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<b>Analyzed document</b>	Communicative English_Semester (4) (2).pdf (D165871410)
<b>Submitted</b>	5/4/2023 12:19:00 PM
<b>Submitted by</b>	Mumtaz B
<b>Submitter email</b>	mumtaz@code.dbuniversity.ac.in
<b>Similarity</b>	9%
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## Sources included in the report

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<b>W</b>	URL: <a href="http://www.tesl-ej.org/ej22/r5.html">http://www.tesl-ej.org/ej22/r5.html</a> Fetched: 3/7/2021 7:55:16 PM	 <b>1</b>

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Module I: Mechanics of Writing

Unit 1: Transitions 1.0 Introduction 1.1 Unit Objective 1.2 Transition: Meaning 1.3 Use of Transition in Textual Material 1.4 Uses of Transition 1.4.1 Within a Sentence 1.4.2 Between Sentences and Paragraphs 1.4.3 Use of Transitions in Oral Presentation 1.4.3.1 Transitions 1.4.3.2 Internal Previews 1.4.3.3 Internal Summaries 1.4.3.4 Signposts 1.5 Unit Summary 1.6

Key Terms 1.7 Check Your Progress 1.0 Introduction There are certain words, expressions, and sometimes paragraphs called 'transitional expressions' or 'connectives' which give reading directions throughout a document or an article. A transitional expression indicates both - what is going to be said and what has already been said. Transitional words or phrases serve as a connective between two things. They help a writer to present an idea clearly and effectively. Going through the material and from one idea to the other becomes smooth for a writer as well as a reader. 1.1 Unit Objective This unit intends to introduce the learners to -

- Transition: Meaning
- Use of Transition in Textual Material
- Uses of Transition - Within a Sentence - Between Sentences and Paragraphs
- Use of Transitions in Oral Presentation

1.2 Transition: Meaning A transition is a word or a phrase that establishes a connection between words, ideas, or paragraphs. Using a transitional word a writer presents its idea clearly and effectively. It helps readers to understand a material smoothly going through from one idea to another. A transition expression could be a word, or a phrase, or a sentence, or a paragraph, or even longer than a passage. Transitions could be mechanical, obvious, or unobtrusive (unnoticed) in a text. Transition or connectives are used: - To ensure order and continuity of thought, - to establish a relationship between the ideas presented, or - to demonstrate the relative importance of the ideas presented. 1.3 Use of Transition in Textual Material Suitable transitions or appropriate use of transitional expressions a writer makes a textual material readable and comprehensive. They help a reader to incorporate ideas and perspectives logically and connectedly. Transitions become significant to use when the writer intends to indicate consistency of thought and reasoning relation among them. We can list out some specific functions that help a writer in determining and using a suitable transition. Transition Usages Transition expresses To reinforce the idea: and further furthermore moreover likewise similarly additionally next again also indeed above all too most of all best of all especially in addition certainly second finally besides not only...but also Both...and the more...the more To introduce an example: Especially for example for instance Frequently in this case one example of this is on this occasion Specifically take the case of to demonstrate to illustrate To show agreement: admittedly; certainly; no doubt; of course; it is true that To introduce an additional idea: Additionally Again Also And and then Another

as well as Besides equally important Finally Further Furthermore in addition; moreover; one could also say; nor; not to mention To show cause and effect: and so as a consequence as a result; consequently for this reason Hence Therefore thus. 1.4 Uses of Transition Transitional words or phrases must be used carefully. Inappropriate use of them not only can distort the intent or meaning of an idea or misguide, it casts a poor influence on the reader or audience too. Transitions used within a sentence, or between sentences and paragraphs, are given careful attention. 1.4.1 Within a Sentence Transitional words or phrases serve to link the ideas expressed and the construction in a sentence. Read the lines given below, where within each sentence, a transition word has been used. a. The entire staff worked overtime; nevertheless, we were unable to process all the backorders. b. This passage is full of redundancy; therefore, we decided to revise it. Reread the lines dropping the transition words. Does it make any change in the meaning of the sentences? Without the transition words, the sentences may remain grammatically correct, but they miss the meaning of the idea intended to be conveyed.

1.4.2 Between Sentences and Paragraphs Sentence transitions and paragraph transitions give more emphasis on organisation. "The committee members carefully analysed the problem. First, we asked all sales representatives for their suggestions. Then, we scheduled meetings with each branch manager. Finally, we developed a questionnaire for our customers." In the above-given passage, first, then, finally are the transitional words used providing a smooth transition from one line or idea to the next. The absence of transitions from the textual material of a report or a document can cause gaps in understanding the arguments made and keeping track of the report's major points. Usually, writers avoid using enough transitions in their early drafts. At the stage of early drafts, they may have no clear idea about where they must add a specific link to make a bridge between the parts of a report. Reaching the final stage, rereading the material, they locate the points where transitions are required. Reexamining may lead to finding the places where some transitional words or phrases are used unnecessarily. In using a transitional word or phrase, check the effectiveness it is bringing in the meaning of a sentence or the bridge it is preparing in going through a report. A transition that is giving the readers any chance to get lost in understanding the manuscript, get that, it has not been used appropriately. If a transitional word or a phrase added to a sentence is helping to convey the intended message in its true sense, it is used rightly. The use of sub-divisions helps to identify the transitions. Spotting the subheadings, a reader fairly understands the change or development of a topic. Similarly, previews and summaries also show the readers the link between the sanctions of a report. 1.4.3 Use of Transitions in Oral Presentation

To fill the space between thoughts we use stock phrases habitually. In casual conversations, they may not be troublesome, but in speech making they make a problem when they are repeated and particularly call attention to them such as 'okay'. In joining one thought to another and showing a relationship between them if one lacks a strong connective only then does he happen to use a stock phrase. There are mainly four types of speech connectives without which a speech may sound disjointed and uncoordinated: • Transitions • Internal previews • Internal summaries • Signposts

**1.4.3.1 Transitions** Transitions are the words or phrases that indicate a speaker has completed one thought and is moving on to another. The transitional phrases remind the listener of the thought just completed as well as reveal the thought about to be developed. Hence, transitions state both things: • The idea the speaker is presenting • The idea the speaker is coming up to. For example 1. In addition to helping people in need, working as a hospital volunteer also provides you with valuable job experience. 2. Increasing the amount of money spent on education is only one part of the solution. The other part is to ensure that the money is spent wisely. 3. So much for the present, what about the future? 4. We have spent a lot of time talking about the problem. It's time now to discuss the solution.

**1.4.3.2 Internal Previews** Internal previews are more detailed than transitions. They inform the audience about what the speaker is going to talk about. It appears in the main body of the speech, usually as the speaker is starting to discuss a main point in the speech. For example: "In discussing the problem of deteriorating public works systems in India, we shall deal first with our streets and highways, second with our water supply system, and third with our medical facilities." After hearing this, the audience knows exactly what to listen for as the speaker develops the main point. Moreover, we do not always need an internal preview for each main point in a speech, but we must use it whenever we think it would help listeners keep track of our ideas.

**1.4.3.3 Internal Summaries** Instead of moving immediately to the next point, taking a moment to summarise the preceding point or points, a speaker gives an internal summary. As internal previews are used to inform the listeners what is about to come next the internal summaries let the listeners know what they have just heard. Hence, internal summaries are the opposite of internal previews. When a complicated or particularly imported main point finishes speakers use internal summaries. For example: • In short, planned reading is an ancient art. Developed in China more than five thousand years ago, it was practised in classical Greece and Rome, flourished during the Middle Ages, survived the Industrial Revolution and remains popular today. • I hope I have made clear the advantages of compact discs over conventional records and tapes. From the deepest bass to the highest treble, they produce almost perfect sound, with no distortion and with annoying scratches and hisses. They offer the closest thing possible to the sound of live music - and at a surprisingly reasonable price. Such internal summaries are an excellent way to clarify and reinforce ideas.

**1.4.3.4 Signposts** To help the audience to keep track of where they are in the speech speakers use very brief statements known as 'signposts'. Besides indicating where the speaker is in the speech they also bring the attention of the audience to the key ideas. Usually, signposts are in the form of numbers. Enumerating the points helps the audience to keep up with the number of ideas. Go over the following example, where the speaker has used numerical signposts to help the audience to keep track of the major causes for the growing problem, famine in Africa and Asia. • The first cause of this spreading problem is runaway population growth throughout Asia and Africa. • The second cause of continued famine is inefficient agricultural production. • The third cause is recurrent drought in the affected areas. • The final contributing cause for the persistence of famine is the mismanagement of available food resources by local bureaucrats. Another way of doing the same thing is to introduce the main ideas with a question. Question signposts are an effective approach as they invite answers and make the audience involved in the speech. For example: • What makes mail order fraud a persistent problem? • Why do people fall for gimmicks that are too good to be true? Speakers using signposts can call the attention of the audience to some key ideas too, for example, • The most important thing to remember... • Be sure to keep in mind... • This is crucial to understanding the rest of the speech... • Above all, you need to know... • Let me repeat the last statement...

Speech connectives used appropriately can make a speech more unified and coherent. Depending upon the need, a speaker can use any speech connective or any number of times. A paragraph that lacks adequate transitions: Technical writing is a difficult important skill to master. It requires long hours of work and concentration. This time and effort are well-spent writing is an indispensable tool that will help determine one's level of professional success. Good writers derive great pride and satisfaction from their effort. A highly disciplined writing course should be a part of every student's curriculum. The same paragraph was rewritten using an effective transition: Technical writing is a difficult but important skill to master. Thus, it requires long hours of work and concentration. This time and effort, however, are well spent because writing is an indispensable tool that will help to determine one's level of professional success. Moreover, good writers derive great pride and satisfaction from their effort. A highly disciplined writing course, therefore, should be a part of every student's curriculum.

1.5 Unit Summary A transition is a word or a phrase that establishes a connection between words, ideas, or paragraphs. Using a transitional word a writer presents its idea clearly and effectively. It helps readers to understand a material smoothly going through from one idea to another. A transition expression could be a word, or a phrase, or a sentence, or a paragraph, or even longer than a passage. Transitions could be mechanical, obvious, or unobtrusive (unnoticed) in a text. Suitable transitions or appropriate use of transitional expressions a writer makes a textual material readable and comprehensive. They help a reader to incorporate ideas and perspectives logically and connectedly. Transitions become significant to use when the writer intends to indicate consistency of thought and reasoning relation among them.

Transitional words or phrases must be used carefully. Inappropriate use of them not only can distort the intent or meaning of an idea or misguide, but it also casts a poor influence on the reader or audience too. Transitions used within a sentence, or between sentences and paragraphs, are given careful attention.

1.6 Key terms

- Stock phrases are the phrases that we habitually use to fill the space between thoughts.
- Speech Transitions are the words or phrases that indicate when a speaker has completed one thought and is moving on to another.
- Speech Internal previews are detailed transitions.
- Instead of moving immediately to the next point, taking a moment to summarise the preceding point or points implies the speaker is giving an internal summary.
- Signposts are very brief statements that indicate exactly where you are in speech.

1.7 Check Your Progress Subjective:

- 1) What is meant by 'sentence linkers'? Give examples.
- 2) What are the various purposes of linkers in written communication? Give examples.
- 3) What type of connectives should we use in oral presentations?
- 4) Briefly discuss the uses of connectives in oral presentations.

Objective:

- 1) True/False: Stock Phrases are the words or phrases that indicate when a speaker has completed one thought and is moving on to another.
- 2) Complete the line: Signposts are very brief statements that indicate \_\_\_\_\_.
- 3) Fill in the gap: Usually, writers avoid using enough transitions in their \_\_\_\_\_ drafts.
- 4) Short Q/A: What are four kinds of speech connectives, give a brief explanation on each of them.

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**MATCHING BLOCK 1/37**

**SA** Communicative English - III (2).pdf (D165871409)

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- Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015.
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- Heike Hering How to Write Technical Reports Understandable Structure, Good Design, Convincing Presentation Second Edition 123 Unit 2: Spelling Rules 2.0 Introduction 2.1 Unit Objective 2.2

Spelling Rules 2.3 Different Spellings For the Same Sound 2.4 Silent Consonant Letters in Some Words 2.5 Variant Spellings 2.6 Unit Summary 2.7 Key Terms 2.8 Check Your Progress 2.0 Introduction Writing and speaking the English language, we express our ideas and thoughts through words. Letters or alphabets, the fundamental units that hold some specific sounds attached to them, construct a word as a meaningful entity. Estimating the number of words present in the English language, it will go farther than 1.5 million. Researchers from Harvard University and Google in 2010 assessed that there are a total of 1,022,000 words, and the number grows by several thousand each year. In a day writing or reading the language, we come across some common and uncommon words. The English language comprises words taken from other languages too, and it complicates pronouncing a tricky task. Speaking and spelling words correctly when carrying out communication, whether written or oral, as a professional, we need to be correct with using them. Though spelling the words involves some rules, it becomes attainable for one to be good at using them. Knowledge of spelling rules does not merely help in writing them correctly, but it also develops one's ease with the language. A word can be broken into its component syllables, and it is the best approach to gain clear pronunciation. Clear and careful pronunciation is of utmost importance when speaking the language. Correct syllabification is a great help to both correct pronunciation and correct spelling.

Words are sounds and in the heart of each sound is a vowel or diphthong; and each vowel too has either a short or long sound. A syllable contains one vowel or diphthong plus the consonant that gives out a particular sound. 2.1 Unit Objective The Unit intends to introduce learners to:

- Spelling Rules
  - Different Spellings For the Same Sound
  - Silent Consonant Letters in Some Words
  - Variant Spellings
- 2.2 Spelling Rules Let's read some common spelling rules:
1. A monosyllabic word, ending with a single consonant preceded by a single vowel (e.g. stop), doubles the consonant (stopped) when adding a suffix that begins with a vowel (ed, ing). For example:
    - Stop - stopped
    - Lag - lagged
    - Tag - tagged
    - Get - getting
 Exception: gas+es = gases, not gasses Note: If a word ends with consonant letter W or X or Y, do not double them:
    - Snow - snowing
    - Pay - paying
    - Wax - waxing
    - Blow - blowing
  2. A monosyllabic word, ending with a consonant (hot), does not double the consonant when adding a suffix that begins with a consonant (hotly). For example:
    - Soft + ly = softly
    - Allot + ment = allotment
    - Equip + ment = equipment
    - Brief + ly = briefly
  3. A word that ends with a consonant in which a vowel is preceded by 'qu', the final consonant is doubled when all other conditions are satisfied.
    - Quit + ing = quitting
    - Equip + ed = equipped
    - Quiz + es = quizzes
    - Equip + ing = equipping
  4. If a multi syllable word is accented on the last syllable and ends with a single consonant, double the final consonant if the suffix begins with a vowel added to it.
    - Recur + ing = recurring
    - Disbar + ed = disbarred
    - Begin + er = beginner
    - Allot + ed = allotted
    - Rebel + ion = rebellion
  5. We do not double the consonant before adding the suffix when:
    - Words ending in two consonants:
      - Start + ed = started
      - Rent + ing = renting
      - Gold + en = golden
      - Return + ing = returning
      - Concern + ed = concerned
    - Words with a single consonant preceding by two vowels:
      - Exclaim + ed = exclaimed
      - Wood + en = wooden
      - Feed + ing = feeding
      - Need + ed = needed
      - Contain + er = container
    - Words with accent not on the last syllable:
      - Offer + ed = offered
      - Refer + ed = referred
      - Prefer + able = preferable
      - Confer + ence = conference
    - Words end with single consonant preceded by single vowel:
      - Timid + ity = timidity
      - Differ + ent = different
      - Deposit + ed = deposited
      - Bonus + es = bonuses
 Note: there a number of words of this type have an equally acceptable alternate spelling in which the final consonant is doubled.
      - Cancel + ed = canceled or cancelled
      - Total + ed = totaled or totalled
      - Benefit + ing = benefiting or benefitting
  6. When a suffix '-ly' is added to a word ending with '-ll' drop one 'l'. However, when adding suffixes '-less' or '-like' to a word ending in 'll', keep 'll' and insert a hyphen before the suffix.
    - Full + ly = fully
    - Frill + ly = frilly
    - Bell + like = bell-like
    - Shell + less = shell-less
  7. In a multi-syllable word ending in 'l' and preceded by a single vowel, double the 'l' if a suffix beginning with a vowel is added to it.
    - Repel + ant = repellent
    - Marvel + ous = marvellous
    - Travel + er = traveller
    - Pedal + ed = pedalled
  8. Drop the silent 'e' occurring at the end of words when a suffix beginning with a vowel is added to them.
    - Behave + iour = behaviour
    - Fertile + ity = fertility
    - Admire + able = admirable
    - Use + able = usable
    - Arrive + ing = arriving
  9. Retain the silent 'e' in words ending in '-ce' or '-ge' when a suffix other than beginning with '-e' or '-i' is added to them.
    - Service + able = serviceable
    - Change + able = changeable
    - Conduce + ive = conducive
    - Courage + ous = courageous
    - Charge + ing = charging
    - Manage + able = manageable
    - Notice + able = noticeable
    - Advantage + ous = advantageous
    - Replace + able = replaceable
    - Trace + able = traceable
  10. When adding a suffix beginning with a vowel to a word ending in 'ee' retain the two letters.
    - Agree + ing = agreeing
    - Agree + able = agreeable
    - Free + ing = freeing
  11. When adding a suffix beginning with a consonant to a word ending in silent 'e', retain the silent 'e'.
    - Grate + ful = grateful
    - Base + ment = basement
    - Sincere + ly = sincerely
    - Nine + ty = ninety
    - Replace + ment = replacement
 Note'; a number of commonly used words are exceptions to this rule. These exceptions include.
    - Judge + ment = judgement

- Acknowledge + ment = acknowledgment • True + ly = truly • Due + ly = duly • Argue + ment = argument

12. A word that ends in '-ie', change the '-ie' to 'y' before adding '-ing'. Lie + ing = lying Tie + ing = tying Die + ing = dying Vie + ing = vying

13. If a word ends with a '-y' preceded by a consonant, change the 'y' to 'i' before adding a suffix. Exception: if the suffix begins with 'i', do not change the 'y' to 'i'. • Study+ies = studies • Rely + able = reliable • Deny + al = denial • Dry + s = dries • Heavy + ly = heavily • Supply + s = supplies • Easy + ly = easily

Exceptions: • Deny + ing = denying • Dry + ing = drying • Supply + ing = supplying • Remedy + ing = remedying

14. If a word ends with a '-y' preceded by a vowel, retain the 'y' when adding a suffix. • Employ + able = employable • Buy + ing = buying • Journey + ed = journeyed • Delay + ed = delayed

Exceptions: Pay - paid lay - laid gay+ty = gaiety Say - said day - daily

15. A monosyllabic word containing one vowel does not end in 'c' but requires 'ck'. For example: pick, back, chick, and luck

16. A monosyllabic word with vowel letters does not end in 'ck' but requires 'k' alone. For example: look, leak, speak, freak

17. A monosyllabic word with one vowel letter does not end with the following single consonants: f, l, z. For example: staff, tuff, bull, buzz, tall, spill

18. A monosyllabic word with two vowel letters never ends in '-ll'. For example: peal, stool

19. 'Ei' is used in words immediately after the letter 'c': Receive conceive Receipt conceit Perceive ceiling

Exception: financier • 'Ei' is also used in words in which it has the sound of 'a': Weight freight Neighbour vein Veil reign • 'Ei' is also used if it has the sound of 'i': Height queiss Sleight stein

Exception: fiery, hierarchy, hieroglyphic

- 'Ei' is also used in these special words: Leisure either Seize neither Sheik codeine Protein caffeine Weird Otherwise use '-ie' as in: Thief brief believe friend grief

20. -sede, -ceed, -cede • Only one word in the language ends in '-sede': supersede. • Three others end in '-ceed'. Exceed, proceed, succeed • All others end in -cede: Accede, recede, precede, secede, concede, intercede.

