

MODULE 1

INTRODUCTION TO THE LANGUAGE SKILLS: LISTENING, SPEAKING, WRITING AND READING

I. INTRODUCTION TO ENGLISH SOUND SYSTEM

English is a global language and therefore their pronunciations vary with cultures, regions and speakers. There are certain features of English language that every speaker of English should follow for correct pronunciation. A brief understanding of phonetics makes it easier. Phonetics is a fundamental branch of linguistics. It deals with the study of speech sounds. In English there is no one to one relation between the system of writing and the system of pronunciation. The alphabet which we use to write English has 26 letters but in Standard British English there are 44 speech sounds or phonemes. To represent the basic sound of spoken languages linguists use a set of phonetic symbols. Each symbol has a distinct sound. These 44 sounds can be classified as vowels and consonants. Vowels are again categorized as pure vowels or monophthongs and vowel glides or diphthongs.

Vowels

Vowels are 20 in number out of which 12 are pure vowels and 8 are diphthongs. Consonant sounds are 24. Vowel Vowels are made by opening the mouth and letting air come out freely. The following are 12 vowel sounds in English. The letters in bold show the corresponding sound in words

Vowels are produced with the vocal tract open or open articulation. During the articulation of vowels, the lung air escapes through the mouth freely without any obstruction in the mouth. The tongue acts as the active articulator for producing the vowels. Vowels are further divided into two categories: Monophthongs (12 in Number) and Diphthongs (8 in number).

1 /i:/ as in- - Sheep tea, me, field, key, receive

2 /ɪ /- bit, gym, bucket, cabbage

3 /e/- egg, net, bet, bread, said

4 /æ/- bat, cat, rat, sat

5 /ʌ/- but, cut, shut

6 /ɑ:/- car, large, march clerk, heart, guard

7 /ɔ/- hot, pot, pause



8 /ɔː/- caught, taught, bought, paw

9 /u/ put, truth hood, could

10 /uː/- cube cue, shoe, new, boot

11 /ə:/or /ɜː/- fern, perfect, shirt, purple, earth, worm

12 /ə/- about, alike

Monophthongs (Pure Vowels)

Monophthongs are those vowels which do not change their quality during their articulation or a vowel that is pronounced with more or less unvarying quality without any glide is a monophthong. During the articulation of these vowels the tongue does not move from one position to another. Monophthongs are also called pure vowels as they do not change their quality during the articulation. Each vowel has different degrees of length depending upon the phonetic context it occurs. Monophthongs may be short or long depending on their duration: long vowels are approximately twice as long as short ones.

Short Vowels

/ɪ/ fit, ship, thin

/e/- end, pet, get, thread

/æ/- mat, fat, ran, sat

/ʌ/- hut, shut, cut

/ɒ/- hot, pot, pause

/u/ put, truth hood, could

/ə/- about, alike

Long vowels

/i:/ as in Sheep tea, me, field

/ɑː/ car, large, march

/ɔː/ caught, taught

/əː / or /ɜː/- fern, perfect

/uː/- cube cue, shoe

Diphthongs



Diphthongs are combination of two vowels. These vowels change their quality over the duration of articulation. The vowel sound in the word high is an example for diphthong. If we prolong the vowel in high, we can notice a change in the quality of the vowel. The vowel at the end does not sound the same as that of the beginning. The process of moving from one vowel sound to another is called gliding. Diphthongs can be described as vowel glides as the tongue moves from one vowel position towards the position required for the articulation of another vowel. Diphthongs are divided into three groups based on the terminal point of the vowel. a) Vowels gliding towards /I/. 1) /e /- eight (initial), chain (medial), play (final) 1 2) /a /- eye (initial), fight (medial), sky (final) 1 3) / /- oil (initial), spoil (medial) boy (final)

1 /eɪ/- tray, pray, train, great, eight, skate

2 /aɪ/- kite, bite, night, tie, fly, height

3/ɔɪ/- boy, toy, noise

4 /əʊ/- home, bone, nose know, grow

5 /aʊ/- how, now _

6 /iə/- ear, fear ,deer

7 /eə/- chair, pair there, their, square, bear, wear

8 /uə/- poor, tour ,sure

Diphthongs are divided into three groups based on the terminal point of the vowel.

a) Vowels gliding towards /I/.

1) /e /- eight (initial), chain (medial), play (final)

2) /a /- eye (initial), fight (medial), sky (final)

3) / /- oil (initial), spoil (medial) boy (final)

b) Vowels gliding towards /u/.

