



MALLA REDDY COLLEGE OF ENGINEERING & TECHNOLOGY

(Autonomous Institution – UGC, Govt. of India)

(Affiliated to JNTU, Hyderabad, Approved by AICTE - Accredited by NBA & NAAC – ‘A’ Grade - ISO 9001:2015 Certified)

Maisammaguda, Dhulapally, Komapally, Secunderabad – 500100, Telangana State, India.

PROFESSIONAL ENGLISH

B. Tech – I Year – II Semester

DEPARTMENT OF HUMANITIES

AND SCIENCES



MALLAREDDY COLLEGE OF ENGINEERING AND TECHNOLOGY

B. TECH- I YEAR- II SEM

L T/P/D C
2 - / - / - 2**(R20A0002) PROFESSIONAL ENGLISH****INTRODUCTION:**

English is a tool for global communication and is the dominant language which is sweeping almost all the fields in the world. It has become a necessity for people to speak in English comfortably, if they want to enter the global workforce. Hence, the course is designed to help the students to meet the global standards. Each unit focuses on English skill-set to improve: Interview skills, giving presentations and professional etiquette.

COURSE OBJECTIVES:

1. To enrich students to express themselves appropriately and fluently in professional contexts.
2. To enhance their employability through regular participation in group discussions and interview skills.
3. To lay foundation with writing strategies for the future workplace needs.
4. To acquaint students with different components of professional presentation skills.
5. To equip students with necessary training in listening to comprehend dialects of English language.

SYLLABUS:**UNIT-I**

Listening	- Listening for General Details.
Speaking	- Description of Pictures, Places, Objects and Persons
Extract	- The summary of Asimov's <i>Nightfall</i>
Grammar	- If clauses
Vocabulary	- Technical Vocabulary
Writing	- Paragraph Writing

Unit -II

Listening	-Listening for Specific Details
Speaking	- Oral presentations

NOTE: Listening and Speaking tasks are solely for lab purpose and not for testing in the examinations.

Extract	- A literary analysis of Asimov's <i>Nightfall</i>
Grammar	- Transformation of Sentences
Vocabulary	- Idioms
Writing	-Abstract Writing

Unit -III

Listening	- Listening for Gist
-----------	----------------------

Speaking - Mock Interviews

NOTE: Listening and Speaking tasks are solely for lab purpose and not for testing in the examinations.

Extract - Character sketches of Asimov's *Nightfall's* - protagonists and antagonists - Dr.

Susan Calvin, Mike Donovan, Stephen Byerley, Francis Quinn

Grammar - Transitive and Intransitive Verbs

Vocabulary - Standard Abbreviations (Mini Project)

Writing - Job Application – Cover letter

Unit – IV

Listening - Listening for Vocabulary

Speaking - Telephonic Expressions

NOTE: Listening and Speaking tasks are solely for lab purpose and not for testing in the examinations.

Extract - Theme of Asimov's *Nightfall*

Grammar - Auxiliary verbs, Degrees of Comparison

Vocabulary - Word Analogy

Writing - Job Application - Resume

Unit – V

Listening - Critical Listening (for attitude and Opinion)

Speaking - Group discussion

NOTE: Listening and Speaking tasks are solely for lab purpose and not for testing in the examinations.

Extract -Asimov's *Nightfall*: A Science Fiction

Grammar - Common Errors, Prepositions

Vocabulary - Homonyms, homophones and homographs

Writing - Report Writing

* Isaac Asimov's *Nightfall* for intensive and extensive reading

* Exercises apart from the text book shall also be referred for classroom tasks.

REFERENCE BOOKS:

1. *Nightfall*, [Isaac Asimov; Robert Silverberg](#), 1990
2. Practical English Usage. Michael Swan. OUP. 1995.
3. Remedial English Grammar. F.T. Wood. Macmillan.2007
4. On Writing Well. William Zinsser. Harper Resource Book. 2001
5. Study Writing. Liz Hamp-Lyons and Ben Heasly. Cambridge University Press. 2006.
6. Communication Skills. Sanjay Kumar and Pushpa Lata. Oxford University Press. 2011.
7. Exercises in Spoken English. Parts. I-III. CIEFL, Hyderabad. Oxford University Press

COURSE OUTCOMES:

Students will be able to:

- Analyze and interpret a diverse range of engineering concepts through the synthesis of information
- Understand the impact of professional engineering solutions in societal contexts and demonstrate its knowledge
- Achieve communicative ability in their personal and professional relations with clarity of speech and creativity in content
- Function effectively as an individual and a team; and would be able to prepare themselves to be market ready
- Comprehend and write effective reports and design documentation, manage projects and make effective presentations

INDEX

TOPICS		Pg. No
<u>UNIT-I</u>		
Listening	- Listening for General Details	06
Speaking	- Description of Pictures, Places, Objects and Persons	06
Grammar	- If clauses	13
Vocabulary	- Technical Vocabulary	16
Writing	- Paragraph Writing	17
<u>Unit –II</u>		
Listening	- Listening for Specific Details	20
Speaking	- Oral presentations	20
Grammar	- Transformation of Sentences	23
Vocabulary	- Idioms	27
Writing	- Abstract Writing	29
<u>Unit –III</u>		
Listening	- Listening for Gist	31
Speaking	- Mock Interviews	31
Grammar	- Transitive and Intransitive Verbs	33
Vocabulary	- Standard Abbreviations	39
Writing	- Job applications -Cover Letter	40
<u>Unit – IV</u>		
Listening	- Listening for Vocabulary	44
Speaking	- Telephonic Expressions	44
Grammar	- Auxiliary verbs and Degrees of Comparison	47
Vocabulary	- Word Analogy	51
Writing	- Job Application –Resume	52
<u>Unit – V</u>		
Listening	- Critical Listening	59
Speaking	- Group Discussion	59
Grammar	- Common Errors and Prepositions	64
Vocabulary	- Homonyms, Homophones and Homographs	72
Writing	- Report Writing	73

UNIT – I

DESCRIPTION OF PICTURES, PLACES, OBJECTS AND PERSONS

Description of pictures

A picture speaks a thousand words!

Learning how to describe pictures, places, objects and persons coherently is an essential skill for students. Effective descriptive words convey factual information, mood and character in addition to appearance. The best descriptions draw us in and keep us rapt with attention, placing us in a scene.

The details must appeal to our senses. Phrases that merely label (like tall, middle-aged, and average) bring no clear image to our minds. Since most people form their first impression of someone through visual clues, it makes sense to describe our characters using visual images.

A picture description is an ideal way of practicing your English vocabulary in all sorts of fields. And there's also a benefit for everyday life – imagine you want to show pictures of your family or home to your foreign friends.

GUIDELINES

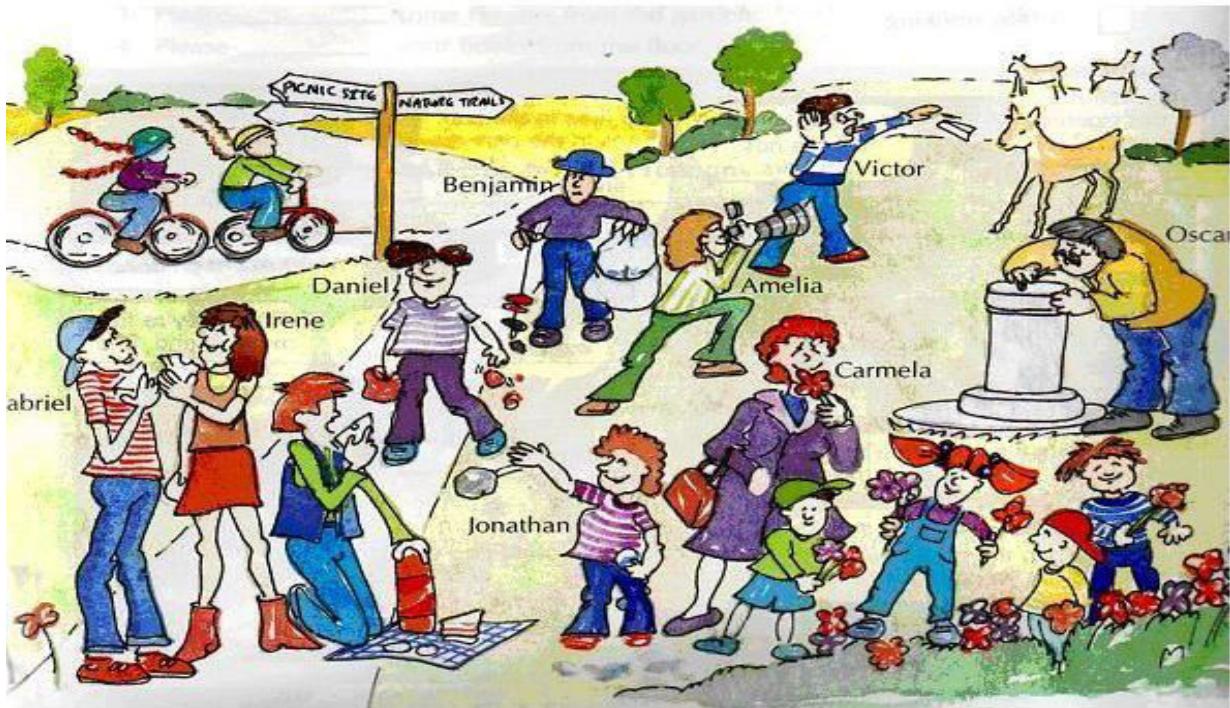
- Scan the picture and identify the topic.
- It is better to start with a general statement.
- For example, ‘they are clearly both connected to the topic of science... but in two quite different contexts’.
- Use present continuous to describe what is happening. Select the relevant details.
- When comparing the pictures, talk about the similarities and differences between them. For example: ‘Both pictures show... but this one..., whereas the other one...’.
- Use a wide range of vocabulary. Remember this is a picture so you cannot be 100% sure what is happening.
- Use appropriate language to show you are guessing. Speculate about the pictures.
- You are not asked simply to describe what is happening.
- For example: ‘He is likely to / she’ll probably find it quite tough’. Give your opinion, using a variety of structures. If the photographs surprise you, illustrate surprise in your writing.
- When you describe a picture, remember a good way to start is: This is a picture of

- Then you can say how many people are in the picture, what clothes they are wearing and how they are feeling, for example: do they seem happy, sad, angry? What are the people doing? And where are they?
 - You can use words like Behind, Next to, In front of, to describe where people and things are in the picture.
-
- **Exercise-1**
 - **Describe the following picture**



Exercise-2

Describe this picture in your own words.



Description of a place

- A good description of a 'place' helps to explain what makes it so different from other 'places' and can give a good guide as to where it is located.
- When you're describing a place or a person, think about the specificity of the describing words you choose. You could say, 'The man was short' yet the others might ask themselves 'how short?' If you said 'the man was minute', this suggests not only that the character is

especially small in size but also registers a sense of surprise or shock (given the strength of the descriptive word).

- Whether you're describing a ramshackle old building or a vivacious, sprightly character, use descriptive language.
- Include information on the appearance of the place, the atmosphere, its people, culture and history.
- Decide which details to include and make a paragraph plan. Use lively descriptive language to make your description interesting. Conclude by giving a personal recommendation. Is it an interesting place to visit? Why/why not?
- These adjectives can be used for describing a place: crowded, cosmopolitan, airy, remote , desolate, noisy and so on.
- Select details which are needed to create the impression you want your reader to have. Focus on what is needed for plot, to create a mood, or to capture atmosphere.

Consider these two descriptions of a room.

1."The room was square with a window along one side. It had four chairs and a TV and video. There was a snacks cabinet and computer in the corner. The carpet was red and the ceiling cream."