21. '-ify', '-efy': • Only four words end in '-efy'. Liquefy putrefy rarefy stupefy

A natural and common ending in English spelling is '-ify'. 22. Change of sound brings the change of parts of speech in the following examples: Practice - practise Advice - advise Device - devise Prophecy - prophesy Emphasis - emphasise

Change of sound in some words brings semantic change: Close, use, diverse, invalid, minute, compact, analysis.

Reference:

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Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 2.3 Different Spellings For the

Same Sound Following is given a table informing on the sounds letters stand for. S.No. Phonetic Sound Spellings Words

1. i e y q ie o ea ee ink, big begin, ticket, biggest, wanted city, system, pity baggage, private, village parties, carries women beat, leaf, sea, cream, leave feed, tree, meet, feel
2. ie ei i e a piece, chief, thief, believe receive, deceive police, machine be art, balm, calm, ask, castle
3. e ea e clerk heart bed, bet, set, left
4. ea a all or ore our dead, feather, head, lead any, many all, ball, call, wall corn, force, horse, morning before, sore, more court, four, pour
5. ought oor al+k au aw augh+t oar w+ar+(conso nant) u fought, bought, thought door, floor chalk, talk, walk fault saw, law, awkward caught, daughter board towards, warm, quarter full, put, bush, sugar
6. oo group, soup, you, wound
7. ui ew a ar e er o suit, juice, fruit new about, account, drama, india particular, backward, standard sentence, problem liberty, entertain observe, factory
8. re or ou ur u our ough ure u centre, theatre effort, doctor, actor, sailor continuous, famous surprise succeed colour, honour, favour through creature, measure, nature cut, bus, cup, bundle
9. o ou e son, come, month country, rough, enough serve, term
10. i u y circle, firm, thirst, dirt, girl hurt, nurse, burn, surface yes
11. u eau ue ew iew a ay union beauty due new view late, gate, hate, date, age day, may, say, pray, way
12. ea ai ei i break, great aim, pain, rain, straight eight, veil, weigh bite, fine, write, light
13. ie y oi die, lie, either fly, reply boil, voice, oint, oil, noise
14. oy o toy, boy, annoy home
15. ow oa blow, know, sow boat, road, coast
16. ow ou ee now, allow, how round, bound, out, doubt, bound cheer, deer
17. ea er dear, fear, real, near mere, zero, here, serious
18. ai ar air, fair, hair, chair care, bare, tear, bear
19. b bb b (silent) bat, bag pebble, bubble, rabbit tomb, comb, doubt, debt, subtle
20. t tt -ed /t/ (silent) - ch tch tin, ten, take, bat better, settle, little, bitter talked, laughed, passed, reached often, soften, castle, christmas, nestle schizophrenia, schizoid, scherzo chin, cheat, chain, lunch, bunch match, watch, catch, satchel
21. t+ion (preceded by s) tu ture suggestion, christian natural furniture, nature, picture
22. k c cc ck ch qu x K(silent) kite call, care account, accrue, accuse, accent attack, back, sick, pack character, chemistry, stomach conquer, cheque, queue, quiche, quay text, box, six, mix knee, know
23. d dd d (silent) ed day, date, bed, drill riddle, eddy, sudden wednesday, handsome, handkerchief, loved
24. g gg x gh gh (silent) ng gate, go, get baggage, luggage luxuriant, examination ghee, ghost, ghat fight, sight, might, bough long, song, sing, ring
25. z zz x s ss es z zero puzzle examination, exact poison, easy, robs, schism, robs, pens scissors benches rendezvous
26. j ge dg gg di jeep gentle, college, general, college bridge, edge, ridge suggest soldier
27. si su ge decision, confusion pleasure, measure collage, garage
28. ff ph gh face, five, leaf staff, affect phone, phonology, photograph rough, tough, cough, slough
29. gh f slough of

30. w u wh qu wh wh way, west language, languish why quick, queen (h is silent) whale, what, whatever, wheel, when who, whoever, whole, whom, whose 31. sh su si ss sci ci ce ch ti x sch se sc chs psh she, ship, shore, shade sure, sugar tension, pension, mansion passion, issue conscience, fuscious special, official ocean chagrin, machine, chic nation, ration luxury schwa, schedule, nauseous conscious fuchsia pshaw  
 32 s ss sc se s (silent) ce ci cc cy x z see, sea pass, essence science, scene advertisement, purpose, purse debris, rendezvous, isle, island parcel, fence, face, race city, pencil accept, accent, access, accident advocacy box, text, six Schizoid, Scherzo, Schmaltz

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Silent Consonant Letters in Some Words Following is given a table informing about the consonant letters that stay silent under certain conditions. Sl No. Consonant Letters Conditions and Examples

- Letter 'B'**
  - The consonant letter 'B' remains silent before 't' in the following words: debt debtor subtle doubt undoubtedly subtlety indebted indebtedness subtly
  - The consonant letter 'B' is generally silent if it occurs at the end of the word and preceded by the letter 'm': tomb climb bomber bombproof bombshell comb plumb plumber plumbing plumblin bomb crumb crumbs entrumb
  - The letter 'b' is pronounced if it occurs between 'm' and 'l': crumble humble gamble mumble jumble fumble nimble tremble
  - The letter 'b' is pronounced in the following words like: amber lumber chamber iambic combat timber bombard
- Letter 'C'**
  - It is silent if it occurs before the letter 'k': clock rock back hockey cock mock pack sick block frock pluck flock neck snacks
  - It is silent in the following words: scene scenic scissors scimitar indict scenery scent scion scintilla scenario science sciatic victuals
  - In the words where 'c' occurs preceded by the letter 's' and followed by the letter 'h', both 'c' and 'h' are silent: schmo schism schlock schnaps schlep schmaltz schedule\* \*In the word schedule, the letters 'c' and 'h' are pronounced as 'k' in the American accent.
- Letter 'D'**
  - It is always silent in the following words: Wednesday handsome handkerchief grandad
- Letter 'E'**
  - It is silent in the following word: Halfpenny
- Letter 'G'**
  - It is generally silent before 'n' at the beginning of a word and at the end of a word. It is also silent if it occurs before 'm': align consign malign sovereign assign design reign gnash gnome benign feign resign gnat phlegm foreign sign gnaw campaign
  - 'G' is not silent when 'g' and 'm' occur in too different syllables: diagnosis dignity ignite ignorant recognise repugnant signal stagnant magnet malignant designate signify signature Exception: assignment designed foreigner signing designer signed consignment
  - It is silent if it occurs in the combination of 'G' and 'H': belighted might neighbour alight flight right freight
- Letter 'H'**
  - It is always silent if it occurs with 'i' or 'k' or 'r': khaki rhetoric rhyme rhinoceros rhetoric rhine rhythm rheumaticism
  - It is generally silent in 'exh': exhaust exhibit exhibition exhilarate exhort Note: It is, however, pronounced in exhale.
  - It is silent in the following words: forehead shepherd vehement forehead vehicle posthumous
  - It is silent in a final position after a vowel in the words: Ah! Eh! Oh!
  - It is always silent in the following words and their derivatives: heir - heiress honest - honesty hour - hourly
  - It is sometimes silent in words, which begin with 'h' but have the stress on the second syllable: habitual heroic historic horizon hotel
  - It is silent if it occurs at the initial position and preceded by 'g': ghastly gherkin ghost ghoulish ghee ghetto ghostly
  - It is generally silent in words starting with 'wh' at the initial position of words: what which wheat when while whether wharf wheeze
  - It is often silent in the word 'perhaps'.
- The Letter 'K'**
  - Generally the letter 'k' is silent in pronouncing the words starting with the letter 'k' and followed by the letter 'n': know knowledge knee knock knife knell knit knot knight kneel knead
- The Letter 'L'**
  - In a large number of words it is silent before the letters 'f', 'k', 'm', 'v': calf chalk alms almoner calves half walk almond almshouse halves talk calm halfway balm halfwit palm
  - It is silent in some other words such as: could should would
- The Letter 'M'**
  - It is silent if it is followed by 'n' at the beginning of a word: mnemonic
- The Letter 'N'**
  - It is silent if it occurs after 'm' at the end of a word: autumn condemn solemn hymn column
  - It is always pronounced in derivatives such as: autumnal solemnise columnist solemnity
- The Letter 'P'**
  - It is silent before 'n', 's', and 't' in the following words: pneumonia psycho pneumatic pterodactyl psalm ptomaine psalter psychology pseudonym
  - It is silent in the following words: cupboard receipt corps raspberry coup corpse
- The Letter 'S'**
  - It is silent in a number of words borrowed from other languages: island apropos demesne

isle corps debris islet chassis rendezvous precis viscount 13. The Letter 'T' • It is always silent in the combinations at '-sten', '-stle' in words like the following: Fasten apostle epistle Hasten castle whistle Listen wrestle rustle bustle • It is silent in the word 'postpone'. • It is silent in the word 'Christmas'. • It is silent in the combination of 'th': asthma isthmus • It is sometimes silent in the combinations at '-tch': catch watch patch satchel • It is often silent in '-ften': often (may/may not silent) soften • It is silent if it occurs at the end of words like the following borrowed words from other languages. ballet buffet cabaret croquet depot cachet crochet bouquet debut mortgage 14. The Letter 'W' • It is silent if it is followed by 'r' and occur at the beginning of the word: write wrestle wry wrong wrinkle wretch wrangle wrath wring wriggle wrap wrist writ wreck wren • It is silent in some other words as given below: prawn lawn slow law sow grow few bow yawn spawn low saw bow fellow sew blow crawl cow • It is silent in some of 'wh' words as given below: Who - its derivatives Whom - its derivatives Whole - its derivatives Whole - its derivatives Whose - its derivatives Whore - its derivatives 15. The Letter 'Z' • It is silent

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**MATCHING BLOCK 4/37**

SA Communicative English - II (2).pdf (D165871408)

in the following word: rendezvous Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 2.5

Variant Spellings Following is given a table informing about the words having acceptable variant spellings: Words with variant spellings acknowledgement ~ acknowledgment premise ~ premiss afterwards ~ afterward program ~ programme among ~ amongst poseur ~ poser blond ~ blonde pacy ~ pacey balm ~ balsam postcode ~ postal code bogey ~ bogy pekinese ~ pekingese cipher ~ cypher pygmy ~ pigmy curtsy ~ curtsey pillowcase ~ pillowslip crosier ~ crozier pen-friend ~ pen-pal disc ~ disk spic ~ spick dispatch ~ despatch swap ~ swop dietician ~ dietitian swathe ~ swath downwards ~ downward schmo ~ schmuck enquire ~ inquire schlepp ~ schlep entrench ~ intrench seisin ~ seizin eyrie ~ eyre schemozzle ~ shemozzle forward ~ forwards skywards ~ skyword ghee ~ ghi towards ~ toward gram ~ gramme traveled ~ travelled hiccup ~ hiccough wagon ~ waggon haystack ~ hayrick wisteria ~ wistaria horsy ~ horsey whirr ~ whirl lambaste ~ lambast whiz ~ wiz omelette ~ omelet whew ~ phew premise ~ premiss amid ~ amidst program ~ programme inflammable ~ flammable poseur ~ poser baulk ~ balk

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**MATCHING BLOCK 5/37**

SA Communicative English - II (2).pdf (D165871408)

Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 2.6 Unit Summary A

business writing writer must work towards becoming a good speller. Acquiring accurate spelling and pronunciation is an invaluable skill in any occupation. The English language is more often criticised for having the chaotic characters of its spellings and the lack of correlation between spellings and pronunciation. As a professional writing writer, you must remember some basic rules related to spelling. Sometimes, the same sound is represented by different spellings. For example, in the words city, busy, women, pretty, village, the letters 'i, y, u, o, e, and a' all stand for the same sound /i/. The sound 'ie' as in 'believe', 'ei' as in 'receive', 'ea' as in 'leave', 'l' as in machine, 'e' as in be, 'ee' as in see, is represented by different spellings but the vowel sound is same. There are some words in the English language that have two spellings and are known as variant spellings. 2.7 Key Terms • Variant Spellings: There are some words in the English language that have two spellings and are known as variant spellings. • Spellings:

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**MATCHING BLOCK 8/37**

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the process or activity of writing or naming the letters of a word. 2.8

Check Your Progress 1) A monosyllabic word, ending with a single consonant, preceded by a single vowel. What will happen with the ending consonant on adding a suffix that begins with a vowel? Explain by giving an example. If there is any exception, mention it too. 2) Only four words end in '-efy'. What are they? 3) When do we not double the consonant before adding the suffix? Give your answer by giving suitable examples. 4) Fill the table given below: S.No. Phonetic Sound Spellings Words (examples) 1. \_\_\_ \_\_\_ ink, big begin, ticket, biggest, wanted city, system, pity baggage, private, village parties, carries women beat, leaf, sea, cream, leave feed, tree, meet, feel 2. ie ei i e a \_\_\_ \_\_\_ \_\_\_ 3. e \_\_\_ e \_\_\_ heart bed, bet, set, left 4. ea a \_\_\_ \_\_\_ ore \_\_\_ \_\_\_ any, many all, ball, call, wall corn, force, horse, morning before, sore, more court, four, pour



6. \_\_\_ group, soup, you, wound 9. \_\_\_ \_\_\_ \_\_\_ son, come, month country, rough, enough serve, term 10. i u y \_\_\_  
 \_\_\_ \_\_\_ 11. u \_\_\_ ue ew \_\_\_ a ay union beauty due new view late, gate, hate, date, age day, may, say, pray, way 16. ow  
 ou ee \_\_\_\_\_ 17. \_\_\_ \_\_\_ dear, fear, real, near mere, zero, here, serious 18. \_\_\_ \_\_\_ air, fair, hair, chair  
 care, bare, tear, bear

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**MATCHING BLOCK 6/37**

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Communicative English - III (2).pdf (D165871409)

Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 5)

Only one word in the language ends in '-sede': It is \_\_\_\_\_. 6) Underline the correctly spelled word in each pair. a. Incentive or insentive b. Menu or menu c. Ecstasy or ecstasy d. Prevalent or prevalent e. Separate or separat

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**MATCHING BLOCK 7/37**

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Communicative English - III (2).pdf (D165871409)

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Module II: Punctuational Elements

Unit 3: Punctuation Marks 3.0 Introduction 3.1 Unit Objective 3.2 Punctuation Marks 3.2.1 Punctuation Mark: Period (.) 3.2.2 Punctuation Mark: Commas (,) 3.2.3 Punctuation Mark: Semicolon (;) 3.2.4 Punctuation Mark: Colon (:) 3.2.5 Punctuation Mark: Quotation Marks (" " / ' ') 3.2.6 Punctuation Mark: Parentheses and Brackets ( ( ) / [ ] ) 3.2.7 Punctuation Mark: Apostrophes (') 3.2.8 Punctuation Mark: Ellipses (...) 3.2.9 Punctuation Mark: Question Mark (?) 3.2.10 Punctuation Mark: Exclamation Mark (!) 3.3 Unit Summary 3.4 Key Terms 3.5 Check Your Progress 3.0 Introduction Throughout a business writing communication process, punctuation marks hold a lot of importance. Punctuation marks show how a sentence must be read and make the meaning clear. Every sentence of a business writing communication must be grammatically correct and punctuated correctly. 3.1 Unit Objective This Unit intends to introduce learners with distinct punctuation marks and rules related to their usage. Naming the punctuation marks discussed in this unit, include: Punctuation Mark: Period (.) Punctuation Mark: Commas (,) Punctuation Mark: Semicolon (;) Punctuation Mark: Colon (:) Punctuation Mark: Quotation Marks (" " / ' ') Punctuation Mark: Parentheses and Brackets ( ( ) / [ ] ) Punctuation Mark: Apostrophes (') Punctuation Mark: Ellipses (...) Punctuation Mark: Question Mark (?) Punctuation Mark: Exclamation Mark (!) The other two punctuation marks such as "hyphen" and "dash" are covered in the next unit. 3.2 Punctuation Marks In oral communication, to take a shift from one point to another, we habitually take a pause. We assume - a question has been raised on realising the tone, spoken questioning words, and gestures of a speaker. However, it is not so in the case of written communication. A grammatically correct sentence lacking correct use or no punctuation marks shall be considered ineffective in conveying the intended message. For a reader to understand what is written, a sentence must have punctuation marks appropriately used. For business writing, avoid overusing punctuation marks. Sometimes punctuation marks can create confusion instead of bringing clarity. Readers may view them as simple breaks. Any punctuation mark used incorrectly, even once throughout a passage or a letter, can distort a message and fail the communication. Hence, for writing any business writing material ranging from a business letter to a project report, a writer must know using the punctuation marks correctly. Here, ahead throughout the unit, we shall learn about the number of punctuation marks and their appropriate use. 3.2.1 Punctuation Mark: Period (.) Period is also known as a stop. It is used to end a declarative sentence, a sentence which is not a question or an exclamation. Rule 1 # At the end of a complete sentence or a statement use a period (.). Example: Communication is a process by which two or more persons exchange their thoughts and ideas among themselves.

