



**ENGLISH
CORRESPONDENCE
LEARNING MODULE**

**Arranged by
Setya Ariani, M.Pd.**



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dok. :

Tgl. Terbit :

No. Revisi :

Hal :

RENCANA PEMBELAJARAN SEMESTER (RPS)

Perguruan Tinggi : Universitas Mulawarman
Fakultas : Fakultas Ilmu Budaya
Program Studi : Sastra Inggris
Mata Kuliah : Korespondensi Bahasa Inggris (English Correspondence)
Kode Mata Kuliah : 14025212
Semester/sks : II (Satu) / 2 SKS
Mata Kuliah Prasyarat : -
Nama Dosen : Setya Ariani, S.Pd., M.Pd.

A. Capaian Pembelajaran Lulusan Prodi yang dibebankan pada mata kuliah ini adalah :

1. ***Ranah Sikap***

- a. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila; dalam tugas mengkaji fenomena musik dalam konteks sosial dan budaya serta musik itu sendiri sebagai hasil kebudayaan yang mengandung aspek struktural dan estetika (S3).
- b. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6).

2. ***Ranah Keterampilan Umum***

- a. Mengkaji pengetahuan dan atau teknologi di bidang keahliannya berdasarkan kaidah keilmuan, atau menghasilkan karya desain/seni beserta deskripsinya berdasarkan kaidah atau metoda rancangan baku, yang disusun dalam bentuk skripsi atau laporan tugas akhir (KU2).



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dok. :

Tgl. Terbit :

No. Revisi :

Hal :

3. *Ranah Keterampilan Khusus*

- a. Memiliki kompetensi peneliti dibidang bahasa, sastra dan budaya dengan memanfaatkan perkembangan terkini IPTEKS dalam mengkomunikasikan hasil penelitiannya (KK 4).
- b. Mahir berbahasa Inggris dalam hal membaca, menulis, berbicara dan menyimak secara profesional (tingkat *advanced*) (KK 6).

4. *Ranah Pengetahuan*

- a. Menguasai teknik dalam kemahiran berbahasa secara praktis (PP3).

B. *Capaian Pembelajaran MK* :

In the end of the course, students are expected to be able to:

1. understand the principles of good English correspondence
2. recognize the styles, parts, and kinds of formal and informal writing
3. write different types of letters and reply to those letters

C. *PIP Unmul yang di Integrasikan* :-

D. *Deskripsi Mata Kuliah* :

This course deals with the writing practice as an essential part in the English communication system. Students will learn the principles of sentence and paragraph building, grammar, punctuation, spelling, and common errors in formal and informal writing. They will also practice writing and replying to formal and informal letters and other forms of written communication in English.

E. *Daftar Referensi* :

1. Cyssco, Dhanny R. (2003). *Practical Business Correspondence*. Jakarta: Visipro.



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MULAWARMAN
 FAKULTAS ILMU BUDAYA
 PROGRAM STUDI SASTRA INGGRIS

No. Dok. :
 Tgl. Terbit :
 No. Revisi :
 Hal :

2. Gartside, L. (1986). *Modern Business Correspondence (Fourth Edition)*. London: Pitman Publishing.
3. Oshima, A & Ann H. (1999). *Writing Academic English (Third Edition)*. New York: Longman.
4. McKenzie, M. (2001). *Handbook for writers and editors: Grammar, usage and punctuation*. Blackburn South: Dundas Press.
5. Murphy, R and Smalzer, W.R. (2002). *Basic grammar in use (Second edition)*. Cambridge: Cambridge University Press.
6. Murphy, R. (2004). *English grammar in use: A self-study reference and practice book for intermediate students of English (Third edition)*. Cambridge: Cambridge University Press.

Pertemuan Ke	Kemampuan khusus (Sub-CPMK)	Indikator	Materi Pokok (Bahan Kajian)	Metode /Model Pembelajaran	Pengalaman Belajar	Penilaian		Bobot	Referensi
						Jenis	Kriteria		
1	Students are introduced to lessons learnt in English Correspondence course.	<ol style="list-style-type: none"> 1. Students recognize the topics learnt in English Correspondence. 2. Students and lecturer discuss the learning contract. 	Introduction to the course	Lecturing	<ol style="list-style-type: none"> 1. Introducing the topics learnt in English Correspondence course 2. Discussing learning contract, teaching and learning activities, learning sources, etc 	Non test	Able to recognize the topics learnt in English Correspondence	5 %	2



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MULAWARMAN
 FAKULTAS ILMU BUDAYA
 PROGRAM STUDI SASTRA INGGRIS

No. Dok. :

Tgl. Terbit :

No. Revisi :

Hal :

2	Students are able to produce and construct sentences.	1. Students are able to classify types of phrases, clauses and sentences. 2. Students understand characteristics of producing good sentences.	1. Types of phrases (noun, adjectival, and adverbial phrases) 2. Types of clauses (independent and dependent clauses) 3. Types of sentences (simple, compound, complex, and compound-complex sentences)	1. Discussion 2. Questioning	3. Introducing types of phrases, clauses and sentences 4. Completing the exercises related to sentences	Written test	Able to produce and create sentences	10 %	2 & 3
3	Students are able to write a paragraph and essay.	Students understand essential parts of writing a paragraph and an essay.	1. Paragraph components: topic sentence, supporting sentence, and concluding sentence 2. Essay components: introductory paragraph, body, and concluding paragraph	1. Lecturing 2. Discussion	1. Introducing elements of paragraph building 2. Introducing essential parts of an essay 3. Writing a descriptive essay about 'Career'	Written test	Able to understand the essential components of a paragraph and an essay	10 %	3



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MULAWARMAN
 FAKULTAS ILMU BUDAYA
 PROGRAM STUDI SASRA INGGRIS

No. Dok. :

Tgl. Terbit :

No. Revisi :

Hal :

4	Students are able to identify grammar and common errors in English Correspondence.	Students are able to identify common grammatical errors in writing.	Errors related to parts of speech (verbs, adjectives, nouns, pronouns, adverbs, conjunctions, and prepositions)	<ol style="list-style-type: none"> 1. Presentation 2. Questioning 	Identifying grammatical errors from written text	Written test	Able to understand, recognize, and identify common grammatical errors from written text	5 %	4 & 5
5	Students are able to write effectively by considering word choice.	Students are able to choose the right words and use them in writing.	<ol style="list-style-type: none"> 1. Three essential qualities of word choice: accuracy, accuracy, and simplicity 2. Use simple words, avoid superfluous words, avoid abstract nouns, avoid exaggeration, avoid foreign phrases, avoid tautology 	<ol style="list-style-type: none"> 1. Presentation 2. Discussion 	<ol style="list-style-type: none"> 1. Introducing three essential qualities of word choice 2. Discussion types of words to avoid in order to write effectively 	Written test	Able to choose and use words to produce effective writing	5 %	2



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MULAWARMAN
 FAKULTAS ILMU BUDAYA
 PROGRAM STUDI SASTRA INGGRIS

No. Dok. :

Tgl. Terbit :

No. Revisi :

Hal :

6	Students are able to identify mechanical errors in English Correspondence.	Students are able to identify common mechanical errors in writing.	Errors related to punctuation, spelling and capitalization	1. Presentation 2. Discussion	Identifying mechanical errors from written text	Written test	Able to understand, recognize, and identify common mechanical errors from written text	5 %	3 & 4
7	MID TEST								
8	Students are able to identify parts of business letter.	1. Students are introduced to business letter format. 2. Students are introduced to parts of business letter.	1. Block and modified letter format 2. Parts of business letter (letterhead, date, inside address, salutation, body, complimentary close, writers typed name)	1. Lecturing 2. Discussion	1. Introducing business letter format 2. Introducing parts of business letter	Written test	Able to understand and identify parts of business letter as well as business letter format	5 %	1
9 & 10	Students are able to write and make a reply to an inquiry letter.	Students are able to write and make a reply to inquiry letter.	Inquiry letter	Pair work	1. Writing an inquiry letter	Written test	Able to write and make a reply to an inquiry letter	15%	1 & 2



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MULAWARMAN
 FAKULTAS ILMU BUDAYA
 PROGRAM STUDI SASRA INGGRIS

No. Dok. :

Tgl. Terbit :

No. Revisi :

Hal :

					2. Making a reply to an inquiry letter				
11 & 12	Students are able to write a letter of complaint.	Students are able to write and make a reply to a letter of complaint.	Letter of complaint	Pair work	1. Writing a letter of complaint 2. Making a reply to a letter of complaint	Written test	Able to write and make a reply to a letter of complaint	15%	1 & 2
13 & 14	Students are able to write an application letter and	Students are able to write an application letter and Curriculum Vitae	1. Application letter 2. Curriculum Vitae	Pair work	Writing an application letter and Curriculum Vitae	Written test	Able to write an application letter and CV	15%	1 & 2
15	Students are able to write a statement of purpose	Students are able to write a statement of purpose.	Things to consider when writing a statement of purpose: personal and academic background, professional experience, the	1. Presentation 2. Discussion	1. Introducing the purpose of writing a statement of purpose 2. Introducing what things should be included in writing a	Written test	Able to write a statement of purpose	10%	Internet



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASRA INGGRIS

No. Dok. :
Tgl. Terbit :
No. Revisi :
Hal :

			relevance of recent and current activities, etc		statement of purpose				
16	FINAL TEST								

EVALUATION

- | | |
|---------------|-----|
| 1. Affective | 10% |
| 2. Assignment | 20% |
| 3. Mid Test | 30% |
| 4. Final Test | 40% |

Samarinda, 2018

Mengetahui Ketua Program Studi

Singgih Daru Kuncara, M.Hum

Dosen Penanggung jawab MK

Setya Ariani, M.Pd

INTRODUCTION TO ENGLISH CORRESPONDENCE

MEETING 1

Course Description

This course deals with the writing practice as an essential part in the English communication system. Students will learn the principles of sentence and paragraph building, grammar, punctuation, spelling, and common errors in formal and informal writing. They will also practice writing and replying to formal and informal letters and other forms of written communication in English.

