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Make a scan, enhance it and save it. Are these all the features you know about CamScanner? If so, you have missed too many cool experiences. CamScanner offers you lots of features rather than scanning. What we are sharing today is the OCR(Optical Character Recognition) feature.

What can you do with OCR feature?

1. Searching

What can you do if you want to search for a document but just can't remember the names of some docs? Use this feature to recognize all the texts on your scans. Next time you just need to enter some key words in the search box and all the documents within the words will be found.

2. Text extraction

Just purchase the one-time paid version and you can enjoy the text extraction for lifetime! Ever want to edit some texts on a paper document or a PDF file? Import it into CamScanner and all texts can be extracted as .txt file after OCR!

Why wait? Follow the steps to start using OCR!

1. Sign in to CamScanner to sync all your docs -> All texts will be auto recognized after syncing.
2. If you don't want to sign in, you can open one single page of any doc-> Tap the Recognize button -> All recognized texts will be shown in a dialog box-> Tap Share to export the texts.

Debating

OBJECTIVES

In this unit, you will learn:

- ❖ the basics of debating
- ❖ how to present your point of view effectively
- ❖ how to support your arguments
- ❖ how to counter the opponent's arguments

A debate is a competitive event in which there is an exchange of ideas and arguments between two teams or individuals who must take opposing positions on a given topic. Debating is an excellent way to improve your communication skills. Taking part in a debate will help you to:

- a. sharpen your listening and speaking skills
- b. show your ability to argue forcefully and convincingly
- c. show your ability to stand your ground and defend your position

The main features of a debate are given here.

- There are two teams or two speakers speaking 'for' or 'against' the motion of the House.
- Both teams are given a chance to rebut each other's arguments.
- The language could be firm, forceful but polite.
- The arguments are supported by facts.
- Signpost expressions like 'the first point . . .', 'this logically follows . . .' could be used.
- Points are given for clarity, knowledge of the subject, reasoning and communication skills, and the ability to come up quickly with arguments against the points of the speakers taking the opposing view.

THE BASICS OF DEBATING

There are certain important features of a debate you need to keep in mind in order to be a good debater.

Rebuttal

Rebuttal involves criticising the stand taken by the opposing team and proving that their arguments are unsound. You can make quick notes while the opposite team members are speaking so that you remember to address these issues in your rebuttal.

Organising the structure and the delivery of the subject matter

- Make your statement and then add your argument or reason for your statement. For example, 'Education destroys creativity because it does not allow us to follow our natural inclination or talents but insists that we follow the beaten path.'
- Follow this up with an example, such as, 'Look at the number of inventors and scientific thinkers who developed their talent and genius outside the walls of school—Albert Einstein, Charles Darwin, Thomas Edison and Isaac Newton, to name only a few.' Make sure that the examples you give are relevant to the topic.
- Your arguments should have a strong line of reasoning backed up by facts that support your argument. A long list of facts is just useless information, whereas an argument without supporting facts is a weak one. Together they will work to weaken your opponent's case.
- Since many debates are about current issues and ideas, reading the newspapers, watching the news and other informative programmes on television will help you keep up-to-date with what is happening in the world.
- Make sure that all the team members are aware of the team's point of view so that every member carries the argument forward in a consistent manner rather than contradict what has been said by others in the team. Each speaker must remember to remind the audience of the team's stance.
- As an individual speaker, you must be clear about what you want to say and the examples you will use to support your arguments.
- Make sure that your audience understands your argument, especially when you move from one point to the next. It is a good idea to use words like, 'the first point I'd like to make . . .', 'my next point is . . .', 'it follows from this, that . . .', and 'finally . . .'.
- Organise your time well. Do not spend too much time on one point so that you end up having to rush through your other points.

- Use cue cards to help you remember the important points. However, never write your entire speech on cards because you will give the impression of reading rather than speaking.
- Be aware of your body language. Make eye contact with your audience in order to get and retain their interest in your speech.
- Stand straight and tall but not stiffly. A rigid posture gives the impression that you are nervous and a slouching posture may show that you are not confident.
- Use your voice well. You do not need to shout to emphasise a point nor should you speak in such a low tone that your audience has to strain to hear you.
- Use words and phrases that you are comfortable with. Using big words and complicated phrases may lead you to mispronounce them or use them in the wrong context, and you will be distracted from the content of your speech.

Listen to the debate between Anand and Nitin on the topic 'Advertising does more harm than good'.

Chairperson : Good afternoon, ladies and gentlemen. The topic of today's debate is 'Advertising does more harm than good'. The speakers are Anand and Nitin. Anand, would you like to start? Anand will speak for the motion of the House.

Anand : Thank you, ma'am. Members of the jury, ladies and gentlemen, I would like to speak for the motion of the House. Advertisements are harmful because they force people to make choices that leave them unhappier than before. I will argue that people would lead happier lives if advertising was restricted.

In the first place, advertising leads to choice overload which forces people to constantly make choices between competing brands of products and services. Instead of empowering people, excessive choice serves to confuse people so that they are unable to decide on what to buy. Even if they finally make a decision, there is always the nagging sensation that they could have done better by buying another product. This could be because it is a few rupees cheaper

message that dark-skinned people are unattractive or that you must be pencil-slim in order to be considered beautiful. Young people fall victim to this, sometimes at the cost of their psychological and physical well-being.

I strongly feel that advertisers are only interested in profit, and they do not care about the well-being of society. Giant fast food chains advertise unhealthy products which contribute to obesity and other diseases like juvenile diabetes. Advertising has, without doubt, contributed to presenting people with too many choices that have done them no good.

Now, all of us know, people cannot choose when they are constantly bombarded with larger than life images. In fact, they get brainwashed into believing that they are making choices. Advertisers spend money on market research, not to find out what people desire but to find out their weak spots. This is where they target their campaigns. They exploit the weaknesses of people.

Do you think advertisers inform people about better products? Never. When they package their messages with glossy pictures and honeyed words, they suppress the problem areas. People fall prey to these gimmicks, only to regret later. So the choices they pretend to give are really a sham.

I conclude by saying with emphasis that advertising does more harm than good by catching unsuspecting people unawares. Thank you.

Chairperson : Now I invite Nitin to speak. Nitin, will speak against the motion of the House.

Nitin : Good afternoon, ladies and gentlemen. I would like to argue against the motion and demonstrate that advertising is beneficial in providing people with the choices they deserve to have.

Advertising plays a positive role in the lives of people by educating them about the features of various products, so that they can make informed decisions. Advertisements highlight the features of products so that a person can buy a mobile phone with a camera if he is interested in a bit of quick photography. Or, choose a cheaper product with fewer features that fits his budget. I would in fact say that, by giving us more information about products, advertisements help us make better decisions.

Secondly, advertisements reflect the desires of people and many advertising companies put in a lot of time and effort into market research. Rather than influence people, advertisements are actually influenced by the needs of society. People today have more money to spend and advertisements only influence the way in which the money is spent so that people can get the best out of their resources.

My worthy friend said that advertisements confuse people. But actually, advertising gives people access to information about products and services. The right to information is the backbone of an open society. Advertising has a legitimate place in every democracy that allows its citizens the freedom of choice. Advertising, I would state with conviction, respects the rights of people by giving them the freedom to choose.

In any case, don't you think that advertisements are a part and parcel of daily life? People can ignore them if they want. Nobody forces them to read the advertisements. All they need to do is to skip those pages.

If people believe that being fair and thin are the ideals of beauty, it is the media and commercial cinema that are to blame, not advertisements.

As for selling unhealthy food, many companies, are in fact, asking advertisers to promote healthier options.

I would like to conclude by asserting that advertisements play a positive role in an open society by giving people the ability to choose what is best for them. Thank you.

Chairperson : Ladies and gentlemen, you have heard the arguments presented by both the young men. So have the three judges. Now let us wait for their verdict.

3. In pairs, choose two of the following topics and write down the affirmative and negative points for each. This will help you develop the ability to think about a topic from opposing sides.

- a. Putting wild animals in cages in zoos is cruel.
- b. Any method is justified if the aim is to preserve life.
- c. The media is responsible for violence in society.
- d. Medical testing on animals should be banned.

4. Use some of the points below to develop a debate on the topic, 'Education kills creativity'. You can work in groups of four with two people choosing to argue for the affirmative and two people arguing for the negative. If the situation permits, you can carry out the debate in class.

Affirmative

- Education makes learning rigid and inflexible by following a prescribed syllabus.
- Education concentrates on classroom learning, thereby discouraging students from pursuing their inclinations, talents and gifts.
- Education rewards high scores and encourages rote learning, defeating the very purpose of learning.
- Education limits the exploration and understanding of a subject by being exclusively exam-oriented.
- Education gives the less academically inclined students the false notion that they are not intelligent.

Negative

- Education fosters creativity because knowledge and skills form the foundation for creative ideas to flourish.

- Education provides a structure for a student's creativity to develop and flourish.
- Education enables students to learn the basics of literacy, maths, science and social science, which will allow them to develop their creative abilities.
- Education enables students to form their own ideas about the world.
- Not all educational institutions are rigid. Many allow and foster the creativity of students.
- It is perhaps the education system we need to blame rather than education itself for discouraging creativity.

