**Subject Code: 0ENGAECC01**

**Communication English**

**Unit 4 and 5**

**Unit 4**

**Reading comprehension**

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.

Comprehension passages are sure shot scoring questions. We are given a passage and some questions that follow the passage. The questions are to be answered by using the data given in the passage, even if it differs from real life facts.

Right Approach to Answer the Questions

1).Questions is to be answered on the basis of the information provided in the passage, and you are not expected to rely on outside knowledge of a particular topic. Your own views or opinions may sometimes conflict with the views expressed or the information provided in the passage. Be sure that you work within the context of the passage. You should not expect to agree with everything you encounter in reading passages.

2).You should analyze each passage carefully before answering the accompanying questions. As with any kind of close and thoughtful reading, look for clues that will help you understand less explicit aspect of the passage. Try to separate main ideas from supporting ideas or evidence.

3).Note transitions from one idea to the next, and examine the relationships among the different ideas or parts of the passage. For example, are they contrasting? Are they complementary? Consider the points the author made, the conclusions drawn, and how and why those points are made or conclusions are drawn.

4).Read each question carefully and be certain that you understand exactly what is being asked.

5).Always read all the answer choices before selecting the best answer.

6).The best answer is the one that most accurately and most completely answer the questions being posed. Be careful not to pick an answer choice simply because it is a true statement. Be careful also not to be misled by answer choices that are only partially true or only partially satisfy the problem posed in the question.

7).The methodology of eliminating wrong answers also works here. It simply means that if you are unable to judge the right choice or right answer, tick the answer that are incorrect, in this way if there remains one answer to be ticked, that will be the correct answer. But if there remains more than one answer to be ticked then it is you, whether you like to take risk or not. None can help you, as there may be negative marking also.

Passage - 1

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

Q1.What is the difference between the approaches of Socrates and Aristotle?

1)Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned

2)Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning

3)There was no difference

4)Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Ans1. The first option is correct – their approaches were different and this difference is quite explicitly explained in the fourth paragraph

Q2.Why do educationists consider philosophy a ‘weak and woolly’ field?

1)It is not practically applicable

2)Its theoretical concepts are easily understood

3)It is irrelevant for education

4)None of the above

Ans2. The first option is correct because educationists believe that philosophical abstractions are not suitable for practical application.

Q3.What do you understand by the term ‘Perennialism’, in the context of the given comprehension passage?

1)It refers to something which is of ceaseless importance

2)It refers to something which is quite unnecessary

3)It refers to something which is abstract and theoretical

4) It refers to something which existed in the past and no longer exists now

Ans3. The first option is correct because the term comes from the root word ‘perennial’ – which means ceaseless.

Q4.Were Plato’s beliefs about education democratic?

1)He believed that only the rich have the right to acquire education

2)Yes

3)He believed that only a select few are meant to attend schools

4) He believed that all pupils are not talented

Ans4. The second option is correct – Plato’s beliefs were democratic but not his suggested practices

Q5.Why did Aquinas propose a model of education which did not lay much emphasis on facts?

1)Facts are not important

2)Facts do not lead to holistic education

3)Facts change with the changing times

4)Facts are frozen in time

Ans5. The third option is correct – facts do change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.

**Close reading**

In literary criticism, close reading is the careful, sustained interpretation of a brief passage of a text. A close reading emphasizes the single and the particular over the general, effected by close attention to individual words, the syntax, the order in which the sentences unfold ideas, as well as formal structures. A truly attentive close reading of a two-hundred-word poem might be thousands of words long without exhausting the possibilities for observation and insight.

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.

Skimming is reading a text quickly to get a general idea of meaning. It can be contrasted with scanning, which is reading in order to find specific information, e.g. figures or names.

Scanning is reading a text quickly in order to find specific information, e.g. figures or names. It can be contrasted with skimming, which is reading quickly to get a general idea of meaning.

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information. ... Scanning a text is another example of such a skill (skimming and surveying a text are two others).

<https://youtu.be/F1wPYHa5nUg>

<https://youtu.be/JVNMcxvW3EI>

**Analysis**

Content analysis is a research method for studying documents and communication artifacts, which might be texts of various formats, pictures, audio or video. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner.

. Introduction

A. Textual analysis is the method communication researchers use to describe and interpret the characteristics of a recorded or visual message.

1. The purpose of textual analysis is to describe the content, structure, and functions of the messages contained in texts.

2. The important considerations in textual analysis include selecting the types of texts to be studied, acquiring appropriate texts, and determining which particular approach to employ in analyzing them.

3. There are two general categories of texts:

a. Transcripts of communication (verbatim recordings)

b. Outputs of communication (messages produced by communicators)

4. In terms of acquiring texts, outputs of communication are more readily available than

transcripts.

a. Archival communication research involves examining the communication embedded in

existing records of human behavior kept in archives.

b. Acquisition of texts is important as is the representativeness of the texts selected since

sampling is typically used.

c. Another issue is determining how complete and accurate the texts are in order to conduct

a sound analysis.

II. Approaches to Textual Analysis

A. There are four major approaches to textual analysis: rhetorical criticism, content analysis, interaction analysis, and performance studies.

B. Rhetorical Criticism

1. The terms, rhetoric and criticism, conjure up interesting images.

a. Rhetoric often carries negative connotations, such as when it is applied to grand, eloquent, bombastic, or verbose discourse.

b. Andrews believes that criticism is typically associated with tearing down or denigrating comments; despite its function as constructive advice.

c. For scholars, the word rhetoric is associated with Aristotle’s definition: “the available means of persuasion” and criticism is the “systematic process of illuminating and evaluating products of human activity” (Andrews, 1983, p. 4).

2. Rhetorical Criticism, therefore, is a systematic method for describing, analyzing, interpreting, and evaluating the persuasive force of messages embedded within texts.

3. The process serves five important functions (Andrews, 1983) including: a. sheds light on the purposes of a persuasive message

b. can aid in understanding historical, social, and cultural contexts

c. can be used as a form of social criticism to evaluate society

d. can contribute to theory building by showing how theories apply to persuasive discourse

e. serves a pedagogical function by teaching people how persuasion works and what constitutes effective persuasion.

4. Classical rhetoric examined the characteristics and effect of persuasive public speaking during the Greek and Roman civilizations.

5. Contemporary rhetoric has expanded to incorporate a wide range of philosophical, theoretical, and methodological perspectives that are used to study the persuasive

impact of many different types of texts and messages. 6. There are four steps to conducting rhetorical criticism

a. Choosing a text(s) to study

b. Choosing a specific type of rhetorical criticism

c. Analyzing the text(s) according to the method chosen d. Writing the critical essay

7. There are several types of rhetorical criticism and they may be used to answer a wide range of questions including:

a. What is the relationship between a text and its context?

b. How does a text construct reality for an audience?

c. What does a text suggest about the rhetor?

i. Historical Criticism examines how important past events shape and are shaped by

rhetorical messages. Researchers go beyond merely describing and recreating past events from documents to evaluate the reasons why the past events occurred as they did.

ii. Oral Histories investigate spoken, as opposed to written, accounts of personal experiences to understand more fully what happened in the past.

iii. Historical Case Studies examine texts related to a single, salient historical to understand the role played by communication.

iv. Biographical Studies examine public and private texts of prominent, influential, or otherwise remarkable individuals. They analyze how the messages used by these individuals helped them to accomplish what they did.

v. Social Movement Studies examine persuasive strategies used to influence the historical development of specific campaigns and causes.

vi. Neo-Aristotelian Criticism evaluated whether the most appropriate and effective means, as articulated in the specific set of criteria given in Aristotle’s Rhetoric, were used to create the rhetorical text(s) intended to influence a particular audience.

vii. Genre Criticism rejects using a single set of criteria to evaluate all persuasive messages, arguing instead, that standards vary according to the particular type, or genre of text being studied.

(a) Forensic Rhetoric deals with the past and concerns issued involving legality and

justice.

(b) Epideictic rhetoric concerns the present and is ceremonial.

© Deliberative rhetoric speaks to the future and involves political oratory.

viii. Dramatistic Criticism primarily analyzes texts according to philosopher Kenneth Burke’s view that all communication can be seen in terms of five essential elements that comprise a dramatic event.

(a) Act: A particular message produced by a communicator.

(b) Purpose: The reason for the message.

(c) Agent: The person who communicated the message.

(d) Agency: The medium used to express the message

(e) Pentadic Analysis, as it is called, uses these five elements to isolate essential

characteristics of and differences between symbolic acts.

ix. Metaphoric Criticism assumes that we can never know reality directly.

x. Narrative Criticism assumes that many (or all) persuasive messages function as

narratives—storied, accounts, or tales.

xi. Fantasy Theme Analysis, based on the work of Ernest Bormann, examines the

common images used to portray narrative elements of situations described in a text. Fantasy themes are mythic stories present in communication that involve characters with which people identify.

xii. Feminist Criticism analyzes how conceptions of gender are produced and maintained in persuasive messages.