COURSE OBJECTIVES

In the end of the course, students are expected to be able to:

- ▶ understand the principles of good English correspondence
- ▶ recognize the styles, parts, and kinds of formal and informal writing
- ▶ write different types of letters and reply to those letters

TOPICS

Introduction to English correspondence

Sentence building

Paragraph and essay writing

Grammar and common errors in English correspondence

Style and art of writing

Punctuation and spelling

Business Letter: Parts of business letter, Inquiry letter, complaining letter, application letter

Writing a statement of purpose

Writing a memo

Writing an email

Evaluation

EVALUATION

- ▶ Affective : 10%
- ▶ Assignments : 20%
- ▶ Mid Test : 30%
- ▶ Final exam : 40%

REFERENCES

- ▶ Cyssco, Dhanny R. (2003). *Practical Business Correspondence*. Jakarta: Visipro.
- ▶ Gartside, L. (1986). *Modern Business Correspondence (Fourth Edition)*. London: Pitman Publishing.

Correct these sentences. Check missing words, capital letters, punctuation marks, and so on.

1. There is some reason why I chose to become a writer is when I was a kid I wanted to be a writer because I like to make a short story when I was alone.
2. A writer can change someone's perception about how they see something that happens in this world through their writings.
3. Before i was already experienced work to be a chef in a small restaurant, i also have learned all kinds of cuisine , ranging from traditional to international.
4. Here there are some reason why I choosing to be a Youtuber is because in this day being a Youtuber is a great opportunity.
5. Based on job vacancy information which requires a teacher english. So, I want to apply to join as an English teacher in English First.



Sentence Building

Meeting 2

THE KINDS OF SENTENCE

A sentence: a combination of words expressing a complete thought and making complete sentence.

- Statement, ex: Transport brings us food from all over the world.
- Question, ex: How much will it cost to send the goods by air?
- Command, ex: Let me have your decision by the weekend.
- Exclamation, ex: What a pity delivery was held up!

- The sentence always consists of two parts:
 - The naming part / subject
 - The doing part / predicate

Ex:

Subject	Predicate
Transport	brings us food from all over the world.

PHRASES AND CLAUSES

- A phrase has neither a subject nor a predicate.

Example:

- *My bank account* is overdrawn. (Subject, equivalent to a noun— a noun phrase)
- The car *in the garage* is mine. (Adjectival phrase)
- You will find the papers *on my desk*. (Adverbial phrase)

- **Clause:** Parts of sentences which consist of subject and predicate. (Main clause (independent clause) and dependent (subordinate clause)

Clauses, like phrases, may serve as nouns, adjectives, and adverbs.

- We regret (that) *we cannot deliver the goods immediately.* (As the object of regret, a **noun clause**)
- The goods *you delivered yesterday* are not satisfactory. (**An adjectival** clause explaining which goods)
- We will despatch your order *as soon as we can.* (**An adverbial clause** explaining time of despatch)

Which of the following groups in italics are adverb, adverbial phrase and adverbial clause?

- *As soon as the new session begins* we shall join typewriting classes.
- The tribunal dealt with the case *fairly*.
- The consignment was delayed *because of the dock strike*.

STRUCTURE OF THE SENTENCE

- Simple sentence
- Compound sentence
- Complex sentence
- Compound-complex sentence

Say whether each of the following sentence is simple, compound or complex:

1. The disturbances in Algeria may have the effect of raising prices.
2. There have been disturbances in Algeria and a rise in prices is likely to be the result.
3. The ship, which was carrying a load of timber, put into Kiel.

THE FORM OF SENTENCE

- The loose sentence: it makes the principal statement at the beginning.
- The periodic sentence: it reserves the principal statement for the end.

Loose Sentence	Periodic Sentence
I had an interview as soon as I arrived.	As soon as I arrived, I had an interview.

1. Recast the following loose sentence in periodic form.

At today's sale the price of tea made a sudden jump owing to rumours that a severe drought had adversely affected the crop.

2. Recast the following periodic sentence in loose form.

Although, looking back, it seems only like yesterday, it is now five years since we placed our first order with you.

CHARACTERISTICS OF THE GOOD SENTENCE

- Unity

Sentence must be built with each part grammatically related to some other parts.

Unity of thought: Sentence must contain one main idea

- We sent you a cheque for £25 yesterday and hope you received it safely

Compare to this following sentence:

- We sent you a cheque for £25, and we begin our summer sale next week. (2 main ideas: the cheque and the sell)

- Coherence

The component parts of a sentence must be arranged in good logical order. Incoherence may result either from lack of **balance** or from failure to observe the rule of **proximity**.

Balance: parts of a sentence *similar in thought, similar in form*.

Every lesson is a *lesson in English*, and every teacher is a *teacher of English*.

Proximity: words and phrases must be placed as close as possible to others, otherwise the sentence may convey a meaning not intended.

Ex: Please let me know the number of clerks on duty **by the end of the month.**

Lack of proximity may also produce ambiguity.

He took a note from his wallet, and with an angry gesture *threw it on the counter.*

Threw what?

From his wallet he took a note, with an angry gesture, threw it on the counter.

- **Emphasis**

Normal order: subject + predicate + object

Variation of normal word order is an effective way not only avoiding monotony born of sameness, but also of securing emphasis since words placed abnormally attract attention, especially placed at the beginning or at the end of a sentence.

Normal Order	Emphatic Order
The amount owing on your account is £25.	On your account the amount owing is £25.

- Variety of expression

To avoid monotony

- We will certainly pay you promptly if we can
- Certainly, we shall pay you promptly if possible.

Assignments

- A. Could you tell the differences between phrase, clause and sentence?

- B. Identify the phrases in each of the following sentences and what words they modify.
 1. Students in my class are intelligent, lovely people.
 2. The gun was found in the drawer.
 3. Mrs. Smith, our neighbor, is very nosy.

C. Which of the following groups in italics are adjective, adjectival phrase and adjectival clause?

1. The *angry* tiger snarled at me.
2. The tiger *that was angry* snarled at me.
3. *The angry tiger* snarled at me.

D. Say whether each of the following sentence is **simple**, **compound**, **complex** or **compound complex**. State your reasons by referring to the clauses.

1. The woman who lives next door is a doctor.
2. They spoke to him in English, but he responded them in Spanish.
3. We're taking a vacation in June.
4. Although I like to go camping, I haven't had the time to go lately, and I haven't found anyone to go with.

Paragraph & Essay



MEETING 3

Paragraph



- A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.
- Paragraph structures: topic sentence, supporting sentence, dan concluding sentence

Topic sentence



A topic sentence has four main characteristics

- It is a sentence.
- It is a part of a paragraph, usually the first sentence.
- It has the topic of the paragraph
- It has the controlling idea of the paragraph (the specific area).

A topic sentence is the main idea of a paragraph.

Supporting Sentences



Supporting sentences develop the topic sentence by giving reasons, examples, facts, statistics, and quotations.

For example:

Gold, a precious metal, is prized for **two important characteristics**.

Note: Gold (= Topic)

Two important characteristics (= controlling idea)

Concluding Sentence



The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

For example:

In conclusion, gold is treasured not only for its beauty but also for its utility.

Paragraph Length



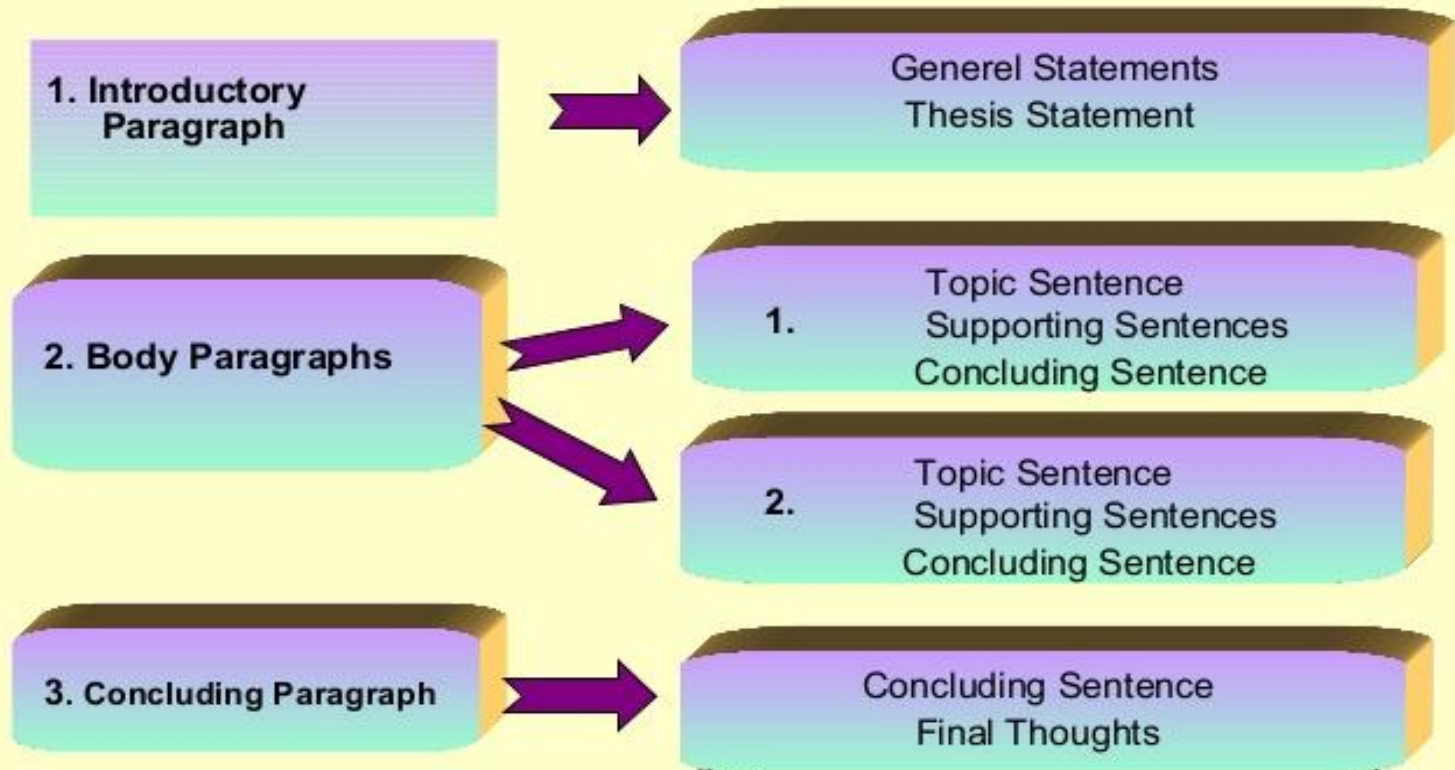
- The fairly short paragraph is well suited to the style of business letter
- Avoid paragraphs of more than about half of dozen lines
- Too many short paragraphs must be avoided
- Long paragraphs containing a single idea may be split

Essay



- An **essay** is a piece of writing several paragraphs long instead just one or two paragraphs.

