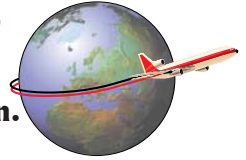


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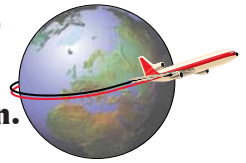
A Warm Welcome
from the Executives, Staff and Tutors of
Cambridge International College - Britain



STUDY & TRAINING GUIDE **FOR MODULE ONE ON** ***BUSINESS MANAGEMENT*** ***& ADMINISTRATION*** ***(Business Theory & Commercial Practice)***

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STUDY GUIDE FOR MODULE ONE

(A full 'Study & Training Guide' will accompany the Study or Training Manual(s) you will receive soon by airmail post or courier.)

This Study Guide - like all our Study & Training Materials - has been written by professionals; experts in the Training of many hundreds of thousands of ambitious men and women in countries all over the world. It is therefore essential that you:-

- * Read this **Study Guide** carefully and thoroughly BEFORE you start to read and study Module One, which is the first '**Study Section**' of a CIC Study & Training Manual you will receive for the Program for which you have been enrolled.
- * Follow the **Study Guide** exactly, stage by stage and step by step - if you fail to do so, you might not succeed in your Study & Training or pass the Examination for the CIC Diploma.



* STAGE ONE

Learning how to **really STUDY** the College's Study & Training Manual(s) provided - including THOROUGHLY READING this **Study Guide**, and the full '**Study & Training Guide**' which you will soon receive by airmail post or courier.

* STAGE TWO

Studying in accordance with the professional advice and instructions given

* STAGE THREE

Answering Self-Assessment Test Questions/Exercises

* STAGE FOUR

Assessing - or having someone assess for you - the standard of your answers to the Self-Assessment Test

* STAGE FIVE

Preparing for your Final Examination

* STAGE SIX

Sitting the Final Examination

Remember: your CIC Program has been **planned** by experts. To be certain of gaining the greatest benefit from the Program, it is **essential** that you follow precisely each one of the **SIX stages** in the Program, as described above.

STAGE ONE is your **thorough reading of this 'Study Guide'**

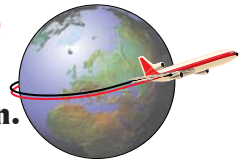


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ABOUT CIC STUDY & TRAINING MANUALS

A CIC Study & Training Manual (which comprises 6 Modules - the first Module of which follows) supplied by the College as part of your Program is **NOT** simply a text book. It must therefore **not** be read simply from cover to cover like a text book or another publication. It **MUST** be **studied**, Module by Module, exactly as explained in the following pages. Each CIC Study & Training Manual has been designed and written by specialists, with wide experience of teaching people in countries all over the world to become managers, administrators, supervisors, sales and accounting personnel, business-people, and professionals in many other fields.

Therefore, it is in **your own best interests** that you use the Study & Training Manuals in the way CIC's experts recommend. By doing so, you should be able to learn easily and enjoyably, and master the contents of the Manuals in a relatively short period of time - and then sit the Final Examination with confidence. Every Study & Training Manual is written in clear and easy to understand English, and the meanings of any "uncommon" words, with which you might not be familiar, are fully explained; so you should not encounter any problems in your Studies and Training.

But should you fail to fully grasp anything - after making a thorough and genuine attempt to understand the text - you will be welcome to write to the College for assistance. You must state the **exact** page number(s) in the Study & Training Manual, the paragraph(s) and line(s) which you do not understand. If you do not give full details of a problem, our Tutors will be unable to assist you, and your Training will be delayed unnecessarily.

Start now by reading **carefully** the following pages about Stages Two, Three and Four. Do **NOT**, however, start studying the first Study & Training Manual until you are **certain** you understand **how** you are to do so.

STAGE TWO - STUDYING A CIC MODULE

STEP 1

Once you have read page 1 of this document fully and carefully, turn to the first **study section** - called **Module One** - of **Study or Training Manual One**.

Read the whole of Module One at your normal reading pace, without trying to memorise every topic covered or fact stated, but trying to get "the feel" of what is dealt with in the Module as a whole.

STEP 2

Start reading the Module again from the beginning, this time reading more slowly, paragraph by paragraph and section by section. Make brief notes of any points, sentences, paragraphs or sections which you feel need your further study, consideration or thought. Try to absorb and memorise all the important topics covered in the Module.

STEP 3

Start reading the Module again from its start, this time paying particular attention to - and if necessary studying more thoroughly - those parts which were the subject of your earlier notes. Do **not** pass on to other parts or topics until you are **certain** you fully understand and remember those parts you earlier noted as requiring your special attention. Try to fix everything taught firmly in your mind.



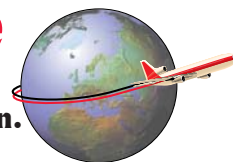
Note: You might not wish to, or be able to, carry out Steps 1, 2 and 3 one after the other. You could, for instance, carry out Steps 1 and 2 and then take Step 3 after a break.

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STAGE THREE - ANSWERING SELF-ASSESSMENT TESTS

STEP 4

When you feel that you have **fully understood and learned everything** taught in the whole Module (and if necessary after a further careful read through it) turn to the Self-Assessment Test set at the end of it, and read the Questions/Exercises in it carefully. You do not have to attempt to answer any or all of the Questions/Exercises in the Test, but it is **best** that you do so, to the best of your abilities. The reasons for this are:-

- ✿ By comparing your answers with the Recommended Answers printed in the Appendix at the end of the Module (or after the final Module in a Manual) you will be able to assess whether you **really have** mastered everything taught in the Module, or whether you need to study again any part or parts of it.
- ✿ By answering Questions/Exercises and comparing your attempts with the Recommended Answers, you will gain experience - and confidence - in attempting Test and Final Examination Questions/Exercises in the future. **Treat the Self-Assessment Tests as being 'Past Examination Papers'.**

Professional Advice on Answering Self-Assessment Test (and Examination) Questions and Exercises

1. You may answer the Questions/Exercises in a Self-Assessment Test in any order you like, but it is best that you attempt **all** of them.
2. Read very carefully the first Question/Exercise you select, to be quite **certain** that you really **understand** it and what it requires **you to do**, because:

- ★ some Questions/Exercises might require you to give full "written" answers;
- ★ some Questions/Exercises (called "multiple-choice questions") might require you only to place ticks in boxes ☒ against correct/incorrect statements.

In your Final Examination you could **lose marks** if you attempt a Question/Exercise in the wrong way, or if you misread and/or misunderstand a Question/Exercise and write about something which is not relevant or required.

3. Try to answer the Question/Exercise under **'true Test or Examination conditions'**, that is, **WITHOUT** referring back to the relevant section or pages of the Module or to any notes you have made - and certainly **WITHOUT** referring to the Recommended Answers. Try to limit to about two hours the time you spend on answering a set of Questions/Exercises; in your Final Examination you will have **only two hours**.
4. Although you are going to check your Self-Assessment Test answers yourself (or have a friend, relative or colleague assess them for you) practise writing "written" answers:-

- ★ in clear, easy-to-read handwriting;

and

- ★ in good, grammatical language.



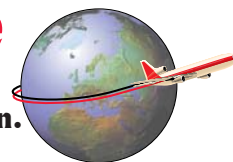
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The Examiner who assesses your Final Examination answers will take into account that English might not be your national or main language. Nevertheless, to be able to assess whether you really **have** learned what we have taught you, he or she will need to be able to read and understand what you have written. You could lose marks if the Examiner cannot read or understand easily what you have written.

5. Pay particular attention to neatness and to layout, to spelling and to punctuation.
6. When “written” answers are required, make sure what you write is **relevant** to the Question/Exercise, and concentrate on **quality** - demonstrating your knowledge and understanding of facts, techniques, theories, etc. - rather than on quantity alone. Write fully and clearly, but **to the point**. If you write long, rambling Final Examination answers, you will waste time, and the Examiner will deduct marks; so practise the **right** way!
7. The Questions set in our Self-Assessment and Progress Tests should be treated as being “Past Examination Questions”. Therefore, you should read and study carefully the **‘recommended answers’** we provide because they form an **integral and essential part** of the Study & Training Program as a whole. Read the wording of each Question/Exercise carefully, and note, in particular, how our answer to each is presented and explained **fully and clearly** - not too briefly; whilst at the same time being detailed, but not over-long and rambling. To gain high marks, your own answers should certainly be no shorter or less detailed than our Recommended Answers.

It is important that your own answers to Test and (in due course) Examination Questions/Exercises are presented in a similar **clear, detailed and easy to read style**, to ensure that you receive the best possible marks and award in due course for your Examination Work. Brief, incomplete answers, or lists of unexplained “bullet points”, are **not** sufficient to gain good marks. It is better for you to write in more detail than too little, so long as your answers are clear and **relevant**. Include examples where helpful, and use wisely all the “time allowed” (usually two hours) in which to write full, well-explained answers. Plan your answers, and ensure that you answer all sections or parts of each question.

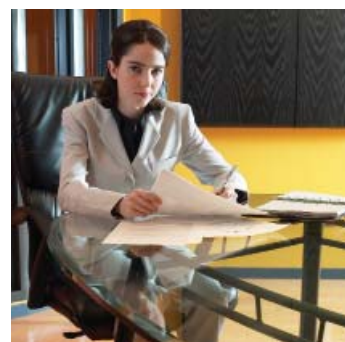
An Assessor needs to be shown by your answers that you really have **understood** what we have taught you in the Modules - and that you could implement and use the various subject-matters in practical work situations - so **make sure your answers demonstrate that!**

8. When you have finished writing your answer, read through what you have written to see whether you have left out anything, and whether you can spot - and correct - any errors or omissions you might have made.

