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ADVANCED ENGLISH COMMUNICATION SKILLS LAB MANUAL

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INTRODUCTION

In view of the growing importance of English as a tool for global communication and the consequent emphasis on training students to acquire communicative competence, the syllabus has been designed to develop linguistic and communicative competence of Engineering students.

The language laboratory makes use of the latest technological aids to support language learning. It is in fact a complex of audio-visual equipment specially designed to meet the requirements of language learners. It consists of a teacher console which helps the instructor in monitoring the learning activities of the individual learners. Each learner is provided with a learner-booth which includes a monitor to see the visual content of the 'lessons' and a headphone for the audio component. The instructor can use a pre-recorded audio-visual CD or cassette at the console and it is simultaneously accessible to all the 30 learners. In fact, he can record his own lesson which can be simultaneously recorded at all the 30 learner booths.

What makes the language laboratory useful is the fact that the teacher console allows the instructor to listen to each learner individually and get in touch with any learner through the head phone without disturbing others. Similarly, the learner by just pressing a button can communicate with the instructor for suggestions, queries, without once again disturbing fellow learners. The advantage is that 30 individual learners go through the learning process listening to the language lesson, reproducing the activities, recording it on the audio tape so that they can cross check their performance. The language lab has the facility of a 'conference' - that is the instructor can hold brief discussions with five selected learners without once again disturbing the rest of the class. Though the technology involved is very simple, it makes a big difference in bringing a shift from passive learning to active, collaborative learning. It provides a measure of autonomy to the learner because he or she can choose the learning material at his or her own pace. The learner can repeat exercises, skip some and always retrieve whatever he requires. At the same time he is also not deprived of the presence of an instructor. With the availability of highly sophisticated audio video material prepared by leading institutions of English, one can also ensure the quality of the learning material. As it is obvious, the laboratory is specially equipped to teach pronunciation, accent and intonation. The university therefore plans to provide intensive short-term training to candidates who want to take their TOEFL and IELTS. These competitive examinations require the ability to comprehend British, American or Australian accents. The language lab can easily handle this task.

Language Lab

English Language learning is very important for today's global society. English is the international language for business. The correct phonetics accents and dialects are to be effectively used for, business communication, official communication, talking to seniors, colleges and juniors, to the secretary, the telephone operator, etc. With the help of a good language lab one can easily learn the different dialects and accents- the British, the American, the India accents, etc. For those aspiring for employment abroad especially Nurses going to England or America with the language lab will be very useful.

A fully computerized Language Lab with ETNL Software can be of used for learning any language. E.g.- English, Arabic, French, German, etc. The training materials such as recorded tapes CDs etc and proficient teacher for that particular language are the extra requirements for ETNL Language Lab.

What is Language Lab?

A Language Lab is a place where student or any one for that matter can learn a language and improve his speaking and listening capacity. One can get familiar with any language of his choice, not only that he can develop skills to understand and speak the different dialects and accents of the same Language.

The idea of Language Lab was originated during the World War. The importance of communicating in foreign languages was very highly felt by the warring factions. The Language Lab was born. In the beginning the lab consisted of tape recorders, amplifiers, headphones and mics systematically laid out so that a teacher can help the students in faster learning using recorded lessons and other teaching aids. This system worked wonderfully at that time, but had some inherent defects.

During the 2nd stage of development, computers were included in the system along with tape recorders and amplifiers. This certainly improved the functioning eliminating some of the inherent defects.

The 3rd stage of development is the ETNL Language Lab. It eliminates the use of tape recorders and amplifiers. It is a fully computerized Lab incorporating the software developed by us. The lessons and the interactive communications are processed in a digital format, resulting in the highest clarity making the teaching and learning process a pleasant and effective one. This system transmits the voice without any noise.

Objectives

The language Lab focuses computer-aided multi-media instruction and language acquisition to achieve the following targets

☞ To expose the students to a variety of self-instructional learner-friendly modes of language learning.

☞ To help the students cultivate the habit of reading passages from the computer monitor, thus providing them with the required facility to face computer based competitive exams such GRE, TOEFL, GMAT etc.

☞ To enable them to learn better pronunciation through stress on word accent, intonation and rhythm.

☞ To train them to use language effectively to face interviews, group discussions, public speaking.

☞ To initiate them into greater use of the computer in resume preparation, report writing, formats making etc.

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FUNCTIONAL ENGLISH

1. The Art of Conversation

Formal Communication

Formal communication can be considered as communication efforts that are "dressed up" to fit customary rules and ceremony For example, in a written letter, the formal communication style will demand that the layout of the piece of written communication follow a specific format that includes the date, header, salutation, body of the letter, close, signature lines and any indicators of enclosures all placed neatly upon company letterhead or personal stationery. By contrast, an informal piece of written communication can be as simple as a jotted note to a friend on a torn slip of paper.

Formal communications are mostly written, although they may now also include formal presentations that are on computer disk, video tape or DVDs, MP3 presentations and other similar electronic reproductions of written communications. Other forms of formal communications include newsletters, legal advisories, invitations, awards, and letters of congratulations. Non-written formal communication devices are in-person communications in the forms of departmental meetings, telephone calls, conferences and special interviews. Some publications that are devoted to a special purpose, such as a company's annual report, are formal communications.

There is a non-verbal component to formal communication as well. The style and manners of the presenter dictate the formalness of a meeting, and this can be immediately seen at the time of introduction of a speaker. Some elements of non-verbal formal communication include maintaining a certain distance from others, standing above the crowd, speaking in formal tones and using formal means of address to others, such as "Mister" or "Doctor" when calling upon others.

Colloquialisms, which are freely used in informal communication, are not present in formal communications. Proper English or another language is spoken. Formal communications will follow a chain of command in the flow of the communication, either upwards to or down from managers.

The use of formal communication is more prevalent in highly technical areas where a message must be exact and specific, leaving no room for misinterpretation. The written communication is carefully thought out, and planned for a certain effect or result. It often

is written in a third person non-personal voice of "he, she, it, and they" rather than "I" or "you" voices. Grammar, spelling and layout are important for written communications, and for spoken communications there is an emphasis placed on the quality of the speech voice and pronunciation.

Some formal communications are congratulatory; others can be advisory or informational. Legal papers follow a tightly formatted layout that is customary within the professional and widely used by others. Likewise, scientific research papers have a customary format to follow. Any written communication that is expected to adhere to particular rules can be considered to be formal communication, and the actual tone of the piece may range from friendly to threatening. It can be more demanding and imply expectations to the receiver that should create desired results.

Informal Communication

Informal communication arises out of all those channels that fall outside the formal channels and it is also known as grapevine. It is established around the societal affiliation of members of the organization. Informal communication does not follow authority lines as in the case of formal communication.

Informal communication takes place due to the individual needs of the members of an organization and subsists in every organization. Normally, such communication is oral and may be expressed even by simple glance, sign or silence. Informal communication, is implicit, spontaneous multidimensional and diverse. It often works in group of people, i.e. when one person has some information of interest; he passes it on to his informal group and so on.

An organization can make efficient use of informal channels to fortify the formal channels of communication. It acts as a valuable purpose in expressing certain information that cannot be channeled via the official channels. It satisfies the people desires to identify what is happening in the organization and offers an opportunity to express dreads, worries and complaints. Informal communication also facilitates to ameliorate managerial decisions as more people are involved in the process of decision-making.

In spite of many advantages, informal communication has certain disadvantages. Informal communication contains facts, deceptions, rumors and unclear data. The informal channels of communication may transmit completely imprecise information that may harm rather than help an organization. In addition, it is impossible to fix the responsibility for its origin or flow of information. However, for the efficient working of any organization both formal and informal communications are required.

Expressions for Formal and Informal Communication

I) Greeting

Informal	Any time/Any where	Formal
Hello!	Morning/Afternoon/Evening/	Good morning!
Hi (everybody/ everyone/)	`Good to see you (again)! How (very) nice to see you (again)!	Good after noon (sir/madam)! (from 12 noon to end of the day)
Hi there (everybody/ everyone/)	What a pleasant to see you!	Good evening gentlemen! (6pm onwards)
Long time no see!		

II) Responses

Informal	Any time/Any where	Formal
Hi!	Morning/after noon/evening	Good morning/after noon/evening (sir/madam)
Hello Yes, long time no see		

III) Asking After

Informal	Any time/Any where	Formal
How's life (treating you)?	How are you?	I trust you are keeping well
What's new the latest?	How are you keeping?	I hope all goes well with you
How are things?	Ah, Mr. Anand are you well?	
How are things with you?	Are you better now? (after someone has been ill)	
How are you doing?		

IV) Responses

Informal	Any time/Any where	Formal
Ok, thanks	Fine, thanks	(I'm) very well, thank you
So, thanks	I'm fine, thank you And how are you?	(I'm) very well indeed, thank you.
Nothing much	Quite well, thank you	I'm in excellent health, thank you.

Not (too) bad Fine, how about you Fine and you?	All right thanks	

V) Introducing yourself

Informal	Any time/Any where	Formal
Hi I'm Mukul Ray	Hello, I'm Mukul Ray	Good morning I'm Mukul Ray
Hell, you must be Karan. I'm Mukul	How do you do? (shaking hands) my name is Mukul	May I introduce myself? I'm Mukul Ray, regional sales manager Vishal enterprises
Excuse me, you're Karan aren't you? I'm Mukul	Excuse me ,my name is Mukul	I'd like to introduce myself I'm Mukul Ray
Aren't you Mukul? I'm Karan. Remember me?	Excuse me. I don't think we've met before. My name is Mukul. I'm afraid I don't know / remember your name. I'm Mukul. Good morning this is/ I'm Mukul speaking (on phone)	

VI) Responding to Introduction

Informal	Any time/Any where	Formal
Hi hello	How do you do?	Its great pleasure to meet you
Hello, How do you do?	Nice meeting you	Delighted to meet you
Hi hell, I'm Kiran Nice meeting you. I'm not Kiran , I'm Kavita I'm Meena, good to meet you	Pleased to meet you	I'm very glad to meet you
Yes, I'm / it is.	I've been eager to meet you	

VII) Thanking

Informal	Any time/Any where	Formal
Thanks	Thank you (very much/ indeed)	You 've been so/very kind
Many thanks	You 're most kind	I'm most / extremely grateful to you
Thanks a lot (For………)	It's very good of you	I'm much /extremely obliged to you.