THREE PARTS of an ESSAY



Introductory Paragraph



It consists of two parts: **general statements** and **thesis statement**. A few **general statements** about your subject are used to attract your reader's attention. **Thesis statement** (topic sentence in a paragraph) states the specific topic and often lists the major subtopics that will be discussed in the body of the essay.

Example of introductory paragraph



Any person who has lived in the twentieth century has seen a lot of changes take place in almost all areas of human existence. Some people are excited by the challenges that these changes offer; others want to return to the simpler life-style of the past. The twentieth century has certain advantages such as a higher standard of living for many people, but it also has some disadvantages such as a polluted environment, the depersonalization of human relationship, and the weakening of spiritual values.

Cont...



- Example of thesis statement with **no subtopics** mentioned:

The large movement of people from rural to urban areas has major effects on cities

- Example of thesis statement with **subtopics** mentioned:

The large movement of people from rural to urban areas has major effects on city's ability to provide *housing, employment, and adequate sanitation services.*

- Correlative conjunctions (both...and, not only ... but also, neither ... nor, either ... or) are also useful in thesis statements listing two subtopics:

Puppies, like children, need **both** love **and** discipline to become responsible citizens.

Body



The body consists of one or more paragraphs. It is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement. The ideas of the paragraph can be organized by chronological order, comparison and contrast, etc.

Concluding Paragraph



The conclusion in an essay, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

Essential Qualities: Unity and Coherence



- Unity means that the paragraph deals with only one main point or topic.
- For each new topic, there should be a new paragraph

Can you guess the topic of each following paragraph?



- We are pleased to offer you an appointment as our representative in South-West England on a commission basis of five per cent. Hotel, traveling and miscellaneous expenses will be paid in addition.
- It is not in our policy to dispute every unusual item of expenditure and, as long as results justify them, expenses incurred will be refunded immediately.
- The special features of your territory make it necessary for us to leave a great deal to your own discretion in such matters as discount and terms of credit to be allowed. Provided therefore that the arrangements you make are in keeping with our interests, we propose to give you a free hand.
- You will of course realize that we are placing a good deal of confidence in you, and we trust that the amount of business you are able to find for us will justify your estimate of your ability.

- We are pleased to offer you an appointment as our representative in South-West England on a commission basis of five per cent. Hotel, traveling and miscellaneous expenses will be paid in addition. (the appointment and its terms)
- It is not in our policy to dispute every unusual item of expenditure and, as long as results justify them, expenses incurred will be refunded immediately. (the firm's policy concerning expenses)
- The special features of your territory make it necessary for us to leave a great deal to your own discretion in such matters as discount and terms of credit to be allowed. Provided therefore that the arrangements you make are in keeping with our interests, we propose to give you a free hand. (the agent's freedom of action)
- You will of course realize that we are placing a good deal of confidence in you, and we trust that the amount of business you are able to find for us will justify your estimate of your ability. (an expression of hope)

- Coherence



Each sentence must be so linked with other sentences that the writer's thoughts move smoothly and naturally from one statement to the next.

Recast the order of the following sentences into a coherent paragraph

(a) Punctuation in business is usually left to the typist. *(b)* Not infrequently a sentence will be dictated that depends for its meaning upon the punctuation marks used. *(c)* Such sentences may not be good sentences, *(d)* but it's the typist's duty to see that the punctuation used conveys the meaning intended. *(e)* The typist is taught punctuation as part of her personal training.

Exercise



Type or write five short paragraphs on the career you would like to follow, dealing in turn with each of the following topics:

- a. The kind of career
- b. Reasons for choosing it
- c. The qualifications needed
- d. How you propose to prepare yourself
- e. The prospects it holds out

Common Mistakes in Writing

Meeting 4 - 6

Grammatical errors are structures that do not follow the rules of grammar (Olsson, 1972, p. 7) such as incorrect tense and subject-verb agreement.

Parts of Speech

- 1) **Verbs**
- 2) **Nouns**
- 3) **Pronouns**
- 4) **Adjectives and Adverbs**
- 5) **Conjunctions**
- 6) **Prepositions**

▶ **VERB**: a word that describes an action, condition or experience

▶ Problems:

1. Subject and verb must **AGREE** with one another in number (Subject-Verb Agreement)
2. Active or passive verb
3. Verbs with appropriate tenses
4. Modal verbs

Subject-Verb Agreement

- ▶ **Subject**: the person or thing which performs the action of a verb, or which is joined to a description by a verb
- ▶ **Verb**: a word that describes an action, condition or experience
- ▶ **Subject-Verb Agreement**: subject and verb must AGREE with one another in number
- ▶ **Sentence**: a group of words, usually containing a verb, which expresses a thought in the form of a statement, question, instruction or exclamation and starts with a capital letter when written
- ▶ **Clause**: a group of words, consisting of a subject and a verb which might or might not be a sentence

Rules

1) A sentence with one subject takes a singular verb.

Ex: **The researcher** always analyzes research problems.

She often conducts an experiment in her lab.

2) A sentence with two or more subjects takes a plural verb.

Ex: **The chemistry lab and the physics lab** are next to each other.

The teacher and the students usually work on the project together.

3) Some fields of study usually end in -s are singular (e.g. economics, physics, mathematics, etc)

Ex: **Mathematics** is a difficult subject.

4) News always takes a singular verb.

Ex: **The news** has spread everywhere.

5) Irregular plural nouns (e.g. children, feet, mice, etc) do not end in -s take plural verbs.

Ex: **His feet** were cold.

7) Expletive 'there' is not the subject in a sentence. The pattern : there + verb to be + subject. The verb may be singular or plural depending on the subject.

Ex: There are **many skyscrapers** in New York City.

There **is a girl** in front of my house.

8) Subjects with 'each' and 'every' take singular verbs.

Ex: **Every student** wears uniforms.

Each room is clean.

9) The number of + plural noun with a singular verb

Ex: **The number of students** is wearing school uniforms.

A number of + plural noun with a plural verb

Ex: **A number of students** are wearing school uniforms.

10) The verb in relative clauses depends on the noun that relative pronoun refers to.

Ex: **The house** {*that* was built many years ago} belongs to me.

11) Quantities of time, money, distance, and so on usually take a singular verb.

Ex: **Five hundred dollars** was enough.

Two years has passed.

Ten miles is a long way.

12) The following words *some*, *any*, *all*, *most* may be singular or plural, depending upon their use in a sentence.

Ex: **Most of the students** are clever.

Most of the news was shocking.

Verb Problems

1) Active or passive verbs

Act: **The architect** designed the building.

Pas: **The building** was designed by the architect.

Pattern: Subject + to be + past participle (V3)

2) Verbs with appropriate tenses

a) Present Tense: fact, general truth, an action regularly occurs. (Ex: **The sun** rises from the east) ----
- V1

b) Past tense: an action took place at a specific time in the past. (Ex: **The architect** designed the building in 2000) ---V2

c) Present Perfect Tense: an action began at an unspecified time in the past that has present consequences. (Ex: **Jennifer** has recently returned from Europe) ---- V3

3) Modal auxiliary verbs

Must, may, might, can, could, will, would, shall, should + base form of verb (V1) --→ Active form

Must, may, might, can, could, will, would, shall, should + be + Past Participle (V3)→ Passive form

Auxiliary verbs

1) Is/am/are

*Is: he, she, it, singular nouns

*am: I

* are: they, we, you

3) Was / were

Was: I, he, she, it

Were: they, we, you

2) do/does/did

*Do : I, you, they, we, plural nouns

*Does: He, she, it, singular nouns

*Did: all subjects, used in the past tense

4) Has / have

*has: He, she, it, singular nouns

*have: I, you, they, we, plural nouns

PRONOUN: a word used in place of a noun. It prevents needless repetition of nouns.



ENGLISH PRONOUNS

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	Me	My	Mine	Myself
2nd person	You	You	Your	Yours	Yourself
3rd person (male)	He	Him	His	His	Himself
3rd person (female)	She	Her	Her	Hers	Herself
3rd thing	It	It	Its	(not used)	Itself
1st person (plural)	We	Us	Our	Ours	Ourselves
2nd person (plural)	You	You	Your	Yours	Yourselves
3rd person & thing (plural)	They	Them	Their	Theirs	Themselves

NOUN

(A specific word for a person, place, thing, quality or condition)

► Singular or plural nouns

Singular: a/an, one, a single, each, every, this, that

Plural: two, a few (of), many (of), each of, etc

Example:

Each contestant won a prize.

Each of the contestants won a prize.

