

İŞ (MESLEK) İNGİLİZCESİ DERSİ

EĞİTİM KİTABI

(BU KİTAPÇIK AVRUPA BİRLİĞİ VE TÜRKİYE CUMHURİYETİ HÜKÜMETİNCE FİNASE EDİLEN VE DEVLET PLANLAMA TEŞKİLATI KOORDİNASYONUNDA BAFRA TİCARET ODASI TARAFINDAN YÜRÜTÜLEN '*GELECEĞİN GİRİŞİMCİLERİ PROJESİ*' KAPSAMINDA HAZIRLANMIŞTIR)

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1. THE TENSES

1.1. Simple present tense

I/you/we/they	drive/work/do	
he/she/it	drives/works/does	
I/you/we/they	don't	work, come, do
he/she/it	doesn't	work, come, do
Do	I/you/we/they	work, come, do ?
Does	he/she/it	work, come, do ?
don't	I/you/we/they	work, come, do ?
Doesn't	he/she/it	work, come, do ?

Usage of the simple present tense;

We use the present simple to talk about things in general.

We use the present simple to say that something happens all the time or repeatedly.

We use the present simple to say that something is true in general.

Nurses look after patients in hospitals.
I usually go away at weekends.
The earth goes round the sun.
I get up at eight o'clock every morning.
Rice doesn't grow in cold climates.
Ann often plays tennis.
I work in a bank but I don't enjoy it very much.
Do you like parties?
Does he work at the weekends?
It doesn't rain much in summer.
I don't smoke.
I come from Turkey.

Verbs often used in the present simple: promise (I promise I will not be late)
Suggest (what do you suggest I do?), I suggest that you go

Apologise / advise / insist / agree / refuse / live / love / recommend / play / believe

Adverbs used in this tense; usually, generally, always, often, sometimes, at the weekends, once a week etc.

We sometimes use the present simple with a future meaning;

The train **leaves** Plymouth at 11.30 and **arrives** in London at 14.45.
 What time **does** the film **begin**?
 It's Wednesday tomorrow.
 I **start** my new job on Monday.
 What time **do** you **finish** work tomorrow?
 What time **are** you **meeting** Ann tomorrow?
 What time **are you leaving** tomorrow?
 What time **does the train leave** tomorrow?
I'm going to the cinema this evening.
The film starts at 8.15 (this evening).

1.2. Present continuous tense

I he/she/it you/we/they	am (=I'm) is (=he's etc.) are (=we're etc.)	driving
I he/she/it you,/we/they	am not (I'm not) is not (=he isn't etc.) are not (=he isn't etc)	driving
am is are	I he/she/it you/we/they	driving?
am aren't isn't	I not I/you/we/they He/she/it	driving?

We use the present continuous tense to state that we are in the middle of doing something. In other words, the action is happening at the time of speaking.

'Where is Margaret?'. 'She is having a bath.'
 Let's go out now. It **isn't raining** anymore.
 I'm tired. **I'm going** to bed **now**. Goodnight.
 'Where is Ann?' 'She's playing tennis.'
 Please don't disturb me now. I am working.
 Hello. Are you enjoying the party?
 It isn't raining at the moment.

We sometimes use the present continuous tense to talk about actions which are not necessarily happening at the time of speaking

I'm reading an interesting book **at the moment** (not in the middle of speaking).
Catherine wants to work in Italy, so she **is learning** Italian (perhaps she isn't learning Italian at the time of speaking).
Some of my friends **are building** their own house.

We use the present continuous tense when we talk about things happening in a period around now (for example, **today/this week/this evening** etc.)

'You are working hard today'. 'Yes, I have a lot to do.'
'Is Suzan working this week?' No, she's on holiday.

We use the present continuous tense when we talk about changes happening around now.

The population of the world **is rising** very fast.
Is your English **getting** better?
The economic situation is already very bad and it **is getting** worse.

We sometimes use present continuous tense to talk about planned actions for the future.

(From Tom's diary for next week)
He's playing tennis on Monday afternoon.
He's going to the dentist on Tuesday morning.
He's having dinner with Ann on Friday.
A: What are you doing on Saturday evening ?
B: I'm going to the theatre.

A: What time is Cathy arriving tomorrow?
B: At 10.30. I'm meeting her at the station.

What are you doing this evening?
Alex is getting married next month.

I'm not working tomorrow, so we can go out somewhere.
Ian isn't playing football on Saturday. He's hurt his leg.

For the above sentences, we can also use 'going to do' future.
What are you going to do on Saturday evening?

The following verbs are not normally used in continuous tenses

like	love	Hate
want	need	prefer

know	realise	suppose
mean	understand	believe
remember	belong	contain
consist	depend	Seem

1.3. Present perfect tense

I/you/we/they	have (I've et.)	done (V3)
he/she/it	has (he's etc.)	done (V3)
I/you/we/they	have not (I haven't etc.)	done (V3)
he/she/it	has not (he hasn't etc.)	done (V3)
have	I/you/we/they	done (V3)
has	he/she/it	done (V3)
haven't	I/you/we/they	done (V3)
hasn't	he/she/it	done (V3)

When we use the present perfect, there is always a connection with **now**.

'Where is your key?' 'I don't know. I have lost it.'

He told me his name but I've forgotten it.

'Is Sally here?' 'No, she's gone out.'

I can't find my bag. Have you seen it?

In order to give new information, we use the present perfect tense.

I've cut my finger.

The road is closed. There has been an accident.

The police have arrested two men in connection with the robbery

We use the present perfect tense with **just, already, yet**.

Would you like something to eat?

No, thanks. I've just had lunch.

Don't forget to post the letter, will you ?

I've already posted it.

Has it stopped raining yet?

I've written the letter but I haven't posted it yet.

When we talk about a period of time that continues from the past until now, we use the present perfect tense.

Have you traveled a lot Nora?

Yes, I have been to lot of places.

Have you ever been to China?

Yes, I've been to China twice.

But, I haven't been to India.

Have you ever eaten caviar?

I have never had a car.

Have you read Hamlet. No, I haven't read it.

Susan really loves that film. She's seen it eight times.

It's the most boring film I've ever seen.

We use the present perfect tense with, **recently, in the last few days, so far, since breakfast etc., for two months etc.**

Have you heard from George recently?

I've met a lot of people in the last few days.

Everything is going well. We haven't had any problem so far.

I'm hungry. I haven't eaten anything since breakfast.

We haven't seen each other for a long time.

We use the present perfect with **today/this morning/this evening** etc, when these periods are not finished at the time of speaking.

I've drunk four cups of tea **today**. (perhaps I'll drink more before the day is finished).

Have you had a holiday **this year** (yet)

I haven't seen Tom **this morning**. Have you ?

Ron hasn't worked very hard **this term**.

We say it's **the first time** something **has happened** (in the present perfect);

It's **the first time** he **has driven** a car (not drives).

He **has never driven** a car before.

Linda has lost her passport again. It's the second time this **has happened** (not happens).

This is a lovely meal. It's the first good meal **I've had** for ages (not I have).

Bill is phoning his girlfriend again. That's the third time

He's phoned her **this evening**.

Ann has played tennis many times.

'I have lost my key.' 'Have you seen it anywhere?'

How long have they known each other?

Is it still raining? No, it has stopped.

The house is dirty. We haven't cleaned it for weeks.

1.4. Present perfect continuous tense

I you we they	have (=I've etc)	been	doing playing waiting
he she it	has (=he's etc.)	been	doing playing waiting

I you we they	have not (=I haven't etc)	been	doing playing waiting
he she it	has not (=he hasn't etc.)	been	doing playing waiting
Have	I you we they	been	doing? playing? waiting?
Has	he she it	been	doing? playing? waiting?
Haven't	I you we they	been	doing? playing? waiting?
Hasn't	he she it	been	doing? playing? waiting?

We use the present perfect continuous tense for an activity that has recently stopped or just stopped.

An example;

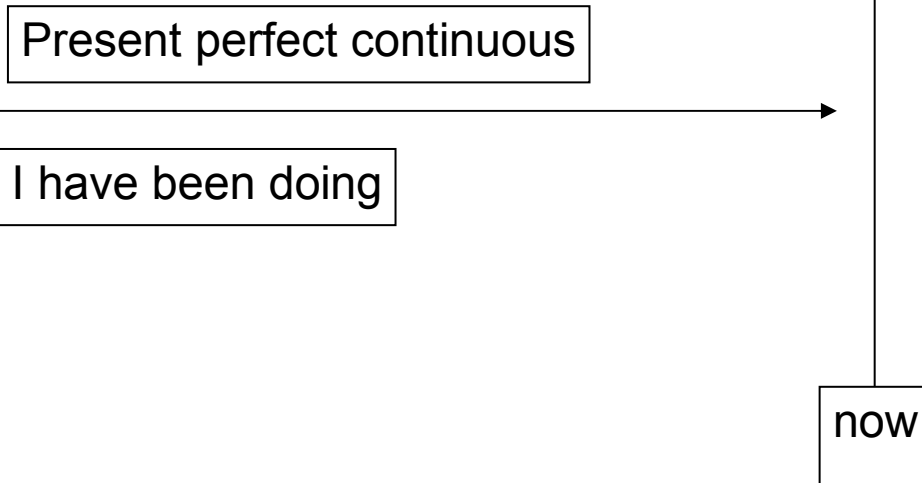
Is it raining?

No, but the ground is wet.

It **has been raining**.

You are out of breath. **Have** you **been** running?

Why are your clothes so dirty? What **have** you **been** doing?



Some examples;

It is raining now.

It began raining two hours ago and it is still raining.

How long **has it been raining**?

It **has been raining** for two hours.

How long have you been learning English?

(You are still learning English)

Tim is still watching TV.

He's **been watching** TV all day.

Where have you been?

I've been looking for you **for the last half hour.**

George **hasn't been feeling** well recently.

Debbie is a very good tennis player.

She's **been playing since she was eight.**

Every morning they meet in the same cafe.

They've **been going** there **for years.**

How long have they been married?

They've **been** married **for 20 years.**

1.5. Simple past tense

I/you/he/she/it/we/ they	enjoyed (V2) saw (V2) went (V2)	
did	I/you/he/she/it/we/ they	enjoy? see? go?
I/you/he/she/it/we/ they	did not (didn't)	Enjoy see go
didn't	I/you/he/she/it/we/ they	enjoy? see? go?

We use the past simple to talk about actions or situations in the past;

A: Look it's raining again.

B: Oh no, not again. It **rained** all day **yesterday** too.

Mr. Edward **died ten years ago**.

When I **lived** in Manchester, I **worked** in a bank.

We **invited** them to our party but they **decided** not to come.

The police **stopped** me on my way home **last night**.

She **passed** her examination because she **studied** very hard.

I **went** to London to see a friend of mine **yesterday**.

We all **left** the party at 11 o'clock.

The past of verb 'be (am/is/are)' is was/were;

I he she it	Was
we you they	Were
Example; I was angry because you were late.	Example; was the weather good when you were on holiday?

A general example for simple past tense and the past of verb 'be (am/is/are)';

Mozart **was** an Austrian musician and composer. He **lived** from 1756 to 1791.

He **started** composing at the age of five and **wrote** more than 600 pieces of music.

He **was** only 35 years old when he **died**.

We use did/didn't + infinitive (enjoy/see/go etc.);

Did you go out last night?

Yes, I **went** to the cinema but I **didn't enjoy** the film much.

They **didn't invite** them to the party so they **didn't go**.

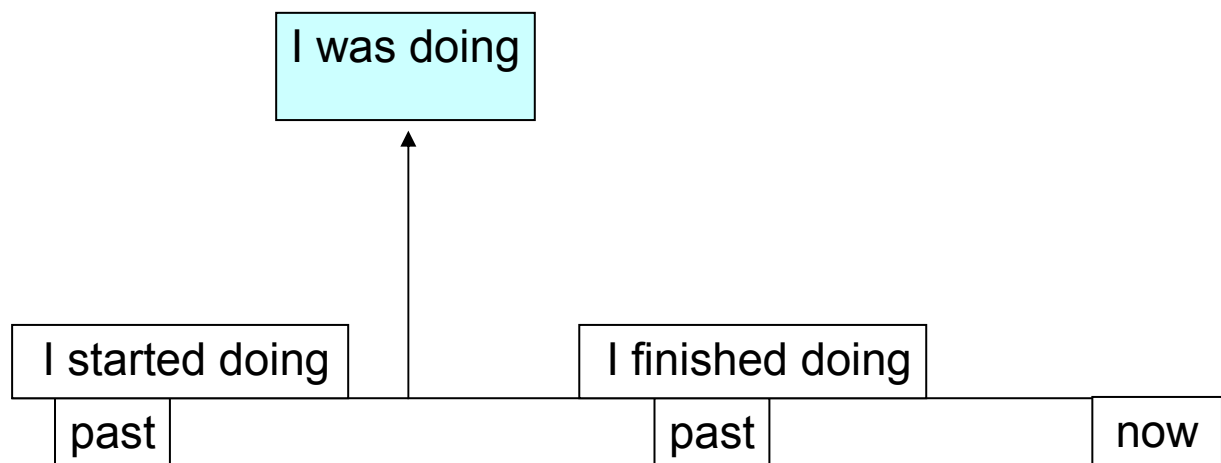
What **did** you **do** at the weekend?

I **didn't do** anything.

It was warm so I took off my coat.

1.6. Past continuous tense

I/he/she/it you/we/they	was were	playing working
I/he/she/it you/we/they	was not (=wasn't) were not (=weren't)	playing working
was were	I/he/she/it you/we/they	Playing? working?
wasn't weren't	I/he/she/it you/we/they	playing? working?



We use the past continuous to say that somebody was in the middle of doing something at a certain time. The action had already started before this time but had not finished.

Example;

Yesterday Karen and Jim played tennis. They began at 10 o'clock and finished at 11.30. So, at 10.30 **they were playing tennis.**

This time last year I was living in Brazil.

What were you doing at 10 o'clock last night?

The past continuous does not tell us whether an action was finished or not. Perhaps it was finished, perhaps not.

Tom **was cooking** dinner (He was in the middle of cooking the dinner and we don't know whether he finished cooking it).

We often use the past continuous and the past simple together to say that something happened in the middle of something else.

Tom burnt his hand when he **was cooking** the dinner.

I **saw** Jim in the park. He **was sitting** on the grass and reading a book.

It was raining when I got up.

While I **was working** in the garden I **hurt** my back.

But to say that one thing happened after another, we use the past simple.

Yesterday evening Tom **was having** a bath when the phone **rang**. He got out of the bath and **answered** the phone.