UNIT 2

Group Discussions

OBJECTIVES

In this unit, you will learn to:

- ❖ prepare for a group discussion
- ❖ take turns in speaking
- ❖ interrupt politely
- ❖ conclude a discussion

INTRODUCTION

A group discussion (or GD, as it is sometimes called) is a formal discussion among five to six participants who analyse a topic and share information and opinions on it. The group is given a few minutes to think about a topic and then asked to discuss among themselves for a fixed period of time, say for 10–15 minutes. One or more experts will observe the discussion and evaluate the members of the group. Group discussion topics are usually of four kinds:

- a. factual, for example, 'the dangers of passive smoking'
- b. a social or political issue, for example, 'moral policing'
- c. abstract, for example, 'conscience'
- d. case-study based, where the group discusses a case study and analyses it or offers solutions

When you participate in a group discussion, you:

- a. show your knowledge and your communication skills as well as your ability to work as a part of a group
- b. lead others towards conclusions and solutions
- c. show your understanding of a subject
- d. show your ability to support your ideas with logical arguments

Since communication is a two-way process, it is important that, besides speaking, you listen to the other participants in the group discussion and respond to their ideas or take them forward. You can contribute to a group discussion in some of the following ways: helping it start, giving direction to it, making sure that everyone's views are heard and thought about so that the group moves towards some kind of agreement, and closing it with a summary or a conclusion.

PREPARING FOR GROUP DISCUSSIONS

The guidelines given here will help you prepare for and participate meaningfully in a group discussion, and will also tell you what to do and not do in order to ensure a good performance.

BEFORE

- Keep yourself updated on current events, issues and topics. Topics for a group discussion can be chosen from any field, such as sports, politics, media, science and business.
- If you have any doubts or questions about the topic, check before the discussion begins.
- Take a note pad and a pen to jot down points.

DURING

- Before speaking, think about what you are going to say so that the statements you make are relevant, or connected to the topic, and you are able to express your ideas briefly and clearly.
- Speak neither too much nor too little in a group discussion.
- Use formal, but simple language that everyone can understand.
- Speak clearly so that those who listen to you will understand you and will not have to ask you to repeat what you said.
- Present your ideas and arguments cohesively and logically to convince others.
- You can display your creativity in a group discussion by putting forward a completely new idea or viewpoint.
- Be brief and clear.

- If you are the one to start a discussion, it is best to begin with a simple, general statement that will get the discussion going.
- Do not take a strong position at the beginning of the discussion, before you have had a chance to listen to the views of others and weigh all the sides of the issue. Doing this would mean that you have made up your mind about an issue without discussing it with your team members.
- Do not keep waiting for your turn to speak. You will have to be alert and quick to make use of every chance you get to say what you have to.
- Interrupt someone if necessary but be polite.
- Do not shout or use impolite language.
- Listen to others carefully.
- Avoid conflicts by being flexible and open to the points of view of the others.
- When you agree with a point made by someone, say so and try to support it or add to it with another argument or example.
- Just as you may agree or disagree with the ideas of the other participants, be prepared for yours to be accepted or rejected by the others.
- Do not exceed the allotted time but prepare to conclude as soon as you hear the moderator announce that only a few minutes remain. Prepare a summary in your mind, which you can present if you get a chance. Do not bring in a new point at this stage.
- Sum up the discussion in a simple, clear manner. It does not matter if the group members do not reach complete agreement—this often happens in discussions.

LANGUAGE

Here are some expressions you can use to perform different functions during a group discussion.

Expressing opinions

I believe . . .

I think . . .

Could I make a point, please?

In my opinion . . .

It seems to me . . .

Asking for opinion

What is your opinion on...?

How do you feel about...?

I wonder what you think about...

I'd like to know your stand on...

Expressing agreement

Absolutely.

You're right...

I fully agree with...

That's true.

Expressing disagreement

I'm afraid I don't agree with...

I'm sorry but I see it a little differently.

I can see your point but...

You may have something there but...

I respect your point of view, but I'm sorry I can't go along with you on...

Suggesting

I think we should...

Why don't we...

Let's...

Couldn't we...

Don't you think we could...

How about...

Interrupting

I'm sorry to interrupt but...

Excuse me. Could I add something, please.

Sorry, but...

Handling interruptions

Just a moment, please. Could I finish what I am saying?

If you would just let me finish . . .

Could you wait for a minute, please.

Concluding

To summarise/conclude, . . .

We can conclude by saying . . .

Let's run quickly through the main ideas before concluding the discussion.

Listen to the sample group discussion on the CD and read the transcript given below. See if it has some of the features you just read about.

Moderator : You've all been given a few minutes to think about your topic for today's group discussion, which is 'Is it a good idea to work briefly before enrolling for a postgraduate course?' You may now begin the discussion. Who would like to begin?

Imtiaz : I think the topic of this discussion is very relevant to all of us here. As students at the undergraduate level, this is a question we often ask ourselves. Although many students go on to do their Master's immediately after getting their Bachelor's degree, I would like to take a break after BTech and work for a couple of years. Also, after nearly sixteen years of studying, being in a job would be a welcome change and a new experience altogether.

Ashok : Imtiaz, you may have something there, but I'm afraid I see it rather differently. You get so used to having a completely different routine when you're working. I feel that a break would make it rather difficult to go back to the 'student' frame of mind. In my opinion, we could lose touch with our subjects and find it hard to go back to attending classes and taking examinations, which we now handle easily.

Usha : I agree with Ashok. I'd like to add that in the case of girls, parents often fear that postponing higher education might, in turn, delay our settling down in life . . .

Vikas : You mean marriage? How silly . . . you girls . . .

Ashok : Excuse me, let's allow Usha to complete.

- Vikas : Okay . . . okay . . .
- Usha : Thanks. Hmm . . . many parents also believe that if we take a break before higher education, we might find it hard to cope with the pressures of a rigorous course along with managing a family.
- Grace : I do understand how this could be a source of concern for parents, but times have changed. Women today are quite well prepared to handle situations where they have to juggle different responsibilities. Besides, I feel that by taking a break for a few years, we would gain some financial independence so that we would not have to depend completely on our parents to pay for our higher education. After all, a Master's course is usually expensive.
- Ashok : Absolutely. Also, certain courses and colleges insist on a couple of years of work experience, don't they?
- Imtiaz : We mustn't forget that practical experience also gives us a deeper understanding of real-life situations and how we can apply what we learn in books to solve everyday problems.
- Moderator : All right. Your time's nearly up. Could someone conclude, please?
- Grace : Yeah, taking the points discussed into consideration, I think we can say that although enrolling for postgraduate courses immediately after graduation seems to be preferred as a matter of convention, taking a break from study to gain a few years of work experience does seem to have a lot of advantages.

EXERCISES

Jatin, Kedar, Vandana and Yasmeen are asked to have a group discussion on the topic 'Are Indian films losing their charm?' Read the discussion and fill in the blanks with appropriate phrases chosen from the box. Check your answers with the complete discussion which is on the CD.

- inclined to agree
- see your point
- think that
- agree more
- like to add
- to summarise
- completely agree
- make a point
- have come a long way
- see it a little differently
- don't believe that
- it's true
- I'm afraid

2. Ananya, Roop, Trupti and Adarsh are given the topic 'Global warming' for a group discussion. Write the transcript of the discussion using the following points.

Introduction : the phenomenon of the increase in the earth's average temperature, due to the accumulation of certain gases, called greenhouse gases (because of their tendency to trap the sun's heat in the form of infrared rays within the atmosphere, acting like glass in a greenhouse)

Causative agents : gases like CO₂, nitrous oxide, methane and ozone gas; ozone gas escapes through the ozone layer due to the presence of chlorofluorocarbons that have the property of 'eating' into the ozone layer creating a hole in it; CFCs released from aerosol sprays, refrigerating agents, solvents, etc.

Effects : increase in average temperature, increase in the sea level, changes in rainfall patterns, Arctic and Antarctic shrinkage, glacier retreat, decrease in agricultural output and new disease vectors

Preventive measures : maintaining ban on use of CFCs, reducing pollution that leads to increase in the levels of CO₂ in the atmosphere, increasing tree plantation that helps bring down CO₂ level

SEMESTER II

UNIT 3

Presentation Skills

OBJECTIVES

In this unit, you will learn to:

- ❖ plan a presentation
- ❖ structure the content of a presentation
- ❖ use sign posts in organising points
- ❖ invite and answer questions

INTRODUCTION

A presentation is a talk giving a group of people information about an idea, a subject or a product. It has become an important form of oral communication in the spheres of education and work, and is closely linked to career and personal growth. Reports, proposals, policy statements and feasibility studies are presented to the audience. Students, teachers, scientists, researchers, managers, sales and marketing executives, and administrators need this skill in the course of their everyday work.

The goals of presentations could largely fall into three areas:

- a. to give new information to the audience
- b. to update them about a subject they are already familiar with
- c. to persuade them to do something, like buying a product

You may use certain props to help you make a presentation come alive. You may use:

- a real object (like a product of your company)
- video films or film clippings
- PowerPoint slides

There are essentially three steps involved in making presentations:

- planning
- preparation
- presentation

PLANNING A PRESENTATION

- Decide on the subject. This, of course, is usually given to you, but when it is not, choose a topic that suits the occasion and the audience.
- Put down the objective, or purpose: is it meant to inform, to persuade or to report?
- Know your audience. The level of the content, formality and style will depend on this.
- List the main points you want to make in your presentation. This depends on the time you will get.
- After you have a final list of points, arrange them in a logical sequence.
- Finally, plan what you are going to wear. You must dress formally for your presentation.