► Irregular Nouns (Lesson 21, p. 155)

Singular	Plural
child	children
man	men
woman	women
foot	feet
tooth	teeth
mouse	mice
fish	fish

▶ Countable and non-countable nouns

Non-countable nouns: furniture, research, sunshine, information, bread, advice, etc)

▶ Compound nouns

Two nouns used together to express a single idea. Only the second noun is pluralized.

Ex: dinner parties, grocery stores, etc.

▶ Plural Nouns of numbers and measurement

The number + measurement as an adjective (ex: They went for a *six-mile* walk). (Note: the measurement is singular)

The number + measurement as a noun (ex: They walked *six miles*). (Note: the measurement is plural)

▶ Numbers like hundred, thousand, and million may be pluralized when they are used indefinitely (when they don't follow other numbers)

Ex: seven thousand thousands

ARTICLE

(Words such as a, an and the placed at the beginning of noun/noun phrase)

Indefinite articles a and an

-Used before singular nouns when one doesn't have a specific person, place, thing or concept in mind

-a is used before words that begin with a consonant sound (ex: a chair)

-an is used before words that begin with a vowel sound (ex: an orange)

-Before words that begin with the letters h and u, either a or an can be used, depending on the word pronunciation

Definite article the

-used before singular, plural, and non countable nouns when one has a specific person, place, thing, or concept in mind (ex : the orange, the oranges)

No article

-Used before non countable nouns or plural nouns when one does not have specific person, place, things, or concept in mind (ex: oranges)

ADJECTIVES & ADVERBS



RULES

1. Many adverbs are formed from an adjective + ly, ex: quick-> quickly, serious -> seriously
2. Adjective is used before noun (to describe noun). Ex: Sam is a careful driver.
3. Adverb: to tell how somebody does something or how something happens. Ex: Sam drove carefully along the narrow road.
4. Adjectives are placed after *to be* and sense verbs like look/feel/sound, etc. Ex:
Please be quiet (adjective).
I feel happy.
5. Irregular adjective and adverb such as good and well. Ex: Your English is good. You speak English well.
Fast, hard, late are both adjective and adverb. Ex: He is a fast runner. He can run fast.

CONJUNCTION: a word that join two or more words, phrases, or clauses in a sentence.

Types of Conjunctions

A. Coordinating Conjunctions

→ Words that grammatically join equal elements: the same parts of speech, the same kind of phrase or clause.

FANBOYS (for, and, nor, but, or, yet, so)

B. Correlative Conjunctions

→ Paired connecting words that join equivalent elements
eitheror, neither ...nor, both ...and, not onlybut also, whetheror

C. Subordinating Conjunctions

→ Words that join unequal elements in a sentence because they introduce subordinate (dependent) clause. (because, since, although, even though, while, if, unless, when, while, as, until, once, before, after, whenever, wherever, however)

PREPOSITION

Look at these examples:

1. Everyone got a present but me.
2. I don't do this for anyone.

→ Words positioned before a noun or pronoun.

→ Prepositions + object + any modifying words = prepositional phrase

Prepositions are used in the following ways:

- In adverbial phrases that show time, place, and other relationships
in the morning on Pennsylvania Avenue
- After certain nouns
a cause of a reason for a solution to
- After certain adjectives and participles
different from aware of disappointed in
- After certain verbs
combine with rely on refer to
- In phrasal prepositions (two- or three-word prepositions)
according to together with instead of
- In certain set expressions
by far in general on occasion at last



Common prepositions and examples of their use

2

about: about you, about my ability	between: between the sheets, between you and me	into: into witchcraft, into a coma, into the army	through: through the gate, through your eyes
above: above the rest, above board	beyond: beyond belief, beyond it	like: like a professional, like putty	throughout: throughout my life
according to: according to our records	concerning: concerning your application	near: near the fire, near you, near death	to: to the limit, to your health, to me
across: across the desert, across my shoulders	despite: despite my reservations	of: of shame, of my recent poem, of the past	towards: towards oblivion, towards my goal
after: after my operation, after him	down: down the stairs, down the well	off: off the roof, off the planet, off your face	under: under my name, under the bed
against: against the law, against my will	due to: due to alcohol, due to circumstances	on: on the other hand, on me, on no account,	underneath: underneath the bushes
along: along the road	during: during the war	onto: onto the page, onto you	unlike: unlike my colleagues
among: among my souvenirs	except: except me, except frogs	out: out the window, out the door	until: until March
around: around the twist, around us	for: for them, for my sake	over: over my dead body, over you	upon: upon my oath
at: at the end, at me	from: from nowhere	past: past the shop, past my prime	with: with my blessing, with me
before: before the dawn, before leaving	in: in my lifetime, in other circumstances	regarding: regarding your account, regarding Henry's results	within: within these walls, within reason
behind: behind the shed, behind my back	instead of: instead of meat	since: since Friday, since his return	without: without a chance, without malice

THREE COMMON TENSES USED IN ACADEMIC WRITING

1) Present Tense

- To frame a paper. It is used in introductions to state what is already known about the topic, and in conclusions to say what is now known. (Ex : Scholars share a common argument that engineering is the most male dominated of all professions. Timing of college enrollment is associated with a number of variables).
- To point out the focus, main argument, or aim of the current paper. (Ex: This paper analyses the impact of high temperatures on certain species).
- To make general statements, conclusions, and interpretations about findings of current or previous research. It focuses on what is known now. (Ex: Graduate school is regarded as crucial for starting an engineering career because failure at this stage closes the door to professional engineering careers, and later career trajectory change is more difficult the longer it is delayed).
- To refer to findings from previous studies without mentioning the author's name. (Ex : Children ingest roughly 50-200 mg soil/day).
- To refer to tables or figures. (Ex: Table 1 presents the structural units).
- To describe the events or plot of a literary work. This usage has the name “Narrative present”. (Ex: In Mansuji Ibuse’s Black Rain, a child reaches for a pomegranate in his mother’s garden, and a moment later he is dead, killed by the blast of an atomic bomb).

2) Past Tense

- 1) To report specific findings of a previous study (usually with the authors' names in the sentence) to support a general statement. (Ex: Probably the most commonly discussed phenomenon in music cognition is the Mozart Effect (this is the general claim). (Specific example) Rauscher and colleagues first documented this effect in their seminal paper).
- 2) To describe the methods or data from a completed experiment. Statistical analyses were used to determine relationships between variables. (Ex: Statistical analyses were used to determine relationships between variables).
- 3) To report results of the current empirical study. (Ex: The L1-English writers utilized mostly NP-and PP-based bundles (78.3% of types and 77.1% of tokens)).
- 4) After any past time marker. (Ex: After the war, Germany had to face strong reparations from the allied nations).

3. Present Perfect Tense

- 1) To introduce a new topic. Could also be used to introduce a new report or paper. (Ex: There has been a large body of research regarding the effect of carbon emissions on climate change).
- 2) To summarize previous research with general subjects (such as “researchers have found...”) Present perfect places emphasis on *what has been done rather than on what is known to be true (present simple)*. (Ex: Some studies have found that girls have significantly higher fears than boys after trauma (Pfefferbaum et al., 1999; Pine and Cohen, 2002; Shaw, 2003)).
- 3) To point out a “gap” in existing research: to make a connection between the past (what has been found) and the present (how will you add more to the field). (Ex: While these measures have proved to be reliable and valid predictors of what they are measuring, there is little data on how they relate to each other).
- 4) To describe previous findings without referring directly to the original paper. (Ex: It has been shown that biodiversity is not evenly distributed throughout the world).

Mechanical Errors

Mechanical errors are writing errors such as misspelling, punctuation, and capitalization (Means, 2001, p. 128)

Punctuation

- ▶ In writing, punctuation is used to make meaning clear by inserting a series of stops or symbols to mark off words from one another, either to emphasize them or to show their grammatical relationship.
- ▶ In business letter, the full stop, the semicolon and the comma are by far the most important punctuation used to denote pauses.

The basic rules for punctuation are very simple:

1. A paragraph marks off a group of sentences that deal with the same subject-matter
2. A full stop marks the end of a sentence
3. A semicolon marks a pause somewhat shorter than the full stop
4. A comma marks only the shortest pause

Full stop (period) (.)

- ▶ To mark the end of a sentence

Declarative (a statement): The book is on the desk.

Imperative (a command): Go to the grocery store and buy milk.

- ▶ To mark abbreviations such as Esq., m.p.h, C.O.D

Comma (,)

1. Use a comma after said when introducing a direct quotation that is one sentence long:

Cooper said, “To leave out premarital testing from this bill is like taking a Missouri census and leaving out Kansas City.”

2. Use a comma before and after the abbreviation for a state following a city, and before and after a year following a month and date:

Roberto and Carmen met in Pulaski, Tenn., at the Butter Bowl.

On May 2, 2009, the two giants in the field met.

3. Use a comma after words in a series but not before the conjunction unless the meaning would be unclear. (This rule may be contrary to what you learned in English class, but it is the way journalists do it.)

The new budget proposals would cut spending for student loans, building repairs, road improvements and farm subsidies.

4. Use a comma before the word *etc.* at the end of a series:

Send us what you've got: the books, the tapes, etc.

5. Use a comma after introductory clauses, phrases or words:

The House approved the measure, and so did the Senate. [The comma follows an introductory independent clause in a compound sentence.]

Because his mother insisted, he gave college a second chance. [The comma follows an introductory dependent clause in a complex sentence.]

6. Use a comma between two independent clauses joined by a conjunction to form a single sentence.

No comma is needed when what follows the conjunction is not an independent clause:

A dentist and her assistant discussed tooth care with the students, and they used Mr. Gross Mouth to illustrate their points. [A comma is needed before the conjunction at the start of the second independent clause.]

7. Use commas to set off a conjunctive adverb (*however, likewise, at the same time, therefore*) from the rest of a single clause or simple sentence.

Nitish, however, was early.

However, Nitish was early.