There are some verbs (know/want/believe etc.) that are not normally used in the continuous;

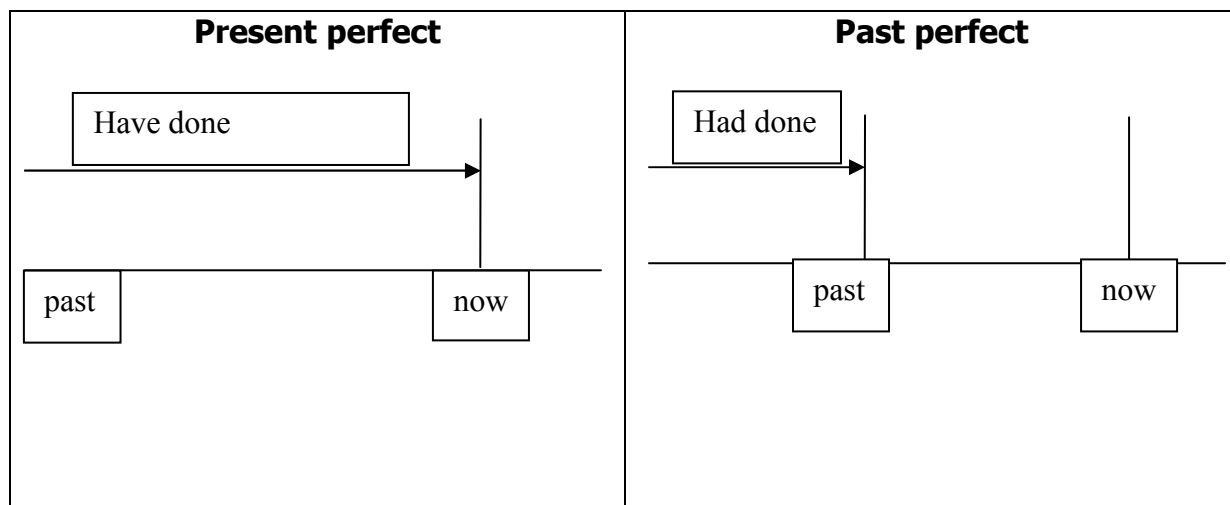
Example;

We were good friends. We knew each other well (not we were knowing each other well).

I was enjoying the party but Chris wanted to go home (not Chris was wanting to go home).

1.7. Past perfect tense

I/you/he/she/it/ we/they	had (=I'd,he'd etc.)	gone seen finished
I/you/he/she/it/ we/they	had not (=I hadn't, he hadn't etc.)	gone seen finished
Had	I/you/he/she/it/ we/they	gone? seen? finished?
had not (=hadn't)	I/you/he/she/it/ we/they	gone? seen? finished?



We use the past perfect to say that something had already happened before a certain time.

An example;

I went to a party last week. Tom went to the party too. Tom went home at 10.30. So, when I arrived at 11 o'clock, Tom wasn't there. When I arrived at the party, Tom wasn't there. He **had gone** home.

Other examples;

When I got home, I found that someone **had broken** into my flat and **had stolen** my fur coat.

George didn't want to come to the cinema with us because he **had** already **seen** the film twice.

It was my first time in an aero plane. I was very nervous because I **hadn't flown** before.

Let's compare the past perfect and the present perfect;

Present perfect;

I'm not hungry. I've just **had** lunch.

The house is dirty. We **haven't cleaned** it for weeks.

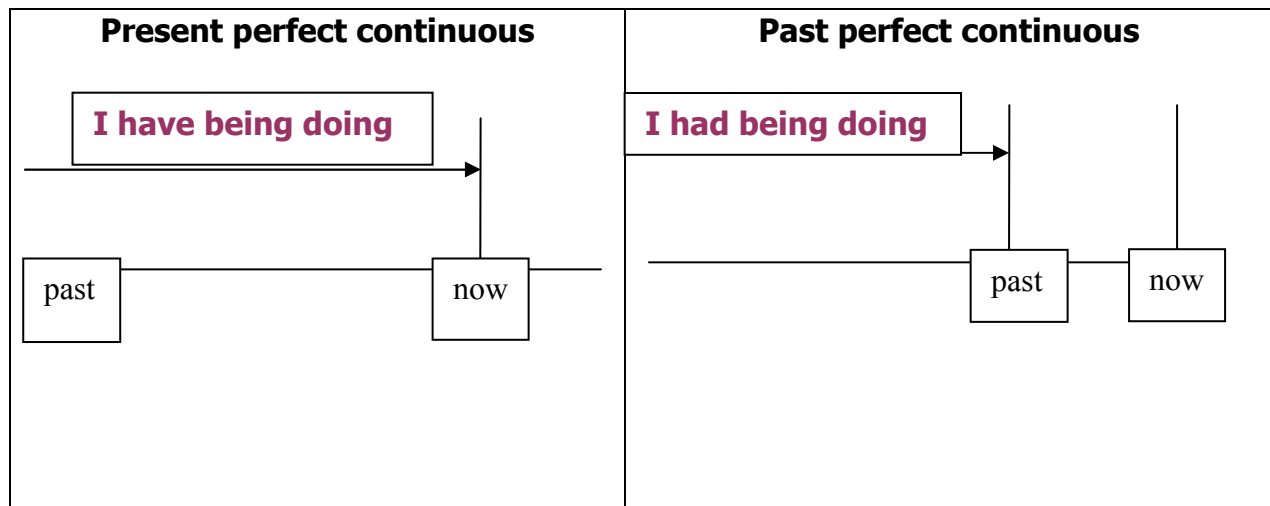
Past perfect;

I wasn't hungry. I'd just **had** lunch.

The house was dirty. We **hadn't cleaned** it for weeks.

1.8. Past perfect continuous tense

I/you/he/she/it/ we/they	had (=I'd, he'd etc.)	been	doing working playing
I/you/he/she/it/ we/they	had not (=I hadn't, he hadn't etc.)	been	doing working playing
had	I/you/he/she/it/ we/they	been	doing? working? playing?
had not (=hadn't)	I/you/he/she/it/ we/they	been	doing? working? playing?



An example;

You arrived at the airport and your father met you there. Your father was a bit late because of the traffic jam and said; How long have you been waiting? If your father says this to you in his car when you and your father on the way home, he says; How long had you been waiting?

Let's give an example to the usage of the past perfect continuous tense.

Yesterday morning I got up and looked out of the window. The sun was shining but the ground was very wet.

It **had been raining**.

That's why the ground was wet (or because the ground was wet).

When the boys came into the house, their clothes were dirty, their hair was untidy and one of them had a black eye.

They'd **been fighting**.

I was very tired when I arrived home.

I'd **been working** hard all day.

Our game of tennis (our tennis game) was interrupted. We'd **been playing** for about half an hour when it started to rain very heavily.

Ken gave up smoking two years ago. He'd **been smoking** for 30 years.

At last the bus came. I'd **been waiting** for 20 minutes.

He was out of breath. He'd **been running**.

How long **had** you **been waiting** when the bus finally came?

The football match had to be stopped. They **had been playing** for half an hour when there was a terrible storm.

Let's compare **had been doing** and **was doing**

It wasn't raining when we went out. The sun **was shining**. But it'd been raining, so the ground was wet.

Ann **was sitting** in an armchair watching television. She was tired because she'd **been working** very hard.

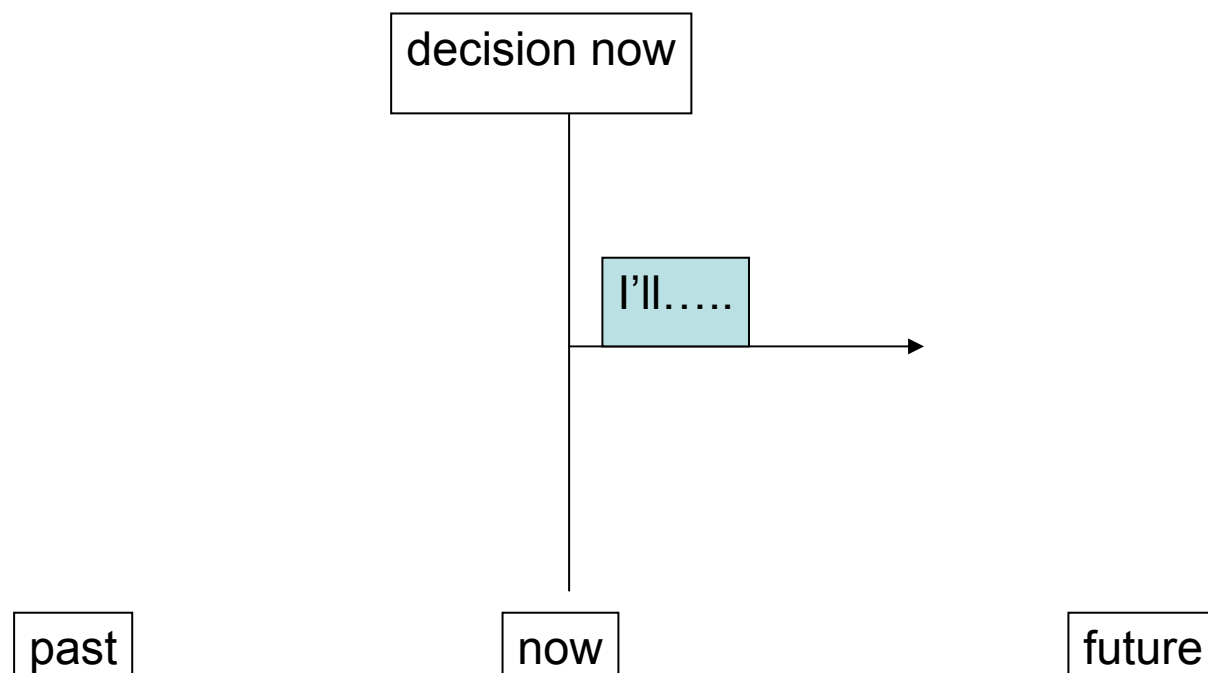
Verbs such as know and want are not used in the continuous tenses.

We **were** good friends. We'd known each other for years (not had been knowing).

1.9. Future tense (will / shall)

I/we you/he/she/it/they	shall (will) =(I'll, you'll etc.) will (=we'll, they'll etc.)	go do play
I/you/he/she/it/we/ they	will not (=I won't, we won't etc.) (shan't for I and we)	go do play
will	I/you/he/she/it/we/they	go? do? play?

won't (shan't for I and we)	I/you/he/she/it/we/they	go? do? play?
---------------------------------------	--------------------------------	--



We use will when we decide to do something at the time of speaking. The speaker has not decided before.

Oh, I left the door open. **I'll** go and shut it.
 What would you like to drink ?
I'll have an orange juice please.
 I feel a bit hungry. **I think I'll have** something to eat.
I think I'll stay at home this evening.
I don't think I'll go out tonight. I'm too tired.
 I can see you're busy, so **I won't stay** long.

We use will for offering to do something;

That bag looks heavy. **I'll help** you with it.
 'I need some money.' Don't worry. **I'll lend** you some.

We use will for agreeing to do something;

A: You know that book I lent you. Can I have it back if you finished with it ?
 B: Of course. **I'll give** it to you this afternoon.

I've asked John to help me but **he won't**.

We use will for promising to do something;

Thanks for lending me the money. **I'll pay** you back on Friday.
I won't tell anyone what happened. I promise.
I promise **I'll phone** you as soon as I arrive.

We use will for asking somebody to do something;

Will you please be quiet ? I'm trying to concentrate.
Will you shut the door please ?

We can use won't to say that somebody refuses to do something;

I've tried to advise her but she won't listen.
The car won't start. I wonder what's wrong with it.

Shall is used mostly in the questions;

Shall I open the window? (=do you want me to open the window?)
Will you shut the door? (=I want you to shut it)
I've got no money. What shall I do? (=what do you suggest?)
'**Shall we** go?' 'Just a minute. I'm not ready yet.'
Where **shall we** go this evening?

When we predict a future happening or a future situation, we use will/won't;

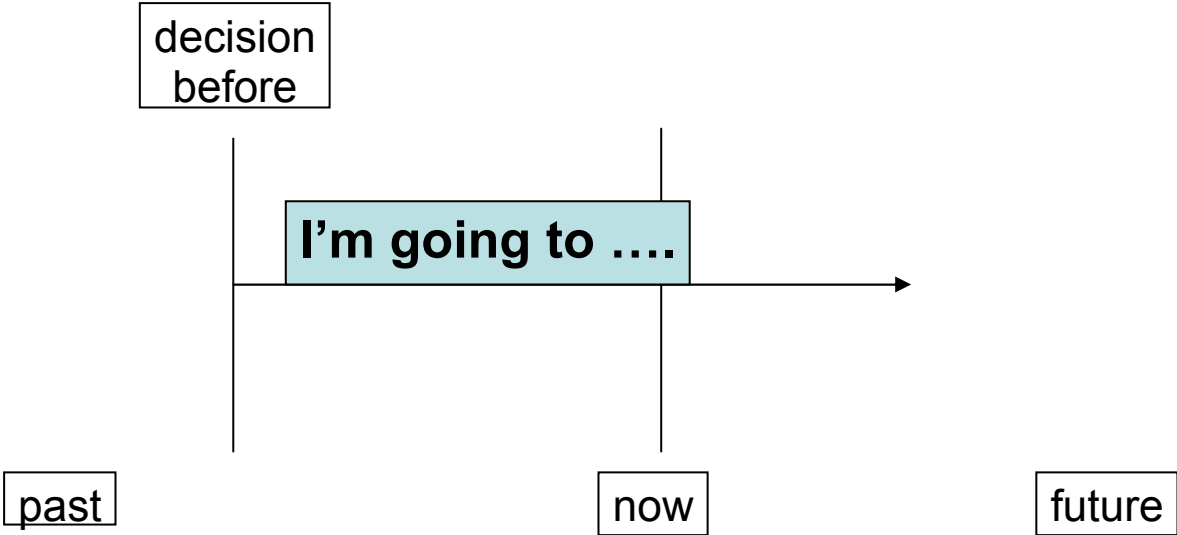
Don't worry, Tom. You'll **pass**.
When you return home, you'll **notice** a lot of changes.
This time next year I'll **be** in Japan. Where will you be?
When **will** you **know** your examination results?
Tom **won't pass** this examination. He hasn't done any work for it.

We often use will ('ll) with probably, I expect, I'm sure, I think, I don't think, I wonder;

I'll probably be home late this evening.
I haven't seen Carol today. I expect she'll phone this evening.
Don't worry about the exam. I'm sure you'll pass.
Do you think Sarah will like the present we bought her.
I don't think the exam will be very difficult.
I wonder what will happen.

1.10. Future tense [(be) going to...]

I he/she/it we/they	am is are	going to	go do work
I he/she/it we/they	am not is not (isn't) are not (aren't)	going to	go do work
am is are	I he/she/it we/they	going to	go? do? work?
am is not (isn't) are not (aren't)	I not he/she/it we/they	going to	go? do? work?



We use 'be going to' when we say that we have already decided to do, what we intend to do in the future.

A: There is a film on television tonight. **Are you going to watch** it ?
B: No, I'm too tired. **I'm going to have** an early night.
A: I hear Ann has won a lot of money. What **is** she **going to do** with it ?
B: I've heard she's **going to travel** round the world.

I'm going to keep asking her out until she says 'Yes'.
We're going to get a new car soon.

A: Have you made the coffee yet ?
B: No, but I'm just going to make it

We prefer to use the present continuous when we say what someone has arranged to do but 'be going to' is also possible.

What time are you meeting Ann? (or are you going to meet?)
I'm traveling to Scotland on Monday. (or I'm going to travel)

We use was/were going to to say what someone intended to do in the past

We **were going to travel** by train but then we decided to go by car.

A: Did Tom do the examination?
B: No, he **was going to do** it but in the end he changed his mind.

I **was** just **going to cross** the road when someone shouted 'stop !'.

Going to also has another meanings;

The man can't see where he is going. There is a hole in front of him. He **is going to fall** into the hole.

Look at those black clouds ! **It's going to rain.**
Oh, I feel terrible. I think **I'm going to be** sick.

Comparing will and going to

<p>Helen's bicycle has a flat tyre. She tells her father. <i>Helen:</i> My bicycle has a flat tire. Can you repair it for me? <i>Father:</i> Okay, but I can't do it now. I'll repair it tomorrow.</p>	<p>We use will when we decide to do something at the time of speaking</p>
<p>Later, Helen's mother speaks to her husband. Mother: Can you repair Helen's bicycle? It has a flat tyre. Father: Yes, I know. She told me. I'm going to repair it tomorrow.</p>	<p>We use going to when we have already decided to do something</p>

1.11. Future progressive (will be doing) and Future perfect (will have done)

I will be (I shall be) working etc.
will you be working ? etc.
she will not be working etc.
shall we be working ? etc.