That was /it's really nice of you	It' s most kind of you I'm obliged (to you) I'm really obliged to you for ….	I really can't thank you enough. I really don't know how to thank you. I should like to express my gratitude for……

VIII) Responding to thanks

Informal	Any time/Any where	Formal
(you 're welcome)	Not at all	Delighted to help
It's ok	It' s a pleasure	Glad to be of (some) service.
That's all right	(it was) my pleasure	It was the least I would do
Any time	(Pleasure) don't mention it. It's no trouble at all. Thank you.	The pleasure was mine

IX) Response to apologies

Informal	Any time/Any where	Formal
It's / that's ok	That's (quite)all right	It's / that's perfectly all right.
Forget it	Not all	There's no reason/ need to

X) Asking permission

Informal	Any time/Any where	Formal
Is it all right To /if….?	Can / could I … please?	Do I have your permission to…?
All right if…?	Do you mind if …?	Do/ will you have any objection to if….?
Let me ….?	Might / may I ….?	With /by your leave….? With your permission….

XI) Giving and refusing permission

Informal	Any time/Any where	Formal
Sure	Of course	Feel free to…..
Ok / fine/ all right	Yes, certainly	There seems to be no reason. Why you can't…..
Yes,/ (that's) all right	You're welcome	Sorry. That's out of question
Yes , that's fine sorry	Not at all sorry, you can't no. I am afraid, no way. (I'm afraid)	Sorry that's not possible

2. Role Play

Role plays are an excellent way of getting students to practice their English. They simulate real life situations and allow them to act out what they would do in a real situation. There are two ways a role play can go: *scripted* and *non-scripted*. With a scripted role play, the teacher might use an example in a text book. This is a good idea for a warm up exercise, by getting everyone to split up into pairs and allow them to speak to their partner, taking on different roles. Non-scripted ones are when students are given a role each and must use whatever knowledge they have in order to speak with that partner. This can be adapted to suit a situation.

Role-playing takes place between two or more people, who act out roles to explore a particular scenario. By acting scenarios like these, one can explore how other people are likely to respond to different approaches; and one can get a feel for approaches that are likely to work, and for those that might be counter-productive. One can also get a sense of what other people are likely to be thinking and feeling in the situation.

Also, by preparing for a situation using role-play, learners can build up experience and self-confidence while handling the situation in real life, and one can develop quick and instinctively correct reactions to situations. Role play helps to spark brain storming sessions, to improve communication between team members, and to see problems or situations from different perspectives.

Role Play Activities

1. You run into a childhood friend of yours at a supermarket. You greet each other, chat a little and leave.

2. You see your teacher in a shopping mall. You greet your teacher, talk for some time and leave.

3. You have been waiting at the bus stop. You decide to talk to a person standing nearby. Greet the person, talk to him about the erratic timings of the buses and finally decide to leave.

4. You are waiting for your turn at an interview along with other candidates. You decide to talk to the person sitting next to you. Greet him and talk to the person about the interview.

5. You have met a friend at a supermarket after a long time. You invite him to come home for a cup of tea.

6. You are at a bank for taking a draft. One of the clerks is very rude while giving you information about the procedure for taking a draft, the exchange rate etc. You go to the manager of the bank and complain.

7. You are learning to drive a car. You have hit a vehicle while you are driving .You express apologies to the owner of the vehicle. You also promise to pay for the damage.

8. You are eating at a restaurant when you discover a fly in your food. You call the waiter over to complain.

9. You went on a tour to Delhi and now you are back home. You promised your sister to get a model of the Taj Mahal .But you forgot about it. You apologise to your sister.

10. You are attending a conference on global warming. The conference has not yet begun yet. You along with others are waiting in the foyer. Have small talk with two others.

3. Group Discussion

Group discussion is commonly known as GD, as the name suggests, it is a group activity. People are grouped in a bunch for a common purpose:

- share knowledge
- exchange opinions
- brainstorm [find solutions innovative look for improvements]
- job selection process

It is a systematic purposeful interactive oral process. Here the members of the group share certain common objectives.

It is characterized by the formal and structural exchange of views on a particular topic / issue / problem.

Importance of GD

- GD is used as a technique for personality assessment of candidate for job selection or admission to professional courses.

- GD aims at problem solving, decision making and personality assessment

- Group of 6 – 8 members are formed and are given topic may be an opinion / a problem / a case.

- Members of the selection committee closely evaluate the different skills reflected by the candidates and those with leadership qualities emerge as natural leader/s are normally short listed.

Characteristics of Successful GD

a) Agreement on group goal
b) Goal oriented interaction
c) Agreement on procedure
d) Co-operative and friendly atmosphere
e) Effective communication techniques
f) Equitable distribution of participation
g) Shared leadership

Areas of Evaluation in selection GDs

a) Subject knowledge
b) Oral communication skills
c) Appropriateness of language
d) Clarity of expression
e) Non-verbal clues
f) Leadership qualities – initiative, analysis, objectivity
g) Team management – adaptability, positive attitude, co-operation
h) Managerial Personality Traits

A group Discussion can be categorically divided into three different phases:

i) Initiation / Introduction   –   quotes, definition, question, short story, general statement.

ii) Body of the GD   –   develop the concept / core unit

iii) Summarization / Conclusion   –   emphasizing central ideas (avoid raising new points; avoid stating only your view point keep brief and concise)

Key Points for GD

1) Team spirit
2) Reasoning ability
3) Leadership
4) Creativity
5) Inspiring ability
6) Awareness
7) Listening

Misconceptions: A GD is intended for testing debating skills, and as such they are expected to take control of the debate, thereby not allowing others to voice their views and facts in support of their argument. They also try to contradict the views of other participants, hoping they will be noticed and appreciated.

To make a Successful GD

Content: Fairly good knowledge of the topic and awareness of the current situation will help prevent ideas from drying up fast and keep the GD alive and lively. If you are unfamiliar with the topic, wait for someone else to come up with important information and facts, then quickly formulate you stance and come with your perspective.

Communication: The language should be simple and lucid, use the right word at the right time that gives clarity to the GD and highlights your role in generating ideas in the group. Not to exhaust your ideas at one go. Every time you contribute, make your talk relevant and brief. It is necessary to listen with great attention and react with pertinent comments.

Constant interruption while others are speaking must be avoided. The discussion becomes meaningless if all the participants speak at the same time. Some candidates try to interrupt and even make fun of other participants. This strategy will adversely affect them.

No points will be lost even if a candidate openly supports or agrees with the views of the other candidates. Valid reasons must be given as to why you support a particular point of view. In case your views are strongly criticized, there is no need to be upset. Criticism taken positively will act in the candidate's favour.

Thinking: Listen and understand the arguments of other participants and at the same time decide what points you should raise and how.

Group behaviour: Expressing your views emphatically will be appreciated in a GD, it is equally important that you draw the more reticent participants into the discussion and involve them in the decision-making process. The participant should be tactful while contradicting the views of other participants. Blunt statements such as 'Your arguments are baseless', or 'You are absolutely wrong', are to be avoided strictly. The participant has to disagree without sounding rude by saying things such as 'I beg to differ' or 'Sorry to disagree with you'.

Types of GDs: Broadly divided into two types:

❖ Concrete and fact-oriented topics, which need factual content in combination with the right perspective to be successful.

❖ Abstract topics where more than facts, you need interpretations and creative thinking. Here, the perspective from which the interpretation is made and the themes you build into them will be more significant and valuable.

Structuring a GD

The following language may be used in structuring a GD:

Entering a discussion: Make comments on previous contributions and show one's own relation to them. Change the trend of discussion by agreement, disagreement, and amplification or by restriction.

Some Patterns of starting a discussion:
- We have assembled here to discuss …
- We are here today to discuss …
- Let us get down to business …
- Let's start how to proceed with the discussion …
- Let's start off with No.1 …
- Shall we make a start?
- Shall we set the ball rolling?
- Can you please give your views on?

Some patterns for interrupting a discussion:
- Sorry to interrupt you …
- Excuse me, but …
- Could I make a suggestion, please?
- Could I say something ….?
- Sorry to disagree with you …
- If I could make a point here …

Some patterns of ending a discussion:

- I think that covers everything

- It is time to wind up

- Shall we close the discussion then?

Comments:

What I think is …

I feel that …

The main point I wish to make is …

I agree up to a certain point but …

I must disagree with your opinion …

I would question whether …

It seems to me that …

As far as I am concerned …

I don't agree with the previous speaker …

Please don't interrupt. Let me finish

Can you wait till I finish?

I think we are moving away from the main point.

If I may turn now to …

Turning now to …

I want to comment briefly on …

I intend to make … points about …

Now to elaborate on the first point …

I strongly believe that …

With all due respect

I am not in a position to say anything about …

If we look at it in another light …

On the contrary …

I don't think any one could disagree with …

I can't help thinking …

Can I finish please …?

Finally …

Successful GDs

Good and successful group discussion is one where the topic has been discussed threadbare.

❖ Analyse the topic word by word. Identify the frame of reference you would be using during the discussion.
❖ Look at the topic from the point of view of all the affected parties.
❖ Look at the topic from all the various angles and all the possible perspectives.
❖ At the end of a discussion or when you know that the discussion time is almost up, it is necessary to give an appropriate conclusion. To do this, quickly recap the important points that have come up during the discussion, emphasize the points on which there were differences and where there was convergence of opinion and make the concluding remark.

Points to be remembered:
❖ Prepare well by reading and reflecting on the topic.
❖ Anticipate the points of others.
❖ Listen keenly and understand the points made by others.
❖ Break in and make your point without waiting to be called upon to do so, ensuring relevance to the context.
❖ Be loud enough to be heard by everyone.
❖ Make brief remarks often rather than giving long speeches.
❖ Be open minded and conciliatory rather than dogmatic.
❖ Try to be group-centred rather than self-centred.
❖ Avoid personal attacks and name-calling. Accept criticism with dignity and rebut it with strong arguments.
❖ Back your arguments with evidence and authority.
❖ Use appropriate gestures and expressions.
❖ Maintain eye contact with group members.

Topics for Group Discussion

- Business and ethics cannot go together
- The state authority and freedom of expression
- Is China better than India in software?
- Should there be limits on artistic freedom
- Should India sign the CTBT?
- Is there any Point in having a Business Strategy?
- Women make good managers
- Influence of Social Media
- Should there be private universities?
- Civil society and individual freedom
- Internet/Mobile Phones – a boon or nuisance
- Skilled Manpower Shortage in India
- Capitation fee should be eliminated
- How should we deal high oil prices?
- Brain-drain needs to be stopped
- Are Indians Less Quality Conscious?
- Every cloud has a silver lining
- Indian Economy: Old Wine in New Bottle!
- Value Based Politics
- Nothing succeeds like success
- Should the public sector be privatized?
- Trade can help the poor?
- Corruption is the price we pay for Democracy
- India is a soft nation
- Religion should not be mixed with politics
- Our cricketers are not to blame for match fixing
- Success is all about human relations
- Is dependency on computers a good thing?
- Balance between Professional and Family
- Is science a boon or bane?
- Should businessmen run the finance ministry?
- Technology Creates Income Disparities
- Privatization will lead to Less Corruption
- Is bullet-to-bullet the right policy?