8. Use a comma after a dependent clause beginning with *although, if, because or since* at the start of a sentence:

Although the police were criticized for the arrest, the chief defended it.

Because clouds covered the sky, it was difficult to see the comet last night.

9. Use a comma before *not* when showing contrast:

She said she thought independent voters preferred Stevens, not Malkowitz.

10. Use a comma to set off a noun of direct address:

John, could you come help me?

Semicolon (;)

1. To mark off separate items not linked by conjunctions when commas by themselves would not provide the required emphasis / to join independent clauses in place of comma

I'm not hungry; he wants to eat a big lunch.

2. To mark off separate statements linked by conjunctions when it is desired to emphasize some explanation or before a conjunctive adverb (like *however* or *therefore*):

The children will be walking to the cathedral; therefore, they will need to wear suitable footwear and a sun hat or raincoat, depending on the weather.

3. To mark off separate statements that contain commas of their own

Three movies I have seen recently are *Jaws*, about a killer shark off the coast of New England; *K-19*, about a Russian submarine; and *Pod People*, about a little boy who makes friends with an alien.

Colon (:)

1. Before a series or list that follows a complete sentence (do not use a colon in the middle of a sentence):

To lose weight, you should do the following: exercise regularly, eat healthy foods, and drink less alcohol.

2. When introducing a quotation after a complete sentence:

Remember the words of the great Yogi Berra: “It ain’t over until it’s over.”

3. In a salutation of a formal letter:

To Whom It May Concern: (Salutations in less formal letters tend to have commas.)

4. Between hours and minutes and between minutes and seconds of time:

The space shuttle lifted off at exactly 11:40:29 this morning.

5. Before an appositive, explanation, or example that follows a complete sentence:

In the history of major league baseball, two teams have played in Seattle: the Pilots (1969 only) and the Mariners (1977-present).

6. Between main clauses when the first signals that the second will provide an answer or definition:

Faith is like love: It cannot be forced.

7. In proportions:

The ratio of students to teachers was 30:2.

Parenthesis

- ▶ The parenthesis represents a fairly strong break, requiring either brackets or dashes.
- ▶ Example : We invite your attention (see price-list) enclosed to some exceptional bargains.

Dash (—)

1. It's a longer form of the hyphen and used to bring together subjects belonging to the same verb:

Interest in work, tact, good manners, loyalty, respect for authority and consideration for others—these are qualities we should all seek to develop.

2. To set off information that deserves emphasis:

Johnny ate the whole jar of peanut butter—the whole jar!

Hyphen (-)

1. To form compound nouns by combining an adjective with its noun:
subject-matter, sister-in-law

2. In the middle of compound numbers and fractions:

He claims that he caught twenty-four trout while fishing in one day.

One-third of my paycheck goes to pay for my rent.

3. To form compound adjectives:

A world-wide organization, an air-tight container, a break-even chart

Apostrophe (‘)

1. To signify ownership or possession (‘s)

Ex : the company’s registered office, the secretary’s staff but not in the possessive plural ends in “s” such as both companies’ profits, the typists’ department

2. To mark omitted letters

Ex : five o’clock (of the clock), don’t (do not)

3. To give possession form to certain words that are not in fact possessive

Ex: a month’s wages, three month’s notice

The possessive form is not used for inanimate things or non-living objects such as unemployment’s effects (the effects of unemployment)

Quotation Marks

- ▶ In Britain, single quotation marks are used where Americans would use double ones, and vice versa. Also, commas and periods in Britain are put outside the quotation marks if the quotation is not a complete sentence, rather than inside, as we do in the United States:

BRITISH He called her ‘brilliant but wrong’.

AMERICAN He called her “brilliant but wrong.”

1. Around the exact words of a speaker:

The teacher said, “We will have an exam next Tuesday.”

2. When using quotation marks within a quotation, use single quotation marks:

Tony asked Nancy, “Can I read ‘Lost heroes’ when you are finished using it?”

Italics

1. For foreign words not accepted in common usage in English:

The citizens staged a *coup d'etat and overthrew the dictator.*

2. For emphasis:

After Lisa got home, her mother said, “I said *not to take the car!*”

3. For titles of larger works (books, magazines, movies, albums/CDs)

Have you ever read *The Great Gatsby*?

The Beatles released their album *Rubber Soul on December 3, 1965.*

4. For words that are mentioned rather than used in normal speech or writing:

The word *egg* comes from the *Danish language.*

Spelling

- ▶ It is necessary to seek regular help from dictionaries if you are uncertain about your spelling
- ▶ Common spelling errors:
 1. Whether a word takes single or double consonants (e.g. fulfil, install, questionnaire, etc)
 2. Whether a word takes “ie” or “ei” (e.g. relief, leisure, etc)
 3. Whether a word ends in “-ance” or “-ence” (e.g. audience, conference, etc)
 4. Whether a word ends in “-ant” or “-ent” (e.g. different, relevant, etc)
 5. Whether a word ends in “-able” or “-ible” (e.g. convertible, taxable, etc)

- ▶ Much bad spelling is due to carelessness
- ▶ We all know the difference between *their* and *there*, *to* and *too*, and *its* and *it's*. Yet, how often do these and other simple mistakes creep into the letters we write!
- ▶ The first rule of good spelling is—*pronounce carefully*.
- ▶ To spell well, think about the words clearly, and split them up into syllables especially for the longest words (e.g. in-stru-men-tal-i-ty)

► How to improve spelling

1. To read carefully and critically
2. To pronounce words carefully
3. To keep a notebook and in it write the correct forms of all words you misspell or find it necessary to look up
4. Get someone to dictate the words to you, then check your spellings
5. To use the words when opportunities arise and so consolidate what you have learned

Capitalization

Capitalization Rules

1. The first word in a sentence
2. Proper nouns (names of specific people and places)
3. The pronoun "I"
4. Days of the week, months and holidays but not seasons
5. The first word of a quotation
6. The names of deities and holy books like: God and the Bible
7. Major words in the titles of books, songs and articles
8. Directions like North and South but only when used as specific places like: I lived in the South
9. Time periods like: The Great Depression

References

Cyssco, Dhanny R. (2003). *Practical Business Correspondence*. Jakarta: Visipro.

Gartside, L. (1986). *Modern Business Correspondence (Fourth Edition)*. London: Pitman Publishing.

Means, T. (2001). *Communication for the workplace*. Cincinnati: South-Western Educational Publishing.

Olsson, M. (1972). *Intelligibility: A study of errors and their importance*. Stockholm: Gothenburg University.

MEETING 8

BUSINESS CORRESPONDENCE

Introduction to writing letters

As Hollet (1994) claims written business communication can take the form of a letter, but, in recent years, it has often been replaced by a fax or an e-mail. An internal letter, called a „memo“, can be used within an organization.

LAYOUT OF A BUSINESS LETTER

The parts of a business letter are as follows:

1. **Sender's address**
2. **Date**
3. **Inside address**
4. **Attention line**
5. **Salutation**
6. **Body of the letter**
7. **Complimentary close**
8. **Signature**
9. **Enclosures**

1. Sender's address is usually given in the letterhead, but if there is none, the address can be typed in the top right- or left-hand corner of the letter.
2. The date is written below the sender's address. The month is usually not written out as numbers – it could be confusing (different sequences):
20 December 2004 20th December, 2004
3. The inside address begins with the name of the company or – if you know the name of the person you are writing to – you can begin with his / her name. Courtesy titles are used before names: Mr, Mrs, Miss, Ms, Messrs, M.Sc, Dr, Prof., Capt., Maj., Col., Gen.

Abbreviations may be used with or without a fullstop, but we must remain consistent throughout our correspondence.

The address can also begin with a job title or a department (if you do not know the name): The Sales Manager, The Accounts Department.

The items that follow are:

- the name of the house or building
- the number of the building and the name of the street
- the name of the town and the postcode
- the name of the country

4. Attention line is an alternative to putting the recipient's name in the address.

5. The salutations are as follows:

- Dear Sir – to a man whose name you do not know
- Dear Sirs /Gentlemen – to a company
- Dear Madam – to a woman whose name you do not know
- Dear Sir or Madam – to a person whose name and sex you do not know
- Dear Mr Smith – to a person whose name you know, but you do not know the person very well
- Dear John – to a person you know well

The British like to use the comma after the salutation: Dear Mrs Jones, but the

Americans prefer a colon - Gentlemen:

6. The body of the letter is usually written in the blocked style. A line of space is left between the paragraphs.

7. The complimentary close is related to the salutations:

- If the letter begins Dear Sir / Sirs / Madam / Sir or Madam, the complimentary close should be Yours faithfully
- If the letter begins with a personal name, e.g. Dear Mr James, it should be Yours sincerely
- A letter to someone you know well may end with Best wishes or Kind regards.

A comma after the complimentary close is optional.

8. Signature – always type your name and possibly your job title below your handwritten signature (the so called signature block).

9. Enclosures – If there are any documents enclosed with a letter, although they might be mentioned in the body of the letter, it is common to write Enc. or Encl. below the signature block.

TYPES OF BUSINESS LETTERS

ENQUIRY

In the opening tell your supplier what kind of organization you are; if applicable, state the references.

You can ask for catalogues, price lists, brochures, samples, patterns and demonstrations; point out any particular items you are interested in.

When asking for goods or services, be specific and state exactly what you want. Quote the reference (catalogue, brochure, advertisement).

A company may write circular letters to several suppliers, inviting offers to do a certain job or supply a certain item.

The closing of an enquiry is usually a simple »thank you«. You may mention that a prompt reply would be appreciated or indicate further business.

Example of enquiry letter

Golden Gate Engineering

Prince Square, Prince Street, Kowloon

25 February 2011

ProSkills Training Centre
Jubilee Building
Silver Road
Wan Chai

Dear Sir or Madam,

Enquiry about Quality Control Course

I am writing to enquire whether your company could offer a course on Quality Control for our managers.