I will have worked etc.
will you have worked ? etc.
she will not have worked etc.
shall we have worked ? etc.

An example;

Tom is a football fan and there is a football match on television this evening. The match begins at 7.30 and ends at 9.15. Ann wants to come and see Tom this evening and wants to know what time to come.

Ann : Is it all right if I come at about 8.30. ?

Tom : No, don't come then. I'll **be watching** the match on television.

Ann : Oh. Well, what about 9.30. ?

Tom: Yes, that'll be fine. The match **will have finished** by then.

Other examples;

You'll recognise her when you see her.

She'll **be wearing** a yellow hat.

This time next week I'll be on holiday.

I'll probably **be lying** on a beautiful beach.

Will you **be using** your bicycle this evening?.

'No, you can take it.'

Will you **be passing** the post office when you go out? 'Yes, why?'

Next year is Ted and Amy's 25th wedding anniversary. They'll **have been** married for 25 years (Now they have been married for 24 years).

We're late. I expect the film **will** already **have started** by the time we get to the cinema.

When their first child was born, they had been married for three years (past perfect).

The builder says he'll **have finished** the roof by Saturday.

The car **will** soon **have done** 100.000 miles.

Good luck with the exam. We'll **be thinking** of you.

We can use future perfect progressive to say how long something will have continued by a certain time.

Next Christmas I'll have been teaching for twenty years.

In polite enquiries the future progressive suggests 'What have you already decided?', giving the idea that we are not trying to influence people.

Let's compare;

Will you be staying in this evening? (just asking	about plans).
Are you going to stay in this evening? (perhaps	pressing for a decision).
Will you stay in this evening? (request or order	

2. WORD ORDER

VERB+OBJECT+PLACE+TIME

Verb + Object

I **like children** very much.

Did you **see your friends** yesterday?

Ann often **plays tennis**.

Do you **clean the house** every weekend?

Place and time

Usually the verb and the place go together;

go home

live in a city
walk to work

If the verb has an object, the place comes after the verb + object;
Take somebody home
Meet a friend in the street

Time (when, how often, how long) normally goes after place

	place	time
Tom walks	to work	every morning.
She has been	in Canada	since April.
We arrived	at the airport	early.

I am going to Paris on Monday.
They have lived in the same house for a long time.
You shouldn't go to bed so early.

2.1. Word order (adjectives)

	opinion	fact	
a	nice	long	summer holiday
an	interesting	young	man
a	delicious	hot	vegetable soup
a	beautiful	large	table
		round	table
		wooden	table

Adjectives like new/large/round/wooden are the fact adjectives.
Adjectives like nice/beautiful are opinion adjectives.
Opinion adjectives usually go before fact adjectives.

2.2. Word order (Adverbs with the verb)

Some adverbs such as **always, also, probably** go with the verb in the middle of a sentence.

Tom **always goes** to work by car.
Your car **has probably been** stolen.
We were feeling very tired and we **were also** hungry.

If the verb is one word the adverb usually goes before the verb;
Tom **always goes** to work by car.
I **almost fell** as I was going down the stairs.
We **always have** to wait for a long time for the bus.

Adverbs go after am/is/are/was/were;
 You **are never** on time.
 The traffic **isn't usually** as bad as it was this morning.

If the verb is two or more words such as can remember, doesn't smoke, has been stolen the adverb goes after the first verb;

	verb1	adverb	verb2	
I	can	never	remember	his name.
Ann	doesn't	usually	smoke.	
	Are you	definitely	going	to the party?
Your car	has	probably	been	stolen.
My parents	have	always	lived	in London.

Probably goes before the negative;
 I **probably won't** see you or
 I will **probably not** see you.

We use all and both in these positions;
 We **all felt** ill after the meal.
 My parents **are both** teachers.
 Sarah and Jane **have both applied** for the job.
 We are **all going out** this evening.

Sometimes we use two or more fact adjectives. We put fact adjectives in this order.

1	2	3	4	5	
how big ?	how old ?	what colour?	where from?	what is it made of	NOUN

Examples;

- a **tall young** man
- big blue** eyes
- a **small black plastic** bag
- a **large wooden** table
- an **old Russian** song
- an **old white cotton** shirt

We use adjectives after some verbs such as be/get/become/feel/smell/taste/sound/seem/ look etc.

Are you tired?

Be careful !

I'm **getting hungry**.

Do you **feel tired**?

The dinner **smells good**.

This tea **tastes** a bit **strange**.

Your friend **seems** very **nice**.

Tom **looked sad** when I saw him.

Tom **looked at me sadly**.

3. IRREGULAR VERBS

infinitive	past simple	past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought

catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen

get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant

meet	met	met
pay	paid	paid
put	put	put
read	red	red
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
sent	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat

sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown

understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

4. TELEPHONING

You are probably used to making informal calls to family and friends. When making calls to companies, however, some special rules and conventions apply.

Here, we explain how to call someone in a company that you do not know personally and give you some models and language that you can use.

4.1. General rules

When making a formal call, three rules should influence your choice of words:

Be brief. Do not waste the receiver's time.

Be clear. Explain the background and purpose of your call.

Be polite. Recognize the receiver's point of view.

These rules can sometimes conflict. If you are too brief, you may confuse the receiver or appear impolite. Try to balance the three rules.

4.2. Making a call to someone you do not know

The most difficult calls to make are calls to people that you do not know. Usually, the purpose of your call will be to make a request for information or a meeting. This kind of call can be divided into sections according to the function each serves:

Locate the person

Make request

Make arrangement

Close the call

In the following examples, we will imagine that you are calling Mr. Lau to arrange a visit to his office.

4.2.1. Locate the person

If the person you want to speak to answers the call, this part is simple. If the receiver gives her name when he answers your call, you can skip to the next stage. If the receiver does not give his name, you can confirm that you have the right person:

Hello, is that Mr Lau?

More often the number that you have will connect you to an operator or secretary. In this case you will have to ask to speak to Mr. Lau:

Hello, I'd like to speak to Mr. Lau Kam-cheong, please.

If Mr. Lau is not available, you will need to find out when you can speak to him:

Could you tell me when he will be available?

If the person you are calling has a busy schedule, you may have to call several times. When you are finally connected, it is best to pretend that this is your first call. Do not mention how difficult it was to make contact!

Sometimes, you will not know the name of the person who might be able to help you. In this case, you can state your request and then say:

Could you put me through to someone who might be able to help me?

Locating someone at a company can be frustrating if you are passed from person to person. Try not to let your frustration show!

4.2.2. Make request

Making a request involves three stages: introducing yourself, giving background, and making the request itself.

Introduce yourself by giving your name and explaining who you are:

I'm ..., I'm a first-year student at Hong Kong University....

If you have been given the receiver's name by someone else, you should also mention this:

Mr. Chan from Eurasia Products suggested that I call you....

Give the background to your request by explaining why you are making it:

I'm doing a project on work experience and I need to arrange a visit to a company in your field....

Make your request politely and clearly. Make sure that the receiver knows exactly what agreeing to your request will involve: how much of her time will it involve and what will she or her staff will have to do:

I wonder if I could pay a visit to your office for an hour or so sometime in the next two weeks, to talk to one of your staff about....

4.2.3. Make arrangement

If the person you are calling agrees to your request, it is important to make a clear arrangement. If you are arranging a meeting,

For example, arrange the time and place and make sure you know where to go and what to do when you get there. Make a note of all the information so that you do not need to call back again to find out something you have missed.

If the person you are calling cannot agree to your request, he may modify it. Listen carefully and try to fit in with his schedule.

If the person you are calling cannot agree to your request at all, ask if he knows someone else who can help:

Do you know anyone else who might be able to help me?

Whether the receiver can help you or not, thank her and close the call politely.

4.2.4. Close the call

As the caller, it is your job to close the call when you have got the information you need. Unless the receiver shows that he wants to talk, it is not polite to chat once your business is finished.

If there is a difficult silence at the end of the call, it is probably because you are not doing your job of closing the call.

You can do this by confirming the arrangement:

So, I'll come to your office on Monday at 10....

thanking the receiver,

Thank you very much for your help....

and saying goodbye

Goodbye....

In each case, wait for the receiver's response before you go on to the next stage. Wait until you have heard the receiver say goodbye before you hang up.

4.3. Responding on the telephone

From these extracts of Cindy's telephone conversation, Let's choose the best one. Choose the best response for each from

When will Mr Lau be available?

Yes, my name is Cindy Wu.

It's me.

Okay. I'll call back in five minutes.

Yes, could you tell me when the best time to call is?

Okay, when?

My name's Cindy Wu. I'm a student at HKU. I'm calling about a project we're intending to carry out for this year.

I wondered if you can help me. My name's Cindy Wu and you know my uncle.

Hello, can I come to your office to talk to your staff? I'm doing a project on work experience.

Perhaps it's better if I speak to Mr. Lau personally.

You're just a receptionist, so I doubt it.

Yes, could you ask Mr. Lau if I can come to his office to discuss my project? It's very important!

Yes, thanks, anytime this week will be fine for me.

That would be fine, I don't want to cause you any trouble.

But I've got assignments due in next week and lots of my society's meetings to attend. This week is more convenient for me.

Yes, OK, but I can only make it in the morning.

But what about the afternoon? Can't I come then?

Thursday would be fine for me. What time is convenient for you?

Thanks! See you then.

OK, I'll come to your office in room 723 at 10 am on Thursday the 25th.

OK, you won't forget now, will you?

Cindy is a student who wants to speak to Mr. Lau to arrange a visit to his company. Mr. Lau is not there. What does she say to make sure she gets to speak to him next time she calls?

Telephone conversation 1

Cindy	:	[calls]
Secretary	:	Good morning, Asia Pacific Enterprises.
Cindy	:	Hello, could I speak to Mr. Lau, please?
Secretary	:	I'm afraid Mr. Lau is in a meeting right now. Can I help you?
Cindy	:	Well, I am doing a project at Hong Kong University on work experience... Perhaps it's better if I speak to Mr. Lau personally.
Secretary	:	Fine, could you call back when the meeting is finished?

Cindy : Yes, could you tell me when the best time to call is?
 Secretary : Probably after 4 pm.
 Cindy : Yes, I'll do that. Thank you for your help.
 Secretary : You're welcome.
 Cindy : Good bye
 Secretary : Bye
 Cindy : [hangs up]

4.4. Tips for Getting People to Slow Down

One of the biggest problems is speed. Native speakers, especially business people, tend to speak very quickly on the telephone. Here are some practical tips to get native speakers of English to slow down!

Immediately ask the person to speak slowly.

When taking note of a name or important information, repeat each piece of information as the person speaks.

This is an especially effective tool. By repeating each important piece of information or each number or letter as the speaker gives you a telephone number you automatically slow the speaker down.

Do not say you have understood if you have not. Ask the person to repeat until you have understood.

Remember that the other person needs to make himself / herself understood and it is in his/her interest to make sure that you have understood. If you ask a person to explain more than twice they will usually slow down.

If the person does not slow down begin speaking your own language!

A sentence or two of another language spoken quickly will remind the person that they are fortunate because THEY do not need to speak a different language to communicate. Used carefully, this exercise in humbling the other speaker can be very effective. Just be sure to use it with colleagues and not with a boss :-)!

4.5. Telephone English - The Phrases

There are a number of phrases and idioms that are only used when telephoning. Let's first take a look at an example dialogue: Here are the most common:

Operator : Hello, Frank and Brothers, How can I help you?
 Peter : This is Peter Jackson. Can I have extension 3421?
 Operator : Certainly, hold on a minute, I'll put you through...
 Frank : Bob Peterson's office, Frank speaking.
 Peter : This is Peter Jackson calling, is Bob in?
 Frank : I'm afraid he's out at the moment. Can I take a message?

Peter : Yes, Could you ask him to call me at . I need to talk to him about the Nuovo line, it's urgent.
 Frank : Could you repeat the number please?
 Peter : Yes, that's , and this is Peter Jackson.
 Frank : Thank you Mr Jackson, I'll make sure Bob gets this a s a p.
 Peter : Thanks, bye.
 Frank : Bye.

As you can see, the language is rather informal and there are some important differences to everyday English. Look at the chart below for key language and phrases used in telephone English:

As you can see, the language is rather informal and there are some important differences to everyday English. Look at the chart below for key language and phrases used in telephone English;

Introducing yourself This is Ken. Ken speaking	Asking who is on the telephone Excuse me, who is this? Can I ask who is calling, please?
for Someone Can I have extension 321? (extensions are internal numbers at a company) Could I speak to...? (Can I - more informal / May I - more formal) Is Jack in? (informal idiom meaning: Is Jack in the office?)	Connecting Someone I'll put you through (put through - phrasal verb meaning 'connect') Can you hold the line? Can you hold on a moment?
How to reply when someone is not available I'm afraid ... is not available at the moment The line is busy... (when the extension requested is being used) Mr Jackson isn't in... Mr Jackson is out at the moment...	Taking a Message Could (Can, May) I take a message? Could (Can, May) I tell him who is calling? Would you like to leave a message?

4.6. Key phrases

Good morning, this is Britta Grey calling from Germany.
 I'd like to speak to Mr/Ms Jones, please.
 I'd like to leave a message for ...
 Just a moment, please. I'll put you through.
 I'm sorry, the line's busy / engaged.
 Would you like to call back later?
 I'm afraid she's not in the office today.
 I'm afraid he's away on business.
 Can I take a message?
 Can she call you back when she gets in?

I'm calling about ...
I'm returning your call.
I'll get back to you on that.
I'll give her the message as soon as possible.
Can we fix an appointment?
Does Thursday suit you?
Let me check my diary.
Sorry, I didn't catch that.
What was your name again, please?
Could you speak more slowly, please?
Could you spell that for me, please?
Thanks for your help.
I look forward to hearing from you soon.
Thank you. Bye.
You're welcome. Bye.
Am I disturbing you?
I am on another line?
Could I take your name please
Hang on, I'll put you through

Practice good cell-phone etiquette. Sure cell phones are convenient, but they can also be incredibly annoying. Here's a crash course in cell-phone etiquette by Carey Toane

There's nothing more annoying than being interrupted by that shrill musical ring in the middle of a lunch meeting. Except maybe having your lunch put on hold with a muttered, "Hang on a second... Hello?" Cell phones have changed the way we interact. They bring private acts — conversations between two people — into public places. There is no phone booth, no shield between the talker and the world around him. Here's how to handle this new technology in a business environment. Despite the obvious advantages of a mobile phone, the rule of thumb is to use the same etiquette you would on a standard business phone line, says Jane Watson, of J.Watson and Associates in Toronto. If you wouldn't stand up and leave the room to place a call in the middle of a meeting, then you'd better turn your cell phone off in that same meeting.

Otherwise you've become one of those addicts who thrives on the instant gratification and ego-stroking of being in demand, says Watson, who has advised organizations including the City of Kingston, Bombardier and Hudson's Bay Company on business communications.

And there are other ugly habits to watch for, too. "I know some people who use their cell phones as watches," says Watson. "So not only do they have to leave the machines on so that they know what time it is, but they're constantly looking down at their waists."

"Cell phones are sort of a double-edged sword," says Watson. "It's handy if you're on the road because people can reach you at all times. However, if I call someone, the first thing I have to tell them is that I'm on my cell phone, in case the signal fades and we lose contact."

To minimize annoyance on the other end of the line, speak slowly so important information doesn't fall through the cracks in the connection. Keep your message brief and repeat your phone number twice, just in case. And if you're in meetings all day, include on your voicemail the hours when you can be reached in person, or when you will return messages.