4. VOCABULARY

Introduction

A word is an effective unit of language and language is a vehicle for communication. From beginners to veterans, everyone knows the frustration of not getting the right word suitable for a given context. Sometimes it is a matter of not being able to recall the right word; sometimes we never knew it. Building vocabulary that is adequate to the needs of one's reading and self expression has to be a personal goal for every learner of the language.

Words are unique and interesting. A limited vocabulary keeps you from expressing your real thoughts and feelings. A strong vocabulary gives you the right words to use at the right time. Vocabulary building takes patience and continued effort. Your vocabulary can and should be a reflection of you. Your vocabulary is you. And like you, your vocabulary should be alive. It should change and grow to meet your needs. Words are great subjects to investigate. When you become a student of language, and delight in discovering words relationships, and become aware of how you can make words work for you, you are likely to stop when you encounter an unfamiliar word and consider its meaning. If you do this, you will become a master of words and your vocabulary will grow. You must develop strategies to conquer unfamiliar words when you find them in your college textbooks and in your learning to make words work for you.

What is Vocabulary?

Vocabulary is knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, we use *vocabulary* to refer to the kind of words that students must know to read increasingly demanding texts with comprehension.

Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations.

The English language is said to have more than six lakhs of words. It may not be possible to learn all these words. The extent of individual vocabularies varies from person to person. We select words depending on their frequency of occurrence, usefulness and range of their applicability. There is not one single way to learn words. There are several ways and one should know what they are. To know a word is to know how to *spell* it, *say* it and *use* it appropriately in a sentence. It is important to have a keener interest and greater insight into words.

Word Formation

As you read you come to know many interesting things about words and many ways to make new words. Most of the words in English are nouns, verbs, adjectives and adverbs. If you know one form of the word you can change it into another form. For example, if you know the word *communication* (noun) you can change it into *communicate* (verb).

Similarly, if you know the verb form of a word, you can change it into its corresponding noun form.

Many verbs in English take –*ed* in the past tense and many nouns end with –*tion* or –*stion*.

Read the following sentences:
1.   The doctor *examined* the patient (verb)

2.   The selection of candidates is based on their performance in the written *examination* (noun)

3.   The Nizam *collected* beautiful pieces of jewellery during his lifetime (verb)

4.   The Jacob Diamond is the best piece of Nizam's jewellery *collection* (noun)

5.   He *associated* himself with the Rotary Club (verb)

6.   The *Association* has called for nominations to conduct elections (noun)

7.   The committee has resolved to *promote* international understanding (verb)

8.   The board has formulated new rules for the *promotion* of cricket (noun)

9.   The candidates should *apply* for the post before 15th January, 02 (verb)

10.   *Applications* are invited for the post of Computer Operator in the Army School (noun)

11.   The people were *informed* of the new tax rules (verb)

12.   The *information* on the new tax rules was given to the people (noun)

Examples

Verb	Noun
Accomplish	Accomplishment
Acquaint	Acquaintance
Commit	Commitment
Conceive	Conception`
Decide	Decision
Admit	Admission
Collide	Collision
Notify	Notification
Select	Selection
Apply	Application
Attest	Attestation
Register	Registration
Examine	Examination
Verify	Verification

Noun	Verb
Belief	Believe
Bath	Bathe
Character	Characterize
Centre	Centralize
Company	Accompany
Circle	Encircle
Colony	Colonize
Electricity	Electrify
Fool	Befool
Food	Feed
Force	Enforce
Friend	Befriend
Frost	Freeze
Furniture	Furnish
Glory	Glorify

Antonyms and Synonyms

Each word in English has its own meaning and it can hardly be replaced by any other word. However, there are a number of words which are similar in meaning. These words are called synonyms, and learning them will help avoid repetition of the same word again and again in writing or speech. For example, *complement, praise, congratulate, applaud, salute, acclaim, hail* are synonymous words as they convey similar meanings.

On the other hand, antonyms are words with opposite meanings. For example, *real, genuine, true* and *fact* are antonyms of *false*.

List of Synonyms and Antonyms

Word	Synonyms	Antonyms
Abandon	Forsake, leave, give up	Retain, stay with, exalt, uplift
Abnormal	Unusual, irregular, unnatural	Normal, usual, regular
Brutal	Cruel, rough, beastlike	Human, kindly, gentle
Brusque	Abrupt, rude, blunt	Diplomatic, gracious, mannerly
Cease	Leave off, stop, desist give up	Begin, continue, hold
Cheer	Gladden, encourage, exhilarate	Chill, depress, dispirit
Declare	Advertise, announce, enunciate	Censor, conceal, withhold
Danger	Hazard, jeopardy, menace	Defense, protection, safety

Word	Synonyms	Antonyms
Emotion	Affect, desire, feeling	Indifference, reason
Endorse	Approve, sanction, back	Disapprove, oppose, censure
Fold	Crease, crimp, line	Smooth, straighten, unfold
Funeral	Dismal, mournful, gloomy	Cheerful, bright
Genuine	Actual, authentic, real	Artificial, fake, forged
Gorgeous	Splendid, superb, neat	Shabby, mean, dirty
Hobby	Avocation, pastime, sport	Business, labor, livelihood
Humorous	Comic, comical, funny	Gloomy, dull, sedate
Immerse	Dip, plunge, douse, submerge	Draw out
Implicate	Entangle, involve	Exclude
Jumble	Conglomeration, mess, muddle	Clear, straightforward, sequential
Jurisdiction	Authority, domination	Forbidding, preventing
Kidnap	Abduct, carry off	Restore, bring back
Knotty	Hard, intricate	Smooth, easy, simple
Lavish	Excessive, extravagant, prodigal	Restrained, economical
Luster	Brilliance, brightness	Dimness, plainness
Meager	Scanty, poor	Plentiful, plump
Migrate	Emigrate, immigrate, move, travel	Remain, stationary
Native	Aboriginal, indigenous	Alien, exotic, foreign
Notorious	Well known, renowned	Unknown, reputable
Obscene	Filthy, indecent	Pure, clean
Orifice	Opening, aperture, hole	Ending
Pacific	Peaceful, gentle	Violent, hostile
Propel	Press, push, shove	Discourage, pull, stop
Quack	Charlatan, imposter	Professional, qualified
Quell	Calm, placate, subdue	Noisy
Reveal	Publish, disclose	Conceal, hide
Ridiculous	Laughable, absurd	Grave, serious
Rupture	Breach, break	Union, attachment
Shuffle	Mix, confuse	Clear, be frank
Secular	Temporal, civil, lay	Religious, eternal
Tangible	Tactile, substantial	Impalpable, unreal

Word	Synonyms	Antonyms
Triumph	Victory, achievement	Lament, fail
Unethical	Amoral, immoral, unprincipled	Moral, principled
Unique	Solve, single, unmatched	Common, frequent
Velocity	Swiftness, rapidity	Slowness, tardiness
Vanish	Disappear, pass away	Appear, live, survive
Wrinkle	Fold, crease, crimp	Smooth surface, flat
Wistful	Pensive, thoughtful	Cheerful, happy
Yearn	Hanker, long, pine	Be satisfied, be contended
Yield	Forgo, give in, surrender	Resist, withhold, refuse
Zeal	Passion, eagerness	Apathy, weakness
Zenith	Top, apex, climax	Base, bottom, foot

Roots of English Words

At least half of the words in the English language are derived from Greek and Latin roots. Knowing these roots helps us to grasp the meanings of words before we look them up in the dictionary. It also helps us to see how words are often arranged in families with similar characteristics.

For instance, if we look at the word 'philosophy', "sopho" is a part of the word related to knowledge and "Phil" is related to love. Both the words come from Greek roots that give us "Philosophy" which means "love of knowledge". In Greek "anthropos" means humankind and "logy" refers to study of any kind. "Phil" is related to love and thus a philanthropist is someone who loves mankind and does something for them. And an "anthropoid" is an animal which walks like a human being. Learning the roots of words can enhance our vocabulary and can even be an interesting pastime.

Some common Greek and Latin roots and words derived from them :

astr, astr (g)	star	astronomy, astrology
audi (l)	to hear	audible, auditorium
bene (l)	good, well	benefit, benevolent
bio (g)	life	biology, autobiography
dic, dict (l)	to speak	dictionary, dictator
fer (l)	to carry	transfer, referral
fix (l)	to fasten	fix, suffix, affix
geo (g)	earth	geography, geology
graph (g)	to write	graphic, photography
jur, just (l)	law	jury, justice

log, logue (g)	word, thought, speech	monolog(ue), astrology, biology, neologism
luc (l)	light	lucid, translucent
manu (l)	hand	manual, manuscript
meter, metr, measure (g)	metric	thermometer
op, oper (l)	work	operation, operator
path (g)	feeling	pathetic, sympathy, empathy
ped (g)	child	pediatrics, pedophile
phil (g)	love	philosophy, bibliophile
phys (g)	body, nature	physical, physics
scrip, script (l)	to write	scribble, manuscript
tele (g)	far off	telephone, television
ter, terr (l)	earth	territory, extraterrestrial
vac (l)	empty	vacant, vacuum, evacuate
verb (l)	word	verbal, verbose
vid, vi (l)	to see	video, vision, television

Prefixes and Suffixes

A prefix is a letter or group of letters added to the beginning of a word to change its meaning.