B. Content Analysis is used to identify, enumerate, and analyze occurrences of specific messages and message characteristics embedded in texts.

1. Qualitative Content Analysis: Researchers are more interested in the meanings

associated with messages than with the number of times message variables occur.

2. Quantitative Content Analysis is the systematic, step-by-step procedure used to answer

research questions and test hypothesis.

3. Considered an unobtrusive technique because researchers study texts that already exist

rather than asking people to produce texts.

4. Vast majority of content analyses employ quantitative procedures, which involve selecting

texts, determining the units to be coded, developing content categories, training observers to code units, and analyzing the data.

a. Selecting texts: Choosing appropriate texts to study such as, newspapers, magazines,

books, public service announcements, and Internet messages, etc.

b. Determining the unit of analysis: First identify the appropriate message unit to code

(unitizing).

5. There are five units including:

a. Physical units are the space and time devoted to content

b. Meaning units, which the remaining four types reside within, involve symbolic meaning c. Syntactical units consist of discrete units of language, such as individual words,

sentences, and paragraphs

d. Referential units, also called character units, involve some physical or temporal unit

referred to or alluded to within content

e. Thematic units are topics contained within messages.

6. Developing content categories into which units can be classified is done through the use of nominal measurement procedures; this is a very creative process; there are an infinite number of categories into which units could potentially be classified.

7. Analyzing the data, coding units into nominal categories, yields qualitative data in that what is being communicated is determined by the type of category.

C. Interaction Analysis: Scholars view interaction as a complex accomplishment that requires much knowledge on the part of individual communicators and the ability to coordinate behavior with others.

1. To describe interaction, researchers focus on a number of characteristics including:

a. Linguistic features: Studies range from the analysis of particular words and sentence components (verbs), to nonverbal features (eye contact & touch), to more interpretive aspects of language (powerful vs. powerless speech).

b. Types of topics that people talk about.

c. The purposes of specific actions and utterances in an interaction.

2. Group decision making requires that group members satisfy four fundamental tasks,

called functional requisites:

a. Thorough and accurate understanding of the choice-making situation

b. Identification of a range of realistic alternative courses of action

c. Thorough and accurate assessment of the positive qualities or consequences

associated with alternative choices

d. Thorough and accurate assessment of the negative qualities or consequences

associated with alternative choices.

3. Researchers interested in the functional nature of messages exchanged during

interaction focus on the purpose of each communicator’s moves.

4. Others analyze the structure of interaction by studying the relationship between

conversants’ moves.

5. Relating interaction to other variables: Most interaction analysts go beyond description to

study the ways in which interaction is related to significant input and output variables. a. How the characteristics of interactants influence their behavior during an interaction

b. The effects of sociodemographic characteristics, such as gender or race

c. Personality traits, such as affective orientation (the tendency to use one’s emotions as

guiding information) d. Anxiety

e. Attachment style (the type and quality of relationship one wants to share with another) f. Attributional confidence (confidence in the ability to predict other people’s feelings and

behavior

g. Cognitive complexity (the degree of differentiation, articulation, and integration within a

cognitive system)

h. Defensiveness; depression; extroversion; empathic ability

i. Locus of control (degree to which people versus the environment are held accountable

for enacted behavior)

j. Loneliness; need for privacy

k. Self-efficacy (degree of confidence people have in being able to attain goals)

l. Self-esteem

m. Self-monitoring (the extent to which people pay attention to their verbal and nonverbal

behaviors)

n. Tolerance for disagreement.

6. Conducting Interaction Analysis: Conducting interaction analysis involves two general tasks: Obtaining a sample of interaction, and analyzing that sample.

a. In gathering a sample of interaction, researchers make choices that affect both the

type and the quality of the data obtained, including the type of interactional data required, the desired location of the interaction, and the appropriate means for gathering the data.

i. Type: Will it be any interaction or a specific interaction? natural and unstructured or

structured? Real or hypothetical?

ii. Location: Will it be in a laboratory, in interactants’ homes or offices, or in some

publicly accessible place.

iii. Means for gathering data: Audiotaping, videotaping, observational notes taken by

researchers and questionnaires answered by respondents.

b. Analyzing the sample of interaction: Specific analysis depends on whether the goal is

to describe interaction or relate it to other variables. It also depends on the form the

data take.

D. Performance Studies: “the process of dialogic engagement with one’s own and others’

aesthetic communication through the means of performance.”

1. Researchers interpret texts as a method of inquiry that enables them and audiences of

performances to interpret the aesthetic richness of those texts.

2. There are six steps in generating and reporting insights in performance studies.

a. Selecting: Identifying the communication act or text they wish to examine

b. Playing: Trying on different vocal and bodily behaviors

c. Testing: Establishes the range of legitimate understandings

d. Choosing: Question of selecting those valid interpretations to isolate one possible

understanding to pursue.

i. Sets in motion a performance vision, a reading that the performance researcher

attempts to enact.

e. Repeating: Sets and refines the researchers chosen interpretation.

f. Presenting: Report of what has been discovered through public performance; puts on a

display for others’ consideration what the performance researcher has come to

understand. III.

Conclusion

A. A famous industrialist once said, “a person’s language, as a rule, is an index of his or her mind.” This suggests that examining word choices can provide insights into people’

characters.

B. The essence of this message is also a basic premise of textual analysts. Their mission is

understanding how people think, and consequently act, by studying patterns displayed in their discourse, broadly defined.

Textual analysis involves interpreting a text or multiple texts to understand cultures, subcultures, or co-cultures. Cultural and subcultural norms influence how a text is understood.  Researchers applying a poststructuralist perspective attempt to gain a general sense of how the cultural community interprets the text.

**“summary n paraphrasing”**

A summary is in your own words, but some key words may not be able to be changed. However, a summary can contain brief quotations of significant language. A paraphrase is in your own words, but you must change both the words and the sentence structures of the original passage.

Summary vs. Paraphrase

Summary

Paraphrase

A brief restatement, in your own words, of the content of a passage, focusing on the central idea(s).  (The central idea of a passage is often found in the topic sentence of a paragraph or in the thesis statement of an essay.) A precise restatement, in your own words, of the written or spoken words of someone else.  A paraphrase can also be thought of as a "clarification" of a "translation" of a complex or difficult passage.

A summary is in your own words, but some key words may not be able to be changed.  However, a summary can contain brief quotations of significant language. A paraphrase is in your own words, but you must change both the words and the sentence structures of the original passage.  In addition, a paraphrase can contain brief quotations of significant language.

A summary does not distort the meaning of the original passage. A paraphrase does not distort the meaning of the original passage.

A summary can be selective.  You can omit ideas that do not pertain to your purpose for summarizing as long as the omission is not a distortion of the meaning. A paraphrase is specific and should not be selective.  Since a paraphrase normally deals with a very specific portion of a text, the paraphrase should include all the elements of that portion.

A summary is much shorter than the original passage. A paraphrase is roughly the same length, and even sometimes a bit longer, than the original passage.

A (Poor) Example

Original Passage:

The cowbird, as well as other species of birds, lays its eggs in another bird's nest and thus avoids hatching and raising its own young.

Summary:

Cowbirds do not hatch or raise their own young.

Paraphrase:

Certain birds, including the cowbird, do not hatch and raise their own offspring but rather pass on these responsibilities by laying their eggs in other birds' nests.

Paraphrasing vs Summarizing

Paraphrasing and summarizing are both related terms. They are often confusing for people.

Paraphrasing and summarizing are essential techniques for an effective and efficient essay. These are an absolute must when dealing with scientific concepts. Both paraphrasing and summarizing are allowed and accepted till due credit is given to the original source, and only till the work is not copied and is free from any kind of plagiarism.

Paraphrasing

Paraphrasing is reading over a text and interpreting it in one’s own words without changing the meaning of the original text. This excludes copying of text in any form. It is like grabbing the idea about a topic from another writer’s work then transforming it into your own method of thoughts and words. Paraphrased material is almost equal to or slightly shorter in comparison to the original material.

Paraphrasing is required sometimes to prove your point. It provides support and adds credibility to your own writing. It is also used to add depth to your work. Paraphrasing is used;

Report this ad

When another writer’s work has to be used.

When quotes are not used in the text.

When the ideas have a greater relevance than the style of writing.

When you want to simplify the work of another person.

Summarizing

Summarizing is the tool in writing which is used when you need the main idea of the text. It is a condensed form of the written text in your own words with only the highlights of the text. A summary is much shorter than the original text. It excludes the explanation of the text. Only the main idea or the basic information is included.

Summarizing is used to refer to work that culminates into the present writing that you are doing. It is sometimes used when you want to draw attention to an important point. It is also applicable when you want to distance yourself from the original text.

Seeking permission

Permission is defined as giving consent or authority or allowing someone to do something. An example of permission is when you are told that you are allowed to go to a party.