2."The room was brightly lit by a large window and housed several modern pieces of electrical equipment but the effect was softened by a snacks cabinet and a warm red carpet."

The first description is like a list. It gives a lot of information, which is not very interesting.

The second gives an overall impression of the room and also manages to hint at the character behind it. In this case, it suggests someone who likes technology but wants to be comfortable too.

My City

I live in Hyderabad. It's a buzzing and crowded city. It offers great food and the best food is Hyderabadi Biryani. There are lots of varieties of biryani. I enjoy eating this delicacy with my family every weekend. My favourite place in Hyderabad is the Salarjung museum. I still remember the day when my friends and I , along with our history teacher visited the museum. I was awestruck with the amazing exhibits at the museum. My friends made fun of me and shook me violently at one instance, when I was simply standing and staring, admiring the exhibits displayed there.

I love the vibrant Charminar because there are many places to go for shopping. Charminar is so colorful, it is also called “choodi bazaar”, it is also called the “city of pearls” ; the markets offer interesting design patterns of clothing, accessories, pearls and so on. If you like buying great bags and books, you must go to Koti. I have had bought books from Koti on half the price. Your bargain skills come to rescue when you shop at General bazaar or Paalika bazaar. Hyderabad is a city rich in tradition and culture.

One shall never miss the majestic Golconda fort when they come to Hyderabad. I spent a great time at this historic place on my birthday. And if you like animals you can visit the Nehru Zoological Park and see different fish , birds and wild animals. There are other attractions too like Ramoji Film city, Qutub Shahi Tombs, Shri Jagannath temple, Falaknuma Palace and so on. Come and see for yourself!

Exercise

Describe your favorite place/city in your own words.

Describing a person

Describing a person or an object, an event or a process can be done verbally or in non-verbal way. It is necessary to give information only in verbal communication when it comes to telephonic interviews/conversations or in writing.

While describing, it is vital to understand the following things:-

A. Person-

- a] **Body build:** skinny, thin, slender, average weight, muscular, fat, chubby, plump, overweight, obese, beer belly, average build, stocky, medium height, tall, short, wheatish, cat-eyed, sharp-nose, etc.
- b] **Description of hair** baldy, permed, curly hair, spikes, straight hair, shabby hair, wavy- hair, blonde, pony, pigs tail, plaited, fringes, grey hair, broom hair etc
- c] **Description of nose** sharp nose, blunt nose, big nose, lips etc.,

d] Facial features

moustache, beard, side burns, pimples, dimples, round eyes ,square chin, big nose, spectacled, round face, moles etc.

Let us read the description of Charlie Chaplin.



He is a short man with baggy pants, a tight coat, big shoes, a small derby hat, squatly walking with his toes out and his knees wide apart. A bamboo cane in hand, that nasty little walk and a signature toothbrush moustache is one and only Sir Charles Spencer Chaplin. He was an English comedy actor, a notable director and a musician. He is considered to be one of the finest mimes and clowns caught on film. Chaplin was one of the most creative and influential personalities in the silent film era- he acted in, directed, scripted, produced, and eventually scored his own films. His working life in entertainment spanned over 65 years. Some of his famous movies are- Making a Living, The great dictator and many more.

Exercise

Describe any of the following persons.

- a) Your Class Teacher b) Your Best Friend c) Yourself

Describing Objects:

Some people have a habit of noticing details and they remember them. There are a number of things in our house, in the hall, in the kitchen, in the bedroom, etc. But, if you are asked to describe the things in the kitchen or the hall or your own room, will you be able to describe them?

Read the description of an oven given here:

OVEN: Oven is a device for baking, grilling, heating, etc. It is an electric device. It has a see-through glass door to view the food being cooked. There are stainless steel black heating elements at the top and the bottom of the oven. They are controlled by a thermostat to provide uniform temperature inside the oven. We can see these through the glass door. There is a wire grill inside the oven. The glass door is a drop-down front door, which gives you easy access to the interior of the oven. On the top right hand side, there is a black knob for temperature control. Below that there is a heater selection knob. There are heater indication lights also. It is a very useful device in the kitchen. We can use it for toasting bread. It can grill the sandwiches for us. It can also be used to fry groundnuts, etc.

Exercise

Describe your mobile (or) your laptop.

IF CLAUSES

Conditional sentences have two parts: the **if-clause** and the **main clause**.

The IF-clause introduces a **condition**. The main clause is the **result** of that condition.

Example sentence: If it rains, I will cancel the trip.

If it rains is the if-clause and *I will cancel the trip* is the main clause.

Rules of 'IF' clause sentences

There are some rules which we need to follow in using “if” clause sentences.

If clause	Main clause
Simple Present -----	Simple Future
Simple Past -- -----	with ‘Would’
Past Perfect-----	with ‘Would have’
Subjective mood -----	with ‘Would’

Simple Present -----Simple Future

If the ‘if clause’ is in **simple present tense**, the main clause is to be in **simple future tense**.

Ex:-

If he invites me, I will attend the party.

If I go fast, I will catch the bus.

If she calls me, I can go to meet her.

If they play well, they will win the game.

Simple Past-----with Would

If the ‘if clause’ is in **Simple Past tense**, we can write the main clause with **would**.

Ex:-

If he invited me, I would attend the party.

If she prepared well, she would pass the exams.

If I met them, they would tell me the secret.

Past Perfect tense-----with Would have

If the ‘if clause’ is in **past perfect tense**, we can write the main clause with **would have**.

Ex:- If he had invited me, I would have attended the party.

If I had gone there, I would have got information about the issue.

If they had studied well, they would have settled in a good position.

Subjective mood-----with Would

If the **if clause** is written in **subjective mood**, we can write the main clause with **would**.

Ex:- If he were I, he would kill the thief.

If she were Ramya, she would complete the work in time.

Note: - For all plural and singular subjects we use only “**were**”.

Exercise:

Choose the right answer from the given options to fill in the blanks of the following ‘If’ clause sentences.

1. If he prepares well, he _____ the exam.
a) pass b) will pass c) would pass d) would have passed

2. If Raju _____ early, he would have caught the bus.
a) has started b) started c) had started d) will start

3. If I _____ her pen, she would give me .
a) asks b) will ask c) had asked d) asked

4. If I had tried hard, I _____ the job.
a) got b) would have got c) will got d) get

5. If she _____ I, she would complete the work.
a) was b) are c) were d) is

6. If they _____ me, I will reach to a good position.
a) helped b) have helped c) had helped d) help

7. If she invited me, I _____ the party.
a) attend b) would attend c) will attend d) attended

8. If I _____ well, I would not have been in this position.
a) had studied b) studied c) will study d) has studied

9. If she understands the passage, she _____ the questions.
a) answered b) had answered c) is answering d) will answer

10. If Radha were a bird, she _____ in the sky.
a) will fly b) fly c) would fly d) will be flying

TECHNICAL AND BUSINESS VOCABULARY

Technical vocabulary is words or phrases that are used primarily in a specific line of work or profession. For example, people who work in the steel industry often use words like "Rockwell", "Olsen", "cup test", and "camber". These words have special meanings pertaining to the manufacture of steel. Similarly, an electrician needs to know technical words such as capacitor, impedance, and surge capacity; words which most people outside of that industry never use.

Working in a business environment you will feel the need to learn a raft of new words not covered by Standard English Vocabulary. Sooner or later you will be exposed to obtain new skills such as speaking on the phone in the most professional manner, creating an outstanding CV, writing letters to your partners or making unique presentations.

In order to handle all of these tasks with dignity and honor you need to get acquainted with so called business vocabulary. By the way, according to research conducted by Global English almost 100% of employees are of the firm opinion that inadequate business language skills result in poor communication and misunderstanding between co-workers or business partners.

In order to climb up the career ladder with more ease and in a short period of time you need to have competency in business vocabulary.

BASIC BUSINESS TERMS

1. Personnel

The people who work for a company or organization

2. white-collar workers

workers in offices and other non-production phases of industry

3. terminate, fire

If some did something wrong and is forced to leave the company

4. laid off

losing or leaving jobs because their employer has closed or moved

5. cost-effective

delivers a given level of service at least cost

6. outsourcing

the transfer of a business function to an external service or component provider

7. benchmarking

system to compare ones performance to performance levels in other companies

8. Branding

creating brands and keeping them in customer's minds through advertising, product and package design, etc.

9. Generic products/generics

a product which doesn't have a brand name, therefore any company can manufacture it

10. Franchise

the right to sell a company's products in a particular area using the company's name

11. Franchisee

someone who is given or sold a franchise

12. Franchisor

the company which offers franchises

13. invoice

a document asking for payment and showing how much to pay

14. balance sheet

A statement that shows the value of a company's assets and its debts

15. auditor

Someone whose job is to carry out an official examination of the accounts of a business and to produce a report

PARAGRAPH WRITING

A paragraph is a group of sentences that share the same idea. We use paragraphs to structure our writing and to make it easier for the reader to follow. Write down information and ideas relating to that topic. Once you have a clearer idea of what you want to address in your paragraph, you can start organizing your thoughts by writing down your ideas on a notepad or word document. Paragraphs can contain many different kinds of information. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence.

Topic Sentence: The first sentence of your paragraph needs to be the topic sentence. A topic sentence is an introductory line that addresses what the main idea or thesis of the paragraph is going to be. It should contain the most important and relevant point you wish to make regarding your topic, thus summarizing the paragraph as a whole.

Supporting Sentences: Once you have written and are happy with your topic sentence, you can start to fill in the rest of your paragraph. This is where the detailed, well-structured notes you wrote earlier will come in handy. Make sure that your paragraph is coherent, which means that it is easy to read

and understand, that each sentence connects with the next and that everything flows nicely as a whole. To achieve this, try to write clear, simple sentences that express exactly what you want to say.

Concluding Sentence: The concluding sentence of your paragraph should tie everything together. A good concluding sentence will reinforce the idea outlined in your topic sentence, but now it has all the weight of the evidence or arguments contained in your supporting sentences behind it. After reading the concluding sentence, the reader should have no doubt as to the accuracy or relevance of the paragraph as a whole.

Note: Paragraphs should never contain more than one central idea. If a given idea has multiple points or facets, then each individual aspect of the idea should be given its own paragraph. A new paragraph is also used each time you are contrasting two points or presenting each side of an argument.

Sample - Pros and cons of Social networking sites

Topic sentence:

The benefits of social networking sites have the potential to outweigh the dangers of such websites.

Supporting Sentences:

While social networking does curb Real life interaction with one's peers, it also provides shy, introverted, or socially awkward youth with a new avenue of communication that often makes it easier to connect and form relationships.

Concluding Sentence:

Even though there are large number of risks and downfalls associated with social networking, when the tool is used correctly and the youth are instructed on correct usage, it offers considerable positives.

Some useful Phrases:

To show addition: again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too

To give examples: for example, for instance, in fact, specifically, that is, to illustrate

To compare: also, in the same manner, likewise, similarly

To contrast: although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet

To summarize or conclude: all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up

To show time: after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

To show place or direction: above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)

To indicate logical relationship: Accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus.....

Exercise

Write a paragraph on “An invention that has changed the world”.

UNIT 2

ORAL PRESENTATION

What is an Oral Presentation?

An oral presentation is a short talk on a set topic. In an oral presentation one or more students give a talk to a group and present views on a topic based on their readings or research. The rest of the group then joins in a discussion of the topic.