Warning: some Questions/Exercises comprise two or more parts; make **certain** you have answered **all** parts.

9. Attempt the next Question/Exercise in the Self-Assessment Test in the same manner as we have explained in 1 to 7 above, and so on until all the Questions/Exercises in the Test have been attempted.

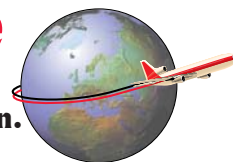
Note: There is no limit on how much time you spend on studying a Module before answering the Self-Assessment Test set on it, and some Modules are, of course, longer than others. You will, however, normally need to spend between twelve and fifteen hours on the thorough study of each Module - and that time may be spread over a number of days if necessary - plus approximately two hours on answering the Self-Assessment Test on each Module.



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STAGE FOUR - ASSESSING YOUR ANSWERS

STEP 5

When you have answered all the Questions/Exercises set in Self-Assessment Test One to the best of your ability, compare them (or ask a friend, relative or a colleague/senior at work to compare them) with the Recommended Answers to that Test, printed in the Appendix at the end of the Module (or the last Module in a Manual.) In any case, you should thoroughly study the Recommended Answers because:-

- ★ As we have already explained, they will help you to assess whether you have really understood everything taught in the Module;
and
- ★ They will teach you how the Questions/Exercises in subsequent Self-Assessment Tests, Progress Tests and in your Final Examination **should** be answered: clearly, accurately and factually (with suitable examples when necessary) showing your knowledge and understanding, with details and explanation, and how they should be planned and well-laid out for maximum effect and marks.

MARKS AND AWARDS

To assist in the assessment and grading of your answers, the **maximum number of marks** which can be earned for each answer to a Self-Assessment Test Question/Exercise is stated in brackets at the **end of each one**.

The maximum number of marks for any one Test is 100.

Your answers should be assessed fairly and critically. Marks should be awarded for **facts** included in your answer to a Question/Exercise, for details, explanations and descriptions, for presentation and for neatness. It is **not**, of course, to be expected that your answers will be identical to all those in the Appendix. However, your answers should contain the **same facts**, although they might be given in a different order or sequence - and any examples you give should be as appropriate to the Questions/Exercises as those given in the relevant "Recommended" Answers.

Add together the marks awarded for all your answers to the Questions/Exercises in a Self-Assessment Test, and enter the total (out of 100) in the "Award" column in the **Progress Chart** which you will find with the full '**Study & Training Guide**' when you receive it. Also enter in the "Matters Requiring Further Study" column the number(s) of any Question(s)/Exercise(s) for which you did not achieve high marks.

GRADES

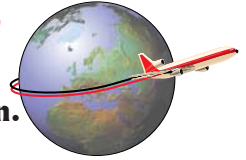
Here is a guide to the grade your Self-Assessment Test Work has achieved, based on the number of marks awarded for it:

50% to 59%	PASS
60% to 64%	HIGH PASS
65% to 74%	MERIT
75% to 84%	HIGH MERIT
85% to 94%	DISTINCTION
95% to 100%	HIGH DISTINCTION



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STEP 6

Study again **thoroughly** the section(s) of the Module relating to the Question(s)/Exercise(s) to which your answers did not achieve high marks. It is important that you understand where or why you went wrong, so that you will not make the same mistake(s) again.

STEP 7

When you receive the complete Study or Training Manual One** from the College by airmail post, **'revise'** - study again - Module One printed in it, and then turn to **Module Two** and proceed to **study it thoroughly** in exactly the same way as explained in Steps 1, 2 and 3 in this **'Study Guide'**.

When you have completed your **thorough study**, follow steps 4, 5 and 6 for the **Self-Assessment Test on Module 2**.

Continue in the **same way with each of Modules 3, 4, 5 and 6** until you have attempted and assessed your work to Self-Assessment Test 6, and have completed the study of Study or Training Manual One. But - and this is **important** - study the Modules **one by one**; complete Steps 1 to 6 on **each** Module **before** you proceed to the next one (unless during the course of your reading you are referred to another Module).

****Note:** When you receive Study or Training Manual One by airmail post or courier, it will be accompanied by a 24-page **'Study & Training Guide'** (containing a **'Progress Chart'**) which you **MUST read very carefully** before starting your study of Module Two.

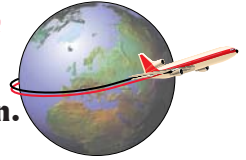


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TRAINING ON

BUSINESS ENGLISH & LETTER WRITING

Module One

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- business and technical terms
- the importance of good English

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- styles or manners of writing

Features of a business letter examined:

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- the writer's designation
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- alternative words
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Increasing vocabulary:

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Self-Assessment Test One

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Recommended Answers to Self-Assessment Test One

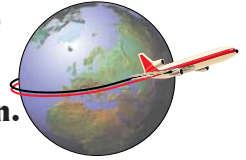
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BUSINESS LETTERS EXAMINED

Introduction

No person can hope to succeed in business without being able to write GOOD business letters. A **'good' business letter** is one which is written in GOOD English (or whatever other language is used) in clearly understandable words, is brief and to the point and, above all, is **persuasive**.

By "persuasive" we mean that the letter should be so planned and designed that it achieves its **'objective'** or **'goal'**: whether that be the securing of a job or promotion, or a sale of products, or money owed, or an apology, or improved work or output, or something else sought by its writer.

Until fairly recently, the English which was used in business letters was of a special kind, full of unusual "commercial expressions" and abbreviations - such as "inst" and "ult" - which was difficult for the ordinary person to understand. Today, all that has changed, and business people should try, as far as is possible or feasible, to use good and clear, everyday English in their communications.

Nevertheless, it is not always possible to avoid using words, phrases, idioms and technical terms which arise because of the very nature of business affairs. For example, it is necessary in various businesses to use some of the following expressions:-

assets, liabilities, debit, credit, debtor, creditor, insolvency, invoice, dividend, agenda, notice, minutes, principal, interest, order, shares, stock, turnover, overheads, credit note, quotation, estimate, on approval, consignment, power of attorney, without prejudice, remittance with order, account, bank account, trade discount, quantity discount, overdue amount, account rendered, on account, receipt, under the circumstances, for and on behalf of, copy to or cc, enclosure or enc, fax, creditworthiness, reference, cheque, statement, and many others.

During this Program you will learn the meanings of many of the above expressions, and others, and you will see how they are used in business letters and other types of business communications when no other words can replace them.

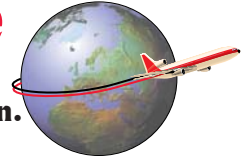
Good English

Except in special cases - like **'memoranda'** (notes or summaries) and **'telegrams'** and **SMS texting** or **text messaging** - most business letters and other communications are **'compositions in English'**. They must therefore:-

- * be written in GOOD, grammatical English;
- * be adequately and correctly punctuated;
- * contain a good variety of words - which must be correctly spelt and used.

Furthermore, business letters, etc, must obey the ordinary **'rules for compositions'**. Different topics written or discussed should be dealt with in different sentences; sentences dealing with similar

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topics should be grouped into separate paragraphs. The various paragraphs must lead naturally from one to the next.

This Program is about English used in modern - contemporary - business, and about writing business letters in English. It is NOT designed to teach you to read or to write English. We assume that you are **already** proficient in writing English, to at least the level reached by our “level 3” Program: *“Professional English (for Everyday and Business Use).”*

If you have **not** studied to that level, you should do so NOW - **before** going any further with this Business English & Letter Writing Program. If you have studied English to our “level 3” but are a little “rusty”, you will find our Notes provided to help you improve your composition style and effectiveness, of great value.

What ‘Business Letters’ Are

What are called ‘**business letters**’ are those letters which are written by people in connection with their work, even when the subjects of the letters have nothing to do with the trades or professions or vocations of the writers. For example, a business person, executive or manager might find it necessary to write to members of his or her staff, complimenting them on their good work, or rebuking them for negligence of some kind or other. Also, he or she might have to discuss internal administrative matters with managerial colleagues, or make reports to seniors and/or directors.

However, most business letters **do** deal with the main work or activities of the businesses or professions or vocations of their writers.

The term ‘**business letters**’ is also used to refer to letters written by people who do not consider themselves to be “in business” at all. Such people include accountants and auditors, lawyers, educationists, doctors, dentists, architects, engineers, and others - who refer to themselves as being in ‘**the professions**’. Nevertheless, in general the letters they write in connection with their professions or vocations need to conform to the same rules as those which are written by business people.

The variety of reasons why business letters have to be written is huge, as is the variety of circumstances which necessitate them. And, of course, much depends on the activities in which a particular enterprise is engaged and on the work performed by a particular executive or other employee.

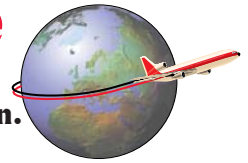
Some enterprises send and/or receive very few letters, whilst other enterprises send and/or receive large numbers of letters every working day. Some business people and managerial staff write relatively few business letters, whilst others might spend large proportions of their working hours writing such letters, as well as reading the many received.

Some Terms Used in Letter Writing

In these Manuals we use certain descriptive words or “terms” which might differ from your normal, everyday use or understanding of them. So note the following matters carefully:-

✳ We refer to the **originator of a letter** as its ‘**writer**’, even though he or she might not physically

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“write” it by hand. He or she might “dictate” the letter to a shorthand-typist or to a stenographer or into a dictating/recording machine, or simply give “notes” or “pointers” to another person - a secretary or personal assistant (PA) for instance - from which a “full” letter will be constructed, and written, typed or word-processed. Increasingly, today, many writers of letters “type” - or **‘input’** - their texts directly to computer via a “keyboard” for display on a “visual display unit” (VDU).