4 /əʊ/- home, bone, nose know, grow

5 /aʊ/- how, now

6 /iə/- ear, fear, deer

7 /eə/- chair, pair there, their, square, bear, wear

8 /uə/- poor, tour, sure

Consonants



Sounds produced by completely or partially stopping the flow of air breathed out through the mouth are called consonants. There are 24 consonants in English as shown below. The letters in bold indicate the sound in words

1 /p/ pit, pin

2 /b/ bit, bat –

3 /t/ time, ten –

4 /d/ door, dog

5 /k/ kite, kit, cat, duck, chemistry

6 /g/ get, go

7 /tʃ/ chop, chick

8 /dʒ/ judge, jam, giraffe

9 /f/ fan, fun telephone, rough

10 /v/ van, vine –

11 /θ/ think, thought –

12 /ð/ that, this –

13 /s/ send, see, circle

14 /z/ zip, zoo, pins

15 /ʃ/ shop, shoe invitation, sure, chef,

16 /ʒ/ leisure, pleasure, garage –

17 /h/ hen, happy

18 /m/ man, monkey

19 /n/ nice, night, knife, gnome

20 /ŋ/ ring, sing, English, tongue

21 /l/ leg, long –

22 /r/ rat, run, write

23 /w/ wet, wine

24 /j/ yet, yes



Word Stress

An understanding of the phonetic alphabet alone is not enough for the correct pronunciation of English words. One should also know where to stress in a word. English is an accent-based language, in a word not all the syllables are pronounced with equal emphasis. One syllable stands out than the others. For example in the word father (two syllables, 'fa'-ther) the first syllable is more prominent than the second syllable. Therefore stress is marked on the first syllable 'fa'. A stress is marked above the accented syllable as shown in the brackets ('father). There are a few rules in determining word stress. Some are listed below

1. Words with same spelling and same sound can have difference in their pronunciation. If the word is a noun or adjective the stress falls on the first syllable. If the word is a verb the stress is on the second syllable Eg:- Absent(noun) - /'ab-sənt/ Absent (verb) - /ab-'sent/
2. Words with weak prefix are stressed on the root word Eg:- a'go, be'low, re'duce
3. Words ending in -ion have the stress on the syllable before the final syllable Eg :- examination – e-xa-mi-'na-tion
4. Words that end in -ic, -ical, -ically, -ian are stressed on the syllable before the suffix Eg:- arti'ficial
5. Words ending with the suffix -eer and -ee are stressed on the suffix Eg:- **engi'neer, Pay'ee**

Intonation

It is the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.

Improving sentence intonation is one of the key elements in English pronunciation. The four basic types of word stress that lead to proper intonation in English are:

- Tonic stress
- Emphatic stress
- Contrastive stress
- New information stress

Tonic Stress

Tonic stress refers to the syllable in a word which receives the most stress in an intonation unit. An intonation unit has one tonic stress. It's important to remember that a sentence can have more than one intonation unit, and therefore have more than one tonic stress.

Here are some examples of intonation units with the tonic stress bolded:



- He's **wait**ing
- He's **wait**ing / for his **friend**
- He's **wait**ing / for his **friend** / at the **station**

Generally, the final tonic stress in a sentence receives the most stress. In the above example, 'station' receives the strongest stress.

There are a number of instances in which the stress changes from this standard.

Emphatic Stress

If you decide to emphasize something, you can change the stress from the principal noun to another content word such as an adjective (big, difficult, etc.), intensifier (very, extremely, etc.) This emphasis calls attention to the extraordinary nature of what you want to emphasize.

For example:

- That was a difficult **test**. - *Standard statement*
- That was a **difficult** test. - *Emphasizes how difficult the test was*

There are a number of adverbs and modifiers which tend to be used to emphasize in sentences that receive emphatic stress:

- Extremely
- Terribly
- Completely
- Utterly
- Especially

Contrastive Stress

Contrastive stress is used to point out the difference between one object and another. Contrastive stress tends to be used with determiners such as 'this, that, these and those'.

For example:

- I think I prefer **this** color.
- Do you want these or **those** curtains?

Contrastive stress is also used to bring out a given word in a sentence which will also slightly change the meaning.

- **He** came to the party yesterday. (It was he, not someone else.)
- He **walked** to the party yesterday. (He walked, rather than drove.)