Performance Anxiety

Most people feel nervous about speaking in front of a group and that's not a bad thing—a bit of adrenalin can help a performance. However, an oral presentation is a performance, so you need to act the part of a confident speaker. To make sure that 'stage fright' doesn't become a problem, here are some strategies to try:

- Being well-prepared and organized reduces anxiety and makes presenting easier. Make sure you've prepared and rehearsed, that your notes are arranged in correct order and any visuals work without any problems.
- Take a few deep breaths. Breathing slowly and evenly will calm you down especially if you're prone to 'the shakes' (in your hands or your voice) when you're nervous.
- Stand in a balanced position, facing the audience, feet apart. Smile!
- If you feel nervous, tell the group you're presenting to—they will understand. Remember that the audience consists of your colleagues and friends. They want you to succeed.

Preparing a Presentation

- If you are able to choose a topic, select the one that you have some questions about and that interests you the most.
- Examine the topic provided to you carefully and make sure you know exactly what to do.
- Research your topic.
- Have a clear, organized structure for your oral presentation.
- Brainstorm your topic and write a rough outline in point form.
- Organise your material and write a draft—think about the length of time you have to speak and the amount of information you can include.
- Summarize your draft into points.
- Plan and prepare your visual aids.

- Rehearse your presentation and get its length right. Ask a friend to listen and time your presentation.

Structuring your presentation

Structuring a talk is no different from writing an essay or a report; it requires an introduction, body and conclusion which have to be linked clearly. A poorly structured talk will confuse and frustrate an audience.

1. Introduction - Start your talk by greeting the audience and introducing yourself. Outline the main points and state your topic and tell the audience what your presentation will cover. A good introduction will capture an audience's attention.
2. Body - Move from one point to the next by using phrases (such as 'Firstly ... secondly' ... 'finally'). Develop the main points and present examples and evidence. Make sure you provide clear links between main points and explanations. Use visual aids to engage the interest of your audience and 'show' instead of just 'tell'. Emphasize important information. Tell your audience when information is particularly important or interesting. Tell them why.
3. Conclusion - Take the opportunity to show that you have covered all the points you made in your introduction. Express your own conclusions about the opinion/argument. Don't introduce any new information in the conclusion. You can signal your conclusion with the phrase '*In conclusion ...*' Thank the audience, and invite questions.

Starting well

- Stand in a balanced position, facing the audience, feet apart - this helps you to appear confident. Don't slouch, shuffle about or lean against the furniture.
- Take a deep breath and wait for the group to focus their attention on you before you start to speak.
- Greet the audience and introduce yourself, even if they already know you.
- Smile! Your audience will react warmly and if you can't feel relaxed you can at least appear that way.

Delivery

- Don't read your presentation word-for-word from a script or from PowerPoint slides - listening to someone read aloud is boring for an audience. Aim to talk instead.
- Written and spoken language is different. Use appropriate language; generally a formal but conversational tone is best (avoid slang or colloquial language).
- Speak clearly and at a moderate pace. Don't rush; nervous speakers tend to speed up, so try to pace yourself.
- Slow down to emphasize key points.
- Don't be afraid to pause. Short pauses can add emphasis to important points and give you a chance to collect your thoughts.
- Make eye contact with your audience. Don't just look at your tutor or stare off into space. A good technique is to divide the room into three sections (left, middle and right) and sweep your eyes across the audience. If you don't want to look anyone in the eye, look at a point in the middle of their foreheads occasionally.
- Rehearse with your visual aids to make sure they work.
- Time yourself to make sure you stay within the allotted time limit.
- Keep your body turned toward the audience and your body language open and friendly.

Answering questions

After your presentation, members of your class may ask you questions. Don't be afraid of questions; they are a positive sign. They show that the audience is listening and interested.

- Listen carefully to the question. Repeat or paraphrase the question so you are sure you understand it and so everyone in the audience hears it.
- If it is a long question, try breaking it up into sections, and answer them one by one.
- Be brief and to the point and avoid introducing new information.
- If you don't know the answer to the question, it's OK to say so - you can't know absolutely everything about your topic. Get the group involved by opening the question up to the audience and letting someone else answer it! If no one else can, you can always offer to find out the answer for them at a later date.

TRANSFORMATION OF SENTENCES

A sentence is a grammatical unit made up of one or more words (*Go!* is a sentence, as is *The cat sat on the mat.*). Sentences begin with a capital letter and end with a full stop, a question mark or an exclamation point. Sentences can be simple, compound, and complex, depending on the thoughts they convey and how they're structured.

SIMPLE SENTENCE

A subject + a verb + and a completed thought = simple sentence (independent clause)

It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

1. The girl sprinted after the tiger.
2. The cat purred.
3. Mary and Samantha arrived at the bus station early but waited until noon for the bus.

COMPOUND SENTENCE

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction (For, And, Nor, But, Or, Yet, So).

1. Joe waited for the train **but** the train was late.
2. I like bananas **and** I like grapes.
3. The shoplifter had stolen clothes, **so** he ran once he saw the police.

You should avoid beginning a sentence with "and," "or," "but," or the other coordinating conjunctions.

COMPLEX SENTENCES

A **complex sentence** is made up of an independent clause and one or more dependent clauses connected to it. A **dependent clause** is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Dependent clauses begin with **subordinating conjunctions**. Below are some of the most common subordinating conjunctions:

after	although	as	because	Before	while
since	Even though	if	though	unless	that
when	wherever	whereas	whenever	until	

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

Note: when the dependent clause comes first, a comma should be used to separate the two clauses.

1. **Because** Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. **While** he waited at the train station, Joe realized that the train was late.
3. **After** eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

Note: When the independent clause comes first, a comma should **not** be used to separate the two clauses.

1. I did not see them at the station **because** Mary and Samantha arrived at the bus station before noon.
2. Joe realized that the train was late **while** he waited at the train station.
3. Opinionated women are given disadvantages in societies **that** privilege male accomplishments.

Transformation of Simple, Compound and Complex Sentences

Conversion of one type of sentence into another requires changing a phrase into a clause or vice versa.

Simple to Compound: a phrase into main clause

Simple to Complex: a phrase into a subordinate clause

Compound to Simple: a main clause into a phrase

Compound to Complex: a main clause into a subordinate clause

Complex to Simple: a subordinate clause into a phrase

Complex to Compound: a subordinate clause into a main clause

In many cases, a sentence can be written in three different ways, making it simple, complex or compound as the case may be.

Some examples:

I. **Simple:** Being rich he can travel by air.

Complex: As he is rich he can travel by air.

Compound: He is rich so he can travel by air.

II. **Simple:** In case of not working hard, you will fail.

Complex: Unless you work hard, you will fail.

Compound: Work hard otherwise you will fail.

III. **Simple:** In spite of his old age, he can run fast.

Complex: Although he is old, he can run fast.

Compound: He is old but he can run fast.

Table for Three Types of Sentences

Simple	Complex	Compound
We read to learn.	so that We read so that we can learn.	and /or We read and we learn.
Inspite of/Despite Despite being poor he is honest.	Though/Although Though he is poor he is honest.	but He is poor but he is honest.
Verb+ing Being punished he wept.	Since/As As he was punished, he wept.	and so He was punished and /so he wept.
enough/tooto He is too weak to walk.	so.....that(negative) He is so weak that he cannot walk.	very.....and He is very weak and he cannot walk.
Without Without reading you will fail.	If/In case If you do not read you will fail	or Read or fail/you will fail.
at the time He woke up at the time of raining	when He woke up when it was raining.	and It was raining and he woke up.
Adjective It was a red ball.	that/which It was a ball that/which was red.	and It was a ball and it was red.

Exercise 1 :

Find out the type of the sentence.

1. Walk quickly; else you will not overtake him.
2. The town in which I live is very large.
3. I called him, but he gave me no answer.
4. I went because I was invited.
5. I returned home because I was tired.
6. They always talk who never think.
7. The star was bright.
8. You can leave or stay.
9. Rani went to the market and bought some flowers
10. The baby cried for food.

Exercise: I

Change the following sentences as directed.

1. Krishna went to market. Krishna bought vegetables. (change into compound sentence)
-

2. He is my uncle. He is 50 years old. (change into complex sentence)
-

3. Raju sang a song and crossed the river. (change into simple sentence)
-

4. He played cricket to become a famous cricketer. (change into compound sentence)
-

5. It was raining, but he did not stop doing the work. (change into complex sentence)
-

6. Kiran felt sick and took the medicine. (change into simple sentence)
-

IDIOMS

English idioms are an important part of everyday English. They come up all the time in both written and spoken English. Because idioms don't always make sense literally, you'll need to familiarize yourself with the meaning and usage of each idiom. That may seem like a lot of work, but learning idioms is fun, especially when you compare English idioms to the idioms in your own language. Learning to use common idioms and expressions will make your English sound more native, so it's a good idea to master some of these expressions.

1. **A blessing in disguise:** a good thing that seemed bad at first.

Losing that job turned out to be **a blessing in disguise** for him as it forced him to plunge into business.

2. **Beat around the bush:** Avoid saying what you mean, usually because it is uncomfortable

Will you please stop **beating around the bush** and get to the point?

3. **Call it a day:** Stop working on something

I think we have done enough work today, I am feeling tired now, let's **call it a day**

4. **Get out of hand:** Get out of control

The football fans have got completely **out of hand**

5. **Not rocket science:** It's not complicated

Freddie, let me show you how to change the oil in your car. Don't worry, '**it's not rocket science.**'

6. Miss the boat: It's too late

The discounted price sale ended today and I just **missed the boat** on making a great deal.

7. Pull someone's leg: To joke with someone

Don't worry about what he said. He's just **pulling your leg.**

8. That's the last straw: My patience has run out

The last straw in their relationship was when he physically abused her. She walked out after that.

9. Add insult to injury: To make a bad situation worse

The company rejected his application for a job, and to **add insult to injury**, refused to pay his expenses.

10. Give someone the cold shoulder: Ignore someone

She **gave me the cold shoulder.**

Exercise 1



Choose the right option for the underlined idioms

1. My parents were **on pins and needles** while I was writing my EAMCET exam..

- A. excited. B. curious. C. anxious D. disturbed

2. Ignoring his father's warnings, he **burnt his fingers** by starting a new business.

- A. felt ashamed B. Got into trouble C. Suffered loss. D. burnt his hand in fire.

3. I found my son **burning the midnight oil** to secure good rank.

- A. wasting oil B. Too much interested C. reluctant D. working hard

4. He had **to eat a humble pie** in starting a row with his neighbor over a trifle.

- A. To feel sorry and apologies for a wrong B. to take simple food
C. To remain without food D. To be punished for doing something wrong.

5. By disobeying the orders of his boss, John will have **to face the music.**

- A. go to a party B. To invite a trouble C. face the problem D. listen to music

Exercise 2

Collect any five idioms and write their meanings in the given space.

- 1.
- 2.
- 3.
- 4.
- 5.

ABSTRACT WRITING

An abstract summarizes, usually in one paragraph of 200 words or less. To write an abstract, finish your paper first, then type a summary that identifies the purpose, problem, methods, results, and conclusion of your work. After you get the details down, all that's left is to format it correctly. Since an abstract is only a summary of the work you've already done, it's easy to accomplish!

MAJOR ASPECTS:

1) **Identify your purpose.** So what? Why does this matter? The reader wants to know why your research is important, and what the purpose of it is. Start off your abstract by considering the following questions:

- Why did you decide to do this study or project?
- How did you conduct your research?
- What did you find?
- Why is this research and your findings important?
- Why should someone read your entire essay?

2) **Explain the problem at hand.** Abstracts state the “problem” behind your work. Think of this as the specific issue that your research or project addresses. You can sometimes combine the problem with your motivation, but it is best to be clear and separate the two.

- What problem is your research trying to better understand or solve?
- What is the scope of your study - a general problem, or something specific?
- What is your main claim or argument?

