Academic -Writing*. Longman : New York.

Chapter 3

Business Letter Formats

Description:

This course subject is describing Business Letter Formats and the samples

Learning Target:

Students are able to understand about the Business Letter Formats (Modified Block Style, Modified Semi Block Style, and Block Style) and practice writing the letters.

A. Writing Business Letters

Business Letters term refers to any written communication that starts with a salutation, ends with a signature and in which the contents are professional in nature. Quite some time ago, business letters were sent via postal mail or courier, nowadays the internet is revolutionary altering the way businesses communicate. There are many standard types of business letters, in which each of them focus differently.

Business letters are usually written in the similar way. The subject or topic may change, but the fact that you must write in a professional manner, keep it clean and precise, remains the same. Whether it's a recommendation, a sympathy letter, or a resignation letter, the formulas used above can be used to nearly any situation.

1. Sales Letters

Typically, sales letters open with a very strong statement to attract the interest of the reader. Because the purpose is to persuade the reader to do something, these letters include strong calls to do an action, specific detail the benefit to the reader of taking the action and include information to help the reader to act, such as including a telephone number or website link.

2. Order Letters

Order letters are letters sent by consumers or businesses to a manufacturer, retailer or wholesaler to order for goods or services. These letters usually contain specific information such as model number, name of the product, the quantity desired and expected price. Payment term (how to pay the ordered item) is sometimes included with the letter.

3. Complaint Letters

The choice of words and tone to be used in a complaint letter to a business can be the determining factor on whether your complaint is satisfied or not. In writing a complaint letter, try to be direct but wise and always use a professional tone and appropriate choice of words and phrases if you want the company to listen to you.

4. Adjustment Letters

An adjustment letter is normally a letter sent by a company in response to a claim or complaint. If the adjustment is in the customer's favour, begin the letter by referring to the complaint letter by the customer. If not, keep your tone professional and polite and let the customer know that you understand the complaint.

5. Inquiry Letters

Inquiry letters is a letter that is intended to ask a question or elicit information from the recipient. When composing this type of letter, try to keep it clear and precise and specify what information you need. Be sure to include your contact information such as email address or mobile phone number so that it is easy for the reader to respond immediately.

6. Follow-Up Letters

Follow-up letters are letters that are usually sent after initial communication has occurred. This could be in the form a sales department thanking a customer for an order, a businessman reviewing the outcome of a meeting or a job seeker inquiring about the status of his application. In short, it can be said that this type of letters is a combination thank-you note and sales letter.

7. Letters of Recommendation

This type of letter is usually asked by prospective employers to job applicants before they actually hire them. This type of letter is usually from a previous employer or professor which describes the sender's relationship with and opinion of the job seeker personality or job quality.

8. Acknowledgment Letters

Acknowledgment letters act as simple receipts or notification. Businesses/Companies send them to let others know that they have received their letters as a prior communication, but action may or may not have taken place depend on the circumstance.

9. Cover Letters

Cover letters are usually written to accompany a package, report or other items. These letters are used to describe what is enclosed, why it is being delivered and what the recipient must do with it, and if there is any action that needs to be taken. These letters are usually very short and precise.

However, there are the proper ways to write a cover letter that need to be considered :

An effective cover letter can also be the catalyst to your new career, assuming it captures the attention of a recruiting manager and drive the right personnel to examine you resume. Deciding what to include can seem difficult to do, however if you understand the basic parts of a cover letter, you can create a document that both interesting and meaningful.

10. Letters of Resignation

When someone plans to leave his job, he/she usually submits a letter of resignation to his/her immediate superior to give giving him notice and let him know when the last day of employment will be. In many cases, the letter can also will detail the reason for leaving the company.

B. Understanding Letter Formats

Cover letters must be in a standard business format meaning it should either be printed on company letterhead or typed with your address at the top of the page, aligned to the left. And then enter the date of the letter on a single line. Next, type the address of the person to whom you are addressing the letter. Do not forget to include the recipient's first and last name, the company name and the complete business address with city, state and if possible ZIP code.

1. Heading

The first section of a business letter should include a few important features, which is different from an informal letter. If your letter is not printed on a letterhead that provides your return address, then you should type it in block format at the top of the letter. Next, type the date of the letter in the following format : month-day- year format, for instance February 20, 2018. Add a block with the recipient's name and address before proceeding to the greeting.

2. Greeting and Opening Lines

When you are using a certain business letter format, your salutation should follow accordingly. First, greeting to the recipient should be in formal fashion. Remember to use the proper title and last name of the person you address the letter to, if possible, and end the greeting with a colon, such as "Dear Ms. Young:" or "Dear Mr. Meyers:".

If you do not know the name of addressee, you can use the appropriate job title, such as, "Dear Hiring Manager:" Contact the business to find out the person's name and title in case it is not written in the job posting. If you are still unable to determine the recipient's name, despite all the effort, use a polite but general salutation, such as "Dear Sir: or Madam:."

3. Letter Body

The body of your letter must always begin with a paragraph summarizing your purpose for writing, which tells that you are applying for the position as well as the source of information about the job vacancy such as, "*I am applying for the position of marketing manager advertised in the June 15, Herald tribune.* In the middle paragraphs, provide details of specific skills, education and experience that match the job description and help you stand out above other candidates. List examples of past successes that pertain to the position, such as, "As HR Manager for XYZ Widgets, I integrated a background check system that saved the company \$12,000."

Your subsequent paragraphs should present complete details. Use single spacing between lines and double spacing between paragraphs. Make sure your text is concise; avoid rambling, misspelling and grammatical errors.

The first paragraph of the cover letter should notify the recipient that you are applying for certain position, do not forget to mention how you have learned about the job and mention why you are an ideal candidate. In the middle paragraphs, provide details of specific skills, education and

experience that match the job description and help you stand out above other candidates. List examples of past successes pertaining to the position, like, "As HR Manager for XYZ Widgets, I integrated a background check system that saved the company \$12,000."

4. Final Paragraph and Closing

In the final paragraph, summarize the letter by review your interest in the position and asking a face-to-face interview. Inform that you will follow up by telephone on a specific date, or ask the recipient to call you at your provided phone number. Express your thanks for the recipient's time and consideration. End with a polite closing, such as, "Yours Truly," or "Sincerely yours," and type your full name.

C. Different Business Letter Types Formats

R Business letters are those that are created by someone at a business and usually send to another business or a customer, in contrast to personal letters, which are more informal and send from person to another.

Business letters can be defined as simply letters dealing with business. These letters can be external mail sent by one company to another or internal correspondence to the employees of the company. As opposed to personal letters, business letters are supposed to follow a certain format.

Sometimes business letters are the first contact that someone makes with a prospective client or an employer; therefore, it becomes crucial that you get the right tone and message of the letter to give a good impression. Although it sounds simple, in fact writing effective business letters can be challenging.

Herewith is a list to know before writing business letters :

- a. Use simple and short and accurate words. Business letters must to be pithy meaning use clear and concise words, short sentences, and good paragraphs.
- b. Be direct you do not have go round the bush, just state your point straight in your letter.
- c. To begin a letter in the best way is by mentioning the purpose at the beginning. This type of letter is called the direct approach, and it also states what is to follow in the letter body. This kind of letter can easily grab the reader's interest.
- d. However, if your letter delivers bad news, a direct approach is not advisable. Instead, you must use an indirect approach in which you

state the bad news in the later paragraph such as second or third paragraph of the letter.

- e. Remember always keep the readers' benefits first before yours. So, Instead of saying what you expect them to do for you, mention what you can offer them to do.
- f. Be careful to address the name and title of the recipient correctly.
- g. Make sure your tone is conversational yet professional
- h. Do not use any unfamiliar jargon
- i. Make sure to use active voice and personal pronouns in the letter.
- j. Always end the letter with an action request.
- k. Be careful with the tone in the letter; do not imply wrong messages to the recipient such as overconfident, arrogant, or boastful.

Below is the standard format for any business letter:

- a. **Letterhead:** Most companies have a specific letterhead so that you need to type letters on. Therefore, it is necessary to adjust the margins so that words are not printed on the letterhead area.
- b. **Name and address:** Always try to find the name the addressee, in case you do not know, make sure to find it out.
- c. **Date:** The format for writing date should be like the following : Month, date, year , such as June 16, 2021.
- d. **Reference:** this refers to the purpose of the letter. For instance, one might write "lost invoice" or "account number 23654" , etc.
- e. **Salutation:** If you do not know the person yet, use a more formal one, such as Dr. Reese Thompson.
- f. **Subject matter/body:** write in a single-space format and left justify for modified block and block style letters. Have one blank line between paragraphs. The first paragraph should have a friendly opening and state the purpose of the letter. The subsequent paragraphs should support the purpose you stated in the first paragraph.
- g. **Closing:** This can be "thank you," "sincerely," or sincerely yours etc.
- h. **Signature:** signature here refers to the actual signature of the person who sends the letter.
- i. **Typist initials:** These refers to the initials of the person who typed the letter. These are not the initials of the person who sent the letter. If they are both the same person. then this line is not necessary. the first initials would be the writer, and the second initials are typist and are in lowercase. For instance: JW/sc.
- j. **Enclosures:** refers to anything else you want to enclose, such as a brochure, samples, etc.

Each of these areas has a proper place, depending on which type of letter you are creating. What goes in each area also may vary, depending on whom the letter is being sent to and who is writing it. There are three main styles of business letter: **block**, **modified block**, and **semi-block styles**. Each is written in much the same way, including the same information, but the layout varies slightly for each one.

Fig.3.1 Sample Modified Block Style Letter

Name of sender
Address of Sender
<i>(space)</i>
Date
<i>(drop four lines)</i>
Addressee business name
Attention: person the letter refers to
Company's Address
<i>(drop two lines)</i>
Dear Name:
In modified block letter type, all the paragraphs should line up at the left margin. You do not need to indent at all. The margins should be set to 1-1.5" all the way around the page. If you are using company letterhead, you will need to consider that in figuring the margin where the letterhead is placed on the page. You only need to single-space between sentences. Leave an extra open line between paragraphs.
Sincerely,
<i>(drop four lines)</i>
<i>Signature</i>
name,
title
[Identification initials]
Enclosures:
cc: Name

Fig.3.2. Sample Modified Semi-Block Style Letter

date
(drop four lines)

Addressee's business name
Attention: person the letter refers to
Recipient's address

(1 line space)
Dear Name:

(1 line space)
In semi-modified block letter type, all the paragraphs line up at the left margin. The difference is that, the first word in each paragraph is indented. The margins should be set to 1-1.5" all the way around the page. If you are using company letterhead, you will need to consider that in figuring the margin where the letterhead is placed on the page.

(1 line space)
You only need to use single-space between sentences. Leave an extra open line between paragraphs. Remember that these sample letters are a guideline. It can be customized to meet the preferred style.

Sincerely,
(space down four lines)

Signature

name,
title
[Identification initials]
Enclosures:
cc: Name

You must pay special attention to the **font** when typing a business letter. Choosing the wrong font can affect the whole presentation of the letter whether it can look unprofessional or even unreadable. Most of the time,

many companies is recommended to use Times New Roman or Ariel, with a font size of 12. Moreover, always keep in mind that if you are working for a company and writing letters on the company letterhead, it means you represent that company.

Fig. 3.3 Sample Block Style Letter

Address of the sender

phone number of the sender

date

RE: The Purpose of the letter

(drop 4 lines)

Addressee's name

Addressee's company name

Addressee's address

(1 space)

Attention: person the letter refers to

(1 space)

Dear Name:

(1 space)

In block letter type, all the paragraphs must line up at the left margin. There is no indenting of the paragraphs. The margins must be set to 1-1.5" all the way around the page. If the company letterhead is used, it is important to account for that in figuring the margin where the letterhead is placed on the page.

(1 line space)

A single-space between sentences is set. Leave an extra open line between paragraphs. Remember that these sample letters are a guideline. It can be customized to meet the preferred style.

(1 line space)

Some people choose to center the above sender information.

(1 line space)

Sincerely,

(space down four lines)

Signature here

name,

title

[Identification initials]

Enclosures:

cc: Name

D. Evaluation Exercises

Write Business Letter in 3 situations below by using 3 formats (Modified Block Style Letter, Modified Semi-Block Style Letter, Block Style Letter):

1. Sales Letter (Promoting New Product)
2. Order Letter (ordering product)
3. Complaint Letter (complain about the product sent by the manufacturer)

E. References

1. <https://work.chron.com/proper-way-write-cover-letter-13636.html>
2. <https://www.universalclass.com/articles/writing/business-writing/formats-for-different-business-letters.htm#:~:text=There%20are%20three%20main%20styles,varies%20slightly%20for%20each%20one.>

Chapter 4

Understanding Business Letter Types

Description :

This course subject is describing types of Business Letter and the samples

Learning Target :

Students are able to understand about the types of Business Letter and practice writing business letters.

A. Business Letter Types

There are many Business Letters types, however If we have to classify the there are mainly ten types of business letters:

1. Letters of Acknowledgment

These letters are examples of professional courtesy, with the purpose to acknowledge the receipt of something, a fact or an error. It usually includes a short detail of the day something arrived and a note of thanks.

2. Letters of Complaint

The purpose of these letters is to bring into attention an error or a defect. These letters could be applicable to a company or an individual, and they typically seek a redress or adjustment. They are usually written in descriptive manner with a formal tone that express displeasure, however the tone should express anger. You should explain the problem, and try to offer a solution to fix the situation. Look at the example of complaint letter below.

Fig.4.1 Sample of Complaint Letter

address of the sender

Your phone number

(1 line space)

date

(1 line space)

Sinar Mas Ltd

Attention: Karen Mara

Address

(1 line space)

Dear Ms. Mara (title and last name):

(1 line space)

I was writing you a letter to inform a problem we have encountered with your order department on the last two occasions we have bought from your company. Both of our last two orders with your company were not completed in full. They were both missing one ream of paper, with a total of 1,000 sheets of paper in all., I hope this is would not become a pattern.

(1 line space)

I would appreciate if the two reams of paper be sent to my attention to rectify this circumstance. Our company has enjoyed doing business with yours for the past 5 years and look forward to this situation being addressed so we can move forward and continue to do so. Please feel free to contact me if you have any questions regarding this matter.

(1 line space)

Sincerely,

(space four lines)

Signature here

Patricia Connolly,

Quality Control Manager

Enclosures: copy of both recent packing slips and orders

cc: Finance department

3. Letters of Adjustment:

This type of letter is a letter from the company in response to a complaint letter. The tone has to be humble in order to build a goodwill circumstance. Since the complainant has been inconvenienced, this letter should acknowledge the mistake and put out concrete solutions for resolving the problems.

4. Letters of Inquiry:

This type of letters are letters of request for something or it can also a letter in response to a request sent by someone. The purpose is to get the information or object requested.

5. Letters of Order:

These letters are also known as purchase orders, these are used to order or buy material. These letters are considered legal documents due to their function to document a transaction between buyer and seller.

6. Letters of Response:

These letters are sent in response to a received letter. In the response, they generally inform the list of request that have been fulfilled or detail steps taken to fulfil a request.

7. Letters of Congratulatory:

These letters are "good news" letters which are used to encourage or reward an employee, business associate, or a consumer. These letters are a goodwill-building exercise and the purpose is to build or strengthen any business relationship. A congratulatory letter should be written and sent as soon as possible after a good event took place. At the beginning, mention the event that has motivated you to write the letter; then continue with approval or praise for the achievements; and, finally, keep it concise and honest.

8. Bad news letters:

A bad news letter, such as dismissal and rejection letters, need to be taken care carefully. While the content of this letter needs to be concise and

professional, it also needs to be sensitive to the reader's feelings. In a bad news letter, instead of delivering the bad news to the reader right away at the opening, it needs to be placed in the middle of the text.

Herewith are a few guidelines while writing a bad news letter:

- The opening should be polite.
- Always support the reader's efforts and feelings importance.
- The details of the matter need to be stated clearly.
- Declare the news or the decision.
- State the reasons behind the decision taken.
- Close the letter professionally and politely.

9. Letters of Request:

These are letters sent to a company or professional to seek help. The kind of help/favour can be in the form of time, money, services, or product. Remember the fact is that, when you are asking for help it means that, you put yourself lower than the other person. Here are a few things to remember:

- A letter of request should be humble but not grovelling.
- The language should be neutral or non-emotional and neutral. For instance, instead of saying, "We really need this urgently," you can say, "This assistance would be very helpful to us."
- Avoid using too many adjectives, as it can imply the tone of the language to be emotional
- A request letter should express the need for something clearly as well as show appreciation for the help you expect to receive.

10. Memos:

Memorandums, or memos are similar to other business letter in case of providing information. However, memos are very different in format. Here are the key differences:

- They are almost always intended for internal purpose within the organization only.
- They are usually direct in style, and straight to the point.
- They do not begin with salutations.

- They do not include a complimentary closing.
- They are usually used to share communication that is insensitive.
- Their format is different from letter.

When formatting a memo, the strict format of memos needs to be stucked to. Memos always begin with a bottom-line statement, or the statement of the exact purpose. Memos are extremely cold, straight to the point, and in a business-like tone.

Memos usually are in the form of short bits of information that get to the point quickly and inform, announce, or request something. The terms "memo" and "memorandum" can be used interchangeably.

A signature or other formal endings or closings that letters require are not needed. Sometimes there is an approval from the person that sent the memo in the form of initial next to the name on the memo to indicate she or he has read and approved it before distributing or posting.

In short, a memo can be as similar as the company announcement on a loudspeaker to the employees in your office. In this case you must be direct and to the point and let people know and understand the information you need to share.

Fig. 4.2 Sample Memo

<p style="text-align: center;">MEMORANDUM</p> <p>To: All Staff and Employees From: Nathan Coleman, Department of Finance Date: June 16, 2021 Re: Updating Tax Form</p> <p>Tax time is once again upon us. It is important that each staff and employee member stop by the finance department within the next 7 days to sign the new deduction forms. Each employee is required to update the form we have on file, This will need to be done immediately. To update your form, you must bring the following swith you:</p> <ul style="list-style-type: none">· ID Card- Tax payer Card· Employee badge

12. Executive summary:

An executive summary is a shorter and more concise version of a longer document. Executive summaries are meant to be read quickly. The reader of an executive summary do not have to be an expert on a particular topic, but on reading the summary, she or he must be able to obtain adequate information to have a basic understanding of the larger document.

Herewith are the salient features of an executive summary:

- An executive summary should not be more than one page in length.
- It should be brief form of all major points described in the full-length document.
- It should describe the problem, provide background information, list alternatives, and draw conclusions on a given problem.
- It comes at the beginning of every document.

After describing the characteristics of an executive summary, herewith look at how to go about writing one.

- Executive summaries must be written after the main report has been compiled. Someone needs to go through the whole report and make notes of the important points to write a summary.
- The main points listed in your summary should look in the same order as they appear in the main document.
- State each point in a simple, declarative, and direct statement.
- If you need to elaborate on a point, make it brief and concise; do not use jargon and too many technical terms.
- After completion, check the document for errors, and ask any person go through it. If the person loses interest, other non-technical readers could react the same way.

An executive summary's should be brief and clear Do not include unnecessary information and cut down on technical terms. Simple and straightforward works best when writing an executive summary.

13. Recommendation letters:

These types of letters are sometimes requested from former co-workers that are seeking a letter to go to a new or potentially new employer. They also can be sent to schools or other such entities. They usually are employment references, character references, or academic references. For business writing purposes, they generally fall into the employment reference category. An employment recommendation letter should tell why the person the letter is about is a good person to hire. Describing their strengths and abilities is the primary purpose.

Fig.4.3 Sample recommendation letter

The address of sender
phone number

(1 line space)

Date
Addressee's name
Address

(1 line space)

Dear Mr.Connolly :

(1 line space)

I am writing this letter to recommend an interview candidate for a photography position for your company. I have learned that Lisa Samuel has applied for a position within your company and I have had experience working with her.

(1 line space)

Lisa is a very creative person that has a keen sense of style and an eye for detailed photography. She is an asset to any team, bringing with her the sense of artistic design skills and talents that are so often sought after. I would highly recommend hiring her for this position without hesitation. She was responsible for photographing and all the layout and design work on our latest calendar, for which we are extremely satisfied with her job.

(1 line space)

In case you have any questions concerning Lisa n, please don't hesitate to contact me at this number : 0056789

(1 line space)

Sincerely,

(drop our lines)

Signature here
Linda Connolly
Owner

Evaluation Exercises

3. Write a complaint letter to a company about the product you bought
4. Write a memorandum to all employee about the dates of holiday
5. Write a letter of Recommendation about someone concerning his/her ability during working in your company

B. References

1. <https://work.chron.com/proper-way-write-cover-letter-13636.html>
2. <https://www.universalclass.com/articles/writing/business-writing/formats> for different business
3. letters.htm#:~:text=There%20are%20three%20main%20styles,varies%20slightly%20for%20each%20one.