PREPARATION

- Read your points again and revise.
- Prepare graphs, tables or pie charts that you want to include in your slides.
- Develop each point. Think of examples and illustrations that go into each point.
- Structure the content in a logical sequence.
- To make you feel surer of yourself, you can prepare cue cards, which are numbered cards with key words and phrases related to what you want to say on each point in your presentation. Mark on your cards the visual aids that go with them so that the right slide is shown at the right time.
- Number the cue cards so that they can be arranged sequentially.
- Keep everything ready in a file folder.

PRESENTATION

- Stand erect, smile first.

- Greet the audience.
- Introduce yourself (if the context demands).
- Introduce the topic.
- Present the purpose of your talk and the points you are going to deal with.
- Present the topic point by point.
- Conclude your talk.
- Thank the audience.
- Invite questions.

VISUAL AIDS

- All the visuals you put up or show on screen must be related to your talk.
- The slides, charts or transparencies must be in the right order, matching the sequence of points in your presentation.
- Do not put in too much information on one slide. It will make the slide unreadable.
- Put only key words or phrases, points or short sentences on the slides. You can expand on each of the points when you explain the visual.
- Avoid errors in spelling, punctuation and typeface.
- Show only one visual or point at a time.
- Do not move from one visual to another without giving the audience time to absorb the information on it.
- Practise moving forwards and backwards within your presentation. You or someone in the audience may want to look at an earlier slide.
- It is useful to give the audience handouts at the end of your presentation—they will be able to watch the slide show and listen to you without having to worry about taking down notes.
- Visuals must be clear and well designed, and the letters large enough for people even at the back of the room to read easily.
- Use a minimum 20-point Times Roman or any other friendly typeface that can be read from the back of a room.
- Before you start, check if the projector you will be using works and is kept in the right position. Also make sure that the room is neither too bright nor too dark.

LANGUAGE

Here are some expressions you can use when making a presentation.

Opening remarks

- Hello, everyone. (specially appropriate for an informal presentation for a small group of people you interact with everyday)
- Good morning/Good afternoon/Good evening. Welcome to . . . (name of organisation)/Thank you for giving me the opportunity to talk to you today.
- Good morning. My name is . . . and I'm from . . .
- Good morning. I'm . . . from . . . Thank you for inviting me to talk to you this morning.

Stating the purpose

- As you know, the subject of my presentation today is . . .
- I'm here this morning to . . .
- My aim is to . . .
- The purpose of my talk today is to . . .
- In my presentation today, I'll/I'm going to . . .

Giving an outline

- I've divided my presentation into . . .
- I'll first . . . , then we'll . . . Finally, I'll . . .
- I'll begin by . . . and after that I'll deal with . . . before going on to . . . The presentation will conclude with . . .
- I'll be talking about . . . (issues/areas). Firstly, . . . Secondly, . . . Thirdly, . . .
- My talk has four parts: first, I'll introduce you to . . . , second, we'll discuss . . . , third, you'll learn about . . . , and, finally, I'll conclude by giving you . . .

Giving other preliminary information and starting with the content

- My presentation will take about half an hour or so. If you don't mind, could I deal with questions after the talk, please.
- I'll take only about fifteen minutes of your time. We'll have a question-and-answer session after that.
- The presentation is going to take around forty minutes. Please feel free to interrupt if you have a question.
- You don't need to/needn't take notes. I'll give you a set of handouts with all the points we discuss today.

- There's no need for you to copy down/Don't worry about copying down the visuals. Handouts containing all of them will be distributed.
- I hope everyone has a copy of the handout with the examples we'll be looking at today.
- Let's get started then.
- Right, I'll begin by . . .
- Shall we begin?
- Let's begin, shall we?

Moving to another point and going back to an earlier one

- Let's now turn to . . .
- I'd like to move on to . . .
- Turning/moving on now to . . .
- This takes me to my next point about . . .
- Next, I'd like to consider . . .
- Let me go back briefly to an earlier point.
- As I said earlier . . .
- To recap what we discussed under the last point . . .

Emphasising important points

- What we must understand/realise/do is . . .
- What we mustn't do is . . .
- We urgently/really need to . . .
- . . . is absolutely true/highly recommended/totally unacceptable/extremely urgent

Drawing attention to visuals

- I'd like to draw your attention to . . .
- Could you just look at the . . . on the screen.
- As you'll see in the next slide . . .
- If you look at this . . . , you will notice that . . .
- You can see that . . .

Making recommendations

- I (strongly) recommend that . . .
- My recommendation is that . . .
- I really think/believe we should . . .

Keeping the audience involved

- How would you solve this problem?
- What are the options open to us?
- Why should we be concerned about this?
- I'm sure many of you here have experienced this.
- You must all be aware of what is happening.
- I hope you know about the situation.

Summarising and concluding

- To sum up the main points of my presentation, . . .
- Before I end my talk, I'd like to summarise its main points.
- To run through/recap my main points, . . .
- I'd like to conclude by saying . . .
- That brings me to the end of my presentation.
- I'd like to/I must thank you all for listening.
- Thank you all for your attention.

Inviting questions

- If you have any questions, please feel free to ask them.
- If want to ask any questions, I'll do my best to answer them.
- If there are any questions, I'll be pleased to answer them.

BODY LANGUAGE AND VOICE

- Choose a place where you are visible to everyone.
- Do not stand between the screen and the audience.
- Maintain eye contact with the audience.
- Do not read either from your notes or slides. Speak to the audience.
- Modulate your voice depending on the size of the audience.
- Do not rush through but keep a moderate pace of speech.

UNIT 4

Interview Skills

OBJECTIVES

In this unit, you will learn to:

- ❖ prepare for an interview
- ❖ face an interview confidently

An interview is a formal meeting where one or more persons ask a candidate several questions. The purpose is to find out whether the candidate is suitable for a job or a seat in an educational institution.

The candidate first sends an application and a CV to be called for an interview. An interview normally is the final stage in the selection process.

PREPARING FOR AN INTERVIEW

Preparing well for an interview helps you face the panel of experts with confidence. Remember the following points when you are preparing for an interview.

- ☒ Brush up on the subject or the area related to the interview and update yourself on recent developments.
- ☒ Prepare answers to some general questions you think the interviewers will ask. Some of these could be:

Tell us a little about yourself.

Why do you want to be with us?

Could you tell us why you want to change your job?

What are your strengths and weaknesses?

Would you be willing to travel?

How do you expect to contribute to the field/institution?

- ✓ Arrange the papers and certificates that you may be asked to produce neatly in a folder. Check the interview call letter sent to you to see if there is anything you have missed.
- ✓ Wear something formal and comfortable for the occasion.
- ✓ Plan to reach the place of the interview a little early as this will give you time to familiarise yourself with your surroundings and to relax.
- ✓ Think positive, pleasant thoughts and try to regulate your breathing to remain calm.

FACING AN INTERVIEW

- ✓ Wait for your name to be announced, and knock or seek permission before you enter.
- ✓ Greet the people in the room formally, but in a pleasant manner.
- ✓ Do not sit down until you are asked to.
- ✓ Look at the interviewers.
- ✓ Remember not to interrupt the interviewer and allow him/her to finish speaking before you respond.
- ✓ Listen carefully to the interviewers' questions and comments, and speak clearly and at a moderate pace to avoid having anyone repeat themselves.
- ✓ In case you do not hear a question you are asked, or if you do not understand it, you could politely ask for it to be repeated or explained. For example:

I'm sorry, but could you repeat the question, please.

I'm afraid I'm not sure what you mean. Are you asking me if I...?/Could you clarify the question, please.
- ✓ Do not feel embarrassed to say that you do not know the answer to a question. Use expressions such as 'I'm afraid I don't know ...' and 'I'm sorry, but I'm not really certain ...'.
- ✓ Express your opinions politely, not aggressively, using expressions such as 'I think ...', 'I believe ...' and 'In my opinion ...'.
- ✓ Do not get into arguments or speak negatively or criticise former teachers, colleagues or employers.
- ✓ Do not boast or display your knowledge, skills and experience, but if asked, state your achievements simply and honestly.
- ✓ Wait for the interviewer to invite you to ask questions in case you have queries. If this does not happen, wait until you sense that the interviewers are done before asking them politely

if they could clarify something for you. Examples of the questions you may want to ask the interviewer are, 'Could you tell me whether the position involves travelling, please' and 'Could I know when I can expect to hear from you, please.'

- ☑ Wait for the interviewer to tell you that the interview has ended before you get up from your chair. Thank all the people in the room before walking out of the door and closing it softly behind you.
- ☑ In case the interview is conducted over the telephone, most of the points above will still be relevant. In addition, be careful about regulating your voice, avoiding long silences and butting in before the interviewer has finished speaking. In fact, if the person at the other end of the line interrupts you, do not drown his or her voice by raising yours, but let the person speak. You can then continue with 'As I was saying ...', etc.

Listen to two sample interviews on the CD.

 (Interview for a course of study)

Candidate : May I come in?

Interviewer 1 : Yes, please come in.

Candidate : Good morning, ma'am. Good morning, sir.

Interviewer 2 : Good morning. Please have a seat.

Candidate : Thank you.