- He came to the **party** yesterday. (It was a party, not a meeting or something else.)
- He came to the party **yesterday**. (It was yesterday, not two weeks ago or some other time.)

New Information Stress

When asked a question, the requested information is naturally stressed more strongly.

For example:

- Where are you from? - I come from **Seattle**, in the USA.
- What do you want to do? - I want to go **bowling**.
- When does class begin? - The class begins at **nine o'clock**.

Use these various types of stress to help improve your pronunciation and understandability.

II. SPEAKING AND LISTENING

Listening Skills

Listening skills are essential for learning. When the individuals possess effective listening skills, then they are not only able to learn various concepts, but they are able to generate information in terms of various aspects. One of the indispensable ways of developing ones listening skills is to communicate well with others. Within the communication process, when one is speaking, it is vital for others to listen and respond. Listening is a method of communication, which requires the listeners to hear, understand, and interpret. The ability to listen actively enables the individuals to bring about improvements in their communication skills and interactive abilities. Furthermore, they are able to reduce problems and issues, generate awareness, and improve co-operation and understanding (Sharma, 2011).

The primary aspects that comprise listening are, comprehending, retaining and responding (Sharma, 2011). When the individuals are listening to a class lecture or presentation or speech in a seminar or when they are communicating face to face with others in an educational institution, office, bank, employment setting etc. or within home, then it is vital for the individuals to maintain eye contact, comprehend and retain information. Responding does not take place in all areas. For instance, when an individual is giving a speech or lecture or presentation in front of large number of



individuals, then all individuals may not respond. But when individuals are communicating with one or two individuals, then it is vital for them to respond adequately. Responses expressed by listeners, enables the speakers to acknowledge that their speech has been effectual and listeners are paying attention.

Objectives of Listening

Objectives of listening have been stated as follows:

1. The individuals will be able to augment their communication skills within as well as outside the home.
2. They would be able to form effective terms and relationships with others.
3. They would be able to augment information, which would enable them to accomplish their job duties in a well-organized manner.
4. Through effective listening, one is able to provide solutions to various types of problems and challenges.
5. Effective listening skills enables the individuals to overcome barriers that may arise with the course of achievement of desired goals and objectives.

Strategies for Developing Listening Skills

The strategies for developing listening skills have been stated as follows:

Acquisition of Language

Listening to Ideas and Suggestions

Promoting Teamwork

Effective Decision-Making Processes

Counselling and Guidance

Achievement of Academic Goals

Accomplishing Job Targets



Participation in Social, Cultural, Economic and Political Activities

Management of Household Responsibilities

Communicating with Family Members

Listening skills are regarded to be of utmost significance, particularly when the individuals are dedicated towards achievement of personal and professional goals. Apart from generating information through internet and other reading materials, individuals are required to communicate with others in an appropriate manner. When they are communicating with others, primarily to seek ideas and suggestions that would be assisting and beneficial to them in providing solutions to their problems, they need to possess effective listening skills. Apart from acquisition of effective listening skills, it is crucial to implement the strategies to generate productive outcomes. It is vital for the individuals to ensure that they make use of information that they have listened to for promoting well-being of their families and communities. Acquisition of proper listening skills would enable the individuals to form good terms and relationships with other individuals, within as well as outside the home.

Speaking Skills

Speaking is referred to the process of building and sharing of meaning, through the use of verbal and non-verbal symbols in the variety of contexts. It is an interactive process of constructing meaning that involves producing, receiving and processing information (Shrouf, n.d.). Speaking is regarded as an integral part of one's life. The primary objective of all individuals is to participate in tasks and activities, which would help them to sustain one's living conditions satisfactorily. In order to learn, acquire information, generate awareness in terms of various aspects, carry out one's tasks



and functions in a well-organized manner, achieve personal and professional goals, augment one's communication skills and establish good terms and relationships with the other individuals, it is essential for the individuals to develop effective speaking skills.

When focusing upon the development of speaking skills, the individuals need to generate awareness in terms of various aspects. These include, morality, ethics, values, norms, principals and standards. When speaking, individuals need to ensure that they make use of decent words and take into consideration the traits of politeness and decorum. Another important factor in case of speaking is, individuals should be clear, fluent and expressive. The concepts or topics in terms of which they are speaking should be clearly and appropriately understandable to others. Normally, when individuals are not fluent with the language, then they join classes. Teaching speaking has not been focused upon to a major extent. When the teachers are imparting speaking skills to the students, then they primarily focus upon repetition of drills and memorization of concepts. However, in the present existence, the dedication of the individuals towards fulfilment of objective of augmenting speaking skills would bring about improvements in the communication processes of students (Shrouf, n.d.).