- * The person or organization to which a letter is written - to which it is “addressed” - is called its **‘addressee’**. The addressee is not necessarily the same person who will read the letter, and/or **‘reply’** or **‘respond’** to it.
- * The person by whom or the organization on behalf of which a letter is written is called its **‘addressor’** or its **‘sender’**.
- * We refer to a letter as being **‘typed’** whether it is produced on a typewriter or by a printer connected to or under the control of a word-processor or a computer. Alternatively, as stated above, the text of a letter might be **‘input’** or typed on a “keyboard” for display on a “visual display unit” (VDU).
- * We use the words **‘send’** and **‘sent’** to refer to the **despatch** or **transmission** of a letter **to its addressee**. Some letters are delivered “by hand”, but the main methods of transmitting letters are by post or mail, fax and email. Sometimes a combination of two or more methods are used for the same letter; for example, a letter might be faxed or emailed, and then “followed-up” by an “original” - and probably signed - version sent by post or mail.

The Features of Business Letters

Our Manuals give you many examples of business letters written for a number of “common” reasons. Despite the differences in their contents and the reasons why they are written, they all have **features in common** which make them **good** business letters. We concentrate on those features, so you will learn how to incorporate them into your own letters, and so be able to construct good, clear and effective business letters when the need arises.

A business letter differs from a “personal” or a “social” letter in several important respects:-

* The Letterhead

The reader of a business letter needs to know WHO it is from; that is, the NAME of the organization on whose behalf it was written and sent. In order to **‘respond’** to the letter, the reader needs to know the ADDRESS to which to reply. Therefore, the addressor’s postal or mailing address, plus telephone and/or fax number, and/or email address should be stated.

A business letter produced on a typewriter might be typed on a prepared sheet of paper, which has a printed “heading” giving details of the organization on whose behalf the letter is being written. That is called a **‘letterhead’**. Preprinted letterheads might also still be used when letters are produced by computer-controlled printers. However, commonly the letterhead is incorporated into the text of a word processed letter, and both are transmitted and/or printed out at one time.

Letterheads can be setup and inserted into or typed into emails. However, it is far too common

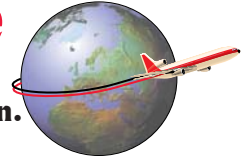
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a mistake for the addressor's address to be **omitted** from emails. A sender might expect the addressee to reply by email, but the addressee might not wish to do so. Or it might not be feasible for the addressee to do so; for example, if a printed catalogue or samples of products need to be sent with the "response" letter.

* A Reference or Code

A business letter often - but not always - includes a typewritten '**reference**' or '**code**' to identify it.

* The 'Greeting' and the 'Close'

The "greeting" (or "salutation") which begins the letter, and the "closing" - or "complimentary close" - at the end of the main body of the letter, have special forms which are customary in business letters.

* The Language

Whatever the actual language (English or any other) used, the contents of the letter should be carefully constructed so that the wording of the letter is **clear**, is **brief**, and so that its **meaning** is easy to understand and to assimilate quickly. It is most important that the wording used in a business letter is free from the possibility of ambiguity or misunderstanding. If the reader of a business letter cannot understand, or misunderstands or misinterprets, the meaning of a letter, serious problems can arise.

We explain all these important points about business letters to you by examining the typical business letter shown on the next page. Take careful note of the ways in which the different parts of the letter are set out. The top portion - the '**letterhead**' - might be **preprinted** on a sheet of paper in advance, and might not be typed as is the text - or '**body**' - of the actual letter.

The separate paragraphs of a business letter should deal with the separate topics involved, and should be presented step by step in a **logical order**; commonly that order will be:-

- ★ first refer to the correspondence or the event which has given rise to the need to write the letter, that is, the **reason** why it has been written;
- ★ then state the writer's views;
- ★ finally make clear what the writer wants the addressee to do.

As we have already explained, every business letter should have a definite **objective**. And the letter should be written in the **manner** and in the **tone** best suited to achieving that goal: it might have to be persuasive, conciliatory, apologetic, cajoling or coaxing, commanding, requesting, insistent, demanding, informative, explanatory, and so on, according to the circumstances and the character of the addressee.

Whatever might be the tone of a particular letter, the language (whether that is English or another) in which it is written must be in good, correct, simple grammar and composition. The language

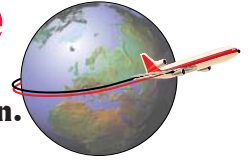
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must be clear and must be within the understanding of the addressee - the intended reader.

Specimen Letter (1) a specimen business letter

Manor House Hotel

Farnham Green, Warnside, Upminster, UB23.

Tel: 091 8976. Fax: 091 9008. E-mail: manhot@xx.itl www.man.itx

15 January 20..

The Sales Manager,
Melody Modes Ltd.,
Carrham, Upminster UE12.

Your Ref: KPS/C3, Our Ref: Con/13/1

Dear Sir,

Thank you for your letter of 12 January regarding our conference facilities for your sales convention in July this year.

I have pleasure in enclosing our current conference brochure and tariff. You will note that we offer a variety of venues inside the hotel itself, for groups of between 20 and 150 people, with a choice of catering facilities and with or without accommodation. This year we are also able to arrange functions in marquees in the hotel grounds, with a more limited range of catering, but again with or without hotel accommodation.

We have two lecture rooms, with audiovisual equipment - overhead projectors and video and DVD facilities - which might be of interest to you. There are also product display facilities within the hotel.

If you require all or some of your delegates to be accommodated in the hotel, I recommend early booking, as July is one of our peak months. We offer 4-star accommodation, every room with en suite facilities, minibar, television, personal safe, trouser press. We have two restaurants, four bars, a fully equipped gymnasium, and an indoor/outdoor swimming pool.

I look forward to hearing from you further, and I shall be happy to supply any additional information you might require; you will be very welcome to visit the hotel to see for yourself the facilities we offer.

Yours faithfully,

Hector Manning
General Manager

Enc.

Specimen Letter (1) was written "in response" - in reply - to a letter written by the sales manager of an organization who is interested in holding a sales convention at the hotel. Before we consider

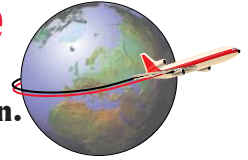
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the contents of - or the “message” contained in - Specimen Letter (1) we shall first examine the general features which distinguish it from a nonbusiness letter. They are as follows:-

✿ The Letterhead

In the specimen letter we showed the letterhead with its particulars printed across the top middle of the sheet; however, a wide variety of other designs and fonts are used. Often the name and address of the enterprise are printed on the top left or right, with other details on the opposite side; for example:

Manor House Hotel



Farnham Green, Warnside, Upminster, UB23.

Tel: 091 8976. Fax: 091 9008.

E-mail: manhot@xx.itl www.man.itx

Letterheads might incorporate illustrations, crests and/or logos. Especially in the case of companies, the names of the directors, as well as the types of business they conduct, are also often incorporated in their letterheads. Increasingly businesses include their website addresses in their letterheads.

✿ The Date of the letter

This is often the first item to be typed on the letter, and it is frequently placed, as we have shown it in Specimen Letter (1), in the top right-hand corner, just below the letterhead. However, some writers prefer to have the date typed in the top left-hand corner; see Specimen Letter (3). (Note that dates on letters should also include the **year**; in our Specimens we replace the year by **20..**).

✿ The Addressee of the letter

The addressee’s name and address are frequently typed, as in Specimen Letter (1), in the top left-hand corner, a little below the line of the date; but some writers prefer the addressee’s particulars to be positioned in the bottom left-hand corner, below the “body” of the letter, as shown in Specimen Letter (4).

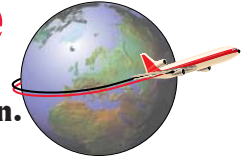
✿ The Greeting

The specimen letter is addressed to “The Sales Manager” of the addressee organization, because in this case he is the person who made the “enquiry” about the hotel’s conference facilities. However, letters might be addressed to other executives or other kinds of business officials, such as to:-

“The Directors”, or “The Chief Accountant”, or “The Chairman”,
or “The Managing Director”, or the “Senior Partner”, and so on.

Greetings in business letters may be varied according to circumstances, e.g. “Dear Sir” or “Dear Madam” (to a woman), or “Dear Sir or Madam” (if the sex is not known) or “Dear Mr. Banda”, or “Dear Miss Waweru”, and so on. The personal name of the addressee is used only when the writer knows the addressee, either through prior business contact or personal relationship.

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By tradition, the abbreviations Mr. for “Mister” and Mrs. for “Mistress” end with a “punctuation mark” called a full stop or point, as shown. It is becoming acceptable nowadays to omit the full stop from abbreviations (and also from others such as Co for Company and Ltd for Limited, as used below) and we show both styles in this Program.

When writing to a company in general, rather than to particular officials, e.g. “The Elephant Furniture Co. Ltd.”, the greeting used should be “Dear Sirs”. That greeting can also be used when addressing more than one official:

The Elephant Furniture Co. Ltd., OR
20 Hunting Street,
Mayfield.

The Directors,
The Elephant Furniture Co. Ltd.,
20 Hunting Street, Mayfield.

Dear Sirs,

Dear Sirs,

By tradition, each address lines should end with a “punctuation mark” called a **comma**, and the final word in the last line should end with a full stop, whilst the greeting should also end with **comma** (as shown above). It is becoming acceptable nowadays to omit the punctuation marks; we show **both** styles in examples in this Program.

✿ References

When they are used, **‘references’** on business letters make it easier for both addressor and addressee to find any **‘previous correspondence’** with each other - that is, any letters or other communications which have passed between them or their respective organizations in the past - in their files. Managers and other executives should always keep copies of their correspondence and maintain proper filing systems.