3) **Explain your methods.** Motivation - check. Problem - check. Methods? Now is the part where you give an overview of how you accomplished your study. If you did your own work, include a description of it here. If you reviewed the work of others, it can be briefly explained. Discuss your own research including the variables and your approach.

- Describe the evidence you have to support your claim
- Give an overview of your most important sources.

4) **Give your conclusion.** This should finish up your summary and give closure to your abstract. In it, address the meaning of your findings as well as the importance of your overall paper. This format of having a conclusion can be used in both descriptive and informative abstracts, but you will only address the following questions in an informative abstract.

- What are the implications of your work?
- Are your results general or very specific?

The importance of a good abstract

The abstract allows you to elaborate upon each major aspect of the paper and helps readers decide whether they want to read the rest of the paper.

SAMPLE ABSTRACT

Indian Sports

Sports are an integral part of any society and so in India. But the disappointing performance of the Indian athletes and players in the Olympic has made the people to think about the condition of sports in India. Despite our huge size in terms of population, we have not been able to leave our impact on international sports. In this paper I focus on the reasons that lead to such a disappointment of Indian sports in international arena. Starting from wrong policy makers to the worse infrastructure all contribute to demean the motivation of the athletes. Cricket being the other reason as sponsorship, fan support and media all focus on it hence resulting in ignoring other sports. In fact it has been again and again pointed out that politics in the Sports Organizations of India has spoiled the sports. Under such circumstances, it is not possible to raise the standard of sports in India. This paper will through light on the reasons of the downfall of Indian sports as well as offer solutions for the same.

UNIT III

INTERVIEW TECHNIQUES/ MOCK INTERVIEWS

To meet the challenges of professional life, one has to be familiar with many skills to grab the attention of an interviewer, out of which Interview skills are the basic necessities to meet up the future challenges with success.

TYPES OF INTERVIEWS:

There are many types of interview like Information gathering interview, appraisal interview, exit interview, hiring interview, college/ university interview, persuasive interview, counseling interview and many more.

Hiring/Entrance Interview is one of the best known and the most widely experienced type of interview, where an interviewer is taken by Human Resource Manager/ Educational Expertise. To reduce your chances being rejected, here are some basic professional skills, which will lead you towards the path of success in your interview.

PRE-INTERVIEW PLANNING:

- One should have to be prepared in advance for an interview. It's the only way through which one can gain the trust of an interviewer.
- An interviewer always attempt to find answers for the following.
 - Why they should select you?
 - What are the qualities, which you have and other do not have?
 - How can you benefit their organization?
- If you can show your trust, your confidence, your commitment, and appropriate skills, then you could win a successful future.
- Interview is a form of oral communication. It's one to one, or one to group interaction, where an applicant proves themselves as a unique person to be the part of an organization.
- Remember that interview is always pre-planned and structured. It's a formal presentation between an interviewer and an interviewee.
- Only those pass it with flying colors, who are original and show their interest with confidence and who present themselves appealing.

TIPS:

- Decide what to wear.
- Remember to Dress simply but elegantly. Dress should be well ironed without crease. Wear comfortable shoes. Remember to wear basic hosiery.
- You can even check what management wears and dress similarly without over kill.
- Do not Dress casual or wear Athletic Shoes.
- Prepare your file having your portfolio, educational degree copies and extra copies of your resume.
- Find proper address in advance, that where are you going in the morning.
- Last but not the least, get a good night sleep.

AFTER INTERVIEW

With a pleasing smile, say thanks and ask about the next step in the process. Follow up. Call them if you do not get a call within a given time frame and don't forget to write a thank you letter to an organization for taking out their precious time for your interview.

TRADITIONAL INTERVIEW QUESTIONS

Few of the traditional interview questions, which an organization might ask are

1. Tell me about yourself (in two minutes).
2. Why do you feel that you will be successful in...?
3. Why did you decide to interview with our organization?
4. Are you willing to relocate?
5. Tell me about your scholastic record.
6. Tell me about your extra-curricular activities and interests.
7. What are your strengths and weaknesses?
8. Why should we hire you?
9. Where do you see yourself in 5 years? 10 years?

ANSWERING STRATEGIES:

- 1) You can never predict every question that you will encounter, so approach the interview with an inventory of important points. Make a list of the points about yourself that you want the interviewer to know.
- 2) Consider each question an opportunity to provide some of this information. Don't assume anything. You will be evaluated on your answers, not your resume.
- 3) Pause a couple of seconds before you respond to each question, even if you know exactly what you want to say. Take this time to quickly plan your answer, this helps to avoid misunderstandings and produces much more concise answers.
- 4) If you don't understand a question, ask for clarification. This is expected and is preferable to providing an unsuitable answer. If you need time to collect your thoughts - take it. It is better to think for a few moments and make sure that your answer is doing you justice.
- 5) Always expand. Never answer a question with a "yes" or "no."
- 6) The interview is an opportunity for you to sell yourself. Don't be afraid to 'blow your own horn.' As long as you can back up what you are saying with examples which demonstrate that what you are saying is true, you are not bragging.
- 7) Be very positive. Don't complain about anything. Also, avoid negative words.
- 8) Don't be afraid to repeat important points. In fact, it is a good idea to do this.

FINITE AND NON-FINITE VERBS & TRANSITIVE AND INTRANSITIVE VERBS

Finite Verbs

A finite verb is a verb which has a subject and shows tense. In short, it is a verb being a verb (i.e., a doing word) as opposed to a verbal (which is another part of speech formed from a verb).

Examples of Finite Verbs

Every sentence needs a finite verb. Look at these examples (with the finite verbs shaded):

- He **painted** the fence.

(In this example, *painted* is a finite verb.)

- He varnished the painted fence.

(In this example, *painted* is a verbal. It's actually a participle from the verb *to paint*, which is being used as an adjective. A verbal is another name for a non-finite verb.)

Here are some more examples:

- You promised me the last ticket.
- I am excited about going to the amusement park.
- I went for a walk around the park.
- Everyone wanted to go to the amusement park, but we only had four tickets.
- On that dark day, the spirits rose from their graves to feast upon the living.
- In that moment, it all became clear that the amusement park was a trap.

Look at this example:

- He likes painting and wants to paint the painted fence.

In this example, the following look a bit like verbs:

Likes

Painting

Wants

To Paint

Painted

Let's run a check over them:

Painting is a noun formed from the verb *to paint*. (These are called gerunds. The big giveaway is the -*ing* ending.)

To paint is the infinitive form of the verb *to paint*. (The big giveaway is the word *to* in front.)

Painted is the past participle (being used as an adjective). (A giveaway is the -*ed* ending.)

That just leaves *likes* and *wants*. They are both finite verbs in this example.

Non-Finite Verbs

A non-finite verb (also known as a verbal) is the term used to describe a verb that is not showing tense.

In other words, it a verb form which is not acting like a verb (or, at least, the type of verb you need to form a sentence).

There are three types of non-finite verbs: gerunds, infinitives, and participles. Look at these examples (non-finite verbs shaded):

- I hate camping.

(*Camping* is a non-finite verb. In fact, it is a gerund, i.e., a noun formed from a verb. The giveaway for a gerund is the *-ing* ending.)

- I want to go there.

(*To go* is a non-finite verb. It is an infinitive, i.e., the base form of a verb. The giveaway for an infinitive is often, but not always, the *to* before it.)

- We ate our roasted marshmallows.

(*Roasted* is a non-finite verb. It is a participle, a type of adjective. There is no real giveaway for a participle, but lots of participles end in *-ed* and *-ing*.)

Some more examples (non-finite verbs shaded):

- I started screaming at my parents for trying to send me to camp.

(*Screaming* and *trying* - gerunds)

(*To send* - infinitive verb)

- Arriving late, I saw the other kids and they seemed to be excited.

(*Arriving* - present participle)

(*to be* - infinitive verb)

(*excited* - past participle.)

- We sang songs around the campfire and toasted marshmallows.

(There are no non-finite verbs in this example.)

Finite and Non-Finite Verbs Can Look Identical

Finite and non-finite forms of verbs can be identical. Look at these examples (non-finite verbs shaded):

- They roasted chestnuts. (*Roasted* is finite)
- They love roasted chestnuts.
- They laugh.
- They did laugh.

TRANSITIVE AND INTRANSITIVE VERBS

Transitive:

A transitive verb has two characteristics. First, it is an action verb, expressing a doable activity like kick, want, paint, write, eat, clean, etc. Second, it must have a direct object, something or someone who receives the action of the verb.

Here are some examples of transitive verbs:

Sylvia kicked Juan under the table.

Kicked = transitive verb; Juan = direct object.

Joshua wants a smile from Leodine, his beautiful but serious lab partner.

Wants = transitive verb; smile = direct object.

Cornelius painted the canvas in Jackson Pollock fashion, dribbling bright colors from a heavily soaked brush.

Painted = transitive verb; canvas = direct object.

Alicia wrote a love poem on a restaurant napkin.

Wrote = transitive verb; poem = direct object.

Antonio eats lima beans drenched in brown gravy.

Eats = transitive verb; lima beans = direct object.

Pinky the poodle cleans the dirty supper dishes with his tongue before Grandma loads the "prewashed" items into dishwasher.

Cleans, loads = transitive verbs; dishes, items = direct objects.

Intransitive:

An intransitive verb has two characteristics. First, it is an action verb, expressing a doable activity like arrive, go, lie, sneeze, sit, die, etc. Second, unlike a transitive verb, it will *not* have a direct object receiving the action.

Here are some examples of intransitive verbs:

Huffing and puffing, we arrived at the classroom door with only seven seconds to spare.

Arrived = intransitive verb.

James went to the campus cafe for a steaming bowl of squid eyeball stew.

Went = intransitive verb.

To escape the midday sun, the cats lie in the shade under our cars.

Lie = intransitive verb.

Around fresh ground pepper, Sheryl sneezes with violence.

Sneezes = intransitive verb.

In the evenings, Glenda sits on the front porch to admire her immaculate lawn.

Sits = intransitive verb.

Flipped on its back, the beetle that Clara soaked with insecticide dies under the refrigerator.

Dies = intransitive verb.

Realize that many verbs can be both transitive and intransitive.

An action verb with a direct object is transitive while an action verb with no direct object is intransitive. Some verbs, such as arrive, go, lie, sneeze, sit, and die, are always intransitive; it is impossible for a direct object to follow.

Other action verbs, however, can be transitive *or* intransitive, depending on what follows in the sentence. Compare these examples:

Because of blood sugar problems, Rosa always eats before leaving for school.

Eats = intransitive verb.

If there is no leftover pizza, Rosa usually eats whole-grain cereal.

Eats = transitive verb; cereal = direct object.

During cross-country practice, Damien runs over hills, through fields, across the river, and along the highway.

Runs = intransitive verb.

In the spring, Damien will run his first marathon.

Will run = transitive verb; marathon = direct object

ERGATIVE VERBS

An ergative verb Refers to things that happen, not things that are done. The verb affects the subject. An ergative verb is a verb that can be either transitive or intransitive, and whose subject when intransitive corresponds to its direct object when transitive.