4.7. Key Vocabulary

area code
answering machine
connect
country code
dial
dial a wrong number
dialing tone (US dial tone)
direct line
engaged
engaged tone (US busy tone)
extension number
have the wrong number
home number
work number
letter (of the alphabet)
mobile phone (US also cell phone)
number unobtainable
operator
receiver
switchboard

4.8. Success on the telephone

when you start to panic. This is understandable. You can't see the other person, and voices are often more difficult to understand on the phone. All is not lost, however. There are some simple steps you can take to improve your telephoning skills.

1. Don't panic. This is easier said than done, but really is the key to success. You must lose your fear of the phone. Make at least one call a day in English to a friend just to practice. Repeat to yourself: "Telephoning in English is easy." Positive thinking can work.

2. Learn key vocabulary. Learn the vocabulary listed below. Alternatively, copy them and put them next to your phone at work, or take them with you when you're travelling.

3. Learn some key phrases. As well as key words, there are certain standard phrases that come up again and again on the phone. Learn them and use them! Don't try to be too clever on the phone; stick to the standard phrases.

4. Start and finish well. A confident opening is important. Say clearly, and not too quickly, who you are and why you are calling: "This is Boris Schröder from Düsseldorf. I'm calling about your order for ...Try to avoid saying "My name is ..."; this sounds less professional. At the end of the call, remember to thank the other person: "Thanks for your help." If they thank you, the answer is "You're welcome", not "please".

5. Learn to control the call. Native speakers of English often speak too quickly and not clearly enough. Make sure you know how to stop them or slow them down. Phrases such as: "I'm sorry, I didn't catch that" and "I'm sorry, could you speak a little more slowly" will help you to control the situation. Don't be embarrassed to stop your partner; remember, your English is almost certainly better than their German.

6. Listen carefully. Listen to the vocabulary and phrases that your partner uses. Often you will be able to say the same things later in the same conversation. Your partner won't notice what you are doing, but you will feel good that you have activated your passive vocabulary.

7. Soften your language. German-speakers often sound impolite in English because they are too direct. "Would" and "could" are the two key words. "I'd like to speak to Jane Brown, please" is much better than "I want to ...".

8. Create a positive atmosphere. Smile when you are on the phone. It really does make a difference to the way you sound. And the impression you create can make a big difference to your chances of business success. If you are unsure how you sound on the phone, record yourself during a conversation. You may be surprised by the result.

9. Learn to spell. Do you know the telephone alphabet in English? If not, learn it. It is important not only to know how to say the individual letters, but also to be able to check them: "Was that I for India or E for Echo?" (Don't say "E like Echo".)

10. Give yourself time. If you want to make a call, you can prepare beforehand. But what happens when your phone rings and suddenly someone is speaking English? No problem. If you feel uncomfortable and need time to prepare your thoughts, simply say: "Sorry, could I ring you back in five minutes, I'm in a meeting at the moment."

5. LETTERS

Letters to companies are formal letters in which you need to follow certain rules and conventions.

As a student there are several kinds of letters that you might write to companies: to make arrangements, to confirm arrangements, to thank someone for a service or to apply for a job.

The most important letters you will write are job application letters. Here are some general advice on writing letters to companies and some specific advice on job application letters.

5.1. General rules

Whenever you write a letter to a company you should bear these points in mind:

1. Avoid informal language but do not use old-fashioned or over-formal language

2. Be polite but do not be humble

3. Be brief but make sure you make your point clearly

Business people are busy and do not appreciate unnecessarily long letters.

Most business letters are less than one A4 page long. If you need a second page for your letter, you should think about whether you can say what you want to say using less words.

There are also some things that you must do in every letter to a company:

1. Include your address and the date. You may also include your telephone, fax and email address

2. Include the receiver's name (if you know it), job title and address

3. Make sure the receiver knows who you are and why you are writing

4. Sign your letter and make sure the receiver can read your name

Formats for business letters vary a great deal. Look at the models and resources in this module for examples of acceptable formats.

5.2. Job application cover letters

5.2.1. Purpose

Job advertisements usually ask you to send a resume or fill in an application form.

They do not necessarily ask for an application letter, but every job application should be accompanied by a cover letter.

The cover letter has one main purpose: to get you an interview. The way to achieve that purpose is:

To let the employer get to know you as an individual

To let the employer know what benefits you can offer the company

Your application letter is the place to translate the features of your career into benefits for the employer you are applying to.

5.2.2. Content

An application letter should tell the employer four things:

1. The position you are applying for and how you found out about it.

2. Why you believe you are suitable for the position.

3. Why you are interested in the position

4. When you are available for interview

Your application letter should also highlight the most relevant points in your resume.

5.2.3. Language and style

The current advice on application letters is to 'sell yourself'.

However, the most difficult part about writing application letters is to sell yourself without sounding too pushy or big-headed.

The way to do this is to make sure that your interest in the position and the benefits you can offer are supported by evidence of achievements in your resume.

Here are some other tips:

Show that you know something about the company, but do not try to flatter or exaggerate your interest in the job.

Base your interest in the job on achievements and activities described in your CV.

Avoid using adjectives to describe the company. They already know they are the best in the field.

If you have the required qualifications, mention them in the letter. If the job description asks for a person with certain qualities, try to show that you have those qualities indirectly through evidence from your resume. Avoid using adjectives to describe yourself.

Don't exaggerate your talents. Refer to evidence of your talents in your resume.

Emphasize benefits to the company, not benefits to you.

Don't tell the employer what to think or state conditions for accepting the position.

Don't repeat yourself.

Be sure to spell-check and proof-read your letter carefully.

5.3. Parts of a letter

The following letter shows how to lay out a job application cover letter.

1. Put your address, but note that other styles are acceptable. In North America, for example, both your address and the company's address are positioned above each other at the left margin of the page.
2. Put your telephone number(s), fax and pager numbers, and e-mail too if you have it. Notice the line spacing.
3. Put date, notice the line spacing. (Note: other styles are possible).
4. Put the addressee's information. It's best to name the individual who will deal with your request if possible.
5. Write the salutation (greeting). (Note: other styles of punctuation are possible).
6. Put the title of your letter. (Note: the formatting and capitalization).

7. Tell where you learned of the vacancy. Then you tell why your background makes you suitable for the post.
8. Outline the benefits you could offer the company.
9. Explain why you are interested in the company, and then you demonstrate that you have researched the company.
10. Put your request for an interview, along with your contact details.
11. Put a line expressing thanks here.
12. Close the letter like this if you know the addressee's name. (Notice the capitalization). (Note: other punctuation styles are possible).
13. Type your name here. Notice the extra space above for your handwritten signature.
14. This is where you put the standard enclosure line. Note capitalisation and punctuation. (other styles are possible).

Ms. Cheung Wai Fun
 Hong Kong Dragon Airlines Limited
 22/F Devon House, Taikoo Place
 979 King's Road
 Quarry Bay
 Hong Kong

14/F Tai Yip
 Mansions
 6 Leighton Road
 Causeway Bay
 Hong Kong
 Tel: 2765-6785
 Pager: 13076076
 March 5, 1999

Dear Ms. Cheung,

Application for the post of Management Trainee

I am very interested in your Management Trainee Programme, the details of which you placed with the Hong Kong Careers Education and Placement Centre. I believe my educational background in Transport Economics, my leadership skills, and track record of effective management in student affairs would enable me to make a strong contribution to your company.

In addition to having taken subjects directly relevant to your company's operations, I can offer a variety of skills that can be developed to meet your specific needs in the future. In particular, my successful use of Lotus 1-2-3 and dBase software in my research project demonstrates how quickly I can learn new data processing systems. My work as an arbitrator for three years at the Student Counselling Centre is proof of my interpersonal skills. Also, my advanced proficiency in Bahasa Indonesia could be of use in your new cargo service to Lombok.

I am attracted to Dragonair by the reputation of your Management Trainee Programme and by your recent rapid growth, as evidenced by your successful take-over bid for

Macau Airways last July in the face of stiff competition from Cathay. I am also impressed by your acquisition of 17 new Airbus A – 300 aircraft and the addition of six new routes into China, which I believe will ensure a promising future for the company well into the next century.

I would greatly appreciate an interview to discuss at greater length the contributions I could make to your team. Please contact me at 2765 –6785 after 6p.m. or page me on 113076076 during the day.

Thank you for taking the time to review my application.

Yours sincerely,

Andy Lau

Enc. Resume

5.4. Functions of a cover letter

1. Communicate your enthusiasm for the job (note that this happens three times at different places in this model).
2. Say how you found out about the job.
3. Emphasize benefits to the company, not benefits to you.
4. Communicate your enthusiasm for the job (note that this happens three times at different places in this model).
5. Emphasize benefits to the company, not benefits to you.
6. Say what degree you have/will have and when you will have it.
7. Demonstrate how the sum of your personality traits, experience, knowledge and transferable skills make you suited for this particular job.
7. Draw attention to at least one significant and relevant achievement.
8. Demonstrate how the sum of your personality traits, experience, knowledge and transferable skills make you suited for this particular job.
9. Communicate your enthusiasm for the job (note that this happens three times at different places in this model).
10. Demonstrate how the sum of your personality traits, experience, knowledge and transferable skills make you suited for this particular job.
11. Show that you have done your research and know something about the company.
12. Demonstrate your personality traits and transferable skills.
13. Give details of your availability for interview (at the end of the letter).

Mr. John Ma
Training Manager
International Bank of Commerce
36 - 39 De Voux Road
Central
Hong Kong

Block 34, Floor 45
Skyline Mansions
76 Tuen Mun Road
Tuen Mun, Hong Kong
Tel:27658905
Fax: 6584 3412
Pager: 7654 9870
April 19, 2006

Dear Mr. Ma,

Management Trainee (Marketing)

I am very interested in the above post, advertised in the Careers Education and Placement Centre at the University of Hong Kong. I attended a recruitment talk given by one of your colleagues at the Centre and this experience convinced me that I very much wanted to put to work for your company the executive, analytical and teamworking skills that I have developed at University. I feel that as you begin the second phase of you expansion into China this would be a particularly exciting time for any new recruit to be making a contribution to your company.

I will graduate in June of this year with a Bachelor of Arts degree, majoring in Renaissance Art. Before I began my degree, I knew very little about this subject but by managing my heavy learning load efficiently and doing extra work to improve my written communication skills, I succeeded in graduating in the top 25% of my year. I was also awarded a distinction and commended for the range and depth of research in my final year project. I brought the same level of commitment and hard work to the various student societies of which I was a member. The highlight of these extra-curricular activities was my election as Chairman of the Dance Club.

During vacations I had several jobs but the one I found most challenging was working for a small toothbrush manufacturer. It was here that I developed my enthusiasm for a career in marketing and put my skills as an analyst and communicator to good use. I took part in several successful direct mail marketing projects similar to the one your company carried out last April for Cathay Pacific and learned a great deal about the business world in a very short space of time.

I am available for interview at any time except between the 29th April and the 27th May when I sit my final examinations. I look forward to hearing from you and to having the opportunity to discuss my application with you.

Yours sincerely,

Alice So

Enc.: Resume

5.5. Other important points

1. Observe the conventions of salutations -- the -m in Madam should be capitalized. Dear Sir / Madam is more acceptable.
2. Don't impute thoughts, feelings or reactions to the reader. S/he is quite capable of forming their own opinion.
3. Don't exaggerate your talents -- leave it to the reader to form conclusions on the basis of carefully placed evidence.
4. Don't exaggerate your talents -- leave it to the reader to form conclusions on the basis of carefully placed evidence
5. Don't exaggerate your talents -- leave it to the reader to form conclusions on the basis of carefully placed evidence.
6. Don't impute thoughts, feelings or reactions to the reader. S/he is quite capable of forming their own opinion.
7. Don't repeat yourself -- we said, don't repeat yourself
8. Don't use spoken language -- for example, don't use contractions as we're doing here.
9. Don't exaggerate your talents -- leave it to the reader to form conclusions on the basis of carefully placed evidence.

Some more tips for application letters

1. Don't repeat yourself -- we said, don't repeat yourself
2. Don't use spoken language -- for example, don't use contractions as we're doing her
3. Don't unduly flatter your reader -- it will sound as if you are groveling.
4. Don't unduly flatter your reader -- it will sound as if you are groveling.
5. Don't unduly flatter your reader -- it will sound as if you are groveling.
6. Don't unduly flatter your reader -- it will sound as if you are groveling.
7. Don't repeat yourself -- we said, don't repeat yourself
8. Don't mention salary unless you have to. And if you do, then be realistic about how much you expect.
9. Don't impute thoughts, feelings or reactions to the reader. S/he is quite capable of forming their own opinion.
10. Don't use spoken language -- for example, don't use contractions as we're doing here.
11. Don't use spoken language -- for example, don't use contractions as we're doing here.
13. Observe the conventions of signing off -- In UK English this letter should end with, Yours faithfully, as the addressee is not named, but in US English it ends with, Sincerely

5.6. Commerce letters

This section discusses general format of business letters, shows you the four common business-letter formats, and discusses some basic guidelines for writing style in business letters.

5.6.1. Common Components

The following is concerned with the mechanical and physical details of business letters.

Heading

The heading contains the writer's address and the date of the letter. The writer's name is not included and only a date is needed in headings on letterhead stationery.

Inside address

The inside address shows the name and address of the recipient of the letter. This information helps prevent confusion. Also, if the recipient has moved, the inside address helps to determine what to do with the letter. In the inside address, include the appropriate title of respect of the recipient; and copy the name of the company exactly as that company writes it. When you do have the names of individuals, remember to address them appropriately: Mrs., Ms., Mr., Dr., and so on. If you are not sure what is correct for an individual, try to find out how that individual signs letters or consult the forms-of-address section in a dictionary.

Salutation

The salutation directly addresses the recipient of the letter and is followed by a colon (except when a friendly, familiar, sociable tone is intended, in which case a comma is used). If you don't know whether the recipient is a man or woman, the traditional practice has been to write "Dear Sir" or "Dear Sirs" — but that's not preferred all time.

To avoid this problem, salutations such as "Dear Sir or Madame," "Dear Ladies and Gentlemen," "Dear Friends," or "Dear People" have been tried — but without much general acceptance.

Deleting the salutation line altogether or inserting "To Whom It May Concern" in its place, is not ordinarily a good solution either — it's impersonal.

The best solution is to make a quick, anonymous phone call to the organization and ask for a name;

Or, address the salutation to a department name, committee name, or a position name:

- "Dear Personnel Department,"
- "Dear Recruitment Committee,"
- "Dear Chairperson,"
- "Dear Director of Financial Aid,"

Subject or reference line

The subject line replaces the salutation or is included with it. The subject line announces the main business of the letter.

Body of the letter

The actual message of course is contained in the body of the letter, the paragraphs between the salutation and the complimentary close.

Complimentary close

The "Sincerely yours" element of the business letter is called the complimentary close. Other common ones are "Sincerely yours," "Cordially," "Respectfully," or "Respectfully yours." You can design your own, but be careful not to create florid or wordy ones. Notice that only the first letter is capitalized, and it is always followed by a comma.

Signature block

Usually, you type your name four lines below the complimentary close, and sign your name in between. If you are a woman and want to make your marital status clear, use Miss, Ms., or Mrs. in parentheses before the typed version of your first name. Whenever possible, include your title or the name of the position you hold just below your name. For example, "Technical writing student," "Sophomore data processing major," or "Tarrant County Community College Student" are perfectly acceptable.

End notations

Just below the signature block are often several abbreviations or phrases that have important functions.

5.6.2 Commercial writing styles

Writing business letters and memos differs in certain important ways from writing reports. Keep the following advice in mind when you write and especially when you revise your business letters or memos.