Rule 2 # Full stops are also used to end a request politely framed as a question such as: Would you kindly fix an appointment with Mr. Sharma. Rule 3 # A point is also used after initials or after a shortened form of a word to indicate an abbreviation. For example: Mr. Prof., Etc. B.A. Fig. a.m. A.P.J. Abdul Kalam Rule 4 # A point is also used at times to denote abbreviated numerals, such as a date or a number, though at times full stop, slash or hyphen is also used to denote date, such as: 20.11.22, 20-11-22, 20/11/22 Rule 4 # A point is also used in numbers as a decimal and between units of money, such as: 10.50 per cent; Rs. 33.50 Rules # Omission of full Stop or period There are certain cases when we do not use a full stop, and they are like: • After addresses that head letters and on the envelopes • After dates • After the name that ends letters • After the title of books, newspaper headlines, chapter headings, sub-headings, page numbers • After acronyms which are pronounced as one word. For example: AIDS (Acquired Immune Deficiency Syndrome) GST (Goods and Services Tax) • In between alphabets of the abbreviations that are a series of letters. For example: WTO (World Trade Organisation) GMT (Greenwich Mean Time) BBC (British Broadcasting Corporation)

- In shortening of words where the first and last alphabets of the word are present. Mr., Mrs., Dr., Rd., Ltd. Though it is correct to use a period after these words, the general practice today is to omit the full stop. Space is used for the initials of personal names instead of a full stop. A K Singh, D S RAJAN • Abbreviations for measures, chemical elements, etc. are used without a full stop. Kg (Kilogram), s (Second), Hz (Hertz) Sq (Square), km (Kilometer), m (minute) amp (ampere), O (oxygen), H (Hydrogen) • If a sentence ends with an exclamation mark, question mark, or an abbreviation that is followed by a period for the abbreviation the full stop is not used.

3.2.2 Punctuation Mark: Commas (,) Both - commas and periods are the most frequently used punctuation marks. Commas indicate a brief pause; they're not as final as periods. Rule 1 # To separate words and word groups, we use commas. Example: One shares information, facts, and thoughts through communication. The last comma that comes before 'and' or 'or' in a series is known as the Oxford comma. Most people drop the Oxford comma in a simple series, probably feeling it's unnecessary. However, the omission of the Oxford comma can sometimes lead to misunderstandings. For example: We had tea, cheese and biscuits and grapes. Adding a comma after crackers makes it clear that cheese and crackers represent one dish. In cases like this, clarity demands the Oxford comma. We had tea, cheese and biscuits, and grapes.

Rule 2 # To separate two adjectives, when they are interchangeable, we use commas. Example: He is a strong, healthy man. Example: We stayed at an expensive summer resort. We shall not say - summer expensive resort, so no comma.

Rule 3a # To separate two clauses we use a comma. We do not separate two independent clauses by using a comma, instead, we use a period. Incorrect: He walked all the way home, he shut the door. Reformation: Correct: He walked all the way home. He shut the door. Correct: After he walked all the way home, he shut the door. Correct: He walked all the way home, and he shut the door. Rule 3b # When two independent clauses are joined by connectors such as and, or, but, etc., put a comma at the end of the first clause. Incorrect: He walked all the way home and he shut the door. Correct: He walked all the way home, and he shut the door. Some writers avoid the comma if both the clauses are quite short: Example: I paint and he writes. Rule 3c # If the subject does not appear in front of the second verb, a comma is generally unnecessary. Example: He thought quickly but still did not answer correctly. Rule 4a # We use a comma after the words that introduce a sentence, such as well, yes, why, hello, hey, etc. Examples: Why, I can't believe this! No, you can't have a dollar.

Rule 4b # Commas are used to set off expressions that interrupt the sentence flow (nevertheless, after all, by the way, on the other hand, however, etc.). Example: I am, by the way, very nervous about this. Rule 5 # Commas are used to separate the name, nickname, term of affection, or title of a person directly addressed. Examples: Will you, Vidisha, do that assignment for me? Yes, old friend, I will. Good day, Captain. Rule 6 # Put a comma to separate the day of the month from the year, and after the year, also. Example: It was in the Sun's June 5, 2003, edition. No comma is required for just the month and year. Example: It was in a June 2003 article. Rule 7 # Put a comma to separate a city from its state, and after the state, also. Example: I'm from the Akron, Ohio, area. Rule 8 # Conventionally, if a person's name is followed by Sr. or Jr., a comma follows the last name: Martin Luther King, Jr. Nowadays, this comma is no longer considered mandatory. However, if a comma does precede Sr. or Jr., another comma must follow the entire name when it appears mid sentence. Correct: Al Jooney Sr. is here. Correct: Al Jooney, Sr., is here. Incorrect: Al Jooney, Sr. is here.

Rule 9 # Use commas to enclose degrees or titles used with names. Example: Al Mooney, M.D., is here.

Rule 10 # Starting a sentence with a dependent clause, use a comma after it. Example: If you are not sure about this, let me know now. But often a comma is unnecessary when the sentence starts with an independent clause followed by a dependent clause. Example: Let me know now if you are not sure about this. Rule 11 # Use commas to set off nonessential words, clauses, and phrases (see the "Who, That, Which" section in Chapter One, Rule 2b). Incorrect: Jill who is my sister shut the door. Correct: Jill, who is my sister, shut the door. Incorrect: The man knowing it was late hurried home. Correct: The man, knowing it was late, hurried home. Nonessential words, clauses, and phrases that occur mid sentence must be enclosed by commas. The closing comma is called an appositive comma. Many people forget to put this comma. Following are given two instances, expliciting the importance of the comma. Incorrect: My best friend, Joe arrived. Correct: My best friend, Joe, arrived. Incorrect: The three items, a book, a pen, and paper were on the table. Correct: The three items, a book, a pen, and paper, were on the table. Rule 12 #: If something or someone is sufficiently identified, the description that follows is considered nonessential and should be surrounded by commas. Examples: Freddy, who has a limp, was in an auto accident. (If we already know which Freddy is meant, the description is not essential. The boy who has a limp was in an auto accident. We do not know which boy is meant without further description; therefore, no commas are used. Comma misuse can wreck the meaning or fact lying in the intent of the writer. For example:

Example: Mark Twain's book, Tom Sawyer, is a delight. (Because of the commas, that sentence states that Twain wrote only one book. In fact, he wrote more than two dozen of them.) Rule 13a. # Commas are used to introduce or interrupt direct quotations. Examples: He said, "I don't care." "Why," I asked, "don't you care?" This rule is optional with one-word quotations. Example: He said "Stop." Rule 13b. # If the quotation comes before he said, she wrote, they reported, Jane insisted, or a similar attribution, end the quoted material with a comma, even if it is only one word. Examples: "I don't care," he said. "Stop," he said. Rule 14. # Use a comma to separate a statement from a question. Example: I can go, can't I? Rule 15. # Use a comma to separate contrasting parts of a sentence. Example: That is my money, not yours. Rule 16a. Use a comma before and after certain introductory words or terms, such as namely, that is, i.e., e.g., and for instance, when they are followed by a series of items. Example: You may be required to bring many items, e.g., sleeping bags, pans, and warm clothing. Rule 16b. # Commas should precede the term etc. and enclose it if it is placed mid sentence. Example: Sleeping bags, pans, warm clothing, etc., are in the tent. 3.2.3 Punctuation Mark: Semicolon (;) Semicolon is used to separate two or more independent clauses that are placed together and which are of equal importance in a sentence. The use of semicolon adds weight to the second clause. It indicates a

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pause, slightly longer than a comma, but short of a period's full stop.

It has other functions also attached to it.

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Rule 1. # A semicolon can replace a period if the writer wishes to narrow the gap between two closely linked sentences. Examples: Call me tomorrow; you can give me an answer then. We have paid our dues; we expect all the privileges listed in the contract. Rule 2. # Use a semicolon before such words and terms as namely, however, therefore, that is, i.e., for example, e.g., for instance, etc., when they introduce a complete sentence. It is also preferable to use a comma after these words and terms. Example: Bring any two items; however, sleeping bags and tents are in short supply. Rule 3. # Use a semicolon to separate units of a series when one or more of the units contain commas. Incorrect: The conference has people who have come from Moscow, Idaho, Springfield, California, Alamo, Tennessee, and other places as well. Note that with only commas, that sentence is hopeless. Correct: The conference has people who have come from Moscow, Idaho; Springfield, California; Alamo, Tennessee; and other places as well. Rule 4. # A semicolon may be used between independent clauses joined by a connector, such as and, but, or, nor, etc., when one or more commas appear in the first clause. Example: When I finish here, and I will soon, I'll be glad to help you; and that is a promise I will keep. 3.2.4 Punctuation Mark: Colon (:) A colon says: "that is to say" or "here's what I mean".

Rule 1. # It introduces

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a series of items. Do not capitalise the first item after the colon (unless it's a proper noun). Examples: • You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing. • I want the following items: butter, sugar, and flour. • I need an assistant who can do the following: input data, write reports, and complete tax forms. Rule 2. #

Do not use

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a colon before a list when it directly follows a verb or preposition. Incorrect: I want: butter, sugar, and flour. Correct: I want the following: butter, sugar, and flour. OR I want butter, sugar, and flour. Incorrect: I've seen the greats, including: Barrymore, Guinness, and Streep. Correct: I've seen the greats, including Barrymore, Guinness, and Streep. Rule 3. # When listing items one by one, one per line, following a colon, capitalization and ending punctuation are optional when using single words or phrases preceded by letters, numbers, or bullet points. If each point is a complete sentence, capitalise the first word and end the sentence with appropriate ending punctuation. Otherwise, there are no hard and fast rules, except

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be consistent. Examples: I want an assistant who can do the following: (a) input data (b) write reports (c) complete tax forms The following are requested: • Wool sweaters for possible cold weather. • Wetsuits for snorkelling. • Introductions to the local dignitaries. These are the pool rules: 1. Do not run. 2. If you see unsafe behavior, report it to the lifeguard. 3. Did you remember your towel? 4. Have fun! Rule 4. # A colon instead of a semicolon may be used between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence. Example: He got what he worked for: he really earned that promotion. If a complete sentence follows a colon, as it is in the

above given example, it is always a writer's judgement call to decide whether he capitalises the first word or not.

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Note: A capital letter generally does not introduce a simple phrase following a colon. Example: He got what he worked for: a promotion. Rule 5. # A colon can be used to introduce a long quotation.

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Example: The author of Touched, Jane Straus, wrote in the first chapter: Georgia went back to her bed and stared at the intricate patterns of burned moth wings in the translucent glass of the overhead light. Her father was in "hyper mode" again where nothing could calm him down. Rule 6. # Use a colon rather than a comma to follow the salutation in a business letter, even when addressing someone by his or her first name. (Never use a semicolon after a salutation.) A comma is used after the salutation in more informal correspondence. Formal: Dear Ms. Rodriguez: Informal: Dear Dave,

Some other specific functions:

# It introduces some kind of explanation. Example: They did not sleep last night: they must be tired. # To introduce some kind of example. Example: Today they face another threat to their survival: starvation. # To point the reader's attention forward. # To present a conclusion. Example: After sixty years in the business, Mr. Rajan realised that there was only one certainty in life: the inevitability of change. # To introduce a question. Example: They all agreed that the essential issue was simply this: Will making an investment in Sweatland Limited be a mistake or not? # To link contrasting statements. Example: Man proposes: God disposes. # To substitute a conjunction. Example: Another Monday morning: and it is pouring. # After headings in correspondence. Example: Subject: Reference: # To introduce subtitles. Example: Credit cards: Power of Plastic; Past Promises: Failure to deliver. # In bibliographical references, colon can be used after the place of publication. (Delhi: 2010). 3.2.5 Punctuation Mark: Quotation Marks (" " / ' ')

Quotation marks are also known as quotes or inverted commas. They are used to enclose material that is introduced into a text from outside it, such as quotations or words used by other people. Rule 1. # Use double quotation marks to set off a direct (word-for-word) quotation. Correct: "When will you be here?" he asked. Incorrect: He asked "when I would be there." Rule 2. # Either quotation marks or italics are customary for titles: magazines, books, plays, films, songs, poems, article titles, chapter titles, etc. Rule 3a. # Periods and commas ALWAYS go inside quotation marks. Examples: The sign said, "Walk." Then it said, "Don't Walk," then, "Walk," all within thirty seconds. He yelled, "Hurry up." Rule 3b. # Use single quotation marks for quotations within quotations. Example: He said, "Dan cried, 'Do not treat me that way.'" Note that the period goes inside both the single and double quotation marks. Rule 4. # As a courtesy, make sure there is visible space at the start or end of a quotation between adjacent single and double quotation marks. (Your word processing program may do this automatically.) Not ample space: He said, "Dan cried, 'Do not treat me that way.'" Ample space: He said, "Dan cried, 'Do not treat me that way.'" Rule 5a. # Quotation marks are often used with technical terms, terms used in an unusual way, or other expressions that vary from standard usage. Examples: It's an oil-extraction method known as "fracking." He did some "experimenting" in his college days. I had a visit from my "friend" the tax man.

Rule 5b. Never use single quotation marks in sentences like the previous three. Incorrect: I had a visit from my 'friend' the tax man. The single quotation marks in the above sentence are intended to send a message to the reader that friend is being used in a special way: in this case, sarcastically. Avoid this invalid usage. Single quotation marks are valid only within a quotation, as per Rule 3b, above. Rule 6. # When quoted material runs more than one paragraph, start each new paragraph with opening quotation marks, but do not use closing quotation marks until the end of the passage. Example: She wrote: "I don't paint anymore. For a while I thought it was just a phase that I'd get over. "Now, I don't even try." 3.2.6 Punctuation Mark: Parentheses and Brackets ( ( ) / [ ] ) Parentheses and brackets must never be used interchangeably.

Parentheses Rule 1. # A parentheses is used to enclose information that clarifies or is used as an aside. Example: He finally answered (after taking five minutes to think) that he did not understand the question. Note: If material in parentheses ends a sentence, the period goes after the parentheses. Example: He gave me a nice bonus (\$500). Commas could have been used in the first example; a colon could have been used in the second example. The use of parentheses indicates that the writer considered the information less important—almost an afterthought.

Rule 2. # Periods go inside parentheses only if an entire sentence is inside the parentheses. Example: Please read the analysis. (You'll be amazed.) This is a rule with a lot of wiggle room. An entire sentence in parentheses is often acceptable without an enclosed period: Example: Please read the analysis (you'll be amazed). Rule 3. # Parentheses, despite appearances, are not part of the subject. Example: Joe (and his trusty mutt) was always welcome. If this seems awkward, try rewriting the sentence: Example: Joe (accompanied by his trusty mutt) was always welcome. Rule 4. # Commas are more likely to follow parentheses than precede them. Incorrect: When he got home, (it was already dark outside) he fixed dinner. Correct: When he got home (it was already dark outside), he fixed dinner. Brackets Brackets are far less common than parentheses, and they are only used in special cases. Brackets (like single quotation marks) are used exclusively within quoted material. Rule 1. # Brackets are interruptions. When we see them, we know they've been added by someone else. They are used to explain or comment on the quotation. Examples: "Four score and seven [today we'd say eighty-seven] years ago..." "Bill shook hands with [his son] Al." Rule 2. # When quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term sic in italics and enclose it in non italic (unless the surrounding text is italic) brackets. Sic ("thus" in Latin) is shorthand for, "This is exactly what the original material says." Example: She wrote, "I would rather die then [sic] be seen wearing the same outfit as my sister." The [sic] indicates that then was mistakenly used instead of than.

Rule 3. # In formal writing, brackets are often used to maintain the integrity of both a quotation and the sentences others use it in. Example: “[T]he better angels of our nature” gave a powerful ending to Lincoln’s first inaugural address. Lincoln’s memorable phrase came mid sentence, so the word was not originally capitalised. 3.2.7 Punctuation Mark: Apostrophes (’)

Rule 1a. # Use the apostrophe to show possession. To show possession with a singular noun, add an apostrophe plus the letter s. Examples: ● a woman’s hat ● the boss’s wife ● Mrs. Chang’s house

Rule 1b. # Many common nouns end in the letters (lens, cactus, bus, etc.). So do a lot of proper nouns (Mr. Jones, Texas, Christmas). There are conflicting policies and theories about how to show possession when writing such nouns.

Rule 1c. # Some writers and editors add only an apostrophe to all nouns ending in s. And some add an apostrophe + s to every proper noun, be it Hastings’s or Jones’s. One method, common in newspapers and magazines, is to add an apostrophe + s (’s) to common nouns ending in s, but only a stand-alone apostrophe to proper nouns ending in s. Examples: ● the class’s hours ● Mr. Jones’ golf clubs ● the canvas’s size ● Texas’ weather

Care must be taken to place the apostrophe outside the word in question. For instance, if talking about a pen belonging to Mr. Hastings, many people would wrongly write Mr. Hasting’s pen (his name is not Mr. Hasting). Correct: Mr. Hastings’ pen

Another widely used technique is to write the word as we would speak it. For example, since most people say, “Mr. Hastings’ pen” would not pronounce an added s, we would write Mr. Hastings’ pen with no added s. But most people would pronounce an added s in “Jones’s,” so we’d write it as we say it: Mr. Jones’s golf clubs. This method explains the punctuation of for goodness’ sake.