Permission letter is a formal way of letting our superiors or any other necessary party know about our plans if they will affect them. These plans can be going on vacation, visiting your family, attending a funeral or any other activity. Since we do not want to inconvenience other people, we let them know through permission letters.

How to write a permission letter?

Get the addresses you need

Since a permission letter is an official letter, it can have the address of both the sender and the receiver. However, in most cases, the sender’s address is not compulsory because both parties are familiar with each other i.e. in the same company.

The receiver’s address is the first to appear. The information in the address also has some order. The following is an example of the format.

State the purpose of the letter

Once you have your addresses, you now let the receiver know what the entire letter is about. This should be a title, right below the salutation.

It should be in capital letters and to make it more attractive, you could make it bold and underline it. It should not be too lengthy. Around 3 – 7 words should be enough.

Stay on the subject

After the title, you now explain your situation, the details of the permission, the circumstances that led you taking this step, how long you want to be excused and politely request for permission.

Give enough details to make your request valid and refrain from too much or too personal information. The body should be brief and to the point.

Once you have all your information lined up, we can now start working on how to put it all together.

Format of a permission letter

Addresses: Write down the necessary addresses. If you are using both sender and receiver addresses, start with the receiver address and include your address inside.

Salutation: Here you offer some form of respectful greeting.

Title: It should be centered, brief and informative.

Body: This should be a maximum of 4 paragraphs. All well-formatted, with no spelling or grammatical mistakes for easy readability.

Sign out: Here you mention your name and offer your signature for authentication. You can also provide some contact information if necessary.

To: Bernard May

From:Manager

Date: 5th December 2018

Dear Sir,

RE: REQUEST PERMISSION FOR LEAVE

I would humbly like to request for a leave. It has been a whole year since my last leave and I think it is only fair that I ask for one now. This time is also convenient for me since I would like to spend the holidays with my family back at home.

I would like to request for a one-month leave so that I have enough time to enjoy the company of my family. I will be traveling a lot to reconnect with all my relatives who are scattered all over the country and this leave will give me ample time to get all this done.

I have been a hardworking employee all year round and this leave will give me time to rest and get ready for the next year. I would like to go on leave on 10th December and I will be back in my office on the same date next year January.

Yours sincerely

Angela Bedding

To: Stacey Henderson

Principal

Oakland High School

Date: 7th March 2017Dear

Madam,

SUBJECT: PERMISSION FOR MY DAUGHTER TO MISS SCHOOL

I would like to request you to excuse my daughter, Daisy Clarkson, from school on 8th and 9th. This is because we will be traveling to attend my uncle’s funeral. We will be traveling by car to pick up our other relatives and the trip will take up a lot of time due to the multiple stops we will be making.

The trip will also allow our family to get back in touch with our relatives. The two days, Thursday and Friday, plus the weekend should be enough to achieve all of this. The funeral will be held on Saturday but we wanted to arrive earlier so that we help with the preparations.

I believe Daisy will be able to make up for the two days. She will back to school and ready to learn early Monday morning next week. I hope this will not inconvenience you too much. Thank you!

Yours sincerely

Margarete Clarkson

Simple Sentences used while seeking Permission :

Can I talk please?

Do you mind it?

If you don't mind I'd like to sit here,

May I help you?

Could you allow me?

Would you mind if I ask you money,

Kindly allow me to leave.

I am happy, if you help me.

Let me go.

Giving advice

Giving advice in English might seem tricky at first. There are several ways to do it and each uses a slightly sentence structure. So, how do we choose which one to use?

Use a modal verb

There are two modal verbs we often use for giving advice: ‘should’ and ‘ought to’. Both mean the same thing but work in slightly different ways. Let’s look at some examples.

You should do more travelling.

You shouldn’t drink so much beer.

As you can see above, after ‘should’ we use an infinitive without ‘to’.

You ought to do more travelling.

You ought not to drink so much beer.

Unlike ‘should’, we always use ‘to’ in ‘ought to’ for giving advice.

Make it into a question

To make advice less direct, we can use a question to make the person we are advising consider about the advice we are giving them.

Why don’t you do some more tidying?

How about doing some more tidying?

With the question ‘Why don’t you…?’ we use an infinitive without ‘to’. When we use ‘How about…?’ to make a question, we use a gerund after it.

Put yourself in the person’s position

If someone is asking for your advice, sometimes it’s useful to imagine yourself being in that person’s position. This is a good way to explain your advice, too.

If I were you, I would ravel more

Remember to use an infinitive after ‘would’ and not ‘to’. To make this negative, put ‘not’ after ‘would’.

Make a suggestion

A suggestion or recommendation is another good way of giving advice that isn’t to direct. You can use the words ‘suggest’ or ‘recommend’ as in the example below.

I would suggest doing more of an effort.

I would recommend doing this instead.

Use ‘verb+ing’ after ‘suggest’ or ‘recommend’ to explain your advice to the listener. To make these negative, put ‘not’ before your ‘verb+ing’.

Advise in a stronger way

Sometimes, you need to make your advice stronger to let the listener know that it’s really important. We can use the expression ‘you had better…’ to do this.

You had  (You’d)  better start working on your homework.

You had  (You’d)  better finish this assignment in time.

We use an infinitive after ‘better’ to explain our advice and add ‘not’ after ‘better’ to make the sentence negative.

So, now you know how to give advice in English. Next time one of your friends is having some trouble, give them some advice in English and try out your new skills.

<https://youtu.be/LSvoYzVCDo4>

Making the booking

Here are some phrases you can use on the phone to make a booking in English.

I’d like to book a (single / double / twin) room for two nights, please.

I’d like to make a reservation for a (single / double / twin) room for the night of (date), please.

(a reservation = a booking)

Do you have any double rooms left for the weekend?

Do you have any double rooms available this weekend?

(left = available)

How much is… a single room / a double room / a suite?

What time is check-in? (check-in = when you arrive and give your passport information)

What time is check-out? (when you leave and pay)

What time is breakfast?

Are all your rooms ensuite? (= with bathroom)

Is there wifi in the room?

Is there a lift? (life / elevator)

I’d like to book a double room for Saturday.

I’m afraid we’re fully booked.

Oh, I see.

Telephonic conversation

<https://youtu.be/lCBF659RMtg>

Answering the phone:

Good morning/Good afternoon/ Good evening/ Hello!

England PC Services. ( This is ) Sarah speaking.

Sarah speaking.

How can/could/may I help you?

Asking for the caller’s name:

Who’s calling, please?

Could I take your name, please?

Hello, caller. Could/May I have your name, please?

Introducing yourself:

Hello! This is Kevin Jelf calling.

Hello, this is Kevin Jelf from Friend Tecnology Firm.

My name is Kevin Jelf from England PC Services.

Asking for someone or something:

Could/May/Can I speak to Charles Steven, please?

I’d like to speak to Charles Steven, please.

Could you put me through to Charles Steven , please?

Could I speak to someone who …

I am just calling to say…

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

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

Mr Steven? I’ve got a Mr Kevin Jelf on the line for you from Friend Tecnology Firm. Will you take the call?”

And the person can reply your question like this;

The person’s answering for the phone call:

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

Yes, please put him though. / I’m not available right now.

Connecting someone:

One moment (Just a second or moment), please.

I’ll see if he is in or if Mr Steven is available.

Please hold on. I will get you through him.

Could you hold the line, please?

Please, hold the line.

Certainly, Mr KevinJelf. I’ll just put you through.

Of course, Mr Jelf. I’ll just see if he’s available.

Mr Jelf? Thank you for holding. I’m just putting you through to Mr Steven.

I’ll put you through.

I’ll connect you.

I’m connecting you now.

Explaining absence:

I’m afraid Mr Steven isn’t in at the moment.

I’m sorry, he’s in a meeting at the moment.

I’m afraid he’s on another line at the moment.

I’m sorry but Mr Steven is away on business until Thursday.

I am sorry you have dialed a wrong number.

He is not in office now.

Taking a message:

I am sorry, Mr Steven is out/ busy at the moment.

Can I ask who is calling?

Can I take a message?

Would you like to leave a message?

Can I give him/her a message?

I will let him know you called.

Is there anyone else you would like to speak to?

I’ll tell Mr Steven that you called.

I’ll ask him to call you as soon as possible.

If you’d like to give me your number, I’ll ask her to call you back.

Could you call again after 2 hours?.

Leaving a message with someone:

Yes, it is Kevin Jelf here. Could you ask him to call me when he is available.

My number is…

No, that is okay. I will call back later.

Could you tell her that her friend Kevin called?

No, that’s all, thank you.

Thank you very much, you’ve been very helpful.

Problems/Making special request:

I’m sorry, I don’t understand. Could you repeat that, please?

I’m sorry, I can’t hear you very well.

Could you speak up a little, please?

I’m afraid you’ve got the wrong number.

I’ve tried to get through several times but it’s always engaged.

Could you spell that, please?

Sorry, my English is not good. Could you speak a little slower?