Read the following sentences.

  a)   The leader is *capable* of doing service to people
  b)   The leader is *incapable* of doing service to people

  a)   The officer was appreciated for *using* the funds properly
  b)   The officer was prosecuted for *misusing* the funds

  a)   I was *able* to contact him on telephone
  b)   I am *unable* to contact him on telephone

  a)   The committee has *approved* the chairman's decision
  b)   The committee has *disapproved* the chairman's decision

  a)   We *furl* the flag with flowers before it is hoisted
  b)   The principal *unfurled* the flag and hoisted it

A suffix is a letter or group of letters added to the end of a word, to change its meaning. For example,

a)   Rajani was asked to sing a prayer song
b)   Rajani is a singer

a)   He created history in the world of cricket
b)   We are studying the historical background of the French Revolution

Most of the prefixes and suffixes are formed from Greek and Latin roots.   Knowing them will help us determine the meaning of words.
Here are some examples of prefixes and their meanings.   The prefixes in the words are underlined:

Prefix	Meaning	Prefixed Words
semi–	half	semiannual, hemisphere
uni–, mono–	one	unicycle, monarchy, monorail
bi–, di–	two	binary, bimonthly, dilemma, dichotomy
cent–	hundred	century, centimeter
milli–, kilo–	thousand	millimeter, kilometer
a–, il–m im–, in–, un–	without, no, not absence	anonymous, illegal, immoral, invalid, irreverent, unskilled
non–, anti–, contra–	of, opposing, against	nonbreakable, antipathy, contradict
counter–	opposite to,	counterclockwise, counterweight
de–	do the opposite of, remove, reduce	dehorn, devitalize, devalue
dis–	do the opposite of deprive of	disestablish, disarm
mis–	wrongly, bad	misjudge, misdeed
ante–,fore–, pre–, pro–	before	antecedent, forecast, precede, prologue
post–	after	postwar
re–	again	rewrite, redundant
super–	above, over	supervise, superhuman
trans–	across, over	transport, translate
infra–, sub–, hypo–	below, under	infrasonic, infrastructure, subterranean, hypodermic
e–, ex–, es–	out of	erupt, explicit, ecstasy
in–, im–, en–, em–	into	injection, immerse, encourage, empower
circum–, peri–	around	circumnavigate, perimeter
co–, col–, com–, con–, cor–, sym–, syn–	with	coexist, colloquy, communicate, consequence, correspond, sympathy, synchronize

Suffixes

Suffix	Meaning	Suffixed words
-able	Having the quality	Comfortable, readable, fashionable, changeable, capable
-ible	-	Responsible, visible, eligible
-al	Concerning	Internal, historical, political, nominal
-an/-ian	Person connected with a place or a profession or a thing	American, Indian, politician, historian, grammarian, musician, Asian, European
-ant/-ent	Something, someone that	Participant, contestant, resident, incumbent, inhabitant
-ar	Concerning something	Circular, triangular, singular
-cide	Killing something, someone	Pesticide, suicide
-cy	The quality of being	Accuracy, privacy, piracy, bureaucracy, aristocracy
-ce	Someone who is	Employee, payee, interviewee, nominee, trainee, examinee
-en	Made of	Golden, silken, darken
-er	Someone who does something	Interviewer, employer, trainer, player, dancer, singer, manager, gardener
-ess	Used to denote the feminine gender	Actress, lioness, head-mistress, hostess, goddess

Words Often Confusing

Some words in English are confusing due to their similarity in spelling and pronunciation. For example, *weak* and *week*, *soul* and *sole*, *right* and *write*, *may* (verb) and *May* (a month). These words are called homonyms. If we do not make the right choice when we use these words in a sentence, the meaning of the entire sentence is changed or sometimes the sentence becomes meaningless.

Look at the following examples:

    a.   He worked hard. (meaning : He worked hard)
    b.   He hardly worked (meaning : He did not work)

    a)   There is a big *rock* near the well (rock (*n*) = formation of stone)
    b)   The band *rocked* the crowd with its music (rock(*v*) = swing, move)

Here are some examples of homonyms:
Already (previously)
I had already finished my homework before you called.
All ready (all are ready)
We are all ready to play.
Altogether (entirely)
I do not altogether approve of his idea.
All together (everyone together)
We will all together celebrate Christmas this year.
Accept (agree)
The Principal did not accept the proposal made by the teachers.
Except (not including)
The entire class have secured first division except one student.
Expect (believe it to be)
The train is expected to arrive at 6.45 pm
Affect (to produce an impact)
Gujarat was badly affected by the earthquake.
Effect (result)
The modern methods of farming had adverse effects on Indian agriculture.
Allusion (reference)
Million's paradise Lost is full of biblical allusions
Illusion (false impression)
Ravi is under the illusion that he can get a job very easily.
Award (prize)
The award for the best musician has been given to A.R. Rehman
Reward (something that is given for good work)
The event manager was rewarded for organizing the show well.
Course (path of action)
He completed a course in Hotel Management last year.
Coarse (rough, crude)
The carpet is made of coarse material.
Ceremonial (as a part of ceremony)
The wedding was performed with due ceremonial
Ceremonious (in a formal way)
The Principal ceremoniously presented the report on the Annual Day
Compliment (praise or favorable remark)
The captain complimented the team on their victory
Complement (to make it better or to improve or to complete)
The Indian team needs good players to complement on e another
Desert (a dry region)
People travel on camels in a desert
Deserted (with no people in it)
The village was deserted after the floods
Desert (sweet food that is eaten at the end of a meal)
Ice-cream is a delicious dessert.
Judicial (concerned with law)
The culprit was taken into judicial custody.
Judicious (prudent, thoughtful)
Mamata made a judicious decision by choosing to do Medicine

Lead (a heavy metal)
Lead is used to make pencils.
Lead (to go first, to act as leader)
Ganguly will lead the team in the next one-day series
Corps (division of army)
He is a member of National Cadet Corps.
Corpse (dead body)
The corpse was taken for burial.
Dairy (place where cream, butter and milk are produced and distributed)
Vijaya Dairy is the most popular dairy in Hyderabad.
Diary (a personal record of daily events)
He made a note of the events happened on that day in his diary.
Decent (looking pleasant)
Venue wore a decent dress
Descent (coming down or origin)
The road from the hill has a steep descent
Device (*n*) (a price of equipment)
Television is an electronic device
Devise (*v*). (to find a plan or method)
The government has devised a plan to eliminate terrorists
Moral (a good code of conduct)
This lesson conveys a moral
Morale (mental condition/spirit)
The morale of the army should be kept high
Peace (opposite of strife and war)
Peace is more glorious than war
Piece (a part of something)
They ate every piece of the cake
Principal (n) (the head of an organization) adj : main, chief)
The Principal presided over the teachers' meeting
The principal objective of this scheme is to eradicate poverty
Principle (a rule or a moral)
Sole (single)
The sole reason for my visiting this place is to see you
Soul (spiritual part of a person)
He believes in the existence of human soul after death.
Stationery (a shop selling writing and office material)
Lalitha went to the market to buy some stationery.
Stationary (not moving)
The scooter collided with a stationary bus.
Superficial (not thorough)
He has only a superficial knowledge of the subject
Superfluous (more than needed)
The Manager was given superfluous funds to organize the event

One-ward Substitutes

Phrases or group of words which can be substituted by single words are called one-word substitutes.

Phrase / Group of Words	One-word Substitute
1. A person who looks at the dark side of every thing	Pessimist
2. A person who looks at the bright side of every thing	Optimist
3. Total abstainer from all alcoholic drinks	Teetotaler
4. One who conceals his identity as a writer under an assumed pen-name	Pseudonym
5. Woman having many husbands at one and the same time	Polyandry
6. Plurality of wives	Polygamy
7. The stage of growth between boyhood and youth	Adolescent
8. An organ of body cut off by surgery	Amputed
9. A person who believes in going out naked	Nudist
10. One who eats every thing	Omnivorous
11. Animal or man who eats flesh or other animals	Carnivorous
12. Animals that can live on land and water	Amphibians
13. Residing in a country of which one is not yet a full fledged citizen	Alien
14. A person who knows or can speak many languages	Polyglot
15. A child without parents	Orphan
16. Something very ancient	Obsolete
17. Easy to shape in desired form	Malleable
18. Easy to carry to long distance	Portable
19. An object through which light passes but people	Translucent
20. An object through which light passes and one can see through it	Transparent
21. A child born after the death of its father	Posthumous child
22. Direct vote of all the selectors of the state	Plebiscite
23. That which can be drunk	Potable
24. That which can be eaten or taken as food	Edible
25. That which can be easily digested	Palatable
26. A person who can use both hands with equal facility	Ambidextrous
27. Belonging to one's ancestors	Ancestral
28. A truce or cessation from arms before a formal treaty is signed	Armistice
29. A state of complete continence	Celibacy

30.	Deserving blame of an offence or crime	Culpable
31.	A state of perfect balance	Equilibrium
32.	At which lasts forever or never-ending	Eternal
33.	A speech without any previous preparation	Extempore
34.	A speech made by a speaker for the first time in a particular gathering	Maiden-speech
35.	A hater of women	Misogynist
36.	One who hates mankind	Misanthrope
37.	Illicit partner of a married an or woman	Paramour
38.	Beyond all powers of destruction of time	Imperishable
39.	Lasting only a very short time	Transient
40.	Which can be destroyed quickly	Perishable
41.	A state of complete continence on the part of a woman	Virginity
42.	A person who is very fond of sensuous enjoyment	Hedonist
43.	A person with refined taste in food and wine	Epicure
44.	A physician who specializes in diseases of skin	Dermatologist
45.	A physician who specializes in heart diseases	Cardiologist
46.	A physician/surgeon dealing with diseases of the female	Gynecologist
47.	Specialist in bone or skeleton disorders	Orthopedist
48.	Specialist of eye diseases	Ophthalmologist
49.	Specialist of diseases of infants	Pediatrician
50.	The large scale departure of people	Exodus

Five easy steps to building your vocabulary

There are a lot of good strategies for building your vocabulary — learning the meaning of suffixes, prefixes, and roots of words, going through word lists and making flash cards for the words you don't know, and signing up for a daily "Word of the Day" email from a website like Merriam-Webster.com, to name a few.

1. **Read:** Reading is the single biggest thing you can do to increase your vocabulary (and of course it offers a whole host of other benefits as well). Without specifically trying to study vocabulary, you encounter tons of new words, the meaning of which you can often glean from the context in which the word is situated (although you shouldn't rely exclusively on context – see below). Reading offers not just an awareness of words, but a real *feel* for them.

2.   **Listen:** You can also pick up new words from the people you talk with and listen to. This is, after all, exactly how you learned words back when you were a toddler. Our son Gus is always picking up new words from things we say, trying to figure out the context, and then trying them out himself (it's excellent motivation to curb your cursing!). Sometimes he gets it right, sometimes he gets it wrong – often to comedic effect.

3. **Write down words you read and hear that you don't know:** Reading and listening are the ways you expose yourself to new words. Once someone uses a word you're unfamiliar with, or you come across a new word while reading, write it down in a pocket notebook (or your Smartphone).

4. **Look up the word in a dictionary and write down its meaning in a vocabulary notebook:** Whenever you hear or read a new word, you should always stop and try to figure out its meaning from the context in which it is given. But a word can have multiple meanings and shades of meaning, the author or speaker could possibly have used the word incorrectly, and even if you do guess the right meaning, you may quickly forget it. So don't stop there. Once you get a chance, look up the new word you wrote down in your pocket notebook in a dictionary (new dictionary apps make doing this possible on the go), and then write it and its definition in a larger notebook dedicated to learning new vocabulary.

5. **Use the new word several times in conversation as soon as you can:**
   This will really help sear the word into your mind.

Never "use a five-dollar word when a fifty-cent word will do."

5. Report Writing

Written communication is an integral part of engineering tasks. The ability to write a technical report in a clear and concise manner is a mark of a good engineer. An engineer must be able to translate the formulae, numbers, and other engineering abstractions into an understandable written form.

There are uncountable variations in engineering report format. Each group, institution, company may have its own "standard" format to follow.

Reports are important because in most organizations executive decision making is based almost entirely on them.

Reports may vary from a one-page informal trip report summarizing the events of a business trip to a 250-page formal annual report of an organization. They may be presented orally, electronically, or in written form. They may also vary in form, content, approach, and purpose. The literal meaning of the word 'report' is 'a formal or official statement, as of results of an investigation or matter referred' or just ' a statement of facts'.