Chapter 5

Writing a Good Application Letter

Description :

This course subject is describing how to write a good application letter

Learning Target :

Students are able to understand about characteristics of a good application letter and practice writing application letters.

After finishing college, the fresh graduates usually are busy looking for jobs. One thing that they need to learn is how to write an Application Letter and a Curriculum Vitae (CV) or Resume. CV is a written list that informs your education and the job you have had before. While a Job Application letter/ cover letter is a letter that introduces the applicant to the prospective employer (someone who will hire you for the job).

Before writing the cover letter, first think to do is to find **information about the job**, particularly the qualifications needed. The best place to find this information is in the job vacancy section of the daily news, the social media Instagram or face book), or the internet websites.

A. Getting Started

- a. Study the two job vacancy advertisements below. Look at the qualifications needed.

Fig 5.1 Job Advertisements for Administrative Assistant

The figure displays two job advertisements for an Administrative Assistant. The left advertisement is a screenshot of a web browser showing a job listing on the NetLives website. The right advertisement is a printed notice for a local Internet service provider.

NetLives
The ADMINISTRATIVE ASSISTANT will work with the general manager. The individual will manage schedules, order supplies, prepare expense reports, and perform general word processing. The admin. asst. will be responsible for mailings, faxes, photocopying, and filing.
A high school degree and a minimum of 2 years of experience are required.
NetLives offers a fun, dynamic, and innovative work environment.
Contact Information
Maria Sanchez
Human Resource Specialist
msanchez@netlives.com
NetLives Ltd.
632 Garrison Road
Cambridge CB4 1HD
Tel: 1223 334566
Fax: 1223 534987

Administrative Assistant
A local Internet service provider has a full-time position available for an administrative assistant. This individual will perform general administrative duties. Candidates must be familiar with word processing programs. Successful candidates must also have excellent communication skills. A college degree is a must. Salary: \$25,000 to \$35,000 per year.
E-mail résumé to resumespptsrvc@acaison.net.

- c. Fill in the columns of the Job Requirements Chart. Put a check (✓) if the job advertisement ask for the requirement.

Fig. 5.2 Job Requirement Chart

JOB REQUIREMENTS CHART			
Web site Ad	Newspaper Ad	Requirement	Your Skills
(1)		Will perform general administrative duties such as photocopying and filing.	
(2)		Will have a college degree.	
(3)		Must be familiar with word processing programs.	
(4)		Will have at least 2 years of experience as an administrative assistant.	
(5)		Must have excellent communication skills.	

Fig.5.3 Model of Application Letter

Return Address
This is your personal letterhead. Put your contact information here.

Date

Inside Address
Write a cover letter to a specific person, if possible.

Salutation
Use a colon after the name.

Opening
Tell (1) that you are applying for a job and (2) the source of your information.

Focus
Tell why you are suited for the job.

Action
Tell what you plan to do.

Closing
Be positive.

Complimentary Close

Signature
Sign your name.

Typed Name

Enclosure
Add this if you are sending something with the letter.

Michele Peters
45 Agate Road
London NW6 0AH
Tel: 208 847 9746
Fax: 208 774 8094
E-mail: mpeters@londonmail.com

March 1, 20—

Maria Sanchez
Human Resource Specialist
NetLives Ltd.
632 Garrison Road
Cambridge CB4 1HD

Dear Ms. Sanchez:

I read about a job opening for an administrative assistant on the NetLives Web site.

I am a recent graduate of EMP Secretarial School, and I was in the top of my class. I am looking for a challenging work environment like that at NetLives.

I will call you next Monday to discuss my enclosed résumé.

I look forward to meeting with you soon.

Sincerely yours,
Michele Peters

Michele Peters

Enclosure

Useful Language

I read about a job opening for _____.

I will call you _____.

I look forward to meeting you.

B. Composing Your Message

The body of a cover letter generally has four parts.

Part	Content	Example
Opening	Tell (1) that you are applying for a job and (2) the source of your information.	I read about a job opening for an administrative assistant on the NetLives Web site.
Focus	Tell why you are suited for the job.	I am a recent graduate of EMP Secretarial School, and I was in the top of my class. I am looking for a challenging work environment like that at NetLives.
Action	Tell what you plan to do.	I will call you next Monday to discuss my enclosed résumé.
Closing	Be positive.	I look forward to meeting with you soon.

Practice 1.

Circle the letter of the sentence that is most similar to the sentence in the Model Cover Letter on page 2.

1. Opening

- I am applying for the position of administrative assistant.
- I need a job.
- I saw your advertisement for an administrative assistant in the November 14 *International Herald Tribune*.

2. Focus

- My work experience matches your requirements. I worked as an administrative assistant for two years.
- I'm a quick learner. I've never worked before.
- I have the skills required. I am familiar with word processing programs.

3. Action

- I will contact you early next week.
- I will call you on Tuesday morning to discuss the position.
- I'll be at home if you need me.

4. Closing

- Looks good, right?
- I look forward to working with NetLives.
- I look forward to talking to you next week.

Opening

In the opening section of a cover letter, inform the reader two things : (1) what position you are applying for and (2) what is the source of your information.

Practice 3

Fill in the blanks of sentences for cover letters for the jobs on page 37. Use the prepositions **about, for, in, and on**. Some prepositions can be used more than once.

1. I saw your job opening..... a marketing officer representative the June 16 *Daily Mail*.
2. I am applying the position of Accounting Manager stated the Global Web site.
3. the Job.com Web Site, I read a job opening HRD officer.
4. Your acquaintance, Jen Law, told me the Administrative assistant opening.

Focus

The body of a cover letter usually focuses on your skills. Try to describe why you are suitable for the job briefly. Tell the reader how your skills fit the job requirements.

Practice 4

Look at the skills you have done for the administrative assistant positions on page 38.

Write appropriate sentences that describe your experience and skills and explain how you are suitable for the position.

1. My work experience fits your requirements.
→ *I worked as an administrative assistant for more than two years*
2. My qualifications matches your need.
3. My skills fit the job requirements.
4. I have the skills needed

Action

After sending a cover letter and resume, contact the employer to follow up. In your cover letter, write either a general or a specific time that you will call or e-mail the employer.

General: I will call you *early next week*.

Specific: I will call you *next Friday*.

Practice 5

Write G if the action has a general time or S if the action has a specific time.

1. I will call you early next week.
2. I will call you on Monday morning to make an appointment.
3. I will send you e-mail you in two days to arrange an interview.
4. On Wednesday, I will call you to arrange an interview.
5. I will telephone you next Friday in case you have any questions

Closing

In the closing, thank the reader for looking at your letter. Always be positive. Remember to mention a future conversation or meeting.

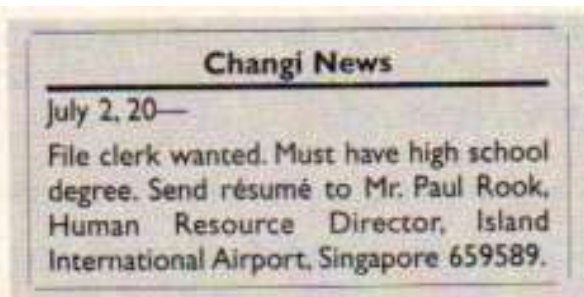
Practice 6

Rewrite these sentences using the expression “**I look forward to (verb + -ing)**”.

1. I want to work with Global website.
➔ ***I look forward to working with IronGate***
 2. I would like to talk to you next two days.
 3. _____
I would like to have an interview with you.
 4. _____
I may discuss my interest in Daily Mail with you.
 5. _____
I hope I can contribute more to your company.
-

Letter Practice 1

Fill in the blanks in this letter. Use the job advertisement and choose the words in the box below to answer.



<i>Applying</i>	<i>forward</i>	<i>part-time</i>	<i>Resource</i>
<i>Enclosed</i>	<i>interview</i>	<i>position</i>	<i>Sincerely</i>

Well SAID

In this letter, the writer uses *2nd* in the date *July 2nd*. This is called an *ordinal number*. The number *2* alone is a *cardinal number*.

You can use either type of number in the body a letter, but in the date at the top always use a cardinal number (*July 17*).

Be consistent in your letter. If you use an ordinal number in one sentence, use ordinal numbers in the other sentences.

(Write your address here.) _____

July 17, 20—

Mr. Paul Rook
Human (1) _____ Director
Island International Airport
Singapore 659589

Dear Mr. Rook:

I am (2) _____ for the position of file clerk that was advertised in the July 2nd *Changi News*.

I worked as a (3) _____ file clerk after school for three years. Now I am looking for a full-time position. I have (4) _____ my résumé, and I would like to schedule an (5) _____.


I will call you early next week to follow up on my application. I look (6) _____ to discussing this (7) _____ with you.

(8) _____ yours,
_____ (Write your name here.)
_____ (Print your name here.)

Enclosure

That's Good Business!

When you send material, such as a résumé, with a letter, add the word *Enclosure* at the end of the letter. You can write what is enclosed (*Enclosure: Résumé*), but it is not necessary.

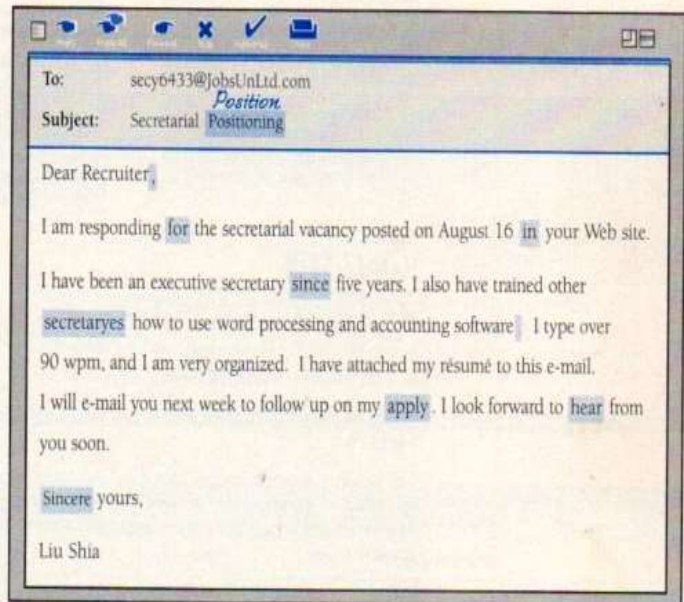
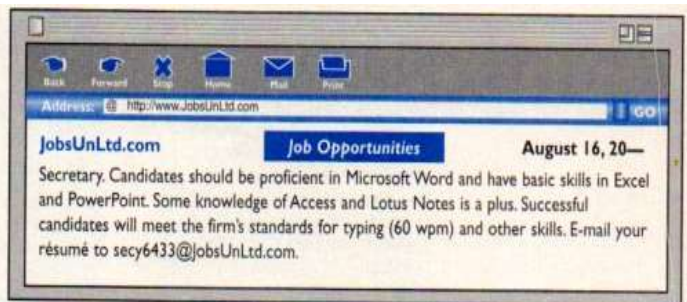


Letter Practice 2

Liu Shia noticed this job vacancy on a web site and answered it. The shaded boxes show ten places *where she made errors*. Replace the errors with the correct word or punctuation above the errors. The first one is done for you.

Well SAID

The subject line is an important part of an e-mail. Be sure it clearly explains what the e-mail is about, and check it for mistakes before you send it.



That's Good Business!

On Web sites, ads for job vacancies are *posted* (put on the Web site). The ad will tell you how to send your résumé. To send your résumé by e-mail, you can attach it as a file. Follow up to make sure the recipient was able to open your file.



Letter Practice 3

Write a cover letter to one of the following job vacancies.

Job Advertisement 1

Receptionist

Entry-level position for receptionist in dynamic construction company. You will enter data, greet customers, maintain database, and type memos. Prefer individual with good communication skills. Great compensation. Apply today!

Job Experience
Filing, General Office, Data Entry

Additional Information
Salary: \$9.00 to \$12.00 per hour

Contact Information
Account Executive,
myan@constructnow.com

Job Advertisement 2

Web Discount Corporation of Barcelona, Spain, seeks full-time Client Services Coordinator. Responsibilities include greeting clients, answering telephones, and performing other clerical functions.

REQUIREMENTS:

1. High school diploma and/or business college program
2. 2-4 years of clerical or administrative experience
3. Excellent organizational skills
4. Typing speed of 30 wpm
5. Word processing and database experience
6. Good communication skills

If you would like to work in an exciting environment, fax or e-mail your résumé to:
Pablo Cavero
Fax: 93 412 1044
E-mail: pcavero@webdiscount.org.es

Well SAID

Most people use one of two styles for writing dates.

U.S. style March 1, 20—
Non-U.S. style 1 March 20—

This book uses U.S. style. Of course, you should use your country's style when you write letters.

The month in a date is usually written out in a letter. In business forms, the month can be written as a number. Be sure it is clear which number is the month. In a letter, it may be unclear to use all numbers, especially if the writer and the reader use different styles.

U.S. style 03/01/03 is March 1, 2003
Non-U.S. style 03/01/03 is 3 January 2003

Words and Vocabulary

Study the following list of words that were normally used in writing a cover letter and discover the meaning of each word.

Attach *colleague* *follow up* *skills* *requirement*
applicant *Look* *vacancy* *proficient* *opening*
forward to

D. References :

1. Loughheed, Lin.2003. *Business Correspondence – A Guide to Every Day Writing*. Longman : New York.
2. Whittby, Noorman.2006. *Business Benchmark – Pre Intermediate to Intermediate*. Cambridge : UK

Chapter 6

Writing a Good CV/Resume

Description :

This course subject is describing concerning how to write a good CV/Resume.

Learning Target :

Students are able to understand how to write a good CV/Resume and practice writing CV/Resume.

A. Definition of a CV

A CV /Curriculum Vitae refers to a detailed document accentuating your professional and academic history. CVs usually include information like work experience, achievements and awards, scholarships or grants you have obtained, coursework, research projects and publications of your work. You may be asked to submit a CV when applying for jobs in academic area or a job outside the US.

B. CV vs. Resume

Sometimes people are confused concerning the term CV and Resume. In fact, a CV and resume are similar in that they are both documents that summarize your professional history, education, skills and achievements. These are the documents that the applicant should provide to the employer for consideration for an open position.

The terms CVs and Resumes cannot be used interchangeably both in the United States and most of Europe. A resume (a French word means abstract or summary) is a shorter-form document providing a concise overview of your previous job, skills and details about your education. A CV, on the other hand, is normally a longer, more detailed document focused largely on academic coursework and research. However, there are exceptions, In India, South Africa and Australia, and Indonesia the terms CV and resume are interchangeable.

C. How to write a CV

A CV is a document that describes someone's educational and professional history. In other countries, like the USA, it is known as a Resume. There are many guidelines to construct a CV, but always remember the following two principles below :

- Write it as clear as possible. Use direct and simple language, short headings and accentuate the important things like the titles of previous jobs and the job description.
- Do not write too long, two sides of paper are enough. The shorter and clearer your CV, the more chance to pass the administrative selection.

Standard CVs are usually divided into seven sections. The order of the sections is usually as follows :

1. Personal Details

The section must include your name, address, date of birth, and nationality. Some people enclose a passport size photo, which can help attract an employer's interest. Do not forget to put your phone number and email address.

2. Education

This section should outline your educational history and your qualifications. You have to mention all your education level, the most recent education is the most important to state. If you have done any professional training courses, it is better to highlight these. You may call this section "Education and Training."

3. Employment

This section must include the different type of jobs you have done. (if you are not a fresh graduate). Begin with the most recent in which you had the most responsibility and list the main duties of each job it may not be clear from the job title as concise as possible.

4. Skills

In this section, you should list all skills that correlate with the job you are applying for in case employers might be interest in, For example : computer skills or Speaking other languages..

5. Interests

This should include sport activities and leisure interests. Do not mention something that is too general like reading and watching TV.

6. Personal Profiles

This section states what kind of person you are and it is normally written in complete sentences. First Try to write down ten words or phrases which describe your good points and then put them into a paragraph. Try to avoid to be too modest by using phrases like “fairly good” or “usually hardworking”. Other applicants may write the best descriptions, therefore you should too.

7. References

You should include two people who can provide you with a reference. One should be your last employer, if possible. Make sure you ask permission first.

Another common way of ordering the material is to put the personal profile first. This is especially common in the USA and is becoming normal practice in many international or sales-oriented business. The advantage of this is that the jobseeker’s achievements and qualities are presented right at the start so that employers can decide straight away if they like the sound of the candidate or not.

D. CV Practices

Practice 1

Look at the following extracts from different CVs, read and decide whether these extracts follow the rules (1-7) above or not. If it follows the rules give a tick (v) if not give a cross (X).

1. I am a fairly good team worker _____
2. I speak fluent English, Spanish, and some Arabic _____
3. Age : 36 years _____
4. Education : 1980-1985 Gutierrez Elementary School _____
5. A team worker who enjoys new challenges, I would like to join a lively team where I can contribute to the full. _____
6. I am a keen reader _____
7. I have a clean driving license. _____

Practice 2

Look at the following information for a CV. If you think you should include in you CV you give a tick (V) if not give a cross (X)

1. Your place of birth _____
2. Why you left your last job. _____
3. Voluntary work you have done _____
4. Your job target (position you want to reach in your career). _____
5. Your religion _____
6. How much you earn in your last job. _____

Practice 3

Look at the following paragraph about Online Recruitment. Complete the blanks by choosing A,B, or C below.

ONLINE RECRUITMENT

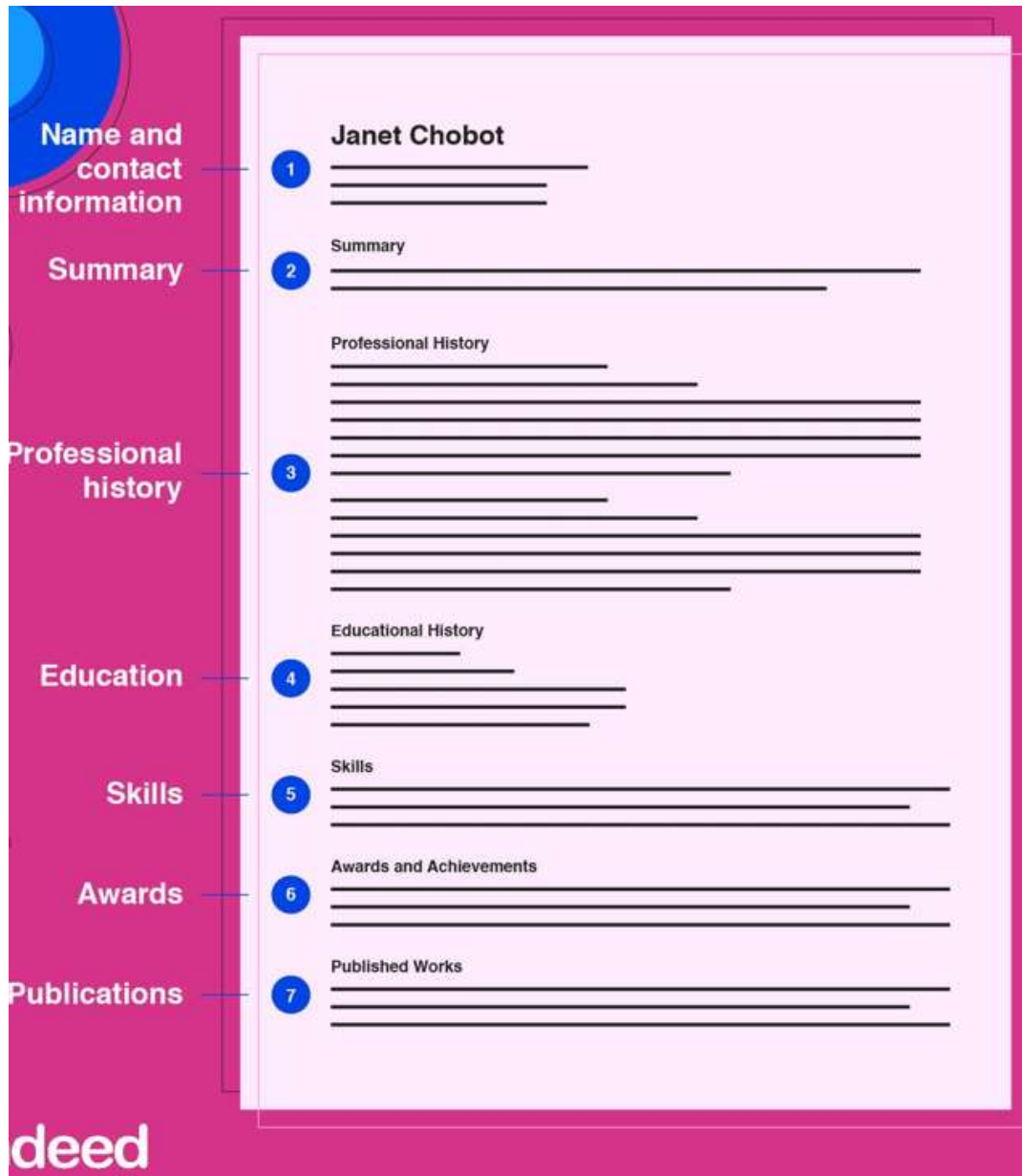
Many companies and organizations now recruit directly through the Internet. This is quicker and cheaper 1 _____ paying a recruitment agency or placing an advertisement 2 _____ newspaper. Sometimes they recruit 3 _____ using the company website. They set up a page 4 _____ shows vacancies within the organization and applicants can email the company directly with their CVs. Some earlier websites just work 5 _____ databases for online CVs. These are used 6 _____ employers who are looking for candidates. Usually, you 7 _____ to pay to put your CV on one of these sites, but it can be an effective way 8 _____ finding out new vacancies.