Could I ask you to spell your surname for me, please?

I’m so sorry. The line is very bad this end.

Could I ask you to repeat your name, please?

Sorry, I didn’t quite catch that. Could you say your name again, please?

Confirming information:

Let me repeat that just to make sure.

Finishing a conversation:

Thanks for calling. Bye for now.

I need to hang up now.

I’ll talk to you soon. Bye.

Thank you for calling, Mr Steven. Good bye.

Thank you for calling Friend Tecnology Firm. Have a nice day!

Notes:  (for formal language)

A person who identifies himself/herself by phone can say: “My name is…”, “This is…” or “It’s…”, but never: “I’m…”.

British English use speak  with “to”, American English use speak with  “with”.

If the caller is a woman, we had better to use the Ms title (this is a neutral alternative for Miss and Mrs) instead of saying “It’s Mary Smith here“.

 Also;

Listening to an answering machine:

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

Leaving a message on an answering machine:

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

**Telephonic interview**

Get in the preparation mode with the following phone interview tips.

Find a good spot

Keep your resume handy

Do your research

Find about your interviewer

Prepare notes (and keep them with you)

Practice your answers

Smile – let interviewer hear your enthusiasm

Speak clearly

Keep the discussion conversational

Follow-up with thanks

In a world where jobs are no longer restricted by political and geographical boundaries, several companies today are conducting phone interviews to short-list candidates before calling them in for a face-to-face interaction.

A phone interview has several advantages both for the employer and candidate. It is typically shorter than a face-to-face interview, allowing the interviewer to save on time.

For the candidate, who has the advantage of remaining unseen, a phone interview allows the use of cue cards and cheat sheets, as well as access to the Internet.

Here are 10 phone interview tips to help you ace your phone interview:

Choose a good spot: Companies generally tell you in advance when they will be calling. Choose a room where you can speak without disruption. Shut out other noises like TV and radio, take the kids away and lock the room from inside. Ask your family members not to disturb you when the interview is in progress. Get a good phone -- preferably a landline.

You don’t want calls to drop at this time.

Keep documents handy: Get a hard copy of your resume and cover letter and keep it ready. Keep pen and paper handy to take down notes. You could even keep your laptop on in case you want to refer to the Internet. But take care to be discreet -- don’t hammer away loudly at the keys of your computer.

Use a cheat sheet: One of the great advantages of a phone interview is invisibility. Prepare for expected questions in advance and jot down points on a piece of paper. Write clearly and legibly since you will be referring to it under pressure.

Practice the answers to expected questions beforehand and prepare for any derivative question that may arise as well.

Be in a positive frame of mind: This may seem odd, but smile! Though the interviewer cannot see you, it is not difficult to sense your mood over the phone. If you feel happy, bright and enthusiastic, this will reflect in your voice. Some experts also suggest dressing for the interview. If you think this will put you in the right frame of mind for the interview, go right ahead and slip into formal clothes.

Do your homework: You’ve already visited the company portal while writing your cover letter, so you have a sense of what the organization is about. This may be a good time to go back to the portal and brush up on that knowledge. If you know the name of your interviewer, you could also search him/her on the Internet to learn more about him/her.

Treat the interview like a face-to-face interaction: It is easy to fall into the trap of not taking a phone interview as seriously as a face-to-face interview. But remember, this is a process of elimination as well. It will be unfortunate if you were eliminated at this stage because you did not take the interview seriously enough. Prepare for a phone interview as you would for a face-to-face interaction.

Ask intelligent questions: After he/she is done with the interview, your interviewer will typically ask if you have any questions. This is a chance for you to showcase your intelligence. You could ask questions on the role you are being interviewed for, company branding or its strategy to beat market slump. Asking questions that tell the employer you are serious about this role.

Don't bring up salary: It is too early at this stage to bring up salary and perks. The company is still assessing your suitability for the job. Salary discussions generally take place in the final stages of the hiring process. So hold your horses till then!

Ask if the interviewer has other questions: Asking the interviewer if he/she has any other questions is a good way to round up the discussion. This will give him/her a chance go back to the list of questions and see if something has been left out. If there are no more questions, ask what the next step will be in the hiring process.

Say thank you: Don’t forget to say thank you, even if the interview has gone badly. Some experts even recommend sending a short thank you note to the interviewer a day after the interview.

**Unit 5**

**Resume/CV**

A resume is a document used and created by a person to present their background, skills, and accomplishments. Résumés can be used for a variety of reasons, but most often they are used to secure new employment.

A typical résumé contains a "summary" of relevant job experience and education. The résumé is usually one of the first items, along with a cover letter and sometimes an application for employment, which a potential employer sees regarding the job seeker and is typically used to screen applicants, often followed by an interview.

The curriculum vitae (CV) used for employment purposes in the UK (and in other European countries) is more akin to the résumé—a shorter, summary version of one's education and experience—than to the longer and more detailed CV that is expected in U.S. academic circles.

In South Asian countries such as India, Pakistan, and Bangladesh, biodata is often used in place of a résumé.

Three major differences between CVs and resumes are the length, the purpose and the layout.

A resume is a brief summary of your skills and experience over one or two pages, a CV is more detailed and can stretch well beyond two pages.

<https://youtu.be/ng5OYceQJH0>

Examination hall

Jammu

March 24, 2020

The Branch Manager

J&k Bank

Jammu

Subject: application for the post of PO

Sir,

—————— body —————/

In one paragraph.

Enclosed a copy of resume/cv n photocopies of my documents.

Yours sincerely

Xyz

Name:

Parentage:

D.o.b.

Address:

Email:

Contact no.:

Qualification  Marks.   Percentage

10th

12th

Graduation

Post graduation

Additional qualification

Achievements:

Experience, (if any):

Referred by:

1.————-(name n sign of any govt employee)

2—————

Signature

**Notice**

What is a notice?

A notice is a written or printed announcement (Example - a notice for sale). It is written in order to inform a large number of people about something that has happened or is about to happen. It could be an upcoming event, competition, Lost and found notice or just a piece of information to be delivered to the targeted audience. It is generally written in a formal tone.

Notices are factual and to-the-point. The language used is simple and formal, not flowery. They are put up on display boards in schools or at public places.

Let us discuss how to write a notice in English. As a question on notice writing is a part of English writing skills for Classes 6 to 12. The CBSE has prescribed a format of notice writing to be followed by students. The format of notice writing is as follows-

Format for Notice writing

The format of a notice should include: NAME OF THE INSTITUTION / ISSUING AUTHORITY / NOTICE / TITLE, DATE, and WRITER’S NAME WITH DESIGNATION.

A notice should contain all the necessary details such as:

Name of the issuing agency (school, etc)

Date of issue/release of the notice

Title/Subject of the Event (what?)

BODY-Date/time/duration/Place/Venue (when and where?)

Authorized signatory: Name and signature (contact details)

Name of the issuing agency/authority

NOTICE

Date of issue/Release of the notice

Title/Subject of the Event

BODY

(Date/time/duration/Place/Venue)

Authorized signatory

(Name, Designation and signature)

Format of Notice - image

format of notice

Notice Writing Topics

A Notice can be written for various reasons. The format of notice remains the same in all cases. Here is a list of topics for notice writing that students must prepare-

A competition

An excursion trip

A lost and found notice

An inauguration to take place

An exhibition

A blood donation camp to be held

 Or any such type of event or information to be issued in public interest.

Notice writing Tips

Please follow the given tips while attempting a question based on Notice writing format for Class 12 English writing skills paper -

Do not cross the word limit to avoid penalty of marks. The prescribed word limit is 50 words.

Repetition of any information should be avoided.

Always enclose the notice in a box. Make sure you draw the box with a pencil.

Keep your notice short, crisp and to-the-point.

Highlight the word “NOTICE” and “TITLE”. It can be either bold or underlined.

The title should be captivating and eye-catching.

Don’t make hypothetical information and facts. Make use of what’s given in the question.

Make sure you do not mention your personal information.

Make use of all the available information in the question.

Your answer shall include answers to all the 5 W’s – What, Why, When, Where and Who.

The purpose for which it is being written should be stated clearly.

Focus on presentation and clarity.

**Business letters: where to begin**

Reread the description of your task (for example, the advertisement of a job opening, instructions for a proposal submission, or assignment prompt for a course). Think about your purpose and what requirements are mentioned or implied in the description of the task. List these requirements. This list can serve as an outline to govern your writing and help you stay focused, so try to make it thorough. Next, identify qualifications, attributes, objectives, or answers that match the requirements you have just listed. Strive to be exact and specific, avoiding vagueness, ambiguity, and platitudes. If there are industry- or field-specific concepts or terminology that are relevant to the task at hand, use them in a manner that will convey your competence and experience. Avoid any language that your audience may not understand. Your finished piece of writing should indicate how you meet the requirements you’ve listed and answer any questions raised in the description or prompt.