A report is a formal document written for a specific audience to meet a specific need. It may contain facts of a situation, project, or process; an analysis and interpretation of data, events, and records; inferences or conclusions drawn from objective data; or suggestions and recommendations. Although reports may include a variety of topics and objectives, they all help in the process of decision making by answering questions and determining ways to improve certain situations.

Reports normally move in an upward direction and are used to communicate to the senior levels in organizations. The importance of reports for any professional lies in the fact that a number of business decisions and research conclusions are made on the basis of information presented or recommendations made in reports.

Thus, reports serve several purposes, which may include:
- Presenting data;
- Describing problems and suggesting solutions;
- Discussing and analyzing data;
- Recording events and happenings;
- Analyzing a situation or a condition; or
- Giving feedback, suggestions, or recommendations.

Types of Reports

Reports can be classified as informational and analytical, according to their functions, as routine or special, as per periodicity, as oral and written, according to their communicative form, and as formal and non-formal, based on their nature, scope, and length. Each of these are now discussed briefly.

Informational and Analytical Reports

An informational report presents facts of a case, problem, condition, or situation without any analysis, interpretations, or recommendations. The function of the writer of an informational report is to collect, compile, and organize facts for the readers. S/he is just a compiler who has to present the data as objectively as possible. In order to write an informational report, relevant information should be gathered and presented in a systematic and organized way. Examples of informational reports include conference reports, seminar reports, trip reports, and so on.

Unlike an informational report, an analytical report presents data with interpretation and analysis. The report writer analyses the facts of a case, problem, condition, or situation objectively and puts forward his/her conclusions, inferences, and recommendations. Apart from presenting the facts objectively, the writer must reflect a broader understanding of the subject in order to comment on various aspects related to the report. In order to write an analytical report, the writer should be able to evaluate information and make appropriate inferences. Examples of analytical reports include project reports, feasibility reports, market research reports, and so forth.

Routine and Special Reports

All organizations, including companies, institutions, government departments, and research establishments, depend on routine reports for various management decisions. As routine reports are usually prepared on a periodic basis, that is, daily, weekly, fortnightly, monthly, quarterly, or annually, they may also be called periodic reports. The contents of routine reports may vary from simple production information to complex marketing or research data. Routine reports may be informational or analytical depending on the purpose. Examples of routine reports include daily production reports, monthly sales reports, annual reports, and so on.

Unlike a routine report, a special report is prepared and presented to convey special information related to a single condition, situation, problem, or occasion. Special reports do not contain routine or repetitive information as they are the result of specific circumstances. Some of the most important decisions in an organization may be taken on the basis of the information contained in special reports. For example, a company might launch a new product based on a report analyzing the market demand and presence of competing products in the market. Special reports could be either informational or analytical. Examples of special reports include inquiry reports, research, reports, thesis, dissertation, and so forth.

Types of Reports

Criteria	Types	Description
Function	Informational	Objective presentation of data without analysis or interpretation
	Analytical	Presentation of data with analysis and interpretation
Periodicity	Routine	Presentation of routine information
	Special	Presentation of specific information related to a single condition, situation, problem or occasion
Communicative Form	Oral	Face-to-face presentation of information
	Written	Presentation of information in written form
Nature, scope and length	Formal	Long reports with elaborate description and discussion
	Non-formal	Short reports

Oral and Written Reports

Oral reports are informal and face-to-face presentations of information. Examples may include oral reporting of accidents, sales, production, joining, and so on. Oral reports are

useful for presentation brief information related to routine activities, projects, developments, and so on.   As oral reports provide quick feedback, they may expedite a work and lead to fast action and decisions.   Most organizations nowadays prefer oral reports followed by written versions.   This ensures the advantages of oral reporting and avoids the major disadvantages by adding to the permanent records of the organization.

Written reports are more conventional than oral reports.   Most business and technical reports use the written mode of presentation because the organizations using these reports need to maintain proper record for future use and reference.   Most reports have a permanent value.

Formal and Non-formal Reports

Reports can be formal or informal depending on their nature, scope and length.   A formal report is usually the result of a thorough investigation of a problem, condition, or situation. Formal reports are comparatively longer and need elaborate description and discussion. They usually follow a fixed format with predetermined elements, according to the information presented.   The length of a formal report may vary from a few pages to hundreds of pages.   Formal reports could be informational, analytical, routine, or special. Examples of formal reports include annual reports of companies and organizations, technical reports, project reports, thesis, and so on.

A non-formal report, on the other hand, could be a brief account of a specific business or professional activity.   It is usually written to provide introductory information about a routine affair.   Non-formal reports are usually short and do not need elaborate descriptions and discussions.   As the content is generally insufficient for a formal report, an informal report may involve the use of printed forms, letter formats, or memo formats. Although non-formal reports are usually routine, they may be either informational or analytical and may use the oral or written form.   Examples of non-formal reports include laboratory reports, daily production reports, trip reports, and so forth.

Formats of Reports

There are four common formats of reports, that is, printed forms, letter format, memo format, and manuscript format.

Printed Forms

Printed forms are generally used to collect routine information.   For example, a company may keep printed forms for recording daily production or monthly sales.   Similarly, an organization may use printed forms for trip reports, conference reports, laboratory reports, inspection reports, confidential performance reports, and so on.   Using a printed form is quite simple because the person filling it is just required to fill in the blanks, or tick against the listed items.   Detailed descriptions or discussions need not be provided.

There are three main advantages of using printed forms for reporting. Firstly, they are systematic and make for easy reading. Secondly, they are more objective and factual with little scope for the writer to be subjective about the content.   There is no subjective interpretation of the material used in the report.   Facts are recorded quite objectively. Finally, they save time.

Letter Format

The letter format may be used for short reports that have to be communicated to someone outside an organization.   A letter format contains all the elements of a letter along with some additional sections such as illustrations, references, and so on.   Headings may be used in a letter report.   The letter format may be used for informational, analytical, routine, special, or non-formal reports.   For example, there is an accident on the shop floor in a company and report has to be sent to the insurance company.   Other examples of the letter format include evaluation reports, feasibility reports, survey reports, legal reports, and so on.

Memo Format

The memo format can be used for short reports that have to be communicated within an organization.   A memo format should contain all the elements of a standard memo.   In addition, it may contain a few extra sections.   Like a report in the letter form, a memo report should contain headings for easy reading and reference.   The memo format may be used for all types of reports, that is, informational, analytical, routine, special, or non-formal.

Manuscript Format

The manuscript format can be used for long and formal reports.   These reports are divided into sections and sub-sections, each with a clear heading.   These headings and sub-headings are organized in a logical sequence.   While preparing a report in manuscript form, the writer needs to be careful about its structure and elements.   A structured report will help in thinking clearly and deciding where to put each fact or idea.   It also makes reading easy and helps the readers find the information they need.   The manuscript format is discussed in detail below.

Structure of Formal Reports

When writing a formal report, the choice of format as well the parts of the report must be carefully planned.
A formal report may include the following parts or elements.
1. Title page
2. Preface
3. Letter of Transmittal
4. Acknowledgements
5. Table of Contents
6. List of illustrations
7. Abstract/Executive summary
8. Introduction
9. Methodology
10. Discussion / Finding / Analysis
11. Conclusion
12. Recommendation
13. Appendices
14. References and bibliography

Each of these parts of a formal report will now be discussed in detail.

Title page

A formal report usually begins with a title page.   It contains the title of the report, the name of the person or organization to whom the report is being submitted, the name of the report writers, and the date.

Preface

The preface is an optional element in a formal report.   It introduces the report by mentioning its salient features and scope.

Letter of Transmittal

The transmittal letter is a brief covering letter from the report writer explaining the causes for writing the report.   It may contain the objectives, scope, and other highlights of the report.   It may also contain acknowledgements if the report does not include an acknowledgement.

Acknowledgement

The acknowledgement section contains the names of persons who contributed to the production of the report and made the report possible.   It is just a 'thank you note'.

Table of Contents

The 'table of contents' provides the reader an overall view of the report and shows its organization.   This section lists the main headings and the subheadings and the subheadings in the report with page numbers.

List of Illustrations

The 'list of illustrations' gives systematic information about tables, graphs, figures and charts used in the report.   It is usually included if the number of these illustrations are more than ten.

Abstract or Executive Summary

An abstract or an executive summary summarizes the essential information in the report, focusing on key facts, findings, observations, results, conclusions, and recommendations.

Introduction

This section introduces the readers to the report and prepares them for the discussion that follows by providing background information, defining its aims and objectives, and discussing the scope and limitations of the report.

Methodology

While writing a report, information may have to be gathered from library and archival sources or through internet surfing, interviews, surveys, and formal/informal discussions. The section on methodology summarizes the methods of data collection, the procedures for investigating the situation/problem, and the criteria of survey.

Discussion/Description/Analysis

This is the main part of the report as it presents the data that has been collected in an organized form. It focuses on facts and findings of the report and may include an objective description and discussion of the problem, an analysis of the situation, and findings of the investigation. It is usually divided into sections and sub-sections with well-structured and clear headings and sub-headings.

Conclusions

This section conveys the significance and meaning of the report to readers by presenting a summary of discussion and findings, results and conclusions, implications of the conclusions presented, and inferences.

Recommendations

This section contains recommendations that are based on results and conclusions. As they propose a course of action to improve a situation or a condition, they may present several ways to solve a problem or improve a situation. It may also indicate the need and nature for further work in the concerned area.

Appendices

An appendix contains supporting material or data, which is kept separate from the main body of the report to avoid interrupting the line f development of the report.

References Bibliography

This section may contain references to books, journals, reports, dissertations, or/and published government documents, and other sources used in the report. It may also consist of a list of materials for further reference.

Writing Strategies

Whether one has to write a short informal report or a long formal report, one needs to adopt effective writing strategies. As reports are systematic attempts to discuss problems, situations, or conditions and stimulate thinking or action in individuals and groups, a systematic plan of writing should be followed.
The following steps will help in organizing and presenting the report systematically.
1. Analyze the problem and purpose
2. Determine the scope of the report
3. Determine the needs of the audience

4.   Gather all the information
5.   Analyze and organize the information
6.   Write the first draft
7.   Revise, review, and edit
8.   Write the final draft

Analyze the Problem and Purpose

The process of writing an effective report begins with an objective analysis of the problem that is to be discussed and the objectives of writing the report.   In other words, the following two questions need to be answered before beginning to write a report :
1.   What do you want to present or discuss in the report?
2.   Why do you want to present it?
Answers to these questions will help in identifying the problem that led to the writing of the report and determining the purpose of the report.   The problem may be written down in the form of a statement.
Defining the purpose of the report will give it direction and make it focused.   The writer's purpose should match the audience's needs, knowledge, expectations, and interests.