Interviewer 2 : So, Ms Shravani, after four tough years of working to earn an engineering degree, you have decided to switch to management studies.

Candidate : Yes, sir.

Interviewer 1 : Haven't the past four years been a waste of time then, since you are going to abandon engineering for a management degree.

Candidate : This is the way I see it, ma'am. All that I've learnt about engineering will help to improve my ability to manage projects that are technology-driven. In my view, having the skills of both an engineer and a manager can help me to better my career prospects. So the past four years have been very fruitful for me.

Interviewer 2 : Which management gurus have inspired you?

Candidate : I've been very impressed with the books of C.K. Prahalad, especially his latest one, *The Fortune at the Bottom of the Pyramid*. I also found Stephen Covey's book *The Seven Habits of Highly Effective People* very inspiring.

Interviewer 1 : What academic strengths do you have that will help you in this course.

Candidate : I have strong analytical and research skills which were very useful to me when I was working on a project in a tele-networking company in my town. I also keep as up-to-date as possible on trends and ideas in management by reading business journals and magazines in the college library and on the internet.

Interviewer 2 : All right, Ms Shravani, we'd like to thank you for coming here today. We'll let you know our decision in a couple of weeks.

Candidate : Thank you, ma'am. Thank you, sir. I look forward to hearing from you.

(Interview for a job)

Candidate : May I come in, please, ma'am.

Manager : Yes, please come in. Good morning.

Candidate : Good morning, ma'am. Good morning, ma'am.

Assistant manager : Please sit down.

Candidate : Thank you, sir.

Manager : Could you begin by telling us something about yourself.

Candidate : Ma'am, I'm from West Bengal, but I grew up in Nanded, where my father worked until he retired. I'm married, and I have a baby daughter, who is a year old.

Assistant manager : I assume you speak both Bengali and Marathi. Am I right?

Candidate : Yes, sir, absolutely. I also speak Hindi.

Manager : Why do you want to join our company?

Candidate : You're one of the leading publishers of law books in the country. With my background and work experience, I hope to be able to contribute to the company and also find the opportunity to grow further.

Manager : Actually, the vacancy we have is for Lucknow. Would you be open to being based there?

Candidate : Yes, ma'am. I'm willing to relocate from Mumbai to any part of the country.

178 Interact

Assistant : Could you tell us what kind of salary you expect, please.
manager

Candidate : I'm earning Rs 22,000 net in my present job. I think anything a little over that should be okay.

Manager : Well, thank you, Mr Shravan Kumar. We'll get back to you in a week's time.

Candidate : Thank you ma'am.

www.Fir

2. You have applied for a bank loan to study abroad and have been asked to attend an interview. Think of five questions that you could be asked and write them down along with your possible responses. Exchange questions with your partner and jot down points for your answers to his/her questions. Enact the interview with a partner.

www.FirstRanker.com

180 Interact

3. You have to appear for an interview for an entry-level job in a company that offers you a career in your area of specialisation. Prepare yourself for the interview by thinking through and outlining for yourself, your skills, your interests and your strengths. This will help you become aware of your plus points, your choice of career and your suitability for the particular job so that you can speak about yourself with clarity and confidence at the interview. For example:

Skills : Technical skills regarding computer hardware

Strengths : Ability to work in teams, sticking to deadlines

Interests : Accessing inexpensive spare parts and assembling computers

Skills :

.....

.....

Strengths :

.....

.....

Interests :

.....

.....

4. Work with a partner. Read the interview questions and tick the answers that you think are best. Discuss the reasons for your choice with your partner.

a. Why have you applied for a position in our company?

i. I am interested in the line of work that your company is in.

ii. Your company is well known.

iii. Your company offers good salaries.

b. What do you know about this company?

i. The career counselling cell in my university spoke highly of you.

ii. Your website and annual reports have told me that you are an innovative leader in the field.

- iii. A relative of mine who works in your organisation says that you offer a lot of perks and job security.

c. What are your strengths?

- i. I'm a good worker and insist that people in my team come up to my expectations of them.
- ii. I am good-natured and get along well with people.
- iii. I am energetic and enthusiastic and enjoy tackling challenging situations.

d. What are your weaknesses?

- i. I tend to delay and postpone work, but I'm working on improving that aspect of myself.
- ii. I can't think of any weaknesses that will come in the way of doing my job.
- iii. I tend to lose my temper with people, especially when they don't put in their best.

e. Would you be willing to relocate, if necessary?

- i. Yes, but only if it is to a big city.
- ii. Yes, if it means that I can contribute to the growth of the company.
- iii. No, because I prefer to stay in an environment that is familiar.

f. What would you do if one member of your team makes it difficult for the other members of your team to work efficiently?

- i. I would report him to my senior manager.
- ii. I would talk to him to find out what the problem is and try to sort it out.
- iii. I would ask the team members to ignore him and carry on with their work.

g. Do you enjoy working in groups?

- i. I actually prefer to work alone, although I can work with one other person because then we can get the work done quickly.
- ii. Yes, I do enjoy working in a group. Everyone has something to offer in terms of skills and expertise. So working as a team helps to get the job done effectively and efficiently.
- iii. Team work is not always the best way to get things done because there are bound to be conflicting opinions.

h. How do you know if you have been successful at your job?

- i. If my supervisor tells me I've done well, I am satisfied.
- ii. I know my capabilities and I don't really need anyone to tell me whether I've completed my assignment successfully or not.
- iii. Recognition from my colleagues and supervisors is important. In addition, the client should be happy with the results of my work. And finally, I should be satisfied with the work I put in and the results I get.

- i. Why do you think you are the best person for this job?
 - i. I don't know. That's for you to decide after you review my suitability.
 - ii. I think I have all the qualities you asked for in your advertisement. In addition, I am a quick learner.
 - iii. I am a diligent worker, and you won't be disappointed.
- j. Why do you want to do a management course after having earned an engineering degree.
 - i. The two are not really connected, and the reason I decided to do management is that I can earn better as a manager than as an engineer.
 - ii. I am very interested in managing projects, people and processes, and my technical knowledge coupled with managerial expertise will help me accomplish my goals more efficiently, especially because many companies are engaged in the technology sector.
 - iii. A management degree is one of the most sought-after qualifications these days.

5. Read the following statements about how to conduct yourself at an interview. Write C for 'can do', if you feel that the particular behaviour is easy to achieve, and N for 'need to improve', if you need to work on that aspect of your behaviour. This exercise will help you become aware of the areas you need to work on.

- a. Remember to turn off your cell phone.C....
- b. Greet the interviewers.N....
- c. Communicate clearly and effectively.C....
- d. Do not show nervousness through your body language.N....
- e. Maintain eye contact when speaking and when the interviewers speak to you.N....
- f. Exhibit interest in the company and the interviewers.C....
- g. Ask for clarifications whenever necessary, to keep you on track during the interview.C....
- h. Use polite phrases, such as, 'excuse me', and 'I would like to explain'.C....
- i. Disagree, if necessary, but always politely.C....
- j. Allow the interviewers to take the lead instead of taking over the conversation.C....
- k. Allow the interviewers to complete their thoughts and ideas without interruption.C....
- l. Listen actively to their questions so that your answers are to the point.C....
- m. Thank the interviewers.C....

6. There are a number of sites on the internet which deal with various aspects of the interview process. Look up these sites to get more information on how to improve your performance at interviews.

SEMESTER II

UNIT 5

E-mails

Electronic mail, popularly known as e-mail, is a method of communication whereby an individual or a company uses a computer or some other electronic device (like a cell phone) to compose and send a message to another individual or a group of individuals. Messages may be sent through computer systems linked by a network or through modems using telephone lines. E-mails may also be sent through wireless transmissions. They can be sent to one user at a time or broadcast to several users at the same time and usually take only a few minutes to arrive at their destination.

Besides being fast, e-mail can carry pictures, videos and audio material, publish both text and hypertext in cyberspace, and be stored on the web. E-mails are easily accessible, anytime and anywhere in the world. Audio and video clips easily fit into this format and can be sent as an attachment or within the message.

WRITING AN E-MAIL

Unlike a letter which is written on paper, put into an envelope, and then sent through a post office or a courier, an e-mail is sent through a mail server electronically, read on the computer screen, and is generally replied to immediately by clicking the reply button. Once it has been typed on the screen, it is proof-read for errors or omissions and then sent. It should therefore be written like a letter and not like a telegram or a text message, both of which have space constraints.

The following guidelines will help you write e-mail letters.

- Use the 'To' line for the recipient's e-mail id; if there is more than one, the addresses can be separated by semicolons (;). The e-mail id of the sender will appear automatically in the recipient's copy.
- Use the 'CC' (carbon copy) line to send copies of your letter to other people whom you want to keep informed.
- Use the 'BCC' (blind copy) line for people who want to keep their privacy. The addresses you type here will not be seen by other recipients.

- Do not skip the 'Subject' line. It must give a clear idea of the content of your message so that the recipient will immediately know what the letter is about. Make the title in the subject line short but specific so that the recipient can quickly locate a particular message among others from you.
- Send files that you want to go with your message as attachments. The recipient has to download them in order to read or see them.
- Be prepared for problems when sending attachments. Attachments can take a long time to download, especially images and videos. Certain file types can carry viruses. Some file types be incompatible with the software of the recipient's computer.
- Official e-mail letters, especially if they are very formal, must have all the components of such a letter that is sent by post: sender's address, date, recipient's name and address, salutation, subject line, complimentary close, sender's name and designation.
- Do not type the e-mail message in capital letters; it is considered to be a rude act, and it will offend the recipient.
- Do not risk writing anything highly confidential, such as your ATM password or credit card number, in your messages. Though e-mail gives privacy to users, remember that your message can be retrieved by hackers, criminals or other people looking for information.