With the development of effective speaking skills, individuals would be able to express themselves in a well-organized manner. They would be able to migrate to other regions or cities or countries to get enrolled in educational institutions or to acquire employment opportunities, particularly, when they are aware of the language and are able to speak efficiently in the common language. In educational institutions and within employment settings, the individuals employed are different from each other regarding number of aspects. These include, caste, creed, race, religion, ethnicity, age, gender, and socio-economic background. Apart from these differences, they have to work in integration and co-ordination with others. In order to develop mutual understanding and work in collaboration to achieve common goals and objectives, the individuals need to communicate with others in an efficacious manner. Hence, for achievement of these objectives, they are required to focus upon their speaking skills. Acquisition of speaking skills enables the individuals to follow social and cultural norms, principals and standards.



\Strategies to Promote Speaking Skills

When imparting speaking skills to the students, the instructors are required to implement certain strategies and these have been stated as follows:

Content – The content is referred to the subject matter that is utilized when teaching certain concepts.

Correcting Errors – The instructors are required to provide appropriate feedback and correct the flaws and inconsistencies that have been experienced by individuals, within the course of their learning.

Conversation Strategies – While speaking, it is necessary to take into consideration conversation strategies. These strategies primarily focus upon the usage of body language, postures and gestures.

Politeness and Decorum – It is vital for the individuals to be polite and decorous, while speaking to others. The individuals need to ensure that they make use of respectable, moral and ethical words and language.

Teacher Intervention – When teachers feel that students do not take interest in speaking activities, then they are required to formulate various measures and strategies, which would allow them to render an effective contribution in enhancement of speaking skills among students. The various measures and strategies that are put into operation are, role play activities, debates, discussions, question-answer sessions and other instructional strategies that would be beneficial to the students. The measures and strategies that are put into practice by the teachers are normally dependent upon the age-groups of the students, learning abilities, subjects and concepts, topics of discussions and so forth.

Interaction – Communicative language teaching is based on real-life situations that require communication.

Formation of Communicative Learning Environment – The learning environment should be created within the classroom in which students should have the opportunity to communicate with



others. The primary objective of collaboration or communication is to achieve a goal or to complete a task.

Discussions – Discussions are regarded as an integral part of various tasks and activities in organizations and educational institutions. Through discussions, individuals normally express their viewpoints and perspectives as well as listen to ideas and suggestions, given by others.

Interviews – Interviews in simple terms are referred to questions and answer sessions. In conducting interviews, there are two types of questions that are put into practice. These are, close-ended questions and open-ended questions. Close-ended questions are the ones that usually involve one word answers, i.e. yes or no. Whereas, open-ended questions are the ones that involve elaborate explanations. The individuals normally are required to go through interviews, when they need to get enrolled in higher educational institutions or obtain employment opportunities. When going for the interviews, they are required to prepare themselves well by generating information in terms of various aspects, improving speaking skills and enhancing their personal appearance.

Confidence – When focusing on speaking, it is vital for the individuals to be confident and overcome apprehensiveness and vulnerability. Confidence is referred to self-reliance, assurance and sureness.

Speaking is regarded as the key to communication. In order to communicate with others in an effective manner, carry out one's tasks and activities in a well-organized manner and improve the overall quality of lives, it is crucial for the individuals to focus upon their speaking skills. When speaking with others within as well as outside the home, it is vital for the individuals to inculcate the traits of morality and ethics and avoid the usage of any harsh words. When the instructors are imparting speaking skills to the students, then they need to be aware of methods and strategies that are required to be put into operation. When the learners experience problems and challenges in enhancing their speaking skills, then it is the job of the instructors to make provision of support and assistance to them.

III. BUSINESS WRITINGS



English is a global language which has an impact on each and every field of work. Proficiency in English is an essential skill to better academic performance, employability and career advancement. Good writing is especially important because of our increased use of social media. We've all seen professionals on twitter, LinkedIn, or Facebook, they misspell words or use a word incorrectly. It is not embarrassing when it happens to you, but it can also affect your reputation and credibility in the future. Your writing is one of the primary mediums in which you will be judged throughout your life. The emails, texts, and reports you send on a daily basis are a physical representation, and record, of *you*. Over time, these representations build your reputation and impact the relationships you need to thrive in your career. Your writing communicates your thoughts, and it's important that those thoughts are conveyed in the clearest, and the most eloquent way possible. Good writing is not a natural gift. You have to learn to write well. And great writing takes time and practice. There are several ways you can quickly make improvements to your own writing.