Determine the Scope of the Report

In order to keep the report precise and to the point, the amount of information gathered should be limited to the most essential and important facts.   It is important to define a reasonable scope of the report.   The scope of the report should be narrowed down and made specific so that a reasonable length is maintained.

Determine the Needs of the Audience

When a report is being planned, the writer should know who will eventually read it. When planning a report, the writer should think from his/her readers' perspective. He/she should avoid making false assumptions about his/her readers and should strive to be practical and rational.

Gather all the Information

Once the problem and purpose has been analyzed, the scope is defined and the audience has been analyzed, the writer is ready to gather information.   He/she may gather information through primary sources (discussions, interviews, observation, surveys, questionnaires, experiments, and so on) or secondary sources (internet, reports, books, journals, dissertations, magazines, pamphlets, newspapers, and so on) However, it is important to ensure that the information is accurate, bias free, current, and relevant.

Analyze and organize the Information

Once the information has been gathered, the report writer needs to analyze and organize it. Analysis of information involves evaluating the information objectively, making comparative analyses of different sets of information for obtaining new ideas, and interpreting facts and figures for their relative importance.   Organizing the information involves using an appropriate logical pattern to arrange the information in the report.

Before actually organizing the information, an outline may be prepared by choosing the central idea, main ideas, the major supporting ideas, and developing the details.

Writing the First Draft

Once the outline has been prepared and the organizational pattern of the report has been decided, the first working draft can be written. While writing the first draft, focus on the scope and purpose of the report. Simple and direct language should be used.
There are many other points that should be considered in writing a technical report that apply to the whole report.

- Major or first level headings should start on a new page unless two or more headings can fit on a single page.
- 12 points, serif typeface such as Times is standard for report writing. Keep color usage to a minimum if at all. Black text and black or gray-scale figures are adequate for most technical reports.
- Contractions are not used in formal writing 1-inch on all sides is standard for margins in a loose-leaf report. Use 1.25 to 1.5 inch left margin for a bounded report. If the report is to be graded, type on one side of the page only and use double space for line spacing. This leaves room for instructor's comments.
- A formal report is written in third person.
- Tables and figures are listed separately in the table of contents. Each group is numbered consecutively in order appearance in the report

Reviewing and Revising

Once the rough draft of the report has been written, it should be reviewed, edited, and revised in order to improve the quality of its content and presentation. When writing the final draft, the following points should be taken care of:

- The report should be simple, clear, concise, direct and readable.

- Appropriate words, short sentences and meaningful paragraphs should be used

- Appropriate linking devices should be used.

- Graphic highlighting techniques to improve readability and comprehension should be applied.

Important points should be emphasized.

6. Reading Skills

Reading Strategies

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies

they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

Reading to Learn

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

Sub Skills of Reading

Vocabulary Skills

- Recognizing the definitions of the words being used
- Guessing the meaning of words from the structure
- Inferring the meaning of words from their context

Visual Perceptual Skills

- Accurate visual perception of words and phrases
- Quick eye fixations

Prediction Techniques

- Using index or chapter headings to predict the theme of the text
- Guessing to predict information
- Scanning graphic or non-verbal context such as graphs, diagrams, charts and so on to predict the nature and scope of content
- Using discourse and linguistic clues

Scanning skills
- Locating specific information

Skimming skills
- Identifying a theme or central idea
- Identifying organizational patterns of writing

Intensive reading skills
- Reading for details
- Critically reading a text to
    - distinguish fact from opinion
    - identify and evaluate a writer's attitude and understand his intention

    Drawing inferences and conclusions

7. Resume and Cover Letter Writing

A resume packages your assets into a convincing advertisement that sells you for a specific job.

A resume is a selective record of an individual's background. It is basically a professional employment-seeking document that presents a summary of an individual's education, professional training, experience, skills, abilities, achievements, and references. It introduces the individual to a potential employer.   A resume is sent to prospective employers when an applicant is seeking job interviews.   So, the main objective of a résumé is winning a job interview by highlighting the applicant's fitness for a particular position.

Writing an effective resume that represents one's current skills, abilities, and background is a challenge faced by all candidates.   As a well-written persuasive résumé tailored to a specific job position immediately grabs the attention of an employer, it should therefore, be made as persuasive as possible.   The following section presents several techniques and suggestions for creating persuasive résumés.

Important Points

- Finding a job involves writing resumes and job applications.

- A resume should have an effective design with a focus on readability and adaptation to audience expectations.

- A resume contains the heading, position sought, career objective, education, work experience, skills, achievements, activities, interests and references.

The resume (pronounced re-zyu-may) is also called the curriculum vitae (CV) is called in Britain English, is another term for a biodata and it is sent with a short letter of application for a job or for admission to a course of study. It is a brief account of your personal details, your education and the work experience that you have had.

Salient features of resume

1. Heading: Address and Contact Details.

2. Position Sought for:

2. Objective: Should be tailor-made to the position he/she seeks.

Seeking a position as a Software Trainer where I can explore my skills and abilities in information technology environment that offers Professional growth while being resourceful, innovative and flexible.

Objective

One of the most frequently heard complaints made by recruiters about entry-level resume is that they lack a specific   objective. Resumes of fresh graduates have f uzzy, general

objectives or no objective at all. The only thing worse than the absence of an objective is a vague objective. Something like "My objective is to work with a dynamic company which will fully utilise my talents… " unacceptable. It is worthless because it gives the potential employer no idea about candidate's goals or direction.

Candidate's objective should be clear, well-defined and short-not more than 10-12 words. It should be aimed towards getting a particular position in a specific industry. The objective should talk about the following:

1. Position wanted
2. Functional area
3. Industry wanted

<div align="center">

Model objectives for fresher's resumes

</div>

- To work as a System Manager in a leading IT Company where I will have opportunities to use my experience with VB, ASP, NET, XML, and SQL Server.
- To obtain a challenging position in a large software consulting organization providing business consulting, application development, and product engineering services, where understanding and experience of business process modeling and organizational change management to suit customer needs can be used to achieve set targets.
- To work as a product architect in an innovative software company where I will be able to use m work experience in the areas of product and system architecture with expertise in enterprise applications.

To strive for Excellence in the field of software development – with dedication, focus, proactive approach, positive attitude and passion. And to utilize my knowledge and skills in the best possible way for the fulfillment of organizational goals.

Looking to obtain a position in a leading organization where I am able to apply the knowledge gained through my bachelor's degree. I f irmly b elieve in the principle of implementing my duties with dedication and determination. I am looking for good career growth opportunities where my talent and knowledge could be best subjected and utilized for the benefit of the organization and my self.

To pursue long-term career in a professional software organization and to enable the company objectives of growth, customer satisfaction and service industry.

To work in a challenging environment as a ….. demanding all my skills and efforts to explore and adapt myself in different fields, and realize my potential and contribute to the development of organization with impressive perfomance.

#Seeking a position as a.......in a leading software firm, where I can explore my skills and abilities in information technology environment that offers Professional growth while being resourceful, innovative and flexible.

5. Professional summary:

Summary is the second most important factor that is conspicuous by its absence in résumés of entry-level graduates. Summary of the resume can be written after career objective. This sums up resume in a nutshell and gives an opportunity to highlight the candidate's strengths. It invites the recruiter to read his detailed resume . The summary should consist of 4-5 specific points-either bulleted or in one paragraph.

Sample summary 1:

- B.E (Computer Science) from IIT-Delhi, in 2000.
- Course in Computers Database programmes Oracle 8I & VB6 from PENTASOFT in 2005.
- Consistently good academic record.
- Good analytical and communication skills.
- Have worked on a curriculum project "XXX XXXXX XXXX"

Sample summary 2:

"Masters in Computer Application with specialization in J2EE/Web Technologies. Great operational, communication and computer skills. Good academic record throughout. Among the top three students out of a batch of 120 students. Undergone Industrial training in a top petrochemical Company.

6. Educational qualifications:

The name and location of the school, college, university, institute attended, dates of attendance, major areas of study, degrees, and c ertificates received be mentioned. Relevant professional qualifications should be added. Qualifications must be written in a reverse chronological order. i.e. the recent ones first followed by earlier ones. Entry level resumes should also mention the names of the school and college, years in which the candidates passed their board examinations. However, marks that show a good academic performance shouldbe included.

Course	Year	Name of the institution	Board	Marks obtained
UG	Year	College name	Board	Percentage
PG	Year	College name	Board	Percentage

6. IT exposure: Special experience for other career people

Operating System	:	MS DOS, WINDOWS.
Languages	:	C, C++, JAVA, J2EE in NIIT
Software	:	MS Office, Oracle, Visual Basic 6.0.
Internet Applications	:	HTML, ASP, JSP, Servlets

7. Work experience:

Chronological details and   dates of   present and   previous employers should be given along with brief job profile of each. Since an entry level resume cannot compete with an experienced one, it can list internships, voluntary work and summer training which have been undertaken. They must be presented in an impressive way i.e. clearly define your duty and responsibilities during this training.

E.g.: "Worked as a summer trainee in India's larges t Oil Refinery. I was working for the system control department. Wrote quality reports as well as ISO features for the company."

Any projects done for your school or your college could also be mentioned.

8. Special skills, abilities and aptitudes:

1. Good presentation, communication and inter-personal skills.
2. Have an ability to integrate into and work in teams.
3. Have steep learning curves.
4. High degree of persistence.
5. Adaptable to any software package.
6. Possess leadership skills.
7. Passion for Computers.
8. Ability to work independently.

9. Activities and interests:

Extra-curricular and co-curricular, professional activities and hobbies and interests must be mentioned. They should reflect dynamic nature of an individual.

10. Achievements, accomplishments and honours:

11. Personal details:

Name :
Age & DOB :
Sex :
Marital Status :
Nationality :
Address :
Contact number :
Languages known :

12. References:

Place: (Name)
Date:

Design: Follow a simple design, which gives maximum information in the minimum number of pages. Use an easy to read and commonly used font like 'Times New Roman' or 'Verdana.' Limit your font size to 10-11. Do not underline heavily.

Word usage: Simple language, lucid expression with good grammar is the thumb rule. Watch your tenses carefully. Use short and simple sentences. And never-ever make the mistake of using long words just to impress the recruiter. Flowery words are for speeches; keep them away from your resume.

The truth hurts: While writing a resume the strong temptation to stretch the truth (or simply lie through our teeth) can be quite overpowering. But just stamp on the temptation. Most companies opt for a reference check during recruitment. Your resume is considered a legal document and fudging up small details may cause you great embarrassment in your career.

Post Resume Dos: Most frequent resume mistakes

Mistake: **Incorrect Contact Information**

Correct: Double-check even the most minute, taken-for-granted details -- sooner rather than later.