I saw your advert in the HK Daily on Thursday, 24 February 2011, and the Quality Control Training Course (Ref.: QC 101) mentioned in the advert might be suitable for us. I would like to know if it is possible for you to offer a 3-month training course starting before or, at the latest, on Tuesday, 15 March 2011, for a group of 20. Could you send us some information about the teaching staff and the possible schedule for this course?

I am looking forward to receiving your reply.

Yours faithfully,

Chapmen Au

Chapmen Au
Managing Director

COMPLAINT

A letter must be used for large and more serious complaints whereas a fax or an e-mail may suffice for minor ones. Write the complaint as soon as you notice the mistake. The letter of complaint should include the following items:

- a) state the mistake; it should be explained politely;
- b) if you think you know how the mistake was made, politely point this out to your supplier
- c) if you know how the mistake could be corrected, let your supplier know.

Example of letter of complaint.

123 Main Street
Town, TX, 77008

March 10, 2017

Mark Smith
Consumer Relations Director
Furniture Gallery and Showroom
555 Broadway
Cityville, KS, 66214

Dear Mr. Smith:

Re: Broken sofa

On February 5, 2017 I bought a sofa, model number 25811, serial number 850599-4204 at the Furniture Gallery and Showroom located at 1834 W. Elm Ave. Town, TX 77001. I paid \$650.00 for the sofa on my credit card. Furniture Gallery delivered the sofa to my home on February 12, 2017.

Unfortunately, your product has not performed well because the sofa is defective. I am disappointed because one of the legs broke off on February 28, 2017. The sofa is unsteady and rocks while I sit on it, so it is not comfortable or relaxing. I have not used this sofa in a way that would cause any damage. I returned to the store on March 3 and March 5 but the store manager, Aaron, would not speak to me.

To resolve the problem, I would appreciate if your company would pick up this sofa, for free, and refund the \$650 I paid. Enclosed are copies of my records, including my receipt, delivery invoice, and photos of the broken sofa.

I look forward to your reply and a resolution to my problem and will wait until April 5, 2017 before seeking help from a consumer protection agency or Better Business Bureau. Please contact me at the above address or by phone at (281-555-1234).

Sincerely,

Morgan Wilson

Enclosure(s)

The following factors are important when writing a formal letter:

Layout - the letter should be attractive for the reader with plenty of white space.

Organisation of information - include only relevant information. Deal with topics systematically and link your ideas clearly.

Organisation on paragraph / sentence level - do not write too short or too long paragraphs, sentences should not be too long or incomplete.

Language - Keep It Short and Simple - KISS. Take care of word order, verbs, prepositions, punctuation and spelling. DO NOT use short forms (e.g., don't) or telex abbreviations (e.g. reps).

Formal vocabulary

Read the following useful phrases.

Starting	We are writing to: advise you of/confirm/enquire
Stating a reference	Thank you for your letter of February 16. With reference to: our telephone conversation/your fax of May 6th; Further to
Giving good news	I am delighted to tell you that ... You will be pleased to hear that ...
Giving bad news	We regret to inform you that ... Unfortunately ... I am afraid ...
Making a request	We would be grateful if you could ... I would appreciate if you could ... Could you possibly ...?
Offering help	If you wish, we would be happy to ... Please do not hesitate to ask.
Apologizing	I am sorry about the delay in replying. I would like to apologize for ... We are sorry for ...
Enclosing documents	I am enclosing ... Please find enclosed ...
Closing remarks	If you have any further questions, ... If we can help in any way, please contact us/Thank you for your help.
Referring to future contacts	I look forward to meeting you next week.

Assignments

1. Parts of a Business Letter Worksheet

Directions: Use the list of word choices to answer the following questions.

salutation	date	complimentary close
signature	inside address	return address
writers typed name	body	

1. _____ is the place for the writer to handwrite their name.

2. The recipient's name, company name, and address are called the _____.
3. The purpose of the letter is included in the _____.
4. Yours truly, is an example of a _____.
5. The last line in a business letter is the _____.
6. The _____ is when the letter is written.
7. The _____ is the address of the letter writer.
8. Dear Mr. Johnson is a _____.

2. Writing an inquiry letter.

Write an inquiry letter to one of men's belts' firms (you may use any name) in Bandung and ask for their latest catalogues, price list and terms of payment. You have seen these products exhibited at 14th Annual Expo in Jakarta, on February 1st 2011. You may use your own name as Purchase Manager of a company and use today's date for the letter you write. Write your letter in blocked style.

INQUIRY LETTER

- ** Letters of enquiry describe what the writer wants and why .
- ** It covers information about some requested products.
- ** UK --- enquiry
- ** US --- inquiry

Inquiry Letter

Meeting 9 & 10

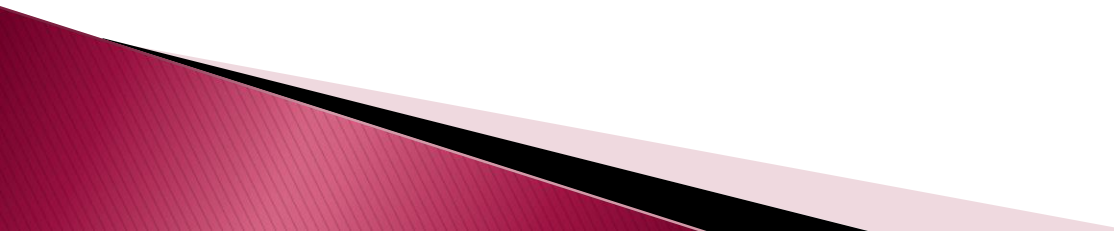
The letter of inquiry should be **brief**—no more than three pages—and must be a **succinct** but thorough presentation of the need or problem you have identified, the proposed solution, and your organization's qualifications for implementing that solution.

The letter of inquiry should be addressed to the appropriate contact person at a foundation or to its CEO and should be sent by regular mail.

This type of letter is often written to suppliers you have not done business with before. Such a letter often asks for a brochure, catalogue or price list. It is sometimes considered useful to give some details of your business, and also where or how you heard of the supplier's name and address.

You should always address your letter “**Dear Sirs**”, “**Dear Sir or Madam**” – in this way you are writing to a company. If you address it to an individual, it may mean delay if the person is away or ill.

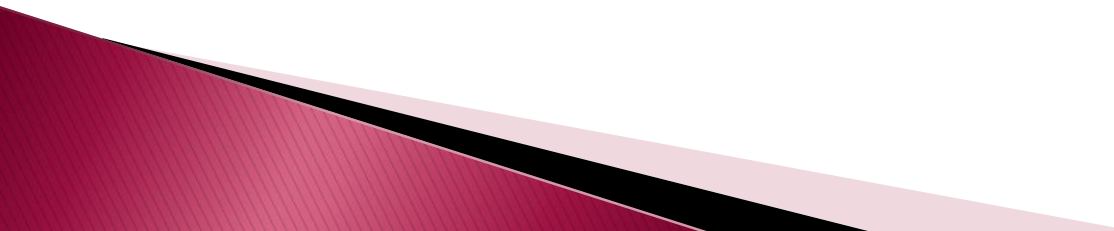
Some information included in the inquiry letter:

1. Price list / daftar harga
 2. Sample of products / contoh produk
 3. Quotation / penawaran
 4. Terms of payment / syarat pembayaran
 5. Terms of delivery / syarat pengiriman
 6. Method of transport / cara pengiriman
- 

Contents

1. Subject Heading

This should inform the reader that this is an enquiry or request; e.g.

- Enquiry about Textbooks
 - Request for Brochure
 - Query about Website
 - Question regarding Product Components
- 

2. First Paragraph

This should tell the reader what you want;

e.g.

- Please send me... (for things that the organization offers to send)
- I would be grateful if you could tell me... (for things that are not normally offered)
- I am writing to enquire whether... (to see if something is possible)
- I would especially like to know... (+ a more detailed request)
- Could you also... (+ an additional enquiry or request)

3. Second Paragraph

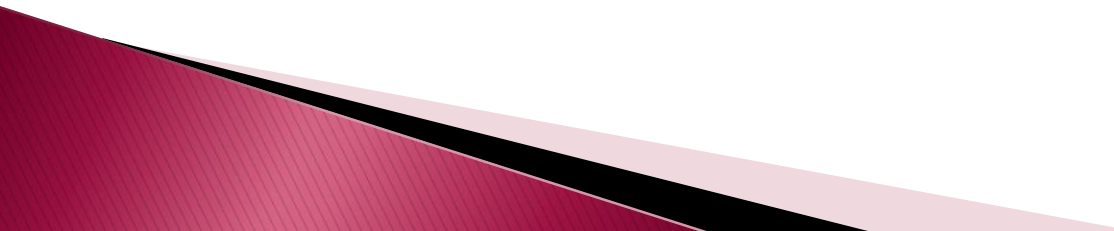
- This paragraph tells the reader why you are contacting his or her organization, and gives further details of the enquiry.
- There are two reasons why you may contact an organization:
 - you have contacted this organization before, and want to do it again.
 - you have not contacted this organization before, but you have heard about them. You should describe from where, such as from an advert or a recommendation; e.g.
 - I saw your advert in the HK Daily on Thursday, 24 February 2011.
 - Your company was recommended to me by Ms. Elsie Wong of Far Eastern Logistics.

4. Final Paragraph

This paragraph should contain a polite expression and/or an expression of thanks to the reader. The degree of politeness (and therefore the length), depends on how unusual or difficult your request is. Possible language includes:

- Thanks. (For a very informal and normal enquiry or request)
- I look forward to hearing from you.
- I am looking forward to hearing from you.

Cont...

- Thank you for your assistance.
 - Thank you very much for your kind assistance.
 - I appreciate that this is an unusual request, but I would be very grateful for any help you could provide. I look forward to hearing from you.
 - We should appreciate your prompt reply.
 - We hope you will be able to send us reply by return.
- 

If you think the reader might have further questions, you can suggest that he or she contact you; e.g. 'If you have any questions, please do not hesitate to contact me'.