E-MAIL ETIQUETTE

E-mail etiquette refers to a set of guidelines (dos and don'ts) to help you use e-mail effectively and appropriately. As with all written communication, your e-mails should be clear, correct, concise and courteous.

Format

- Format your e-mail in plain text rather than Hyper Text Mailing Language (HTML) because some e-mail clients may not read HTML.
- Write a salutation or greeting for each new subject e-mail. However, if you exchange several e-mails over the same topic (for example, a meeting day and time) it is not necessary to include a greeting because it is as though you are carrying on a conversation. When we carry on conversations, we do not say hello each time we speak.
- Use capitalisation and punctuation in the same way that you would in any other document. Do not type in all caps. It looks like you are yelling at the reader. Remember, if you emphasise everything, you will have emphasised nothing.
- Do not type in all lower case. Do not violate the rules of English grammar and usage. If you do so you would be making it difficult for the reader to read.

Proofread carefully

- Take the time to proofread your document before you send it. Use the spell check and grammar check tools of your e-mail client / service.

Be aware of your reader

- Always keep the reader in mind. This helps you use appropriate tone and forms in your writing. For example, e-mails that you send to your employer may be more formal and brief than to a colleague.
- Secondly, if you send an e-mail to more than four people regularly you should create mailing groups so that the recipients do not need to scroll through names before they can get to the content of the e-mail. It also helps to keep some e-mail addresses anonymous, as some perceive it as rude for their names and e-mail addresses to be posted for strangers to see.
- E-mails are public documents, despite the fact that you may send an e-mail to someone privately. Therefore, only include those statements in an e-mail that you can openly defend, should your message be circulated or shown to other parties.
- Using emoticons and other virtual gestures may be appropriate in some cases, but not in all cases. It is always essential to consider the type of relationship you have with the receiver of your message before including virtual non-verbals. If your relationship is more casual, then using symbols is fine. If your relationship is more formal, then it is best to refrain from using them.
- Don't 'spam' your readers and send them unnecessary or frivolous messages. Soon, they will quit opening any message from you.

Attachments

- Send longer messages and formal reports as attachments.
- Title the document that you are attaching in a way that is easy for the recipient to find once he or she downloads it to his or her hard drive. For example, if you are sending a document that is a programme schedule then title it 'program schedule. doc.'
- In the content of your e-mail, tell your recipient what type of software was used to create the document, the year / version, and the title of the attachment.
- Make sure that you do not send overly large attachments unless you are sure that your recipient's internet connection and e-mail client can handle them. For example, a user on a dialup connection would have to spend a long time downloading a 5MB PowerPoint file, whereas someone on a fast broadband connection would have no problem. Do not send unnecessary attachments; if you've already presented all of the relevant information in an e-mail message, do not attach a word document repeating the same information.

Keep the body pointed and purposive

- The body of the e-mail must be brief (preferably one page or the length of your computer screen before scrolling) so that readers do not have to scroll.
- See that your message is short. On the other hand, do not keep your message so short that the reader has no idea what you are talking about. Include at least a summary in the first paragraph of your message. However, there are times when e-mail messages need to be longer to convey important information. Very often, organisations seeking to reduce their paper costs will use e-mail as their primary source of communication. Longer e-mails generally consist of: orientation schedules and information, memos, convention information, newsletters, and policy changes.
- When you need to write a long e-mail try to include:
 - a. an executive summary at the top of the document
 - b. a note on how soon a response is required from the recipient(s).
- Present your messages attractively. Use numbers, bullets or sub-headings if possible. This will add to the clarity of your message.

Executive summary

- This is a short summary of everything in the e-mail including the main purpose. For example:

'This e-mail contains important information about Team Work Activities Week. You will find the five-day schedule, names of the speakers, the menu, hotel arrangements, and testimonials from employees who previously participated.'

Such a feature is particularly helpful in long e-mails.

Required response

- Your reader is most likely going to read the first few lines of your document thoroughly and browse through the rest. If you need to have him or her respond by a certain time with certain information, that should be stated within the executive summary. For example: 'Please let me know by Wednesday whether you are attending the meeting.'

E-mail management

- Clean your inbox regularly.
- Respond to e-mails in a timely manner.

MODEL E-MAILS

Look at the following model e-mails as examples of what one should do and not do while writing e-mails.

E-mail 1

Be specific in
your subject

Use capitals and
punctuation
correctly

Do not use
abbreviations
and SMS
language

Do not use
all caps

From: jayaprakash@expressmail.co.in

Date: 1 August 2016 12:01:55

To: siddharthkhanna@mailman.co.in

Cc:

Subject: Hello!!!!

hi sid

Hope that ur in gd mood after ur exams. ;-P

PLS MAKE URSELF FREE NXT WEEK TO JOIN us for a picnic to Nandihills. Hope u will join us.

thnx

Jayaprakash



Clear subject

Polite and
nice opening

No
abbreviations

A good
finish

From: jayaprakash@expressmail.co.in

Date: 1 August 2016 12:01:55

To: siddharthkhanna@mailman.co.in

Cc:

Subject: Picnic at Nandi Hills

Hello Sid,

I hope that you are in good mood after your examinations.

Please keep yourself free next week to join us for a picnic to Nandi Hills.

I hope you will be able to make it.

See you soon,
Jayaprakash



E-mail 2

Not specific
enoughAbrupt and
harshNot polite
enoughMore suitable,
formal closing
required**From:** dinesh.gupta@hansini.com**Date:** 02.05.2016 Mon 14:12:14**To:** rajan.modi@hansini.com**Cc:****Subject:** REMINDER!!

Rajan

You should know that I am no longer responsible for retail orders. This was mentioned in our internal circulars. Jagan has taken this responsibility and it is better you contact him in future regarding purchases and orders.

I shall be happy if you personally take note of this and bring the same to the notice of your staff.

Dinesh

From: dinesh.gupta@hansini.com**Date:** 02.05.2016 Mon 14:12:14**To:** rajan.modi@hansini.com**Cc:****Subject:** Correspondence regarding purchases / orders

Dear Rajan,

Since January 2016, our retail section has been handed over to Mr Jagan. This information has been passed on to all personnel through internal circulars.

I am sure you too have received the circulars. However, in spite of this change, your orders continue to be sent to me.

May I request you to please address all correspondence related to retail to Mr Jagan from now on. Could you also please ask your team to make a note of this.

Thank you.

With regards,

Dinesh

Manager (Production)

EXERCISES

Draft e-mails as instructed below. Remember to keep your e-mails brief.

1. You are Prerna Pai living at 24, Marigold Apartments, Indira Nagar, Bengaluru, and you have just received a letter of appointment as Assistant Executive in the accounts department of Samtron Industries, 124, Shubham Complex, MG Road, Bengaluru. The letter is dated 10 August 2016 and the sender is Mr Manu Bhat, General Manager.

Write a three-paragraph e-mail letter accepting the offer formally. You must do the following: acknowledge receipt of the letter and thank the sender (paragraph 1), confirm that the terms and conditions stated are acceptable to you and that you will be able to report for work on the date referred to in the appointment letter, and say that you are enclosing the signed copy of the appointment letter (paragraph 2) and make an appropriate closing remark (paragraph 3).

2. Write a letter to Blaze and Sons, 11, Central Road, Chennai 600 002, complaining about the receipt of the damaged copies of the book you ordered for.
3. Write a letter as the Manager, Customer Call, RSBI, responding to a customer's complaint that the latest half-yearly statements of his account have not been sent to him.
4. You have to go to Singapore to work on a software project for your company in Chandigarh. Send an e-mail message to Sandeep Travels (s.tiwari@sandeeptravels.com), asking them to make travel arrangements for you to go to Singapore by air and return after a week. Specify the airline you would prefer to travel by, the dates, the class by which you want to travel, the mode of payment, the delivery instructions and your food preferences in an attachment called 'Travel Details'.
5. An article on 'Seat Blocking' through by private medical and engineering colleges has been published in the *Deccan Herald*. The paper has invited remarks from the public about it. Address your comments to letters@deccanherald.co.in.
6. M/s Feel Cool Domestic Appliances have supplied you with a 20-litre capacity 'Prestcold' air cooler recently, but it is not functioning properly. Write a complaint about it to customercare@fcda.co.in.
7. M/s Bandarkar Agencies of Jalandhar have not cleared their due amount of Rs 45,000. Write a reminder to bandarkars@gmail.com, asking for a quick settlement.
8. Write an email to your friend telling her how much you liked the vacation photos she posted online. Add relevant details, but keep it brief.

Curricula Vitae

CURRICULA VITAE

Curriculum vitae (plural: curricula vitae) is a summary of a person's academic and professional history. The Latin phrase 'curriculum vitae' means 'the course of one's life'. Therefore, in preparing your CV, you are essentially describing the academic and professional course of your life to a prospective employer who wishes to use your education, skills and experience to advance her/his business. It is therefore necessary that your CV 'sells' you to a prospective employer. The challenge in CV writing is to make your CV more appealing and attractive than the CVs of others who are competing with you for the same job.