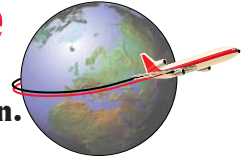
✿ The Body or Message

The **‘message’** contained in the body of a business letter should be written in clear, precise language and should be brief and should keep to the point, as you will read in our specimen letters. As we have pointed out, these days business letter writers should try to use **everyday language** as far as is possible, and to avoid so-called “commercial expressions”, except for technical terms essential in specific trades, industries or professions.

✿ The Writer’s Designation

It is usual for the writer to have his (or her) position in the enterprise typed below his (or her) signature. In the specimen letter the writer’s position or designation is General Manager. It is important to state that, so the addressee will know that the writer has authority for the message which the letter conveys. In addition to the handwritten “signature”, it is common for the writer’s name to be typed; so the addressee knows who the writer is - especially if the signature is not easy to read!

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✿ The Closing Expression

“Yours faithfully” is most commonly used in business; it should always be used when the greeting uses Sir or Madam and not the name of the addressee. When it is permissible to use the addressee’s personal name in the greeting, it is often permissible to use the more intimate close “Yours sincerely”.

★ “Dear Sir” or “Dear Madam” should always be followed by “Yours faithfully,”

★ but “Dear Mr. (Mrs. or Miss) Brown” may be followed by “Yours sincerely,”.

By tradition, the closing expression should end with a comma, but it is becoming acceptable nowadays to omit the comma; we show both styles in this Program.

The Contents of Specimen Letter (1)

Obviously, Mr. Manning, the general manager of a hotel business, wants to “make a sale”; a sales convention can be lucrative for a hotel able to cater for it. Rather than merely sending out the hotel’s brochure on its own, he decided that a personal letter accompanying it would have more impact. Remember that a number of hotels might have been contacted, and the one making the **best impression** - and a well written and presented letter can certainly do that - has the best chance of making a sale.

This particular letter comprises five paragraphs; some letters might comprise only one, whilst others might contain many - there is no fixed number, and much depends on the circumstances and what needs to be “said”. If there is any “rule” at all about a letter, it is:

“keep it short and to the point”,

and we shall revert to that “rule” many times during this Program.

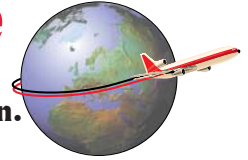
The “opening” paragraph - as it very often is - is an “introduction”, explaining why the letter has been written.

The second, third and fourth paragraphs really “summarise” information contained in the brochure, and highlight the most important facts in different sentences. Each paragraph deals with a different group of related facts. The second paragraph deals with catering facilities, the third with conference facilities, and the fourth with accommodation. Note how, in the fourth paragraph, Mr. Manning has tried to encourage an early decision by pointing out that July is a “peak” - busy - month.

The final - “closing” - paragraph indicates what the writer hopes the addressee will do, that is, make contact again and, hopefully, make a booking or reservation. To that end, he also invites the addressee to visit the hotel.

Of course, different writers could have written more or less the same, but using different **words** and in a different **style**. And it is important that each letter- writer develops his or her **own** writing style. Throughout this Program we shall be helping you to develop and improve **yours**. The language used by Mr. Manning is clear and easy to understand; the only nonstandard wording refers to “audiovisual equipment”, which the addressee is bound to know about.

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Specimen Letter (2) an "enquiry letter"

MELODY MODES LIMITED

designers and manufacturers of quality ladies fashions

Curvy Crescent, Sheen, Worthy W16. telefax: 093 6701/3

e-mail: melody@ryt.com website www.modish.nx

12 January 20..

Our ref: KPS/C3

The Manager,
Manor House Hotel,
Farnham Green,
Warnside, Upminster UE12.

Dear Sir,

We are currently seeking a venue for this year's sales convention, scheduled for July.

Please provide the undersigned with full information about the convention facilities which your hotel offers, and the charges for them. We expect upwards of 70 delegates.

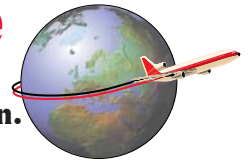
Your early response will be appreciated.

Yours faithfully,

Sales Manager

Having considered the "reply", let us look at the first or initial letter which initiated the "exchange" of correspondence, shown as Specimen Letter (2). You can see that it could be much shorter than Specimen Letter (1). Nevertheless, the sales manager both gave important information about the company's requirements and made clear what he wanted: information about the facilities offered by the hotel. That could have been done in just one paragraph, as shown in Specimen Letter (3), but you will agree that Specimen Letter (2) is more attractive to the eyes.

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Specimen Letter (3) an "enquiry letter"

MELODY MODES LIMITED

designers and manufacturers of quality ladies fashions

Curvy Crescent, Sheen, Worthy W16. telefax: 093 6701/3

e-mail: melody@ryt.com website www.modish.nx

12 January 20..

Our ref: KPS/C3

The Manager,
Manor House Hotel,
Farnham Green,
Warnside,
Upminster UE12.

Dear Sir,

We are currently seeking a venue for this year's sales convention, scheduled for July. Please provide the undersigned with full information about the convention facilities which your hotel offers, and the charges for them. We expect upwards of 70 delegates. Your early response will be appreciated.

Yours faithfully,

Sales Manager

The Layout of Business Letters

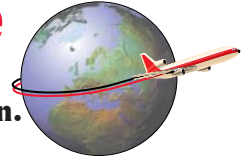
Specimen Letters (1), (2) and (3) illustrate three very common - but quite different - layouts of business letters.

✳ **Indentation**

Specimen Letter (1) is '**indented**', that is, the first line in each of its paragraphs starts a few spaces in from the left-hand margin, as with most paragraphs in this Manual.

However, in some countries, and by the preference of some executives in others, it is common for all the lines of a business letter to start at the left-hand margin, as is shown in Specimen Letter (2).

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✧ **Justification**

In Specimen Letter (1), the lines of type are not all of the same length and do not all finish level or “flush” against the right-hand margin. Modern machines with word processing packages can **‘justify’** the lines of a letter so that all those which contain sufficient words end exactly at the right-hand margin, as do the lines in this Manual. And that can be done whether the paragraphs are indented or not; see Specimen Letters (3) and (5).

In some enterprises “standard” layouts might be set down for all letters written on behalf of them, and all typists, computer input operators, and PAs/secretaries must conform to those laid down specifications. In other enterprises executives are free to have their letters laid out according to their own preferences, and to instruct their PAs/secretaries and others who type their letters accordingly. Other executives leave the choice of layout to their PAs/secretaries.

✧ **Blocking**

Some executives dislike indenting and like right-hand justification, and so their letters are typed in what is called the **‘block’** layout - as in Specimen Letter (3) - which some think appears “modern”; whilst others prefer the more “traditional” layout - as in Specimen Letter (1).

The Appearance of Business Letters

A considerable amount of time and work - and expense - goes into each business letter produced - and the cost of posting business letters, especially by airmail, or faxing them, is not inconsiderable. All that effort and expenditure will be wasted if a letter is not read by the addressee!

A letter is most likely to be read, particularly by a busy business person, if it **attracts favourable attention**. It is therefore important that great care is taken over the general appearance of each and every business letter, as any which are badly presented or which create an unfavourable impression might not receive the reader’s full attention, or might not even be read at all!

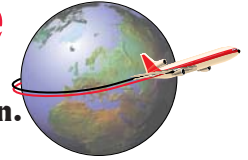
A letter needs to be attractive to the **eyes** of the addressee. Clearly a well designed and colourful letterhead will attract attention (although the latter might be inappropriate in some cases, e.g. with a firm of lawyers which might need to convey a “conservative” impression); that will be the decision of management.

A business letter should not be a “mass” of text; a long letter in particular should be carefully separated into paragraphs, with adequate white spaces around them to “break up” the text.

A business person or manager should try to ensure that secretaries and typists enhance the appearance of letters they produce, by ensuring:-

- ✧ That the text of a letter is “centred” on the sheet of paper, that is, that there is more or less the same amount of “blank” space between the bottom of the letterhead and the start of the text, and between the end of the text and the bottom of the sheet of paper. The text should not all be at the top of the sheet or all at the bottom of it; it is generally better to have a few lines typed on a “*continuation sheet*” rather than trying to squeeze everything into the bottom of one sheet.

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- * That there are no variations in the density or “blackness” of type, caused due to a nearly empty ink or toner cartridges on a printer attached to word processor or computer.
- * That the letter generally is neat and clean. Smears from deposits of carbon - caused by touching, say, ink or toner cartridges, and then handling the typing paper - are unsightly. And usually attempts to erase such markings or “white” them out with correcting fluid are just as bad.
- * That the sheets on which a letter is typed are not creased or crinkled or marked in any way.

The foregoing matters are referred to again when we consider the checking and despatch of typed letters.

THE ENGLISH USED IN BUSINESS LETTERS

We have explained that business letter-writers today should always use clear, everyday English in their communications. The language of their letters should be straightforward, but must not be “simple” or “childish” or imply that the writer is “talking down” to the addressee, as that could annoy, and even cause offence.

For example, such words as “little” and “nice” should be avoided in many cases; they can and should be replaced by more descriptive **‘adjectives’** (which are taught about in Module 5):-

- * “small”, “tiny”, “minute” or “minuscule”, as the case might be, could be used instead of “little”;
- * “good”, “fine”, “superb”, or “excellent”, as the case might be, could be used instead of “nice”.

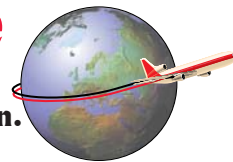
Every business letter-writer needs to possess a good **‘vocabulary’**. That term refers to the number of words which a person knows well, and can use correctly in speaking and writing. A good vocabulary will enable you to write business letters in language which is clear and interesting; and which will encourage each addressee to read the **whole** letter. If an addressee becomes bored or distracted, he or she might not continue reading the letter.