Golden Gate Engineering
Prince Square, Prince Street, Kowloon
25 February 2011

ProSkills Training Centre
Jubilee Building
Silver Road
Wan Chai

Dear Sir or Madam,

Enquiry about Quality Control Course

I am writing to enquire whether your company could offer a course on Quality Control for our managers.

I saw your advert in the HK Daily on Thursday, 24 February 2011, and the Quality Control Training Course (Ref.: QC 101) mentioned in the advert might be suitable for us. I would like to know if it is possible for you to offer a 3-month training course starting before or, at the latest, on Tuesday, 15 March 2011, for a group of 20. Could you send us some information about the teaching staff and the possible schedule for this course?

I am looking forward to receiving your reply.

Yours faithfully,

Chapmen Au

Chapmen Au
Managing Director

EXERCISE

Write an inquiry letter to one of men's belts' firms (you may use any name) in Bandung and ask for their latest catalogues, price list and terms of payment. You have seen these products exhibited at 14th Annual Expo in Jakarta, on February 1st 2011. You may use your own name as Purchase Manager of a company and use today's date for the letter you write. Write your letter in blocked style.

LETTER OF COMPLAINT

Meeting 11 & 12



A complaint letter is a letter written to concerned authorities if we are not satisfied with the service provided by them.

Reasons for writing complaint letters:
wrongdoing, grievance, offence, resentment arising out of product or service, etc.

- the tone of your letter should be respectful and constructive.
- the person reading the letter may not be directly responsible for the problems you are having. He or she will be more likely to want to help you resolve your issues if you are courteous.
- Include all relevant details, but be concise.

- In the body of the letter, the opening sentence should identify your specific complaint.
- Outline what actions you have already taken to resolve it and how you expect the company to address the issue.

1. Focus on the most important facts. Don't give unnecessary background information.
2. Make sure you include:
 1. the reason for writing (e.g. *I am writing to ...*)
 2. what went wrong
 3. what you would like to happen now.
3. Complaint letters are usually written in a formal style.
4. Use passives to be less direct and more formal, e.g. *I was served quickly.*
5. Use *Yours faithfully* to sign off if you don't know the name of the person you're writing to.

◇ Information You May Want to Include:

- Store name and location
- Your account number
- Relevant dates, such as when you bought goods or services and when the problem began
- Names of sellers, customer service representatives, or managers with whom you've addressed the issue previously
- Serial and model numbers
- Copies of receipts, invoices, and warranties
- Copies of previous correspondence, such as emails, chat logs, or letters
- Your contact information

123 Main Street
Town, TX, 77008

March 10, 2017

Mark Smith
Consumer Relations Director
Furniture Gallery and Showroom
555 Broadway
Cityville, KS, 66214

Dear Mr. Smith:

Re: Broken sofa

On February 5,, 2017 I bought a sofa, model number 25811, serial number 850599-4204 at the Furniture Gallery and Showroom located at 1834 W. Elm Ave. Town, TX 77001. I paid \$650.00 for the sofa on my credit card. Furniture Gallery delivered the sofa to my home on February 12, 2017.

Unfortunately, your product has not performed well because the sofa is defective. I am disappointed because one of the legs broke off on February 28, 2017. The sofa is unsteady and rocks while I sit on it, so it is not comfortable or relaxing. I have not used this sofa in a way that would cause any damage. I returned to the store on March 3 and March 5 but the store manager, Aaron, would not speak to me.

To resolve the problem, I would appreciate if your company would pick up this sofa, for free, and refund the \$650 I paid. Enclosed are copies of my records, including my receipt, delivery invoice, and photos of the broken sofa.

I look forward to your reply and a resolution to my problem and will wait until April 5, 2017 before seeking help from a consumer protection agency or Better Business Bureau. Please contact me at the above address or by phone at (281-555-1234).

Sincerely,

Morgan Wilson

Enclosure(s)

Your name
Address
Phone number

Company official
Company name
Company address

Date

Dear (title) ____:

I wish to complain about ____ (name of product or service, with serial number or account number) that I purchased on ____ (date and location of transaction).

I am complaining because ____ (the reason you are dissatisfied). To resolve this problem I would like you to ____ (what you want the business to do).

When I first learned of this problem, I contacted ____ (name of the person, date of the call) at your company, and was told that nothing could be done about my problem. I believe that this response is unfair because ____ (the reason you feel the company has an obligation to you). I would like a written statement explaining your company's position and what you will do about my complaint.

I look forward to hearing from you as soon as possible to resolve this problem. If I do not hear from you within ____ days I will file complaints with the appropriate consumer agencies and consider my legal alternatives. I am enclosing copies of my receipt. I may be contacted at the above address and phone number.

Sincerely,

(your signature)

(Type or print your name)

CC: (local consumer group) (appropriate government agencies)

ATT: (attach and list documentation of your complaint, if any)

Dear Sir/Madam,

I am writing to express my dismay at the service at your Eden Hill branch on Saturday 14 January.

I often collect prescriptions from the pharmacy on behalf of my grandmother, Mrs Elaine Bingham. On this occasion there were two prescriptions: one for 10 x 50 mg Kendomol and one for 50 x 100 mg Leoprone. I was served quickly even though there appeared to be only one pharmacist on duty. However, as I was leaving I saw that I had been given 500 mg tablets of Kendomol. This is ten times stronger than the prescription called for.

If I hadn't noticed the difference between the prescription and the actual tablets, my grandmother could have taken a dangerous overdose of Kendomol. I would be worried about getting any future prescriptions at Eden Hill.

The pharmacist apologised and corrected the mistake but I wanted to bring it to your attention. I think it happened because there were not enough staff on duty. I understand that mistakes happen but there needs to be a minimum of two pharmacists at all times so all prescriptions can be checked.

I hope you can take steps to make sure this mistake does not happen again.

Yours faithfully,

Roger Bingham

EXERCISE

Write complaint letter to the men's belts' firm that you have sent the inquiry letter before. Tell the firm that you have made an order last week for the products they offered , but **some items that you received are in bad condition** (explain the condition specifically). -- **HANDWRITING**



Application Letter

Meeting 13 & 14



Application Letter

Objective:

Students will review the purpose for a job application's cover letter and will study examples of cover letters.

Although application letter and cover letter have the same purpose, both have different content.

Difference:

Cover letters only define your professional qualifications and the purpose of the letter

Application letters perform three main functions: to attract the employer, market yourself to the employer and convince the employer to call you for an interview.



What is a cover letter?


- Your formal introduction
- The first read, it can make or break your entry
- A 'must' with your resume



Generating interest

The goal is to get an interview!

- Should be brief and interesting
- Should not be a carbon copy of your resume
- Should highlight what you'll bring to the job
- Should be job specific



Presenting yourself in two ways

A cover letter comes in two basic forms...

- Letter of interest
- Letter of inquiry
 - Sometimes these terms are used interchangeably; however, they are different



Letter of Interest

- Targeted for a specific position
- Outline skills to meet company's needs
- Helpful to use position announcement's terms




Letter of Inquiry

A marketing tool to...

- Obtain an informational interview
- Correspond with a networking contact
- Conduct company/industry research

Business Letter Format

- 
- Your Contact Information
 - The Date
 - Employer's Name, Position, and Address
 - The Greeting
 - Introductory Paragraph
 - Body of the Letter
 - Summary Paragraph
 - Closing
 - Your Name and Signature

Opening Information



Street Address

City, State, Zip

Telephone Number

Current Date

Employer's Name

Title

Department


Organization

Street Address

City, State, Zip

Dear Mr./Ms./ Dr./ Individual's Name

Sample Opening



1309 E. 10th Street
Bloomington, IN 47405
June 15, 2004

Ms. Sandra Jones
ABZ Company
New York, New York
00055

Dear Ms. Jones,

INTRODUCTORY PARAGRAPH

Limit paragraphs to two to five complete sentences

Use appropriate vocabulary

- If this is a repeat contact type of letter:
 - Give specific details of any previous correspondence or conversation.
 - State appreciation for past consideration.
- Supply your credentials.
- List a specific job title.
- Indicate your knowledge of the company.
- Mention the name of a contact.



Sample Intro Paragraph



I am responding to your ad in Business Week for a position as an Accounting Consultant. My experience and education make me an excellent candidate for this position.

BODY OF THE LETTER

- ▶ Elaborate on your resume
 - ▶ Use real examples
 - ▶ State applicable work/internship experiences
 - ▶ List relevant coursework
 - ▶ Stress your key assets as they relate to this specific job
- ▶ Highlight applicable skill sets
 - ▶ technical skills
 - ▶ writing ability
 - ▶ proficiency in languages
 - ▶ job-applicable personal interests
- ▶ Make reference to attachments



Sample body

Limit paragraphs to two to five complete sentences

Use appropriate vocabulary

My career has been built in non-profit management, commercial banking, public finance, accounting, management, and human resources. My success has come from identifying, leveraging, and combining my skills and knowledge with my passion to achieve. I have consistently met, even exceeded, the expectations of my employers.

Sample body (cont'd)

*Limit paragraphs to two to five
complete sentences*

Use appropriate vocabulary

As noted on my resume, I am involved in many professional and community organizations. My leadership positions in these organizations, combined with my strong business background, show that I possess the skills needed to be a candidate for the Accounting Consultant position. I am outgoing, hardworking, and easy to get along with. I am willing to learn any new skills needed for this position.

CLOSING

- Ask for an interview
- Indicate your next action
- Appropriate closing line, such as:
Sincerely,
Truly yours,
- Typed name
- Enclosure:
- cc: (indicates to whom a copy has been sent)



Sample Closing

I would like to discuss this position with you in person. Please feel free to contact me with any questions you have. You may reach me at 812-855-5555 or jadoe@indiana.edu. I will follow up with you next week to check on the status of my application. Thank you very much for your consideration.