To meet this challenge, your CV must be presented professionally, clearly, and in a way that showcases you as an ideal candidate for the job. It should reflect that you possess the right education, skills, experience, behaviour, attitude and morality that the employer is seeking. Effective presentation of your CV demonstrates your ability to communicate in a professional manner.

Guidelines for writing a CV

- Before beginning to write your CV, put yourself in the shoes of the prospective employer by writing down a description of the person the employer is looking for. To do this, first look at the job advertisement carefully and note down the academic qualifications, skills and experience that the employer wants.
- Pay special attention to job requirements. Closely examine your educational, curricular and extra-curricular activities, and achievements. Make a list of the projects that you have handled independently or as a member of a team. Now match this information with the listed requirements and prepare a blueprint of your CV. The better the match the more likely you are to be called for an interview.
- If you find it difficult to match your own CV description to the job requirements, then perhaps you do not fit the job. There is no point in distorting your CV to fit the job. If you falsify your CV, you will not be able to provide the necessary proof of your claims at the interview stage. A failed interview is more frustrating than no interview. Apart from being ethically wrong, lying about your qualifications is a risky strategy, as it can be discovered easily. You should avoid any such temptation. Discovery of a lie leads to loss of reputation, which damages career building permanently. A CV with a lie may cause embarrassment—or even lead to loss of

- job—when you are at the pinnacle of your career.
- Your CV must be neatly printed or typed and should be appealing to the eye. The placement and sequencing of information should be attractively designed. Subtitles should be easily visible. Do not cram too much material on a single sheet.
 - Give your contact details, such as the address at which you are presently living, a telephone number that will always be answered during business hours and your e-mail address.
 - Be sure to clearly list your academic qualifications and your work experience (if any). With regard to work experience, give details of organisations where you worked earlier, with dates and responsibilities. Highlight your achievements; for example, 'headed a sales team of twelve and exceeded sales targets for three consecutive years'.
 - Mention any other job-related skills (these include computer and language skills) that you think will add value to your CV.
 - A CV should present you in a positive light. This can be done by highlighting your achievements and capabilities.
 - Use action verbs rather than nouns, adjectives and adverbs to describe your experience and skills. For example, instead of saying that you have 'experience in training' administrative staff, you could say that while working as an administrative manager, you also 'trained' several batches of administrative assistants.
 - Mention any areas of expertise, for example 'budget planning', to tell your prospective employers about your professional skills. Your CV should not only say what you have done but it should indicate that you have what it takes to excel in the position concerned. However, do not exaggerate or mention things that are not true.
 - Avoid giving information that is not relevant to the application. Personal information such as marital status, family and hobbies are strictly optional unless asked for.
 - Do not use a single résumé for a variety of jobs. Your CV should be shaped to the requirements of each job.

TYPES OF CVs

Depending on the job profile, there can be many types of CVs written in different styles. We discuss below two of the more prevalent styles.

Chronological

In this type, you write the history of your career in a reverse chronological order, beginning with the most recent items and moving on to earlier items. As this is the most popular and conventional approach, it is the easiest to prepare. This type of CV provides a detailed, comprehensive and biographical sketch of the candidate, it therefore works well for 'traditional' students, who wish to present a good all-round

mixture of education and work experience. However, experienced people do not like this because it emphasises such factors as age, career breaks and work experience that may not suit the job applied for.

Given below is a commonly used format in which chronological CVs are written.

CURRICULUM VITAE

Full name

Address and other contact details

Phone, e-mail, fax, etc.

Objective

Experience

Employment details of current job

Dates of employment, name of company, location

Designation

Job responsibility and achievement

Employment details of previous job

Dates of employment, name of company, location

Designation

Job responsibility and achievement

Education

Date of attendance, name of school, location

Course studied, degree obtained

Academic achievements

Date of attendance, name of earlier school, location

Course studied, degree obtained

Academic achievements

References

Skills-based CV

This CV relates your skills and abilities to a specific job or career by highlighting the skills and achievements that matter most to the job that you have applied for. The factual, chronological details of your education and work history are subordinate in this kind of CV, which focuses on the skills and achievements that match the job profile. These work well for high achievers whose education and work experience are not directly relevant to their application. The samples on pages 199–201 are examples of skills-based CVs.

PARTS OF A CV

When preparing your CV, you may include these common sections found in most CVs. Note that you need not include all of them: customise your CV based on the requirements of the job applied for.

Heading

A CV should start with the heading 'Curriculum Vitae of ' (your name, without any title like Mr, Ms, etc.)

Personal profile (and / or attributes)

You may write a few high-impact statements that describe the kind of person you are. These statements should reflect your personal strengths most suitable for the job that you have applied to. If you have a qualification relevant to the job, make that the final point.

Some useful words and phrases are given below:

- I am a decisive and results-driven person who has . . . (mention the results that you have produced so far).
- Based on my experience of solving the problems relating to a family dispute regarding the distribution of property, which I solved amicably for all the parties involved, I can say that I am a creative problem-solver as well as a team player.
- Some other useful words and phrases are: technically competent/qualified (state discipline or area), commercially experienced and aware, task-orientated, excellent inter-personal and communications skills, sound planning and organisational capabilities, loyal and determined, etc.

Experience (and/or special capabilities)

In this section provide a description of your experience in bulleted points. Do not write a career history. You may also enumerate your capabilities. These simple statements (as shown in the examples given below) should be made to meet the requirements of your prospective employer. While making these points, you should sound confident and positive.

In case you are just beginning your career immediately after the completion of your education and have very little or no work experience, you should examine other aspects of your life's experience—your college or university experience, your hobbies, social or sports achievements, and bring out the relevant aspects of your experience that suit the job requirements like sharing responsibility, integrity, enthusiasm, initiative, creativity, etc.

For example, think about cost-management that you might have done in organising the college annual day function or the people skills that you may have developed in managing the debating society of your college. Put all these down in impressive statements. Use the active form of tense in writing these statements about yourself.

Achievements

In this section write compact, impressive statements highlighting your major achievements with facts and dates so that the prospective employer may verify them, if she/he wishes to do so. Vague claims without facts and figures and quantitative information will diminish your chances of employment. These achievements should back up the claims in the personal profile section discussed earlier.

Career history

Write a short paragraph on the history of your career starting with the most recent or present job and end with your first job. This may also be done through bullet points, each point highlighting a company, position, etc. Mention starting and finishing years, not necessarily the months, with company name and city. Mention your job title(s). If you have very little work experience you can combine career history with other paragraphs.

Personal details

Provide details like full name, sex, postal address, phone and mobile numbers, e-mail address, date of birth, marital status (only if relevant to the job) and education (school, college, university, with the subjects that you have studied, class and dates).

Other information

Mention two or three references, who know you either as a student or a colleague.

Keep all this information very tight, compact and concise. If you are at a more advanced stage of your career you need not mention all the personal details mentioned above as some will be implicit or not relevant.

Date the CV, and save as a file with some indication of what type of job it was orientated for, as you may develop a number of different CVs keeping in mind the requirements of your prospective employers.

MODEL CVs

CV for an entry-level junior position (next page)

NISHI SHARMA

D-54, Ratna Society, A-3 Surya Towers,
Teen Rasta, Vadodara 390 004

9824437218

nishi.sharma@yahoo.com

Objective

An entry-level marketing or management position with a medium-sized business.

Education

Bachelor of Science, Business Administration
MS University, Vadodara

Major: Management

Minor: Marketing

Related course work: personnel management, business management, business ethics, business law, macro economics, statistics, marketing and sales.

Skills and abilities**Management**

- Developed and implemented new fund-raising program for social fraternity, which brought in more than Rs 30,000 for local charity
- Worked with local and national alumni chapters to coordinate renovation of college auditorium, including negotiating a construction contract and schedule
- Organised fund-raising program, which to date has brought in enough to cover 50% of expansion costs
- Managed Arts Club Treasury for two years
- Carried a full course load while serving as Arts Club Secretary and working on campus newspaper as proof-reader

Sales

- Led campus newspaper advertising staff three consecutive years and generated all-time highest revenue
- Organised and implemented advertising promotion, which increased number of advertisers by 45%

Communication

- Presented monthly financial reports to Arts Club members and quarterly reports to college management committee

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- Corresponded with chapter alumni on progress of auditorium expansion and renovation

References References are available on request

Dated 3 January 2010

CV for a senior position

CURRICULUM VITAE

Amit Gupta

Personal profile

- Experienced and innovative general manager with sophisticated sales, customer service and business administration skills
- High personal integrity, and able to relate to and create trust in all
- Highly articulate, confident and persuasive team-builder, able to motivate and communicate to achieve exceptional business performance
- Dependable and reliable in supporting and enabling team effort to produce genuine long-term sustainable development
- Persistent and flexible approach to the mutually beneficial achievement of business plans and personal goals of staff, suppliers and customers
- Honours degree in Mechanical Engineering

Experience

- Over 20 years proven expertise in industrial purchasing, manufacturing, logistics, business development, marketing, sales and service
- Background in a wide range of industries, including construction, plant hire, pharmaceutical, hygiene services and industrial process control
- Executive accountability for strategic planning, staffing, and sales development, etc., for a Rs 10-crore international technology business
- International General Manager since 1991
- Management of change within a demanding and pressurised business environment
- Implementation of modern management practices, concerning personnel, IT, reporting systems, and partnership customer-supplier relations, etc.