You should aim to build up a vocabulary of between 10,000 and 20,000 English words. There are a number of ways in you can learn new words; one is by reading books written by *good* authors, and by reading *quality* magazines and similar publications. We now look at two other important methods you should use.

* Using an English-English Dictionary

If you do not already own or have access to a good English-English dictionary, you should buy one from a local bookshop, or order one from the College. A good deal can be learned from a dictionary which will help you to write effective business letters. A good English-English dictionary gives lists of a great many words in the English language, and amongst other things it can tell you the following about each word:-

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Its Spelling. You can see the letters which make up the word, and their order; that is, the *spelling of the word*, which you should try to learn so that you will always be able to spell it correctly. It is a good idea to copy out in writing the spelling of a word which is new to you, as that action will help to “fix” the spelling of that word in your memory.

Its Meaning. In some cases one English word can have *more than one* meaning. Sometimes those meanings are similar, but that is not always the case; we give you some examples later in this Module. The meaning of a word might be made clear in a dictionary by comparing it with other words which have similar meanings. Sometimes examples are given of how to use the word. (Quite often a dictionary also gives **associated words**; for example, if you look up the word **long**, you might also see **longer** and **longest**.)

All the words in an English-English dictionary are listed strictly in **alphabetical order**, that is, in the order of the letters in the English alphabet: **A, B, C**, and on through to **Z**. First there is the group of words which begin with the letter **A**. Next there is the group of words which begin with the letter **B**. Then there is the group of words which all begin with the letter **C**, and so on until the last group - whose words all begin with the letter **Z**.

When you first start to use a dictionary, you might not be able to find at once the word in it - or even the page in it - that you need. To help you overcome this problem as soon as possible, you should read very carefully the following points:-

★ **Make sure you know the order of the letters in the English Alphabet**

Here the word “letter” refers to a single “character”, like a, or b, or c, and not to a written “composition” like a “business letter”. You should, of course, already know the 26 letters in the English Alphabet:-

As “capital” letters:

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.

As “small” letters:

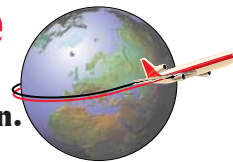
a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Make certain you know and remember - “memorise” - the order of the letters, as given above, so that you will know without thinking what letter comes *before another*, and what letter comes *after another*; that will save you much time in finding words in a dictionary.

★ **See how the words being explained are shown**

Many dictionaries divide each page into two columns, a left-hand column and a right-hand column. In each column, each word being explained is shown in **bold**, dark print. If you look in your dictionary, you will see that it is obvious which words are being explained as they “stand out” from the rest of the text. The explanation of a word is given in normal type alongside and/or below it.

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★ See the alphabetical order of the words explained

Note that the words within each “*letter group*” are themselves listed strictly in *alphabetical order*. For example, the **A** letter group starts with the word **a**, then lists words which begin with **aa**, then words which begin with **ab**, then **ac**, and so on.

For example, the following words are listed in alphabetical order:

label, labour, lace, last, late, later, latest.

The alphabetical order is decided by looking at the first letter of the word, and then the second letter and so on. All the words in the example above start with the letters **la**. We then must look at the third letter of the words. The third letter of the word **label** is a **b**. The third letter of the word **labour** is a **b** also. We must then look at the fourth letter. The fourth letter of the word **label** is an **e**. The fourth letter of the word **labour** is an **o**. If you have memorised the order of the letters in the English Alphabet, you will know that **e** comes before **o**, and therefore **label** will come before **labour**.

If you look at the rest of the words in our example, you will see how and why their alphabetical order is decided.

★ Make use of the ‘help’ provided by the dictionary

A good dictionary is designed to **help** you find the words you need quickly and easily. We have already told you that the pages of a dictionary are usually split into two columns, and that the words explained are printed in **bold** print so they stand out.

At the **very top** of a page of the dictionary, above the columns, you will see two words printed in **bold** print. The word on the **left-hand side** is the same as the very **first word** explained on that page (the first word printed in **bold** print). The word on the **right-hand side** is the same as the very **last word** explained on that page (the last word printed in **bold** print.) We call these words “*guide words*”, and they are very useful.

(Note that in small pocket-size dictionaries, there is very often only one *guide word* printed at the very top of each page. The *guide word* on the left page is usually printed on the left-hand side and shows you the very first word explained on that page. The *guide word* on the right page is usually printed on the right-hand side and shows you the very last word printed on that page.)

As we have explained, the *guide words* show you the first and last words on a page; all the words on that page fall **alphabetically between** those *guide words*. For example, on a page in a dictionary the *guide words* might be **pad** and **paint**. So just by looking at the *guide words*, you would know that all the words on that page of the dictionary fall alphabetically between **pad** and **paint**.

When you are looking for a certain word, you can look first for the page which has *guide words* at its top which fall alphabetically **before** and **after** the word you are seeking. Once you have done that, you can then look down the columns of **bold** words until you find the one you are looking for.

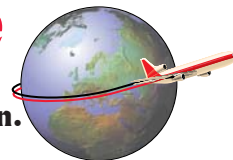
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★ Practise finding words

Practise looking in the dictionary to find simple English words which you *already know*, so that you become familiar with using the dictionary. For example, look for the following words:-

ape, beg, call, desk, end, fun, game, hope, ice, jam, know, lamp, map, neck, open, pen, quiet, rip, seat, tick, up, van, wing, Xmas, youth, zoo.

These words require you to look through each of the 26 groups of words, starting with the A group, and going all the way through the alphabet to the Z group. As you find each word, read carefully what the dictionary says about it. As you practice finding or “looking up” words, you should become much quicker at finding the words you want.

★ Finding new words

If you want to find a word in the dictionary whose spelling you do not already know, or you are unsure of, you might have to do some “*detective*” work, using some guesswork and some judgement.

First decide how you **think** the word you are looking for is spelt. Then look at pages in the dictionary which have words with similar spelling; the *guide words* at the top of the pages will help you do that. For example, if you want to look up the word “hurry” because you are unsure whether it is spelt with one **r** or two, or whether its last letter is an **i** or a **y**. You will have to decide how you think the word is spelt. You might guess that it begins with the letters **hur**. You can then find the page in the dictionary with words beginning with **hur**, and then you can look for different possible endings; you might look for huri, hurry, hurri - and then find the correct spelling of the word **hurry**.

★ Choosing the relevant meaning of a word

When you use a dictionary to learn the meaning of a word you will often find that several meanings are given. You have to be very careful to choose the meaning which fits the ‘**context**’ - the general thought or idea - of the sentence which you are reading or writing. For example, a dictionary might give the following meanings for the word **HEAD**:-

- (1) The top part of a person’s body.
- (2) The brain; the understanding.
- (3) A chief or leader.
- (4) The place of honour or command.

Those are four very different meanings; these sentences show you the use of each of them:-

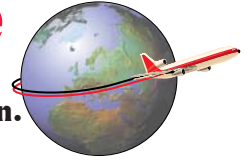
Meaning 1. Colin has a bruise on his head.

We cannot in this sentence think of **head** as having the meaning of 2, 3, or 4. The context of the sentence shows that only meaning 1 is intended.

Meaning 2. Colin has a good head for business.

Here the word **head** can only mean the brain or understanding, because no other meaning fits the thought which the sentence intends to convey.

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Meaning 3. Colin is the head of his department.

In this sentence it is obvious that the word **head** means that Colin is the leader of his department.

Meaning 4. Colin was put at the head of the group.

Here it is clear that **head** refers to the place of honour or command.

Be careful in choosing a word's meaning from a dictionary. Think carefully before you choose. Consider and try to understand the correct meaning from the context of the sentence or passage which you are reading or writing. It would be absurd if you chose wrongly and wrote the following:-

1. Colin has a bruise on his **understanding**.
2. Colin has a good **chief** for business.
3. Colin is the **top part** of his department.
4. Colin was put at the **brain** of the group.

Unfortunately, as we shall show you during this Program, many English words are **not** spelled as they sound when they are spoken. As the sounds of spoken words cannot always be a good guide to the spelling, you must learn and remember the spellings of as many English words as you can. You must remember, though:

That when in doubt, use your dictionary!

★ Build up your own vocabulary list

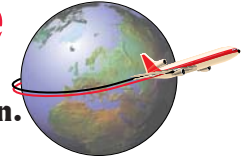
A good way to help you remember and increase your knowledge of English words - their spellings and their meanings - is to keep a list of your own. For example, as you read this Module, write down a word that you are unsure of. Look up the word in the dictionary and write the meaning next to the word in your list. This act will help you to remember the word and its meaning. Next, reread the sentence in which the word appears, remembering its meaning.

If you take the time to do this, your knowledge of words and their meanings will increase very quickly. You can then look at the list you have made, and use it as **revision** for all the new words you have learned. Perhaps next time you come across the same word, you will remember its meaning without having to look in the dictionary. Perhaps you will be able to use that word in writing your own letters.

Learning to use the dictionary might take a little time, but it is time well spent. The act of looking up a word in your dictionary, and writing it out as suggested earlier, will fix the spelling and meaning of the word in your memory.

A wide and varied *vocabulary*, and a knowledge of the correct spellings, are very valuable in writing letters, in answering Test and Examination Exercises, and in many other ways. Make a start with any words in this and the following Modules which are new to you. Do **NOT** simply ignore words you are unfamiliar with, as if you do so you will not benefit fully from your studies.

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* Syllables

A dictionary gives another important type of information, more useful, perhaps, in speaking English than in writing it, but which you should still be aware of.