State the main business, purpose, or subject matter right away.

Let the reader know from the very first sentence what your letter is about. Remember that when business people open a letter, their first concern is to know what the letter is about, what its purpose is, and why they must spend their time reading it. Therefore, avoid round-about beginnings.

If you are writing to apply for a job, begin with something like this: "I am writing to apply for the position you currently have open...." If you have bad news for someone, you need not spill all of it in the first sentence. Here is an example of how to avoid negative phrasing:

"I am writing in response to your letter of July 24, 1997 in which you discuss problems you have had with an electronic spreadsheet purchased from our company."

If you are responding to a letter, identify that letter by its subject and date in the first paragraph or sentence.

Busy recipients who write many letters themselves may not remember their letters to you. To avoid problems, identify the date and subject of the letter to which you respond:

Dear Mr. Stout:

I am writing in response to your September 1, 20XX letter in which you describe problems that you've had with one of our chainsaws. I regret that you've suffered this inconvenience and expense and....

Dear Ms. Cohen:

I have just received your August 4, 20XX letter in which you list names and other sources from which I can get additional information on the manufacture and use of plastic bottles in the soft-drink industry....

Keep the paragraphs of most business letters short.

The paragraphs of business letters tend to be short, some only a sentence long. Business letters are not read the same way as articles, reports, or books. Usually, they are read rapidly. Big, thick, dense paragraphs over ten lines, which require much concentration, may not be read carefully — or read at all.

To enable the recipient to read your letters more rapidly and to comprehend and remember the important facts or ideas, create relatively short paragraphs of between three and eight lines long. In business letters, paragraphs that are made up of only a single sentence are common and perfectly acceptable.

"Compartmentalize" the contents of your letter.

When you "compartmentalize" the contents of a business letter, you place each different segment of the discussion — each different topic of the letter — in its own paragraph. If you were writing a complaint letter concerning problems with the system unit of your personal computer, you might have these paragraphs:

A description of the problems you've had with it

The ineffective repair jobs you've had

The compensation you think you deserve and why

Study each paragraph of your letters for its purpose, content, or function. When you locate a paragraph that does more than one thing, consider splitting it into two paragraphs. If you discover two short separate paragraphs that do the same thing, consider joining them into one.

Provide topic indicators at the beginning of paragraphs.

Analyze some of the letters you see in this section in terms of the contents or purpose of their individual paragraphs. In the first sentence of any body paragraph

of a business letter, try to locate a word or phrase that indicates the topic of that paragraph.

If a paragraph discusses your problems with a personal computer, work the word "problems" or the phrase "problems with my personal computer" into the first sentence. Doing this gives recipients a clear sense of the content and purpose of each paragraph. Here is an excerpt before and after topic indicators have been incorporated:

Problem:

I have worked as an electrician in the Decatur, Illinois, area for about six years. Since 1980 I have been licensed by the city of Decatur as an electrical contractor qualified to undertake commercial and industrial work as well as residential work.

Revision:

As for *my work experience*, I have worked as an electrician in the Decatur, Illinois, area for about six years. Since 1980 I have been licensed by the city of Decatur as an electrical contractor qualified to undertake commercial and industrial work as well as residential work. (*Italics not in the original.*)

List or itemize whenever possible in a business letter.

Listing spreads out the text of the letter, making it easier to pick up the important points rapidly. Lists can be handled in several ways, as explained in the section on lists. For examples of lists in business correspondence

Place important information strategically in business letters.

Information in the first and last lines of paragraphs tends to be read and remembered better. Information buried in the middle of long paragraphs is easily overlooked or forgotten. Therefore, place important information in high-visibility points.

For example, in application letters which must convince potential employers that you are right for a job, locate information on appealing qualities at the beginning or end of paragraphs for greater emphasis.

Place less positive or detrimental information in less highly visible points in your business letters.

If you have some difficult things to say, a good (and honest) strategy is to de-emphasize by placing them in areas of less emphasis.

If a job requires three years of experience and you only have one, bury this fact in the middle or the lower half of a body paragraph of the application letter. The resulting letter will be honest and complete; it just won't emphasize weak points unnecessarily. Here are some examples of these ideas:

Problem:

In July I will graduate from the University of Kansas with a Bachelor of Science in Nutrition and Dietetics. Over the past four years in which I have pursued

this degree, I have worked as a lab assistant for Dr. Alison Laszlo and have been active in two related organizations, the Student Dietetic Association and the American Home Economics Association. In my nutritional biochemistry and food science labs, I have written many technical reports and scientific papers. I have also been serving as a diet aide at St. David's Hospital in Lawrence the past year and a half. *(The job calls for a technical writer; let's emphasize that first, then mention the rest!)*

Revision:

In my education at the University of Kansas, I have had substantial experience writing technical reports and scientific papers. Most of these reports and papers have been in the field of nutrition and dietetics in which I will be receiving my Bachelor of Science degree this July. During my four years at the University I have also handled plenty of paperwork as a lab assistant for Dr. Alison Laszlo, as a member of two related organizations, the Student Dietetic Association and the American Home Economics Association, and as a diet aide at St. David's Hospital in Lawrence in the past year and a half.

Problem:

To date, I have done no independent building inspection on my own. I have been working the past two years under the supervision of Mr. Robert Packwood who has often given me primary responsibility for walk-throughs and property inspections. It was Mr. Packwood who encouraged me to apply for this position. I have also done some refurbishing of older houses on a contract basis and have some experience in industrial construction as a welder and as a clerk in a nuclear construction site. *(Let's not lie about our lack of experience, but let's not put it on a billboard either!)*

Revision:

As for my work experience, I have done numerous building walk-throughs and property inspections under the supervision of Mr. Robert Packwood over the past two years. Mr. Packwood, who encouraged me to apply for this position, has often given me primary responsibility for many inspection jobs. I have also done some refurbishing of older houses on a contract basis and have some experience in industrial construction as a welder and as a clerk in a nuclear construction site.

Find positive ways to express bad news in your business letters.

Often, business letters must convey bad news: a broken computer keyboard cannot be replaced, or an individual cannot be hired. Such bad news can be conveyed in a tactful way.

Doing so reduces the chances that business relations with the recipient of the bad news will end. To convey bad news positively, avoid such words as "cannot," "forbid," "fail," "impossible," "refuse," "prohibit," "restrict," and "deny" as much as possible.

The first versions of the example sentences below are phrased in a rather cold and unfriendly negative manner; the second versions are much more positive, cordial and tactful:

Problem:

Because of the amount of information you request in your letter, simply cannot help you without seriously disrupting my work schedule.

Revision:

In your letter you ask for a good amount of information which I would like to help you locate. Because of my work commitments, however, I am going to be able to answer only a few of the questions....

Problem:

If you do not complete and return this advertisement contract by July 1, 19XX, you will not receive your advertising space in this year's Capitol Lines. If we have not heard from you by this deadline, we will sell you your advertisement space to some other client.

Revision:

Please complete the enclosed contract and return it to us by July 1, 19XX. After this deadline, we will begin selling any unrenewed advertisement space in this year's Capitol Lines, so I hope we hear from you before then.

Problem:

While I am willing to discuss changes in specific aspects of this article or ideas on additional areas to cover, I am not prepared to change the basic theme of the article: the usability of the Victor microcomputer system.

Revision:

I am certainly open to suggestions and comments about specific aspects of this article, or any of your thoughts on additional areas that you think I should cover. I do want, however, to retain the basic theme of the article: the usability of the Victor microcomputer system.

Focus on the recipient's needs, purposes, or interests instead of your own.

Avoid a self-centered focusing on your own concerns rather than those of the recipient. Even if you must talk about yourself in a business letter a great deal, do so in a way that relates your concerns to those of the recipient. This recipient-oriented style is often called the "you-attitude," which does not mean using more you's but making the recipient the main focus of the letter.

Problem:

I am writing you about a change in our pricing policy that will save our company time and money. In an operation like ours, it costs us a great

amount of labor time (and thus expense) to scrape and rinse our used tableware when it comes back from large parties. Also, we have incurred great expense on replacement of linens that have been ruined by stains that could have been soaked promptly after the party and saved.

Revision:

I am writing to inform you of a new policy that we are beginning, effective September 1, 19XX, that will enable us to serve your large party needs more often and without delay. In an operation like ours in which we supply for parties of up to 500, turn-around time is critical; unscraped and unrinsed tableware causes us delays in clean-up time and, more importantly, less frequent and less prompt service to you the customer. Also, linens ruined by stains that could have been avoided by immediate soaking after the party cause you to have to pay more in rental fees.

Problem:

For these reasons, our new policy, effective September 1, 19XX, will be to charge an additional 15% on unrinsed tableware and 75% of the wholesale value of stained linens that have not been soaked.

Revision:

Therefore, in order to enable us to supply your large party needs promptly and whenever you require, we will begin charging 15% on all unrinsed tableware and 75% of the wholesale value of stained linens that have not been soaked. This policy we hope will encourage our customers' kitchen help to do the quick and simple rinsing and/or soaking at the end of large parties that will ensure faster and more frequent service.

Avoid pompous, inflated, legal-sounding phrasing.

Watch out for puffed-up, important-sounding language. This kind of language may seem business-like at first; it's actually ridiculous. Of course, such phrasing is apparently necessary in legal documents; but why use it in other writing situations? When you write a business letter, picture yourself as a plain-talking, common-sense, down-to-earth person (but avoid slang).

Give your business letter an "action ending" whenever appropriate.

An "action-ending" makes clear what the writer of the letter expects the recipient to do and when. Ineffective conclusions to business letters often end with rather limp, noncommittal statements such as "Hope to hear from you soon" or "Let me know if I can be of any further assistance." Instead, or in addition, specify the action the recipient should take and the schedule for that action. If, for example, you are writing a query letter, ask the editor politely to let you know of his decision if at all possible in a month. If you are writing an application letter, subtly try to set up a date and time for an interview. Here are some examples:

As soon as you approve this plan, I'll begin contacting sales representatives at once to arrange for purchase and delivery of the microcomputers. May I expect to hear from you within the week?

I am free after 2:00 p.m. on most days. Can we set up an appointment to discuss my background and this position further? I'll look forward to hearing from you.

5.7. Inquiry Letters

Dr. Maria Gomez-Salinas Director of the Diabetes Clinic St. David's Hospital 1000 Greenberg Lane Wichita, KS 66780	1102 West 30th Lawrence, KS 66321 August 4, 19XX
--	---

Dear Dr. Gomez-Salinas:

I am writing you in hopes of finding out more about how the new Glucoscan II blood glucose monitoring system, which a representative at Lifescan informed me that your clinic is currently using.

Originally, I saw Lifescan's advertisement of this new device in the January 19XX issue of *Diabetes Forecast* and became very interested in it. I wrote the company and got much useful information, but was recommended to write several current users of the system as well.

For a technical report that I am writing for a technical writing class at Johnson County Junior College, I need some help with the following questions :

How often does the Glucoscan II need to be calibrated in practical, everyday use conditions?

How accurate is the Glucoscan II compared to other similar systems that your patients have used?

What problems do your patients experience with this new device?

The Lifescan representative indicated that your clinic is one the leaders in implementing new technology for diabetics, and therefore I am eager to hear from you. In the report I will acknowledge your contributions, and I will send you a copy of the completed report if you wish.

Thank you for your time, and I hope to hear from you soon.

Sincerely,

Anita Teller
Student, Medical Technology
Johnson County Junior College

Technical Support Red Hat Software, Inc. 4201 Research Commons, Suite 100 Research Triangle Park, NC 27709	0000 Paul's Path Austin, TX 78700 July 12, 1998
---	---

Dear Technical Support Department:

I am writing this letter to ask you some technical questions about hardware support in version 5.1 of Red Hat Linux. I saw Red Hat Software's advertisement for version 5.1 of Linux in the August, 1998, issue of *Linux Journal*. I was quite impressed with the capabilities as listed in the advertisement, and I would like to learn some more about the product. Before I make the decision to purchase the software, I need to be certain that it will work properly on my computer.

I have three hardware support questions that I would like you to answer. I have reviewed the technical support information at Red Hat Software's home page (www.redhat.com), but I have not been able to find answers to my questions. The three hardware-related questions that I have are as follows:

Does the latest release of Red Hat Linux support the Diamond Viper 330 PCI video card? This card uses the Riva chipset released by NVIDIA Corporation.

If Red Hat Linux does not currently have a driver for this card, is there a timetable for when the card will be supported?

Is there an online site for the latest list of supported hardware. This would be a great aid to me in the future, as I often upgrade my machine.

I am aware that some of the early versions of Red Hat Linux were not able to support some of Diamond Multimedia's products, and I hope that new drivers have been created in this latest software release. If the latest release of Red Hat Linux can support my video hardware, I will definitely purchase the product. I feel that the price on the product is exceptional, and the range of features is outstanding.

For your convenience, you can respond to me by e-mail. My e-mail address is garyc@nnn.com. If you prefer to respond by telephone, you can reach me at (512) 000-0000. I appreciate any assistance that you are able to provide me.

Sincerely,

W. Gary NNNNN

Director of Consumer Relations Cincinnati Microwave One Microwave Plaza Miami, TX 75249	111 White Horse Lane Austin, TX 78728 8 October 1994
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Dear Director:

I am writing you concerning the purchase and subsequent return of a Waveport 5000 I made on 10 August 1994 in the amount of \$225.

On 10 August 1994, I purchased a Waveport 5000 from your company in the amount of \$225. This price included a two-day delivery and a 60-day money-back trial offer. The \$225 was immediately charged to my Ritz card. However, this product did not perform satisfactorily, and on 15 August, I decided to return the Waveport 5000 to your company. When I spoke to one of your company's representatives by phone, I was informed that the shipping and handling charges, as well as the price of the Waveport 5000, would be credited to my account. I shipped the item by UPX and was notified 19 August of its receipt. Today, October 7, I received a statement for my Ritz card. And as of today, no credit has been applied to my account for either the Waveport 5000 or the shipping and handling charges.

If the Waveport 5000 was charged to my account immediately when I ordered it, I fail to understand why the same promptness was not used in crediting my account immediately upon receipt of the returned item. There is no real excuse for this delay other than someone not wanting to take the necessary time in crediting my account. These finance charges, as well as this letter, could have been avoided if your employees had been as prompt in crediting my account as they were in charging to it. It is not my responsibility to pay for your company's lack of promptness and I rightfully deserve a refund to any and all finance charges that may be applied during this time period.

Your company's quick detection products have greatly helped me in the past, and I would like nothing more than a quick solution for my problem so that I may be a customer of yours in the future.

Sincerely,

John A. Somebody

Encl.: Copies of sales receipt and credit card statement

5.8. Complaint and Adjustment Letters

SAMPLES

Director of Consumer Relations Cincinnati Microwave One Microwave Plaza Miami, TX 75249	111 White Horse Lane Austin, TX 78728 8 October 1994
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Dear Director:

I am writing you concerning the purchase and subsequent return of a Waveport 5000 I made on 10 August 1994 in the amount of \$225.

On 10 August 1994, I purchased a Waveport 5000 from your company in the amount of \$225. This price included a two-day delivery and a 60-day money-back trial offer. The \$225 was immediately charged to my Ritz card. However, this product did not perform satisfactorily, and on 15 August, I decided to return the Waveport 5000 to your company. When I spoke to one of your company's representatives by phone, I was informed that the shipping and handling charges, as well as the price of the Waveport 5000, would be credited to my account. I shipped the item by UPX and was notified 19 August of its receipt. Today, October 7, I received a statement for my Ritz card. And as of today, no credit has been applied to my account for either the Waveport 5000 or the shipping and handling charges.