Sample #1

[6123 Farrington Road](https://www.google.com/maps/search/6123%2BFarrington%2BRoad%2BApt.%2BB11%2BChapel%2BHill%2C%2BNC%2B27514?entry=gmail&source=g)

[Apt. B11](https://www.google.com/maps/search/6123%2BFarrington%2BRoad%2BApt.%2BB11%2BChapel%2BHill%2C%2BNC%2B27514?entry=gmail&source=g)

[Chapel Hill, NC 27514](https://www.google.com/maps/search/6123%2BFarrington%2BRoad%2BApt.%2BB11%2BChapel%2BHill%2C%2BNC%2B27514?entry=gmail&source=g)

January 11, 2005

Taylor, Inc.

694 Rockstar Lane

Durham, NC 27708

Dear Human Resources Director:

I just read an article in the News and Observer about Taylor’s new computer center just north of Durham. I would like to apply for a position as an entry-level programmer at the center.

I understand that Taylor produces both in-house and customer documentation. My technical writing skills, as described in the enclosed resume, are well suited to your company. I am a recent graduate of DeVry Institute of Technology in Atlanta with an Associate’s Degree in Computer Science. In addition to having taken a broad range of courses, I served as a computer consultant at the college’s computer center where I helped train users to work with new systems.

I will be happy to meet with you at your convenience and discuss how my education and experience match your needs. You can reach me at my home address, at (919) 233-1552, or at krock@devry.alumni.edu.

Sincerely,

Raymond Krock

Sample #2

[6123 Farrington Road](https://www.google.com/maps/search/6123%2BFarrington%2BRoad%2BApt.%2BG11%2BChapel%2BHill%2C%2BNC%2B27514?entry=gmail&source=g)

[Apt. G11](https://www.google.com/maps/search/6123%2BFarrington%2BRoad%2BApt.%2BG11%2BChapel%2BHill%2C%2BNC%2B27514?entry=gmail&source=g)

[Chapel Hill, NC 27514](https://www.google.com/maps/search/6123%2BFarrington%2BRoad%2BApt.%2BG11%2BChapel%2BHill%2C%2BNC%2B27514?entry=gmail&source=g)

January 11, 2005

Taylor, Inc.

694 Rockstar Lane

Durham, NC 27708

Dear Ms. Jones:

I am seeking a position in your engineering department where I may use my training in computer sciences to solve Taylor’s engineering problems. I would like to be a part of the department that developed the Internet Selection System but am unsure whether you have a current opening.

I expect to receive a Bachelor of Science degree in Engineering from North Carolina State University in June and by that time will have completed the Computer Systems Engineering Program. Since September 2000, I have been participating, through the University, in the Professional Training Program at Computer Systems International in Raleigh. In the program I was assigned to several staff sections as an apprentice. Most recently, I have been a programmer trainee in the Engineering Department and have gained a great deal of experience in computer applications. Details of the academic courses I have taken are included in the enclosed resume.

If there is a position open at Taylor Inc., please let me know whom I should contact for further information. I look forward to hearing from you soon. I may be reached at my office (919-866-4000 ext. 232) or via email (Brock@aol.com).

Sincerely,

Rebecca Brock

**Articles**

“A/an” and “The” are the three types of English articles. There are rules to help you decide which one to use, but first, you need to know what type of noun you are using.

Grammar rule 1

When you have a single, countable English noun, you must always have an article before it. We cannot say “please pass me pen”, we must say “please pass me the pen” or “please pass me a pen” or “please pass me your pen”.

Nouns in English can also be uncountable. Uncountable nouns can be concepts, such as ‘life’, ‘happiness’ and so on, or materials and substances, such as ‘coffee’, or ‘wood’.

Grammar rule 2

Uncountable nouns don’t use ‘a’ or ‘an’. This is because you can’t count them. For example, advice is an uncountable noun. You can’t say “he gave me an advice”, but you can say “he gave me some advice”, or “he gave me a piece of advice”.

Some nouns can be both countable and uncountable. For example, we say “coffee” meaning the product, but we say “a coffee” when asking for one cup of coffee.

Grammar rule 3

You can use ‘the’ to make general things specific. You can use ‘the’ with any type of noun – plural or singular, countable or uncountable.

“Please pass me a pen” – any pen.

“Please pass me the pen” – the one that we can both see.

“Children grow up quickly” – children in general.

“The children I know grow up quickly” – not all children, just the ones I know.

“Poetry can be beautiful”- poetry in general.

“The poetry of Hopkins is beautiful” – I’m only talking about the poetry Hopkins wrote.

More uses of English articles

Here are some more rules for when we use English articles “a/an” and “the” – or when we omit the article:

Rivers, mountain ranges, seas, oceans and geographic areas all use ‘the‘.

For example, “The Thames”, “The Alps”, “The Atlantic Ocean”, “The Middle East”.

Unique things have ‘the’.

For example, “the sun”, “the moon”.

Some institutional buildings don’t have an article if you visit them for the reason these buildings exist. But if you go to the building for another reason, you must use ‘the’.

“Her husband is in prison.” (He’s a prisoner.)

“She goes to the prison to see him once a month.”

“My son is in school.” (He’s a student.)

“I’m going to the school to see the head master.”

“She’s in hospital at the moment.” (She’s ill.)

“Her husband goes to the hospital to see her every afternoon.”

Musical instruments use ‘the‘.

“She plays the piano.”

Sports don’t have an article.

“He plays football.”

Illnesses don’t have an article.

“He’s got appendicitis.”

But we say “a cold” and “a headache”.

Jobs use ‘a’.

“I’m a teacher.”

Countries

We don’t use ‘a’ if the country is singular. “He lives in England.” But if the country’s name has a “plural” meaning, we use ‘the’. “The People’s Republic of China”, “The Netherlands”, “The United States of America”.

Continents, towns and streets don’t have an article.

“Africa”, “New York”, “Church Street”.

Theatres, cinemas and hotels have ‘the’.

“The Odeon”, “The Almeira”, “The Hilton”.

Abbreviations use ‘the’.

“the UN”, “the USA”, “the IMF”.

We use ‘the’ before classes of people.

“the rich”, “the poor”, “the British”.

Some Rules using Articles

Singular count nouns:

indefinite: use 'a'

definite: use "the"

My daughter wants to buy a dog this weekend. (Indefinite-Could be any dog)

The dog in the backyard is very cute.(Definite-The one in the backyard)

He requested a puppy for his birthday.

He wanted the puppy he played with at the pet shop.

She ordered a hamburger without onions.

Did you drink the coke I just ordered?

Plural count nouns:

Use "the" or Nothing, never 'a'.

Come and look at the children. (definite)

Children are always curious. (indefinite)

She loves flowers. (indefinite)

The flowers in her garden are beautiful. (definite)

Do you like reading grammar rules?

Do you like reading the grammar rules on this page?

Non-count nouns:

Use "the" or nothing.

He has experience. (if indefinite or mentioned for the first time)

He has the experience necessary for the job. (if definite or mentioned before)

The medicine the doctor prescribed had unpleasant side effects.

Writing in a second language is especially challenging.

Have you studied the history of South Africa?

History reminds us that events repeat themselves.

Definite Article THE Rules

Adjectives as Nouns

When referring to a group of people by use of an adjective rather than a noun, use "the".

the elderly the disabled the unemployed

the rich the sick the needy

the homeless the young the restless

Names of Countries

Some countries are preceded by "the", usually if the name is plural, contains an adjective, or includes "of".

The United States The Soviet Union The Republic of Congo

America Russia Spain

Japan China Mexico

Cities and Streets use nothing

Chicago Fifth Avenue San Francisco

Highway 5 London Kennedy blvd.

Rivers, Oceans, Seas, Groups of Mountains & Islands use "the"

the Amazon the Atlantic the Mediterranean

the Cascades the Hawaiian Islands the Bahamas

Numbers

Cardinal numbers(1,2,3) use nothing

World War 2 Page 7 Chapter 1

Mission 1 Paragraph 5 Channel 6

Ordinal numbers (1st,2nd,3rd) use "the"

The Second World War the seventh page the first chapter

the first mission the fifth paragraph the sixth channel

Titles of People

When a title is given with a name, use nothing

President Mitchael Queen Mary Professor Scott

When a title is used without a name, use "the"

The president the queen the professor

Schools

When a school has "of" in its title, use "the"

The University of Arizona The University of London Chapter 2

When a school does not have "of" in its title, use nothing

Lincoln High School Arizona State University Liverpool John Moores University

Location versus Activity

When referring to an activity, use nothing

I am going to school now.(activity-study)

He is always on time for class. (activity-learn)

When referring to the location, use "the"

The meeting is at the school. (location-campus)

They are remodeling the movie theater. (location-building)

The new student had trouble finding the class. (location-classroom)

Unique Objects - Use THE

the earth the human race the world

the moon the sun the universe

Part of a larger group, Use THE

-One of the students

-None of the students

-Both of the students

-All of the students

**Advertisement**

A Classified advertisement is written by an employer who is looking for the services of a person in his organisation or to sell/purchase/rent any property or for many other purposes.