A **syllable** is part of a word which contains a vowel. A word which has only **one** vowel sound is a word of one syllable; for example, **small**. A word which has **two** vowel sounds has two syllables; for example, **English** (Eng-lish). A word which has **three** vowel sounds has three syllables; for example, **alphabet** (al-pha-bet).

In English, when a word has more than just one syllable, one of the syllables will - when speaking - be **stressed** or sounded more strongly, or **accented**. A dictionary might show you the syllable in a word which must be accented, by printing the symbol ' **after** it or by printing ' **before** it. (The system used in the dictionary you have is likely to be explained in the front of it; it is important you read and understand the system being used.)

* Using Suffixes and Prefixes

You now know how a good English-English dictionary can teach you the meanings, uses and spellings of many words which are **new** to you. There are also ways in which you can **increase your vocabulary** using English words which you **already know**.

This is done by taking the '**root word**' (the basic word), and adding one or more letters either *in front of it* or *at the end of it*, to form a NEW word. Sometimes the new word formed in this way has quite a different - or even the opposite - meaning from the root word.

A **suffix** is an addition to the **end** of a root word.

A **prefix** is an addition to the **beginning** of a word.

★ Suffixes

A suffix can be one syllable or more, and is added to the **end of the root word**, which changes its meaning. For example, from the root word **busy**, the words **busier**, **busily**, **busiest** can be made. Here are some guidelines for adding suffixes to root words to form new - associated - words:

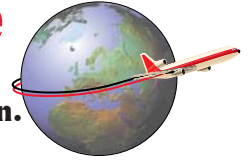
Words which **end** with the letter **y after a consonant**, **change** the **y** to **i** before the suffix. Here are some examples:-

happy, happily, happiest, happiness; tidy, tidier, tidiest; fry, fries, fried.

The *exception* is when the suffix is **ing**. When this is the case, the **y** does **not** change to **i** (because in general English avoids two letters **i** coming together). Here are some examples:-

hurry and hurrying; try and trying; dry and drying; fly and flying.

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Words which **end** with the letter **y after a vowel**, **keep** the **y** before the suffix. Here are some examples:-

pay, pays, paying; say, says, saying, sayings; play, plays, played, player, players, playing; buy, buys, buying, buyer, buyers; grey, greying, greyness.

Common *exceptions* which need to be learned include:-

lay and laid; pay and paid; say and said; day and daily.

Words which **end** with the letter **e**, **drop** that **e** when adding a suffix which **begins** with a **vowel** (**a, e, i, o, u**). Here are some examples:-

manage, managing; wave, waving; achieve, achieving, achievable;
fate, fatal, fatally, fatalist; debate, debating, debatable.

Exceptions are words which **keep** the **final** letter **e** when adding the suffix **able**, such as manage and manageable; sale and saleable; rate and rateable.

Words which **end** with the letter **e** **keep** that **e** when adding a suffix which **begins** with a **consonant**. Here are some examples:-

achieve, achievement; lame, lameness; blame, blameless;
name, nameless; same, sameness; manage, management.

There are a few *exceptions*, such as:-

nine, ninth (but ninety); true, truly (but truest).

Many words which **end** with a **consonant**, **double** the **final** consonant when adding a suffix. Here are some examples:-

Final **b** - sob, sobbing, sobbed; rob, robber, robbing, robbed.
Exception: plumb, plumber, plumbing, plumbed.

Final **d** - sad, sadder, saddest (but sadly); glad, gladder, gladdest (but gladly)
Exception: hard, harder, hardest, hardly.

Final **g** - rag, ragged, raggedy; bag, bagged, baggage.

Final **l** - travel, traveller, travelled, travelling; cancel, cancelled, cancelling, cancellation.
Exception: vigil, vigilant.

Final **m** - sum, summer, summed; gum, gummed, gummier.
Exception: roam, roaming, roamed.

Final **n** - grin, grinning, grinned; plan, planned, planning, planner, planners; man, manned, manner, manners, manning.
Exception: turn, turned, turner, turners, turning, turnings.

Final **p** - hop, hopped, hopping, hopper; mop, mopped, mopping.

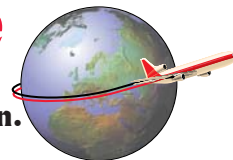
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Final **r** - transfer, transferred, transferring (but note transferable); refer, referred, referring.
Exception: differ, different, differed, differing.

Final **t** - cut, cutter, cutting; omit, omitted, omitting.
Exception: repeat, repeated, repeating, repeater.

Here is a list (in alphabetical order) of some common suffixes, with examples of their uses, and explanations of how the new words they form **differ** from the root words.

Common Suffixes

able this implies **ability** to be, to do or to have; so we can have understand and understandable; employ and employable.

ance this denotes (means) a **state**; so we have clear and clearance; repent and repentance.

ant this denotes a **state**; so we have depend and dependant; repent and repentant.

ed this shows that something has **already** happened, in the **past**; so we have work and worked; employ and employed. (Remember that words ending in **e** add only **d**; thus manage and managed.)

er (1) this either denotes the **doer** of something; so we have sing and singer; play and player. (By using **ers**, we show plurals; thus fight, fighter, fighters.)
OR

(2) this takes the place of the word **more**; so we have brighter instead of more bright; higher instead of more high. (Words which end in **e** add only **r**; thus: larger instead of more large.)

ese this means **belonging to** or **associated with**; so we have Japan and Japanese; Nepal and Nepalese.

ess this makes the feminine form of a male person or animal; so we have prince and princess; steward and stewardess.

est this takes the place of the word **most**; so we have lightest instead of most light; shortest instead of most short. (Words which end in **e** add only **st**; thus: bluest instead of most blue.)

ful this means **full of**; and the addition of the suffix creates adjectives which describe nouns (see Modules 4 and 5) so we have joy and joyful; truth and truthful - for example "He is a **truthful** boy."

fully this means **full of**; and the addition of the suffix creates adverbs which describe verbs and actions (see Modules 5 and 6) so we have joy and joyfully; truth and truthfully - for example "He answered **truthfully**."

fy this means **to make**; so we have class and classify; simple and simplify.

ible this implies the same as the suffix **able**; so we have sense and sensible; horrid and horrible. (Note: eat and edible or eatable.)

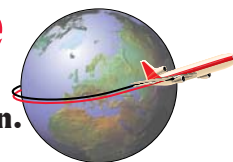
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- ing** this implies that something is, was or will be **happening**; so we have working and **working**; sell and **selling**.
- ic** this shows a connection; so we have Arab and **Arabic**.
- ise** this means **to make**; so we have familiar and **familiarise**; public and **publicise**. (Note: an alternative to **ise** is the American spelling **ize**, for example familiarize and publicize).
- ish** this shows some **quality** or **connection**; so we have hot and **hotish**, late and **latish**. Also the people and language of Sweden are **Swedish**, of Turkey is **Turkish**.
- ist** this implies a **doer**; so we have art and **artist**; journal and **journalist**. (By using **ists** we show plurals; thus: type, typist, **typists**).
- less** this implies being **free from**, or **having none**; so we have time and **timeless**; fault and **faultless**.
- ly** this denotes a **state**; so we have slow and **slowly**; cost and **costly**.
- n** this shows a **connection** or **association**; so we have India and **Indian**, America and **American**.
- ness** this denotes a **state**; so we have neat and **neatness**; tired and **tiredness**.
- or** this denotes a **doer**; so we have invest and **investor**; sail and **sailor**. (By using **ors** we show plurals; thus: credit, creditor, **creditors**).
- ship** this denotes a **state**; so we have trainee and **traineeship**; apprentice and **apprenticeship**. (By using **ships** we show plurals; thus: sponsor, sponsorship, **sponsorships**).

This list does not contain all the possible suffixes. Some suffixes change a word from one type to another, such as **quick** (an adjective) and **quickly** (an adverb) - as we show you in Module 6.

★ Prefixes

A prefix can be one syllable or more, and is added to the **beginning of the root word**, and its associated words, which changes its meaning. For example, from the root word **happy**, the words **unhappy**, **unhappier**, **unhappiness** can be made. Adding a prefix to a root word is usually quite simple - there are no "rules" to remember (such as changing or dropping letters).

Here is a list in alphabetical order of some common prefixes, with examples of their uses, and explanations of how the new words they form **differ** from the root words.

Common Prefixes

- a** this means **on**; so we have shore and **ashore**; board and **aboard**.
- de** this implies **a change**; so we have code and **decode**; grade and **degrade**.
- dis** this makes the **opposite**; so we have appear and **disappear**; like and **dislike**.

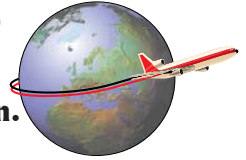
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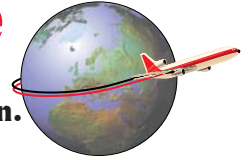
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- il** this makes the **opposite**; so we have legal and **illegal**; logical and **illogical**.
- im** this makes the **opposite**; so we have possible and **impossible**; practical and **impractical**.
- in** this makes the **opposite**; so we have valid and **invalid**; capable and **incapable**.
- ir** this makes the **opposite**; so we have relevant and **irrelevant**; rational and **irrational**.
- mis** this makes the **opposite**; so we have understand and **misunderstand**; guide and **misguide**.
- pre** this implies **before**; so we have judge and **prejudge**; caution and **precaution**.
- re** this implies **again**; so we have do and **redo**; order and **reorder**.
- super** this implies **more** or **above**; so we have sonic and **supersonic**; natural and **supernatural**.
- un** this makes the **opposite**; so we have true and **untrue**; common and **uncommon**.