- Think before you start writing
- Keep it short or be brief
- Avoid pretentious words
- Use the active voice
- Always Be Professional
- Use your email subject line appropriately
- Stick to one topic in emails
- Never use email to deliver bad news
- Proofread
- Practice

Professionals communicate with each other through forms of writing such as emails, reports and proposals. The writing style you use in these materials differs from personal writing and can affect the response you get from your colleagues, clients or audience. Good business writing skills can help you deliver information clearly and effectively.

What is Business Writing?

Business writing is a form of writing used to communicate with coworkers, managers, stakeholders or clients. You use business writing to share information and ideas, deliver news or explain new processes. The four main types of business writing include:

- Instructional**

This writing form gives readers the information they need to follow a new process at work. It might include steps for completing a task or solving a problem. You might use instructional business writing in memos, user manuals and product or design specifications.



□ **Informational**

This type of writing provides readers with information they can refer to and use to make decisions at their organization. You might use informational business writing in reports, financial statements and meeting minutes

□ **Persuasive**

Professionals use persuasive writing to get the reader to make a particular decision, such as to buy a product or service. You might use this writing style in project proposals to clients, sales pitches or emails, advertising and press releases.

□ **Transactional**

Employees use this type of writing in their daily business communications to share information or get a specific reaction from coworkers or clients. You might use transactional business writing in professional emails, letters, direct messages and invoices. You can organize nearly all business communications and documents into one of these types.

Tips to improve your business writing skills

1. Write clearly and concisely.
2. Identify your audience and tone.
3. Carefully proofread and edit.
4. Remain positive and approachable.
5. Follow your brand's style.

How to Write Business and Professional Emails?

Email is one of the most widely used forms of communication both in and out of the workplace. Because of its speed and efficiency, you can write professional emails for a variety of reasons. For example, you might need to recap an important meeting, exchange information, relay an important update, or send a letter of introduction. A well-composed email provides the recipient with a friendly, clear, concise and actionable message.

Five steps to craft a professional message:

- Identify your goal,
- Consider your audience,
- Keep it concise,



- Proofread your email,
- Use proper etiquette
- And remember to follow up

Format and structure of a formal email

There are five elements to consider when formatting your email.

Subject line

This is a short phrase that summarizes the reason for your message or the goal of your communication. It is important to include a subject line when sending a professional email so your audience knows exactly what to expect and is able to locate the message easily if needed.

For Example: UX RESEARCH CONTACT OPPORTUNITY

Salutation

This is the first line of your email and generally acts as the greeting. For example: HELLO AMAL

Body

Just like the body of a letter, this is where you'll share your full message.

For example: I HOPE THIS MESSAGE FINDS YOU WELL.

Closing

This is the last line of your email before your signature and should wrap up your message. This is also where you may reiterate any requests you've made in the body of your message.

For Example: *I look forward to speaking with you on Wednesday. Thanks again!"*

Signature

The signature is where you identify yourself by name, title and any other information relevant to your communications. Most email programs allow you to set a fixed signature that's automatically added to the end of every email you send.

ForExample

Sincerely,



JillianJones
SeniorSoftwareEngineer
ABC Company, Inc.”

What is a business email?

A business email is a form of written communication that is sent to the recipient electronically over the Internet. The purpose of a business email is often to convey information or to ask the recipient to take action.

How to write a Business Email

Follow these 5 steps to write a great professional email:

1. Choose a clear subject line.
2. Begin with a greeting.
3. State your purpose.
4. Close with a professional signature.
5. Proofread.

The subject line is a brief summary of what your email is about. Every business email should begin with a professional greeting. Your greeting should be concise and should aim to address the recipient by name.

Every business email should have a purpose, and preferably there should be only one purpose per email. Starting your email with a sentence that clearly states the purpose can help ensure the recipient understands why you are writing the email.

In a business email, your email's signature line acts as a business card. our professional signature may also include your company's logo or a picture of yourself.

After you have finished writing your email, you should proofread the email for spelling and grammar errors. You should also make sure your email's message is clear. When proofreading a business email, try to think of yourself as the recipient reading the email to ensure you have used the appropriate tone, style and format. Finally, if there are supposed to be attachments double check that you have attached the documents before sending the email.