She broke the stick. (Active)

The stick was broken by her. (Passive)

The stick broke. (Ergative)

STANDARD ABBREVIATIONS

1. HR: Human Resources
2. ATM: Automated Teller Machine
3. UFO: Unidentified Flying Object
4. HIV: Human Immunodeficiency Virus
5. IQ: Intelligence Quotient
6. PIN: Personal Identification Number
7. FBI: Federal Bureau of Investigation
8. CCTV-Closed-Circuit Television
9. LPG- Liquefied Petroleum Gas
10. AC - Alternating Current
11. HDFC- Housing Development Finance Corporation
12. AM - ante meridiem
13. PM - Post Meridiem
14. AC - Alternate Current
15. BCCI-Board of Control for Cricket in India
16. BBC-British Broadcasting Corporation
17. BHEL-Bharat Heavy Electronics Limited
18. BSF-Border Security Force
19. CBI-Central Bureau of Investigation
20. CRPF-Central Reserve Police Force

EXERCISE:

1. Fill in the blanks with the full forms of the abbreviations which are in bold.

a. Ramya plans to do her Ph.D from **UK**.

b. I love movies of Mammootty! He plays an officer of **CBI** in many hit movies.

c. My father was a young man when he joined **CRPF**. He was posted on the borders of Jammu.

d. My friend, Sharath learnt English by listening to **BBC** regularly.

e. Many soldiers laid down their lives during the **LOC** war at Kargil.

f. These days, **CCTV** has become a norm to bring down crime rate of Hyderabad.

g. All of us have accounts in **HDFC**.

h. You are not supposed to mishandle the **CPU** in the English lab.

i. Our first lesson in Physics deals with **AC**.

j. The **LPG** cylinders have become very expensive these days.

JOB APPLICATION-COVER LETTER

REQUISITES OF COVER LETTER

Cover letters can improve your chances for an interview. They show how eager you are to work for the specific employer you're applying to. And you can let a bit of your personality come through in ways your resume doesn't allow for.

It's a fact, however, that not all employers (or recruiters) take the time to read cover letters. But it's always good practice to write a cover letter. To simplify things for yourself, create a single, standardized cover letter, one that you can easily modify – by addressing it to a specific person at the company you're applying to, or by highlighting some of your work accomplishments that tie back to their job ad – each time you apply to a new company.

FREQUENTLY ASKED QUESTIONS

1. What's the real purpose of a cover letter?

A. It's important to remember that the cover letter, like the resume, is a marketing tool. Use it to show how your experience and skills can directly help the employer. Doing so demonstrates to them that you have taken the time to customize your application to meet their needs.

2. What exactly should I put in my cover letter and what should I leave out?

A. Highlight your relevant work history, educational background, and earned credentials. Make sure they come close to matching what the employer's job posting asks for. However just like with your resume, certain information should not be revealed to employers. Otherwise you might be exposing yourself to potential discrimination.

3. How should I format my cover letter?

A. Typically a cover letter is set up like any other business letter. It starts with the contact information of the person you're addressing the letter to. Then it states the subject of the letter, which might include the name or reference number of the job you're applying for. Following this is the body of the letter: why you believe you're qualified for this job, a bit about your relevant work history, how it is you're interested in working for this particular employer, ending with how you plan to follow up.

4. What are the worst cover letter mistakes?

A. Writing endlessly about how wonderful you are – without backing it up, forgetting to mention why you truly want to work for this specific employer. Avoid addressing the cover letter “To Whom It May Concern” or “Dear Employer,” which reveals that this is a broadcast letter, not a targeted marketing tool.

5. Are there cover letter samples for different situations I can access for free?

A. Cover letter samples for different positions (such as Office Coordinator or Purchasing Assistant) and for several types of career circumstances are available in the websites but choose the right vocabulary that suits you the best.

6. Who can I get to review my cover letter for errors and effectiveness?

A. Proof reading is a skill that not everyone possesses. That's why people decide to reach out for a second opinion. You can get others to review your cover letter for free (trusted friends, recruiters and local career centers), though it may pay dividends to hire a professional cover letter/resume writer for an experienced opinion.

7. How do I handle sticky situations in my cover letter?

A. If you've recently been downsized, or have been out of the workforce on an extended leave, it's a good idea to mention this in your cover letter. The goal is to inform the employer of your circumstances while minimizing any concerns they might have. Read more about how to handle sticky situations in your cover letter.

8. What is the best way to include a cover letter along with my resume?

A. When you apply to a job posting online, you can include your cover letter as text, right in the body of your e-mail. Caution is advised though: you don't want to send an email with fancy fonts and designs if the recipient is using a plain-text email client. Read more about the proper ways of Emailing Cover Letters and Attachments.

9. Do I need to state my "objective" in my cover letter?

A. Not necessarily. Have you read about how to replace the Resume Objective with a Personal Brand Statement? In a similar vein here's How to Include Your Personal Brand Statement in Your Cover Letter. Furthermore you can simply state that you are applying for the position as it's listed in the job ad.

10. Are there ways to increase the impact of my cover letter?

A. One way to distinguish yourself in a cover letter is to Customize Your Cover Letter to the Job Ad. Show employers that you are genuinely qualified for the exact job they're offering. Also capture their attention right from the start with New Beginnings for Your Cover Letter.

SAMPLE COVER LETTER

Amit Singh
NH111-C43 Damanagar
District – Singrauli
Himachal Pradesh

23rd January 2019

The Manager (Designation)
XYZ (Company Name)

Dear Sir/Madam,

Sub: Application for the post of assistant electrical engineer

I am currently pursuing my B-Tech Electrical & Electronics. As I am in search of right job, I identified your company and find it the right place as I will have the scope of being a part of the technical team, where I can execute my electrical knowledge, which is my area of interest.

I have been an active member of the academic project Capillary Evaporate Cooler & have got a practical knowledge during this project tenure. I have also attended an Industrial Training program at National Thermal Power Cooperation, where we experienced and learnt about steam cycle.

I believe that my communication skills, technical skills and positive work ethics would make me an asset to your organization.

I would like to be a part of this reputed firm, where I can utilize my skills, knowledge & talent. This would be the right opportunity and I strongly believe that if given a chance I will prove myself and contribute to the growth and success of the organization. Please find my detailed CV for your consideration. Should you need any more details, please do let me know. Thanking you for your time and looking forward to hear from you.

Thank you for your consideration.

Sincerely,

(Amit Singh)

Enclosure

Resume and related testimonials

UNIT-IV**TELEPHONIC EXPRESSIONS**

Telephonic expressions are nothing but the way of answering, receiving and responding to the telephonic calls. In the other words Telephonic expressions are also said as Telephonic manners. No exaggeration that all start the day with the phone and end the day with the phone. So, when the phone is important and the Telephonic expressions are also very important. Here are some important telephonic expressions which are to be practiced by everyone, for telephone (mobile) has become the part and parcel of everybody's life.

Making Phone Calls**Introducing yourself**

- Good morning/afternoon/evening. This is Mike at (company name)/Mike from (department name). Could I speak to (person you're calling for)?
- Good morning/afternoon/evening. This is Mike at (company name)/Mike from (department name). I'm calling about/because...

When the person you want to speak to is unavailable

- Can I leave a message for him/her?
- Could you tell him/her that I called, please?
- Could you ask him/her to call me back, please?
- Okay, thanks. I'll call back later.

Dealing with bad connections

- I think we have a bad connection. Can I call you back?
- I'm sorry, we have a bad connection. Could you speak a little louder, please?
- I'm sorry, could you repeat that please?

Ending the call

- Thank you very much. Have a good day.
- Thanks for your help. Have a good day.

Receiving Phone Calls

Answering the phone

- Company ABC, this is Mike. How may I help you?
- Good morning/afternoon, Company ABC. How may I help you?
- Purchasing department, Frank speaking.

Note: If we are taking an external call and talking to a customer, “How may I help you?” is common. If we are taking an internal call, we normally do not say “How may I help you?” For internal calls, saying your name and your department is usually sufficient.

Getting the name of the caller if he/she doesn't give it to you

- May I have your name please?
- Who am I speaking with?
- May I ask who's calling?

Responding to a caller's request

- Sure, let me check on that.
- Let me see if she's available.
- Sure, one moment please.

Asking someone to wait on the line

- Can I put you on hold for a minute?
- Do you mind holding while I check on that (or “handle that for you,” “check to see if he's available,” etc)

Taking a message

- He's/she's not available at the moment. Would you like to leave a message?
- He's/she's out of the office right now. Can I take a message?

Dealing with bad connections/wrong numbers

- I'm sorry, we have a bad connection. Could you give me your number and I'll call you right back?
- I think we have a bad connection. Could you speak a little louder, please?
- I'm sorry, could you repeat that?
- I'm sorry, you have the wrong number.

Ending the call

- o Is there anything else I can help you with?....Okay, thanks for calling. Have a great day.
- o Is there anything else I can do for you?...Okay, have a good day.

AUXILIARY VERBS

An auxiliary verb (abbreviated aux) is a verb that adds functional or grammatical meaning to the clause in which it appears, such as to express tense, aspect, voice, emphasis, etc. Auxiliary verbs usually accompany a main verb. The main verb provides the main semantic content of the clause. Auxiliary verbs are also called helping verbs, helper verbs, or (verbal) auxiliaries.

Auxiliary verbs are so called because they help to form the various tenses, moods, and voices of other verbs. The principal ones are **be**, **do**, and **have**.

1. Be is used with other verbs (Be forms-is, am, are ,was, were)

- to form continuous tenses and the passive voice:

She is reading a magazine.

We were talking to them for ages.

England was beaten by Germany in the final.

2. Have is used to make perfect tenses: (have forms-has, have, had)

The secretaries haven't written all the letters yet.

The thief had left before I entered the room.

We will have established community gardens by next year.

3. Do is used: (do forms-do, does, did)

To emphasize: He did look tired.

To make questions: Do you want a cup of coffee?

Does Sam write all his own reports?

To form negative statements or questions:

I don't like meat.

Didn't he know how to play football?

Examples:

1. Do you like German food?
2. Does your mother speak English?
3. He did not come to school yesterday.

4. Why are you talking?
5. I was taking lunch when you called!
6. A new road is built behind the school.
7. Is he your friend?

Exercise-1**I. Fill in the blanks with correct auxiliary verb.**

1. _____ you coming to the party?
2. They _____ finished the job.
3. What _____ you do every Sunday?
4. She _____ not want to stay at home.
5. He _____ called me twice this morning.
6. What _____ she do in her free time?
7. Where _____ they go yesterday?
8. She _____ always wanted to meet him.
9. What _____ they doing when you came in?
10. She _____ come yet; we're still waiting for her.

DEGREES OF COMPARISON

Degrees of Comparison are used when we compare one person or one thing with another.

There are three **Degrees of Comparison in English**.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

1. Positive degree.

When we speak about only one person or thing, we use the Positive degree.

Examples:

- This house is big.

In this sentence only one noun "The house" is talked about.

- He is a tall student.
- This flower is beautiful.

2. Comparative

When we compare two persons or two things with each other, we use both the Positive degree and Comparative degree.

Examples:

a. This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term "bigger" is comparative version of the term "big". Both these sentences convey the same meaning.

b. This flower is more beautiful than that. (Comparative)

This flower is not as beautiful as that. (Positive)

The term "more beautiful" is comparative version of the term "beautiful". Both these sentences convey the same meaning.

c. He is more intelligent than this boy. (Comparative)

This boy is not as intelligent as him. (Positive)

The term "more intelligent" is comparative version of the term "intelligent". Both these sentences convey the same meaning.

When we compare more than two persons or things with one another, we use all the three Positive, Comparative and Superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

Superlative

He is more intelligent than other boys in the class. (Comparative)

No other boy is as intelligent as this boy. (Positive)

The term "most intelligent" is superlative version of the term "intelligent". Both these sentences convey the same meaning.

d. He is the tallest student in this class. (Superlative)

He is taller than any other student in this class. (Comparative)

No other student is as tall as this student. (Positive)

The term "tallest" is superlative version of the term "tall".

Model -1: "The best":

Examples:

i. This is the best hotel in this area.

No other hotel is as good as this in this area.