If the Waveport 5000 was charged to my account immediately when I ordered it, I fail to understand why the same promptness was not used in crediting my account immediately upon receipt of the returned item. There is no real excuse for this delay other than someone not wanting to take the necessary time in crediting my account. These finance charges, as well as this letter, could have been avoided if your employees had been as prompt in crediting my account as they were in charging to it. It is not my responsibility to pay for your company's lack of promptness and I rightfully deserve a refund to any and all finance charges that may be applied during this time period.

Your company's quick detection products have greatly helped me in the past, and I would like nothing more than a quick solution for my problem so that I may be a customer of yours in the future.

Sincerely,

John A. Somebody

Encl.: Copies of sales receipt and credit card statement

Director of Consumer Relations Cincinnati Microwave One Microwave Plaza Miami, TX 75249	111 White Horse Lane Austin, TX 78728 8 October 1994
--	--

Dear Director:

I am writing you concerning the purchase and subsequent return of a Waveport 5000 I made on 10 August 1994 in the amount of \$225.

On 10 August 1994, I purchased a Waveport 5000 from your company in the amount of \$225. This price included a two-day delivery and a 60-day money-back trial offer. The \$225 was immediately charged to my Ritz card. However, this product did not perform satisfactorily, and on 15 August, I decided to return the Waveport 5000 to your company. When I spoke to one of your company's representatives by phone, I was informed that the shipping and handling charges, as well as the price of the Waveport 5000, would be credited to my account. I shipped the item by UPX and was notified 19 August of its receipt. Today, October 7, I received a statement for my Ritz card. And as of today, no credit has been applied to my account for either the Waveport 5000 or the shipping and handling charges.

If the Waveport 5000 was charged to my account immediately when I ordered it, I fail to understand why the same promptness was not used in crediting my account immediately upon receipt of the returned item. There is no real excuse for this delay other than someone not wanting to take the necessary time in crediting my account. These finance charges, as well as this letter, could have been avoided if your employees had been as prompt in crediting my account as they were in charging to it. It is not my responsibility to pay for your company's lack of promptness and I rightfully deserve a refund to any and all finance charges that may be applied during this time period.

Your company's quick detection products have greatly helped me in the past, and I would like nothing more than a quick solution for my problem so that I may be a customer of yours in the future.

Sincerely,

John A. Somebody

Encl.: Copies of sales receipt and credit card statement

Magnon Computer Systems, Inc. P.O. Box 3919 El Camino, AZ 80006	0000 McDougal Rd, #123 Del Valle, TX 78000 February 12, 1994
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Gentlemen:

This letter is in reference to my purchase of a Magnon JX-200 inkjet printer from Best Price #104 in Austin, Texas on November 11, 1993. Specifically, I am writing about your company's rejection of my request for a rebate as advertised for JX-200 printer.

I originally paid \$269.97 (excluding tax) for the Magnon JX-200 inkjet printer and have since been waiting for the promised \$30 Magnon rebate which was advertised by your company. I just received your letter and was surprised to find you had rejected my rebate claim. I believed I had made it clear as to the reason why I could not provide you with all of the material requested on the rebate coupon, particularly the serial number label from the shipping box, in the original letter (January 15) I sent you with the claim.

Once again, let me emphasize that there were no coupons available at the time when I purchased the BJ-200. Even after repeated visits to Best Price, I did not receive coupons until three weeks later. Unfortunately I had already disposed of the shipping box and consequently the serial number label attached to it and was unable to provide it as requested by the rebate instructions.

This was the reason that I sent a photocopy of the purchase receipt in the original letter even though it was not required. I am now including the original letter with the photocopy of the purchase receipt and a photocopy of the serial number located at the rear of the printer.

Although I am quite happy with the printer, I am very concerned about the problems I am having with this rebate. Especially disturbing is the fact that you stamped MUST BE RESUBMITTED AND POSTMARKED BY JANUARY 31, 1994 on the letter you sent me while the envelope (photocopy included) clearly shows that it was not mailed until February 4, 1994.

In the interest of fair play and in keeping a future customer satisfied, I hope there will be no further delays in resolving this problem. I expect to receive the rebate within the month and thank you for your prompt attention to this matter.

Sincerely,

Maria S. Alguien

Encl.: Copies of original letter, sales receipt, serial number

5.9. Simplified letters (Order letters)

February 14, 19XX
Lindsay Office Products
P.O. Box 1879
Spokane, Washington 98989
Subject: Furniture and equipment order

Please ship the following items from your sales catalog dated January 31, 19XX:

ITEM	CATALOG #	COLOR	QTY	PRICE
Conference Desk	HN-33080-WB	Sandalwood	2	\$478.60 ea.
Credenza	HN-36887-WK	Sandalwood	2	431.40 ea.
Executive Chair	HP-56563-SE	Toasted Tan	4	422.00 ea.
File Cabinet	HN-5344C-K	Beige	2	135.90 ea.
Letter Tray	K5-299907-A	Black	6	16.95 ea.

The items ordered above should be shipped C.O.D. to this address:
CLAIMS DIVISION, LAW DEPARTMENT
City of Austin
P.O. Box 96
Austin, Texas 78767-0096

The costs above reflect a discount of 50/10, with net due in 30days after the invoice date. The merchandised is to be shipped by your company's own truck line at a rate of 7 percent of the total net cost. We are remodeling our offices and have a target completion date of March 30, 19XX. If there is any reason you see that you can keep your part of this schedule, please let me know immediately.

Sincerely,

Berenice
ChamalaSupervisor,
Clerical Services

6. RESUMES (CV)

Your resume may be the most important document you will produce in your professional life. To produce an effective resume, you need to know about both the functions and language of resumes.

6.1. What is a resume?

A resume, or curriculum vitae (CV), is a record of your history and achievements in a concise yet comprehensive form. An effective resume does not summarize everything you have done in your life. Details of your education and qualifications are essential, but other information should be carefully selected. Provide information about **past** activities that demonstrate your suitability for activities in the **future**.

A *resume* is a selective record of your background — your educational, military, and work experience, your certifications, abilities, and so on. You send it, sometimes accompanied by an application letter, to potential employers when you are seeking job interviews.

The focus of the resume assignment is readability, effective design, and adaptation to audience expectations. If you make up a few details in your resume, that's okay. However, if you're just starting your college education and have little work experience, try using the techniques and suggestions here to create a resume that represents your current skills, abilities, and background.

Developing a decent-looking resume based on what you are now is a challenge that you have to deal with at some point — so why not now?

6.2. Features and benefits

Features are the **facts** that make up your personal characteristics and your career - 'This is what I am like', 'This is what I have done'.

Benefits are the advantages you might bring to a company if it employs you. They show the **value** or **relevance** of your characteristics to a particular job situation - 'This is what I can do for your company.'

A good resume does not merely present the facts of your life to a potential employer. It highlights the features of your career to date that will be of most benefit to the employer in the job you are applying for. You should therefore include features that are relevant to the job and exclude features that are not relevant.

You may also state the main benefits you can offer to the employer in a summary at the beginning of your resume (or in a cover letter) and at interview. To do this, you will need to be skilled at translating the features of your career into benefits for an employer.

6.3. The language of resumes

Effective resumes are characterized by:

Clarity and brevity: Most student resumes should fit on two sides of A4 paper. To meet this restriction on space, cut out unnecessary words.

Action words: Action words give a dynamic impression of your skills and activities.

Statements of experience: These summarize clearly and concisely what you have done in your career. Use action words and omit the personal pronoun 'I'.

The only use of a resume is to get a job.

Categorize these 30 action verbs according to the abilities they demonstrate. Some might fit into more than one category--just think about them and place them where you think they fit best!

6.4. Action words

analyzed, completed, counseled, budgeted, delegated, coordinated, implemented, recommended, critiqued, generated, taught, supervised, improved, formulated, scheduled, guided, introduced, administered, initiated, conceptualized, forecasted, presented, reorganized, negotiated, arranged, designed, classified, promoted, delivered, launched

supervised
 organized
 implemented
 launched
 managed
 completed
 designed
 solved
 researched
 executed
 developed
 initiated

6.5. Your competency profile

Here is the complete list of Core Competencies and their definitions. Check which core competencies you have and those you are lacking

Adaptability	The ability to adjust yourself easily and willingly to different conditions, and to see change as a challenge and an opportunity.	Points (1-5)
Commitment	A promise that one will stay with a particular company for a long time and to be a reliable and responsible person.	
Creativity	The ability to look at things in different ways. It begins with taking an objective look at a problem or obstacle, and combining imagination and reason to discover a solution.	
Motivation	The intention to achieve career success within the organisation. The motivation to seek success in specific projects. A positive attitude towards changing systems, methods and in particular, approaches to the development of the business.	

Foresight	The ability of analysing present conditions carefully, along with a realistic projection of future trends. For instance, one can think of expanding markets, creating new applications for established products or finding variations of services now provided.	
Independence	The ability to work on your own, to take a project and get it done without having to be told what to do every step of the way.	Points (1-5)
Leadership	The ability to move others towards a stated goal or objective. The ability to define goals and to support/motivate others in reaching them. A related facet is the ability to influence others through argument and persuasion without having to rely on assertive direction.	
Emotional Stability	The ability to cope with difficulty and frustration without an excessive display of emotion. The inclination to take a positive view under adverse conditions. Not being subject to continuous anxiety and tension.	
Analytical Reasoning	The ability to generate solutions to problems.	
Communication Skills	The ability to communicate confidently, clearly and succinctly in oral /written communication. The ability to establish rapport quickly with those from diverse cultures.	

able to think clearly
 able to plan
 able to organize
 able to communicate
 able to take a lead
 able to achieve goals

Before personal computers, people used one resume for varied kinds of employment searches. However, with less expensive desktop publishing and high-quality printing, people sometimes rewrite their resumes for every new job they go after. For example, a person who seeks employment both with a community college and with a software-development company would use two different resumes. The contents of the two might be roughly the same, but the organization, format, and emphases would be quite different.

You are probably aware of resume-writing software: you feed your data into them and they churn out a prefab resume. You probably also know about resume-writing services that will create your resume for you for a hundred dollars or so. If you are in a time bind or if you are extremely insecure about your writing or resume-designing skills, these services might help. But often they take your information and put it into a computer database that then force it into a prefab structure.

They often use the same resume-writing software just mentioned; they charge you about what the software costs. The problem is that these agencies simply cannot be that sensitive or perceptive about your background or your employment search. Nor are you likely to want to pay for their services every month or so when you are in the thick of a job search. Why not learn the skills and techniques of writing your own resume here, save the money, and write better resumes anyway?

There is no one right way to write a resume. Every person's background, employment needs, and career objectives are different, thus necessitating unique resume designs. Every detail, every aspect of your resume must start with who you are, what your background is, what the potential employer is looking for, and what your employment goals are — not with from some prefab design. Therefore, use this chapter to design your own resume; browse through the various formats; play around with them until you find one that works for you.

6.6. Sections in Resumes

Resumes can be divided into three sections: the heading, the body, and the conclusion. Each of these sections has fairly common contents.

6.6.1. Heading. The top third of the resume is the *heading*. It contains your name, phone numbers, address, and other details such as your occupation, titles, and so on. Some resume writers include the name of their profession, occupation, or field. In some examples, you'll see writers putting things like "CERTIFIED PHYSICAL THERAPIST" very prominently in the heading. Headings can also contain a goals and objectives subsection and a highlights subsection. These two special subsections are described later in "Special Sections in Resumes."

6.6.2. Body. In a one-page resume, the body is the middle portion, taking up a half or more of the total space of the resume. In this section, you present the details of your work, education, and military experience. This information is arranged in reverse chronological order. In the body section, you also include your accomplishments, for example, publications, certifications, equipment you are familiar with, and so on. There are *many* ways to present this information:

You can divide it *functionally* — into separate sections for work experience and education.

You can divide it *thematically* — into separate sections for the different areas of your experience and education.

6.6.3. Conclusion. In the final third or quarter of the resume, you can present other related information on your background. For example, you can list activities, professional associations, memberships, hobbies, and interests. At the bottom of the resume, people often put "REFERENCES AVAILABLE ON REQUEST"

and the date of preparation of the resume. At first, you might think that listing nonwork and personal information would be totally irrelevant and inappropriate. Actually, it can come in handy — it personalizes you to potential employers and gives you something to chat while you're waiting for the coffee machine or the elevator. For example, if you mention in your resume that you raise goats, that gives the interviewer something to chat with you about during those moments of otherwise uncomfortable silence.

6.7. General Layout and Detail Formats in Resumes

At some point in your resume planning, you'll want to think schematically about the layout and design of the thing. General layout has to do with the design and location of the heading, the headings for the individual sections, and the orientation of the detailed text in relation to those headings. Detail formats are the way you choose to arrange and present the details of your education and work experience.

General layout. Look at resumes in this book and in other sources strictly in terms of the style and placement of the headings, the shape of the text (the paragraphs) in the resumes, and the orientation of these two elements with each other. Some resumes have the headings centered; others are on the left margin. Notice that the actual text — the paragraphs — of resumes typically does not extend to the far left and the far right margins. Full-length lines are not considered as readable or scannable as the shorter ones you see illustrated in the examples in this book.

Notice that many resumes use a "hanging-head" format. In this case, the heading starts on the far left margin while the text is indented another inch or so. This format makes the heading stand out more and the text more scannable. Notice also that in some of the text paragraphs of resumes, special typography is used to highlight the name of the organization or the job title.

Detail formats. You have to make a fundamental decision about how you present the details of your work and education experience. Several examples of typical presentational techniques are shown below. The elements you work with include:

- Occupation, position, job title
- Company or organization name
- Time period you were there
- Key details about your accomplishments and responsibilities while there.

6.8. Special Sections in Resumes

Here are some ideas for special resume sections, sections that emphasize your goals or qualifications.

Highlights, summary section: In the illustration below, you'll notice the "Highlights" section that occurs just below the heading (the section for name, address, phone number, etc.) and just above the main experience and education sections. This is an increasingly popular section in resumes. Resume specialists believe that the eye makes first contact with a page somewhere one-fourth to one-

third of the way down the page — not at the very top. If you believe that, then it makes sense to put your very "best stuff" at that point. Therefore, some people list their most important qualifications, their key skills, their key work experience in that space on the page.

Actually, this section is useful more for people who have been in their careers for a while. It's a good way to create one common spot on the resume to list those key qualifications about yourself that may be spread throughout the resume. Otherwise, these key details about yourself are scattered across your various employment and educational experience — in fact, buried in them.

Objectives, goals: Also found on some resumes is a section just under the heading in which you describe what your key goals or objectives are or what your key qualifications are. Some resume writers shy away from including a section like this because they fear it may cause certain employers to stop reading, in other words, that it limits their possibilities. A key-qualifications section is similar to a highlights section, but shorter and in paragraph rather than list form.

Amplifications page: Some people have a lot of detail that they want to convey about their qualifications but that does not fit well in any of the typical resume designs. For example, certain computer specialists can list dozens of hardware and software products they have experience with — and they feel they must list all this in the resume.

To keep the main part of the resume from becoming unbalanced and less readable, they shift all of this detail to an amplifications page. There, the computer specialist can categorize and list all that extensive experience in many different operating systems, hardware configurations, and software applications.

Similarly, some resume writers want to show lots more detail about the responsibilities and duties they have managed in past employment. The standard formats for resume design just do not accommodate this sort of detail; and this is where the amplifications page can be useful.

6.9. Resume Design and Format

As you plan, write, or review your resume, keep these points in mind:

Readability: *are there any dense paragraphs over 6 lines?* Imagine your prospective employer sitting down to a two-inch stack of resumes. Do you think she's going to slow down to read through big thick paragraphs. Probably not. Try to keep paragraphs under 6 lines long. The "hanging-head" design helps here.