Mistake: **Using really small fonts**

Correct: What's too small? Generally don't go smaller than a 10 point, but notice that all font styles aren't sized equally. For example, a 10 point Arial font is smaller than a 10 point Antique Olive.

Mistake: **Really wide margins with content squeezed in the middle.**

Correct: Your margins should be at least one half inch. You really don't need more than one inch. Lots of students ask if their résumé s have "enough white space." An employer isn't reading white space. Employers are reading your content, and you want it to be easy to see.

Mistake: **Long wordy descriptions in your objective and elsewhere.**

Correct: You don't need complete sentences in your resume. Concise, understandable phrases are sufficient. Look at the examples in resume formats and samples..

Mistake:	**Typos.**
Correct:	You have one chance to make a first impression. The view is that if you would make a mistake on your resume, you'll probably make a lot more mistakes on the job. It's easy to miss your own typos. Ask friends to proofread.
Mistake:	**Using too complicated a format; getting too creative.**
Correct:	The employer typically spends about 15 to 30 seconds reading your resume. Keep the layout simple and clean. Stick with one font size for the document; only make your name larger. Don't mix font types.
Mistake:	**Using a unique, creative layout or style to stand out from the crowd.**
Correct:	The best way to stand out from the crowd is with high quality content and a clearly written, neat, error-free document. Employers are looking for content, not fancy or dangerously creative layout. Don't stand out for the wrong reason.

If you are a fresher than s tress more on your education section and also mention other additional qualification in detail. Give a brief description about projects and extra-curricular activities undertaken by you. Include sections like languages known, hobbies and interests, extra-curricular activities, your positive points in brief.

Model resume

Name & address
Vandana verma
80/A, Creek Lane
Dilsukhnagar   **Phone:** 040 – 24733473
Hyderabad – 500 016   **E-mail:** vandanaverma@yahoo.com

Objective

To obtain a challenging position as a Software Engineer in a leading multi-national organization where I can use my technical skills of Java and J2EE to accomplish company's objectives and find personal growth.

Technical profile

a) Operating systems   :   MS-DOS, MS-OFFICE, Windows 2000 & XP.

b) Languages   :   C, C++, Assembly Language (8085, 8051), Java/J2EE
                                                          from NIIT, Hyderabad.

Educational qualifications

S. No.	Examination passed	Name of the institute/ university	Discipline/ subject	Month & year of passing	Percentage of marks	Division
1.	B. Tech	JNTU college of engineering, Hyderabad	Electronics & Communication Egg.	April 2016	75	Distn.
2.	Intermediate	Board of inter education, A.P., Hyderabad.	Maths, Physics, Chemistry.	March 2012	85	First
3.	S.S.C	Board of secondary education, A.P., Hyderabad.	Maths, Science, Social Studies	March 2000	88	First

Courses undergone

- C++ at CMC, Hyderabad from June 2005 to August, 2005.

- Enterprise Applications using Java and J2EE at NIIT, Hyderabad from September, 2005 to February, 2006.

Project report

a) Title   : Measuring of Displacement using ATMEL 89C51

                               Microprocessor.

b) Duration   : Aug 2015 to Feb 2016.

c) Purpose   : Towards partial fulfillment for the award of my B.Tech,

                               Degree.

d) Material Used : ATMEL 89C51 Micro controller kit.

e) Team Size   : Five (5)

Achievements

- Qualified on merit in national it aptitude test conducted by NIIT in 2005.

- Won prizes in essay writing and elocution, sports & games.

- Has anchored for the national paper conference in my college.

Conferences participated

- Presented a paper on "*Cellular & Mobile Communication*" in national level students paper conference held at JNTU College of Engineering, Hyderabad, Andhra Pradesh on 8th January 2015.

Personal profile

Name	:	Vanda Verma
Sex	:	Female
Date of Birth	:	8th September 1990
Nationality	:	Indian
Religion	:	Hindu
Marital status	:	Unmarried
Languages known	:	English, Telugu, Hindi.
Father's name	:	Dr. Manoj Verma, Ph.D.

Date:

Place: (Vanda Verma)

Software development manager sample resume

Mark K. Smith
1234 Fieldstone Drive
Pinellas Park, FL 33000
Home: 972-555-5555
Cell: 972-555-5556
Email: mksmith@frontfocus.com

Objective: Software Development Manager utilizing proven leadership, collaboration, and team building skills to develop and direct software systems

Qualification Summary:

- Excellent ability to administer and oversee designs/redesigns of software development
- Develop and direct software system testing procedures, programming, and documentation
- Strong communication, time management and organizational skills

Education:

Bachelor of Science degree in Computer Science
University of Florida
May 1998

Work Experience:

Software Development Team Leader, Foster Ltd.
Pinellas Park, FL 33000

- Work closely with the project manager to ensure that the projects are completed on time
- Examine, evaluate, and assess the impact of potential changes in the market
- Prioritize multiple project assignments across software development department
- Experience leading small teams through the entire development cycle
- Apply an understanding of the inherent limitations of tools and technologies and suggest appropriate trade-offs
- Interface with clients on technical matters and escalate issues that will affect the success of the project or the relationship with the client
- Assist personnel of other departments with computer-related issues
August 2004 - present

Software Developer, HTMG Group
Pinellas Park, FL 33000

- Collaborated with peers in engineering and marketing as part of the development team
- Responded appropriately to high-level direction from management and translated it into successful implementation of requested programming
- Provided formal project status the Software Development Manager in a proactive and timely manner
- Assumed the role o f Project Manager on software development projects as assigned to ensure projects were completed in an efficient and effective way
  February 2000 ? July 2004

Software Programmer, HTMG Group
Pinellas Park, FL 33000

- Developed software programs for desktop publishing and financial planning
- Wrote computer scripts and de-bugged problems in old and new code
- Developed computer algorithms for manipulation of image data
- Responsible for providing functional computer code in a variety of computer languages
- Documented problems and resolutions for future reference
- Tested code to ensure functionality.
  May 1998? February 2000

Computer Languages: C/C++, Java, Unix/Linux, Perl, Python, and PHP

Software Engineer Sample Resume

Marty K. Smith
1234 Hickory Drive
San Jose, California 95000
Home: 408-555-5555
Cell: 408-555-5556
Email: mksmith@frontfocus.com

Objective: Software Engineer position focused on developing web-based applications and debugging complex software problems

Computer Skills: Strong programming experience with Java, XML, XSL, DHTM, JavaScript, AJAX

Education:

Bachelor of Science degree in Computer Science
University of California
May 1999
GPA 3.8/4.0

Work Experience:

<u>Software Engineer</u>, Outlaw Inside
San Jose, California
Design, implement and maintain code for Interface components of the product line. Resolve issues and implement new functionality and features. Assist other engineers in script development efforts by performing code reviews and assisting in d ebugging efforts. Implement new test algorithms as required. Develop core technology, including the design/architecture of new solutions and the re-factoring and refinement of existing systems.
November 2004 - present

<u>Software Engineer</u>, CVVX Engineers
San Jose, California
Reviewed design of proposed features & implementation of features by other engineers. Proposed enhancements and developed prototypes. Investigated script failures in automated tests. Provided feedback and contributed in test plan development, resource allocation planning, and test process definition/improvement. Filed appropriate patents. Worked closely with R&D and business analytics teams.
April 2001? November 2004

<u>Software Engineer</u>, Software Central
San Jose, California
Participated and worked closely with developers at various developmental stages. Worked in tandem with the Support Services and QA teams to improve product quality. Implemented major features on time and with exceptional quality. Acted as technical contact to device manufacturers to define requirements, and debug and solve problems.
May 1999? April 2001

Cover Letter Writing

A cover letter typically accompanies each resume you send out. Your cover letter may make the difference between obtaining a job interview and having your resume ignored, so it makes good sense to devote the necessary time and effort to writing effective cover letters.

A cover letter should complement, not duplicate, your resume. Its purpose is to interpret the data-oriented, factual resume and add a personal touch. A cover letter is often your earliest written contact with a potential employer, creating a critical first impression.

There are three general types of cover letters:

- The **application letter** which responds to a known job opening
- The **prospecting letter** which inquires about possible positions
- The **networking letter** which requests information and assistance in your job search

Your cover letter should be designed specifically for each purpose outlined above as well as for each position you seek. Do not design a form letter and send it to every potential employer (you know what you do with junk mail!).

Effective cover letters explain the reasons for your interest in the specific organization and identify your most relevant skills or experiences (remember, relevance is determined by the employer's self-interest). They should express a high level of interest and knowledge about the position. (Source: http://jobsearch.about.com/)

The following are some of the models based on the points discussed above.

Cover Letter Format

Your Contact Information
Name
Address
City, State, Zip Code
Phone Number
Email Address

Date

Employer Contact Information (if you have it)
Name
Title
Company
Address
City, State, Zip Code

Salutation
Dear Mr./Ms. Last Name, (leave out if you don't have a contact)

Body of Cover Letter
The body of your cover letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph
The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job listing. Include the name of a mutual contact, if you have one.

Middle Paragraph(s)
The next section of your cover letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your resume, not repeating it.

Final Paragraph
Conclude your cover letter by thanking the employer for considering you for the position. Include information on how you will follow-up.

Complimentary Close

Yours faithfully,

Signature

Review more cover letter samples.

Your Contact Information
Address
City, State, Zip Code
Phone Number
Cell Phone Number
Email

Employer Contact Information

Name
Title
Company
Address
City, State, Zip Code

Date

Dear Mr./Ms. LastName,

I am writing to apply for the position of Media Relations Manager. ABCD is a fast-moving global institution and an outstanding communications pioneer, now poised to guide the direction of print journalism.

As a recent graduate of the State University with significant experience in finance, administration and media, I bring the energy and commitment to excellence necessary to thrive in ABCD's innovative environment.

As the current Media Relations Coordinator of the XYZ company, I am a practiced business liaison and an able administrator. These strengths, combined with deep and varied employment and internship experience as a journalist and media consultant with FGH and LMD, prepare me to make a strong and immediate impact at ABCD.

I am excited about the opportunity to join the ABCD team as it moves to the center of the print media conversation. Thank you for your time and consideration.

Sincerely,

Your Signature

Your Typed Name

Sample Cover Letter - Inquiry Letter Asking About Possible Job Openings at a Company

Your Name
Your Address
Your City, State, Zip Code
Your Phone Number
Your Email Address

Date

Contact Name
Title
Company
Address
City, State, Zip Code

Dear Mr./Ms. Contact,

For the past ten years I have followed your career through news events, interviews and web research. Your dedication to the Fourth Estate and your understanding of the important role journalists play in today's fast-paced information highway, coupled with your belief in the power of the press is exemplary.

I have had the privilege of honing my journalistic abilities on three widely different publications. When I left college, I immediately went to work for the typical small town newspaper and learned all aspects of getting the paper to the people in a timely manner. I then moved to regional manager for a media corporation composed of small to mid-size newspapers in the Midwest. In my current position, I am Chief Correspondent for one of the largest newspapers in the southwest.