This hotel is better than any other hotel one in this area.

ii. Unemployment is the most serious problem facing our country.

Unemployment is more serious than any other problem facing our country.

No other problem facing our country is as serious as unemployment.

Model-2: "One of the best":

Examples:

i. Calcutta is one of the largest cities in India.

Calcutta is larger than most/many other cities in India.

Very few cities in India are as large as Calcutta.

ii. Satin Tendulkar is one of the best batsmen in the world.

Satin Tendulkar is better than most other batsmen in the world.

No other batman in the world is as good as Satin Tendulkar.

Model-3: "Not the best":

Examples:

- i. This is not the best solution to the problem.
- ii. This is not better than few other solutions to this problem.
- iii. Other solutions to this problem are not as good as this one.
- ii. New York is not the largest city in America.

New York is not bigger than many other cities in America.

Few other cities in America are at least as large as New York.

Few adjectives and adverbs get their Comparative forms by simply getting "more" before them.

And their superlative terms, by getting "most" before them.

Examples:

Beautiful.....more beautiful.....most beautiful

Effective.....more effective.....most effective

Effectively.....more effectively.....most effectively

Enjoyable.....more enjoyable.....most enjoyable

Useful.....more useful.....most useful

Different.....more different.....most different

Honest.....more honest.....most honest

Qualified.....more qualified.....most qualified

Few adjectives and adverbs get their Comparative forms by simply getting "er" after them and their superlative terms, by getting "est" after them.

Examples:

Hard.....harder.....hardest

Big.....bigger.....biggest

Tall.....taller.....tallest

Long.....longer.....longest

Short.....shorter.....shortest

Costly.....costlier.....costliest

Simple.....simpler.....simplest

Degrees of Comparison add beauty and varieties to the sentences.

ANALOGY

Analogy is a comparison between one thing and another, typically for the purpose of explanation or clarification. The relationships that are found in analogy questions fall into several general types.

1. Object/its characteristics

Rubber : flexible :: iron : rigid

2. Letter relationship

Pat : tap :: rat : tar

3. Similarity/contrast

Happy : joy :: fat: plump

4. Completion

Los : Angeles :: San : Francisco

5. Symbol or representation

Dove : peace :: lilies : beauty

EXERCISE-1

Fill in the blanks with the correct word.

1. virus : illness :: flood : _____

- a. rain b. destruction c. hurricane d. drought

2. olive branch : peace :: lamb : _____

- a. meekness b. evil c. love d. royalty

3. smart: intelligent :: ecstatic : _____

- a. despaired b. blissful c. unhappy d. miserable

4. sweet : sour :: _____: biased
a. impartial b. concerned c. unfair d. predisposed

5. lion : ferocious :: _____: cunning
a. cat b. fox c. rabbit d. elephant

JOB APPLICATION-RESUME

The resume is a summary of background facts in list form. It should be designed for quick reading, the resume lists facts about the candidate.

There are several basic types of resumes you can use to apply for job openings. You can choose to write a chronological, functional, combination, or a targeted resume. Each resume type is used for different purposes. Therefore, when deciding which type of resume to use, you have to think about your current circumstances.

Chronological Resume

A chronological resume starts by listing your work history, with the most recent position listed first. Below your most recent job, you list your other jobs in reverse chronological order. Employers typically prefer this type of resume because it's easy to see what jobs you have held and when you have worked at them. This is the most common resume type. This type of resume works well for job seekers with a strong, solid work history. If you are starting your career, or if you are changing career fields, you might consider a different resume type.

Functional Resume

A functional resume focuses on your skills and experience, rather than on your chronological work history. Instead of having a "work history" section at the top of your resume, you might have a "professional experience" or "accomplishments" section that lists various skills you have developed over the years. Functional resumes are used most often by people who are changing careers or who have gaps in their employment history. It is also useful for people who are new to the workforce, have limited work experience, or who have a gap in their employment.

Combination Resume

A combination resume is a mix between a chronological resume and a functional resume. At the top of the resume is a list of one's skills and qualifications. Below this is one's chronological work history. However, the work history is not the focus of the resume and typically does not take up much space on the resume. With this type of resume, you can highlight the skills you have that are relevant to the job you are applying for, as well as provide your chronological work history.

Targeted Resume

A targeted resume is a resume that is customized to specifically highlight the experience and skills you have that are relevant to the job you are applying for. It takes more work to write a targeted resume than to click to apply with your existing resume. However, it's well worth the effort, especially when applying for jobs that are a perfect match for your qualifications and experience.

The Order of Information

Before delving into what information you should add, it's important to remember that the information you include will largely depend on the format you choose. With that being said, below is a general guide to what information you should add and the order in which you should add it.

I. Contact Information

The contact information section is pretty self-explanatory. This section does not require a label (Contact Information or Contact Details). When listing your contact details you should follow this order:

Name (largest font on page, middle initial is optional)

Mailing Address

Telephone Number (Check that you have an appropriate voicemail message)

Email Address (makes sure it's appropriate, use your formal@gmail.com account.)

Link to online portfolio (optional, ensure it is relevant to the position)

II. Choose a Resume Introduction

Like formats, job seekers have 3 choices for their resume introduction: qualifications summary, career objective, and professional profile. The goal of all three are to gain the attention of an employer by highlighting your skills and experience that will help their company. However, the method through which each introduction achieves this goal differs.

Qualifications Summary

With regards to format, the qualifications summary is a bullet point list (ranging from 4 to 6 points) of your most outstanding career achievements. Avoid using generic statements and try to list your skills in a way reflects your unique voice.

Dos

I am applying to a job that requires a rigid set of abilities.

I have a wealth of experience in the industry.

I possess multiple skill sets.

Don'ts

I lack experience.

I am an entry level candidate that lacks specific skill sets.

I lack measurable achievements

Career Objective

A resume objective, also referred to as a career objective, is a 2-3 sentence statement that provides an overview of your skills and experience. This resume introduction is best for entry-level candidates.

Dos

- I am an entry-level applicant.
- I do not have in-depth experience in the industry.
- I am a recent college graduate.

Don'ts

- I have a wealth of industry-specific skill sets.
- I am changing career paths.
- I am writing a cover letter.

Professional Profile

The professional profile is a combination of both the career objective and qualifications summary. It is also the most flexible of the three styles as it can be formatted as short paragraph or bullet-point list.

III. Professional Experience

The section is the core of your resume, where you are tasked with proving the skills you have listed in the qualifications summary or career objective. When it comes to labeling this section some use “Relevant Experience,” or “Work Experience” as an alternative to “Professional Experience.”

IV. Education

Having a solid education section helps to display the foundation of your knowledge and expertise. Depending on your professional experience, you may want to consider switching the order of the professional experience and education sections.

Here are the main points to include in your education section:

The names of your university, community college, or technical school(Don't include high school unless you did not attend college)

Location of the schools (city, state)

Date of graduation (month, year)

Degree(s)

GPA (only include if your GPA is above 3.0, round up to the first decimal place , and use this format:
GPA: 3.5/4.0)

Awards/Honors/Activities

Grants

Academic Honors

Scholarships

Volunteer positions

Professional Affiliations

Technical Skills

Some careers, such as those in the IT or Engineering fields, require specialized knowledge and hands-on skills. Within the IT industry, a software manager's responsibilities will differ from company to company. A technical skills section is helpful in showcasing your knowledge of specific systems.

To prevent this section from taking up too much space, try breaking up this section into categories and list your skills within each. For example:

- Software: Proficient in Microsoft Office Suite, Visio, and Oracle
- Programming Languages: Excel at HTML, C++, and Python
- Additional Skills additional skills sample
- Sample Skills Section
- Including an additional skills section may be worth considering. An additional skills section is a short and concise list of skills relevant to your industry. This section is similar a technical skills, but is often used for industries that do not specifically require advanced skills. Check out the yellow-highlighted additional skills section in the image to your right.

What to include:

- Fluency in a second language
- Knowledge of computer applications (Photoshop, Illustrator)
- Ability to operate heavy machinery
- What not to include:
- Generic statements (Customer Service Skills)
- Run of the mill skills
- Unrelated skills
- Even if you have already added skills to your career objective or qualifications summary, it never hurts to add more abilities. For instance, someone like an IT manager who works with a wide array of programs and techniques will in turn have a wide range of skills to fill both a qualifications summary and additional skills section.

FUNCTIONAL RESUME (EXPERIENCED)

M A. SANDEEP

1234 North 55 Street

Begumpet, Hyderabad 68005

(040) 292-2345

sandeep@xxx.com

SUMMARY OF QUALIFICATIONS

Exceptionally well organized and resourceful Professional with more than six years experience and a solid academic background in accounting and financial management; excellent analytical and problem solving skills; able to handle multiple projects while producing high quality work in a fast-paced, deadline-oriented environment.

EDUCATION

Bachelor of Science : Osmania University, Hyderabad (In Progress)

Major: Accounting

Minor: Computer Information

Systems Expected Graduation Date: January, 20xx

GPA to date: 3.95/4.00

PROFESSIONAL ACCOMPLISHMENTS**Accounting and Financial Management**

- Developed and maintained accounting records for up to fifty bank accounts.
- Formulated monthly and year-end financial statements and generated various payroll records, including federal and state payroll reports, annual tax reports, W-2 and 1099 forms, etc.
- Tested accuracy of account balances and prepared supporting documentation for submission during a comprehensive three-year audit of financial operations.
- Formulated intricate pro-forma budgets.
- Calculated and implemented depreciation/amortization schedules.

Information Systems Analysis and Problem Solving

- Converted manual to computerized accounting systems for two organizations.
- Analyzed and successfully reprogrammed software to meet customer requirements.
- Researched and corrected problems to assure effective operation of newly computerized

systems.

WORK HISTORY

- **Student Intern**, Financial Accounting Development Program, Ville parle, Mumbai (Summer 20xx)
- **Accounting Coordinator**, Nebraska Special Olympics, Omaha, NE (20xx-20xx)
- **Bookkeeper**, SMC, Inc., Omaha, NE (20xx – 20xx)
- **Bookkeeper**, First United Methodist Church, Altus, OK (20xx – 20xx)

PROFESSIONAL AFFILIATION

Member, IMA, Osmania University, Student Chapter

COMPUTER SKILLS

- Proficient in MS Office (Word, Excel, PowerPoint, Outlook), QuickBooks
- Basic Knowledge of MS Access, SQL, Visual Basic, C++

UNIT V

GROUP DISCUSSION

Introduction:

A GD is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss it among themselves for 15-20 minutes. In fact, it helps to shortlist candidates for the final interview.

A group discussion is a leaderless group. All the candidates are competitors who have to join the discussion without the presence and participation of the examiner. The examiner standing away from the group evaluates leadership level and personality traits of the several candidates who constitute the group.

A group discussion can be categorized into three phases:

1. Initiation/Introduction
2. Body of the group discussion
3. Summarization/conclusion

Importance of G.Ds

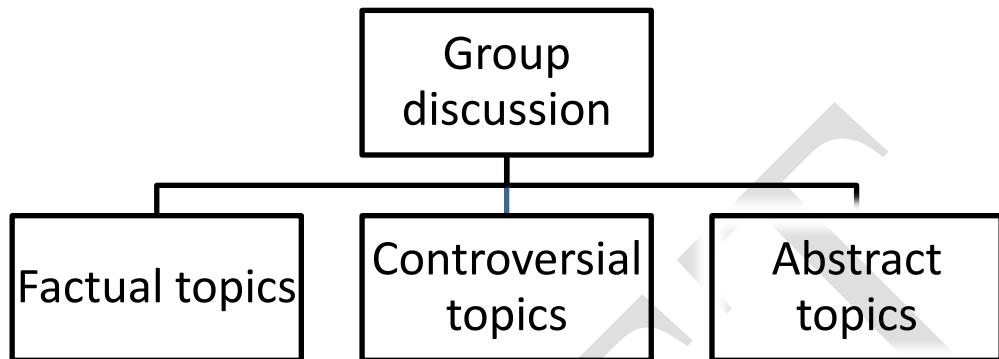
The group discussion tests how one can function as a part of a team. As a manager, you will always be working in teams, as a member, or as a leader. Therefore, how you interact in a team becomes an important criterion for one's job selection.