9 _____ employers access these sites, they search for key words in each document. You need to think 10 _____ this when you write your own CV. Think about the words that 11 _____ often used in your area of employment and 12 _____ sure you include them several times.

- | | | |
|-------------|-----------|----------|
| 1. A of | B. that | C. than |
| 2. A. on | B. in | C. for |
| 3. A. from | B. by | C. with |
| 4. A. who | B. which | C. where |
| 5. A. as | B. for | C. with |
| 6. A. by | B. with | C. from |
| 7. A. must | B. should | C. have |
| 8. A. of | B. in | C. to |
| 9. A. When | B. What | C. Which |
| 10. A. to | B. about | C. at |
| 11. A. have | B. is | C. are |
| 12. A. make | B. do | C. take |

However, there are also some other opinions that you can use to write your CV, here with is an example of a CV format and its part descriptions

Fig. 5.1 CV Format



The Following are seven steps for writing a simple CV and the descriptions:

1. **Include your contact information.** This includes your full name, phone number and email address. Including your physical address is optional.
2. **Detail your academic history in reverse-chronological order.** This can include your post-doctoral programs, graduate school, undergraduate school and high school. Only include your most recent two educational experiences. Dates attended is optional.
3. **Record your professional experience.** List the company or organization, job title and dates employed starting with your most recent job. List your job duties, experience gained and achievements. Use numbers to measure your impact when possible.
4. **Include relevant skills and qualifications.** This can be in a separate skills section. Reread the job description to highlight the most important skills employers are looking for. These can include both hard and soft skills that make you the best candidate for the job.
5. **List honors and awards.** Use this section to outline your achievements in the field related to your application. Start with the award name followed by year awarded, the organization that gave you the award and details about the award such as how often the award is given, how many people receive it, etc.
6. **Include relevant publications and presentations.** Include relevant citations of presentations, papers, studies, books or other publications important to your professional history. For publications, include authors, date published, summary, volume, page and DOI number. For presentations, include the title, date and location of presentation.
7. **List your professional associations and affiliations.** This should include the name of the organization, geographic location or chapter and dates of active membership.

Some employers, especially post-secondary institutions, may offer their own CV template and CV examples to help make sure you include all required information in the format they prefer. Before you submit your application, look for any special CV guidelines the employer has outlined.

For example, some institutions may require you to list only relevant coursework, fieldwork, dissertations and professional references.

Fig. 5.2 CV example template

Curriculum Vitae
Joe Smith 1234 Main Street, Atlanta, GA 30308 770-555-1234 joe.t.smith@email.com
Personal Information Date of Birth : 21 June 1990 Place of Birth : Los Angeles, California Citizenship : American Marital Status : Married Sex : Male
Education Doctor of Veterinary Medicine Degree, 2018 University of Texas College of Science, Austin, TX
Professional experience University of Southern California Professor, Herman Ostrow School of Veterinary Sciences 2012–2018
<ul style="list-style-type: none">• Taught multiple undergraduate and graduate courses in veterinary sciences.• Fostered student commitment to lifelong learning and excellence in veterinary sciences.• Acted as a student advisor to first-year veterinary school students.
Skills and qualifications <ul style="list-style-type: none">• Team leadership• Seminar instruction• Fluent in English and Spanish• Specialization in livestock science research and development
Awards and honors <ul style="list-style-type: none">• AVMA Advocacy Award, 2018

- AVMA Animal Welfare Award, 2016

Publications and presentations

Yang, J., Sanchez, C., Patel, A., Johnson, L., (2017) "Study of cocoa product component *Theo bromine* and danger to canines." *Journal of Modern Veterinary Medicine*. 272: 1234-56789.

Professional associations and affiliations

- American College of Laboratory Animal Medicine (2013–Present)
- American Veterinary Medical Association (2011–Present)

E. Final thoughts

If you're practiced in writing resumes, you may be tempted to shorten your CV to keep on one page. However, because CVs require so much information, they're typically multiple pages in length. In other words, don't cut crucial details to save space.

Before submitting your job application, be sure to thoroughly review your CV for any errors or inconsistencies. Consider asking a trusted colleague or professional mentor to review it as well—especially if they are experienced in the industry you're applying to. A second opinion can be useful in helping you craft a well-polished CV.

F. Evaluation

- a. Write a Resume for a Job Vacancy taken from newspaper or online job vacancy or you may use the one in chapter 4.
- b. Write a complete CV for a University lecturer include all your achievements

G. References :

1. Lougheed, Lin.2003. *Business Correspondence – A Guide to Every Day Writing*. Longman : New York.
2. Whitby, Norman.2006. *Business Benchmark – Pre Intermediate to Intermediate*. Cambridge : UK

Chapter 7

Preparing for a Job Interview

Description :

This course subject is describing material preparation for a job Interview

Learning Target :

Students are able to understand materials for a Job Interview and practice job interview dialogues in pairs.

A. What is a Job Interview?

A **job interview** is an **interview** consisting of a conversation between a job applicant and a representative of an **employer** which is conducted to assess whether the applicant should be hired. Interviews are one of the most popularly used devices for employee selection. Interviews vary in the extent to which the questions are structured, from a totally **unstructured** and free-wheeling conversation, to a **structured interview** in which an applicant is asked a predetermined list of questions in a specified order; structured interviews are usually more accurate predictors of which applicants will make suitable employees, according to research studies.

A job interview typically precedes the **hiring** decision. The interview is usually preceded by the evaluation of submitted **résumés** from interested candidates, possibly by examining job applications or reading many resumes. Next, after this screening, a small number of candidates for interviews is selected.

Potential job interview opportunities also include networking events and career fairs. The job interview is considered one of the most useful tools for evaluating potential employees. It also demands significant resources from the employer, yet has been demonstrated to be notoriously unreliable in identifying the optimal person for the job. An interview also allows the candidate to assess the **corporate culture** and demands of the job.

Multiple rounds of job interviews and/or other candidate selection methods may be used where there are many candidates or the job is particularly challenging or desirable. Earlier rounds sometimes called '**screening interviews**' may involve fewer staff from the employers and will typically be much shorter and less in-depth. An increasingly common initial interview approach is the telephone interview. This is especially common

when the candidates do not live near the employer and has the advantage of keeping costs low for both sides. Since 2003, interviews have been held through video conferencing software, such as [Skype](#). Once all candidates have been interviewed, the employer typically selects the most desirable candidate(s) and begins the negotiation of a job offer.

B. Strategies Dealing with a Job Interview

Researchers have attempted to identify interview strategies or "constructs" that can help interviewers choose the best candidate. Research suggests that interviews capture a wide variety of applicant attributes. Constructs can be classified into three categories: *job-relevant content*, *interviewee performance* (behavior unrelated to the job but which influences the evaluation), and *job-irrelevant interviewer biases*.

a. Job-relevant interview content:

Interview questions are generally designed to tap (open) applicant attributes (character) that are specifically relevant to the job for which the person is applying. The job-relevant applicant attributes that the questions purportedly (really) assess are thought to be necessary for successful performance on the job. The job-relevant constructs that have been assessed in the interview can be classified into three categories: *general traits*, *experiential factors*, and *core job elements*. The first category refers to relatively stable applicant traits. The second category refers to job knowledge that the applicant has acquired over time. The third category refers to the knowledge, skills, and abilities associated with the job.

1). General traits (character):

Mental ability: Applicants' capacity to listen, to communicate, to work with a team, to have attention to detail, and to learn and process information,

Personality: Conscientiousness (carefulness), agreeableness, emotional stability, extroversion, openness to new experiences.

Interest, goals, and values: Applicant motives, goals, and person-organization fit

2). Experiential factors:

- Experience: Job-relevant knowledge derived from prior experience
- Education: Job-relevant knowledge derived from prior education
- Training: Job-relevant knowledge derived from prior training

3). Core (basic) job elements:

- Declarative knowledge: Applicants' learned knowledge
- Procedural skills and abilities: Applicants' ability to complete the tasks required to do the job
- Motivation: Applicants' willingness to exert the effort required to do the job

b. Interviewee performance

Interviewer evaluations of applicant responses also tend to be colored (influenced) by how an applicant **behaves** in the interview. These behaviors may not be directly related to the constructs the interview questions were designed to assess, but can be related to aspects of the job for which they are applying. Applicants without realizing it may engage (participate/join) in a number of behaviors that influence ratings of their performance. The applicant may have acquired these behaviors during training or from previous interview experience. These interviewee performance constructs can also be classified into three categories: *social effectiveness skills, interpersonal presentation, and personal/contextual factors*.

1). Social effectiveness skills:

- Impression management: Applicants' attempt to make sure the interviewer forms a positive impression of them
- Social skills: Applicants' ability to adapt his/her behavior according to the demands of the situation to positively **influence** the interviewer
- Self-monitoring: Applicants' regulation of behaviors to control the image presented to the interviewer
- Relational control: Applicants' attempt to control the flow of the conversation

2). Interpersonal presentation:

- Verbal expression: Pitch (tone), rate, pauses
- Nonverbal behavior: Gaze (stare), smile, hand movement, body Orientation

3). Personal/contextual factors:

- Interview training: Coaching (practice), mock interviews with
- feedback

- Interview experience: Number of prior interviews
- Interview self-efficacy (effectiveness/potency): Applicants' perceived ability to do well in the interview
- Interview motivation: Applicants' motivation to succeed in an Interview

c. Job-irrelevant interviewer biases.

The following are personal and demographic characteristics (= age, sex, family status, education level, income, occupation, and race) that can potentially influence interviewer evaluations of interviewee responses. These factors are typically not relevant to whether the individual can do the job (that is, not related to **job performance**), thus, their influence on interview ratings should be minimized or excluded. In fact, there are laws in many countries that prohibit consideration of many of these protected classes of people when making selection decisions. Using structured interviews with multiple interviewers coupled with training may help reduce the effect of the following characteristics on interview ratings. The list of job-irrelevant interviewer biases is presented below.

- *Attractiveness*: Applicant physical attractiveness can influence the interviewer's evaluation of one's interview performance
- *Race*: Whites tend to score higher than Blacks and Hispanics; racial similarity between interviewer and applicant, on the other hand, has not been found to influence interview ratings.
- *Gender*: Females tend to receive slightly higher interview scores than their male counterparts;¹ gender similarity does not seem to influence interview ratings
- *Similarities in background and attitudes*: Interviewers perceived interpersonal attraction was found to influence interview ratings
- *Culture*: Applicants with an ethnic name and a foreign accent were viewed less favorably than applicants with just an ethnic name and no accent or an applicant with a traditional name with or without an accent.

The extent to which ratings of interviewee performance reflect certain constructs varies widely depending on the level of structure of the interview, the kind of questions asked, interviewer or applicant biases, applicant professional dress or nonverbal behavior, and a host of other factors. For example, some research suggests that applicant's cognitive ability, education, training, and work experiences may be better captured in unstructured interviews, whereas applicant's job knowledge,

organizational fit, interpersonal skills, and applied knowledge may be better captured in a structured interview.

Further, interviews are typically designed to assess a number of constructs. Given the social nature of the interview, applicant responses to interview questions and interviewer evaluations of those responses are sometimes influenced by constructs beyond those the questions were intended to assess, making it extremely difficult to tease out the specific constructs measured during the interview. Reducing the number of constructs the interview is intended to assess may help mitigate this issue.

Moreover, of practical importance is whether the interview is a better measure of some constructs in comparison to paper and pencil tests of the same constructs. Indeed, certain constructs (mental ability and skills, experience) may be better measured with paper and pencil tests than during the interview, whereas personality-related constructs seem to be better measured during the interview in comparison to paper and pencil tests of the same personality constructs.

In sum, the following is recommended: Interviews should be developed to assess the job relevant constructs identified in the job analysis.

C. Strategies to Answer Questions in a Job Interview

There is some great news when it comes to job interviews. It's not all doom and gloom (bad). Most recruiters these days ask the interviewees (you) the same basic questions. So with a little preparation, you can speak very well at your interview.

1. Tell me about yourself

After **greeting, shaking hands and introducing yourself**, the next thing that interviewers are probably going to ask you to do is to talk about yourself.

Now, this might seem easy for you – you've practiced it in your English class so much, but they don't want to hear every single detail. Avoid saying something like: *I was born in Beijing. I love playing the computer and surfing the net. or I have two sisters.* They don't want to know everything about you. They want to know about you and your career growth; they want to know about you related to the job you're applying for.

Also, make sure you don't use any informal slang or make any basic grammar mistakes.

For example:

*I've been working as a junior chef at a small Italian restaurant for 2 years and my duties included assisting the head chef and preparing salads. I have always been interested in food and cooking which was why I chose to follow this career path. I studied at ***** college, where I gained my first level cooking diploma.*

2. What are your strengths?

When your interviewer asks you this question, they want to know all your positive qualities. These positive qualities need to relate to what they want and are looking for.

So before you head into your interview, make sure you do your research as to what kind of person suits this job, especially if you're a newbie (new) and entering the workforce for the first time. Treat this question as a chance to advertise yourself – you are the product, now market yourself. The thing to remember here is not to just list a number of adjectives (anyone can do this). Instead, use examples to support your point.

For example, you could answer with any of the following:

To be punctual – to be on time.

*I'm a punctual person. I always arrive early and complete my work on time. My previous job had a lot of **deadlines** (time when you must finish something by) and I made sure that I was organized and **adhered to** (respected) all my jobs.*

To be a team-player – to work well with others. *I consider myself to be a team-player. I like to work with other people and I find that it's much easier to achieve something when everyone works together and communicates well.*

To be ambitious – to have goals. *I'm ambitious. I have always set myself goals and it motivates me to work hard. I have achieved my goals so far with my training, education and work experience and now I am looking for ways to improve myself and grow.*

To take initiative – *to do something without having to be told to do it. When I work, I always take initiative. If I see something that needs doing, I don't wait for instruction, I do it. I believe that to be get anywhere in life, you need this quality.*

To be proactive – *To do things and make them happen. I'm proactive. When I think about things, I do them. I like to see results and it's important in this industry to be proactive and responsible for your own actions.*

To keep your cool – *To stay calm in all kinds of situations. I think it's really important to be able to stay calm when you're working as a reporter. It can get really stressful, but one of my greatest qualities is that I can keep my cool and I don't allow the pressure to get to me, which helps me achieve all my goals and remain focused.* Here are a number of other words that can help you answer this question:

Focused (Adj)	To concentrate well	Confident (adj)	Not shy
Problem-solver (N)	Can find answers to problems easily	Team building skills (N)	You're able to take the lead and be the leader of the group.
Negotiate (V)	To be able to get a better deal that is favorable to you	To have a good work ethic (V)	To work hard, follow the rules and respect your duties of the job.

REMEMBER: It's really important that you give good, solid answers (jawaban yg berisi/pasti) and back them up with evidence otherwise it's just going to sound like you've memorized what you're saying. Some companies won't directly ask you what your strengths are, they could ask the same thing, but using different words, such as:

- *Why do you think we should hire you?*
- *Why do you think you're the best person for this job?*
- *What can you offer us?*
- *What makes you a good fit for our company?*

3. What are your weaknesses?

What? I don't have any weaknesses! Of course you do – no one's perfect. Everyone has weaknesses, but what they're checking for here is how you try to fix your weaknesses and they also want to know how self-aware (how much you know about yourself) you are.

Another trick here is to turn those weaker qualities into positive qualities. For example, your weakness is that you spend too much time on projects which makes you work slower. Turn that into a positive by saying: *I sometimes am slower in completing my tasks compared to others because I really want to get things right. I will double or sometimes triple-check documents and files to make sure everything is accurate (correct).*

Another great trick is to talk about a weakness (like being disorganized) and mention some methods that you are using to help overcome this: e.g. *I have created a **time-management system**, which allows me to list all my duties and organize my deadlines so I have a clearer idea of what I need to do.*

4. Why did you leave your last job?

If you're applying for your first job, this question is not for you. However, if you've worked before, the interviewer wants to find out why you left your old job. Did you leave because you were **fired**? (Your old boss asked you to leave for doing something wrong). Did you **quit**? (**Resign** – Did you choose to stop working?) Or were you **laid off**? (*Made redundant* – no longer needed because the job is no longer available?)

If you chose to leave your old job, avoid saying anything negative about your old workplace or boss (even if this is true). The person or people interviewing you will just look at you in a negative way. You can say the following:

- *I'm looking for new challenges.*
- *I feel I wasn't able to show my talents.*
- *I'm looking for a job that suits my qualifications.*
- *I'm looking for a job where I can grow with the company.*

5. Tell us about your education

Here they want to know everything you've studied related to the job. For example your training and **further education** (e.g. university, polytechnic, college). You don't need to tell them everything you've done since elementary school, just the important things.

Your: **Degrees** – 3 - 4 year qualification from university/college.

Diploma – A short-term qualification (e.g. 1 year) from college/university/polytechnic.

Certificate – A piece of paper showing your participation in a course.

NB: Make sure you take all the necessary documents with you, as they may need proof!

If they ask you the question: *tell us about your scholastic record*, they want to know what kind of grades you received.

6. Where do you see yourself 5 years from now?

Here, they are asking about your goals. Again, it's related to your career, not your personal life. So if having a family is on the list, don't mention it. Be careful what you say here, you need to be ambitious, but NOT too ambitious as those interviewing you may see you as a threat (competition). You can mention: *By then I will have...I would have liked to...*

- Improved my skills
- Created more of a name for myself in the industry (become more known for what you do).
- Become more independent in what I do and productive (doing more).
- Enhanced (improved) my knowledge.
- Achieved a higher position.
- Become a team leader...

7. What kind of salary do you expect?

Here, they are asking you about how much money you would expect to earn from the job. Be reasonable. Make sure you do your research on the internet about what the average salary is. Do not say *I don't know*, it makes you sound unsure. Be confident and name your price without *selling yourself too short* (going for less) or going too high. The truth of the matter is, they already have a salary in mind, but this is their

way of checking if you know the industry and if you're aware of your own skills.

8. Do you have any questions for me/us?

Yes, you do! This is how an interviewer will usually finish the interview. They are not just being polite – they want you to speak.

Remember, they're still judging you as you answer this question. So don't ask anything that will make you sound silly, such as *what kind of work does your company do?* Or *how much vacation time do I get each year?* You want to find out more, and if you don't ask any questions, then they may view this as you being not very interested in the job. Ask questions like:

- *Do you have any examples of projects that I would be working on if I were to be offered the job?* This shows that you're interested in the actual job and not just being employed.
- *What is the typical day for this **position** (job)?* Find out what kind of duties are involved and what kind of things you would be expected to do on a day-to-day basis.
- *Does the company offer in-house training to staff?* This shows your interest in not only getting the job, but also wanting to improve and grow.
- *What is the next step?* Here, this is a way of asking what is next in the interview process. They will tell you how many days it will take to make their decision and will inform you if you need to come back for a second interview.

Job interviews don't have to be scary. Remember first impressions count, think before you speak, and show your great English skills and give awesome answers to win that job. Good luck!

D. Dialogs in a job interview

Lintel is a computer chip manufacturing company that currently has a job opening in its Finance department. John Miller is the first applicant to be interviewed this morning by Lintel's Finance Manager Mike Gates.