A few general tips to remember when writing a Business email:

Know your audience: It is important to know who your audience is before you begin writing a business email. Most business emails need a formal tone, style and format to keep them professional. The tone of your email should aim to remain clear and positive.



However, you may be able to use a less formal style and format if you know the recipient well.

Use empathy when writing: The tone and intended meaning of written communication can sometimes be challenging for a reader to determine. Using empathy while writing your email will help you ensure your tone remains positive and prevent misunderstandings from arising.

Make sure your email is necessary: Most people receive a lot of emails every day. Making sure your email is needed before sending a business email can help improve the likelihood of the recipient actually opening, reading and responding to your email.

Make sure using email is appropriate: While email is a great communication tool for professionals, some types of communication are better when delivered via another format such as in-person or over the phone. It is important to make sure using email is appropriate for what you need to communicate before sending a business email.

Keep your email brief: Keeping your email short and to the point can help you ensure your email's message is clear and will elicit the response you expect from the recipient. Being clear and precise in your email communication will save the reader time and help them clearly understand the purpose of your email.

Tips for Professional email Etiquette

- Be polite and positive.
- Use your personal email for casual messages.
- Only “Reply all” when necessary.
- Start new email threads for new topics.
- Respond to messages promptly.
- Consider the culture.
- Save your emojis for personal messages.
- Inquire before including an attachment.

Biodata, Curriculum vitae and Resume

Biodata is an abbreviation for the term biographical data. As a document format, it's typically one to three pages long and is used to apply for employment.

Curriculum vitae (commonly abbreviated to cv) is a Latin term that translates as “the course of one's life”. It is a summary of your academic and work history. A well formatted CV could dramatically improve an individual's chance to successfully obtain a desirable position.

A resume is a formal document that provides an overview of your professional qualifications,



including your relevant work experience, skills, education, and notable accomplishments. Usually paired with a cover letter, a resume helps you demonstrate your abilities and convince employers you're qualified and hireable. The spelling of "résumé" actually originates from French, and means "summary." The purpose of a resume is to provide employers with a summary of your relevant qualifications.

While a cv, bio- data and resume are roughly equivalent documents, there are important differences in its usage and content. Biodata, the short form of biographical data emphasis on personal particulars like date of birth, sex, nationality, marital status and so on. It has a specific format whereas resume is an advertising tool for selling oneself as the most qualified candidate. It is typically used in business and there is no specific format for a resume. The most basic difference between CV and resume is in its length. A CV is used primarily when applying for fellowships and grants and it is static.

A resume is made up of the following five parts:

- Contact details
- Introduction
- Educational background
- Work history
- Relevant skills

These are the three most commonly used resume formats in 2021:

- Chronological (or "Reverse-Chronological")
- Functional
- Combination (or "Hybrid")

Writing memos

A memo, short for 'memorandum', is normally used for communicating policies, procedures, or related official business within an organization. A memo's purpose is to inform others about new or changed policy, procedures, organizational details, but it occasionally includes an element of persuasion.

Uses of memos;

- To announce meetings, events, changes
- To present decisions, directives, proposals, briefings
- To transmit documents (internal)

Memo format

- Company and/or department name (without address)



- Heading · to (who gets it)
- From (who sent it)
- Subject (what it's about)
- Date (when it was sent)
- Body (conveys message)
- Introduction
- Main points
- Close

Memo style

- Concise:** make your sentences, paragraph, and overall memo as brief and as focused as possible.
- Clear:** get your purpose straight before you start, then plan what you want to say and in what order. Use your memo layout to help your reader (headings, bulleted lists, white space, as appropriate).
- Direct:** speak directly to your reader, as you would in person or on the phone. Do not pad your ideas with unnecessary details. Think of what questions your reader wants to be answered, and then answer them.
- Clean:** reread, revise, copy edit, and proof read

Memo structure

- Subject line:** summarizes the main ideas; think of it as being preceded by the words "this memo is about."
- Introductory paragraph:** quickly inform the reader about what the memo is. Give your purpose of writing. Supply any relevant background information. Identify any task the memo is related to.
- Body:** conveys the information and supporting details relevant to the memo's purpose. keep paragraphs short and focused; one main idea per paragraph
- Close:** end courteously (think of a phone call or face-to-face meeting), stating any expected outcome, action, or other information appropriate to your purpose.