I would like an opportunity to visit with you to get your insight and suggestions on where my skills and abilities would be of the greatest value to the ABD Company, and to inquire about possible job openings with the company.

I will call your office to set a convenient time. I do look forward to meeting you.

Sincerely,

Your Name

Sample Cover Letter for an Analyst / Entry-Level

Contact Information
Address
City, State, Zip Code
Phone Number
Cell Phone Number
Email

Employer Contact Information

Name
Title
Company
Address
City, State, Zip Code

Date

Dear Mr./Ms. LastName,

I would like to express my interest in an entry-level analyst position with Company. Throughout my job search and conversations with investment advisors I have come to respect the professionalism that characterizes your firm and its employees. I am confident that the Company team's values and objectives would highly complement my own strengths and enthusiasm. I would like to be considered for your Investment Banking Analyst Program, or a similar position that requires refined analytical and communication skills.

I was impressed to learn of Company's recent acquisition of Hambrecht Group, a tactic which I see as indicative of Company's commitment to achieving growth and success in the future. Innovative and exciting approaches such as this, coupled with Company's highly regarded Analyst Program, convinced me that Company is the ideal environment to begin my business career.

Evidence of my leadership and analytical skills can be seen in my responsibilities as analyst intern at Company, and my commitment to my academics. My educational background in government and business, combined with my internship experiences, has been excellent preparation for a career with Company.

Please review the enclosed resume and references and consider my application for your Investment Banking Analyst program. I would appreciate the opportunity to come to New York to meet with you and explore the company environment, as well as possible job

opportunities at Company. I will call your office next week to discuss these possibilities. I look forward to exchanging ideas with you concerning a career at Company and the positive contributions I would offer as a member of your organization.

Thank you for your consideration.

Signature

First Name Last Name

8. Interview Skills

"A job interview is a pre-arranged and planned conversation used for evaluating the suitability of a candidate for a particular position".

Success in a job interview depends on knowledge, self-confidence, good speaking skills, thorough preparation, and use of appropriate interview strategies.

Characteristics of the job interview

- Planning – time, venue, the no. of experts, covering areas
- Purpose – objectives – HR int. to test personality traits
- Conversation – Listening and speaking
- Two-way interaction – one-to-one interview structured
- Informality – achieve goals – it tension exists

Pre-interview preparation techniques

- Self-analysis – strengths and weaknesses
- Analyze your background – critical examination
- Identify your accomplishments / achievements
- Identify you special interests and hobbies
- Analyze your career goals
- Analyze your skills
- Job analysis (what)
- Revise your subject knowledge
- Develop the interview file

Answering strategies

- Attentiveness
- Accuracy
- Brevity
- Focus
- Clarity
- Positive Attitude
- Logical Thinking

Types of interview questions

There are seven different types of questions that are asked to elicit certain responses from candidates. They include open, closed, probing, reflective, loaded, hypothetical and leading questions.

Open questions: Its main purpose is to encourage candidate to talk broadly about a topic and to engage in deeper thinking. Following are some of the examples:

1. Tell us something about yourself
2. Describe the most difficult situation that you recently faced.

3. What do you think about the impact of multinational companies on Indian economy?

Closed questions: Closed questions limit the freedom of candidates. Here they should provide specific responses/information/facts.

1. When did you complete your graduation?
2. What was your major subject in the college?
3. Did you know data processing?

Probing questions: They probe more deeply or ask for an explanation/clarification of a statement just made. They encourage candidate to talk in greater depth about the subject/topic. For example, after the response, 'I believe students should be allowed in academic decision making', the interviewer might ask a probing question, 'Do you think this should include all academic decisions?'.

Reflective questions: Here the purpose is to confirm the statements made by the candidate. It is also to check the interviewer understands what the candidate has said.

1. That means you want the public sector companies to be totally privatized?
2. Am I right in thinking that you are against economic liberalization in India?
3. Does that mean you favour a total ban on any type of violence in movies?

Loaded questions: They assess candidate's ability to handle difficult and sensitive situations. There may not be right or wrong answer to a loaded question, rather it would be reasonable or unreasonable response. The following are some examples:

1. You are too short. Don't you think this is going to be a handicap for you?
2. Your GPA in the first semester of B.Tech id too low. How do you justify that?
3. Do you think a Ram temple should be constructed at the sight of Babri Masjid?

Hypothetical questions: They involve you in a hypothetical situatin. It test the possible reaction of a candidate to a certain situation. They begin with 'what would you do if…?

1. What would you do if you face a group of angry employees who want to harm company vehicles because one of the workers has been hurt by a company lorry?

2. One of your staff has been involved in activities detrimental to your organization. He has been doing this for money that he needs for the treatment of his ailing mother. What would you do?

Leading questions: Such questions generally suggest a point of view on the part of interviewer and call for agreement with a 'yes' answer. Given below are some of the examples.

1. Don't you agree that our company is a market leader in electronic products?
2. Don't you think that MNCs have boosted the Indian economy?
3. Don't you agree our economy needs more privatization?

Frequently asked interview questions

Several popular questions repeatedly appear in the job interviews. Practicing replies to these questions and rehearsing mock interviews to develop confidence will help in improving job interviewing skills.

1. Tell us something about yourself

This may be the first question of an interview. Without focusing on any specific area, a brief description highlighting the relevance of one's background, education, skills and experience may be given.

2. What are your career objectives? / What type of position are you looking for? /What do you want to do?/What are your short term and long term goals?

This question intends to know whether working in their company falls within the candidate's objectives. A positive answer expressing candidate's career goals in relation to the targeted position and conveying his motivation and interest n the job.

3. Tell us something about your interests and activities:

This is a direct question. The interviewers want to know if the candidate's interests and activities match the key components of the job. The candidate should mention his/her activities projecting as a dynamic and energetic person who accepts challenges.

4. Why should we hire you/What makes you fit for this position?

The interviewers want to hear the candidate's interpretation of the job and self assessment of his suitability for the position. The candidate should be able establish how well his/her qualification, knowledge, and skills match he needs of their organization and job requirements.

5. Why do you want to join our company?/What makes you interested in our organization?/Why are you interested in our company?

This question should be answered in the light of the company analysis that the candidate has done, projecting the strengths of the company.

6. Tell something about your academic achievements.

The candidate should give a direct answer mentioning hi/her achievements enlisting his/her skills and personal qualities.

7. What are your strengths and weaknesses?

Strengths should be answered in the light of candidate's self analysis highlighting strong points as well as the suitability for the job. Weakness should be answered with a mild weakness or an indirect strength which one attempts to improve.

8. Where do you see yourself in five years/How long do you be with us?

Interviewers like to know if the candidate's goals and ambitions are realistic. The candidate should answer the question in the light of his self analysis explicitly expressing his intention to work with it for a long time.

9. Tell us about a problem you have faced and strategy you used to handle it?
Interviewers want to know how the candidate handles a problem. In order to illustrate one's problem solving skills, brief description of a problem situation and strategy to solve it should be outlined.

10. Will you accept a lower position for time being?

Unless one is desperate to join somewhere, the question should be answered with a polite refusal.

Tick the appropriate questions that you can ask your recruiter at the end of your interview.

1. How long have you been with the organization?
2. What is the company's management style?
3. How would you describe the responsibilities of the position?
4. If I get the job when can I take time off for vacation?
5. Are there any other questions I can answer for you?
6. What are the prospects for growth and advancement?
7. Can I change my schedule if I get the job?
8. What do you like about working here?
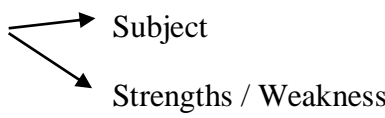9. Have I got the job?
10. How much travel is expected?

The interview

- Being on time – relaxation – visit before

- Dress ; right dress gives you right impression

Waiting for the interview

- Compose yourself

- Spontaneous smile be friends the interviewers

- Don't lean or change postures often

- While answering – be lucid, straight forward

- Accept your ignorance / ask for repetition

- Don't speak bad about your previous organization

What the interviewers looking for:

- Personality projection
- Communication Skills
- Knowledge ⟶ Subject
  ⟶ Strengths / Weakness
- Loyalty & commitment
- Whether you are capable to develop the organization

Dos for the Interviews	Don'ts for the Interview
- Be on time	- Don't give monosyllabic answers
- Wear neat clothes	- Don't leave your answers unsupported
- Be yourself	- Avoid flattery
- Be brief and to the point	- Don't' sit without being asked
- Sell yourself	- Don't start talking
- Keep the interviewer's attentions	- Avoid too many gestures
- Avoid the use of slang	- Don't interrupt
- Be poised	- Don't argue
- Be well-mannered	- Don't be emotional
- Listen carefully	- Don't be evasive
- Ask questions	- Don't change your stand
- Be natural	- Don't enter into a political controversy
- Maintain eye contact	- Don't touch your button, hair etc.
- Expect the unexpected	- Don't forget to close the door when you leave
- Be consistent in your claims	

Important points:

☞ Success in a job interview depends on knowledge, self-confidence, good speaking, skills, through preparation, and use of appropriate interview strategies.

☞ There are five aspects of job interviews: planning, purpose, conversation, two-way interaction, and informality.

☞ Pre-interview preparation techniques include self-analysis, skills assessment, company analysis, job analysis, subject revision, and developing the interview file.

☞ Self-analysis involves identifying your background, career goals, accomplishments, achievements, special interests, and hobbies.

☞ Skills assessment is the process of analyzing your skills in terms of the skills required for the position you are seeking.

☞ There are two types of skills: learned skills and intuitive skills.

☞ Researching an organization involves gathering basic information about the nature, operations status, structure, growth rate, and activities of the organization.

☞ Job analysis will provide you broad information about the position.

☞ Revise your subject for clarity and confidence.

☞ There are seven types of interview questions: open, closed, probing, reflective, loaded, hypothetical, and leading.

☞ Seven factors that can improve quality of answers during a job interview are attentiveness, accuracy, brevity, focus, clarity, positive attitude and logical thinking.

☞ Candidates should analyze commonly asked interview questions so that an answering strategy may be devised in advanced.

What do employers want?

What are the **most desirable qualities** for job seekers in the 2000 workplace? Watson Wyatt, a global consulting firm, offers the following list of in-demand skills:

1. **Willingness** to share information and ideas.
2. **Commitment** to teamwork.
3. **Responsiveness** to change.
4. **Ability** to work under pressure.
5. **Sense of ownership** of work and ideas
6. **Willingness** to take calculated risks, without fear of consequences.
7. **Multicultural experience** and/or ability to speak multiple languages.
8. **Ability** to communicate clearly and honestly with peers, managers, customers.
9. **Understanding** of business strategy and how you create shareholder value.
10. **Commitment** to continuous learning, skill development.