TYPE OF ADVERTISEMENT

PURPOSE

SITUATION VACANT

This advertisement is written by an employer who is looking for the services of a person in his organisation.

SITUATION WANTED

This is written by a job-seeker.

FOR SALE

This is written in an attempt to sell property, assets, office goods, etc.

TO LET

This is written by a person looking for tenants for his/her property.

ACCOMODATION WANTED

Written by the ones looking for a place for accommodation.

MATRIMONIALS

This is written while looking for prospective marriage candidates

MISSING

This is written in case any object/person/pet goes missing giving descriptive details for the same.

Tips for writing Classified Advertisement for class 12 English Writing skills paper

 When you're writing an advertisement, every word counts. Being too vague or wordy will cause people to skim your advertisement instead of pausing to read it, so the same writing tenets apply no matter what type of advertisement you're writing.

It should begin with a heading in bold or upper case letters.

The language should be according to the audience we are referring to. For example- If you want to sell something to the youngsters, the words chosen shall be good enough to attract them.

Do not use the same descriptive characteristics for every type of advertisement. For example- In Situation Wanted case, calling for receptionist applications, one must use words that are indicative of the personality and communication skills you are looking for. On the other hand, for hiring a tech executive, it is imperative you ask for skills limited to the IT department.

Do not make full sentences. The prescribed limit is 50 words and in order to make your advertisement loaded with information about the topic, you have to manage your words carefully.

Always add contact details in the end either in the form of contact no., email id or both. They are generally given in the question.

Remember, nowhere in the answer are you required to mention your own personal details.

It should always be in a box made with sharpened pencil.

It should be neat and clean with good presentation.

Practice a lot of advertisements because, “Practice makes the man (or woman, for that matter) perfect” .

1. Principal, Sunrise Global School, Agra requires a receptionist for her school. Draft a suitable advertisement in about 50 words to be published in the classified columns of a national newspaper giving all the necessary details of qualifications and experience required in the receptionist.

(CBSE 2016)

Answer:

SITUATION WANTED

REQUIRED a young, dynamic, smart, charismatic and friendly female receptionist for Sunrise Global School, Agra. Attractive salary with fringe benefits. Healthy work environment. Fresh graduates having honours or equivalent degree in English with good communication skills can apply by sending their cover letter and resume till March 30 on the below mentioned id: abc123@gmail.com. For queries, contact: 98100XXXXX

2. You are Vikram/Sonia, an Hon’s graduate in history with specialization in Medieval India. You are well acquainted with places of historical interest in Delhi, Agra and Jaipur. You are looking for the job of tourist guide. Write an advertisement in about 50 words for the situations wanted column of a local newspaper. Your contact no. 999751234.

(CBSE 2017)

Answer:

SITUATION VACANT!

BA (Hons) History topper, Vikram/Sonia, with specialization in Medieval India is looking for the job of a tourist guide. Age 22 years. Affluent in Hindi and English. Well-acquainted with places of historical interest in Delhi, Agra and Jaipur. Good communication skills, persuasion skills and charming personality. Expected salary- 30,000pm. Contact no.: 999751234 and email-id : abc123@gmail.com.

**Email**

Write a meaningful subject line.

Keep the message focused.

Avoid attachments.

Identify yourself clearly.

Be kind. Don't flame.

Proofread.

Don't assume privacy.

Distinguish between formal and informal situations.

The Advantages of Email for Internal Communications

Email is a free tool. Once you are online, there is no further expense that you need to spend on in order to send and receive messages.

Email is quick. Once you have finished composing a message, sending it is as simple as clicking a button. Email, especially if an email system is integrated into the network, is sent, delivered and read almost immediately.

Email is simple. It is easy to use. Once your account is set up, composing, sending and receiving messages is simple. Also, email allows for the easy and quick access of information and contacts.

Email allows for easy referencing. Messages that have been sent and received can stored, and searched through safely and easily. It is a lot easier to go through old email messages rather than old notes written on paper.

Email is accessible from anywhere – as long as you have an internet connection. Whether or not you are in the office or on the field, or even overseas, you can access your inbox and go through your messages.

Email is paperless, and therefore, beneficial for the planet. Not only can you reduce the costs of paper, you are actually reducing the damage paper usage does to the environment.

Email allows for mass sending of messages. An effective medium to utilize to get your message out there, you can send one particular message to several recipients all at once.

Email allows for instant access of information and files. You can opt to send yourself files and keep messages so that you have a paper trail of conversations and interactions you have online just in case you may need them in the future.

The Disadvantages of Email for Internal Communications

Email could potentially cause information overload. Some messages may be dismissed or left unread, especially if there are a lot coming in and the network has not integrated some sort of email alert system into the computers at work.

Email lacks a personal touch. While some things are better off sent as written and typed messages, some things should be verbally relayed or written by hand in a note or letter.

Email can be disruptive. Going through each email can be disruptive to work as it does require a bit of time. This disruption is decreased through the utilization of an email alert system.

Email cannot be ignored for a long time. The thing with email is that it needs constant maintenance. If you ignore it, more and more messages will enter your inbox until it gets to the point that your inbox is no longer manageable.

Email can cause misunderstandings. Because email does not include nonverbal communication, recipients may misinterpret the sender’s message. This is particularly true of senders fail to go through their messages before they send them.

Email messages can contain viruses. It’s best to be aware of this possibility so that you are careful when opening messages from people you don’t know, or when downloading attachments.

Email should be kept short and brief. This is especially difficult if you are one to send messages that are too long.

Email requires timely responses. While some people tend to disregard messages, those that require responses should be replied to as soon as they are received and read. If not, urgent and important messages may be left untended.

**Note making**

Note-taking (sometimes written as notetaking or note taking) is the practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing their mind from having to recall everything.[1] Notes are commonly drawn from a transient source, such as an oral discussion at a meeting, or a lecture (notes of a meeting are usually called minutes), in which case the notes may be the only record of the event.

It has great importance in exams or in academic writing

It is an organization of main points for future use

Note making helps in keeping the information handy whenever we require

It helps in recollecting and recalling the past events said or heard

It helps in concentrating, understanding and provides a permanent record

Note making format helps a writer to go through bulky documents quicker

It helps in understanding a material if the notes are in own words

It distinguishes between main points and details

Note Making Format

There is a fixed note making format. One needs to follow this note making format in order to have a clear and unambiguous understanding from it. The note making format has-

Heading

It shows the title or the heading of note.

Subheading

As the name suggests, a subheading is a subdivision of the main topic. One can use as many subheadings as he or she wants.

Point

Below subheading, there are some points which are the part of the main topics.

Sub-subheading

One can add more headings below the points for showing the category, types, advantages, etc.

Key or Keywords

The key portion of the note shows the various codes, symbols or the abbreviation used. It helps to get a clear understanding of the keys used in the note making format.

The Procedure of Note Making

Read the passage provided

Underline the important sentences. It helps to make headings and subheadings

Make a rough note first so as to get an idea

Organize them in logical order or sequence for the final note

Use the appropriate note making format

Do not change the idea or the message of the passage

Points to Remember for Note Making Format

Avoid using long sentences as heading or title

Never lose the main idea of the passage

Ignore information which is less important

Be brief, clear, and specific

Use logical sequencing

Use proper indention

Leave no spaces to avoid confusion

Do not include your own version or understandings

Use abbreviations

Make your note more memorable by adding colors, drawings, and symbols

Note Making Format

A note making involves the selection, analysis, summarization, and organization of information. There are different note making format. Let us make ourselves familiar with them.

Split – page Format (A narrative note making format method)

In this method, the page is divided into two columns. The first column had the standard notes. The second column will have a summary. This is the most common note making format to note down lecture notes.

Diagram / Pattern format (A visual note making format method)

In this method, the information is presented by a diagram. The main topic is linked together by related ideas. This method is visually more appealing and easy to understand.

Mind Map (A visual note making method)

In this method, the main points and all the related points are presented through a map. It contains text and images both. For a clear understanding, the information is linked in the proper sequence.

Outline Format (A visual note making format method)

In this method, the information is presented as an outline. Proper titles and subtitles are numbered accordingly for this outline.

Question and Prompt Format (A visual note making format method)

In this method, the main points are highlighted as a series of questions and appropriate answers. It helps in revising the note in an easy way.

Heading / Title

It shows the topic or the heading of the note. The heading should be very clear and brief in order to have a clear idea of the notes made. It gives the main idea of the passage.

Subheading

As the name suggests, a subheading is a subdivision of the main topic. One can use as many subheadings as he or she wants. It is like the heading to the subsections of the passage.

Point

Below subheading, there are some points which are the part of the main topics.

Sub-subheading

One can add more headings below the points for showing the category, types, advantages, etc.