Fig. 7.1 Examples of Job Interview Dialogs

Topic Question	Dialog
<p>Greetings and Introductions</p>	<p>Mike: Good Morning, John. I am Mike.</p> <p>John: Good Morning.</p> <p>Mike: How are you doing?</p> <p>John: I am doing fine. Thank you.</p> <p>Mike: How was the traffic coming over here?</p> <p>John: I am so glad that the traffic was light this morning. No traffic jam and no accidents.</p> <p>Mike: That is good. John, let's start the interview. Are you ready?</p> <p>John: Yes, I am.</p> <p>Mike: First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible.</p> <p>John: Please, tell me a little bit about the position.</p> <p>Mike: It is an entry-level position. The new employee will have to work closely with the Accounting department. He will also have to deal with the bank on a daily basis.</p> <p>John: What type of qualifications do you require?</p> <p>Mike: I require a four-year college degree in Finance. Some working experience would be helpful.</p> <p>John: What kind of experience are you looking for?</p>

	<p>Mike: Doing office work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.</p> <p>John: That is great!</p>
<p>Tell me about yourself</p>	<p>Mike: John, tell me a little bit about yourself.</p> <p>John: I was a student at West Coast University, and I just graduated with a Bachelor degree in Finance. I have been working part-time as a payroll clerk for the last two years.</p> <p>Mike: What are you looking for in a job?</p> <p>John: The job should help me see what Finance is all about. I have learned a lot of Finance theories at school, and now it is time for me to put them into practice.</p> <p>Mike: Anything else?</p> <p>John: I also hope that it will help me grow in my field.</p>
<p>What are your strengths?</p>	<p>Mike: What are your strengths? Why should I hire you?</p> <p>John: I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.</p> <p>Mike: OK. Now, let me ask you a few quick questions. You do not mind working long hours, do you?</p> <p>John: No, I do not.</p> <p>Mike: Can you handle pressure?</p> <p>John: Yes, I can. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.</p>

<p>Do you have any questions for me?</p>	<p>Mike: Do you still have any questions for me?</p> <p>John: No, I think I have a pretty good understanding of the job. I believe that I can handle it with ease, and I hope to have the opportunity to work for you.</p> <p>Mike: John, nice meeting you. Thank you for coming.</p> <p>John: Nice meeting you too. Thank you for seeing me.</p>
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E. Evaluation

1. With your friend make a job interview dialogs for a Job Interview between interviewer and interviewee about a job position.
2. Practice the dialogs in pairs.

F. References :

1. <https://work.chron.com/proper-way-write-cover-letter-13636.html>
2. <https://www.universalclass.com/articles/writing/business-writing/formats-for-different-business-letters.htm#:~:text=There%20are%20three%20main%20styles,varies%20slightly%20for%20each%20one.>

Chapter 8

Polite Requests

Description :

This course subject is describing the pattern and usage of polite Requests

Learning Target :

Students are able to understand the patterns of Polite Requests and how to use them in formal and informal situations.

A. Definition

A request is when we ask someone for something. Since we are asking someone for help, it is important to be polite. We must avoid being too direct.

Here are examples of being too direct:

“I want help.”

“Pass me the salt.”

“Can you carry my bag?”

These questions are all correct English but they are too direct. These are not polite requests. They are in fact quite rude. People will be offended because they will think that you are giving them orders.

In this lesson, you will learn several methods to make a polite request. The first few examples are to be used in spoken English. The last example is for written English.

Polite requests in spoken English

Could you .. ?

Form: Could you + base form of verb ?

Examples:

Could you carry my bags?

Could you give me some advice?

Could you carry these boxes?

We can add “possibly” to be even more polite. We put “possibly” in between “Could you” and the verb.

Example:

Could you possibly hold my drink?

Would you mind .. ?

Form: Would you mind + ing form of verb ... ?

Examples:

Would you mind carrying my bags?

Would you mind giving me some advice?

Would you mind helping me?

Would you mind taking my photograph?

I wonder if you could .. ?

Form: I wonder if you could + base form of verb ... ?

Examples:

I wonder if you could mind my bag?

I wonder if you could give me some advice?

I wonder if you could help me?

We can add “possibly” to be even more polite:

I wonder if you could possibly take me to the airport?

Negative statements with question tags

A statement is a normal sentence. It is not a question. We can add question tags to a negative statement to transform the negative into a question. This is very formal English and it's an excellent way to ask someone something politely.

There are several ways of doing this:

Form: You couldn't + base form of verb ... + could you?

Example:

You couldn't help me, could you?

Form: You wouldn't + base form of verb ... + would you?

Example:

You wouldn't take me to the airport, would you?

Form: I don't suppose you could + base form of verb ... + could you?

Example:

I don't suppose you could clean the bathroom, could you?

Polite requests in written English

Here is a good expression for formal emails and letters:

Form:

I would be grateful if you could + base form of verb ...

Example:

I would be grateful if you could send me your price list.

We can add “most” to be even more polite:

Example:

I would be **most** grateful if you could send me the reports.

Notice that these are **not** questions. They are affirmative statements.

Therefore, do **NOT** write a question mark at the end. (?)

There are many ways for you to make requests in English politely. Most of the polite requests are in the form of questions.

Would you / Would you like to / Could you ...?

The most common polite way is to use **Would you/Would you like to/Could you** to ask other people to do somethings. We use it to suggest or request something more polite than **Do you want to ...?**

B. Patterns of Polite Request

Polite requests are polite questions to ask for permission or a favour
Polite request patterns usually with modal auxiliary verb:

- would
- could
- will
- can

1. General pattern :

Can/Could/May/Might + I +base form of verb +/- complement?

Pattern for asking for help/assistance :

Can/Could/Will/Would + you (please) + base form of verb +/- complement

Examples :

- Could you open the door for me please?
- Can you close the window please?

2. Pattern for asking for help/assistance with “would you mind”

- Would you mind opening the door for me, please?
- Would you mind closing the window, please?

C. Formal Polite Request

Could dan *would* are modals that are usually used for formal polite requests

Formal polite requests are usually used when someone meets a stranger or in a formal situation like meeting, seminar, etc.

The following are examples of Formal Polite Request

No	Formal Polite Requests
1	Could I use your computer to print and scan?
2	Would you like to see my handicraft?
3	Would you mind filling out this form?
4	Could you turn the volume down, please?
5	Could I leave class early today?

D. Informal Polite Request

Can dan *will* are usually used for more casual/informal *polite request*. Informal polite requests are usually used in informal situations such as between family or friends.

Would + you mind + gerund +/- complement?

The following are example of Informal Polite Requests

No	Informal Polite Request
1	Can I borrow your ruler for a moment? (Bisakah saya meminjam penggarismu sebentar?)

2	Will you please open the window? (Maukah kamu menutup jendela?)
3	Will you accept my apology? (Maukah kamu menerima permintaan maaf saya?)
4	Can you please answer the phone? (Dapatkah kamu menjawab telepon?)

Positive Answers to Requests

- Yes
- Okay
- Uh-huh
- Of course
- Sure
- No problem
- Certainly
- My pleasure
- I'd be glad/happy to

Negative Answers to Requests

- No
- Sorry
- I'd like to, but I can't.
- I'm sorry, I can't.
- I'd love to, but I'm busy right now.

Polite requests	Answer Yes	Answer No
<i>Would you please give me the file on the table?</i>	<i>Yes, of course.</i>	<i>Well, I am afraid ...</i>
<i>Could you join us at a party on this Sunday?</i>	<i>Yes, I am happy to join</i>	<i>I am sorry I am busy this Sunday.</i>
<i>Would you like to join us at a party on Sunday?</i>	<i>Yes, certainly</i>	<i>I'd like to but ... + reason.</i>

Would you mind / Do you mind ...?

Would you mind + Verb-ing

Do you mind if I + Verb

If you think the answer maybe negative, and you want to sound more polite, you can use *Would you mind ...?*

- *Would you mind helping with my exercise?*
Yes, certainly.
- *When you leave the room, would you mind closing the door?*
No, not at all!

We use **Would you mind if I** or **Do you mind if I** to make a request, we may be anticipating possible objections:

- *Would you mind if I take your car to work today?*
No, not at all.
- *Do you mind if I go out to buy some apples now?*
No, of course not.

Remember that **‘Do you mind...?’** and **‘Would you mind...?’** mean ‘Is it a problem for you?’ so the polite answer when we ‘say yes’ is ‘No’.

E. Asking for permission

Can I / Could I / May I / Might I

We use **Can I / Could I / May I / Might I** to request something for your self, all of these forms are possible. **May** and **Might** are consider to be more polite than **Can** and **Could**. We see the following examples:

- *Can I have a biscuit?*
Yes, of course
- *Could I ask you a favour?*
Of course you can.
- *Could I possibly have another sandwich?*
I don't think so. You've had too much.
- *Might I leave the class a bit earlier today?*
Yes, you can.
- *If you've finished with the computer, may I borrow it?*
Yes, please do.

Might is more frequently used in indirect questions, as an indirect softens the request. Note the further polite alternatives that we can use.

- *I wonder if I might leave the class a bit earlier?*

Others way to say it are:

- *Would it be OK if I left the class a bit earlier?*
- *Would I be able to leave the class a bit earlier?*

It's more polite to use these phrases.

- Would you mind if I...?
- Could I possibly...?
- Could you possibly...?
- Do you think you could...?

F. Polite Request Evaluation

Practice 1

Choose the best polite answer.

1. I left early tomorrow morning? I have a doctor's appointment."
a. "Would you mind if I go home earlier?"
b. "Would you mind leaving earlier?"
2. Would you mind _____ me with these boxes?"
a. helping
b. help
3. Do you mind _____ the window please?"
a. closing
b. to close
4. "_____ you like to come to the cinema tonight?"
a. Would
b. Can
5. Toni : 'I've forgotten my wallet.'
Mark : "Don't worry. I _____ lend you some money if you like."
a. could
b. will
6. "_____ I borrow a pen, please?"
a. Could
b. Will

7. "____ picking me at airport?"
 - a. Do you mind
 - b. Would you

Practice 2

Respond the following Requests politely

1. You want to leave early because you have to see your doctor, so you ask permission from your supervisor :
2. You are carrying a lot of books in your hand and you are trying to open the door but you can't so you ask a passer by to open the door for you.
3. You are on the phone, then the door bell rings so you ask your brother to open the door.
4. You are lost. You ask for direction to a stranger.

G. References:

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Chapter 9

Using Business Terms Appropriately

Description :

This course subject is describing the differences between general English and Business English and how to use Business English Terms appropriately.

Learning Target :

Students are able to understand materials Using Business English Terms appropriately



A. Differences between General English and Business English

English, being widely used worldwide as a language for communication, has become the lingua franca in businesses for many years already. Learning a second language results in stronger communication skills leading to improved understanding and trust when it comes to dealing with people in various fields.

However, did you know that general English and business English have been distinguished apart? Aside from the fact that general English is commonly used for daily conversations, business English is learned and used for specific purposes.

The difference also between the two kinds of English as forms of communication is the purpose of why people are learning the language. Business English is considered to be the advanced form of the language and is regarded to be focusing deep within its vocabulary to practice analysis of various content and topics.

Below are some other differences between the two to help you distinguish their uniqueness and to enable you to decide on which type of English lessons to take.

1. Level of Focus

One key difference when it comes to differentiating general English to business English is their specificity. People who learn general English usually stay on the same level as the others while those who learn business English advance further to acquire relevant skills and techniques. Commonly, people who learn business English apply these learnings on certain levels to test their new knowledge and ability.

2. Different Terminologies

As termed business English, people who desire to learn this specific communication skill must expect the use of certain terminologies that tells it apart from general English. Such terms are of course related to business and industry where he or she needs to put his or her focus on. On the other hand, people who learn general English might not find the need to learn specific terms since they are only required to use words that are purely conversational and basic.

3. The Difference in Purposes

General English and business English serve different purposes. General English focuses more on the daily conversation and involves the use of basic vocabulary and grammar. It leans more on a casual tone. On the other hand, business English is more extensive and specific. It is mainly used as a language tool for business, as it is applied in a more professional context. Learning business English can be empowering for individuals who aim for their professional growth, it also helps in enriching one's personal development which may lead to opening door for new opportunities.

While both are kinds of English language as forms of communication, the approach and objectives of these two widely vary from each other. The approach for the general English leans more on the basic, conversational, day-to-day use of words, while business English is a systematic and complex mode of speaking the said language.

B. Using appropriate English in a Business Setting

Using language diplomatically can be a challenge, even when speaking our mother tongue, but it is especially difficult when speaking a foreign language since we often lack the appropriate vocabulary, and a knowledge of alternative grammatical structures.

Consider the following sentence:

- *I haven't finished the report. (direct)*
→ *I'm afraid I haven't finished the report. (more diplomatically appropriate)*

1. Softeners

'*I'm afraid*' is commonly referred to as a '*softener*', a linguistic tool used to soften the tone of our content or convey politeness when we speak. Softeners often occur at the beginning of a sentence to prepare us for bad news: *I'm afraid, so sorry, to be honest, unfortunately, with all respect*

- *To be honest, I think we need to rethink our marketing strategy.*
- *With all respect, I don't agree with what you just said.*

2. Modal Verbs

Modal verbs such as *would, could, may or might* are great for softening a request or giving a command:

- *I want more time to finish this presentation.*
- *I could use more time to finish this presentation.*
- *It would be nice to have more time to finish this presentation.*
- *Hand me the telephone, please.*
- *Would you hand me the telephone, please?*
- *Could you hand me the telephone, please?*

3. Rephrasing a Negative Sentence

Negative sentences can be rephrased in order to make them appear more positive. Our very first sentence can be made even more diplomatic in this way:

- *I'm afraid **I haven't finished** the report.*
- *I'm afraid **I haven't been able to finish** the report **yet**.*

Using '**be able to**' here places emphasis on your attempt to finish the report rather than your failure to do so. It implies that you are still working to complete the task and that your inability to do so is perhaps due to circumstances beyond your control (such as a heavy workload etc.).

The addition of '**yet**' at the end of the sentence reinforces the idea that you are still working on the report and it is almost completed, thus helping to reduce the negative impact of the sentence's underlying content.

Negative sentences that are formed with **can't** and **won't** make the speaker sound particularly negative and unhelpful and can often be rephrased with **be able to**, or a similar expression:

message. A more diplomatic version might look something like this:

- ***I can't give you a better deal than that.***
- ***I am not able to give you a better deal than that.***
- ***I am unable to give you a better deal than that.***
- ***I am not in a position to give you a better deal than that.***

Similarly, affirmative sentences containing words with a negative meaning can be rephrased in order to soften the message and achieve a more indirect effect:

- ***I am unhappy with this agreement.***
- ***I am not entirely happy with this agreement.***
- ***I am not totally happy with this agreement.***

Here the negative adjective unhappy is replaced with its positive counterpart happy, modified with an adverb such as **entirely**, **totally** or **completely**, and the sentence is changed to the negative form.

Of course, to achieve the best results we'll need to combine these techniques to make sentences that contain several of these elements:

- *I'm afraid I haven't been able to finish the report yet, so I'm not in a position to send it to you right now. Could you give me a little more time, please?*

4. Qualifiers

Qualifiers are words used to modify other words and they increase or decrease the quality signified by those words.

Here's a simple example:

- It is *very* hot.

Here the qualifier '*very*' modifies the word 'hot' and increases its quality. If we use qualifiers to decrease the quality of a word, they make great '*softeners*', words used to soften the tone of our content or convey politeness when we speak. Other examples of qualifiers that can make great softeners are:

a little, a bit, a little bit, slight, slightly, small, one or two.

Consider using these alternative structures when giving your boss or your clients some bad news:

- *We are having problems with the new product.*
- *We are having **one or two** problems with the new product.*
- *We will run over budget.*
- *We **might** run **slightly** over budget.*
- *The marketing campaign is behind schedule.*
- *The marketing campaign is **a little bit** behind schedule.*
- *There will be a delay in the completion of the project.*
- *There **might** be a **slight** delay in the completion of the project.*

5. Negative Question Forms

Another way we can make our English more diplomatic is by using negative questions when we want to make a suggestion. Consider this sentence:

- ***We should redesign the company logo!***
This sounds quite forceful and direct and you'd probably want to avoid this when speaking to a superior or a client. A more indirect version looks like this:
- ***Shouldn't we redesign the company logo?***
Here we have taken a forceful sounding statement and turned it into an indirect suggestion by adding '**not**' and changing the syntax to make it into a negative question. Typically, we use ***shouldn't***, ***wouldn't*** and ***couldn't*** to form this type of question.
- ***We must hire a new advertising agency.***
- ***Couldn't we hire a new advertising agency?***
- ***Wouldn't it be better to hire a new advertising agency?***

6. Using the Past Continuous Tense

Another way to make a sentence less direct and more diplomatic is to use the past continuous tense:

- ***I hope we can sign the contract today.***
- ***I was hoping that we could sign the contract today.***

Using the past continuous makes the sentence sound more hypothetical and tentative, and therefore less direct and is a great technique for injecting diplomacy and politeness into your English. Here are a few more examples:

- ***I think we need to hire more employees.***
- ***I was thinking we need to hire more employees.***
- ***I aim to finish this project by the end of the month.***
- ***I was aiming to finish this project by the end of the month.***

7. The Passive Voice

Finally, the passive voice is a great way to make your sentences sound more diplomatic:

- ***You have broken my computer!***

This active voice sentence is brutally direct and if your aim is to avoid confrontation then you might consider using the passive voice to lessen the emotional impact of the sentence:

- *My computer **has been broken!***

Here we are removing the subject (you) from the sentence completely and focusing on the object (the computer) and the action. The effect here is to de-emphasize personal responsibility for the action. Let's have a look at a few more examples of diplomatic sentences using the passive voice:

- ***You said you were going to sign the deal today.***
- ***It was understood that you were going to sign the deal today.***
- ***You agreed to lower your fees.***
- ***It was agreed that you were going to lower your fees.***

When to use passive voice?

When it's **NOT** important or unknown **WHO** has done something.

- *The pyramids **were built** thousands of years ago.*
Do we know who built them? Well, there must have been a lot of people working there.
- *This shirt **was made** in Italy.*
Do we know who made it? No. Somebody made it and now I can wear it.

If you would like to add **WHO** has done a certain thing – keeping in mind that it is still not the most important or emphasized part of your sentence -, you'll have to use 'by':

- *They were built **by** slaves.*
or:
- *It was made **by** a young designer.*

Sometimes we use it when wanting to sound diplomatic or to avoid taking responsibility for something:

Boss: Have you finished the report?

Me: No, it **hasn't been finished** yet. (note: I didn't say it was ME who hasn't done it, so it's not really my fault)

Pattern : BE + PAST PARTICIPLE form

- **Active Voice:** People (not important who) send millions of e-mails every day.
- **Passive voice:** *Hundreds of e-mails are being sent at this very moment.*
- **Active Voice:** People are sending hundreds of e-mails at this very moment.
- **Passive voice:** *The e-mail has been sent.*
- **Active Voice:** Somebody has sent the e-mail.
- **Passive voice:** *Ten years ago much fewer e-mails were sent than today.*
- **Active Voice:** Ten years ago people sent much fewer e-mails than today.
- **Passive voice:** *The e-mail was just being sent when you called.*
- **Active Voice:** Somebody was just sending the e-mail when you called.
- **Passive voice:** *The e-mail had been already sent by the time you called.*
- **Active Voice:** Somebody had already sent the e-mail by the time you called.
- **Passive voice:** *The e-mail is going to be sent tomorrow.*
- **Active Voice:** Somebody is going to send the e-mail tomorrow.
- **Passive voice:** *I think an e-mail will be sent to you.*
- **Active Voice:** I think somebody will send an e-mail to you.
- **Passive voice:** *The e-mail will have been sent by Friday.*
- **Active Voice:** Somebody will have sent the e-mail by Friday.
- **Passive voice:** *The e-mail must be sent.*
- **Active Voice:** Somebody must send the e-mail.

C. English Idioms in Business Setting

We use idioms all the time in English, and this includes Business English. Very often, they are grouped around certain themes, such as means of transport, e.g. “...off the rails“, “...on the road“, and “...in train“. One of the greatest sources of such idioms, however, is the human body.