White space. Picture a resume crammed with detail, using only half-inch margins all the way around, a small type size, and only a small amount of space between parts of the resume. Our prospective employer might be less inclined to pore through that also. "Air it out!" Find ways to incorporate more white space in the margins and between sections of the resume. Again, the "hanging-head" design is also useful.

Special format. Make sure that you use special format consistently throughout the resume. For example, if you use a hanging-head style for the work-experience section, use it in the education section as well.

Consistent margins. Most resumes have several margins: the outermost, left margin and at least one internal left margin. Typically, paragraphs in a resume use an internal margin, not the far-left margin. Make sure to align all appropriate text to these margins as well.

Terse writing style. It's okay to use a rather clipped, terse writing style in resumes — up to a point. The challenge in most resumes is to get it all on one page (or two if you have a lot of information to present). Instead of writing "I supervised a team of five technicians..." you write "Supervised a team of five technicians..." However, you don't leave out normal words such as articles.

Special typography. Use special typography, but keep it under control. Resumes are great places to use all of your fancy word-processing features such as bold, italics, different fonts, and different type sizes. Don't go crazy with it! Too much fancy typography can be distracting (plus make people think you are hyperactive).

Page fill. Do everything you can to make your resume fill out one full page and to keep it from spilling over by 4 or 5 lines to a second page. At the beginning of your career, it's tough filling up a full page of a resume. As you move into your career, it gets hard keeping it to one page. If you need a two-page resume, see that the second page is full or nearly full.

Clarity of boundary lines between major sections. Design and format your resume so that whatever the main sections are, they are very noticeable. Use well-defined headings and white space to achieve this. Similarly, design your resume so that the individual segments of work experience or education are distinct and separate from each other.

Reverse chronological order. Remember to list your education and work-experience items starting with the current or most recent and working backwards in time.

Consistency of bold, italics, different type size, caps, other typographical special effects. Also, whatever special typography you use, be consistent with it throughout the resume. If some job titles are italics, make them all italics. Avoid all-caps text — it's less readable.

Consistency of phrasing. Use the same style of phrasing for similar information in a resume — for example, past tense verbs for all work descriptions.

Consistency of punctuation style. For similar sections of information use the same kind of punctuation — for example, periods, commas, colons, or nothing.

Translations for "inside" information. Don't assume readers will know what certain abbreviations, acronyms, or symbols mean — yes, even to the extent of "GPA" or the construction "3.2/4.00." Take time to describe special organizations you may be a member of.

Grammar, spelling, usage. Watch out for these problems on a resume — they stand out like a sore thumb! Watch out particularly for the incorrect use of *its* and *it's*.

6.10. Producing the Final Draft of the Resume

When you've done everything you can think of to fine-tune your resume, it's time to produce the final copy — the one that goes to the prospective employer. This is the time to use nice paper and a good printer and generally take every step you know of to produce a professional-looking resume. You'll notice that resumes often use a heavier stock of paper and often an off-white or non-white color of paper. Some even go so far as to use drastically different colors such as red, blue, or green, hoping to catch prospective employers' attention better. Proceed with caution in these areas!

**Darnell Wiseman
P.O. Box G
Manard, Texas 78355
(999) 292-5343**

OBJECTIVE:	To obtain a part-time position as a veterinary assistant that offers experience in the care and treatment of various animals.	
EXPERIENCE:	Sunrise Valley Veterinary Clinic <i>Veterinary assistant</i> ·Assisted in treatment of large and small animals ·Helped with operating room procedures Supervised daily maintenance of the facilities	Dripping Springs, TX 1995 to 1996
	George Smith Construction <i>Construction worker</i> ·Assisted in remodeling construction Drove truck to move client's furnishings	Pflugerville, TX 1993 to 1995
	Travis County 4-H <i>Local, county and state participant</i> ·Raised various animals for livestock shows Served as officer at local and county level	Pflugerville, TX 1985 to 1994
EDUCATION:	Texas A&M School of Veterinary Medicine Applied for admission to Texas A&M School of Veterinary Medicine for the Fall Semester 1997. Pursuing a degree in veterinary medicine	
	Southwest Texas State Animal Science Major Relevant coursework in anatomy, nutrition, and genetics with a	San Marcos, TX 1994 to present

	3.6 grade point average.	
	Austin Community College Part-time student Completed 29 hours of prerequisites to veterinary school acceptance with a grade point average of 3.8.	Austin, TX 1994 to present
	Pflugerville High School Graduate of 1994 Graduated with honors in top 10% in a class of 412.	Pflugerville, TX 1990 to 1994
ACTIVITIES:	Fishing, hunting, softball, tennis	
REFERENCES:	Available upon request	

Sharon Hutchinson

00000 Oakhurst
Austin, TX 78000
512/000-0000

	WORK HISTORY
<i>May 1988— Present</i>	<i>TeleDynamics, L.L.P.</i>

	<p><i>Job titles</i></p> <ul style="list-style-type: none"> • System Administrator (1993-Present) • Data Processing Manager (1989-1993) • Data Entry/Computer Operator (1988-1989) <p><i>Accomplishments</i></p> <ul style="list-style-type: none"> • Assisted controller with conversion of manual purchase order and accounts payable systems to a software program and linked all modules to the general ledger module. • Linked all modules to the general ledger module. • Instrumental in decision to interface Windows applications with Novell network and accounting system. • Assisted Controller and outside auditors with two bank audits. • Upgraded shipping system to integrate with accounting system - project on-line on schedule. <p><i>Responsibilities</i></p> <ul style="list-style-type: none"> • Administer the day-to-day operations of a Novell 3.12 LAN with 23 PCs using MS-DOS and Windows applications. • Close accounting system for month and year end processing. • Assist employees with questions on customer service, company procedural issues and computer operations. • Coordinate hardware and software upgrades. • Assist controller with month-end reconciliation of inventory, accounts receivable, and accounts payable. • Train users on Windows applications, new shipping system, and custom enhancements to accounting software.
<p>May 1986—Mar. 1988</p>	<p><i>Smith Produce—Computer Operator</i></p> <ul style="list-style-type: none"> • <i>Assisted in conversion of manual order entry and inventory systems to computerized system.</i> • <i>Reconciled cash and made daily back deposits.</i> • <i>Responsible for all system administration and monthly backups and generating monthly reports to be sent to parent company in Houston.</i>

1985—1986	<p><i>Other Part-Time Employment</i></p> <ul style="list-style-type: none"> • <i>Held part-time and temporary positions as sales clerk, clerical and receptionist/courier to help finance my education.</i>
	<p><i>TECHNICAL SKILLS</i></p> <ul style="list-style-type: none"> • <i>Novell 3.12</i> • <i>MS-DOS</i> • <i>Microsoft Windows 3.1 & 3.11</i> • <i>Excel 5.0</i> • <i>Word 6.0</i> • <i>Working knowledge of Foxpro for MS-DOS</i>

	<p>EDUCATION</p>
<i>Jan. 1996—Present</i>	<p>Austin Community College (ACC) Area of study: Computer Information Systems—Local Area Network</p>

<i>Sept. 1985—Aug. 1987</i> <i>Jun. 1988—May 1989</i>	University of Texas at Austin Area of study: Business Administration
	<p>REFERENCES Furnished upon request</p>

7. Oral presentation

Making a good oral presentation is an art that involves attention to the needs of your audience, careful planning, and attention to delivery. This lecture explains some of the basics of effective oral presentation. It also covers use of notes, visual aids and computer presentation software.

7.1. The audience

Some basic questions to ask about an audience are:

Who will I be speaking to?

What do they know about my topic already?

What will they want to know about my topic?

What do I want them to know by the end of my talk?

By basing the content and style of your presentation on your answers to these questions, you can make sure that you are in tune with your audience. What you want to say about your topic may be much less important than what your audience wants to hear about it.

7.2. Planning your presentation

In an effective presentation, the content and structure are adjusted to the medium of speech. When listening, we cannot go back over a difficult point to understand it or easily absorb long arguments. A presentation can easily be ruined if the content is too difficult for the audience to follow or if the structure is too complicated.

As a general rule, expect to cover much less content than you would in a written report. Make difficult points easier to understand by preparing the listener for them, using plenty of examples and going back over them later. Leave time for questions within the presentation.

Give your presentation a simple and logical structure. Include an introduction in which you outline the points you intend to cover and a conclusion in which you go over the main points of your talk.

7.3. Delivering your presentation

People vary in their ability to speak confidently in public, but everyone gets nervous and everyone can learn how to improve their presentation skills by applying a few simple techniques.

The main points to pay attention to in delivery are the quality of your voice, your rapport with the audience, use of notes and use of visual aids.

Voice quality involves attention to volume, speed and fluency, clarity and pronunciation

The quality of your voice in a presentation will improve dramatically if you are able to practice beforehand in a room similar to the one you will be presenting in.

Rapport with the audience involves attention to eye contact, sensitivity to how the audience is responding to your talk and what you look like from the point of view of the audience. These can be improved by practicing in front of one or two friends or video-taping your rehearsal.

7.4. Effective use of notes

Good speakers vary a great deal in their use of notes. Some do not use notes at all and some write out their talk in great detail. If you are not an experienced speaker it is not a good idea to speak without notes because you will soon lose your thread. You should also avoid reading a prepared text aloud or memorizing your speech as this will be boring.

The best solution may be to use notes with headings and points to be covered. You may also want to write down key sentences. Notes can be on paper or cards. Some speakers use overhead transparencies as notes. The trick in using notes is to avoid shifting your attention from the audience for too long. Your notes should always be written large enough for you to see without moving your head too much.

7.5. Visual aids

Visual aids help to make a presentation more lively. They can also help the audience to follow your presentation and help you to present information that would be difficult to follow through speech alone.

The two most common forms of visual aid are overhead transparencies (OHTs) and computer slide shows (e.g. PowerPoint). Objects that can be displayed or passed round the audience can also be very effective and often help to relax the audience. Some speakers give printed handouts to the audience to follow as they speak. Others prefer to give their handouts at the end of the talk, because they can distract the audience from the presentation.

Question
1) I determine some basic objectives before planning a presentation.
2) I analyze the values, needs and constraints of my audience.
3) I write down some main ideas first, in order to build a presentation around them.
4) I incorporate both a preview and review of the main ideas as my presentation is organized.

5) I develop an introduction that will catch the attention of my audience and still provide the necessary background information.

6) My conclusion refers back to the introduction and, if appropriate, contains a call-to-action statement.

7) The visual aids I use are carefully prepared, simple, easy to read, and have impact.

8) The number of visual aids will enhance, not detract, from my presentation.

9) If my presentation is persuasive, arguments are used that are logical and that support my assertions.

10) I use anxiety to fuel the enthusiasm of my presentation, not hold me back.

11) I ensure the benefits suggested to my audience are clear and compelling.

12) I communicate ideas with enthusiasm.

13) I rehearse so there is a minimum focus on notes and maximum attention paid to my audience.

14) My notes contain only "key words" so I avoid read up from a manuscript or technical paper.

15) My presentations are rehearsed standing up and using visual aids.

16) I prepare answers to anticipated questions, and practice responding to them.

17) I arrange seating (if appropriate) and check audio-visual equipment in advance of the presentation.

18) I maintain good eye contact with the audience at all times.

19) My gestures are natural and not constrained by anxiety.

20) My voice is strong and clear and is not a monotone.

Evaluate your score (1:Never,.....5:Always)

If you scored between 80-100, you are an accomplished speaker who simply needs to maintain basic skills through practice.

If your total score was between 60-80, you have the potential to become a highly effective presenter.

If your score was between 40 and 60, this resource can help you significantly.

If you scored between 30 and 40, you should show dramatic improvement with practice.

If your total was below 30, roll up your sleeves and dig in. It may not be easy - but you can make excellent progress if you try.

Content

It is likely that you already have a topic and you know what you want to say about it. This is the content of your presentation. You may already have the content of your presentation in written form: for example in a written report. Whether your content is already written down or you are beginning from scratch, you may need to cut it down for your presentation. Why?

You will need to fit your content within the time limit. Think carefully about how much information you can reasonably present in the time allowed and select the most important point.

You will need to hold the interest and attention of your audience. Many people lose interest towards the end of presentations that contain too much information. Think carefully about the key points that you want to get across and build your presentation around them.

Some kinds of information, such as technical explanations and tables of figures, are difficult for listeners to absorb during a presentation. Think about summarizing this kind of information or referring the listeners to a document they can read after the presentation.

You will need to leave time for examples and illustrations of your points. Think carefully about how you will support and explain your key points.

You will need to leave time for an introduction, conclusion and questions or comments. During this time you are likely to be repeating points made in the main body of your talk.

Three points to think about when preparing the content of a presentation:

What are your key points? Most good presentations have no more than 5 key points.

How will you support your key points with examples and illustrations?

How will you make it easy for your audience to follow your key points?

Structure

Most presentations will consist of an introduction, the body of the talk and a conclusion. The introduction prepares the audience for what you will say in the body of the talk and the conclusion reminds them of your key points. Good presentations raise questions in the listeners' mind. Good speakers encourage questions both during and after the presentation and are prepared to answer them.

Introduction

A good introduction does four things:

Attracts and focuses the attention of the audience

Puts the speaker and audience at ease

Explains the purpose of the talk and what the speaker would like to achieve

Gives an overview of the key points of the talk

It is often a good idea to begin a talk with a question, a short story, an interesting fact about your topic or an unusual visual aid. Many speakers follow this with an overhead transparency that shows the title, aim and outline of the talk.

Body

The body of a presentation must be presented in a logical order that is easy for the audience to follow and natural to your topic. Divide your content into sections and make sure that the audience knows where they are at any time during your talk. It is often a good idea to pause between main sections of your talk. You can ask for questions, sum up the point or explain what the next point will be. If you have an OHT with an outline of your talk on it, you can put this on the projector briefly and point to the next section.

Examples, details and visual aids add interest to a presentation and help you get your message through. Here are some questions you can ask yourself about the examples you include:

- Are they relevant to the experience of the audience?
- Are they concrete?
- Will the audience find them interesting?
- Are they varied?
- Are they memorable?

Conclusion

- A good conclusion does two things:
- Reminds the audience of your key points
- Reinforces your message

Your conclusion should end the presentation on a positive note and make the audience feel that have used their time well listening to you.

Questions

Many speakers worry about questions from the audience. However, questions show that the audience is interested in what you have to say and can make the talk more lively and interactive. You should be more worried if there are no questions at all! One way of handling questions is to point to questions you would like to discuss as you are talking. You can control questions better if you leave pauses during your talk and ask for questions. It is important not to let question and answer sessions during the talk go on too long, however. Answer briefly or say you will deal with the question at the end. Make sure you are ready to go on with your talk when questions have finished.

7.6. Oral presentation - Delivery

Voice quality

Your voice is your main channel of communication to the audience, so make sure you use it to its best effect.

Volume

Is your voice loud enough or too loud? Adjust your volume to the size of the room and make sure the people at the back can hear. In a big room take deep breaths and try to project your voice rather than shout.

Speed and fluency

Speak at a rate so your audience can understand your points. Do not speed up because you have too much material to fit into the time available. Try not to leave long pauses while you are looking at your notes or use fillers such as 'um' or 'er'. Use pauses to allow the audience to digest an important point. Repeat or rephrase difficult or important points to make sure the audience understands.

Clarity

Speak clearly. Face the audience and hold your head up. Your speech will be clearer if you look directly at the members of the audience while you speak. Keep your hands and notes away from your mouth and keep your eyes on the audience when you are talking about overhead transparencies. If you have to look at the whiteboard or the overhead projector, stop talking until you are ready to face the audience again.