Rule 2a. # Regular nouns are nouns that form their plurals by adding either the letter s or -es (guy, guys; letter, letters; actress, actresses; etc.). To show plural possession, simply put an apostrophe after the s. Correct: guys’ night out (guy + s + apostrophe) Incorrect: guy’s night out (implies only one guy) Correct: two actresses’ roles (actress + es + apostrophe) Incorrect: two actress’s roles

Rule 2b. # Do not use an apostrophe + s to make a regular noun plural. Incorrect: Apostrophe’s are confusing. Correct: Apostrophes are confusing. Incorrect: We’ve had many happy Christmas’s. Correct: We’ve had many happy Christmases. In special cases, such as when forming a plural of a word that is not normally a noun, some writers add an apostrophe for clarity. Example: Here are some do’s and don’ts. In that sentence, the verb do is used as a plural noun, and the apostrophe was added because the writer felt that dos was confusing. Not all writers agree; some see no problem with dos and don’ts.

Rule 2c. # English also has many irregular nouns (child, nucleus, tooth, etc.). These nouns become plural by changing their spelling, sometimes becoming quite different words. You may find it helpful to write out the entire irregular plural noun before adding an apostrophe or an apostrophe + s. Incorrect: two childrens’ hats The plural is children, not childrens. Correct: two children’s hats (children + apostrophe + s) Incorrect: the teeth’ roots Correct: the teeth’s roots

Rule 2d. # Things can get really confusing with the possessive plurals of proper names ending in s, such as Hastings and Jones. If you’re the guest of the Ford family—the Fords—you’re the Fords’ guest (Ford + s + apostrophe). But what if it’s the Hastings family? Most would call them the “Hastings.” But that would refer to a family named “Hasting.” If someone’s name ends in s, we must add -es for the plural. The plural of Hastings is Hastingses. The members of the Jones family are the Joneses. To show possession, add an apostrophe. Incorrect: the Hastings’ dog Correct: the Hastingses’ dog (Hastings + es + apostrophe) Incorrect: the Jones’ car Correct: the Joneses’ car

In serious writing, this rule must be followed no matter how strange or awkward the results.

Rule 2e. # Never use an apostrophe to make a name plural. Incorrect: The Wilson’s are here. Correct: The Wilsons are here. Incorrect: We visited the Sanchez’s. Correct: We visited the Sanchezes.

Rule 3. # With a singular compound noun (for example, mother-in-law), show possession with an apostrophe + s at the end of the word. Example: my mother-in-law’s hat

If the compound noun (e.g., brother-in-law) is to be made plural, form the plural first (brothers-in-law), and then use the apostrophe + s. Example: my two brothers-in-law’s hats

Rule 4. # If two people possess the same item, put the apostrophe + s after the second name only. Example: Cesar and Maribel’s home is constructed of redwood. However, if one of the joint owners is written as a pronoun, use the possessive form for both. Incorrect: Maribel and my home Correct: Maribel’s and my home

Incorrect: he and Maribel’s home Incorrect: him and Maribel’s home Correct: his and Maribel’s home

In cases of separate rather than joint possession, use the possessive form for both. Examples: Cesar’s and Maribel’s homes are both lovely. They don’t own the homes jointly. Cesar and Maribel’s homes are both lovely. The homes belong to both of them.

Rule 5. # Use an apostrophe with contractions. The apostrophe is placed where a letter or letters have been removed. Examples: doesn’t, wouldn’t, it’s, can’t, you’ve, etc. Incorrect: does’nt

Rule 6. # There are various approaches to plurals for initials, capital letters, and numbers used as nouns. Examples: She consulted with three M.D.s. She consulted with three M.D.'s. Some write M.D.'s to give the s separation from the second period. Many writers and editors prefer an apostrophe after single capital letters only: Examples: I made straight A's. He learned his ABCs. There are different schools of thought about years and decades. The following examples are all in widespread use: Examples: the 1990s the 1990's the '90s the 90's Awkward: the '90's Rule 7. # Amounts of time or money are sometimes used as possessive adjectives that require apostrophes. Incorrect: three days leave Correct: three days' leave Incorrect: my two cents worth Correct: my two cents' worth Rule 8. # The personal pronouns hers, ours, yours, theirs, its, whose, and oneself never take an apostrophe. Example: Feed a horse grain. It's better for its health. Rule 9. # When an apostrophe comes before a word or number, take care that it's truly an apostrophe (') rather than a single quotation mark ('). Incorrect: 'Twas the night before Christmas. Correct: 'Twas the night before Christmas. Incorrect: I voted in '08. Correct: I voted in '08. Rule 10. # Beware of false possessives, which often occur with nouns ending in s. Don't add apostrophes to noun-derived adjectives ending in s. Close analysis is the best guide. Incorrect: We enjoyed New Orleans' cuisine. In the preceding sentence, the word makes no sense unless New Orleans is being used as an adjective to describe cuisine. In English, nouns frequently become adjectives. Adjectives rarely if ever take apostrophes. Incorrect: I like that Beatles' song. Correct: I like that Beatles song. Again, Beatles is an adjective, modifying song. Incorrect: He's a United States' citizen. Correct: He's a United States citizen. Rule 11. # Beware of nouns ending in y; do not show possession by changing the y to -ies. Correct: the company's policy Incorrect: the companies policy Correct: three companies' policies

3.2.8 Punctuation Mark: Ellipses (...) An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots. It is used when a writer intends to omit a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant. They are useful in getting right to the point without delay or distraction: Full quotation: "Today, after hours of careful thought, we vetoed the bill." With ellipsis: "Today...we vetoed the bill."

Although ellipses are used in many ways, the three-dot method is the simplest. News- papers, magazines, and books of fiction and nonfiction use various approaches that they find suitable. > Some writers and editors feel that no spaces are necessary. Example: I don't know...I'm not sure. > Others enclose the ellipsis with a space on each side. Example: I don't know ... I'm not sure. > Still others put a space either directly before or directly after the ellipsis. Examples: I don't know ...I'm not sure. I don't know... I'm not sure. A four-dot method and an even more rigorous method used in legal works require fuller explanations that can be found in other reference books. Rule 1. # Many writers use an ellipsis whether the omission occurs at the beginning of a sentence, in the middle of a sentence, or between sentences. A common way to delete the beginning of a sentence is to follow the opening quotation mark with an ellipsis, plus a bracketed capital letter: Example: "...[A]fter hours of careful thought, we vetoed the bill." Other writers omit the ellipsis in such cases, feeling the bracketed capital letter gets the point across. Rule 2. Ellipses can express hesitation, changes of mood, suspense, or thoughts trailing off. Writers also use ellipses to indicate a pause or wavering in an otherwise straightforward sentence. Examples: I don't know...I'm not sure. Pride is one thing, but what happens if she...? He said, "I...really don't...understand this."

3.2.9 Punctuation Mark: Question Mark (?) Rule 1. # Use a question mark only after a direct question. Correct: Will you go with me? Incorrect: I'm asking if you will go with me? Rule 2a. # A question mark replaces a period at the end of a sentence. Incorrect: Will you go with me?. Rule 2b. # Because of Rule 2a, capitalize the word that follows a question mark. Some writers choose to overlook this rule in special cases. Example: Will you go with me? with Joe? with anyone? Rule 3a. # Avoid the common trap of using question marks with indirect questions, which are statements that contain questions. Use a period after an indirect question. Incorrect: I wonder if he would go with me? Correct: I wonder if he would go with me. OR I wonder: Would he go with me? Rule 3b. # Some sentences are statements—or demands—in the form of a question. They are called rhetorical questions because they don't require or expect an answer. Many should be written without question marks. Examples: Why don't you take a break. Would you kids knock it off. What wouldn't I do for you! Rule 4. # Use a question mark when a sentence is half statement and half question. Example: You do care, don't you?

Rule 5. # The placement of question marks with quotation marks follows logic. If a question is within the quoted material, a question mark should be placed inside the quotation marks. Examples: She asked, "Will you still be my friend?" The question is part of the quotation. Do you agree with the saying, "All's fair in love and war"? The question is outside the quotation.

3.2.10 Punctuation Mark: Exclamation Mark (!) Rule 1. # Use an exclamation point to show emotion, emphasis, or surprise. Examples: I'm truly shocked by your behaviour! Yay! We won! Rule 2. # An exclamation point replaces a period at the end of a sentence. Incorrect: I'm truly shocked by your behaviour!. Rule 3. # Do not use an exclamation point in formal business writing. Rule 4. # Overuse of exclamation points is a sign of undisciplined writing. Do not use even one of these marks unless you're convinced it is justified.

3.3 Unit Summary In 1988, Pico Iyer published an article called "In Praise of the Humble Comma," an homage to punctuation. He suggests that punctuation keeps society in order. Here is a brief excerpt from the article: "Punctuation, one is taught, has a point: to keep up law and order. Punctuation marks are the road signs placed along the highway of our communication, to control speeds, provide directions and prevent head-on collisions. A period has the unblinking finality of a red light; the comma is a flashing yellow light that asks us only to slow down; and the semicolon is a stop sign that tells us to ease gradually to a halt, before gradually starting up again." (from Iyer, Pico. "In praise of the humble comma." Time, 13 June 1988: 80.)

3.4 Key Terms • Declarative Sentence: In English grammar, a declarative sentence is a sentence that makes a statement, provides a fact, offers an explanation, or conveys information. A declarative sentence is the most common type of sentence in the English language. It is written in the present tense and usually ends with a period. • Oxford comma: The last comma that comes before 'and' or 'or' in a series is known as the Oxford comma. Most people drop the Oxford comma in a simple series, probably feeling it's unnecessary. However, the omission of the Oxford comma can sometimes lead to misunderstandings. •

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A dependent clause is a group of words with a subject and a verb. It does not express a complete thought so it

is not a sentence and can't stand alone. These clauses include adverb clauses, adjective clauses and noun clauses. • An independent clause is a clause that can stand by itself as a simple sentence. An independent clause contains a subject and a predicate and makes sense by itself. Independent clauses can be joined by using a semicolon or by using a comma followed by a coordinating conjunction. • Closing comma: Nonessential words, clauses, and phrases that occur mid sentence must be enclosed by commas. The closing comma is called an appositive comma. Many writers forget to add this important comma. • An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots. It is used when a writer intends to omit a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant. They are useful in getting right to the point without delay or distraction.

3.5 Check Your Progress Subjective: 1) How is punctuation important for writing correctly? 2) What is the importance of punctuation marks for business writing? 3) What role do the following punctuation marks perform, explain your answer: a. Punctuation Mark: Period (.) b. Punctuation Mark: Commas (,) c. Punctuation Mark: Semicolon (;) d. Punctuation Mark: Colon (:) e. Punctuation Mark: Quotation Marks (" " / ' ') f. Punctuation Mark: Parentheses and Brackets ( ( ) / [ ] ) g. Punctuation Mark: Apostrophes (') h. Punctuation Mark: Ellipses (...) i. Punctuation Mark: Question Mark (?) j. Punctuation Mark: Exclamation Mark (!) Objective: 1) Fill in the gap: Both - \_\_\_\_\_ and \_\_\_\_ are the most frequently used punctuation marks. Use the \_\_\_\_\_ to show possession. 2) True/ False: Parentheses and brackets must never be used interchangeably. 3) Complete the line: Semicolon is used to separate \_\_\_\_\_. 4) Discuss a situation when

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a colon instead of a semicolon can be used between independent clauses? 5)

Who does an exclamation point replace, at the end of



a sentence? References: ● Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. ● Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. ● Raymond V. Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. ● Soumitra Kumar Choudhury, Anjana Neira Dev, Archana Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson ● Fiona Talbot; How to Write Effective Business English; London and Philadelphia ● Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk ● Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. ●

THE BLUE BOOK OF GRAMMAR AND PUNCTUATION; An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Jane Straus, Lester Kaufman, Edited with new material by Tom Stern

Unit 4: Hyphenation 4.0 Introduction 4.1 Unit Objective 4.2 Compound Words with Hyphens 4.2.1 Rules: Compound words with hyphen 4.2.2 Rules: Hyphens with Numbers 4.2.3 Rules: Hyphens with Prefixes 4.2.4 Rules: Compound words without Hyphens 4.2.5 Rules: Prefixes without Hyphens 4.3 Punctuation Mark: Dashes (-) 4.4 Unit Summary 4.5 Key Terms 4.6 Check Your Progress 4.0 Introduction Hyphens aid the readers to read and comprehend a text consisting of compounds. We form compound words by using two or more different words/phrases together. Two or more words used together devise out a new word that implies a different meaning. For example, 'long' and 'term' are two separate meaning words combined by a hyphen both form out a new word 'long-term' which means entirely different from its constituent words. Often it confuses us in deciding whether certain words being used together should have hyphens in between them or not. Though there are no specific rules for the formation of compound words and the use of hyphens, broadly we can categorise three ways of writing compound words: they can be written as one word; they can be written separately, or they can be hyphenated. 4.1 Unit Objective This unit covers the two punctuation marks such as "hyphen" and "dash" and rules related to their usage. 4.2 Compound Words with Hyphens ( - )

Hyphens aid the readers to read and comprehend a text consisting of compounds. We form compound words by using two or more different words/phrases together. Two or more words used together devise out a new word that implies a different meaning. For example, 'long' and 'term' are two separate meaning words combined by a hyphen both form out a new word 'long-term' which means entirely different from its constituent words. Compound words can be written three ways: as one word (seafood), as two words that have space in between (sea shell), or as two words separated from each other by a hyphen (sea-fish). There may be different ways of writing compound words, but they express a single idea. "A compound word is a combination of two or more words that expresses a single idea and serves the purpose of a single part of speech." There are no hard and fast rules regarding the use of hyphens. The possibility of combining words is limitless. Sometimes it may become difficult to find the meaning of a compound word as many of them shall not be found in a dictionary. Often, it confuses us in deciding whether we should use a hyphen between the words or not. There is a wide range of variations in the use of hyphens. Somewhere compounds are hyphenated, but in some other texts, the same compounds shall be seen not hyphenated. We may get confused with whether to use a hyphen or not. The discussion does not end here, as often it is seen that compound words are not treated equally or the same way in all dictionaries. Appropriate use of compound words is attained through experience and practice developed on using combinations of words. 4.2.1 Rules: Compound words with hyphen However, there are some general principles applicable to compound words that we shall read ahead. Sl. No. Rules # Examples 1. Use a hyphen to form compound nouns that are not yet accepted as single words. If the compound nouns express a single idea, they emerge as single words. This ● Post-man - Postman ● Time-table - Timetable ● Text-book - Textbook ● Horse-power- horsepower compound undergoes successive stages. The two elements are separate in the beginning. Hyphen is used when we form a compound word. Hyphen is removed when this compound word is treated as a single word. 2. A few compound nouns are special types. They generally take hyphens. ● Sea-green ● Sky-high ● Sea-fish ● Test-tube ● Seat-belt ● Sand-dune ● High-pitch 3. Use a hyphen for compound beginning with a single capital letter. ● C-language ● O-rings ● X-ray ● U-gage ● T-square 4. Use a hyphen when the prefix 'non-' is used to mean 'not connected'. ● Non-Christian ● Non-Technical ● Non-verbal communication ● Non-scientific All compound adjectives are to be consistently hyphenated. ● High-frequency count ● High-voltage lines ● Red-hot ● Record-commercial ● A variable-speed direct-current motor ● Cost-benefit analysis Noun-participle combinations: ● Time-consuming method ● Fact-finding ● A menu-driven campaign ● A well-known speaker ● Need-based course Noun-adjective combinations. ● An iron-hard substance ● World-wide

- Knee-deep • Speed-indicator • Snow-white Adjective-noun combinations. • In-patient • House-to-house survey • Out-patient • After-effect • Earn-while-you-learn • Over-compensate • Go-as-you-please-ticket Noun and noun combinations. • Radio-carbon • Radio-therapy • Lamp-post • Money-lender • See-saw • Saw-horse • Steam-engine • Motor-scooter Verb and noun combination • Push-button • Push-chair Gerund and noun combination: • Walking-stick • Washing-machine • Living-room • Dining-room

6. Use a hyphen for coordinate compounds • Substrate-product relationship • Subject-verb agreement

7. Use a hyphen for compounds formed with adverbial participle. • On-campus programme • Out-of-pocket allowance • Editor-in-chief • Professor-in-charge • instructor-in-charge

8. Compound verbs in general take the hyphen as in the following examples. • To heat-treat • To direct-connect • Double-tracked • Dry-cleaned the canvas

9. Use a hyphen for compound nouns • Follow-up formed with verbs and adverbial participle. • Knock-up • Send-off • Walk-out • Break-out • Walk-over • Lock-up • Walk-up • Break-in

10. Use a hyphen for compound adjectives formed with verbs and adverbial participles. • Walk-in interviews • Walk-on • Walk-up

11. Use a hyphen between the coordinate expressions after the verb. • That remark was well-taken

12. Use a hyphen when two or more words have the force of a single modifier before noun. • Figure-of-eight structures • Seizure-

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Rules: Hyphens with Numbers Some general principles related to using hyphens with numbers are given below in the table.

Sl. No.	Rule	Examples
1.	Use a hyphen in adjective compounds with a numerical first element.	• 4-week vacation • Three-phase electricity • 10-hour delay • 8-minute work
2.	Use a hyphen when two or more hyphenated compounds have a common basic element and this element is omitted in all but the last term.	• 6-, 10-, and 14-foot boards • 4- by 6-inch boards but 4 to 6 inches wide
3.	Use a hyphen to separate the prefix if the base begins with figure.	• Pre-1920
4.	Use a hyphen for compound numbers 21 to 99 when they are written out.	• Fifty-six medical transcriptionists attended the meeting yesterday.
5.	Use a hyphen in the place of the words 'to' and 'through' to identify the numeric and alphabetical ranges.	• Rounds are made in wards 1 - 4 • Check V 2 -V 6 again
6.	Use hyphen when the numerator joins with the denominator of a written-out fraction. Note: when a hyphen already appears either in the numerator or in the denominator, it is omitted.	• Four-ten-thousandths • Thirty-four • twenty-fourths • One-fourth • Four-fifths • Three-thirds • One-thousandth

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Rules: Hyphens with Prefixes Some general principles related to using hyphens with prefixes are given below in the table.