Achievements

- As Production Control Executive with XYZ Corporation introduced PC-based systems to reduce lead times from 7 months to 3 days, and increased inventory by 80% from Rs 14 lakh to Rs 25.2 lakh
- As Materials Manager with ABC Inc. introduced systems to reduce lead times from 1.5 months to 7 days, and achieved 12% reduction in procurement costs
- As Operations Manager with Newco Inc. achieved 10% reduction in Rs 1.4 crore procurement costs
- As General Manager for Bigco Int. business achieved growth from Rs 10 crore to Rs 25 crore, increased new customer growth from 80 to 450 per annum

Career history

- 1973–88 Early career development with XYZ Corp., ABC Inc.
- 1988–91 Newco Inc. as International Operations Manager
- 1991–present Bigco Int. PLC as General Manager

Personal details

Amit P. Gupta

- Address: H-128, Greater Kailash-I, New Delhi 110 048
- Tel: 011 2971 5900
- E-mail: amitpgupta@gmail.com
- Date of Birth: 09.09.53

Education

- Delhi Public School 1965–72
- St Stephen's College 1972–73,
- Delhi University School of Economics 1973–1977

References are available on request.

December 2010

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Look at the following CV for the job of a First Division Assistant

CURRICULUM VITAE

Name Amitha Sagari
Address H. No. 852, ISRO Layout, 5th Cross, Bangalore 560032
Mobile 9434252352
E-mail amitha.sagari@outlook.com
Date of birth 14 April 1989

Qualifications

Examination	Board / University	Year	Result
Class X	SSLC Board	2005	95%
Class XII	PU Board	2007	90%
BA	Mysore University	2010	88%
DCA	MICE, Mangalore	2011	'A' grade

Languages known Kannada, English, Hindi, Telugu and Tamil
Special aptitudes Office maintenance and maintenance of official records
Areas of interest Sports (basketball, badminton), music (sarod)
Hobbies Music, reading, gardening
Experience Worked as a Second Division Assistant with Megha Enterprises, Chennai, for two years
References
1. Prof. Swaraj Madhusudan
Head, Department of English
Basaveshwara First Grade College
Mysore 577002
2. Mr DM Kundra
Manager, Megha Enterprises
BLR Road, Chennai 600002

Take a look at another CV. This one is for the role of an office administrative manager.

CURRICULUM VITAE

Ajay Babbar

ADDRESS: 35, Mangal Avenue, Daria, Chandigarh 160101

CONTACT NUMBER: +91 7847844123 E-MAIL: ajaybabbar@gmail.com

Date of birth: 20 January 1985
 Marital status: Married, with a child
 Salary expected: Negotiable

Academic qualifications

Examination	Board / University	Year	Result
Class X	ICSE Board	2001	90%
Class XII	ISC Board	2003	91%
BSc	Punjabi University, Patiala	2006	83%
DCA	Christ University, Bangalore	2008	'A' grade
DOM	KSOU, Mysore	2009	'A' grade

Work experience

- Surya Trading House, Bangalore
 Position: *Intern*, September–December 2009
- Sooraj Business Consultants, Bangalore
 Position: *Office assistant*, January 2009–March 2010
 Responsibilities: General administrative duties
- Bharat Traders Inc., Vizag
 Position: *Assistant Manager–Administration*, May 2010–present
 Responsibilities: In charge of office records and office property, general administrative duties

Languages known

- Fluent in Hindi and English (written and spoken)
- Conversational proficiency in Kannada and Punjabi (spoken only)

Interests

Volleyball, chess, music

References

Dr T Madhavi Department of Public Administration KSOU, Mysore 577 001	Mr MD Rajnarayan Manager, Sooraj Business Consultants Bangalore 560 012
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WHAT MAKES A GOOD CV?

There is no one 'correct' way to write and present a CV. However, a good CV has the following features.

- It is targeted towards the specific job or career area for which you are applying and brings out the relevant skills you have to offer for that position.
- It is carefully and clearly laid out: logically ordered, easy to read, and not cramped.
- It is informative, though concise.
- It is accurate in content, spelling and grammar.
- It should be well typed on good quality paper.
- It should have a covering letter.

Targeting your CV

If your CV is to be sent to an individual employer who has requested applications in a particular format, you must follow that strictly. But before making the application, **research the organisation and the position** carefully. This can be done first by searching the internet and then physically visiting the office, if possible.

Even if you are sending your CV to an unknown employer, it is still important to target it, at the very least, at the general career area in which you want to work. Use the Careers Information Room or general career websites to get an idea of what the work involves and what skills and personal qualities employers look for. This will enable you to **tailor the CV** and bring out your own experience in a relevant manner.

If you are planning to send the same CV to a number of prospective employers, you should **personalise the covering letter** by putting in a paragraph on why you want to work for that organisation. The letter, though general, should appear to be specific to the position that the company is recruiting for.

Many employers accept applications and CVs through e-mail. You should send them your CV as an attachment to an e-mail, with a covering letter in the main body of the e-mail. Format this e-mail in plain text so that it can be read by any e-mail reader. The CV is normally typed in MS Word (.doc) format, though Rich Text Format (.rtf) and web page format (.html) are acceptable alternatives. Do not forget to mention that you will send a printed CV (hard copy), if required.

To make your CV look better, you may make convert it to a PDF (portable document format) file also. To check how this format is displayed, you may e-mail it back to yourself.

How long should a CV be?

There are no absolute rules on this. However, in general, a new graduate's CV should cover no more than two sides of an A4-sized sheet of paper.

A more experienced applicant may write a longer CV. If you can summarise your career history comfortably on a single side, this is desirable. However, you should not leave out important items, or crowd your text too closely together in order to fit it onto that single side.

Academic and technical CVs may be longer as they have to show experience and technical qualifications in detail.

EXERCISES

Answer the following questions as instructed.

1. Imagine that you are about to apply for your dream job. In the space provided below, prepare a CV for yourself. Include your academic achievements and work experience (if any). Do not forget to mention contact details. Remember to tailor your CV to the requirements of the job.

2. You are an engineering graduate. You have three years of experience as an assistant project engineer with a fertiliser company. Write an e-mail application letter in response to an advertisement for the post of project engineer in a well-known petrochemical company. Refer only briefly to your educational qualifications and work experience in the body of the letter and say that you are attaching your CV and testimonials for the company's reference.

3. Prepare CVs and write job application letters in response to the following advertisements.
- Wanted an office assistant for a reputed company based in Hyderabad. The candidate must be a graduate with an experience of at least two years. Computer knowledge and communicative English are necessary. Apply within a week to Post Box No. 5665, c/o *Punjab Times*, MG Road, Hyderabad 500 023.
 - Wanted an office secretary for our Mumbai branch of Aditya International Real Estate Developers. The candidate must be a graduate with a thorough knowledge of correspondence and office management. Knowledge of computer and English essential. Experience preferred. Apply to the PB No. 8778, c/o *The Sindh Bulletin*, Richmond Road, Vizag 531029, within a week.
 - Wanted a DTP computer operator for our concern. The applicant must be a graduate with a diploma in DTP. Salary negotiable on the basis of experience. Preference will be given to experience. Apply within 10 days to PB No. 2334, c/o *The Hindu*, Egmore, Chennai 600004.
 - A reputed MNC requires a Junior Assistant for its office. The candidate must have fluency in English. Knowledge of computer and office work essential. Preference will be given to graduates with experience. Apply stating all the necessary details within 10 days to Post Box 4564, c/o *The Times of India*, Kewalpur, Vijayawada 520001.
 - Wanted a Technical Assistant for a reputed company based in Bangalore. The candidate must be a science graduate with chemistry as one of the optional subjects. Proficiency in the use of computer essential. Candidates with inquiring temperament and diligence preferred. Apply with all the necessary details to PB No. 5965, c/o *The Hindustan Times*, Brigade Road, Bangalore 560001.

SEMESTER II

UNIT 6

Idiomatic Expressions

Idioms are phrases which derive their meanings from convention and established usage rather than from the meanings of their individual words put together. For example, 'at the crossroads' does not mean literally 'standing at roads that cross', but to be 'at an important point in one's life or when a decision needs to be made'. Idioms are figures of speech which enhance spoken and written language.

Many idioms are derived from literature, history, a particular age, society, country or culture. For example, 'armed to the teeth', which means 'heavily armed', is said to have its origin in the days when pirates sailed the seas, and 'red tape', which refers to needlessly time-consuming procedure, derived from the practice of government employees and lawyers tying up bundles of legal documents with red ribbons.

Remember that the verbs in the idioms change according to the tense of the sentence in which the idiom is used and also according to the pronouns used in the idiom.

A list of commonly used idioms along with their meanings and usage is given below. Study them and try to use them in your speech and writing.

CLOTHES IDIOMS

Idiom	Meaning	Example
cut from the same cloth	sharing a lot of similarities	Dinesh and his sister are cut from the same cloth. They both lie all the time.
spin a yarn	to fabricate a story or a lie	It was an interesting story but we all knew he had spun a yarn.
put oneself in someone else's shoes	imagine what it'd be like to be in someone else's situation	Put yourself in the shoes of people below poverty line and then try to understand their deplorable condition.
handle with kid gloves	treat delicately	Please handle this box with kid gloves. It's very fragile.
pull up one's socks	try harder	I will have to pull up my socks if I want to complete the work in time.