Some of the suffixes and prefixes we have shown you imply or denote similar meanings, but you must learn which suffix or prefix can be used with a particular root word. For example, you can say **disagree**, but not **unagree**; you can say **dependant**, but not **dependness**. Experience will help you to learn how to form new words correctly, but you must remember to use your dictionary. Also, in some cases a prefix and a suffix can both be added to the same root word; for example, wise, **unwise**, **unwisely**; possible, **impossible**, **impossibility**.

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SELF-ASSESSMENT TEST ONE

Recommended Answers to these Exercises - against which you may compare your answers - are on pages 32 and 33 . The maximum mark which may be awarded for each Exercise appears in brackets at the end of the Exercise. Do **NOT** send your answers to these Exercises to the College for examination.

No.1. First read the badly-written business letter which follows; it contains ten faults and errors. Then attempt sections (a) and (b) of this Exercise.

Lee's Furniture Mart
62/66 Downtown, Moreville DT23. Tel: 608 0097

The Manager,
Seaview Guest House,
Parade DT12.

Dear Sirs,

The furniture you ordered has arrived at hour showrooms. Please telephone the undersigned personally to say weather you will collect it or we shoud deliver it to you; we shall be unhappy with either. Remember we want your money when you get the furniture so have it ready. Your early reply will be appreciated. Yours sincerely, Manger

(a) Write down what each error is. (maximum 20 marks)

(b) Rewrite the letter in full, with all ten faults and errors corrected. (maximum 20 marks)

No.2. (a) Why is it so important for the appearance of a business letter to be attractive? (maximum 10 marks)

(b) What is "indentation" and why do some letter-writers use it? (maximum 10 marks)

No.3. For each word, write two sentences which show that you clearly understand **two different meanings** of that word, used exactly as "given":-

(a) file; (b) pen; (c) room; (d) right; (e) cross. (maximum 30 marks)

No.4. Place a tick in the box ☒ against the **one correct** statement in each set.

- (a) *The addressee of a business letter is:*
- 1 ☐ the person or organization from which it was received.
 - 2 ☐ the person or organization on behalf of which it is written.
 - 3 ☐ the person or organization to whom it is to be sent.
 - 4 ☐ the person who wrote and/or signed it.

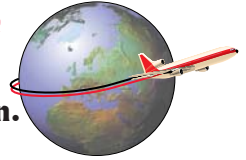
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(b) The greeting "Dear Sir or Madam" needs the closing:

- 1 ☐ Yours faithfully.
- 2 ☐ Yours sincerely.
- 3 ☐ Faithfully to you both.
- 4 ☐ Yours truly.

(c) The first paragraph of a business letter usually:

- 1 ☐ contains only one sentence.
- 2 ☐ states what the writer wants the addressee to do.
- 3 ☐ starts with the addressee's name.
- 4 ☐ gives the reason why the letter has been written.

(d) The term "justification" in relation to a business letter means:

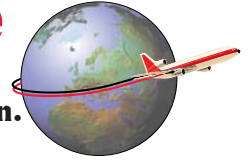
- 1 ☐ that the writer has good reason for the facts contained in it.
- 2 ☐ that it contains all the proof necessary to convince the reader.
- 3 ☐ that it only just fits on one sheet of paper.
- 4 ☐ that all lines containing sufficient words end at the right-hand margin.

(e) A prefix:

- 1 ☐ is a senior boy or girl at school.
- 2 ☐ is added to the front of a word to form a new word.
- 3 ☐ involves the use of glue or an adhesive.
- 4 ☐ is added at the end of a word to form a new word.

(2 marks for each correct statement - maximum 10 marks)

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RECOMMENDED ANSWERS TO SELF-ASSESSMENT TEST ONE

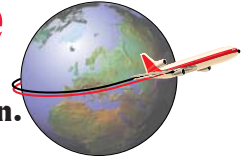
No.1. (a) The ten faults and errors in the badly-written business letter are:

- 1 There is no date on the letter.
- 2 The greeting should be "Dear Sir" (singular) because the letter is addressed to one person: "The Manager".
- 3 The word "our" should be used before "showroom", not "hour".
- 4 The word "whether" should be used, and not "weather".
- 5 The correct spelling is "should", not "shoud".
- 6 The addressee is asked to telephone the "writer personally", but the writer's name is not stated.
- 7 The word "happy" should be used, not "unhappy".
- 8 The third sentence is rude, and will cause offence.
- 9 The complimentary close should be "Yours faithfully" to match "Dear Sir".
- 10 The correct spelling is "manager", not "manger".

(b) The business letter rewritten correctly:

Lee's Furniture Mart 62/66 Downtown, Moreville DT23. Tel: 608 0097	
The Manager, Seaview Guest House, Parade DT12.	12 July 20..
Dear Sir,	
The furniture you ordered has arrived at our showrooms. Please telephone the undersigned personally to say whether you will collect it or whether we should deliver it to you; we shall be happy with either. Please note our terms are payment on collection/delivery. Your early reply will be appreciated. Yours sincerely, Henry Lee Manager	

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No.2. (a) An attractively laid out and presented business letter will appeal to the eyes of its addressee (and other readers). It is thus more likely:-

1. to be read thoroughly, and not simply glanced at; and
2. to be read in its entirety, so that possibly important matters or facts will not be missed.

(b) Indentation is a method used by some letter-writers (i) to break up the text of a letter, and (ii) to indicate more clearly where each paragraph in the letter begins. That is done by starting the first line of the first sentence in each paragraph a few “blank” character spaces in from the left-hand margin.

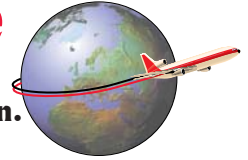
No.3. Sentences explaining clearly different meanings of each of the “given” words (yours might be different from ours):-

- (a) I used a file to shorten and smooth my fingernails.
This file is full of letters and documents collected over a period of time.
My job is to file documents so they can be found quickly when needed.
The soldiers marched in single file, one behind the other.
- (b) I prefer to write my letters with a pen rather than with a pencil.
The animals were kept in a pen from which they could not escape.
- (c) The largest room in our house is the kitchen.
The office is so crowded that we hardly have room to move in.
- (d) I write with my right hand, not my left hand.
I got the calculation wrong, but Kate got it right as she is cleverer than I.
The workers claimed they had the right to be paid their full wages.
- (e) We must be careful to cross the road when the traffic stops for us.
My answer was wrong so a cross was written against it, whilst Kate got a tick against her right answer.
John was cross (angry) because a mistake had been made.

No.4. The correct statement from each of the sets selected and ticked:

- (a) 3✓ (b) 1✓ (c) 4✓ (d) 4✓ (e) 2✓

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WHAT YOU WILL LEARN IN MODULES 2 TO 12 OF THE BUSINESS ENGLISH & LETTER WRITING PROGRAM

Module 2 - Enquiries, Quotations, Estimates, Orders, Acknowledgements

Enquiries and responses:

- products:

- goods, services and combinations

Letters of enquiry:

- reasons for "making enquiries":

- methods of making them

- why letters of enquiry may be written

Circular-type enquiry letters

Quotations:

- in quotation forms and in letters

- covering letters to quotation forms

Estimates and tenders:

- estimates given in letters

Proforma invoices

Orders:

- what is involved

- when orders should be "in writing"

- placing orders orally and in order forms

- placing orders in letters

Repeat orders

Increasing orders

Acknowledgement or confirmation of orders:

- using preprinted forms

- in letters

Trade references:

- buying and selling "on credit"

- invoices

- creditworthiness and referees

Forms: manual and computerised production

Exchanges of letters

Sentences:

- writing complete sentences

- the subject and predicate of a sentence

- starting with a capital letter, ending with a full stop

Paragraphs:

- grouping sentences with similar topics

- separating paragraphs

- single-sentence paragraphs

continuity:

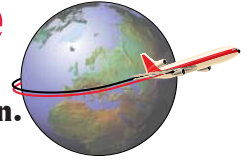
- presenting the message in a logical sequence

- common order of paragraphs

- complimentary closes

This Module contains Specimen Letters (4) to (17)

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Module 3 - Letters Concerning Employment and Promotion (1)

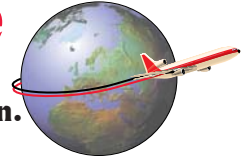
- Receiving and writing letters
- Letters with different objectives
- Letters seeking employment:
 - why they may need to be written
 - presentation:
 - the paper
 - handwriting, typing or word-processing
 - the layout
 - the envelope
 - contents - a balance between:
 - providing all required information
 - providing information in a brief but appealing style
 - examination of specimen employment application
 - letters written by:
 - a person seeking a "first job"
 - a person seeking alternative employment
 - a person who has lost a previous job
 - people wishing to "return" to work
- Newspapers advertisements:
 - box or voucher numbers
- Postscripts to letters:
 - why they are used
 - where they may be positioned
- Attachments to employment application letters:
 - recommendations, references, testimonials
 - certificates, diplomas, school reports
 - curriculum vitae - CV
- Examination of letters written:
 - to call applicants for interviews
 - to unsuitable applicants
 - to promise positions soon
- Finite verbs:
 - subjects and objects of sentences
 - when to use "I am" or "We are" in closing expressions
- Compound sentences
- Conjunctions:
 - "joining words"
 - common conjunctions
- Correct use of who and whom

This Module contains Specimen Letters (18) to (27)

Module 4 - Letters Concerning Employment and Promotion (2)

- Internal recruitment:
 - why letters might need to be written:
 - seeking internal transfer
 - seeking promotion
 - letters replying to employees' letters:
 - positive replies
 - negative replies

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Copies of a letter to others in addition to the addressee:

- why that might be necessary

- the initials c.c.