BODY IDIOMS IN BUSINESS

<ul style="list-style-type: none"> ▪ On one hand/...the other hand 	<p>Expresses contrast</p> <ul style="list-style-type: none"> ▪ <i>On one hand, PCs are easier than Apple products to use; on the other hand, Apple Macs are not prone to viruses.</i>
<ul style="list-style-type: none"> ▪ To have a hand in... 	<p>To share part responsibility for something or to influence some event</p> <ul style="list-style-type: none"> ▪ <i>Foreign banks may have had a hand in the current state of the economy</i> ▪ <i>Mr Owens, the new HR manager, had a big hand in the company's new approach to hiring</i>
<ul style="list-style-type: none"> ▪ To give a hand 	<p>To give assistance</p> <ul style="list-style-type: none"> ▪ <i>Ramona and Oana are very busy at the moment; I think I will give them a hand, so they can get the job done faster</i>
<ul style="list-style-type: none"> ▪ You've got to hand it to ... 	<p>To give credit to someone you don't necessarily like</p> <ul style="list-style-type: none"> ▪ <i>"I don't especially like Ms Moffat, the accountant, and her obsession with expenses, but you have to hand it to her, she has managed to get the company's finances under control"</i>
<ul style="list-style-type: none"> ▪ Caught red-handed 	<p>Caught in the middle of doing something wrong</p> <ul style="list-style-type: none"> ▪ <i>The thieves were caught red-handed when the owner walked in</i>
<ul style="list-style-type: none"> ▪ Point the finger 	<p>To blame</p> <ul style="list-style-type: none"> ▪ <i>When the company fails, everyone will point the finger at the managing director</i>

<ul style="list-style-type: none"> ▪ Have a finger in every pie 	<p>To be involved in many different projects and ventures</p> <ul style="list-style-type: none"> ▪ <i>Everywhere Investments Ltd. have a finger in every pie: they're into everything from food manufacturing to IT and children's toys</i>
<ul style="list-style-type: none"> ▪ To finger (somebod) 	<p>To recognize the guilty person</p> <ul style="list-style-type: none"> ▪ <i>For a while, the restaurant was losing money, although it was always packed. Somebody must have been stealing, and eventually a number of waiters were fingered by a private investigator</i>
<ul style="list-style-type: none"> ▪ Lift a finger 	<p>To make minimal effort</p> <ul style="list-style-type: none"> ▪ <i>"You know, the two of them are so lazy, they wouldn't lift a finger"</i>
<ul style="list-style-type: none"> ▪ Thumbs up 	<p>To express approval</p> <ul style="list-style-type: none"> ▪ <i>"Hey, thumbs up, you're doing a great job"</i>
<ul style="list-style-type: none"> ▪ Keep one's thumb/finger on the pulse 	<p>To track some ongoing activities very closely</p> <ul style="list-style-type: none"> ▪ <i>Some people say the CEO is a micro manager, while others see him as a guy who likes to keep his finger on the pulse</i>
<ul style="list-style-type: none"> ▪ Caught with (one's) fingers in the till 	<p>To be caught in the act of stealing</p> <ul style="list-style-type: none"> ▪ <i>After the fraud police set a trap, the crooked accountant was caught with his fingers in the till</i>
<ul style="list-style-type: none"> ▪ Knuckle down to (a task) 	<p>Start seriously addressing a task or working hard</p> <ul style="list-style-type: none"> ▪ <i>"Oh my God, it's almost 2pm; I've been having lunch for almost two hours! I'd better knuckle down to some work!"</i>

<ul style="list-style-type: none"> ▪ A rap on the knuckles / slap on the wrist 	<p>A reprimand</p> <ul style="list-style-type: none"> ▪ <i>The Romanian minister for finance was recently given a rap on the knuckles by the IMF, because he was seen as managing the country's finances irresponsibly</i>
<ul style="list-style-type: none"> ▪ Elbow one's way in(to)... 	<p>To apply a lot of pressure in order to force your way into something</p> <ul style="list-style-type: none"> ▪ <i>Daniel is very forceful, and always elbows his way into every project</i>
<ul style="list-style-type: none"> ▪ The cold shoulder 	<p>To ignore something or somebody</p> <ul style="list-style-type: none"> ▪ <i>Cheesy Crunch, the new breakfast cereal, was given the cold shoulder by consumers</i>
<ul style="list-style-type: none"> ▪ A shot in the arm 	<p>A sudden input of assistance, usually financial</p> <ul style="list-style-type: none"> ▪ <i>Bankroop Ltd had big cash-flow problems for some time, but they were given a shot in the arm by some foreign investors who saw the potential in the market</i>
<ul style="list-style-type: none"> ▪ Have the stomach 	<p>Have courage or desire for conflict</p> <ul style="list-style-type: none"> ▪ <i>I'm not sure that Koky Cola has the stomach for a big expensive battle with Beb-Z on the Romanian soft drinks market.</i>
<ul style="list-style-type: none"> ▪ Get a leg up 	<p>To be assisted in either getting promotion or gaining a market share</p> <ul style="list-style-type: none"> ▪ <i>Bill got a leg up in the company when his uncle bought shares, and now he is a senior manager</i> ▪ <i>Kulair air conditioning systems got a big leg up in the Romanian market after the hot summer.</i>
<ul style="list-style-type: none"> ▪ Be on one's knees 	<p>To be in a very weak and vulnerable situation</p>

	<ul style="list-style-type: none"> ▪ <i>The lack of credit availability has brought the construction industry to its knees</i>
<ul style="list-style-type: none"> ▪ A knee-jerk reaction 	<p>An impulsive reaction, without thinking</p> <ul style="list-style-type: none"> ▪ Increasing taxes was a knee-jerk reaction by the government to protests about poor health-care
<ul style="list-style-type: none"> ▪ Step on one (one's) toes 	<p>To cause problems for or seriously offend someone</p> <ul style="list-style-type: none"> ▪ <i>He's not popular in the company, because he has stepped on a lot of people's toes. Last week, he told the boss he was an idiot!</i>
<ul style="list-style-type: none"> ▪ Keep (someone) on their toes 	<p>Keep people busily engaged</p> <ul style="list-style-type: none"> ▪ <i>There's no room for sitting around in that office, and everyone is kept on their toes from dawn to dusk.</i>
<ul style="list-style-type: none"> ▪ Toe the line 	<p>Follow the rules carefully, and not be rebellious in any way</p> <ul style="list-style-type: none"> ▪ <i>The job is well-paid, but the rules are tough and if you don't toe the line, you're out!</i>
<ul style="list-style-type: none"> ▪ Dig (one's) heels in 	<p>Take a stubborn approach, with no flexibility</p> <ul style="list-style-type: none"> ▪ <i>When the staff threatened to go on strike for a wage increase, management dug their heels in and refused to pay any more.</i>
<ul style="list-style-type: none"> ▪ Turn on (one's) heel 	<p>To make a quick exit/walk away</p> <ul style="list-style-type: none"> ▪ When the government increased corporation tax, many multinationals turned on their heel and left the country ▪ <i>The boss refused his request for a pay raise, so he just turned on his heel and resigned</i>

<ul style="list-style-type: none"> ▪ Sit on (one's) bottom 	<p>To do no work or make no effort</p> <ul style="list-style-type: none"> ▪ <i>I hate going to that office, because no-one helps and they all just sit on their bottoms all day.</i>
<ul style="list-style-type: none"> ▪ Scratch each other's back 	<p>To give mutual assistance</p> <ul style="list-style-type: none"> ▪ <i>"OK, we will promote your products in Bucharest, if you give us more publicity in Cluj; I think it's only fair we scratch each other's back on this!"</i>
<ul style="list-style-type: none"> ▪ Get (one's) backs up 	<p>To really annoy someone / become unpopular</p> <ul style="list-style-type: none"> ▪ <i>The new boss has really got people's back up by making them work longer hours.</i>
<ul style="list-style-type: none"> ▪ On the back of... 	<p>To succeed as a result of some external factors or at someone else's expense.</p> <ul style="list-style-type: none"> ▪ <i>Loan sharks have been doing well on the back of the recession</i> ▪ <i>Our IT company has done well on the back of the increase in internet speed.</i> ▪ <i>The boss got a lot of credit for a good job, but it was all really on the back of his assistant who did most of it.</i>
<ul style="list-style-type: none"> ▪ Eye up 	<p>To look at something with a possible view to its acquisition</p> <ul style="list-style-type: none"> ▪ <i>Donald Trump has been eyeing up some office buildings in Bucharest.</i>
<ul style="list-style-type: none"> ▪ Keep an eye out for 	<p>Maintain a low-level lookout for something, usually an opportunity</p> <ul style="list-style-type: none"> ▪ <i>"I've lost my pen – can you keep an eye out for it around the office?"</i> ▪ <i>"I'm always keeping an eye out for new opportunities, so if you hear of anything, let me know".</i>

<ul style="list-style-type: none"> ▪ Keep an eye on... 	<p>Watch something or someone closely</p> <ul style="list-style-type: none"> ▪ <i>"I think we should keep an eye on the new recruit, because he is very inexperienced and we don't want him making mistakes, do we?"</i>
<ul style="list-style-type: none"> ▪ To have a nose for 	<p>To possess a good instinct for successful measures or strategies</p> <ul style="list-style-type: none"> ▪ <i>"You know, everywhere they go, Getrich Ltd makes money; they seem to have an excellent nose for a good opportunity"</i>
<ul style="list-style-type: none"> ▪ To nose around 	<p>Search around a location, e.g. an office, looking for something even when not welcome</p> <ul style="list-style-type: none"> ▪ <i>The restaurant owner wasn't happy, because some food inspectors were nosing around his kitchen.</i>
<ul style="list-style-type: none"> ▪ To keep one's nose clean 	<p>To avoid getting into trouble or developing a bad reputation</p> <ul style="list-style-type: none"> ▪ <i>"If you want to win that government contract, you'd better keep your nose clean; and hint of a problem, and you won't get it"</i>
<ul style="list-style-type: none"> ▪ Our lips are sealed! 	<p>A promise of confidentiality</p> <ul style="list-style-type: none"> ▪ <i>"Please don't tell anyone about this."</i> ▪ <i>"Oh, don't worry, my lips are sealed!"</i>
<ul style="list-style-type: none"> ▪ To mouth off 	<p>To talk more than one should, usually giving away secret information or information no-one should hear.</p> <ul style="list-style-type: none"> ▪ <i>The boss was very annoyed at the accountant, when she heard he was mouthing off to everyone down at the pub how much money the company was making.</i>

<ul style="list-style-type: none"> ▪ To have a lot of neck 	<p>To be courageous (positive) or very disrespectful and forceful</p> <ul style="list-style-type: none"> ▪ <i>It took some neck to launch that product on the market, but their bravery was rewarded.</i> ▪ <i>Jim has a lot of neck, and he will often walk into a board meeting unannounced and uninvited.</i>
<ul style="list-style-type: none"> ▪ To get (your) teeth into (something) 	<p>To take on a project into which you put a lot of energy; to take up a challenge</p> <ul style="list-style-type: none"> ▪ <i>Joe was given a new project in Iraq to get his teeth into, and now he's in Baghdad enjoying the challenge.</i>
<ul style="list-style-type: none"> ▪ A kick in the teeth 	<p>A serious, often humiliating or damaging blow</p> <ul style="list-style-type: none"> ▪ <i>Losing their top position in the fast-food market would be a real kick in the teeth to McDonald's</i>
<ul style="list-style-type: none"> ▪ Have a word in (one's) ear 	<p>Have an informal, often confidential discussion</p> <ul style="list-style-type: none"> ▪ <i>"You've done great work, and I plan to have a quiet word in the MD's ear about getting you a pay-raise."</i>
<ul style="list-style-type: none"> ▪ Keep an ear out for... 	<p>Listen out for a piece of news, usually about an opportunity</p> <ul style="list-style-type: none"> ▪ <i>"Our IT company needs new staff, and I wonder if you would keep an ear out for any programmers looking for a job"</i>
<ul style="list-style-type: none"> ▪ Stay out of (one's) hair 	<p>To avoid coming into (usually unpleasant) contact with someone</p> <ul style="list-style-type: none"> ▪ <i>"She's in a bad mood today, so I'd stay out of her hair if I were you!"</i>
<ul style="list-style-type: none"> ▪ Get it into your head 	<p>Try to understand something</p> <ul style="list-style-type: none"> ▪ <i>"Please get it into your head, there will be no pay increase this year!"</i>

<ul style="list-style-type: none"> ▪ Get it out of your head 	<p>Forget the idea of something</p> <ul style="list-style-type: none"> ▪ <i>“We had to get the idea of expansion out of our heads, because it was too risky a market”</i>
<ul style="list-style-type: none"> ▪ In over your head 	<p>Involved to an unhealthy extent</p> <ul style="list-style-type: none"> ▪ <i>They borrowed a lot of money to fund the expansion, which was unsuccessful, and are now in over their heads in debt.</i>
<ul style="list-style-type: none"> ▪ Face off 	<p>Conflict</p> <ul style="list-style-type: none"> ▪ <i>McRonald’s and FKC are now getting ready for a face-off to see who will dominate the Romanian fast-food market</i>
<ul style="list-style-type: none"> ▪ In (one’s) face 	<p>Very forceful and unsubtle</p> <ul style="list-style-type: none"> ▪ <i>“I don’t like their salesmen, because they’re always in your face hoping you can’t say No”</i>
<ul style="list-style-type: none"> ▪ To have egg on (one’s) chin 	<p>To be embarrassed</p> <ul style="list-style-type: none"> ▪ <i>After being reprimanded by the Advertising Standards Authority for a tasteless ad campaign, they were left with considerable egg on their chin</i>
<ul style="list-style-type: none"> ▪ Head off (the competition) 	<p>Put up a resistance; fight off</p> <ul style="list-style-type: none"> ▪ <i>McRonald’s is hoping to head off FKC with their new low-fat range</i>
<ul style="list-style-type: none"> ▪ Head up 	<p>To lead, to be in charge of something</p> <ul style="list-style-type: none"> ▪ <i>Meet Dorel Irinescu – he heads up our new Bucharest division</i>

D. Evaluation

Change the following direct statements into a more appropriate Business English Terms based on the following criteria

1. Using softener (*I'm afraid, so sorry, to be honest, unfortunately, with all respect, etc*)
 - a. I have to go now
 - b. We need to rearrange the schedule
2. Modal verbs (*would, could, may or might*)
 - a. Open the door
 - b. Pass me the book
3. Rephrasing a Negative Sentence (to appear more positive)
 - a. I'm afraid I haven't seen the missing items.
 - b. I'm afraid the sale hasn't reached the target.
4. Qualifiers (*a little, a bit, a little bit, slight, slightly, small, one or two.*)
 - a. The marketing campaign is behind schedule
 - b. There will be a delay in shipping
5. Negative Question Forms (using negative questions when we want to make a suggestion by using shouldn't, wouldn't, couldn't)
 - a. We must work overtime to finish the project.
 - b. We should call the manager about the change in design.

E. Reference :

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Posted on *May 13, 2013*

Chapter 10

Phone Conversation

Description :

This course subject is describing and giving examples of phrases in phone conversation both formal or informal

Learning Target :

Students are able to understand materials of formal and informal phone conversation and practice the dialog in pairs.

A. What is a Phone Conversation?

A telephone conversation is a verbal communication between two or more people carried on by means of either mobile or landline telephones. It can be short and casual, or it can be longer and more formal. The format typically varies based on the relationship of the people talking on the phone.

If someone is calling a friend on a mobile phone, their conversation might be extremely casual. Because mobile phones typically show the names of people calling, when those people are known to the phone's owner, often the people on the call do not even use each other's names in greeting, and sometimes do not even say hello. Instead they answer the phone casually, and treat the conversation as if it were a brief text or other form of non-verbal communication.

However, if an executive's assistant is answering a phone call from his boss's colleague, the call is likely to sound more formal. Even if the assistant has caller ID to identify who is calling, he typically answers the phone with a formal greeting announcing his boss's name and possibly his own. The rest of the communication between the callers is also likely to be formal and polite.

While most telephone conversations occur between two people, both landline and mobile phones typically offer the option of conference calling, in which more than two people calling from different numbers can all speak to each other at once.

B. Phone Conversation in Business Setting

How to Make Effective Telephone Calls. One of the oldest and widely used mechanical media of oral communication is telephone. By telephone persons residing far away from each other can easily exchange necessary information. By it, urgent message can be transmitted and prompt feedback can be ensured. Definition of telephone conversation, Meaning of telephone conversation.



We can define **telephonic conversation** as an exchange of information between two persons over telephone. This is not a face-to-face conversation rather a person-to-person conversation where nobody sees other but hears each other and interacts instantly.

Telephonic conversation is most effective when distance is longer and time is a great factor. Now-a-days cell phones are becoming more popular along with land phone as mechanical media of oral communication.

C. Effective Telephone Calls

Talking over telephone is an art. Good telephoning techniques can help you win friends and create goodwill. Your voice may convey a first impression of your business or organization.

There is an old proverb “you do not get a second chance to make a first impression,” which is fully applicable in *telephone conversation*. Good telephone calls require proper planning the message before dialing the number.


The following suggestions are recommended to follow while making telephone calls:














- ✓ Make the call at an appropriate time. 9.00 A.M to 5.00 P.M. is appropriate time for office or office or business calls and 9.00 A.M. to 9.00 P.M. is for personal calls. Be careful of time difference when making international calls.
- ✓ Make sure about the number and dial it correctly.
- ✓ Give the call receiver enough time to answer the call, up to ten rings.
- ✓ Smile and provide details about your identity like name, company, department, etc.
- ✓ Identify clearly the person you want to talk to.
- ✓ Share greetings and provide the reason of your calling.
- ✓ Be careful and courteous when delivering the message, and try to be sure that the receiver understands you.
- ✓ Be patient when calling with a problem. You are to explain the reason several times to make your counterpart understand the difficulty.
- ✓ Give complete information to your listener if you want him call you back.
- ✓ If you do not reach the intended person and want your call returned, leave a complete message including your name, number, organization, etc.
- ✓ Make sense when you are to end the conversation. Do not forget to offer “Thanks” and “Good-bye” at the end of the call.
- ✓ Be considerate of other who may share your phone.

If you follow the above mentioned guidelines while making Telephone Calls, hopefully we can say that you would be a good caller.

Fig.10.1 Phrases in Telephone Conversation

TELEPHONE CONVERSATION



 <p>Answering the phone: Good morning, England PC Services. (This is) Sarah speaking. How can/could/may I help you?</p>	<p>Finishing a conversation: Thank you for calling, Mr Jelf. Good bye.</p> 
 <p>Introducing yourself: Hello, this is Kevin Jelf from Friend Tecnology Firm.</p>	<p>Confirming information: Okay. Let me repeat that just to make sure.</p> 
 <p>Asking for someone or something: Could/May/Can I speak to Charles Steven, please?</p>	<p>Problems/Making special request Sorry, I didn't quite catch that. Could you say your name/that again, please?</p> 
 <p>Connecting someone: Just a moment, please. I'll see if he is in or if Mr Steven is available.</p>	<p>Leaving a message with someone: Yes, it is Kevin Jelf here. Could you ask him to call me when he is available?</p> 
 <p>Asking the person who is being called for the phone call: Mr Steven? I've got a Mr Kevin Jelf on the line for you from Friend Tecnology Firm. Will you take the call?</p>	<p>Taking a message: I am sorry, Mr Steven is out/ busy now. Can I ask who is calling? Would you like to leave a message? Is there anyone else you would like to speak to?</p> 
 <p>The person's answering for the phone call: Yes, please put him though. I'm not available right now.</p>	 <p>Connecting someone: Mr Jelf? Thank you for holding. I'm just putting you through to Mr Steven.</p>
<p>Explaining absence I'm sorry, he's in a meeting at the moment</p> 	

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D. The Language of Phone Conversation in Various Situations

Below is the language or terminologies that are usually applied in various phone conversations such as : answering the phone, asking for something, introducing oneself, etc.

1. Answering the phone:

- Good morning/Good afternoon/ Good evening/ Hello!
- England PC Services. (This is) Sarah speaking.
- Sarah speaking.
- How can/could/may I help you?

2. Asking for the caller's name:

- Who 's calling, please?
- Could I take your name, please?
- Hello, caller. Could/May I have your name, please?

3. Introducing yourself:

- *Hello! This is Kevin Jelf calling.*
- *Hello, this is Kevin Jelf from Friend Tecnology Firm.*
- *My name is Kevin Jelf from England PC Services.*

4. Asking for someone or something:

- *Could/May/Can I speak to Charles Steven, please?*
- *I'd like to speak to Charles Steven, please.*
- *Could you put me through to Charles Steven , please?*
- *Could I speak to someone who ...*
- *I am just calling to say...*

5. Asking the person who is being called for the phone call:

If the person who is about to receive the call is available, you can ask;

- *Mr Steven? I've got a Mr Kevin Jelf on the line for you from Friend Tecnology Firm. Will you take the call?"*
- *And the person can reply your question like this;*

6. The person's answering for the phone call:

If the person who is about to receive the call is available, you can ask;

- *Yes, please put him though. / I'm not available right now.*

7. Connecting someone:

- *One moment (Just a second or moment), please.*
- *I'll see if he is in or if Mr Steven is available.*
- *Please hold on. I will get you through him.*
- *Could you hold the line, please?*
- *Please, hold the line.*
- *Certainly, Mr Kevin Jelf. I'll just put you through.*
- *Of course, Mr Jelf. I'll just see if he's available.*
- *Mr Jelf? Thank you for holding. I'm just putting you through to Mr Steven.*
- *I'll put you through.*
- *I'll connect you.*
- *I'm connecting you now.*

8. Explaining absence:

- *I'm afraid Mr Steven isn't in at the moment.*
- *I'm sorry, he's in a meeting at the moment.*
- *I'm afraid he's on another line at the moment.*

- *I'm sorry but Mr Steven is away on business until Thursday.*
- *I am sorry you have dialed a wrong number.*
- *He is not in office now.*

9. Taking a message:

- *I am sorry, Mr Steven is out/ busy at the moment.*
- *Can I ask who is calling?*
- *Can I take a message?*
- *Would you like to leave a message?*
- *Can I give him/her a message?*
- *I will let him know you called.*
- *Is there anyone else you would like to speak to?*
- *I'll tell Mr Steven that you called.*
- *I'll ask him to call you as soon as possible.*
- *If you'd like to give me your number, I'll ask her to call you back.*
- *Could you call again after 2 hours?.*

10. Leaving a message with someone:

- *Yes, it is Kevin Jelf here. Could you ask him to call me when he is available.*
- *My number is...*
- *No, that is okay. I will call back later.*
- *Could you tell her that her friend Kevin called?*
- *No, that's all, thank you.*
- *Thank you very much, you've been very helpful.*

11. Problems/Making special request:

- *I'm sorry, I don't understand. Could you repeat that, please?*
- *I'm sorry, I can't hear you very well.*
- *Could you speak up a little, please?*
- *I'm afraid you've got the wrong number.*
- *I've tried to get through several times but it's always engaged.*
- *Could you spell that, please?*
- *Sorry, my English is not good. Could you speak a little slower?*
- *Could I ask you to spell your surname for me, please?*
- *I'm so sorry. The line is very bad this end.*
- *Could I ask you to repeat your name, please?*
- *Sorry, I didn't quite catch that. Could you say your name again, please?*

12. Confirming information:

- *Let me repeat that just to make sure.*

13. Finishing a conversation:

- *Thanks for calling. Bye for now.*
- *I need to hang up now.*
- *I'll talk to you soon. Bye.*
- *Thank you for calling, Mr Steven. Good bye.*
- *Thank you for calling Friend Tecnology Firm. Have a nice day!*

Notes: (for formal language)

- A person who identifies himself/herself by phone can say: “*My name is...*”, “*This is...*” or “*It's...*”, but never: “*I'm...*”.
- British English use speak with “*to*”, American English use speak with “*with*”.
- If the caller is a woman, we had better to use the Ms title (this is a neutral alternative for Miss and Mrs) instead of saying “*It's Mary Smith here*”.