Sl. No.	Rules	# Examples
1.	Use a hyphen to avoid doubling a vowel or tripling consonant, except after the prefixes co-, de-, pre-, pro-, and re-	• Anti-inflammation • Micro-organisms • Brass-smith • Preexisting • Cooperation • Semi-independent • Deemphasis • Semiofficial • Ultra-atomic • Reenact • Thimble-eye • Cell-like • Anti-isolationist • Bell-like • Coeducation • Coordination
2.	Use a hyphen to clarify pronunciation or meaning. Use hyphen when the prefix is combined with a word that begins with a capital letter.	• Re-form • Re-creation • Re-present • Re-cover 3. • Pan-Indian languages • Un-Christian • Anti-American • Pre-Comprehensive Examination • Half-Yearly Examination
4.	Use hyphen when self-, ex- (when it means former) and all- are used as prefixes.	• Self-sufficient • Self-educated • Self-image • Ex-president • ex-director • All-around • All-knowing • all-American
5.	Use hyphen when 'great' is used as a prefix with kinship terms.	• Great-grandmother • Great-grandfather • Great-aunt • Great-uncle
6.	Words with half- as a prefix are usually, but not always hyphenated.	• Half-asleep • Half-baked • Half-hearted • Halfway
7.	When we combine more than two nouns to form compound nouns, we would use a hyphen with the first, but not	

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the last. • Under-and overdeveloped nations Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 4.2.4

Rules: Compound words without Hyphens Some compounds do not take hyphens. Sl. No. Rules # Examples 1. Some compound words can be written as one word only. • Highway • Weekend • Girlfriend • Seafood • Weekday • Penfriend • Roadside • Sawdust • Pocketbook • Skywards • Sawmill • Thanksgiving 2. Some compound words can be written as two words even though they express a single idea. • High school • High court • Pocket sense • Road sense • Road tax • Sea shell

3. It is not hyphenated if the compound adjective is used as a predicate adjective. • But the job was half completed • The method was up to date • The speaker was well known 4. It is not hyphenated when the first element of the compound is an adverb ending in '-ly'. • Easily answered question • Slowly curving ball • A poorly prepared plan • Highly effective 5. Do not use a hyphen in a unit modifier which contains a letter or a number as its second element. • Grade A cotton • Point 3 program • Ward C patients 6. Do not use hyphens in a foreign phrase used as a unit modifier. • Ex officio member • Per diem employee • Per capita tax 7. Sometimes hyphenation creates confusion. Try to avoid such types of sentences. Many problems are best settled not by consulting rules for hyphenation but for revising the sentence. • A mercuric chloride- activated compound Revised: a compound activated by mercuric chloride • A 7 by 16-foot area Revised: an area of 7 by 16 feet 8. Some compound expressions as well as essential parts of disease descriptions are not hyphenated. • Congestive heart failure • Intensive care unit 9. The use of unwieldy compounds is a sign of poor style. Instead of trying to decide how to hyphenate them it is better to refrain from using them. • Internal-combustion-gasoline engine cylinders Revised: cylinders for internal-combustion gasoline engines • A piece of 1 ½ inch - inside diameter pipe Revised: A piece of pipe with an inside diameter of 1½ inches. 10. It is important to remember that the same term may be hyphenated in one usage and not in • The blast-furnace crew worked overtime. another. • A new blast furnace is being designed. • The blast-off occurred as planned. • It will blast off at 7.15 p.m.

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Rules: Prefixes without Hyphens A prefix joined to a common word usually becomes part of the word, so that the combination is written as one word. We do not use hyphens with compounds formed by using these following prefixes: Antisocialism Hypersensitive infrastructure Interpersonal Pseudoculture Transcontinental Overanxious Unimpressive Infrastructure Multicultural Sociolinguistics Semiconductor Pluricultural Minibus Biochemistry extraordinary Macroeconomics postwar 4.3 Punctuation Mark: Dashes (—) Dashes, like commas, semicolons, colons, ellipses, and parentheses, indicate added emphasis, an interruption, or an abrupt change of thought. Experienced writers know that these marks are not interchangeable. Note how dashes subtly change the tone of the following sentences: Examples: You are the friend, the only friend, who offered to help me. You are the friend—the only friend—who offered to help me. I pay the bills; she has all the fun. I pay the bills—she has all the fun. I wish you would...oh, never mind. I wish you would—oh, never mind. Rule 1. # Words and phrases between dashes are not generally part of the subject. Example: Joe—and his trusty mutt—was always welcome. Rule 2. # Dashes replace otherwise mandatory punctuation, such as the commas after Iowa and 2013 in the following examples: Without dash: The man from Ames, Iowa, arrived. With dash: The man—he was from Ames, Iowa—arrived. Without dash: The May 1, 2013, edition of the Ames Sentinel arrived in June. With dash: The Ames Sentinel—dated May 1, 2013—arrived in June. Rule 3. # Some writers and publishers prefer spaces around dashes. Example: Joe — and his trusty mutt — was always welcome. 4.4 Unit Summary Compound words can be written three ways: as one word (seafood), as two words that have space in between (sea shell), or as two words separated from each other by a hyphen (sea-fish). There may be different ways of writing compound words, but they express a single idea. Dashes, like commas, semicolons, colons, ellipses, and parentheses, indicate added emphasis, an interruption, or an abrupt change of thought. Experienced writers know that these marks are not interchangeable. 4.5 Key Terms • A hyphen (-) is a punctuation mark that's used to join words or parts of words. It's not interchangeable with other types of dashes. Use a hyphen in a compound modifier when the modifier comes before the word it's modifying. • The dash (—) is a punctuation mark consisting of a long horizontal line. It is similar in appearance to the hyphen and minus sign but is longer and sometimes higher from the baseline 4.6 Check Your Progress Subjective: 1) What are hyphens? Discuss the difficulties related to the usage of it. 2) What are dashes? Discuss the rules related to its usage. Objective: 1) Complete the line: Use a hyphen for compound beginning with a \_\_\_\_\_. 2) Complete the line: Use a hyphen to separate the prefix if the base begins with \_\_\_\_\_. 3) Fill in the blanks: Words and phrases between dashes are not generally part of the \_\_\_\_\_. 4) Fill in the blank: We combine more than two nouns to form compound nouns, we would use a hyphen with the \_\_\_\_\_, but not the \_\_\_\_\_. 5) True/False: A prefix joined to a common word usually becomes part of the word, so that the combination is written as one word. 6) True/False: Do not use hyphens in a foreign phrase used as a unit modifier.

References: ● Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. ● Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. ● Raymond V. Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. ● Soumitra Kumar Choudhury, Anjana Neira Dev, Archana Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson ● Fiona Talbot; How to Write Effective Business English; London and Philadelphia ● Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk ● Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. ●

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Module III: Certain Transcribing Set Rules

Unit 5: Writing Numbers and Abbreviations 5.0 Introduction 5.1 Unit Objective 5.2 Transcribing Numbers 5.3

Abbreviations Technical & Non-technical forms 5.3.1 Abbreviations: Guiding Principles 5.3.2 Common Abbreviation

Forms 5.4 Unit Summary 5.5 Key Terms 5.6 Check Your Progress 5.0 Introduction Numbers are a symbol or a word that indicate a quantity of units. We write numbers or numerals - Arabic, figure, Roman, cardinal, and ordinal in numeric (1, 2,...) or spelled-out form (one/first, two/second,...), or in a combination of a figure and a part of a word (1st, 2nd...). It is often seen that transcribing the numbers, one gets troubled with choosing whether to express a number in figures or to spell it out. Certain rules are guiding in using the right form of numbers appropriately when writing a business letter, memo, or report. Abbreviations are the short forms of words or phrases used often in business communications and technical writings. Using them, sometimes we come across such abbreviations that are widely used and generally understood. Though, it also happens that some abbreviations are not used commonly and are specific to certain subjects. Thus, they must be used considering the audience's level of understanding with them. 5.1 Unit Objective This Unit covers the following topics: Transcribing Numbers Abbreviations Technical & Non-technical forms - Abbreviations: Guiding Principles - Common Abbreviation Forms

5.2 Transcribing Numbers Numbers are a symbol or a word that indicate a quantity of units. We write numbers or numerals (Arabic, figure, Roman, cardinal, and ordinal) in numeric (1, 2,...) or spelt-out form (one/first, two/second,...), or in a combination of a figure and a part of a word (1st, 2nd...). ● The Arabic numerals refer to the figures and combinations of the figures e.g., 0, 1, 2...10, 11, 12 ● 'Numeric term' refers to written numbers like one, eleven. ● Roman numerals refer to the use of certain letters of the alphabet and combinations of the letters such as I, V, X, L... or i, ii, iii. Though Arabic numerals have replaced Roman numerals at various domains, still there are certain places where they are used such as clocks, in dates on public monuments, statues, tombstones, and in the names of kings and queens. They are used in numbering the preliminary pages of a report or a book such as 'Preface', 'Forward', 'Table of Contents', etc. The Roman numerals are written in both capital and small-letter forms. They are used in small letter form for numbering the preliminary pages and in capital form when they are used in indicating the number of a unit or a part in a book. Arabic Numerals Roman Numerals Arabic Numerals Roman Numerals 1 2 3 4 5 6 7 8 9 10 20 30 40 45 I II III IV V VI VII VIII IX X XX XXX XL XLV 61 70 80 90 100 150 200 300 400 500 600 700 800 900 LXI LXX LXXX XC C CL CC CCC CD D DC DCC DCCC CM

49 50 60 XLIX L LX 1000 M ● Cardinal numbers refer to the quantity of objects in the same class. It may be a whole number, a fraction, or a combination, for eg. first, 1st, second, twelfth, 16th and so forth. It is often seen that transcribing the numbers, one gets troubled with choosing whether to express a number in figures or to spell it out. Certain rules are guiding in using the number-forms appropriately when writing a business letter, memo, or report. Though according to the general rules that provide overall guidance while transcribing numbers say: ● Spell out a number at the beginning of a sentence. ● Use Arabic numerals. ● Except in legal documents, avoid repeating in numerals, a number which has been spelled out. Following given table presents the rules dividing them into three sections as: the numbers that are spelled out, the numbers that are in figures, and the large numbers. Numbers Spelled Out: a. Single-digit numbers (less than 10) are spelt out in a sentence. ● Three years experience. ● One day. b. Numbers of less than 10 preceding a compound modifier containing a figure is spelt out in a sentence. ● Fifteen 6-inch guns. c. Large round numbers and indefinite expressions are spelt out. ● Nine thousand gentleman ● In the early seventies ● Mid eighty

- Less than a lakh rupee. d. Ordinal numbers less than tenth are spelt out. • Third street • Tenth century • First meeting
- e. Age given in years unless it is a significant statistic. • Rita was seventeen when she came here. Company policy requires executives to retire at 58. Numbers Expressed in Figures: a. Numbers of 10 or more within a sentence are expressed in figures. • Approximately 110 applications have been received so far. b. If some numbers in a paragraph (section) are over 100: • The college has 1024 South Indian students — 600 from Tamil Nadu, 400 from Andhra Pradesh, 19 from Kashmir, and 5 from Karnataka. c. Serial numbers: • Pages 250-270 • Bulletin 450 • Lines 5 and 8 d. Use figures for numbering pages, chapter, serial, illustrations, telephone numbers, files, models, insurance policies, Permanent Account Number (PAN) and company registered number. • P 40 • Model No SX 642 • Fig. 2.4 • PAN AIRPAK 2402E e. Use figures to write numbers if they occur in a series in a sentence or in a paragraph. We bought 4 chairs, 5 desks, and 6 tables. f. Use figures to express: • Percentages • : 55%, 5 percent Age • expressed in years, months, and days. Do not use commas to separate the parts of the age, for eg 5 years old. Dates • : December 2021 (not December, 2021), and December 13, 2021 (not December 13 2021) • Anniversaries Centuries and Decades • : 20th Century or Twentieth Century; 3 decades Period of Time that has technical or some other special significance. For e.g The bank offers fixed-rate mortgage for 25 years or for 30 years. • Time: • Meeting will be at 11 a.m.; Half-past 4 or 4.30 p.m. Unit Modifiers • : 5-day week, 8-hour day Decimals • : Place a zero before a decimal there is no unit, except in market quotations. 0.35 inch, 2.50 Market Quotations • : 4 1/2 - per cent bonds; Degrees • : 20°C temperature Mathematical Expressions • : Multiplied by 5 Measurements • : For weights, quantities, dimensions, temperatures, sizes, distances, and other measurements. This packet weighs 5 kilograms; One room is 12 by 16 feet, this jar holds 5 litres. Money: Amount of money is transcribed in figures except when they occur at the beginning of the sentence. Rs. 5; Rs. 36,560 Proportion: 1 to 4; 20th Century Large Numbers: Large numbers are usually written in figures; however, numbers from a million up which end in four or more zeros may be expressed in text by combining figures and words. Preferable in Text Acceptable in Text 494, 655, 245 494, 655, 245 Rs. 2,400,260 Rs. 14,000,000 Rs.14 million 14 million rupees Rs. 2,000,000,000 Rs.2 billion Two billion rupees

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Abbreviations Technical & Non-technical forms Abbreviations are the short forms of words or phrases used often in business communications and technical writings. Using them, sometimes we come across such abbreviations that are widely used and generally understood. Though, it also happens that some abbreviations are not used commonly and are specific to certain subjects. Thus, they must be used considering the audience's level of understanding with them. 5.3.1

Abbreviations: Guiding Principles Some general ways of using abbreviations are like: • We capitalise the abbreviations when the terms are also in capital.

- Generally, we omit the period but use it in such situations where some confusion may arise, if not put. For example, the abbreviation 'in.' may confuse the readers with the word 'in'. Hence, avoid using abbreviations that may puzzle the readers. • Writers can abbreviate any term but should inform that clearly to the readers by writing it in full and then showing the abbreviation in parentheses. It signals the readers that ahead, throughout the text, the abbreviation shall be used. The following given table presents the guiding principles for the use of abbreviations: 1) Abbreviate certain words and titles when they come immediately before a proper name. • Dr. Rao • Prof. Rao 2) Generally we do not abbreviate the military and religious titles. • Captain Rawat • Brother Clifford 3) Time designations are abbreviated only when they are being used with actual times. • 400 B.C. • 6.15 PM 4) The abbreviation form of 'number' - 'no.' is used only when the actual number is given. • Refer to the exercise no.7 of this module. 5) Do not give space between the letters and use periods after the letters in writing acronyms. • UNO • WHO • UNESCO

- 6) Use a 'period' with the abbreviation form of a technical term that stands for a complete word like 'in.' for 'inches'. If we do not use the period with such an abbreviation form, it may confuse the readers. • in. • bar. • at.wt • ft • cu ft 7) We use the same (singular) form of abbreviations for both singular and plural terms. • cu ft - for both 'cubic foot' or 'cubic feet' • cm - for both 'centimeter' or 'centimeters' • hr- hours • gal - gallons Exception: • 'no.' for number and 'nos.' for numbers • 'p' for page and 'pp.' for pages • 'ms.' for manuscript and 'mss' for manuscripts 8) We use small (lower case) letters except for letters standing for proper nouns or proper adjectives. • mps - mile per hour • cm - centimetres 9) Use the hyphen in the abbreviations used for adjectives. • a-c: This a-c motor can be converted to 48 volts etc. 10) Spell out many short and common words. acre, rod, per, ton 11) In compound abbreviations, use internal spacing only if its first word is represented by more than its first letters. Cu ft (Cubic feet) 12) Abbreviate terms of measurement only if they are preceded by an Arabic expression of exact quantity. 55mph 200lb anchor

5.3.2 Common Abbreviation Forms Commonly used abbreviations are: Abbreviations used for units or measurement:

amp Ambere l litre az Azimuth lat latitude c Centigrade lb pound cal Calorie lin liner cc Cubic centimetre log logarithm cm centimetre m metre cu ft Cubic feet min minute dc Direct current max maximum dm decimeter mg miligram doz dozen ml millilitre F Fahrenheit mm millimetre f farad oct octave fbm Foot board measure oz ounce Fl oz Fluid ounce pst Pounds per square foot FM Frequency modulation psi Pounds per second fp Foot pound qt quart ft foot rpm Revolution per minute gm gram rps Revolution per second gal gallon sec second gpm Gallons per minute Sp gr Specific gravity hp Horse pour sq square hr hour t tonne in. inch temp temperature

Abbreviations used for reference in manuscript:

anon Anonymous illus illustrated app Appendix jour journal Arts, arts Article(s) L, ll line(s) b born Ms, mss Manuscript (s) bull bulletin nd No date copyright np No place of publication given cf Compare (with) no. number Ch, chap chapter nos numbers col column P, pp page, pages diss dissertation Pt, pts Part, parts ed Editor, edited by rev revised edn edition rep reprint Et al And others sec section e.g. For example trans translation esp especially viz namely etc And so forth, et cetera vol(s) volume(s) ibid In the same place (in book of article) N.B. Please note F or ff Following page or pages Inc Incorporated fig figure v Vide (sec) i.e. That is

Miscellaneous: ac Alternating current ital italic A/C account misc miscellaneous ad advertisement na Not applicable admin administration par paragraph approx approximately pc Personal computer bidg building pa Per annum B.F. Brought forward o.k All correct, agreed C/o Care of qr quarter cif Cost, insurance, and freight R.S.V.P Please reply COD Cash on Delivery Supdt. Superintendent do ditto PTO Please turn Over freq freequency VIP Very Important H.Q. Head quarters 5.4 Unit Summary Numbers are a symbol or a word that indicate a quantity of units. We write numbers or numerals (Arabic, figure, Roman, cardinal, and ordinal) in numeric (1, 2,...) or spelt-out form (one/first, two/second,...), or in a combination of a figure and a part of a word (1st, 2nd...).