Sincerely,

Jane Doe

Enclosure: resume

PARTS OF A COVER LETTER SAMPLE LETTER

HEADING

Your Mailing Address
City, State Zip Code
Today's Date

(4 "Return"s or "Enter"s on Keyboard)

INSIDE ADDRESS

Employer's Name
Job Title
Business Name
Business Address
City, State Zip Code

SALUTATION

Dear (Mr./Mrs./Ms.) *(Use the name of the person that will read the letter):*

INTRODUCTORY PARAGRAPH

Tell why you are writing.

In response to the February 24th advertisement in the *Bangor Daily News*, I have enclosed my resume for the Receptionist position.

1ST MAIN PARAGRAPH

Describe your qualifications. Sell your skills and knowledge. Tell why you are interested in the company or college. Point out any related experience you have.

I have two years of prior work experience as a receptionist with XYZ Telecommunications. My work has involved answering ten incoming lines and greeting customers in a fast-paced office setting. I have also been responsible for all incoming and outgoing mail, as well as purchase orders. I am very detail oriented and able to handle multiple tasks simultaneously.

2ND MAIN PARAGRAPH

Continue to describe qualifications. Highlight relevant training or classes that relate to the job or major for which you are applying.

I am currently completing an Associate Degree in Executive Administrative Assistant at Northern Maine Technical College. In completing this program, I have gained valuable experience in several computer programs including Microsoft Word, Excel, and Access. Additionally, my training has provided me with the skills to reach my goal of office management.

CLOSING PARAGRAPH

Close by thanking the reader and requesting an interview.

I welcome the opportunity to discuss my qualifications with you in person. I can be reached at (207) 555-1234. Thank you for your time and consideration.

COMPLIMENTARY CLOSE

Sincerely,

SIGNATURE

(4 "Return"s or "Enter"s on Keyboard)

NAME

Joe Doe

ENCLOSURE

This indicates that you have enclosed other items (resume, transcripts, etc.) for the reader to see.

Enclosure

ACTION VERBS

- Achieved
- Administered
- Attained
- Built
- Coached
- Completed
- Coordinated
- Delivered
- Demonstrated
- Developed

- **Effected**
- **Established**
- **Expedited**
- **Formulated**
- **Generated**
- **Headed**
- **Implemented**
- **Improved**
- **Invented**
- **Launched**

- Led
- Maintained
- Managed
- Motivated
- Negotiated
- Organized
- Originated
- Planned
- Presented
- Proposed

- **Reinforced**
- **Reorganized**
- **Researched**
- **Set up**
- **Simplified**
- **Solved**
- **Tackled**
- **Taught**
- **Updated**

SELF-DESCRIPTIVE WORDS

- 
- 
- Adaptable
 - Analytical
 - Assertive
 - Confident
 - Conscientious
 - Creative
 - Disciplined
 - Efficient
 - Energetic
 - Enterprising
 - Enthusiastic
 - Expressive
 - Extroverted
 - Ingenious
 - Innovative
 - Manager
 - Personable
 - Persuasive
 - Precise
 - Productive
 - Reliable
 - Responsible
 - Self-reliant
 - Self-starter
 - Skilled
 - Tactful
 - Team player
 - Technical

SAMPLE COVER LETTER #1

5 Atkins Avenue
Northville, ME 04400
January 3, 2003

Ms. Christine Bailey
XYZ Law Offices
123 Main Street
Auburn, ME 04210

Dear Ms. Bailey:

This letter is in reference to the paralegal position that was listed through Central Maine Technical College's Career Center. I am familiar with XYZ Law Office's recent growth and I am confident that my skills and qualifications will benefit your company.

I am eager to utilize my research and writing skills while working as a paralegal. My academic courses at CMTC have required many research papers and projects. I have a tremendous capacity to undertake research and report findings in clear and concise fashion.

I work well under the pressure of deadlines, and I have been involved in many group projects. My work experiences have taught me that one must be prepared to work beyond the typical forty-hour week to achieve success. I am willing and able to do so for XYZ Law Offices.

Your consideration of my credentials would be greatly appreciated. I will call you next week to confirm your receipt of this letter and enclosed resume. Please feel free to contact me if you require additional information to support my candidacy.

Sincerely,

Signature

Joseph Smith

Enclosures



Assignment

Write an application letter along with your CV.

Read the following job vacancy.

JOB VACANCY

Urgently required!

We are an international school in Samarinda currently seeking for Front Officer (FO). An FO's job at our school is more than just welcoming guests; the FO is a representative of our school and therefore should possess the following qualifications:

- 1Fluent in English
- 2Has a Bachelor Degree in Education/English Literature
- 3Has a pleasant personality, honest, polite and respectful
- 4Capable of working interdependently
- 5Familiar with Microsoft Word, Excell, and Power Point
- 6Multitasking, organized and prompt
- 7Willing to sign a one-year contract with possibility of extension
- 8Has experience dealing with concerns and complaints
- 9Loves kids and appreciates multiculturalism

The person recruited will be entitled of a salary above the UMR (Upah Minimum Regional Samarinda), health insurance and medical allowance. Qualified and interested candidates are requested to submit a cover letter and a CV to secretary@sis-edu.org, with attention to the Principal no later than 29th April 2024. Only short-listed candidates would be notified. Please visit our website for more information <http://sis-edu.org>. Should you have any questions, please email or call us at 0541-766-980.

Statement of Purpose for scholarship

Meeting 15

What is statement of purpose?

Statement of interest ‘abbreviated as SOP’; is defined as a descriptive document that elaborates your intent to study a particular course at an intended educational institution.

It explains a justification why the scholarship committee members should provide you with a scholarship to participate in this particular study abroad program based on your academic, professional and personal goals.

Academic Goals:

How will this study abroad program with the course (s) you take support your academic goals? What inspired you to study abroad in this particular country?

Are there specific or unusual components to the program, such as home-stays, that will increase the impact of this program for you?

Professional Goals

How does this study abroad program support your future professional goals? Are there unusual features to the program and/or course (s) that are particularly important to your professional goals?

Personal Goals

How will this study abroad program support your personal goals? What challenges or obstacles , if any, have you faced in pursuing study abroad? How would the scholarship help you overcome those obstacles?

The SOP should be:

- 500 – 900 words
- Double spaced, using Times New Roman 12
- Title page is not required
- Include your name on the first page
(depending on the guideline)

Do's and Don'ts of Statement of Purpose (SOP):

- Consult a friend, a family member, or an expert to know what someone else thinks about the study plan/statement of purpose you crafted?
- Stay Confident. As it will preserve your positivity and skills.
- Before crafting a statement of purpose contact the institute to get a sample. And while crafting the statement of purpose avoid any sort of language, grammar, and typing issues.
- Dream big but do not cut completely from the real world when planning your journey and achievements.
- The tone of your statement of purpose should be professional and enthusiastic.

- Be original and avoid cliches
 - Avoid sentences like “I always knew I wanted to travel to (country) and I’ve dreamed of seeing the world”
 - Be specific in making your case. What will you actually do in the program and how will your participation help you achieve your goals?


What can Spoil Your Statement of Purpose (SOP)?

- When crafting your statement of purpose give the statement of purpose proper time to think and craft.
- Do not ignore the word limit.
- Do not try to hand over all the work to a professional or a teacher. Do consult them but you must be the sole responsible for the quality of writing.

Final Take on Writing your first Personal Statement

- Do check the official website of the institute you are interested in and rely on the guidelines provided there.
- The website will also help you in getting information about the documents that they require and want you to attach with the application.
- The required writing sample must be the one that is approved by your senior or teacher previously rather than a fresh one.

Sample of Statement of Purpose



www.soptemplate.org

STATEMENT OF PURPOSE FOR SCHOLARSHIP SAMPLE

My name is Shane Foster, a senior high school student from Vermont. From a very early age, both of my parents have taught me the real essence and importance of honesty and hard work. I have always remembered these lessons and have managed to personally apply it into every aspect of my life. I consider myself a better person because of those lessons. While growing up, I have always loved learning. My parents also taught me that. As a child, I preferred books than toys. This love for learning has been carried into middle school.

I have always valued the opportunity to learn and gain knowledge. Going to school is a privilege. Aside from learning, it was also where I found my love for music. I became a part of the school glee club and I should say, it added spice to my life as a student. I have been part of a team that has made it to regionals, and even won first place. Still, on top of that, I have managed to maintain my 4.0 GPA grade.

If I get accepted into [University Name] with a [Scholarship Name], I would like to do many things. First, I want to major in music, since I am hoping to become a teacher in the field after graduation. While doing that, I am planning to participate in extracurricular activities of the school related to music. I know that I am good at it, and I want to make sure that my abilities will also be used by the school.

All of these I am planning to accomplish while making sure that I maintain good grades. I value knowledge, and I believe that this knowledge will take me to greater heights. This dream will only be made possible if I get accepted to the [Scholarship Name].

Task : Writing a Statement of Purpose

- Step 1: List several experiences that relate to the field or profession you want to study.
- Step 2: From the list, choose the experience that best encapsulates your interest in the field or profession and which would give the admissions committee a complete picture of you and your passion and potential for this field or profession.
- Step 3: Write a story or description explaining about your goals, reasons for choosing a particular field, potential research interests, long-term career, etc.
- Step 4: Share the story or important themes in your personal statement. Explain the significance of the story or how the themes relate to the career field you are pursuing.

References

- Columbus State University. (n.d). *Statement of Purpose Guidelines for Scholarships*. Retrieved April 29, 2021, from:
https://columbusstate-sa.terradotta.com/_customtags/ct_FileRetrieve.cfm?File_ID=0E0E7B71774F067570757177030B1C04080C0014757803036E0776060100740B710E737C7172040504
- Saeed, Yousaf. (2021, January). *Writing a statement of purpose*. Retrieved from: <https://ascholarship.com/statement-of-purpose-writing-format-examples-and-templates/>