14. Listening to an answering machine:

- *Hello! You have reach 111-6734. Please leave a message after the beep/tone. Thank you.*

15. Leaving a message on an answering machine:

- *Hello! This is Kevin calling for Charles. Could you please return my call as soon as possible? My number is 571- 6325. Thank you.*

E Formal vs Informal Phone Conversation

There are two styles of phone conversation : Formal and informal. Formal conversation usually happens in the office by the phone operator or the secretary when he/she receives calls from others. Phrases used in formal conversation usually with formal greeting such as Good Morning, Good Afternoon, etc. And then by using modals such as can I or could I, or May I.

While informal conversation tends to be sort and direct which usually happens between friends and member of the family.

Fig. 10.2 Formal vs Informal Phone Conversations

PHONE CONVERSATIONS	
FORMAL	INFORMAL
<ul style="list-style-type: none"> • Good Morning • This is ... speaking • Could I speak to...please? • I'm trying to contact... • I'm calling on behalf of... • ...speaking, how may I help you? • May I ask who's calling, please? • Could I speak to someone who...? • I would like to make a reservation please • Could you hold on a moment, please • I'm sorry, he's out of the office today • I'm afraid my English isn't very strong, could you speak slowly please? • Can I leave a message please? • Thank you for calling 	<ul style="list-style-type: none"> • Hi, it's...here • Is...there? • I'm in the post office at the moment, and I just needed... • Hello, John's phone • Who is it? • Just a minute • Okay, wait a moment please • ...is out at the moment • Sorry, I didn't catch that • I can't hear you very well • I'll ask him to ring you when...gets back • I'll let...know that you rang • Bye • Talk soon • Speak to you again soon

Fig. 10.3 Phrasal Verbs in Phone Conversation



1. Introduction / Making Contact

If answering a business call, start by introducing yourself or if the caller fails to identify themselves, then you could ask them to state who they are by using the following phrases:

Formal

- 'Hello'
- 'Good Morning'
- 'Good Afternoon'
- 'This is ___ speaking'
- 'Could I speak to ___ please?'
- 'I would like to speak to ___'
- 'I'm trying to contact ___'

Informal

- 'Hello'
- 'Hi, it's ___ here'
- 'I am trying to get in touch with ___'
- 'Is ___ there please?'

2. Giving more information

This would probably be used in a business context mainly, but could sometimes be helpful in an informal conversation too. It is good to specify where you are calling from, if you feel it may be helpful to the person you are calling.

Formal

- 'I am calling from ___'
- 'I'm calling on behalf of ___'

Informal

- 'I'm in the post office at the moment, and I just needed ___'

3. Taking / Receiving a Call

You may need to use these if you are answering someone else's phone, because they are unable to answer it themselves, or if you are answering an office phone.

Formal

- 'Hello, this is ___ speaking'
- '___ speaking, how may I help you?'

Informal

- *'Hello, John's phone'*

4. Asking for more information / Making a request

If you need to ask for a specific person, then phrase your request as a polite question, if you only have an extension number and no name, you can say so. If you're calling for a specific reason, just explain briefly what it is.

Formal

- *'May I ask who's calling please?'*
- *'Can I ask whom I'm speaking to please?'*
- *'Where are you calling from?'*
- *'Is that definitely the right name/number?'*
- *'Could I speak to someone who ___?'*
- *'I would like to make a reservation please'*
- *'Could you put me through to extension number ___ please?'*

Informal

- *'Who's calling please?'*
- *'Who's speaking?'*
- *'Who is it?'*
- *'Whom am I speaking to?'*

5. Asking the caller to wait / Transferring a call

If you are transferring a caller to someone else, you should let them know that you are doing so, just so they know what is happening, as the silent tone could be mistaken for a disconnected line! If you are the one being transferred, you will often hear the person use the following phrases:

Formal

- *'Could you hold on a moment please'*
- *'Just a moment please'*
- *'Hold the line please'*
- *'I'll just put you through'*
- *'I'll just transfer you now'*

6. Giving Negative Information

If you are the one answering a call, you might not be able to help the caller. You can use some of the following phrases in these circumstances:

Formal

- *'I'm afraid the line is busy at the moment'*
- *'That line is engaged at the moment, could you call back later please?'*
- *'I'm afraid ___'s busy at the moment, can I take a message?'*
- *'I'm sorry, he's out of the office today'*
- *'You may have dialled the wrong number'*
- *'I'm afraid there's no one here by that name'*

Informal

- *'Sorry, ___'s not here'*
- *'___ is out at the moment'*

7. Telephone Problems

If you don't understand everything the other person is saying, be honest. Tell the other person immediately, otherwise you might miss some important information! Most people will appreciate your honesty, and will be happy to oblige.

Formal

- *'I'm afraid I can't hear you very well'*
- *'Would you mind speaking up a bit please?'*
- *'I'm afraid my English isn't very good, could you speak slowly please?'*
- *'Could you repeat that please?'*

Informal

- *'Sorry, I didn't catch that'*
- *'Say that again please?'*
- *'I can't hear you very well'*
- *'Sorry, this line is quite bad'*

8. Leaving / Taking a Message

If the person you're calling is not available, be prepared to leave a message. This could be a **voicemail**, (which is a digital voice recording system), or an **answering machine** (this records messages onto a tape). If you're leaving a message with another person, they'll either ask if you want to leave a message, or you could request to leave a message with them. Be sure to leave your number, if you want the other person to call you back!

Formal

- *'Can I take your name and number please?'*

- *'Can I leave a message please?'*
- *'Could you please ask ___ to call me back?'*
- *'Could you spell that for me please?'*
- *'Can I just check the spelling of that please?'*

Informal

- *'I'll ask him to ring you when ___ gets back'*
- *'Could you tell ___ that I called please?'*
- *'I'll let ___ know that you rang'*

9. Saying Goodbye

The easiest part of the conversation! Simply be polite, and speak with a friendly manner.

Formal

- *'Thank you for calling'*
- *'Have a good day'*
- *'Goodbye'*

Informal

- *'Bye!'*
- *'Talk soon'*
- *'Speak to you again soon'*

- ✓ **Remember your manners!**
- ✓ It's very important to be polite on the telephone, use phrases like **could you**, **would you like to**, and to make requests, use **please**. Always remember to finish a conversation with **thank you** and **good bye**.
- ✓ **Write it down!**
- ✓ If you're nervous about speaking on the phone in English, then it may be helpful to write a brief script or a few bullet points on that you need to say.
- ✓ If you will be speaking to someone you don't know, it helps to have things written down in front of you, to calm your nerves!
- ✓ If you have a brief outline of what you need to say, it will help to organise your thoughts beforehand, and to use it as a reference during the call, if you get confused.
- ✓ **Phrasal verbs**
- ✓ One thing you could do to improve your telephone skills is to learn some of the phrasal verbs that are commonly used in English telephone conversations.

F. Evaluation

1. With a partner make 2 dialogs both informal or formal situation (choose the situations above).
2. Practice the dialogs with your partner.

G. Reference

1. [https://englishstudypage.com/speaking/telephone-conversation-in-english/Telephone Conversation in English](https://englishstudypage.com/speaking/telephone-conversation-in-english/Telephone%20Conversation%20in%20English).
2. <https://bizcommunicationcoach.com/what-is-telephone-conversation-in-business-communication>

Chapter 11

Being a Good Presenter

Description :

This course subject is describing steps how to be a good presenter in a Business environment

Learning Target :

Students are able to understand materials on how to present an impressive business proposal.

A. Steps in Preparing a good presentation

A powerful business presentation is much more than just a bunch of nice-looking slides. Whether you're presenting to venture capitalists, senior management or potential customers, you need to make a great first impression and stand out from the dozens of other speakers they'll encounter.

For some people, presenting in front of even a handful of listeners can be a nightmare. And when it's a room full of important business folks, like investors or your boss, things get even worse. If that sounds like you, don't worry. We have a way to calm your nerves and bring back your confidence because giving a good talk is highly coachable.

In this chapter, you will find 15 expert tips to help you deliver an unforgettable business presentation.

1. Know your material.

Before you can convince anyone else, you need to be completely sold on your idea or product. It's important that you know the points you are making, inside and out.

When you present before an audience, you'll likely be using visual aids, notes and/or slides. While these tools can help, make sure they aren't the sum of your expertise.

These are only tools to *aid* you in your ability to communicate.

Don't rely on them too much or you'll come across as unsure and boring. Your knowledge of your subject should be beyond your cue-cards so that you can effectively answer any questions that crop up.

You need to inspire confidence. If you bring up a point that is on your slide, [back it up with statistics](#) that you've encountered or quotes that relate to your topic.

2. Be enthusiastic.

No one wants to hear you drone on about a subject you don't care for. If you're tired and bored of your own presentation, your audience is probably feeling the same way.

Anyone listening to you should know how passionate you are about the subject. This will be very [apparent in your body language](#), like the way you speak, make eye contact and walk around on the stage.

[Harvard professor Amy Cuddy](#) studies how body postures can communicate power.

Do some warm-up exercises, like stretching or vocal exercises. Check out this video on vocal exercises to practice before an important speech or presentation:

You can also do other things that get you focused and energized. Go through [inspirational quotes](#) or listen to music. Make sure you've drunk enough water and keep a bottle with you during your presentation.

3. Arrive early to set up.

One of the things that can mess up your business presentation is not being familiar with the space you'll be speaking in. Make sure you arrive at your venue at least an hour in advance.

[Set up anything you'll need](#), like a projector, laptop or speakers. If the venue already has all the equipment set up, make sure everything is compatible and working fine. Transfer any files from your USB or download them off of your email or cloud.

Next, check if there are any impediments to your being heard or seen. Sit at different locations in the audience area to make sure the stage is visible, and the speaker can be heard at the very back. This will help you

assess how loud you should be. Check to see if the projection is visible in the lighting you have, and adjust the lights accordingly.

Another big advantage of arriving early is that you get to meet and greet some of your audience members. This will help you feel more confident on stage as you've already [broken some of the ice](#).

4. Be comfortable with your own self.

It can be tricky deciding what to wear to give a killer business presentation, but your look will likely depend upon your comfort and who your audience is. Lauren McGoodwin, founder and CEO of Career Contessa, [recommends](#):

“When dressing for a presentation, it’s important to wear something you’re comfortable in, and something that makes you feel confident.”

She also says that you should wear something that allows you to move and gesture freely. But regardless of what you wear, it’s important to be your best self. Many people are nervous speaking in front of an audience, so rehearse beforehand and have a friend, colleague or any objective observer monitor you.

If you come across as jittery—always shifting your weight from one leg to another, moving your hands too much, shaking, etc—it’s a good idea to take a note of all that and work at establishing a firm presence on stage before your big day.

How you act also depends upon your personality. Adopt your natural position. If you’re comfortable standing in place, don’t force yourself to stride across the stage. If your voice is gentle, no need to yell, just get a microphone. Keep your everyday demeanor and bring out the best you.

5. Open strong

We live in an era where audiences have low attention spans and expect to be entertained. Start your business presentation with a bang so as to set the tone for the rest of your presentation. You could start off with a statistic that shocks the audience into sitting up and taking note or with a quote that instantly makes them listen. Don’t forget to put them at ease by reassuring them: “I know you may be wondering...”, “...that fact may seem shocking, but research backs it up because...” etc.

You could also start with [an interesting image](#), an attention-grabbing video or a touching personal story. Remember, first impressions are everything. You need to convey to your audience that your business presentation will be worth their while and not just a run-of-the-mill lecture where you dispiritedly talk at them.

6. Set goals for your business presentation

At the very beginning of your presentation, lay out the goals you hope to meet during your time on stage. This tells the audience why they should listen to you and what they have to gain from paying attention. As these goals are met, both you and your audience will feel a sense of purpose and achievement at effective communication.

7. Tell a story.

Stories connect with people much more than statistics, academic points or even quotations do. A story can be personal, of course, but it can also be the story of a brand or even a story about consumers.

Steve Jobs was a great corporate storyteller and he shone at every Apple product launch presentation. Check out this video of Jobs presenting at the launch of the iPhone in 2007.

Steve Jobs was a great corporate storyteller and he shone at every Apple product launch presentation. Check out this video of Jobs presenting at the launch of the iPhone in 2007.



Steve Jobs framed his company's new innovations in terms of stories of revolution. Macintosh "changed the whole computer industry" and the iPod "changed the whole music industry".

These were stories of change that brought the product, the consumer, and the exciting time they were living in all together—it made the audience go on a journey.

You can work in a similar way by highlighting the problems (the villain) and how your product, business or idea (the hero) will lead your audience closer to a solution. Telling stories can make your business seem like part of a grand narrative that your audience wants to become a part of. Then, of course, there are personal stories. These usually appear at the beginning, but a good presentation makes effective use of them throughout. Tell your audience how you got to where you are, and what makes you believe in your business.

Remember to keep it short, but interesting. The goal is to establish an emotional connection with your audience so your message hits home. Don't overdo it or deviate from your actual point.

8. Interact with your audience.

A business presentation can get boring and sleep-inducing real fast if you just talk "at" your audience instead of talking to them.

Turn your presentation into a conversation by involving your audience in the discussion. Ask them questions, take their feedback and connect with them via anecdotes ("I know we've all felt this way".)

You can also get them to sit up and work with you. For example, they could be asked to raise their hands if they agree during certain points of the presentation.

Interacting with your audience during your business presentation will help prevent the dreaded "[death by PowerPoint](#)" and keep them wide awake and attentive.

9. Use visual aids.

Visuals help people retain information for longer periods of time, so use them generously throughout your presentation to make sure your message hits home.

And no, visual aids don't necessarily mean boring PowerPoint slides. Pictures, videos and art are also great mediums to get your points across and intrigue the audience. [Visual flowcharts](#) can help summarize complex topics. Use data visualization, like bar graphs, pie charts and more to make numbers look interesting.

10. Add some business-friendly humour.

During long presentations, there is nothing more relaxing than a speaker who can make you laugh. If you just keep talking in a serious tone, it'll seem like you're droning on. A friendly, conversational style and light jokes can make sure that you retain your audience's attention.

But remember, this is a business presentation. Don't go overboard with comedy or your audience won't take you or your presentation seriously. We recommend using humour only if you're naturally good at. If not, don't force it.

11. Make startling statements.

Every once in a while, shock your audience into sitting up and focusing. Challenge their existing beliefs with solid knowledge and statistics. While a startling fact or statistic can be a great way to begin a presentation, it is also important to use these statements throughout.

Don't overdo it so it loses its appeal, but around thrice during an hour-long presentation should be good.

12. Remember the 10-20-30 rule.

In a direct presentation, sometimes the presenter has a hard time tries to keep the audience focus on the topic being discussed. Guy Kawasaki found out some rules of how to make the audience keep interesting in the topic by using 10-20-30 rule.

Here's an infographic that sums it up:

Fig 11.1 10-20-30 rule chart



Kawasaki sat through many, many bad presentations and figured out this rule to make sure presentations stop being so repetitive and boring.

10 slides give presenters an ample amount of space to summarize their argument. Any more information and the audience is likely to lose focus and doze off.

20 minutes is how long the average person can pay attention without losing his mind wandering. Kawasaki says that, in an ideal world, the last 40 minutes of the presenter's hour will be utilized in a Q&A session.

A font size of **30** points means that everyone can read a presentation, even from the back of the room, and the presenter is forced to put minimal text up on the screen.

Keep in mind that Kawasaki is talking about a specific situation, a pitch for a room full of venture capitalists. While his points can be generalized, a business owner may also find themselves in a situation where they aren't perfectly applicable. It would be good to revise them slightly in different situations.

13. Make eye contact and smile.

You don't have to stand there and speak like a machine. Your audience will respond better to the presentation if you personalize your interactions with them.

Make sure you meet the eyes of multiple members of the audience so that they feel like you are paying attention to them individually. Eye contact can reassure your audience that you value their time and are grateful for their presence and it can also drive home the message that you are confident in your pitch.

Smile at audience members when you meet their eyes! If you're nervous, locate five or six friendly faces in the crowd and keep coming back to them for encouragement.

14. Be prepared for tough questions.

Don't underestimate the power of the Q&A session! Your answers can make or break your business presentation. A good presenter knows their material completely and is ready to face difficult questions.

Remember, people will trust in you and your business venture if they are sure you know what you're doing. If you've ended your presentation on an awkward silence, ask some questions yourself and use language that makes it apparent that you know the concerns of your audience.

Start with phrases like "Now, you may be wondering if...". This sets the crowd at ease and allows them to comfortably voice their concerns.

15. Close on a high.

It is very important to have a closing note after the Q&A session. You shouldn't need a slide for this part, but you can use one if you want. The way you conclude your presentation should be powerful and ensure that the

audience remembers you. Like your opening, you can end with a personal story or quotation. Or remind them about the goals and summarize the main points quickly.

Make sure the end is euphoric and shows that your ideas can achieve success. This will ensure that your listeners place their confidence in you and leave feeling satisfied and uplifted.

B. Evaluation

1. Choose one of the following topics
2. Water Pollution endanger human life
3. Online schooling is burdening parents
4. Domestic garbage should be used as alternative energy
5. Create a 10 slide power point presentation based on the topic you have chosen

C. Reference

1. <https://visme.co/blog/business-presentation/>
2. <https://hbr.org/2013/06/how-to-give-a-killer-presentation>

Chapter 12

Describing Procedures

Description :

This course subject is talking about describing procedures in English

Learning Target :

Students are able to understand materials of how to describe procedures and write essays about procedures.

When we describe a process or procedure, we often use the present passive tense (*is/are + verb stem + ed e.g. it is manufactured*) to give a general description.

When we report a particular procedure we are concerned with only one particular occasion in the past; then we often use the past passive tense (*was/were + verb stem + ed e.g. it was heated*).

A description that does not involve a process or procedure is often written in the present simple active tense (*verb stem + s e.g. it comprises*). Sequence, or order, is important in both describing a process or reporting a procedure.

A. Stage 1 : General Description

1 a. Read the following carefully. Note particularly the verb forms that are used : some of the present passive verb forms have been underlined.

How paper is made

Paper is made from wood, and many of the world's paper mills are found in those countries which have great forests – Canada, Sweden and Finland.

The trees *are felled* or *cut down*.
 The branches and leaves are removed.]
 The trees are transported to the sawmill.
 The bark is stripped from the trunks.
 The trunks are sawn into logs.
 They are conveyed to the paper mill.
 They are placed in the shredder.
 They are cut into small chips.
 They are mixed with water and acid.
 They are heated and crushed to a heavy pulp.
 This wood pulp is cleaned.
 It is also chemically bleached to whiten it.
 It is passed through rollers to flatten it.
 Sheets of wet paper are produced.
 The water is removed from the sheets.
 These sheets are pressed, dried and refined until the finished paper is produced.

b. Read carefully through the text again and underline any further verbs in the present passive tense.

2 a. When describing a process, a sequence markers, e.g. first, then, next, finally are often help.

➤ Connective ‘AND’ is used for :

1. Listing :

a. Enumeration indicates a cataloguing of what is being said.

Most enumerations belong to clearly defined sets :

First..., → furthermore,..... → finally,...

One,.. → two,.. → three,..etc.

First(ly),.. → second(ly).. → third(ly),... etc.