Abbreviations are the short forms of words or phrases used often in business communications and technical writings. Using them, sometimes we come across such abbreviations that are widely used and generally understood. Though, it also happens that some abbreviations are not used commonly and are specific to certain subjects. Thus, they must be used considering the audience's level of understanding with them. 5.5 Key Terms • Transcribe numbers: put numbers into written or printed form. • Abbreviations: a shortened form of a word or phrase.: 5.6 Check Your Progress Subjective: 1) How do we transcribe numbers, discuss some of the rules attached with it. 2) What are abbreviations? Discuss some of the general methods of abbreviations. 3) Discuss different guidelines accepted for writing abbreviations. Objective: 1) True/false: The Roman numerals are written in both capital and small-letter forms. 2) Complete the line: We capitalise the abbreviations when the terms are \_\_\_\_\_. 3) Complete the line: 'Numeric term' refers to \_\_\_\_\_. 4) Fill in the blank: We can abbreviate any term but should inform that clearly to the readers by writing it in full and then showing the abbreviation in \_\_\_\_\_. 5) Abbreviate the following given terms • Cubic centimetre \_\_\_\_\_ • Brought forward \_\_\_\_\_ • In the same place (in book of article \_\_\_\_\_ • All correct, agreed \_\_\_\_\_ 6) Give the full form of the following given abbreviations: • COD: \_\_\_\_\_ • Qr: \_\_\_\_\_ • J: \_\_\_\_\_ • rpm: \_\_\_\_\_

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Unit 6: Proofreading 6.0 Introduction 6.1 Unit Objective 6.2 Proofreading Symbols 6.3 Proofreading 6.4

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Unit Summary 6.5 Key Terms 6.6 Check Your Progress 6.0 Introduction At a workplace, you may

have to read and revise a manuscript for finding any spelling, grammar, punctuation, and formatting errors, and this process is called proofreading. Proofreading a document before publishing and sharing or sending it ahead saves one from any written communication failure and embarrassment. It comes as the last step in the writing and editing process. In proofreading or revising content, a few indicative symbols are used. Most professionals opine that proofreading symbols help correct the draft of a report or a formal document. 6.1

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Unit Objective This unit intends to introduce learners with the

commonly used proofreading symbols and their usage. 6.2 Proofreading Symbols Following is given a table expliciting several commonly used proofreading symbols, their meaning, and usage through examples. S. No. Symbol Meaning Examples Before proofreading After proofreading Position:

1. Move as indicated
2. Move this to the left
3. Move this to the right
4. Raise to proper position
5. Lower to proper position
6. Align horizontally
7. Align vertically
- Spacing: 8. # Insert a space here 9. eq # Space evenly
10. Close up
11. Delete and close up
- Style of Type: 12. lc Set in lower case 13. Caps. Set in capitals 14. S/CAP or S.C. Set in small capitals 15. ital Set in italic 16. rom Set in Roman 17. bf Set in boldface 18. bf caps Set in boldface capitals 19. wf Wrong font
- Paragraphing: 20. Begin paragraph 21. No paragraphs 22. Run on Run together 23. flush No indentation
- Insertion & Deletion: 24. Delete 25. stet Retain the crossed out letter or word 26. Insert
27. Insert comma 28. Insert semicolon 29. Insert colon 30. Insert question mark 31. parentheses 32. Brackets 33. Insert hyphen 34. Insert apostrophe 35. Insert period 36. Insert quotation marks
- Miscellaneous: 37. sp Spell out 38. Replace broken or imperfect type

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Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 6.3

Proofreading Proofreading, the final element of the writing portion, involves editing a copy for spelling, capitalization, punctuation, and typing errors/accuracy. It is a careful reading activity. It usually begins with - checking the spelling of names, then ensuring whether the writer has used the words correctly that often go wrong in usage (affect/effect, complimentary/complementary). Though typing a text on computers saves one from making spelling errors, sometimes fast typing may cause such mistakes that may be technically correct but functionally or Grammarly wrong. Homonyms like bear/bare or course/coarse can confuse a person in using them correctly. Capitalization makes your sentence start, it characterises a sentence. Besides starting a sentence there are various words that are capitalised according to some grammatical rules which are not easy to remember. We use various punctuation marks (period, comma, exclamation mark, question mark, semicolon, apostrophes, and quotation marks etc.) in writing a text which helps to structure and organise the thoughts. Proofread the punctuation marks used in the text. Punctuation marks used inappropriately may invert the meaning of a line the writer had intended to convey. Look out for the commas inserted after the introductory phrase and between two independent clauses joining through coordinating conjunction. Proofreading a text for the punctuation marks does not merely involve whether they have been used correctly, it also implies finding if the writer has missed using them somewhere. If any phone number or a URL has been included, determine both are correct for any mistake which may come in typing them. As mentioned, proofreading is reading content for different kinds of errors. Let's study about those different elements we check in proofreading. Proofreading checks numeral things like: - The misspelt, misused, missing words. It checks the errors regarding the punctuation as well like misplaced, misused commas or apostrophes, quotation marks etc. - The proofed text with the edited copy. - The captions and illustrations. - The heading, page numbering. - Active voice or passive voice usage. - Gender, racial, or bias clarity. - Conciseness - Shorter paragraphs. - Style- formal and informal - Misplaced words/phrases 6.4 Unit Summary At the workplace, we read and revise the manuscript. As this exercise is done many times, we must acquaint ourselves with proofreading symbols. The symbols indicate to the reader or the printer that corrections or changes have to be done in the manuscript. 6.5 Key Terms Proofreading: Proofreading is the process of reviewing the final draft of a piece of writing to ensure consistency and accuracy in grammar, spelling, punctuation, and formatting.

URL: Uniform Resource Locator (URL), colloquially termed a web address is a reference to a web resource that specifies its location on a computer network and a mechanism for retrieving it. 6.6 Check your progress 1) What are the proofreading symbols for the following given proofreading needs: ● Set in italics: ● Align horizontally: ● Delete and closeup ● Begin paragraph: ● Insert comma: ● Spell out: 2) Write the meaning of the following given proofreading symbols. \_\_\_\_\_ 3) What is proofreading, and discuss its significance?

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Module IV: Intercultural Business Communication

Unit 7: Basics of Intercultural Communication 7.0 Introduction 7.1 Unit Objective 7.2 Intercultural Communication 7.3

Understanding Culture 7.3.1 Dimensions of Culture 7.4 Unit Summary 7.5 Key Terms 7.6 Check Your Progress 7.0

Introduction Intercultural communication is the sending and receiving of messages across languages and cultures. When we talk of other cultures we mean not only those who speak a language that is different from ours or who live in a different country or region; we also mean those who live in the same city or region but who do not share the same social groups. Whereas communication is a process, culture is the structure through which the communication is formulated and interpreted. Culture deals with the way people live. When cultures interact, adaptation must take place for the cultures to communicate effectively. With intercultural business communication, being aware of each culture's symbols, how they are the same, and how they are different is important. 7.1 Unit Objective This units covers topics such as: Basics of intercultural communication, understanding culture, developing intercultural communication skills 7.2 Intercultural Communication Technology, internet, global business outreach, diverse workforce are several such reasons that lead humans to come into contact with people from cultures other than their own. Intercultural skills are not only significant for those who are involved in cross border mergers but by people who work in all kinds of organisations.

Any company can be involved in different intercultural interactions. Dennis Clackworthy has given us a diagram that explains the existence of intercultural communication at different levels explicitly. It is clear that managers in many companies will increasingly find themselves working in international teams at home, abroad, and in cyberspace, negotiating with foreign partners, and managing a diverse workforce. Of course, intercultural communication is not only of importance for business people. It is important for other professionals too. It happens within a group or team, from a peer to others, and so forth. It is the reality that organisations are becoming more multicultural: a) the workforces are becoming more diverse, b) organisations are more likely to communicate with customers and clients from different cultures, and c) multinational organisational setup. Such situations cause challenges in adapting to local cultures. Even having common ideas and perceptions, any two different communities may have difficulty



communicating effectively. To communicate effectively in the intercultural business environment, knowing all the cultural factors that affect the situation is essential. 7.3 Understanding Culture Here culture is not used in the sense of literature, music, and art; it is in the sense of a shared system of attitudes, beliefs, values, behaviour, and language. It is often defined in many ways as different authors emphasise different aspects. "Culture is defined as a historically transmitted system of symbols, meaning and norms." (Collier, 1997) Culture is the 'system of knowledge' that is shared by a large group of people. (Gudykunst, 1991, p. 44) An ensemble of social experiences, thought structures, expectations, and practises of action, which has the quality of a mental apparatus. (Clyne, 1994, p. 3) There is also the idea of sub-groups within the larger community. Cultures existing within a culture are often referred to as subcultures that may have very different sources of identity. When interculturalists use the word 'culture' they do not just mean national culture, but the whole range of different types of culture. These include: ● corporate culture (for example, the culture of Microsoft) ● professional culture (for example, the culture of lawyers or doctors) ● gender (the different cultures of men and women) ● age (the different cultures of young, middle-aged, and old people) ● religious culture (for example, Catholicism, Protestantism, Islam) ● regional culture (for example, Northern and Southern Italy) ● class culture (working class, middle class, and upper class). (Source: Intercultural Business Communication Robert Gibson) In some cases these factors may play a more significant part than national culture in binding people together. Scientists of different nationalities who work together on

research projects frequently report on how their common professional interests are so strong that national cultural differences become unimportant. Communication is a process that involves the sending and receiving of information between a sender and a receiver. This does not take place only through the use of words, but also through non-verbal factors such as gestures and facial expressions. A common model for communication, given below, explains how does it take place: Figure 7.1: Communication model (Jandt 1995) The model explicits: The idea of feeling comes from the 'source'. This is put into symbols (encoded) to produce a "message" which transmits through a "channel". The channel is the medium through which we communicate, for example, writing. The message is interpreted by the "receiver" (decoded), who responds. The "context" is the environment in which the communication takes place. "Noise" is anything that distorts the message. (Intercultural Business Communication Robert Gibson) 7.3.1 Dimensions of Culture To

communicate in the intercultural business environment, knowing all the cultural factors that affect the situation is essential. The graphical representation of culture in Figure 1-1 has three primary dimensions—language, physical, and psychological (Borden, 1991, p. 171).

Figure 7.2: Dimensions of Culture \*Adapted from American ways (3rd ed.) by Gary Althen with Janet Bennett, 2011, Boston, MA: Intercultural Press, Inc. Used by permission. The language, physical, and psychological dimensions of culture are interdependent. As we are born into a society, no one dimension is more important than the others. The individual dimensions develop in harmony with each other. First, the language dimension is used to communicate with other people who have similar values and beliefs. Second, the physical dimension relates to the physical reality of our environment and the cultural activities of the people. The physical dimension is measured objectively. Third, the psychological dimension relates to our knowledge, beliefs, and mental activities. The psychological dimension is measured subjectively. Although we can alter these characteristics and our way of communicating with others, we must first understand our own personal dimensions and understand why we are the way we are. Culture is learned through perception. Perceptions are formed in various ways: where we are born and raised, the language we learn, the people and environment with which we live, and the psychological stimuli we encounter. No two individuals view the external world the same because no two individuals receive exactly the same stimuli or share the same physical sensory receptors. Because we know only what we have personally perceived and cannot know for sure what someone else has perceived, intercultural communication involving different cultures becomes particularly difficult (Singer, 1998).

Another way to describe culture is by using the cultural metaphor, which has six dimensions (Gannon, Locke, Amit, Pino, & Kristof-Brown, 2005):

1. What do members of a society assume about the nature of people? Specifically, are people good, bad, or a mixture?
2. What do members of society assume about the relationship between a person and nature? Specifically, should we live in harmony with nature or subjugate it?
3. What do members of society assume about the relationship between people? Specifically, should a person act in an individual manner, or should he or she consider the group before taking action (individualism to groupism or collectivism in terms of such issues as making decisions, conformity, etc.)?
4. What is the primary mode of activity in a given society? Is it being or accepting the status quo, enjoying the current situation, and going with the flow of things? Or is it changing things to make them better by setting specific goals and accomplishing them within specific schedules?
5. What is the conception of space in a given society? Specifically, is space considered private in that meetings are held in private and people respect an individual's need for space by avoiding close physical encounters? Or is space viewed as public? That is, everyone participates in meetings and decision making, emotions are expressed publicly, and people stand in close proximity to one another?
6. What is the society's dominant temporal orientation: past, present, or future?

Gannon et al. (2005) use this system to separate cultures into seven groups: authority-ranking cultures; equality-matching cultures; market-pricing cultures; cleft national cultures; torn national cultures; same metaphor, different meanings cultures; and the base culture and its diffusion across borders. The authority-ranking cultures include Thailand, Japan, India, Bedouins of Saudi Arabia, Turkey, Brazil, Poland, and South Korea. The equality-matching cultures include Germany, Sweden, Ireland, Canada, Denmark, and France. The market-pricing cultures include the United States and Britain. Cleft national cultures include Malaysia, Nigeria, Israel, Italy, and Belgium. The torn national cultures include Mexico and Russia. The same metaphor, different meanings cultures are Spain and Portugal. The base culture and its diffusion across borders include China and Singapore. Using a cultural intelligence approach to studying culture suggests that different cultures structure knowledge differently and that these differences determine aspects of behaviour and communication such as information that is accepted as a proof for an opinion or argument, the syntax of the information, and the topics that are considered appropriate to discuss. In order for people to be culturally intelligent, they must have cognitive flexibility and metacognition across different cross-cultural settings, the behavioural ability to interact interculturally, and the motivation to do so. Some people are able to communicate interculturally easier than others (Earley, Murnieks, & Mosakowski, 2007). If you find that a particular cultural attitude is constant across cultures, then you do not have to be concerned about that particular cultural trait. However, if you find that a particular cultural attitude varies for specific cultures, you should consider the effect it will have on communications with cultures that possess this attitude. A cultural symbol is a word or object that represents something in the culture. Cultural symbol variability may be included in social cognitive processes such as information processing, persuasive strategy selection, conflict management styles, personality, social relations, and self-perceptions as well as habits, norms, rules, roles, networks, language, and environment. All the factors interact and influence each other. To communicate effectively in the intercultural business environment, it is important to know all the cultural factors that affect the situation. (Dimensions of culture: source Intercultural Business Communication Sixth Edition Lillian H. Chaney The University of Memphis Jeanette S. Martin The University of Mississippi)

7.4 Unit Summary Technology, internet, global business outreach, diverse workforce are several such reasons that lead humans to come into contact with people from cultures other than their own. Intercultural skills are not only significant for those who are involved in cross border mergers but by people who work in all kinds of organisations.

When interculturalists use the word 'culture' they do not just mean national culture, but the whole range of different types of culture. These include: corporate culture (for example, the culture of Microsoft); professional culture (for example, the culture of lawyers or doctors); gender (the different cultures of men and women); age (the different cultures of young, middle-aged, and old people); religious culture (for example, Catholicism, Protestantism, Islam); regional culture (for example, Northern and Southern Italy); class culture (working class, middle class, and upper class). Whereas communication is a process, culture is the structure through which the communication is formulated and interpreted. Culture deals with the way people live. When cultures interact, adaptation must take place for the cultures to communicate effectively. With intercultural business communication, being aware of each culture's symbols, how they are the same, and how they are different is important.

**7.5 Key Terms**

- Interculturalism refers to support for cross-cultural dialogue and challenging self-segregation tendencies within cultures.
- Intercultural communication refers to the communication between people from two different cultures. Intercultural communication is a symbolic, interpretive, transactional, contextual process in which people from different cultures create shared meanings.

**7.6 Check Your Progress**

  - 1) What is intercultural communication, and how does it exist in business communication?
  - 2) Define the term 'culture'.
  - 3) What are different dimensions of culture?
  - 4) How are organisations becoming more multicultural, discuss.
  - 5) Fill in the blank: To communicate in the intercultural business environment, knowing all the \_\_\_\_\_ factors that affect the situation is essential.
  - 6) Complete the line: Communication does not take place only through the use of words, but also through \_\_\_\_\_.
  - 7) True/False: When interculturalists use the word 'culture' they do not just mean national culture, but the whole range of different types of culture.

Reference: 1. Business communication. I. Bruckmann, Clive G., 1946– II. Title 2. Intercultural Business Communication Robert Gibson; Oxford University Press Great Clarendon Street, Oxford OX2 6 D P 3. Intercultural Business Communication Sixth Edition Lillian H. Chaney The University of Memphis Jeanette S. Martin The University of Mississippi; Pearson

Unit 8: Intercultural Communication: Barriers & Skills 8.0 Introduction 8.1 Unit Objective 8.2 Barriers to Intercultural communication 8.2.1 Business Language (English) 8.3 Overcoming Intercultural Communication Barriers 8.3.1 Intercultural Skills in International Business Communication 8.4 Unit Summary 8.5 Key Terms 8.6 Check Your Progress 8.0 Introduction Intercultural communication takes place when the sender and the receiver are from different cultures. Communication can be very difficult if there is a big difference between the two cultures; if there is too much 'cultural noise', it can break down completely. With the rising global business prospects, learning about intercultural communication skills leads to experience productive and successful communication.

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The ability to communicate across cultures effectively gives businessmen/managers and organisations benefits such as quick problem solutions, strong decision making, increased productivity, steadier workflow, strong business relationships, enhanced professional image, and so on. 8.1

Unit Objective This unit covers the topics such as 'barriers to intercultural communication' and the skill significant in learning intercultural communication effectively.

8.2 Barriers to Intercultural communication Intercultural communication takes place when the sender and the receiver are from different cultures. Communication can become difficult if there is a big difference between the two cultures; if there is too much 'cultural noise', it can break down completely. Following are discussed different aspects or factors that pose as barriers to intercultural communication.

- 1) Attitude: One's attitude can affect intercultural communication: It can be a highly negative attitude, built towards other cultures, thinking my culture is always stronger than other types of cultural influences. For example, thinking my nation is the best, can only narrow one's attitude towards other nationalities. Ethnocentrism Thinking about our own culture, our group behaviour as the standard against all the other groups. One's own cultural experience unintentionally makes us feel that our culture is distinctive. This ethnocentrism increases the level of anxiety. In work places ethnocentrism is directly proportional to anxiety level. Multicultural team members face a lot of issues due to ethnocentrism. Believing that If they want to do business with me, then they'll have to adapt to my culture; it is an ethnocentric approach and is unlikely to lead to establishing a business relation or communication successfully. Culture is so deeply rooted that it is not possible to change one's original culture and take on a new one. It is not useful to believe that 'When in Rome, do as the Romans do.' It's impossible to generalise about cultures—there are so many differences. One should be careful with generalisations. Business professionals might think that travelling abroad or communicating with a foreign culture delegate requires them to follow a list of dos and don'ts. Though it is not so, it is more than a knowledge of a few basic facts.
- 2) Perception: The way we perceive is culturally determined, and the general lack of awareness of this is another barrier to intercultural communication.