Company's perspective:

The G.D is to check how one behaves, participates and contributes in a group, how much importance one can give to the group objective as well as one's own. The aspects which make up a GD are verbal communication, non-verbal behavior, and conformation to norms, decision-making ability and cooperation.

These are four essential components of a group discussion test:

- Personality manifestation
- Knowledge
- Communication skills
- Leadership

Types of GD:**Do's and Don'ts****DO'S**

- Respect the contribution of other speakers
- Speak pleasantly and with courtesy to all members of the group
- Take time to organise your thought. Think of what you are going to say.
- Listen well to the ideas of other speakers; you will learn something.
- Acknowledge what you find interesting
- Remember that a discussion is not a fight. Learn to disagree politely
- Respect differing views. Those who hold them are not necessarily wrong
- Language skills are important only to the effect as to how you get your points across clearly and fluently.
- Try to stick to the discussion topic. Don't introduce irrelevant information
- Be aware of your body language. keep it open and friendly
- Avoid gestures that appear aggressive
- Speak clearly. Don't whisper

DON'TS:

- Don't take offence if another speaker disagrees with you. Putting forward different points of view is an important part of any discussion
- Never try to intimidate or insult another speaker or ridicule the contribution of others
- Don't use comments like "that's stupid" or "you're wrong". Learn to disagree and argue appropriately.
- Avoid negative body language when speaking
- Take care to use a moderate tone of voice. If you sound angry or aggressive others will dominate the discussion
- Avoid drawing too much on personal experience.
- Don't interrupt or talk over another speaker. Let them finish their point before you start. Listening to others earns you the right to be heard.

Dynamics of the group discussion:

In a GD, an idea or a perspective which provides a scope for entirely new dimensional discussion is always highly appreciated.

Some of the dynamics of a good GD are

- Flexibility
- Initiative
- Persuasiveness
- Communication skills
- Knowledge and ideas regarding a given subject
- Capability to co-ordinate and lead
- Exchange of thoughts
- Addressing the group as a whole
- Thorough preparations

Interventions:

Interventions is a common feature one can come across in GD's. It is very importat how we intervene. The interviewer is very specific about how you carry yourself when you need to intervene.

Some tips to keep in mind while you intervene in a GD

- Never be emotional
- Use appropriate vocabulary and phrases
- Use pleasant body language

- Keep in mind that you are doing it only to convey your opinion
- And not to prejudicing against the other team member

Fluency and coherence:

Fluency:

Enhance your pool of vocabulary with not so tedious or ornamental words; they must be simple and general. It is also recommended that you learn some phrasal verbs as well as some idioms ad proverbs of this language which will add extra boost to your fluency. Never rush with your sentences. Be at ease always. Speak loud and clear so that your team mates can hear you, don't mumble. Talk plainly, briefly, naturally, sensibly, truthfully, purely. Avoid slang, don't put on airs and don't use big words!

Command over the language and good grammar definitely aids you in enhancing your performance.

To enhance fluency, tone of voice and articulation, start by reading aloud from a book or an editorial for around 15 minutes daily. Fluency means, where mind is able to express one's thoughts freely in English. Gain fluency by expanding vocabulary.

Coherence:

- Clarify the purpose, goal, or thesis of your talk.
- Have the focus of your talk so clear that you can rewrite it
- Know the point of your talk: what's the big picture?
- Limit yourself to relatively few main ideas
- Fully develop these few main points
- Make rhetorical choices that maximize the communication of your purpose, goal or thesis.
- Use an organizational pattern that helps the group to follow and predict where you are headed with your topic. Develop an outline based on your thesis statement
- Mind map : using the central point of the talk as origin in the development of a radiant, associative pattern of ideas
- Pros and cons: arguing the positive and negative aspects of an issue or problem,
- Problem – solution: posing a problem and offering a solution
- Develop an introduction that sparks the audience's curiosity and gives them a reason to listen why is this topic important to them?
- Develop a conclusion that summarizes the main points that you have presented.

Modulation of voice: Voice modulation to improve your voice and increase your authority in presentations.

- Pitch
- Pace
- Power
- Pausing

Body language:

Gathering information of body language principles, dressing style and usage of words can be done by noticing peers or participating on the podium level. Make it a habit to speak publicly and take part in extempore speeches and on the stage activities. Body language is something which people rarely talk about but expressions speak the most. Many times we can gauge by a smile or a frown about the words that are not expressed by the tongue.

- Physical appearance
- Head position
- Eye contact
- Gesture
- Stance
- Facial expression
- Time to process the message
- Bring it all together

Relevance:

Relevance is a key point to be considered while participation in a GD. To have a relevant flow of thought and discussion, the following point should be kept in mind.

Give good prior preparation of the topic

- Arrange the prepared data in a sequential flow
- Don't panic
- Verify with what you prepare is in relevant to the topic given

Summarization techniques:

Most GDs are left without a conclusion, and it isn't even essential that a group reach one.

A conclusion represents a final stage where the entire group decides in favor or against a topic, in the case of a summarization a candidate summarizes in a nutshell what the group has discussed

While summarizing a discussion, the following points should be kept in mind:

- A person should not share his or her own view point alone.
- A summary should not dwell and concise.
- It should be brief and concise.
- It should incorporate all the important points spoken.
- It is not advisable to add anything once a GD has been summarized.

A simple framework for a summary can be, “we had a healthy group discussion and, as group, evaluated this topic from different perspectives. Some of my friends spoke in favor of the topic and the reasons they gave were (elaborate), while some good points against the topic were (elaborate)”

In all, we had a very good discussion with everyone participating enthusiastically.

Viva voce Questions:

1. Nature and importance of group discussion.
2. Mention the Do's and Don'ts of a group discussion.
3. What are the dynamics of a good group discussion?
4. What is the summarization technique of a good group discussion?
5. Group interaction

COMMON ERRORS

Introduction to Common Errors in English Usage:

The concept of language errors is a fuzzy one. I'll leave to linguists the technical definitions. Here we're concerned only with deviations from the standard use of English as judged by sophisticated users such as professional writers, editors, teachers, and literate executives and personnel officers.

s.no	Incorrect	Correct
1.	Mr. Sharma is my English teacher	Mr . Sharma is my Teacher of English.
2.	Chiranjivi is my cousin brother.	Chiranjivi is my cousin.
3.	One must do his duty.	One must do one's duty.
4.	He made a blunder mistake.	He made a blunder.

5.	Open your book on page ten.	Open your book at page ten.
6.	He has gone to abroad.	He has gone abroad
7.	He married his daughter.	He got his daughter married.
8.	He live in the boarding.	He lives in the boarding house.
9.	Sachin and myself helped you.	Sachin and I helped you.
10.	Please write with ink.	Please write in ink.
11.	He died from cancer.	He died of cancer.
12.	My younger brother goes to the college daily.	My younger brother goes to college daily.
13.	He is taller than me.	He is taller than I (am).
14.	It is a true fact.	It is a fact.
15.	Radha resembles to her mother.	Radha resembles her mother.
16.	Please pay for your bill.	Please pay your bill.
17.	I need a house to live.	I need a house to live in.
18.	I want a pen to write.	I want a pen to write with.
19.	We go to college by foot.	We go to college on foot.
20.	I prefer coffee than tea.	I prefer coffee to tea.
21.	I will wait here until you do not return.	I will wait here until you come.
22.	He needs not worry.	He need not worry.
23.	Mohan insisted to go there.	Mohan insisted on going there.
24.	His grandmother is died.	His grandmother is dead.
25.	Are you a member in the committee?	Are you a member of the committee?
26.	Sachin is good in English.	Sachin is good at English.
27.	Thousands were injured in the war.	Thousands were wounded in the war.
28.	There is no other alternative.	There is no alternative.
29.	What is the cost of this pen?	What is the price of this pen?
30.	Translate this passage from English to Hindi.	Translate this passage from English into Hindi.
31.	I have learnt this lesson word by word.	I have learnt this lesson word for word.
32.	I am going to cut my hair.	I am going to have my hair cut.
33.	I asked him that why he was late.	I asked him why he was late.
34.	He pays more attention to Hindi than English.	He pays more attention to Hindi than to English.

35.	Sachin has made ten goals.	Sachin has scored ten goals.
36.	He admitted that he had committed the murder.	He confessed that he had committed the murder.
37.	Please consult the concerned authority.	Please consult the authority concerned.
38.	This is the house whose roof leaks.	This is the house, the roof of which leaks.
39.	Being a cloudy day, we did not go out.	It being a cloudy day, we did not go out.
40.	Please give a ten rupees note.	Please give a ten rupee note.

EXERSICE 1

Correct the following sentences.

1. We are only five on our team.
2. I would rather to work from home than come to the office.
3. We're used to have a lot of work to do, so meeting the deadline won't be a problem.
4. My client sent me an email but I haven't replied her yet.
5. Maybe I'm going to finish this today.
6. Please borrow me your badge so I can get into the storage closet.
7. I can't finish this by the end of the day. Even though I spend all day on it, I won't finish on time.
8. Probably, I'll go to the beach on Saturday.
9. The Old Man and the Sea was written for Ernest Hemingway.
10. Our office is near to the airport, so it will be easy for you to get here.

Exercise 2

1. . We have many stuffs to do this week, so I don't know if I can go to English class.
2. Despite I was tired, I came to work today.
3. If we had a gym here, I can work out after work.

4. I always try to do things very careful and make sure I do them correct. (*two mistakes*)
5. We have people from all over the world here: India, United States, Venezuela, Canada, United Kingdom, Germany, and France. (*two mistakes*)
6. Are we going to have to work overtime again this week? I hope no.
7. Yesterday, he told me that he will send the email after lunch, but he didn't do it.
8. My schedule often changes, but I normally work since 9 a.m. to 6 p.m.
9. I thought you were still with Microsoft. When did you stop to work there?
10. I'm not pretty sure about what we should do.

PREPOSITIONS

A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. Most prepositions have several definitions, so the meaning changes quite a bit in different contexts.

Here are a few types of prepositions with examples.

Prepositions of Time

1. At:

At is used to indicate when something happens. We use at with clock times, e.g. periods of the year, and periods of the day, festivals, etc. But we don't use at with 'morning', 'evening', 'afternoon', etc.

- a. The train left at 8 o'clock.
- b. She used to go to temple at Dussehra and Diwali.
- c. She married at the age of twenty.

2. In:

In is used to indicate the period of time in which something happens. We use 'in' with centuries, years, seasons, months, periods of the day 'morning', 'evening', 'afternoon'.

- a. She was born In 1990.
- b. They visited this place in summer.
- c. The theft took place in the day-time.

1. On:

It is used with days, dates, birthdays, anniversaries, etc.

- a. We went to see a movie on Tuesday.
- b. He was born on October 3.1980.
- c. We congratulated him on his birthday.

4. During:

During may be used instead of 'in' with periods of the day, months, seasons, years, decades and centuries to express the idea that something continues throughout the whole of a specified period.

- a. During the war many people were killed.
- b. We work during the day and sleep during the night.
- c. We try to contact people during October.