Pronunciation

You may not be able to improve your general pronunciation much before an important presentation. However, you can make sure you know how to pronounce names and difficult words. Do not use exaggerated intonation or pronunciation of individual words. Your natural speaking style will be good enough as long as you speak clearly.

Engaging the audience

One of the secrets of a good presentation is to involve the audience.

Maintain eye contact

Look your audience in the eyes. Spread your eye contact around the audience including those at the back and sides of the room. Avoid looking at anyone too long because this can be intimidating!

Ask for feedback

You can involve the audience by asking occasional questions. Try to ask genuine questions to which you do not already know the answer and show interest in any replies. Leave time for the audience to think and try to avoid answering your questions yourself or telling members of the audience that their answers are wrong. Questions to the audience work well when you manage to make those who answer them feel that they have contributed to your presentation.

You can also pause occasionally to ask if anyone has any questions for you. If a question disrupts the flow of your talk too much, you can say that you will answer it later (but don't forget to do it!). Before you ask for questions, make sure you are ready to pick up your presentation again when the Q & A session has finished.

Look confident

It is natural to feel nervous in front of an audience. Experienced speakers avoid looking nervous by breathing deeply, speaking slowly and avoiding unnecessary gestures or movements. Smiling and focusing attention on members of the audience who show interest can also help you feel more confident as your t One of the decisions you have to make before you give a presentation is how to remember what you are going to say. Experienced presenters use a variety of methods. On this page

we outline the advantages and disadvantages of each. It is up to you to decide which is best for you.

Speaking without notes

Some presenters do not use notes at all. They just remember the outline of what they are going to say and talk.

Advantages: If you do it well, you will seem natural, knowledgeable and confident of your topic. You will also find it easier to establish rapport with the audience because you can give them your full attention.

Disadvantages: It is easy to lose your thread, miss out whole sections of your talk or to go over the time limit. People who speak without notes often fail to convey a clear idea of the structure of their ideas to the audience.

This is a high-risk strategy. A few people can present effectively without notes. If you are one of them, good luck!

Talk progresses.

7.7. Oral presentation - Using notes

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Reading from a script

Some experienced presenters write down every word they intend to say. They may read the whole script aloud or they may just use it as a back-up.

Advantages: You will find it easier to keep within the time limit. You are likely to be less nervous and make fewer mistakes.

Disadvantages: It is difficult to establish rapport with the audience. You may sound like you are reading aloud rather than speaking to an audience. Listeners often lose interest in a presentation that is read aloud.

This is a low-risk strategy employed by many experienced non-native speaker presenters. If you use it, you will need to develop the skill of reading aloud while still sounding natural. Few people can do this effectively.

Note cards

Many presenters write down headings and key points on cards or paper. They use them as reminders of what they are going to say.

Advantages: You will find it easier to establish rapport with the audience. Your presentation will be structured but you will sound natural.

Disadvantages: You may find it difficult to keep within the time limit. If your notes are too brief, you may forget what you intended to say.

This is a medium-risk strategy used by many experienced presenters and the one most often recommended. The disadvantages of note cards can be overcome if you practice your presentation before you give it.

Criteria for success

- A talk will be considered successful if
 - the talk does not exceed the allotted time of twelve minutes.
 - the subject is well introduced with the scope set and the objectives clearly stated.
 - the talk is focused on no more than three major points with supporting data and argument.
 - there is minimal information provided on materials and methods, unless the talk is methodological or a research proposal.
 - the implications for the discipline of study or in application are clearly stated.
 - the talk, and each of the sentiment ideas, are brought successfully to closure -- the audience is not left hanging or thinking "so what"?
 - textual overheads/slides do not exceed 12 in number.
 - overheads/slides are clearly legible from the rear of the room by the most myopic, and are free of unnecessary detail or excessive content.
 - the talk is presented in a clear voice, audible from the back of the room and relatively free from, uh, vocal faults.
 - the speaker is clearly enthused by his or her topic.
 - questions are addressed without evasion and answers demonstrate deep understanding of the research topic and key issues that relate to it.
- Errors of logic, though devastating in extreme cases, are not to be considered faults of the presentation. Constructive criticism during or following a talk is to be welcomed. Indeed it should be actively encouraged by exposing the weak points of your research to criticism and suggestion.

8. Interviewing

You are likely to participate in many kinds of interview in your working life both as interviewer and interviewee. This page focuses on your role as a job applicant.

The expectations of employers vary a great deal and you should always seek the best advice before attending an interview.

8.1. Interview roles

Your role in an interview will determine what you will try to do during the interview and the kind of language you will use. Interviewer and interviewee may share a common purpose, but they may also have specific goals.

In a job interview, both interviewer and interviewee share the purpose of finding out if the candidate and the job are well matched. But the interviewer will be looking for the best candidate, whereas the interviewee will be trying to show that she is the best person for the job.

Whether you are an interviewer or interviewee, begin by thinking about your own goals and the goals of the person opposite you.

8.2. Preparing for a job interview

In order to be a successful interviewee, you need to know what the interviewer is looking for. Selection criteria vary from job to job and from employer to employer. To prepare for an interview, you should therefore do as much research as you can and try to work out what kind of person the employer will be looking for.

Brainstorming questions that are likely to come up in an interview will help you put on a better performance. Remember that the employer wants to know if you are the best candidate for the job. The question underlying every other question is: "Why should we hire you?"

General questions are designed to find out about your personality and attitude to work. Job specific questions are designed to assess your suitability for the job.

Many employers ask questions based on your resume. They may appear to structure the questions on (1) your report of work experience, education and extra-curricular activities, or (2) their criteria for the job. Either way, both factors play a part and you need to consider both as you prepare for your interviews.

Some questions seem simple but are actually designed to give you an opportunity to show yourself in a positive light. Avoid giving short, obvious answers and take the opportunity to talk. Make sure that your answer is relevant, interesting and allows you to show off your strengths. Your answers should not sound like they have been prepared in advance and should be delivered naturally and convincingly.

During interviews, candidates sometimes come across situations where they are lost for words. So, apart from anticipating general and job-specific questions, you need to develop strategies for handling difficult or unexpected questions.

At the end of an interview, the interviewer usually invites the interviewee to ask some questions. Prepare some questions appropriate to the post. This is not the best time to clarify queries about the job requirements and salary, which can be done later if you are actually offered the job.

Ask questions politely and do not seem critical of the company or the job. If you cannot think of a question, or your prepared questions have already been answered, just decline to ask questions politely.

8.3. The language of job interviews

The language you use in a job interview will create an impression on the interviewer. Below we offer two tips.

8.4. Choice of words

The same information can be presented in a positive or negative way. For example,

I am keen to acquire new skills to apply to the job

I don't know how to do that so I would need training

The former is more likely to create a favourable impression than the latter.

When preparing answers to questions, think carefully about the impression your choice of words will make.

8.5. Verb tenses

When you make a statement about yourself it is important for the employer to understand whether what you are describing is:

Something you did in the past but are no longer doing (past tense)

Something you did in the past and are still doing now (present perfect tense)

Something you are doing now and intend to do in the future (present continuous)

Something you do habitually (present tense)

Something you intend to do (future tense)

The wrong tense can be confusing or create a false impression. When preparing answers to questions about yourself, think carefully about your choice of tenses.

Handling difficult situations

Below you will see a difficult situation for interviewees. Select the answer that you think is the best response.

1. If the question was unexpected and difficult to answer, what should I do?

Say that you would prefer not to answer that question.

Pretend that you misunderstood the question, and give a different answer.

Take some time to think then try to answer the question as concisely as you can.

2. If I need time to think, what should I do?

Asked to be excused so you can go to the washroom.

Ask the interviewer a question that you think might take some time to answer.

Calmly take a few moments to think.

3. If there was a conflict between my view and the interviewer's, what should I say?

Mount a logical argument to demonstrate and justify your position.

Listen carefully and acknowledge the interviewer's viewpoint, then try to state your briefly why you have

Do not let on that your viewpoint is different. Always agree with the interviewer.

4. If I could not catch the question or understand the intended meaning of the question, what should I do?

Politely ask the interviewer to repeat the question.

Answer the question as well as you can based on the parts that you did understand.

Kindly ask the interviewer to conduct the interview in Cantonese.

5. If I felt answering the question would put me or a third party (e.g. a previous employer/colleague) in an unfavourable light, what should I say?

Try to answer the question briefly, without blaming or giving negative details about other people.

Don't be afraid to put others in a negative light, unless you think that the interviewer might know them.

You should lie about negative details, unless you think that the interviewer might have information that could

6. If I could not understand the accent or speech of an expatriate interviewer, what should I do?

Ask the interviewer if they would mind writing their questions on paper.

Listen very carefully, and ask the interviewer if they would mind speaking more slowly, and ask them to repeat

Ask a Chinese interviewer to translate the questions to Cantonese.

8. If I were asked how much starting pay I expected, what should I say?

Name a figure higher than what you really expect so that it can be negotiated down later.

Respond that I would like salary commensurate with my experience, and the responsibilities of the

Respond that money is not important, and you would be willing to work there for any price.

9. If my answer is very long how can I avoid losing the listener?

Structure and section the answer, emphasising the main points.

Trim the answer, covering just the main points.

Don't worry about losing the listener; interviewers are good listeners.

10. What should I do if I am very nervous?

Bring along some object to hold in my hands to occupy my nervous energy.

Smile, make eye-contact, sit comfortably and try to focus on the questions.

Don't worry about being nervous; all applicants are nervous and the interviewers will understand.

8.6. Positive language quiz

Sometimes you can say the same thing or describe the same point in a variety of different ways. Each description might have a different effect or create a different impression on the receiver. We don't always have lots of time to think about what the things we say mean, so in this exercise you need to think fast!

Decide whether Expression A or Expression B would make a better impression on an interviewer and click that button as fast as you can!

- A. I appreciate job security.
 - B. I want a nice, safe job.
 - A. I like watching TV every evening.
 - B. I enjoy following world events in the media.
 - A. I prefer a flexible approach, and to explore all avenues.
 - B. I don't have any particular ideas on how to do this.
 - A. I had a great skiing holiday in Canada last year.
 - B. I enjoy international travel.
 - A. I gained experience in dealing with telephone enquiries.
 - B. I learned how to answer the phone.
-
- A. I am keen to acquire new skills to apply to the job.
 - B. I don't know how to do that so I would need training.
 - A. I got pretty average grades most of the time.
 - B. I was consistently successful at school.
 - A. I have used a variety of computer applications.
 - B. I mainly use the computer for playing games.

- A. My term project was rather difficult and boring.
- B. I did an in-depth investigation for my term project which was highly relevant to my career interests.
- A. I am easily bored by office routine.
- B. I prefer to be challenged by different responsibilities and opportunities.
- A. I want a lot of money.
- B. I expect that the reward would be commensurate with my qualifications.
- A. My university career demanded independence and high academic standards.
- B. I didn't go to lectures but managed to pass most of the exams.
- A. I am quite slow but I get there in the end.
- B. I demonstrate perseverance and determination.
- A. I'm keen to start making a contribution to society as soon as I can.
- B. I need to start earning money really fast to pay off my debts.
- A. I prefer to keep my options open for the time being.
- B. I haven't got a clue about what I want to do in future.
- A. I expect to work as an office cleaner.
- B. I will be responsible for general office maintenance duties.
- A. I am a good communicator and can create a congenial atmosphere.
- B. I find it difficult to stop to stop talking but I like playing practical jokes on colleagues.
- A. I enjoy a leadership role .
- B. I like telling other people what to do.
- A. My last job was collecting and posting letters.
- B. I was responsible for organizing the mail distribution system.
- A. I'm sociable and approachable.
- B. I spend all my time chatting and laughing.
- A. I prefer independent work.
- B. I dislike working with other people as part of a team.
- A. My present job is really boring.
- B. I'm looking for greater responsibility than offered by my present job.
- A. I take a consultative approach.
- B. I don't like being held responsible and taking decisions alone.
- A. I hope that I will get a nice office when I start work.
- B. I look forward to joining the team and meeting my new colleagues.

8.7. Interview roles

An interview works best if there is co-operation on both sides. Consider the following descriptions of roles which may be helpful to a successful outcome

Interviewer	Interviewee
Try to put interviewee at ease	Try to appear confident and at ease. Self consciousness can detract from your purpose
Give interviewee time to answer	Think before you speak but don't appear uncommunicative

Explain the purpose of the interview	Try to work out the ground-rules and scope of the interview
Keep the goal of the interview in mind	Don't ramble on about irrelevancies
Let the interviewee do most of the talking	Be informative - don't answer in mono-syllables
Pursue questions that have not been adequately answered	Do not dodge difficult questions entirely
Keep a record of key points and your impressions	Try to monitor your own performance and assess the impression you are giving
Avoid premature decisions or those based on minor details	Give as balanced a picture as possible
Establish an appropriate communication climate	Don't be over-familiar or over-formal, smile as necessary (but don't over-do it)
Consider whether open or closed questions are appropriate – use a fair number of open questions	Don't just answer Yes or No. Qualify points where appropriate, justify views , offer examples
Have a questioning strategy prepared	Try to see where the questioner's points are leading to
Prepare key questions but remain flexible	Be helpful. If possible, guide the talk into interesting or favourable areas

8.8. Handling difficult questions

Tick off the answer that you think would be the best response to the situation. Consider not only why the one you have chosen is the best reaction, but also why the others are or are not appropriate.

If the question was unexpected and difficult to answer, what should I do?

Say that you would prefer not to answer that question.

Pretend that you misunderstood the question, and give an different answer.

Take some time to think then try to answer the question as concisely as you can.

If I need time to think, what should I do?

Asked to be excused so you can go to the washroom.

Ask the interviewer a question that you think might take some time to answer.
Calmly take a few moments to think.

If there was a conflict between my view and the interviewer's, what should I say?

Mount a logical argument to demonstrate and justify your position.

Listen carefully and acknowledge the interviewer's viewpoint, then try to state your briefly why you have your viewpoint and then move to another topic.

Do not let on that your viewpoint is different. Always agree with the interviewer.

If I could not catch the question or understand the intended meaning of the question, what should I do?

Politely ask the interviewer to repeat the question.

Answer the question as well as you can based on the parts that you did understand.

Kindly ask the interviewer to conduct the interview in Cantonese.

If I felt answering the question would put me or a third party (e.g. a previous employer/colleague) in an unfavorable light, what should I say?

Try to answer the question briefly, without blaming or giving negative details about other people.

Don't be afraid to put others in a negative light, unless you think that the interviewer might know them. NEVER talk about mistakes you have made.

You should lie about negative details, unless you think that the interviewer might have information that could expose your lie.

If I could not understand the accent or speech of an expatriate interviewer, what should I do?

Ask the interviewer if they would mind writing their questions on paper.

Listen very carefully, and ask the interviewer if they would mind speaking more slowly, and ask them to repeat questions.

Ask a Chinese interviewer to translate the questions to Cantonese.

If there was an aggressive interviewer who interrupted my answer or showed that s/he was not convinced by my answer, what should I do?

Ignore that interviewer and try to focus your attention on the others.

Try your best to express your aggravation with facial expressions so the interviewer will stop.

Be calm, let the aggressive interviewer finish, and then resume with your answer.

If I were asked how much starting pay I expected, what should I say?

Name a figure higher than what you really expect so that it can be negotiated down later.

Respond that I would like salary commiserate with your experience, and the responsibilities of the position.

Respond that money is not important, and you would be willing to work there for any price.

If my answer is very long how can I avoid losing the listener?

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Trim the answer, covering just the main points.

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