Letters of appointment:

- terms and conditions of appointment

Letters of rejection:

- treatment of unsuccessful applicants

- why information may be retained on file

Employee recommendations and references:

- requesting a reference from a former employer

- giving information about a former employee

 - direct to a prospective employer

- reference for an employee's retention

Nouns:

- proper nouns

- number:

 - singular and plural

 - forming plural nouns

- gender:

 - male, female, common and neuter

- possessive nouns:

 - showing ownership or use by

 - singular and plural nouns

pronouns:

- use in place of nouns

- personal pronouns:

 - 1st, 2nd and 3rd persons, singular and plural

- subjective pronouns

- objective pronouns

- possessive pronouns

- emphatic pronouns

- interrogative pronouns

- demonstrative pronouns

- indefinite pronouns

- matters to remember when using pronouns

This Module contains Specimen Letters (28) to (39)

Module 5 - Letters Concerning Accounts & Other Financial Matters

Accounting/financial terms and expressions:

- term and terms

- account and accounts

- the ledger

- assets

- liabilities

- debtors

- creditors

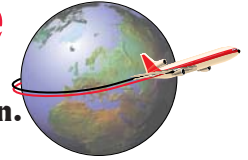
- capital

- income and expenditure

- profit - net and gross

- loss - net and gross

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Documents used in accounts:

- invoices
- credit notes
- statements of account

Credit in business:

- monthly accounts
- fixed periods of credit
- credit limits

Objectives of accounts or financial letters:

- overdue account letters
- final warning or final demand letters
- reminder about credit limit
- informing a new credit customer of terms and credit limit
- exchange of correspondence about accounts matters

References on business letters:

- why they are used
- their value to the addressor and addressee
- creating references for business letters

Adjectives:

- the role performed by adjectives
- using nouns and pronouns as adjectives
- possessive adjectives
- difference between adjectives and pronouns
- comparison of adjectives:
 - positive, comparative, superlative
- avoiding errors commonly made with adjectives

the articles:

- a, an, the
- using them correctly

numbers:

- cardinal and ordinal

This Module contains Specimen Letters (40) to (45)

Module 6 - Letters Between Employees

Communication:

- the essential features
- external communication
- internal communication:
 - vertical and horizontal
 - when communications should be "in writing"

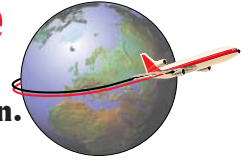
Types of letters written between employees:

- admonishing a subordinate
- final warning letters
- congratulating/rewarding subordinates

Memoranda:

- respects in which they might differ from "full" letters
- why these differences are permissible
- calling a meeting:
 - comparison between a "full" letter and a memo
- information about customers
- purchase/stores requirements

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admonishing subordinates

Abbreviations:

what they are

when they can be used

when they should not be used

lists of commonly used abbreviations

with "full" meanings and explanations

abbreviations of country and place names

dates

currencies, weights and measures

technical words and terms

Verbs:

tenses:

present, future and past

conjugations:

simple and continuous

agreement in number

forming continuous present tenses

forming simple past tenses

forming continuous past tenses

forming simple future tenses

forming continuous future tenses

This Module contains Specimen Letters (46) to (54)

Module 7 - Sales Letters (1)

The primary aim of sales letters

Categories of sales letters

Sales terms and expressions:

products - goods and services

buyers - customers and clients, consumers,
commercial buyers

The five steps leading to a transaction

Conjugating the verb To Sell:

mistakes to be avoided

Essential features of effective sales letters:

layout and general appearance

letterheads

the wording

styles and tones of writing:

the affect of buying motives

the contents/the message

First approach sales letters:

to whom they are written

the importance of persuasion

two letters introducing the same products

examined, compared and contrasted

longer letters containing detailed information:

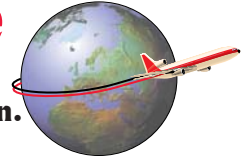
following the five steps to a transaction

Postscripts (PS):

when and why they might be used in sales letters

examples of their use

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Sales literature:

- catalogues and brochures
- price lists
- letters accompanying sales literature:
 - letting the literature "do the talking"

Discounts:

- when and why they might be offered:
 - trade discount
 - quantity discount
 - regular custom discount
 - prompt payment discount

Manufacturers' warranties and guarantees:

- why they are offered
- their value in selling

Adverbs:

- what they are
- kinds:
 - showing time, place, degree, manner
- positioning
- comparison:
 - positive, comparative, superlative

This Module contains Specimen Letters (56) to (59)

Module 8 - Sales Letters (2)

Sales circulars:

- how they might differ from individual letters
- circumstances in which they might be used
- specimens examined
- addressees of sales circulars

Circulars about matters other than sales:

- specimens examined

Responses to enquiries:

- the information provided
- the response time
- whether to write or not
- compliment slips:
 - what they are
 - their uses
- specimens examined

Confirmations of orders:

- welcoming new customers
- building good relationships

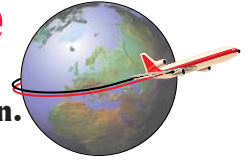
Additional or related sales

Prepositions:

- showing the connection or relationship between words
- commonly used prepositions
- combinations of prepositions
- verbs needing specific prepositions
- verbs implying prepositions
- adjectives needing special prepositions
- pronouns which follow prepositions

This Module contains Specimen Letters (60) to (65)

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Module 9 - Sales Letters (3)

Follow-up sales letters:

- reasons why they might be written
- offering something new or extra
- letters as "reminders" of first approach visits
- letters following-up first approach letters
- preprinted follow-up letters
- providing additional information/quotations
- expectations from follow-up letters:
 - keeping information before prospects
- follow-up letters to prospective clients
- sales follow-ups in the form of circulars

Letters aimed at customer retention:

- the need to retain existing customers:
 - keeping customers "informed"
- letters to existing trade customers
- letters about increased prices/charges
- letters accompanying new sales literature
- letters to "lapsed" customers
- circulars to existing consumer customers

The buying motives of wholesalers:

- what they look for in products

The buying motives of retailers:

- what they look for in products

Sale or return terms:

- what is involved
- their value in making sales

This Module contains Specimen Letters (66) to (78)

Module 10 - Letters Concerning Complaints

Complaints and complainants

Justified complaints:

- common reasons why they might arise
- extenuating circumstances

Unjustified complaints:

- common reasons why they might arise

Types of letters involving complaints which might have to be written

Objectives of letters concerning complaints

Tones of letters concerning complaints

Aiming to settle complaints amicably

Examples of letters making complaints

- with examples of letters of reply to them concerning:

- incorrect delivery of order
- faulty manufacture of goods
- faulty machinery/equipment
- breach of agreement

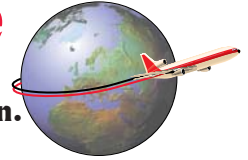
Follow-ups to complaints

Introductory statements in letters:

- their use as references

Positioning and emphasis of letter references

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Signing "for and on behalf of"

The use of "Messrs"

Punctuation:

- Stress, emphasis, tone and inflexion in speaking

- Why punctuation is needed in writing

- Ways in which punctuation helps writers and readers

- Examples showing the importance of punctuation

- A business letter examined twice:

 - (i) with punctuation marks, and (ii) without punctuation marks

- Using capital letters:

 - to begin sentences

 - for important names and proper nouns

 - for the word I

- Punctuation marks:

 - Full stops or period points:

 - to end sentences

 - indicating pauses

 - indicating abbreviations

 - Commas:

 - indicating short pauses

This Module contains Specimen Letters (79) to (87)

Module 11 - Letters on Miscellaneous Topics

Occupations, professionals and "the Professions"

Private letters:

- social letters

- letters to those whose occupations affect the writers

- how private letters differ from business letters

Examples (two in each) of "exchanges" of letters

- between:

 - a government department and a citizen

 - an accountancy firm and a client

 - the College Principal and a College Trainee

 - a bank manager and a bank customer

 - a school headmaster and a parent

 - a lawyer and a client

How "official" letters might differ from other business letters

Signing letters on behalf of a firm

Signing letters "for" a senior:

- the word "for" typed or handwritten

- the initials p.p. typed or handwritten

More about punctuation:

- The uses of:

 - Colons

 - Semicolons

 - Dashes:

 - separating parts of sentences

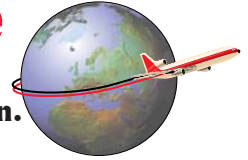
 - linking words

 - Colon and dash

 - Brackets

 - Question marks

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- Exclamation marks
- Quotation marks/inverted commas:
 - direct speech
 - indirect or reported speech
- Apostrophes:
 - showing possession
 - showing the omission of letters

This Module contains Specimen Letters (88) to (100)

Module 12 - Aids to Business Letter Writing

- The value of letter references
- Copies of letters:
 - carbon copies
 - photocopies
 - copies produced by word processing
- Files and records
- The functions of filing
- Filing schemes:
 - alphabetic, numeric, chronological, geographic, subject
- The use of copies in a practical situation:
 - specimen letter of complaint and a reply to it
- Word processing (WP):
 - Common computer terms:
 - explanations and illustrations
 - Dedicated word processors and computers
 - Advantages of word processing:
 - saving typing time and work
 - Standard features of WP packages
 - The spell checker:
 - advantages and limitations
 - The Thesaurus facility:
 - choice of words, avoiding repetition
- Personalising letters
- Email:
 - local area networks (LANs)
 - emails via the Internet
 - email addresses
 - reasons for delayed and non-receipt of emails
 - email packages:
 - standard facilities
 - faults to avoid in writing emails
- The confusion of words:
 - same pronunciation but different meanings
 - same pronunciation but different meanings and spellings
 - similar sounding but different meanings and spellings
 - lists of words commonly confused, with
 - examples and explanations to help avoid errors
- Hints on developing writing style
- Conclusion - the way forward

This Module contains Specimen Letters (101) and (102)