5. By:

By is used to indicate the latest time at which an action will be finished

- a. He will finish this work by 5 o'clock.
- b. You must come to me by 8 am.
- c. Applications must be received by 10th May.

6. For:

For is used with periods of time to indicate how long an action lasts. It is generally used with the Perfect Tense but is also used with other tenses.

- a. They have lived here for five years.
- b. It rained continuously for twelve hours.
- c. They have been working for two hours.

7. Since:

Since is used with a point of time in the past from which some action began and it continues till the time of speaking. It is generally used with the Perfect Tense.

- a. He has lived here since 1980.
- b. Everything has changed since the last summer.
- c. It has not rained since the end of June.

8. From:

From indicates the starting point of an action in the past or future. It is always used with 'to' or 'till'.

- a. They lived here from 1980 till/until 1990.
- b. He lives in his office from 9 am. to 5 pm.
- c. She is interested in the period from 1950 to 1960

Prepositions of Place

1. At: At is used to show the exact point, e.g. houses, stations, small villages and towns.

- a. They lived at Gohana, a small town in Haryana.
- b. He was born at his village, Shilmar.

2. In: In is used when the reference is not to any specific place or to the names of large cities, countries etc.

- a. Many people in India live in villages.
- b. They lived in Europe for ten years.

3. On: On is used to indicate a particular area of land or place where something is

- a. There is a school on the outskirts of the city.
- b. The hotel stands on the banks of a river.

Prepositions of Direction

1. Towards: Towards is used to indicate the direction of something

- a. They went towards the airport.
- b. He was speeding towards the town.

2. For: For is used to show direction only when the verb indicates the beginning of a movement

- a. She left for Japan early in the morning.
- b. They left for home late at night.

3. Against: Against means to have contact or pressure

- a. The child threw the ball against the wall.
- b. He put the ladder against the wall.

Commonly confused prepositions

AS/ LIKE

- As means ‘similar to’. (real).
As a manager, she has to make many important decisions. (real)
- Like means ‘in the same way as’. (unreal)
What a beautiful house! It’s like a palace. (unreal)

IN TIME/ ON TIME:

- In time means ‘early enough’
Passengers should be in time for their train.
- on time means ‘punctually’
The 8.15 train started on time. (It started at 8.15)

SINCE/ FROM

- Since is used for ‘time’, never for place and means.
I have been working since 9.00 in the morning.
- From is used when time is referred to. From can be used of ‘place’ and ‘time’ with (to or till/until):
Where do you come from? (place)
Most people work from nine **to** ten. (time)

BETWEEN/ AMONG:

- Between is used to ‘show the relation of two people or things’ and it can be used ‘of more than two when there is a definite number in mind’.
You can sit between Ali and Ahmed.
Luxembourg lies between Belgium, Germany and France.
- In addition, ‘for periods identified by their beginning and ending points’, between is used:
Between 1918 and 1939 many people in the West lost their faith in democracy.
- Among, however, ‘relates a person/ thing to more than two others’
He was happy to be among friends again.

BESIDE/ BESIDES

- Beside means ‘at the side of’
We camped beside a lake.

- Besides means ‘in addition to’ or ‘as well as’
I do all the cooking and besides that I help Tom.

ABOVE/ OVER

- The prepositions (above and over) have the same meaning ‘higher than’
Can you see the helicopter above/over the palace?
- On the other hand, they are different in some senses. Above indicates the following :
(i) ‘Measurement on a vertical scale’, (ii) ‘the height of land’(ibid) :
The temperature is three degree above zero. (Measurement)
The summit of Everest is over 8000 meters above sea – level. (height of land)

Exercises:

I.Pick the correct preposition.

1. The Minister of parliament lives in/on/at Maiden Street.
2. He'll be ready to leave in/on/at about thirty minutes.
3. The child responded to his mother's demands with/by/from throwing a tantrum.
4. I will wait from/at/until 6:30, but then I'm going home.
5. The police caught the thief in/from/at the corner of Cascade and Plum Streets.
6. My fingers were injured so my sister had to write the note for/with/to me
7. I am not interested to/for/in buying a new car now.
8. What are the main ingredients about/to/of this casserole?
9. My best friend, John, is named after/to/about his great-grandfather.
10. Grandpa stayed up since/for/until two in the morning.

II. Correct the following prepositional errors.

- a. Let us discuss about the effects of bad friendship on our career.
- b. He went to home hastily.
- c. My house is located besides the bank.
- d. The two brothers divided the property among themselves.
- e. Sweety has been waiting for her mother since two hours.
- f. I am waiting for you at downstairs.
- g. My friend is leaving to London for higher studies.

- h. The teacher emphasized on the importance of discipline in life.
- i. I have ordered for a cup of tea.
- j. I have informed to the police about the accident.

HOMONYMS, HOMOPHONES AND HOMOGRAPHHS

Homonyms are two words that are spelled the same and sound the same but have different meanings. The word "homonym" comes from the prefix "homo-," which means the same, and the suffix "-nym," which means name. Therefore, a homonym is a word that has the same name as another word, meaning that the two words look and sound exactly alike.

Ex: **Bark:** Dog's shout

Bark: outer layer of a tree

Bear: tolerate

Bear: animal

Bank: Money related

Bank: edge of the river

Address - to speak to

Address: location

Express: something done fast

Express: sharing thoughts

Kind: a good heart

Kind: a type

Homophones are words that are pronounced the same but they have different meanings and are usually spelled differently as well. They usually occur in groups of two but sometimes they can be three or four in a group. It's important to recognize and identify the most common homophones because the spelling can change the entire meaning of a sentence! Here is a list of the most common homophones.

be bee

buy by

brake break

buy by

Homographs are words with different pronunciation, meanings and origins but the same spelling. They are not to be confused with homonyms, homophones

- | | |
|---------------------|-----------------------|
| • Bow: Bend forward | Bow: Front of a ship. |
| • Fair: Appearance | Fair: Reasonable. |
| • Close: Connected | Close: Lock. |
| • Lean: Thin | Lean: Rest against. |

TECHNICAL REPORT WRITING

Engineers and scientists write formal reports for many reasons, including the documentation of experiment and designs.

What distinguishes **a formal report** from an **informal reporting** of information? The answer lies not in the topics of formal reports, but in the expectations of the audiences for formal reports. In a formal report, the audience expects a methodical presentation of the subject that includes summaries of important points as well as appendices on tangential and secondary points. Note that the readers for a formal report are often two or more distinct audiences. These distinct audiences include professionals specializing in the report's subject matter, professionals not specializing in the report's subject matter, and managers overseeing the report's subject matter.

For, instance, as an engineer or scientist working on the design of an airplane seat, you might write several formal reports. One formal report might propose a new design for the seat. A second formal report might update the progress on the construction of a test seat. Yet another formal report might document tests performed on the design. Still another formal report would assess whether the new design should replace the existing design. In the last report, you would combine elements from all the previous reports. Note that the last report might appear as a research article, which is a special kind of formal report for a research audience.

Key features of reports

Do remember that Reports

- are designed for quick and easy communication of information
- are designed for selective reading

And while writing,

- use sections with numbered headings and subheadings
- use figures and diagrams to convey data.

Basic Structure of a Report

A report usually has these components:

- Cover
- Title page
- Acknowledgements
- Table of Contents
- Abstract and summary
- Introduction
- Discussion or description
- Conclusions
- Recommendations
- Appendix
- List of references
- Bibliography
- Glossary
- Index

Cover

To protect the manuscript against damage, a report is usually bound in a cover, a neat and attractive cover gives a report professional look. It should contain only essential information, namely, the report number and its clarification, if any, name of the organization, title of the report, name of the author and the date.

Title page

The title page gives:

- the course name and number, the department and university
- the title of the report
- the authors' names, and ID numbers
- the date of submission

Acknowledgments

It is necessary to acknowledge any help, assistance or guidance received from different persons or organizations. In doing so you should be sincere and courteous and have a variety in your expressions. A few commonly used expressions are given below:

- We thank
- We are grateful
- We are highly obliged to
- Thanks are due to

The reasons for thanking the person (s) are also stated, for example, we are particularly grateful to Mr. John for his useful guidance, and...

Abstract and Summary

An abstract is a clear, concise condensation of the purpose and the most important results of the project. It states what the report is all about, what has been accomplished and the significance of the achievement. A summary on the other hand is the entire report in a nutshell. It has a beginning, stating why the project was carried out and why the report was written; middle, highlighting the most important feature of the report and an end giving conclusions and recommendations

Introduction

An introduction states the subject and the purpose of the project, gives the background, describes the basic procedure or methods followed for the collection of date and their sources, defines scope points out the limitations or qualifications of the project; and indicates the value or importance of the project.

Discussion or Description

The function of this element is to discuss or describe the main business of the report. It naturally therefore contains the data on an organized form, of them in tables, which are analyzed. These are then evaluated and judgment is formed and they ultimately lead to the formulation of conclusions.

Conclusions

To give a sense of finality and completeness to the discussion or description, it is a common practice to make a certain remarks at the end of a piece of writing. Their function is merely to bring the discussion smoothly to a close, giving the reader a psychological assurance of having come to an end.

Recommendations

Recommendations, when given, are clearly derived from the conclusions and indicate future action, application of material, need the further investigation or proposed programme, etc.

Appendix

The appendix is a useful element of the report. Each appendix should be a separate unit and should be unnumbered as Appendix A, Appendix B, etc. the kinds of material that are generally included are as follows: derivations of equations, detailed calculations, copies of exhibits, data sheets, questionnaires used in the investigation, list of questions used for interview, sample of forms, detailed descriptions of equipment or procedures, tables and figures which would be conveniently fit into the body of the report, etc.

List of references

If you have used or quoted in your report matter form any published or unpublished source, you should give credit to the author(s) concerned by citing them in the text and listing them at the end of the report. This list is known as the list of references. The entries in the list with full bibliographical details are made in the alphabetical order or in order of citation in the text.

Bibliography

A bibliography is a list of sources consulted. It is serially numbered and the entries in it are made in the alphabetical order. The details appear in the same sequence as in the list of references.

Glossary

A glossary is a list of technical words or terms used by the reporter in a special sense. The sole purpose of a glossary is to help the reader understand clearly what you say in the report.

Index

An index helps the reader locate a topic or sub-topic or any other material easily. The entries in the index are arranged in an alphabetical order and are cross-reference

Sample report

A report on an accident that took place in a leading plastic manufacturing unit.

From:

Ajesh Kumar
The Supervisor / Quality Control
Hyderabad

13 June 2018

To:

The Managing Director
ABC Plastics Private Limited,
Warangal, Telengana District,

Sub: Report on the fire accident/Ref: TN/Che/645

With reference to your memo No.TN/Che/645, dated 17th February 2018, a detailed study on the fire accident has been made. A report on the accident with suggestive measures to avoid such mishaps in future is illustrated below.

Last week on 14th February 2018, a fire broke out in the plastic injection manufacturing unit due to a spark produced in the electric circuit near the main when the products (powder container shutter for HLL) were being dispatched. The products were 400 KG in volume. Immediately fire extinguishing spray started automatically and fire service rushed from outside also. About 20 workers involving in the service inside the shop floor experienced 20% burns. They were administered first aid and taken to the hospital immediately. The fire continued and all the products to be dispatched were burned out completely even though the fire service took their best.

Findings:

- i) Under investigation, it was found that some spark had occurred to damage in the power line.

- ii) Constant exposure to paint had caused the damage.

Conclusion and recommendations:

- i) Wiring should be checked and replaced at regular intervals, particularly, in the paint shop.
- ii) Proper fuses should be installed.
- iii) Workers should be provided fire-resistant dress.
- iv) More number of automatic fire extinguishing devices should be installed.



Ajesh Kumar.