Indentation

It refers to the proper alignment and spacing in the written matter. Indentation means shifting from the margin. It indicates the subheadings, points, sub-points, sub-subheadings, etc. clearly. Indentation offers a well-defined structure for a note. It makes it readable and increases the objectives of the content.

Key

When a person writes a note, he or she uses some keys to save time. It has the various codes, symbols or the abbreviation for the clear understanding in the note making format.

I. Abbreviations

These are used in order to save time and space when you write notes. Their use makes it easier to read. An abbreviation can be made by

Using the beginnings of words

Info. – Information

Stat. – Statistics

Max. – Maximum

Min. – Minimum

Using the beginnings of words with the last letter

Dept. – department

Govt. – government

Prodn. – Production

Omitting Vowels

Prblm. – Problem

Wrd. – word

Schl. – school

Using the first and the last letter of a word

Mt – mount

Mr – Mister

Shortening the suffix at the end of the word

Productn – Production

Distributn – Distribution

II. Symbols

You may also use some commonly used symbols when you write notes. These symbols save a lot of time and easy to understand.

Symbol Meaning Symbol Meaning

→ leads to ← caused by

↑ increase ↓ decrease

> greater than < less than

= equal to ∴ therefore

@ at the rate of (or rate) % percent

100 hundred e.g. example

i.e., that is viz. namely

& and / or

III. Acronyms

They are words consisting of the first letters of each word in the name of something.

Acronym Meaning Acronym Meaning

CBSE Central Board of Secondary Education NCERT National Council of Educational Research and Training

CM Chief Minister PM Prime Minister

UNO United Nations Organization UNESCO United Nations Educational, Scientific and Cultural Organization

WHO World Health Organization COD Cash On Delivery

FIFO First In First Out PTO Please Turn Over

DOB Date of Birth SUV Sports Utility Vehicle

HR Human Resources PR Public Relations

CEO Chief Executive Officer CFO Chief Financial Officer

UK United Kingdom USA The United States of America

Summarizing the Notes

When you write notes, you don’t write the whole passage or the content. Instead, you summarize the content and tries to note down the main idea or the information from the whole content. While making the summary, all the important points must be added.

 **Punctuation**

The most common punctuation marks in English are: capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks.

In speaking, we use pauses and the pitch of the voice to make what we say clear. Punctuation plays a similar role in writing, making it easier to read.

Punctuation consists of both rules and conventions. There are rules of punctuation that have to be followed; but there are also punctuation conventions that give writers greater choice.

Punctuation: capital letters (B, D) and full stops (.)

We use capital letters to mark the beginning of a sentence and we use full stops to mark the end of a sentence:

We went to France last summer. We were really surprised that it was so easy to travel on the motorways.

The Football World Cup takes place every four years. The next World Cup will be held in South Africa. In 2006 it was held in Germany.

We also use capital letters at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, days of the week and months of the year, public holidays as well as geographical places:

Dr David James is the consultant at Leeds City Hospital.

They are planning a long holiday in New Zealand.

Can she speak Japanese?

The next meeting of the group will take place on Thursday.

What plans do you have for Chinese New Year?

We use capital letters for the titles of books, magazines and newspapers, plays and music:

‘Oliver’ is a musical based on the novel ‘Oliver Twist’ by Charles Dickens.

The Straits Times is a daily English language newspaper in Singapore.

They are performing Beethoven’s Sixth Symphony.

In addition to closing sentences, we also use full stops in initials for personal names:

G. W. Dwyer

David A. Johnston, Accountant

Full stops are also used after abbreviations, although this practice is becoming less common:

Arr. (arrival)

etc. (etcetera)

Dr. (doctor)

Prof. (professor)

See also:

Noun phrases

Punctuation: question marks (?) and exclamation marks (!)

We use question marks to make clear that what is said is a question. When we use a question mark, we do not use a full stop:

Why do they make so many mistakes?

A:

So you’re Harry’s cousin?

B:

Yes. That’s right.

We use exclamation marks to indicate an exclamative clause or expression in informal writing. When we want to emphasise something in informal writing, we sometimes use more than one exclamation mark:

Listen!

Oh no!!! Please don’t ask me to phone her. She’ll talk for hours!!!

See also:

Exclamative clauses

Punctuation: commas (,)

We use commas to separate a list of similar words or phrases:

It’s important to write in clear, simple, accurate words.

They were more friendly, more talkative, more open than last time we met them.

We do not normally use a comma before and at the end of a list of single words:

They travelled through Bulgaria, Slovakia, the Czech Republic and Poland.

American English does use a comma in lists before and:

We took bread, cheese, and fruit with us.

We use commas to separate words or phrases that mark where the voice would pause slightly:

I can’t tell you now. However, all will be revealed tomorrow at midday.

We had, in fact, lost all of our money.

James, our guide, will accompany you on the boat across to the island.

Separating clauses with commas

When main clauses are separated by and, or, but, we don’t normally use a comma if the clauses have the same subject. However, we sometimes use commas if the clauses have different subjects:

They were very friendly and invited us to their villa in Portugal. (same subject)

Footballers these days earn more money but they are fitter and play many more matches. (same subject)

It was an expensive hotel in the centre of Stockholm, but we decided it was worth the money. (different subjects)

When a subordinate clause comes before the main clause, we commonly use a comma to separate the clauses. However, we do not always do this in short sentences:

If you get lost in the city centre, please don’t hesitate to text us or phone us.

If you get lost just phone us.

When we use subordinate or non-finite comment clauses to give further details or more information, we commonly use commas to separate the clauses:

You do need to wear a darker jacket, if I may say so.

To be honest, I thought they were very very rude.

Commas and relative clauses

We use commas to mark non-defining clauses. Such clauses normally add extra, non-essential information about the noun or noun phrase:

The ambulance, which arrived after just five minutes, took three people to the hospital immediately.

Hong Kong, where the first ASEAN meeting was held, is a very different city now.

The same is true for non-finite clauses:

The storm, lasting as it did for several days, caused serious damage to villages near the coast.

Commas and speech forms

We commonly separate tags and yes-no responses with commas:

They are going to the party, aren’t they?

No, thank you. I’ve already eaten too much.

We also usually separate vocatives, discourse markers and interjections with commas:

Open the door for them, Kayleigh, can you. Thanks. (vocative)

Well, what do you think we should do about it? (discourse marker)

Wow, that sounds really exciting. (interjection)

We use commas to show that direct speech is following or has just occurred:

He said in his opening speech, ‘Now is the time to plan for the future.’ (or He said in his opening speech: ‘Now is the time to plan for the future.’)

When the direct speech is first, we use a comma before the closing of the quotation marks:

‘We don’t want to go on holiday to the same place every year,’ he said impatiently.

Punctuation: colons (:) and semi-colons (;)

We use colons to introduce lists:

There are three main reasons for the success of the government: economic, social and political.

We also use colons to indicate a subtitle or to indicate a subdivision of a topic:

Life in Provence: A Personal View

We often use colons to introduce direct speech:

Then he said: ‘I really cannot help you in any way.’

We commonly use a colon between sentences when the second sentence explains or justifies the first sentence:

Try to keep your flat clean and tidy: it will sell more easily.

We use semi-colons instead of full stops to separate two main clauses. In such cases, the clauses are related in meaning but are separated grammatically:

Spanish is spoken throughout South America; in Brazil the main language is Portuguese.

Semi-colons are not commonly used in contemporary English. Full stops and commas are more common.

Punctuation: quotation marks (‘…’ or “…”)

Quotation marks in English are ‘…’ or “…”. In direct speech, we enclose what is said within a pair of single or double quotation marks, although single quotation marks are becoming more common. Direct speech begins with a capital letter and can be preceded by a comma or a colon:

She said, “Where can we find a nice Indian restaurant?” (or She said: ‘Where can we find a nice Indian restaurant?’)

We can put the reporting clause in three different positions. Note the position of commas and full stops here:

The fitness trainer said, ‘Don’t try to do too much when you begin.’ (quotation mark after comma introducing speech and after full stop)

‘Don’t try to do too much when you begin,’ the fitness trainer said. (comma before closing quotation mark)

‘Don’t try to do too much,’ the fitness trainer said, ‘when you begin.’ (commas separating the reporting clause)

When we use direct speech inside direct speech, we use either single quotation marks inside double quotation marks, or double quotation marks inside single quotation marks:

“It was getting really cold,” he said, “and they were saying ‘When can we go back home?’”

Jaya said, ‘They were getting really excited and were shouting “Come on!”’.

We commonly use question marks inside the quotation marks unless the question is part of the reporting clause:

‘Why don’t they know who is responsible?’ they asked.

So did they really say ‘We will win every match for the next three weeks’?

We also use single quotation marks to draw attention to a word. We can use quotation marks in this way when we want to question the exact meaning of the word:

I am very disappointed by his ‘apology’. I don’t think he meant it at all.

NEW ‘WAR’ OVER NORTH SEA FISHING PLANS

We sometimes use quotation marks to refer to the titles of books, newspapers, magazines, films, songs, poems, videos, CDs, etc:

There’s a special report all about it in ‘The Daily Mail’.