Above all —————> mark the end of an ascending order

Last but not least

First and foremost —————> mark the beginning of a descending order

First and most importantly

More examples :

To begin/start with, .. → in the second place,.. → moreover,..

→ and to conclude,.....

Next,... → then,... → afterward, ... → lastly/finally,...

b. Addition to what has been previously indicated.

- *Reinforcement* (includes confirmation) :

also	then
Again	in addition
Furthermore	besides
Further	above all
Moreover	as well as
what is more	

- *Equation* (similarly with what has preceded) :

equally	correspondingly
likewise	in the same way
similarly	

2. Transition can lead to a new stage in the sequence of thought :

Now
With reference/respect/regard to
Regarding
Let us (now) turn to

As for → often used when discussing something
briefly

As to

3. Summation indicates a generalization or summing up of what has preceded :

In conclusion	to summarize
To conclude	altogether
To sum up briefly	overall
In brief	then
To summarize	therefore
Altogether	thus

4. **Apposition** used to refer back to previous sentences or to parallel or related references :

i.e., that is, that's to say
viz, namely
in other words
or, or rather, or better
and
as follows
e.g. for example, for instance, say, such as, including,
included, especially, particularly, in particular, notably,
chiefly, mainly,
mostly (of)

5. **Result** expresses the consequence or result of what was said before :

So	Consequently
Therefore	Now
As a result/consequence	Then
The result/consequence is/was ...	Because of this/that
Accordingly	thus
Hence	for this/that reason

7. **Inference** indicate a deduction from what is implicit in the preceding sentence(s) :

Then	If so/not
in other words	That implies
in that case	my conclusion is

else → equivalent to a negative condition
otherwise

➤ Connective “**OR**” is used for :

1. **Reformulation** to express another way

Better	in that case
Rather	to put it (more) simply
in other words	

2. **Replacement** to express an alternative to what has preceded :

Again	on the other hand
Alternatively	the alternative is ...
Rather	another possibility would be ...
Better/worse (still)...	

➤ Connective “**BUT**” is used for :

1. **Contrast** with what has preceded :

Instead	By (way of) contrast
Conversely	in comparison
Then On the other hand
On the contrary	

2. **Concession** indicates the unexpected, surprising nature of what is being said in view of what was said before :

Besides	yet
(or) else	in any case
However	at any rate
Nevertheless	for all that
Nonetheless	in spite of/despite that
Notwithstanding	after all
Only	at the same time
Still	on the other hand
While	all the same
(al)though	even if/though

b. Sometimes, in order to avoid repeating a subject, a *relative pronoun* and *relative clause* are used.

e.g. The bark is stripped from the trunks. The trunks are sawn into logs.

Becomes :

The bark is stripped from the trunks which are sawn into logs.

- c. Some of the sentences from the text have been joined together below to form a paragraph. *Spaces have been left in the sentences.* In the spaces write an *appropriate verb* (and *sometimes preposition*), and, if suitable, a *relative pronoun*.

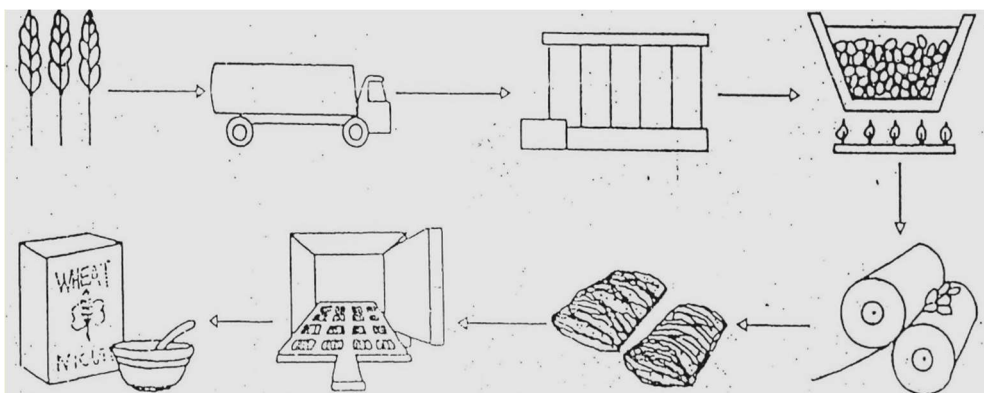
First, the logs in the shredder. Then theyinto small chipswater and acid.

Next they to a heavy pulp cleaned. It also chemically to whiten it.

After this, it rollers to flatten it. Then, sheets of wet paper Finally, the water from the sheets until the finished paper

3. **Look at the sequence of pictures below. Underneath there are a number of sentences describing how a breakfast cereal is made. The sentences are in the wrong order. Write them out in the correct order using the sequence of pictures to help you.**

How a breakfast cereal is made



- 1.it is stored in the silos.
- 2.These are woven into biscuits.
- 3.The wheat is harvested from the field.
- 4.Each biscuit is baked until brown.
- 5.It is cut in thin strips.
- 6.The grain is cooked to soften it.
- 7.It is packed ready to be eaten.
- 8.The wheat grain is transported to the silos

Now put the above sentences into a good paragraph by using the suitable connectives.

First,

.....

.....

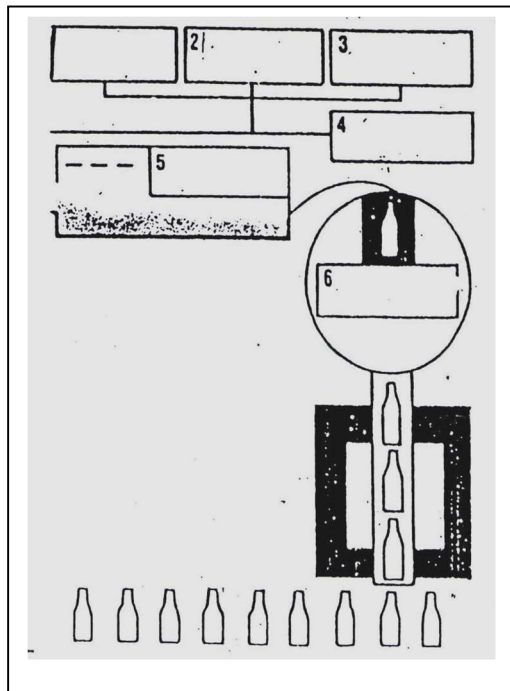
.....

.....

.....

.....

4. Look carefully at the diagram of the stages of manufacture of glass bottles. Six bottles have been numbered and left empty. Now read carefully the sentences next to the diagram. They are in the wrong order and are not complete.



- a. complete the sentences by putting the verb (given at the end of each sentence) in the appropriate passive form.
- b. Write the sentences in the correct order.
- c. Join them together by means of sentence markers (e.g. then, next).
- d. Finally, from the information in the sentences, write the correct names in the six boxes in the diagram.

How glass bottles are made

- a. ItInto bottles in the mould. (*shape*)
- b. Sometimes broken glass (*add*)
- c. The bottles to strengthen the glass. (*reheat and cool*)
- d. Glass from sand, limestone, and soda ash. (*make*)
- e. They are ready (*use*)
- f. Glass (*produce*)
- g. This mixture strongly in a furnace. (*heat*)
- h. These three materials..... together in the right proportions. (*mix*).

B. Stage 2 : Specific Procedure

1. Look at the following table carefully

Writing in English : Manchester University (50 students)

% students	Type of writing	(average) frequency	(average) length
52	Essay	5 per term	2000 words
34	Report	2 per term	4000 words
14	Dissertation	1 per term	8000 words
12	thesis	1 after 2-3 years	300 – 1000 pages

The information in the table can be described (as an alternative to using the table). Notice the construction of the following sentence:

52% of the students wrote essays, of an average frequency of 5 per term, of an average length of 2000 words.

Now read the following paragraph, which describes some of the information contained in the table. **Complete the spaces with information from the table.**

A survey was conducted among overseas postgraduate students at The purpose of the survey was to discover the type, And of academic writing that was expected of the students by their supervisors or tutors. of the students reports, of an 2 per term,average length

2. Below the steps or stages in conducting a survey are given. In the spaces in each sentence write an appropriate verb from the following list. **Put the verbs in the past passive tense e.g. was/were asked.**

Verbs : request, collect, carry out, publish, analyze, distribute

- a. A survey among 50 students.
- b. First, questionnaires to the students.
- c. Then the studentsto write answers to the questions.
- d. After this, the completed questionnaires
- e. Next, the answers
- f. Finally, the results

C. Structure and Vocabulary Aid

Commonly used verb tenses, with examples.

Present Simple (Active) → *It carries/ they carry*

Present Simple (Passive) → *It is carried/ they are carried*

Past simple (Active) → *It carried/ they carried*

Past Simple (Passive) → *It was carried/ they were carried*

Passive simple conditional → *It should be given/ they should be given*

Imperative/instruction → *Give*

Relative pronoun and relative clauses

Who (and that) refers to persons.

Which/ that refer to things.

Whose refers to the possessive of persons.

Whom refers to persons and is often used with a preposition.

Examples :

My supervisor *who seems very young* has just been promoted to head of department.

The article *which (or that) I have just finished reading* is very clearly written.

The research *that (or which) I finished last year* has just been published.

The lecturer *whose name I always forget* was a boring as usual this morning.

The student *with whom I share a room* is very noisy (formal).

(informal : The student *I share a room with* is very noisy.)

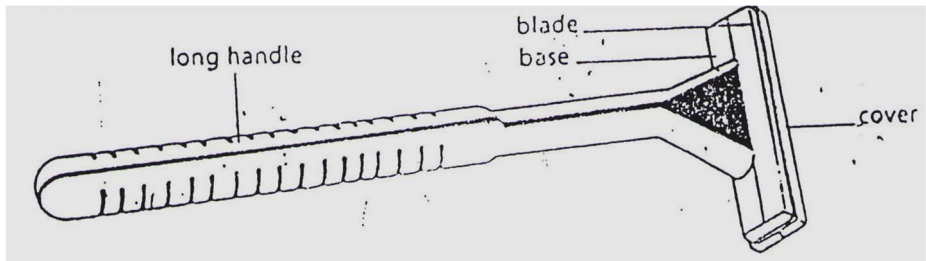
D. Evaluation Exercises

1. Describing how something works

In this unit you used a diagram to write a description of how something worked. When we describe how something works, the first thing we do is describe the component parts of the machine or object. After we have done this we can choose a logical starting place and build up our description of how it works from there.

Look at the diagram below of a hand razor.

What are component parts.



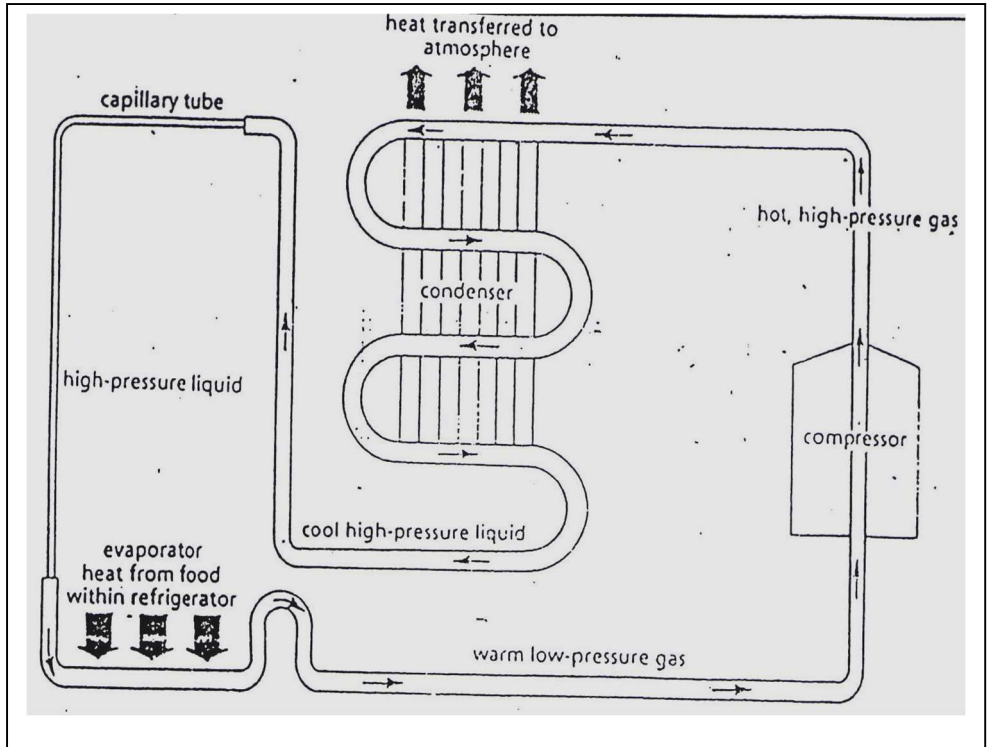
Here are some possible ways of describing the component parts

A hand razor has four main parts:
A hand razor is made up of
A hand razor consists of

A long handle, a base at the end of the handle, a razor blade, and a cover to hold the blade in place.

Practice 1

Using this diagram which shows how a refrigerator works, fill in the gaps in the description given on the next page.



A description of how a refrigerator works.

A refrigerator is made up of a compressor, connected by a ... (1)..... to a (2)....., which is connected by a (3)..... tube to an (4).....

The (5)..... compresses the (6)..... in the tube and this resultant (7)..... enters the condenser. Here, heat (8)..... to the atmosphere by radiation and the gas (9)..... to become a cool high-pressure liquid which (10)..... through the capillary tube to the (11).....

..... (12)... from food within the refrigerator (13)..... by the liquid, so the temperature within the refrigerator is..... (14)....., and the liquid leaves the (15)..... as a (16)..... This gas

now(17).....the(18)..... and the process begins again.

Practice 2

Plastic litter is unsightly and appears never to rot away. Now chemists have produced a plastic that is made from sugar by bacteria, and, when discarded can be digested by other bacteria in the soil to form carbon dioxide.

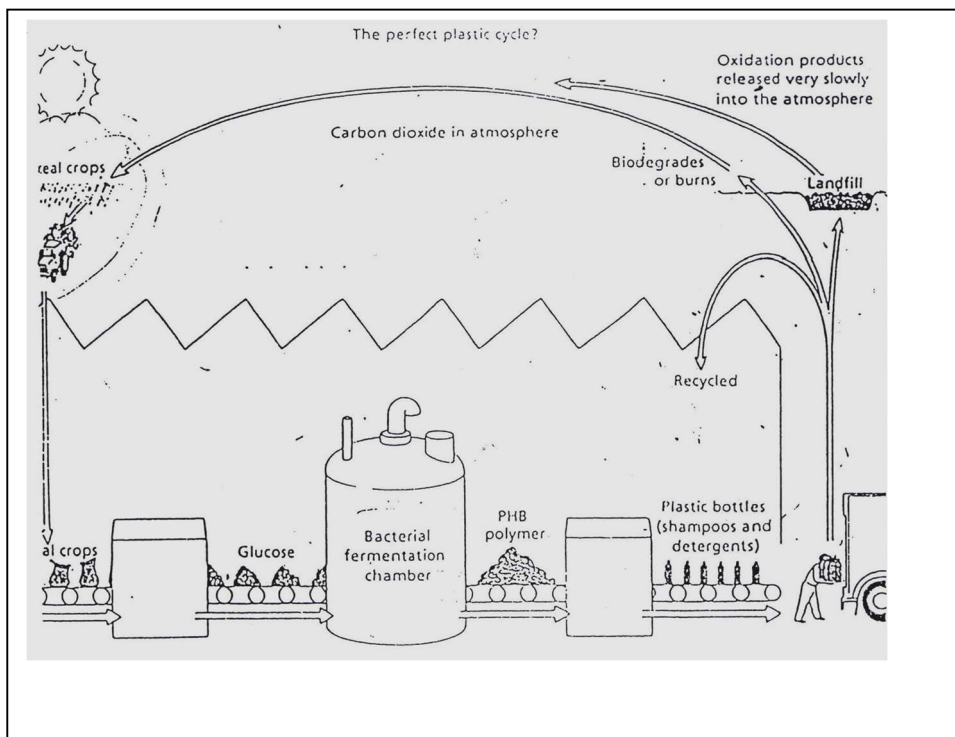
As a class assignment you have been asked to write a description of how this plastic produced and then broken down.

Using the information in the diagram, write a description of the cycle.

You may use your own knowledge and experience in addition to the diagram.

Make sure your description is :

1. Relevant to the questions and
2. Well organized



E. Reference

1. Jordan, R.R. 1990. Academic Writing Course. London : Nelson
ELT
2. Hopkins, Diana & Nettle, Mark. 2000. Passport to IELTS. London
: Macmillan Published Limited.

Chapter 13

Classification

Description :

This course subject is describing how to classify things

Learning Target :

Students are able to understand materials on how to classify things and practice writing essay about classifying.

A. Introduction

When we divide something into groups, classes, categories, etc. We are classifying those items. The classification is normally made according to a criterion or several criteria (standards or principles on which judgments are based).

B. Stage 1 Criteria

1. Read the following carefully.

State Schools in England And Wales

The *vast* majority of children in Britain (87%) attend state (local authority) schools which provide compulsory education from the age of 5 to 16 years. These schools can be classified according to the *age range of the pupils* and *the type of education provided*. Basically, there are two types of school: primary and secondary, although in some areas there also middle schools. Primary schools *cater* for children aged 5-11, and secondary schools for ages 11-16 (and in some areas up to 18 years). Primary schools can be sub divided into infant schools (for ages 5-7) and junior schools (for ages 7-11).

Secondary schools are normally of one type for all abilities, *viz.* comprehensive schools. More than 90% of children in *state schools attend* this kind of school. In some areas middle schools exist as an extra level after primary school for children aged 8 or 9 to 12 or 13. Pupils then transfer to senior comprehensive schools. In a small number of areas,

pupils may be grouped according to their ability and selected by means of an examination at the age of 11. In these areas, grammar schools cater for those with *academic ability* and secondary modern schools for those with *less academic ability*.

When pupils reach the age of 16 there may be three choices open to them. Firstly, they may leave school. Secondly they may stay on at school for two more years if it has Sixth form. Thirdly, they may transfer to a *Sixth Form College* or a *Tertiary College*.

Now complete the following sentences which are based upon the text above.

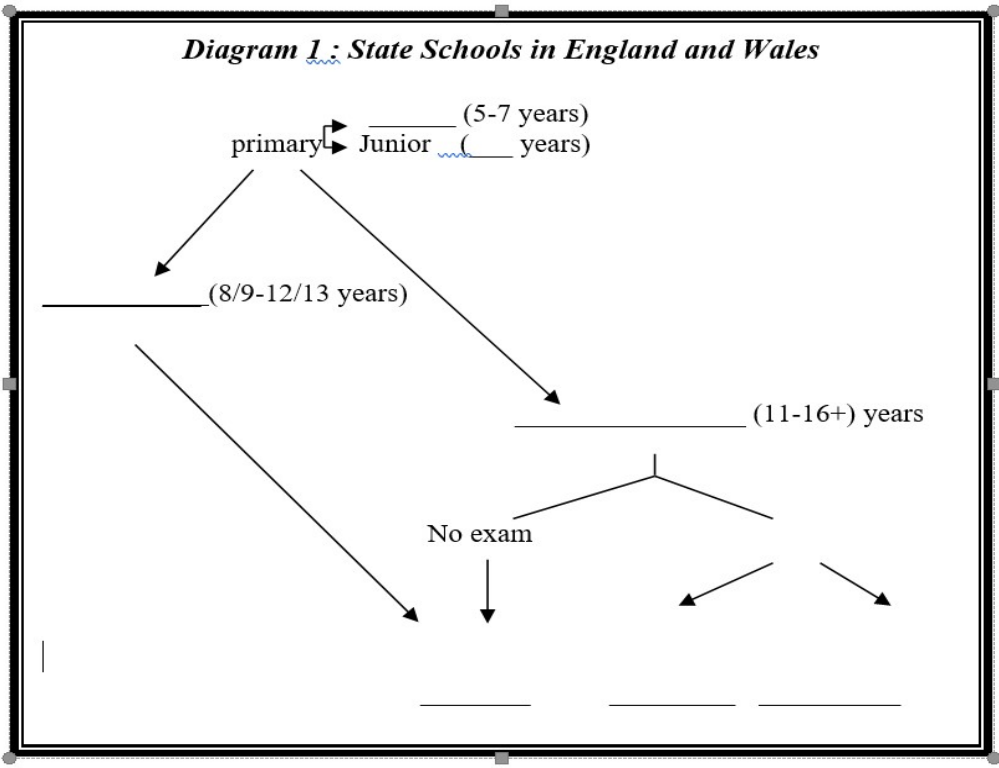
- a. Schools the pupils ages and the type of education.
 - b. There are school: primary and secondary.
 - c. Primary schools into infant and junior schools.
 - d. Secondary school pupilstheir ability.
 - e. The criterion for classifying secondary schools is whether or not there is
2. Below there seven sentences, labeled a-g, which summarize the information in the passage. The sentences are in the wrong order. **Put them in the correct order by writing the appropriate letter next to the numbers 1-7.**

- a. Most children go to comprehensive schools.
- b. There may be three types of school: primary, middle and secondary.
- c. At the age of sixteen, pupils may stay on at school, or leave and go to a college, or leave school altogether.
- d. Exceptionally, children may take a selection exam at 11 years and go to either a grammar or a secondary modern school.
- e. Most children go to state school.
- f. If children attend middle schools, they go on to senior comprehensive schools afterwards.
- g. Primary schools comprise both infant and junior schools.