Figure 8.1 Rubin's vase The picture, known as Rubin's vase, is a very famous example of how perception works. It can be seen as a vase, or as two heads opposite each other. Most people can't see both at the same time, so some see the vase first, and some the heads. The fact that people perceive the same thing in different ways is particularly important in intercultural communication. (source:Robert Gibson; Intercultural Business Communication) 3) Stereotypes: Having a fixed idea or image of a particular type of person or thing, which is not true in reality, is to be a stereotype. Generalising and categorising are something natural but being too rigid with them can be a barrier to the effective interpretation of a situation.

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In intercultural communication, in particular, it is vital to distinguish between what is part of a person's cultural background and what is part of their personality.

In the figure 8.2, Hofstede uses the model of the pyramid to illustrate 'three levels of uniqueness in human mental programming'. Every person is in some way like all other people, some, or none. Figure 8.2: Levels of uniqueness (Hofstede 1991) We do and think some things because we are humans: for instance, we want to sleep, eat, and survive. These are universal and inherited characteristics. We

also do and think about some things because of our culture: this might determine, for instance, when we eat and sleep, and how far we try to survive. These are characteristics which are specific to a particular group of people, and are learnt. We also do and think some things because of our individual personality. These characteristics are specific to us as individuals, and are both inherited and learnt. When trying to understand the behaviour of a person it is important to consider all of these three levels. Within a culture there will be a range of attitudes, beliefs, values, and behaviour. It is possible to generalise about a culture, but care should be taken in applying those generalisations to individuals. When we meet an individual we can't tell where they are on the range (see Figure 8.3). (source:Robert Gibson; Intercultural Business Communication) Figure 8.3: How attitudes and beliefs are distributed 4) Interpretation: A Japanese businessman negotiating with a Norwegian partner said, "The deal will be very difficult". The Norwegian asked, "How can her company help to solve the problems?" The Japanese became puzzled by the question. (Adapted from Adler 1997: 70) For the Japanese, the message was quite clear. For him, the statement that it would be difficult meant that there would be no deal. He expressed this directly, to be polite, and to avoid 'loss of face'. The Norwegian, not being aware of this, thought that there were some problems that could be resolved. This is a case of misinterpretation, in which the two people have interpreted the same statement in completely different ways.

Gudykunst (1994: 129-36) suggests three ways of checking our interpretation of other people's behaviour. a. Perception checking The aim of perception checking is to ensure that our interpretation of the other person's behaviour is what he or she meant it to be. First we have to describe what we thought the other person meant, before asking if this interpretation is correct. Even this process is culturally determined, and for people from some cultures could be too direct. 'If you are an individualist communicating with a collectivist, it is important to keep in mind that collectivists may not feel comfortable answering direct questions. In this case you may have to ask your perception checking questions more indirectly.' b. Listening effectively It is important to distinguish between hearing (the physical process) and listening, which involves much more attention, and includes absorbing new information, checking it with what you already know, categorising it, selecting ideas, and predicting what is coming next. Active listening involves showing the speaker that we are involved in the conversation, trying to understand, and to understand them better (by asking questions, for instance, or restating what they have said). c. Giving Feedback This is the verbal or non-verbal response to others. Again, the ways feedback is given vary widely across cultures, but it is often useful to follow the following guidelines: ● Be specific. ● Separate the feedback from the person. ● Present the problem as a mutual one. ● Mix negative with positive feedback. ● Provide feedback at an appropriate time. ● Use T statements wherever possible. (source:Robert Gibson; Intercultural Business Communication) 8.2.1 Business Language (English) Today, English has become the leading international language for business. American English or British English, different variants are there.

We can mention the countries where English has a very different status: ● In the United States, Australia, New Zealand, etc it is the dominant language for all purposes. ● In Singapore, Malaysia, or Nigeria, it is one of many languages but with some official status, as in India. ● In Japan, Korea, or Taiwan it is the typical language used for international communication. Tom McArthur (1998) concludes that World English is used in '113 distinct territories' and he suggests eight categories of use. Global English or World English is a more or less standard English which is used for science, technology and business. But there are significant differences in the way that English is used in these different contexts which have implications for communication. Bloch and Starks (1999) suggest the following differences and examples. ● Differences in punctuation: Once you recognize these differences, then they are not a major barrier to understanding. ● Code-switching: People can switch languages in systematic ways to reflect what they want to talk about. For example, in the Philippines, professional people often mix English and Tagalog in the same conversation. ● Different norms for turn-taking: Turn-taking is the way conversation moves from one person to another. For example, I can pause as a way of inviting you to speak or I can ask you a question or use a gesture to offer you the turn. There are cultural differences in how this is done. For example, there are very different norms for interruptions. Japanese speakers use interruptions more to show agreement than disagreement, whereas British speakers will interrupt for both. If people bring their native norms to a cross-cultural conversation in English, there is a strong possibility of misunderstanding. Different norms for format: There are also differences in written communication, such as the different format to Japanese business letters where date, sender and receiver are at the bottom of the page.

- Grammatical differences: Grammatical differences may create both misunderstanding and possible tension if the speaker or writer does not use the expected word or phrase. For example, it is polite in Indian English to say 'we hope that you could join us' whereas a native speaker would say 'can'.
- Style differences The 'most problematic of the differences' (Bloch and Starks, 1989, p. 84) are those where the speaker or writer fails to recognize the contextual rules of the situation and uses an inappropriate tone or content. This often reflects different politeness strategies used in different cultures. For example, Asian job applicants often give an impression to native English selectors of being too 'casual' or 'detached' and therefore not very interested or committed, simply by the way they use English to express their norms of politeness. We can see from this that second-language users often have special communicative problems. In a spoken language, much information can be conveyed by tone, which can often modify or even negate the meaning of the words. For example, it is possible to say 'You've had it' in such a way that it means 'You have not had it and are not likely to get it.' This meaning by intonation causes special problems for people who are not first-language users of a language. Business communication relies heavily on a common language between senders and receivers, so it is particularly important in structuring messages for the sender to be aware of the language experience and competence of the receiver(s).
- Dialect and accent The variations in dialect and accent are obviously important in cross-cultural meetings. For example, in South Africa, among first-language English speakers there is comparatively little variation. The two main groups that have affected the English of native English speakers were the 1820 settlers (Eastern Cape) and the Natal settlers. While there are dialect differences, the main differences are in accent. Thus the South African English as used by native English speakers may be considered as a single dialect which is not all that different from Standard (British) English. With non-native speakers a number of different dialects have been identified, including a number of varieties of Township English. As in Britain, most people still consider some dialects 'better' than others. Extreme dialects, particularly when they are coupled with very strong accents, are regarded as inferior for business purposes. As far as accent is concerned, in South Africa the main distinction tends to be between English first-language speakers and English second-language speakers. Thus people are described as 'speaking with an Afrikaans [or Indian, etc.] accent'. Again the main cross cultural problem is that certain accents are more highly regarded than others.
- Language functions We have already suggested that people use their first language for a wide variety of functions: to express emotions, to give instructions, to exchange small talk at a social occasion, etc. Each of these functions requires a different approach with different conventions. The linguistic philosopher Ludwig Wittgenstein spoke of different 'language games'. That is, each function is a separate 'language game' with its own rules, strategies, conventions and ideas as to what is considered the correct thing to do. This can cause problems for people learning a second language. Unless they live fully in the society of the target language group, they may have difficulty in adapting to all the language functions. For example, a student whose second language is English may understand the university lectures easily but not be able to join in the small talk at the student canteen.
- Written and spoken language differences As well as differences in the spoken language and non-verbal codes, we can also expect differences in written documents which reflect cultural values. Clyne (1994, pp. 160ff.) reports a series of studies which highlight cultural differences. For example, he compared the essays of secondary school children in German and Australian schools and found very clear differences in teachers' expectations, which they used as a basis for awarding high or low marks. The English tutors placed much greater emphasis on strict relevance to the topic and a clear linear structure. The German writers were much more likely to digress from the main topic, and to give unequal emphasis to different parts of the discussion. In contrast, the

native English writers were much more likely to define the key terms right at the beginning of the essay, to give equal attention to different topics in the essay, and to use more 'signposts' to indicate how the argument was progressing. He suggests that these differences in style reflect different cultural approaches to academic argument and debate. Second-language users often use the written form as a model for the spoken form or vice versa. The two versions have different conventions and often differ in level of formality. Thus a lecturer will often use a personal, informal approach to liven up lectures. A student who takes down his or her words verbatim may be criticised for using the lecturer's style in a written assignment.

- **Phonological aspects** A major problem for second-language speakers of English is the phonetic differences between the first and second language. An instance of this is the difference in vowel structures. For example, South African English has about twenty-one vowel sounds while a typical South African black language has about five. Thus black South Africans speaking English have difficulties in both pronouncing and recognizing the different vowel sounds. An example would be interpreting 'bed' as 'bad' because of first-dialect interference.
- **Paralinguistics:** Different cultures use different patterns of what logicians call 'back-channelling'. When you back-channel you show the speaker that you are listening and you encourage them to continue speaking. Examples of phrases used are 'oh', 'right', 'I know', 'really'. European and Latin American women tend to use 'mm': South-East Asian women tend to use 'oh' or 'ah'. It has been suggested that these are two very different ways of expressing politeness. (source: Business Communication, Peter Hartley and Clive G. Bruckmann)

### 8.3 Overcoming Intercultural Communication Barriers

To provide a complete framework for analysing and understanding intercultural communication, Michael Clyne (1994) suggests that we need:

- general, global description of each culture in terms of its rules for communication. In detail, this would include the rules which govern how writing is organised in business, which communication media are used in which situations, and the rules for linguistic creativity – that is, how you express humour and irony in that culture;
- general description of the values which influence how people interact in that culture;
- full description of how that culture manages turn-taking in a conversation;
- full description of how the different cultures involved deal with the same action.

Intercultural communication analysis suggests that solutions to the problems lie in five main areas:

- awareness of the problem,
- realistic evaluation of the the problem,
- developing positive and constructive attitudes,
- developing a corporate culture,
- managing cultural diversity in an organisation.

From an individual perspective, Stella Ting-Toomey (1999) advocates that we become 'mindful' communicators, paying particular attention to the meaning that people from different cultures will attach to behaviour in particular contexts.

**Making people aware of the problem:** Awareness of cultural relativism and ethnocentrism concepts can make people realise that other cultures do have different value systems and this may lead to establishing sound basis for communication. Discussions of the differences between cultures help to develop an understanding of different attitudes and beliefs.

**Taking a realistic approach to the problem:** Each professional or business environment may have its own set of problems and attempts made to accommodate all cultural aspects within that environment could be impractical. In addition, emphasising the need to recognize and accommodate cultural differences may tend to stress human differences rather than the common needs and aspirations of people within the work situation. Hence, aiming for an unbiased approach may lead to developing positive attitudes and a shared corporate culture. Identifying the differences that cause communication difficulties and exist between various groups in an organisation may help in recognising and overcoming the problems. It can lead to developing a corporate culture accepted by all employees.

**Developing a corporate culture:** A culture accepted to all employees may be achieved through developing an 'inclusive' corporate culture when management makes attempts to formulate an environment by discussing with the constituent groups.

#### 8.3.1 Intercultural Skills in International Business Communication

Everyone has its own cultural beliefs and outlook which influences its actions and thinking. We come to realise our thoughts and actions in specific when we are confronting another culture. A few intercultural business communication skills that can help in meeting the challenges of intercultural communication.

- **Taking a positive attitude:** For effective intercultural communication, the first involves encouragement - self-analysis, self-awareness, and self-

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understanding. You can't understand the other party unless you understand yourself.

It leads to realising and accepting the cultural differences and eventually determining how we can do best working together is different.

- **Adaptability:** Realising that a person who belongs to another culture helps to adapt to several cultural conditions. Learning what motivates others and what are their

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cultural priorities inform the behaviour, attitudes, and values of business colleagues. This approach leads to adding some values to our own culture. As a businessman from Japan going to

France adapts to some French practises and culture, he may adapt to a variety of new practises. In any intercultural communication we must understand that variation of thoughts and practises occur and what we expect is not necessary that we get it. •

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Using categories to understand how culture differs: Developing intercultural communication skills is to use categories –that is, tools for understanding how cultures compare (Yang, J. (2013). Making attempts towards knowing another culture's perspective, we gain greater knowledge and develop sensitivity in the way we speak and behave. •

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Enacting what one has learned: The last step involves enacting what one has learned. Being new to a culture and being aware that what I have done is culturally correct can

help one communicate with people from other cultures without making an effort. Learning about the culture and knowing the skills to communicate with that culture makes one behave naturally. With the rising global business prospects, learning about intercultural communication skills leads to experience productive and successful communication.

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The ability to communicate across cultures effectively gives businessmen/managers and organisations benefits such as quick problem solutions, strong decision making, increased productivity, steadier workflow, strong business relationships, enhanced professional image, and so on. 8.4 Unit Summary Intercultural communication

takes place when the sender and the receiver are from different cultures. Communication can become difficult if there is a big difference between the two cultures; if there is too much 'cultural noise', it can break down completely. Intercultural communication analysis suggests that solutions to the problems lie in five main areas: awareness of the problem, realistic evaluation of the problem, developing positive and constructive attitudes, developing a corporate culture, managing cultural diversity in an organisation. 8.5 Key Terms • Ethnocentrism Ethnocentrism is the view that uncritically presupposes that one's own culture is the criterion against which all other cultures must be judged. It is almost always used in a negative sense to describe attitudes that refuse to recognize the validity of values that differ from their own. It is difficult to avoid some measure of ethnocentrism as many cultural values are considered to be universal values or truths. • Stereotyping A stereotype is a generalisation about a group of people based upon their group membership: 'To stereotype is to assign identical characteristics to any person in a group, regardless of the actual variation among members of that group' (Aronson, 1999, p. 307).

● Cultural relativism (relativity) The concept of cultural relativity derives mainly from the field of anthropology. In its extreme form it holds that cultures can be evaluated only in terms of their own values and institutions. From this perspective, we cannot even apply our own concepts of 'truth' and 'consistency' to other cultures. This suggests that the concepts used by people can be interpreted only in the context of their own way of life. But can we understand a culture only if we work from within that culture and accept its values, even if we see them as illogical and contradictory? This extreme view suggests that all cultural values are equally tenable. The weakness of this view is that we would then have to accept Nazism and apartheid as valid cultures and judge them by their own standards!

● Anthropology: Anthropology is the scientific study of humanity, concerned with human behaviour, human biology, cultures, societies and linguistics, in both the present and past, including past human species. ... Linguistic anthropology studies how language influences social life.

8.6 Check Your Progress

- 1) Discuss different aspects or factors that pose as barriers to intercultural communication.
- 2) There are significant differences in the way that English is used in these different contexts which have implications for communication, discuss.
- 3) Intercultural communication analysis suggests that solutions to the problems lie in five main areas, what are those areas, discuss each of them.
- 4) True/False: The concept of cultural relativity derives mainly from the field of anthropology.
- 5) Complete the line: Grammatical differences may create both misunderstanding and possible tension if the speaker or writer does not use the \_\_\_\_\_.
- 6) Fill in the blanks: The linguistic philosopher Ludwig Wittgenstein spoke of different \_\_\_\_\_.