We can use italics instead of quotation marks for these citations:

There’s a special report all about it in The Daily Mail.

Articles or chapters within books, or titles of short stories, are normally punctuated by single quotation marks:

The longest chapter in the book is the last one called ‘The Future of Africa’.

Punctuation: dashes ( – ) and other punctuation marks

Dashes are more common in informal writing. They can be used in similar ways to commas or semi-colons. Both single and multiple dashes may be used:

Our teacher – who often gets cross when we’re late – wasn’t cross at all. No one could believe it!

Just wanted to thank you for a lovely evening – we really enjoyed it.

Brackets have a similar function to dashes. They often add extra, non-essential information:

Thriplow (pronounced ‘Triplow’) is a small village in the eastern part of England.

We use brackets around dates and page numbers in academic writing:

Heaton (1978) gives a convincing explanation of how hurricanes are formed (pages 27–32).

We often use forward slashes in internet addresses and to indicate and/or in academic references:

You can find the figures you need on [www.bbc.co.uk/finance](http://www.bbc.co.uk/finance)

Binks (1995/1997) has already researched this aspect of Roman history.

Punctuation: numerals and punctuation

In British English the date is usually given in the order day, month, year.

We use full stops in dates. Forward slashes or dashes are also commonly used:

Date of birth: 1.8.1985 (or 1/8/1985 or 1–8–1985)

In American English the day and the month are in a different order so that 8 January 1985 is written as follows:

1–8–1985 (or 1/8/1985 or 1.8.1985)

We don’t usually punctuate weights and measures and references to numbers:

4kg (4 kilograms)10m (10 metres) 5m dollars (5 million dollars)

Commas are used in numbers to indicate units of thousands and millions:

7,980 (seven thousand, nine hundred and eighty)

11,487,562 (eleven million, four hundred and eighty-seven thousand, five hundred and sixty-two)

We use full stops, not commas, to indicate decimal points:

6.5 (six point five)

Not: 6,5

We can punctuate times with full stops or colons:

The shop opens at 9.30. (or 9:30)

**Tenses**

The 12 Basic English Tenses

The English Tense System

The links below are to lessons for each of the 12 basic English tenses. In each lesson we look at two aspects of the tense:

Structure: How do we make the tense?

Use: When and why do we use the tense?

Some lessons look at additional matters, and most of them finish with a quiz to check your understanding.

Present Simple

I do, I do do

Present Continuous

I am doing

Present Perfect

I have done

Present Perfect Continuous

I have been doing

Past Simple

I did, I did do

Past Continuous

I was doing

Past Perfect

I had done

Past Perfect Continuous

I had been doing

Future Simple

I will do

Future Continuous

I will be doing

Future Perfect

I will have done

Future Perfect Continuous

I will have been doing

**Report writing**

Report writing is a formal style of writing elaborately on a topic. The tone of a report is always formal. The audience it is meant for is always thought out section. For example – report writing about a school event, report writing about a business case, etc.

Here are some tips from the Visme team to help you make amazing reports.

Write the body of the report before writing the introduction or conclusion.

Use as much visualization as possible, but not “just for the sake of using visuals.” Make sure every visual has a purpose.

Review your writing skills to craft a well-written report. For example, use active voice and refrain from using too many acronyms. Also, use simple language and stay away from word stuffing.

Stick to the facts! Be clear and concise.

Use a grammar checker like Grammarly. Even your best KPIs and ROIs won’t save you from bad grammar.

Try to keep the appendix small. Don’t make it so long that it gets burdensome.

Format of a magazine report

Heading- A descriptive title which is expressive of the contents of the report.

By line- Name of the person writing the report. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

Opening paragraph (introduction) – It may include the '5 Ws' namely, WHAT, WHY, WHEN and WHERE along with WHO was invited as the chief guest.

Account of the event in detail- The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.

Conclusion- This will include the description of how the event ended. It may include quote excerpts from the Chief Guest's speech or how did the event wind up.

Format of a newspaper report

Headline- A descriptive title which is expressive of the contents of the report.

By line- Name of the person writing the report along with the designation. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

Place and date of reporting- It is generally not mentioned in a magazine report separately, but here, it is.

Opening paragraph- It includes expansion of the headline.  It needs to be short as it is a general overview of the report.

Account of the event in detail- It is generally written in two parts: First, complete account of what happened in it’s chronological sequence (preferably) and second, the witness remarks.

Concluding paragraph- This will include the action that has been taken so far or that will be taken. It is the last paragraph.

Q1. MMD School, Nashik, recently organised a science symposium on the topic: 'Effect of pollution on quality of life'. You are Amit/Amita Raazdan, editor of the school magazine. Write a report on the event for your school magazine. (120 – 150 words)

(SOURCE- CBSE 2018)

Answer:

Report on Science Symposium held at MMD School, Nashik

-By Amit/ Amita Raazdan, Editor of the school magazine

A symposium was organised on 1 March 2018 in the school on the topic "Effect of Pollution on Quality of Life". All the science students were a part of the elucidative programme.

The event stared with the felicitation of the guest speakers. Thereafter, the participants were espoused by Sh. Suraj Prakash. He acquainted them with the objectives and goals of the workshop. The resource person Dr. Hari Om Gupta reflected his profound knowledge on the topic and highlighted how important it is to curb the menace of pollution.

An exalting demonstration of effects of pollution on our lives galvanized the engrossed participants. After the lunch break Dr. K.K. Arora, Resource Person, exhibited the possible steps that can be undertaken at the personal level to reduce pollution. It was followed by another session on the basic concept behind pollution reduction which triggered the young minds into thinking innovative ways.

An interactive concourse ignited the inquisitiveness of participants. They have committed themselves completely to bring about a change in the situation. The informative workshop culminated with a vote of thanks proposed by the head of the science department.

Write a newspaper report on bank robbery.

21 Lakhs Looted from SBI, Tezpur

Tezpur, Sep 20 : A gang of six robbers looted a hefty amount of Rs 21 lakhs from the SBI, Tezpur Branch today. It is reported from local sources that the robbers had come in a Maruti van and entered the branch at around 12.30 p.m. They demanded the cashier to hand over all the cash. When resisted, he was shot dead. They fled away without any resistance. Police investigation is going on over the robbery. However, no arrests have been made so far.

**Script writing**

nderstanding how to write a movie script, also known as a screenplay, can seem daunting at first, but once you understand script format and structure you can then focus on your creativity.

We’ll take you through the process of writing a screenplay so that you can begin building that great movie idea into a professional script.

What exactly defines a screenplay?

A movie script, also known as a screenplay is a document that ranges anywhere from 70-180 pages. Most movie scripts come in around 110 pages, but there are a number of factors that play into the length.

Before we go too deep into page count, let’s talk about the things you really need to know so that you can get started on your script ASAP.

What is standard screenplay format?

Screenplay format is relatively simple, but it’s one of those things that can seem a bit daunting until you’ve actually learned how to do it.

The basics of script formatting are as follows:

12-point Courier font size

1.5 inch margin on the left of the page

1 inch margin on the right of the page

 1 inch on the of the top and bottom of the page

Each page should have approximately 55 lines

The dialogue block starts 2.5 inches from the left side of the page

Character names must have uppercase letters and be positioned starting 3.7 inches from the left side of the page

Page numbers are positioned in the top right corner with a 0.5 inch margin from the top of the page. The first page shall not be numbered, and each number is followed by a period.

A script is a piece of writing in the form of drama. ... There will be a brief section at the end with pointers for writing a radio script or a screenplay. A script consists of dialogue (what the characters say to each other), stage directions and instructions to the actors and director.

**Poster making**

What is a poster?

A poster is a very useful means of making an announcement or appeal, issuing a notice, advertising a product or bringing about awareness on any issue of public interest. A poster should be visually attractive and readable from a distance. They are extensively used by NGOs, political parties, government departments, etc

Tips to attempt a question on Poster making

Let us now dig deeper to know more about making the best poster. Essentially, a very brief communication with a compelling visual and a powerful message, a poster is always prepared with a particular target audience in mind. It very clearly mentions the theme or the topic, the schedule of an event and the respective occasion. It can be of the following types :-

An appeal for awareness or support, help or action, a warning or a caution.

In the form of an invitation like posters for carnivals, fests, concerts, exhibitions, etc.

Workshops, seminars.

Things to remember while attempting a question on poster making for English writing skills

It should not strictly exceed the prescribed word limit of 50 words.

It should be in a box.

Make sure you double check for grammatical accuracy and spellings. They carry marks.

Practice previous year Question paper questions.

 Do’s

Make sure it fits within one page only.

Use sharpened pencils.

Bold or underline important information.

DON'Ts

No usage of short forms or slangs. It is not acceptable.

Don’t exceed the prescribed word limit.

Documenting

<http://www.leadersinbusinessanalysis.com/blog/topic/documentation-skills>

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