3. a. **Look at Diagram 1.**

It shows a diagrammatic classification of state schools in England and Wales. If necessary read the text again and **then complete *Diagram 1*, write on the lines provided.**

Diagram 1: State Schools in England and Wales



Without looking at the text again, write a brief description of the information contained in *Diagram 1*.begin your description :

There are two types of school : primary and secondary. Primary schools can be subdivided, according to age, into

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4. Try to draw a classification diagram of the education system in Indonesia. When you have completed it. Write a brief description

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C. Stage 2 Classifying

1. Read the following carefully

The Classification of Birds

Birds are instantly **recognizable creatures**. Perhaps it is their ability to fly that causes this. Some people might consider that their shape was the most **distinguishing feature**. Everyone, however, agrees upon the characteristics that a bird possesses : two wings, feathers, two legs, a toothless bill or beak, warm blood, and it lay eggs.

The modern system of classifying birds is like a pyramid, with the base formed by 8514 different *species*. A convenient definition of species is : an **interbreeding** group of birds which do not normally mate with other such groups.

The next division above the species is the **genus**, a group of species showing strong similarities. The scientific name of a bird gives the genus first, then the species. Thus, the scientific (Latin) name of the golden eagle is “*Aquila chrysaelos*” (eagle, golden). When there are strong points of similarity between one genus and another, these related genera are grouped together and are said to belong to the same **family**. The names of the 215 families of birds always end in ‘idae’. The golden eagle, for instance, is one of the ‘Falconidae’ (falcon family).

Families with broaded similar characteristics are grouped together into 27 *orders*, whose names ends in ‘iformes’. The golden eagle falls into the order of ‘Falconiformes’ or perching birds. This contains 63 families,

and more species than all the rest put together. The feet are designed so that they can ***grip a perch***, with three toes in front and one behind. In addition, all are known as song birds. Two large families within this order are sparrows, with 155 species, and crows, with 100 species.

Finally, all of the orders make up the *class* ‘Aves’ (birds). This system of classification has enabled scientists to differentiate 8514 *species* of birds. Placing a bird in the right *family* depends upon a number of features. Among them are external characteristics, such as the shape of ***the beak*** and feet, and the color pattern of the feathers. However, at the level of *order*, the next higher category, distinctions are based on such features as ***the structure of the skull, the arrangement of the muscles*** in the legs, and the condition of the young at the ***time of hatching***.

2. Look at **Diagram 2 (The Classification of Birds)**. Fill in the spaces based on the texts above

Diagram 2: The Classification of Birds

Classification divisions or categories	Example of classification of Golden Eagle for each division	Number of divisions
ORDER	FALCON-LIKE	
	GOLDEN EAGLE	8514

3. From the information in the text :
- give a definition of *a bird*.
.....
.....
 - give a definition of *a species*
.....
.....
 - give two criteria that are used in assigning birds to the order of *Passeriformes*.
.....
.....
 - give two examples of families of birds from the order of *Passeriformes*.
.....
.....

4. Write a brief description of the classification of birds, base your description upon the information contained in *Diagram 2*.

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.....

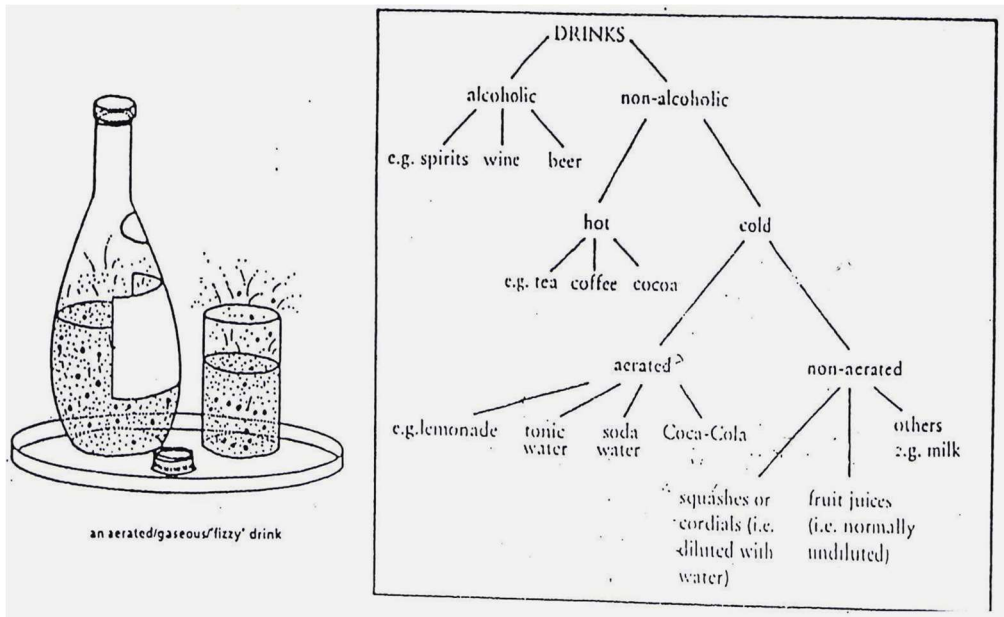
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D. Stage 3 Diagrams

1. Look carefully at *Diagram 3*. It is a tree diagram classification of drinks.
Diagram 3 : A classification of Drinks



- a. What are the tree criteria that are used in the classification?
- b. Write a description of the classification of drinks based upon the information in *Diagram 3*. Begin your description :

Drinks may be classified into two main groups :

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E. Reference

1. Jorrdan, R.R. 1990. Academic Writing Course. London : Nelson ELT
2. Hopkins, Diana & Nettle, Mark. 2000. Passport to IELTS. London : Macmillan Published Limited.

Chapter 14

Interpretation of Data

Description :

This course subject is discussing how to describe graphs.

Learning Target :

Students are able to understand materials on how to describe graphs and how to write essays on various graphs.

A. Interpreting Graphs

This unit looks at ways in which we can comment on significant features in diagrammatic information. For exercises throughout this unit it will be necessary to refer to the Structure and Vocabulary Aid at the end of the unit. Comparison and contrasts will frequently be made.

1. Look at the following chart carefully

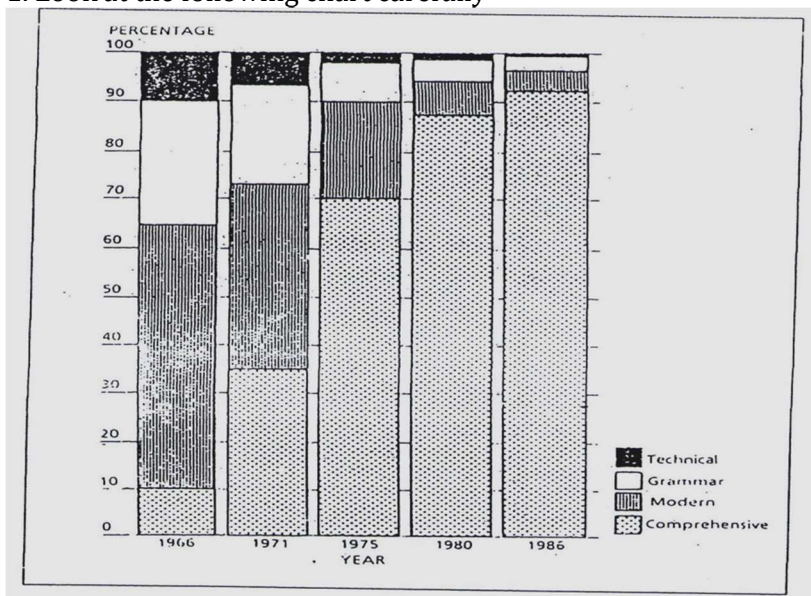
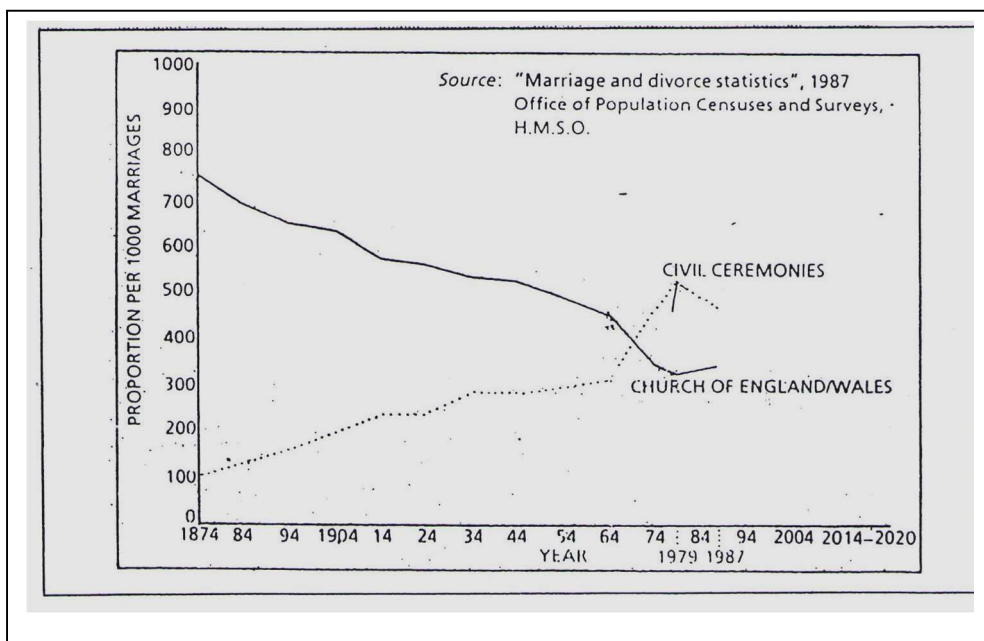


Chart 1 : Pupils in State secondary schools in England and Wales

Although the information contained in diagrams etc. is normally clear it usually requires some written comment. Not all the information should be described. It is usual to introduce the information with a general comment and then describe or comment the most significant or important information.

B. Stage 1: Charts

1. Look at the following graph carefully.



Graph 1 : Marriages in England and Wales

The graph shows the manner of solemnization per 1000 marriages at ten-year intervals. Information is given for Church of England/Wales weddings and civil ceremonies. Roman Catholic and other denominational weddings are excluded.

2. **Comment on the information in Graph 1. Before you write, Look at the Structure and Vocabulary Aid at the end of this unit and the Notes on the exercises.**

3. Estimate the proportion per 1000 marriages of Church of England weddings and civil ceremonies for the year 2020. Base your prediction on the trend shown in the graph.

C. Stage 2: Diagrams and Tables

1. One way in which to measure the improvement in the standard of living of a country, over a period of time, is to compare the percentage of people who own, or have access to, certain products that improve the way of life (e.g. make life easier, more comfortable, more enjoyable etc.).

Comment on the significant items and trend(s) shown in the following diagram for the products listed for Britain – cars, central heating, washing machines, refrigerators, televisions and telephones.

(Can you give satisfactory definition of :P Standard of living; household; durable goods?)

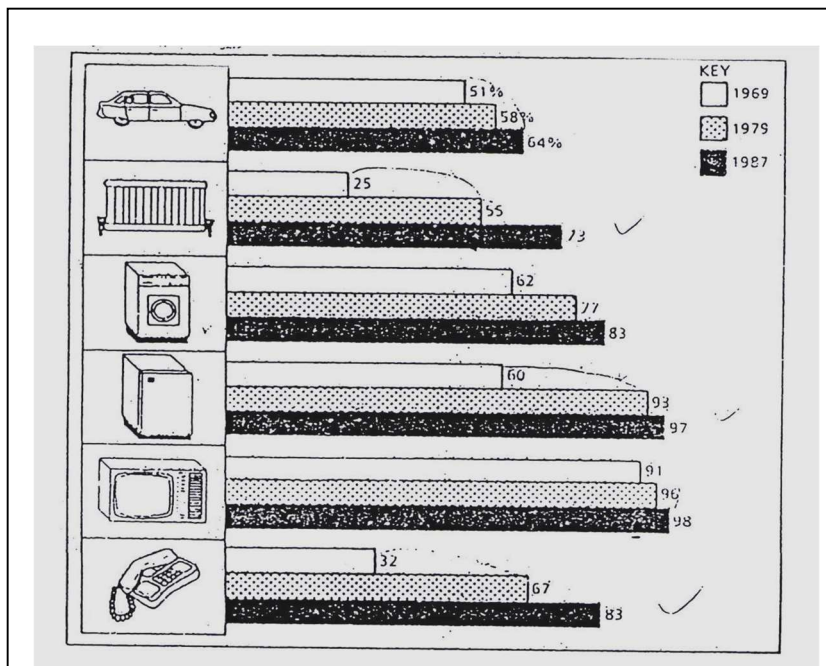


Diagram 1 : Percentage of households with certain durable goods (G.B.)

2. Make a list of items for your country to compare the standard of living 20 or 30 years ago with today. It is not necessary to give figures (numbers). Discuss your choice of items. What differences are there? Why?
3. The following diagram (often called a pie chart) gives information about family spending in Britain.

Look at information and then write generalized comments that draw attention to the most significant items

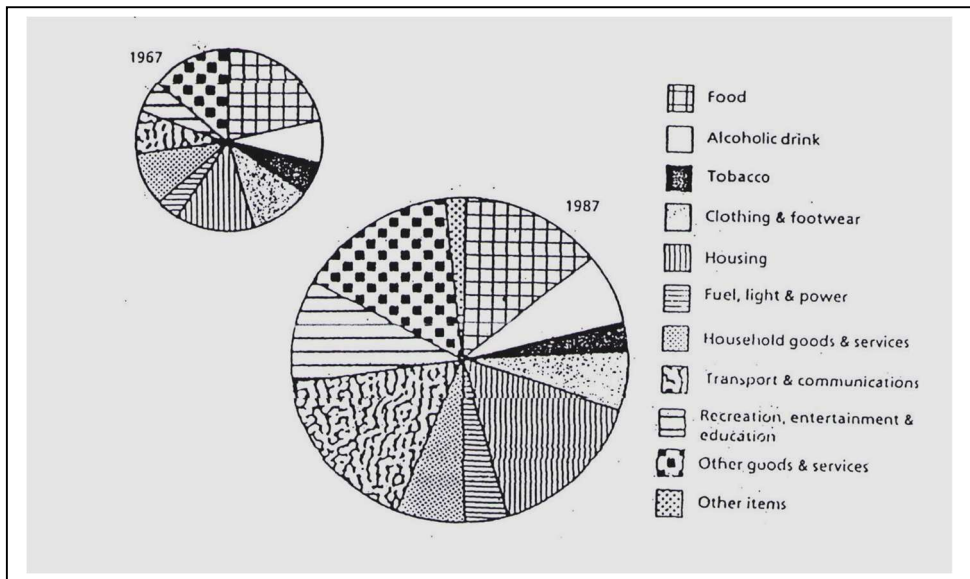


Diagram 2 : Average weekly expenditure per family in G.B. (1987)

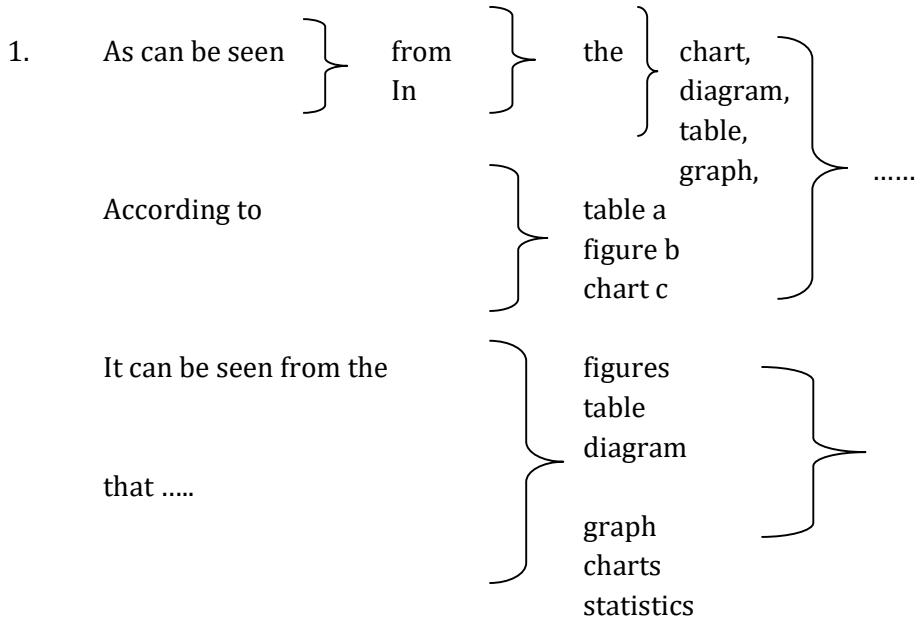
4. Draw a similar diagram of family spending for your own country, or for your family (exact figures are not needed). Briefly comment on the most significant items.

5. Comment on the trend(s) in the following table of family expenditure in Britain

Table 1 : Average family expenditure in Britain (%)

ITEM	1967	1977	1987
Food	21	19	13
Alcoholic drink	7	7	7
Tobacco	6	4	3
Clothing and footwear	9	8	7
Housing	12	14	15
Fuel, light and power	5	5	4
Household goods and services	10	7	6.5
Transport and communications	9	14	17
Recreation, entertainment and education	7	9	9
Other goods and services	14	12	16
Other Items	-	1	2.5

D. Structure and Vocabulary Aid



E. Evaluation

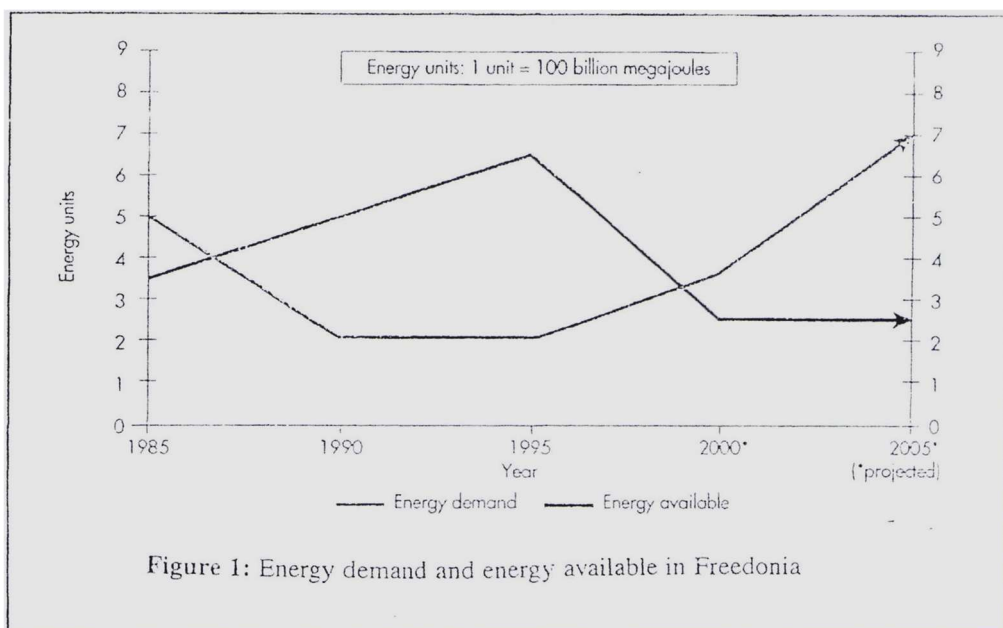
Practice

You should spend about 20 minutes on this task

The graph (figure1) shows the demand for energy and the energy available from fossil fuels in Freedonia from 1985 to 2005.

Write a report for a university lecturer describing the information shown in the graph.

You should write at least 150 words.



E. References

1. Jorddan, R.R., 1991 *Academic Writing Course*, London : Nelson ELT.
2. Hopkins, Diana & Nettle, Mark, *Passport to IELTS*, London : Macmillan Published Limited.

English for Business

This book is intended for Non English Department Students who have graduated from their study and wish to apply for jobs or to prepare some business presentations. It provides some guideline both in written and spoken terminologies that they can use for instance to write application letters, to attend a job interview, to write Business Letters, and to make phone conversation and to prepare a business presentation. This book is completed with examples and practices so that students are able to complete the task given and create their own narration.

**A guide to speaking and written communication
in Business English**



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