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<b>4/37</b>	<b>SUBMITTED TEXT</b>	25 WORDS	<b>71% MATCHING TEXT</b>	25 WORDS
<p>in the following word: rendezvous Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 2.5</p>		<p>in the personal Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. :</p>		
<p><b>SA</b> Communicative English - II (2).pdf (D165871408)</p>				

<b>5/37</b>	<b>SUBMITTED TEXT</b>	17 WORDS	<b>100% MATCHING TEXT</b>	17 WORDS
<p>Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 2.6 Unit Summary A</p>		<p>Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 4.7 Unit Summary • A</p>		
<p><b>SA</b> Communicative English - II (2).pdf (D165871408)</p>				

<b>6/37</b>	<b>SUBMITTED TEXT</b>	14 WORDS	<b>100% MATCHING TEXT</b>	14 WORDS
<p>Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 5)</p>		<p>Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 1.6</p>		
<p><b>SA</b> Communicative English - III (2).pdf (D165871409)</p>				

<b>7/37</b>	<b>SUBMITTED TEXT</b>	157 WORDS	<b>100% MATCHING TEXT</b>	157 WORDS
<p>References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archana Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015.</p>		<p>References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archana Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •</p>		
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<b>8/37</b>	<b>SUBMITTED TEXT</b>	16 WORDS	<b>100% MATCHING TEXT</b>	16 WORDS
<p>the process or activity of writing or naming the letters of a word. 2.8</p> <p><b>SA</b> content-27821-500-6131da27c14b5.html (D112010611)</p>				

<b>9/37</b>	<b>SUBMITTED TEXT</b>	14 WORDS	<b>96% MATCHING TEXT</b>	14 WORDS
<p>pause, slightly longer than a comma, but short of a period's full stop.</p> <p>pause slightly longer than a comma's, but short of a period's full stop.</p> <p><b>W</b> <a href="https://docplayer.net/59851526-Week-1-short-story-digging.html">https://docplayer.net/59851526-Week-1-short-story-digging.html</a></p>				

<b>10/37</b>	<b>SUBMITTED TEXT</b>	69 WORDS	<b>97% MATCHING TEXT</b>	69 WORDS
<p>a series of items. Do not capitalise the first item after the colon (unless it's a proper noun). Examples: • You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing. • I want the following items: butter, sugar, and flour. • I need an assistant who can do the following: input data, write reports, and complete tax forms. Rule 2. #</p> <p>a series of items. Do not capitalize the first item after the colon (unless it's a proper noun). Examples: You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing. I want the following items: butter, sugar, and flour. I need an assistant who can do the following: input data, write reports, and complete tax forms. Rule 2.</p> <p><b>W</b> <a href="https://docplayer.net/59851526-Week-1-short-story-digging.html">https://docplayer.net/59851526-Week-1-short-story-digging.html</a></p>				

<b>11/37</b>	<b>SUBMITTED TEXT</b>	128 WORDS	<b>98% MATCHING TEXT</b>	128 WORDS
<p>a colon before a list when it directly follows a verb or preposition. Incorrect: I want: butter, sugar, and flour. Correct: I want the following: butter, sugar, and flour. OR I want butter, sugar, and flour. Incorrect: I've seen the greats, including: Barrymore, Guinness, and Streep. Correct: I've seen the greats, including Barrymore, Guinness, and Streep. Rule 3. # When listing items one by one, one per line, following a colon, capitalization and ending punctuation are optional when using single words or phrases preceded by letters, numbers, or bullet points. If each point is a complete sentence, capitalise the first word and end the sentence with appropriate ending punctuation. Otherwise, there are no hard and fast rules, except</p> <p>a colon before a list when it directly follows a verb or preposition. Incorrect: I want: butter, sugar, and flour. Correct: I want the following: butter, sugar, and flour. OR I want butter, sugar, and flour. Incorrect: I've seen the greats, including: Barrymore, Guinness, and Streep. 86 87 Correct: I've seen the greats, including Barrymore, Guinness, and Streep. Rule 3. When listing items one by one, one per line, following a colon, capitalization and ending punctuation are optional when using single words or phrases preceded by letters, numbers, or bullet points. If each point is a complete sentence, capitalize the first word and end the sentence with appropriate ending punctuation. Otherwise, there are no hard and fast rules, except</p> <p><b>W</b> <a href="https://docplayer.net/59851526-Week-1-short-story-digging.html">https://docplayer.net/59851526-Week-1-short-story-digging.html</a></p>				

**12/37****SUBMITTED TEXT**

130 WORDS

**94% MATCHING TEXT**

130 WORDS

be consistent. Examples: I want an assistant who can do the following: (a) input data (b) write reports (c) complete tax forms The following are requested: • Wool sweaters for possible cold weather. • Wetsuits for snorkelling. • Introductions to the local dignitaries. These are the pool rules: 1. Do not run. 2. If you see unsafe behavior, report it to the lifeguard. 3. Did you remember your towel? 4. Have fun! Rule 4. # A colon instead of a semicolon may be used between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence. Example: He got what he worked for: he really earned that promotion. If a complete sentence follows a colon, as it is in the

be consistent. Examples: I want an assistant who can do the following: a. input data b. write reports c. complete tax forms The following are requested: Wool sweaters for possible cold weather. Wet suits for snorkeling. Introductions to the local dignitaries. These are the pool rules: 1. Do not run. 2. If you see unsafe behavior, report it to the lifeguard. 3. Did you remember your towel? 4. Have fun! Rule 4. A colon instead of a semicolon may be used between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence. Example: He got what he worked for: he really earned that promotion. If a complete sentence follows a colon, as in the

**W** <https://docplayer.net/59851526-Week-1-short-story-digging.html>

**13/37****SUBMITTED TEXT**

39 WORDS

**95% MATCHING TEXT**

39 WORDS

Note: A capital letter generally does not introduce a simple phrase following a colon. Example: He got what he worked for: a promotion. Rule 5. # A colon can be used to introduce a long quotation.

Note: A capital letter generally does not introduce a simple phrase following a colon. Example: He got what he worked for: a promotion. Rule 5. A colon may be used to introduce a long quotation.

**W** <https://docplayer.net/59851526-Week-1-short-story-digging.html>

14/37

SUBMITTED TEXT

253 WORDS

96% MATCHING TEXT

253 WORDS

Rule 1. # A semicolon can replace a period if the writer wishes to narrow the gap between two closely linked sentences. Examples: Call me tomorrow; you can give me an answer then. We have paid our dues; we expect all the privileges listed in the contract. Rule 2. # Use a semicolon before such words and terms as namely, however, therefore, that is, i.e., for example, e.g., for instance, etc., when they introduce a complete sentence. It is also preferable to use a comma after these words and terms. Example: Bring any two items; however, sleeping bags and tents are in short supply. Rule 3. # Use a semicolon to separate units of a series when one or more of the units contain commas. Incorrect: The conference has people who have come from Moscow, Idaho, Springfield, California, Alamo, Tennessee, and other places as well. Note that with only commas, that sentence is hopeless. Correct: The conference has people who have come from Moscow, Idaho; Springfield, California; Alamo, Tennessee; and other places as well. Rule 4. # A semicolon may be used between independent clauses joined by a connector, such as and, but, or, nor, etc., when one or more commas appear in the first clause. Example: When I finish here, and I will soon, I'll be glad to help you; and that is a promise I will keep. 3.2.4 Punctuation Mark: Colon (:) A colon says: "that is to say" or "here's what I mean".

Rule 1. A semicolon can replace a period if the writer wishes to narrow the gap between two closely linked sentences. Examples: Call me tomorrow; you can give me an answer then. We have paid our dues; we expect all the privileges listed in the contract. Rule 2. Use a semicolon before such words and terms as namely, however, therefore, that is, i.e., for example, e.g., for instance, etc., when they introduce a complete sentence. It is also preferable to use a comma after these words and terms. Example: Bring any two items; however, sleeping bags and tents are in short supply. Rule 3. Use a semicolon to separate units of a series when one or more of the units contain commas. Incorrect: The conference has people who have come from Moscow, Idaho, Springfield, California, Alamo, Tennessee, and other places as well. Note that with only commas, that sentence is hopeless. 85 86 Correct: The conference has people who have come from Moscow, Idaho; Springfield, California; Alamo, Tennessee; and other places as well. Rule 4. A semicolon may be used between independent clauses joined by a connector, such as and, but, or, nor, etc., when one or more commas appear in the first clause. Example: When I finish here, and I will soon, I'll be glad to help you; and that is a promise I will keep. Colons: A colon means "that is to say" or "here's what I mean."

**W** <https://docplayer.net/59851526-Week-1-short-story-digging.html>

15/37

SUBMITTED TEXT

105 WORDS

100% MATCHING TEXT

105 WORDS

Example: The author of Touched, Jane Straus, wrote in the first chapter: Georgia went back to her bed and stared at the intricate patterns of burned moth wings in the translucent glass of the overhead light. Her father was in "hyper mode" again where nothing could calm him down. Rule 6. # Use a colon rather than a comma to follow the salutation in a business letter, even when addressing someone by his or her first name. (Never use a semicolon after a salutation.) A comma is used after the salutation in more informal correspondence. Formal: Dear Ms. Rodriguez: Informal: Dear Dave,

Example: The author of Touched, Jane Straus, wrote in the first chapter: Georgia went back to her bed and stared at the intricate patterns of burned moth wings in the translucent glass of the overhead light. Her father was in "hyper mode" again where nothing could calm him down. Rule 6. Use a colon rather than a comma to follow the salutation in a business letter, even when addressing someone by his or her first name. (Never use a semicolon after a salutation.) A comma is used after the salutation in more informal correspondence. Formal: Dear Ms. Rodriguez: Informal: Dear Dave, 88

**W** <https://docplayer.net/59851526-Week-1-short-story-digging.html>

<b>16/37</b>	<b>SUBMITTED TEXT</b>	24 WORDS	<b>65% MATCHING TEXT</b>	24 WORDS
<p>A dependent clause is a group of words with a subject and a verb. It does not express a complete thought so it</p>		<p>A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. It</p>		
<p><b>SA</b> Communicative English - II (2).pdf (D165871408)</p>				

<b>17/37</b>	<b>SUBMITTED TEXT</b>	14 WORDS	<b>87% MATCHING TEXT</b>	14 WORDS
<p>a colon instead of a semicolon can be used between independent clauses? 5)</p>		<p>A colon instead of a semicolon may be used between independent clauses</p>		
<p><b>W</b> <a href="https://docplayer.net/59851526-Week-1-short-story-digging.html">https://docplayer.net/59851526-Week-1-short-story-digging.html</a></p>				

<b>18/37</b>	<b>SUBMITTED TEXT</b>	146 WORDS	<b>98% MATCHING TEXT</b>	146 WORDS
<p>a sentence? References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archna Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •</p>		<p>a presentation? References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archna Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •</p>		
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<b>19/37</b>	<b>SUBMITTED TEXT</b>	17 WORDS	<b>88% MATCHING TEXT</b>	17 WORDS
<p>including drug Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 4.2.2</p>		<p>including Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd.</p>		
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<b>20/37</b>	<b>SUBMITTED TEXT</b>	13 WORDS	<b>100% MATCHING TEXT</b>	13 WORDS
Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 4.2.3		Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 1.6		
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<b>21/37</b>	<b>SUBMITTED TEXT</b>	20 WORDS	<b>71% MATCHING TEXT</b>	20 WORDS
the last. • Under-and overdeveloped nations Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 4.2.4		the secretary and the Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd.)		
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<b>22/37</b>	<b>SUBMITTED TEXT</b>	14 WORDS	<b>100% MATCHING TEXT</b>	14 WORDS
Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 4.2.5		Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 1.6		
<b>SA</b> Communicative English - III (2).pdf (D165871409)				

<b>23/37</b>	<b>SUBMITTED TEXT</b>	143 WORDS	<b>100% MATCHING TEXT</b>	143 WORDS
References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archana Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •		References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archana Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •		
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24/37	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
	Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd 5.3		Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 1.6	
	SA Communicative English - III (2).pdf (D165871409)			

25/37	SUBMITTED TEXT	142 WORDS	100% MATCHING TEXT	142 WORDS
	References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archna Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •		References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archna Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •	
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26/37	SUBMITTED TEXT	19 WORDS	88% MATCHING TEXT	19 WORDS
	Unit Summary 6.5 Key Terms 6.6 Check Your Progress 6.0 Introduction At a workplace, you may		Unit Summary 9.7 Key Terms 9.8 Check Your Progress 9.0 Introduction At a workplace, we may	
	SA Communicative English - II (2).pdf (D165871408)			

27/37	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	Unit Objective This unit intends to introduce learners with the		Unit Objective This unit intends to introduce learners with the	
	SA Communicative English - III (2).pdf (D165871409)			



28/37	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 6.3		Source: Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. 1.6		
<b>SA</b> Communicative English - III (2).pdf (D165871409)				

29/37	SUBMITTED TEXT	143 WORDS	100% MATCHING TEXT	143 WORDS
References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archana Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •		References: • Aruna Koneru; Professional Communication; McGraw Hill Education (India) Pvt. Ltd. • Anjali Sethi, Bhavana Adhikari; Business Communication; Tata McGraw Hill Education Pvt. Ltd. • Raymond V.Lesikar, Marie. E. Flatley, Paula Lentz, Neerja Pande; Business Communication; McGraw Hill Education (India) Pvt. Ltd. • Soumitra Kumar Choudhury, Anjana Neira Dev, Archana Mathur, Tulika Prasad, Tasneem Shahnaaz; Business English; Pearson • Fiona Talbot; How to Write Effective Business English; London and Philadelphia • Michael Bennie; A Guide to Good Business Communication; 5th edition; Published by How To Content, A division of How To Books Ltd, Spring Hill House, Spring Hill Road, Begbroke, Oxford OX5 1RX, United Kingdom Tel: (01865) 375794. Fax: (01865) 379162 info@howtobooks.co.uk www.howtobooks.co.uk • Janet Mizrahi; Writing for the Workplace Business Communication for Professionals; Writing for the Workplace: Business Communication for Professionals Copyright © Business Expert Press, LLC, 2015. •		
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30/37	SUBMITTED TEXT	36 WORDS	63% MATCHING TEXT	36 WORDS
The ability to communicate across cultures effectively gives businessmen/managers and organisations benefits such as quick problem solutions, strong decision making, increased productivity, steadier workflow, strong business relationships, enhanced professional image, and so on. 8.1		The ability to communicate effectively across cultures gives both businesspersons and their organizations tangible benefits, such as: quick problem solving, stronger decision-making, increased productivity, steadier work flow, strong business relationships, enhanced professional image and so on.		
<b>W</b> <a href="https://www.scirp.org/html/18-1760435_54910.htm">https://www.scirp.org/html/18-1760435_54910.htm</a>				

31/37	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
understanding. You can't understand the other party unless you understand yourself.		understanding [1] . You can't understand the other party unless you understand yourself.		
<b>W</b> <a href="https://www.scirp.org/html/18-1760435_54910.htm">https://www.scirp.org/html/18-1760435_54910.htm</a>				

<b>32/37</b>	<b>SUBMITTED TEXT</b>	30 WORDS	<b>41% MATCHING TEXT</b>	30 WORDS
<p>cultural priorities inform the behaviour, attitudes, and values of business colleagues. This approach leads to adding some values to our own culture. As a businessman from Japan going to</p>		<p>cultural priorities inform the behavior, attitudes and values of business colleagues. This approach means adding to one's own culture, not subtracting from it. For example, a businessman from New Zealand going to</p>		
<p><b>W</b> <a href="https://www.scirp.org/html/18-1760435_54910.htm">https://www.scirp.org/html/18-1760435_54910.htm</a></p>				

<b>33/37</b>	<b>SUBMITTED TEXT</b>	49 WORDS	<b>64% MATCHING TEXT</b>	49 WORDS
<p>Using categories to understand how culture differs: Developing intercultural communication skills is to use categories—that is, tools for understanding how cultures compare (Yang, J. (2013). Making attempts towards knowing another culture's perspective, we gain greater knowledge and develop sensitivity in the way we speak and behave. ●</p>		<p>Using Categories to Understand How Culture Differs The third step in developing intercultural communication skills is to use categories—that is, tools for understanding how cultures compare [2] . In attempting to understand another culture's perspective, we will gain greater ground if we take off our cultural blinders and develop sensitivity in the way we speak and behave.</p>		
<p><b>W</b> <a href="https://www.scirp.org/html/18-1760435_54910.htm">https://www.scirp.org/html/18-1760435_54910.htm</a></p>				

<b>34/37</b>	<b>SUBMITTED TEXT</b>	32 WORDS	<b>43% MATCHING TEXT</b>	32 WORDS
<p>Enacting what one has learned: The last step involves enacting what one has learned. Being new to a culture and being aware that what I have done is culturally correct can</p>		<p>Enacting What One Has Learned The last step in intercultural communication competence is enacting what one has learned. You know as a newcomer to a culture when you have done something that is culturally correct; you can</p>		
<p><b>W</b> <a href="https://www.scirp.org/html/18-1760435_54910.htm">https://www.scirp.org/html/18-1760435_54910.htm</a></p>				

<b>35/37</b>	<b>SUBMITTED TEXT</b>	40 WORDS	<b>57% MATCHING TEXT</b>	40 WORDS
<p>The ability to communicate across cultures effectively gives businessmen/managers and organisations benefits such as quick problem solutions, strong decision making, increased productivity, steadier workflow, strong business relationships, enhanced professional image, and so on. 8.4 Unit Summary Intercultural communication</p>		<p>The ability to communicate effectively across cultures gives both businesspersons and their organizations tangible benefits, such as: quick problem solving, stronger decision-making, increased productivity, steadier work flow, strong business relationships, enhanced professional image and so on. Learning intercultural business communication</p>		
<p><b>W</b> <a href="https://www.scirp.org/html/18-1760435_54910.htm">https://www.scirp.org/html/18-1760435_54910.htm</a></p>				

36/37	SUBMITTED TEXT	119 WORDS	98% MATCHING TEXT	119 WORDS
	<p>Ostendorf, A.M. (2012) Intercultural business communication. Business Communication Quarterly: BCQ, 75, 221-224.  <a href="http://dx.doi.org/10.1177/1080569911432552">http://dx.doi.org/10.1177/1080569911432552</a> 3. Yang, J. (2013) An Empirical Study on Improving Intercultural Communicative Competence of College Students. Journal of Chongqing University (Social Science Edition), 19, 174-179. 4. Fu, Z.Y. (2010) A Study of How to Develop Students' Intercultural Communication Competence (ICC) in Business English Teaching (BET). Asian Social Science, 4, 84. 5. Peng, R.Z. and Fan, W.W. (2011) Analysing the Key Factors Affecting China's College Students' Intercultural Competence. 2011 4th IEEE International Conference on Computer Science and Information Technology, 1, 457-461. 6. Ainsworth, J. (2013) Business Languages for Intercultural and International Business Communication: A Canadian Case Study. Business Communication Quarterly: BCQ, 76, 28-50. <a href="http://dx.doi.org/10.1177/1080569912471186">http://dx.doi.org/10.1177/1080569912471186</a> 7.</p> <p><b>W</b> <a href="https://www.scirp.org/html/18-1760435_54910.htm">https://www.scirp.org/html/18-1760435_54910.htm</a></p>		<p>Ostendorf, A.M. (2012) Intercultural business communication. Business Communication Quarterly: BCQ, 75, 221-224.  <a href="http://dx.doi.org/10.1177/1080569911432552">http://dx.doi.org/10.1177/1080569911432552</a> • Yang, J. (2013) An Empirical Study on Improving Intercultural Communicative Competence of College Students. Journal of Chongqing University (Social Science Edition), 19, 174-179. • Fu, Z.Y. (2010) A Study of How to Develop Students' Intercultural Communication Competence (ICC) in Business English Teaching (BET). Asian Social Science, 4, 84. • Peng, R.Z. and Fan, W.W. (2011) Analyzing the Key Factors Affecting China's College Students' Intercultural Competence. 2011 4th IEEE International Conference on Computer Science and Information Technology, 1, 457-461. • Ainsworth, J. (2013) Business Languages for Intercultural and International Business Communication: A Canadian Case Study. Business Communication Quarterly: BCQ, 76, 28-50. <a href="http://dx.doi.org/10.1177/1080569912471186">http://dx.doi.org/10.1177/1080569912471186</a></p>	

37/37	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
	<p>In intercultural communication, in particular, it is vital to distinguish between what is part of a person's cultural background and what is part of their personality.</p> <p><b>W</b> <a href="http://www.tesl-ej.org/ej22/r5.html">http://www.tesl-ej.org/ej22/r5.html</a></p>		<p>in intercultural communication, in particular, it is vital to distinguish between what is part of a person's cultural background and what is part of their personality" (</p>	