ANIMAL IDIOMS

Idiom	Meaning	Example
donkey's years	a very long time	The shop on the street corner has been there for donkey's years. I remember going there to buy sweets as a child.
cat nap	a short sleep	I had a cat nap while I waited for my sister to arrive.
cat's got one's tongue	to not speak, usually due to shyness	It looks like the cat's got your tongue, Charan. Why don't you speak up and tell me what happened?
copy cat	a person who does the same thing as someone else	My uncle is such a copy cat. He buys the same kind of things that he sees in his neighbour's house.
make a beeline	go directly and quickly towards something	Sharat made a beeline for the buffet as soon he entered the restaurant.

SPORTS IDIOMS

Idiom	Meaning	Example
front runner	one of the people who is expected to win	Seema is the front runner for the post of the union leader.
on the bench	to remove someone from participation	The star cricketer was made to sit on the bench as he was out of form.
blow-by-blow	great detail	My friend gave me a blow-by-blow description of the movie.
call the shots	to make the decisions	It is often the man who calls the shots. It is time that women are given a chance.
down and out	without money, a job, or a place to live	Anamika has been down and out ever since her ancestral property was taken over by the bank.

MONEY IDIOMS

Idiom	Meaning	Example
at all costs	at any expense of time, effort or money	Pradeep plans to complete the project at all costs.
bank on	to depend on someone or something	I can always bank on my friends when I'm in trouble.
bet your bottom dollar	to bet all one has on something	I would bet my bottom dollar that the boss will be late again today.
break even	to have income equal to expenses	Hemanth was able to break even only after several months of saving more than half of his salary.
other side of the coin	the opposite view of something	Working from home gives one flexibility with regard to time; but the other side of the coin is that it demands a lot of self discipline.

COLOUR IDIOMS

Idiom	Meaning	Example
black sheep	a person who is a disgrace to a family or group	That man is the black sheep of her family because he is the only one who has not worked hard at anything.
out of the blue	sudden and unexpected	My old friend appeared out of the blue yesterday. I hadn't seen him for ages.
feel blue	to feel depressed or discontented	Tharun is feeling blue these days because he has lost his job.
highly coloured	a story or description that is exaggerated or biased	This is the manager's highly coloured report on the state of things in the organisation.
see someone in his/her true colours	to understand someone's true character	When she made a fuss about not being included in the list of participants for the seminar, I saw her in her true colours.

Common Errors in English

In this section, we will look at the typical mistakes Indian speakers of English make in pronunciation, spelling, vocabulary and grammar, and the correction of some common errors.

PRONUNCIATION

We make mistakes in our pronunciation for three reasons.

1. We pronounce according to the spelling. That is why the suffix *-s* is always pronounced as /s/ and not /z/ by certain Indian speakers, even after vowels and consonants such as /b/, /d/, /g/, /m/, /n/ and /z/.

Look at the following examples.

robs – /rɒbz/, not /rɒbs/

pins – /pɪnz/, not /pɪns/

roses – /rəʊzɪz/, not /rəʊsɪs/

Similarly, some Indian speakers always pronounce the suffix *-ed* as /d/ and not /t/, even after consonants such as /p/, /k/, /s/, /ʃ/, /tʃ/, /f/, /θ/ and /h/.

Look at the following examples.

coughed – /kɒft/, not /kɒfd/

patched – /pætʃt/, not /pætʃd/

pressed – /prest/, not /presd/

2. We pronounce the silent letters in words such as *comb*, *climb* (*b* silent in both); *sandwich*, *Wednesday* (*d* silent in both); *Christmas*, *listen* (*t* silent in both); *biscuit*, *circuit* (*u* silent in both); and so on.
3. We sometimes replace one sound with another, thereby changing the word altogether. For example, when /v/ is replaced with /ɑ:/ in the word 'god', it may be understood as 'guard'. Similarly, when /ɪ/ is replaced with /i:/ or /s/ with /ʃ/, the distinction between 'pill' and 'peel' and 'sin' and 'shin' is lost. Errors can also occur when we add or omit a sound. This leads to the misunderstanding of words such as 'iron' (pronounced as /aɪrən/) and 'poor' (pronounced as /pu:r/).

Avoiding the errors in pronunciation discussed above will help you speak clearly and intelligibly.

SPELLING

While writing, we tend to interchange the letters *ie* and *ei*, which leads to spelling mistakes. For example, 'chief' and 'conceive' are sometimes wrongly spelt as 'cheif' and 'concieve'. We must remember that, generally, when *ei* or *ie* is pronounced as /i:/, as in *see*, the letter *i* comes before *e* except after *c*, for example 'believe' and 'relieve', but 'deceive'.

Sometimes, we wrongly substitute one letter for another as in the following examples.

wrong

oppurportunity

momento

electrisian

right

opportunity

memento

electrician

Similarly, we sometimes spell words according to their pronunciation. Thus, 'gem' becomes 'jem' and 'raspberry' becomes 'rasberry'.

We also sometimes include unnecessary letters or omit letters that are required. For example, 'ninth' may be incorrectly written as 'nineth', 'sincerely' as 'sincerly' or 'committee' as 'commitee'. The addition of letters also leads to mistakes, for example 'occassions' instead of 'occasions', 'proffessor' instead of 'professor' and 'cannal' instead of 'canal'.

The only way to avoid making such mistakes is by frequently referring to a dictionary, especially for the spellings of words you are not sure of.

VOCABULARY

We sometimes incorrectly use one word in the place of another, for example 'affect' instead of 'effect', 'break' instead of 'brake' and 'advice' instead of 'advise'. The use of one word instead of another could result in a change of meaning or could make the sentence meaningless. Consider the following sentences.

✗ We had a brake between classes.

✓ We had a break between classes.

✗ The cold air effected him greatly.

✓ The cold air affected him greatly.

Be careful in your choice of words and use them correctly according to the context. Avoid using extra words when the situation does not demand it as it can lead to unnecessary repetition of an idea. For example, the prefix *re-* means 'to do something again' and 'return' means 'to go or give back'. Hence, it is incorrect to say 'rewrite again' instead of 'rewrite' or 'return back' instead of 'return'. The use of a wrong word or the wrong form of a word results in meaningless sentences. Consider the following examples:

- X He has a lot of confident. (✓ instead of 'confidence')
- X No one likes his proudness. (✓ instead of 'pride')
- X He worked hardly. (✓ instead of 'hard')
- X He successed in his attempt. (✓ instead of 'succeeded')

GRAMMAR

NUMBER

In English, most singular nouns are changed into their plural forms by the addition of -s or -es. However, there are exceptions to this. For example, in the case of many nouns ending in the letter 'o', the plural is spelt with an -oes ending (for example 'potato' and 'hero'). However, the plurals of some nouns of this type are spelt with either -oes or -os (for example 'buffalo' and 'mosquito') and some only with an -os (for example 'radio' and 'photo'). Similarly, the final -f or -fe is changed to -ves, (for example 'leaves' and 'wives') and sometimes the final -f is retained (for example 'roofs' and 'dwarfs'/'dwarves').

We also make mistakes in the case of the plural forms of some nouns, such as 'childrens' for 'children'.

Some examples of common mistakes we make in the plural forms of nouns are given below.

noun	wrong plural form	right plural form
mango	mangos	mangoes
thief	thiefs	thieves
handkerchief	handkerchieves	handkerchiefs
ox	oxes	oxen

When a unit of measurement accompanies a number used as an adjective, then the unit of measurement should be in the singular and not the plural form. Look at the following examples.

wrong

2-acres land

100-metres run

30-years-old man

right

2-acre land

100-metre run

30-year-old man

SUBJECT-VERB AGREEMENT

In English, singular verb forms are used with singular subjects, while plural verb forms are used with plural subjects. Many learners make errors in choosing the right form of verbs. This happens because of their inability to either correctly identify the subject of a sentence or determine whether the subject is singular or plural. Many plural forms of nouns do not have an -s ending (for example 'sheep') and many singular nouns end in an -s (for example 'physics'). The only way to avoid making such errors is by identifying the main subject noun in a sentence and recognising it as singular or plural.

For example, the verb in the sentence 'Neither of the dresses *fits* me' is singular because 'neither', the main word in the subject of the sentence, is singular. Similarly, in 'A bunch of flowers *is* all that she wants' and 'The oars of the boat *are* heavy', the main subject nouns are 'bunch' (hence, the singular verb form 'is') and 'oars' (hence, the plural verb form 'are') respectively. The words 'each', 'everyone', 'either', 'neither', 'no one' and 'someone' go with singular verb forms, while in the case of 'either . . . or' and 'neither . . . nor', the choice of the verb form depends on whether the noun close to the verb is singular or plural (for example 'Neither Suma nor her brothers have come' but 'Neither the shoes nor the belt *is* expensive.')

Nouns such as 'scissors' and 'trousers' always take a plural verb. Consider the following examples.

wrongThe scissors *is* blunt.My trousers *needs* mending.**right**The scissors *are* blunt.My trousers *need* mending.

TENSE

Most verbs in English form their simple past and past participle forms with the addition of -ed/-d to their base (or dictionary) forms, for example the past and past participle forms of the verb 'sort' are *sorted* and *sorted*. These are called regular verbs. But there are verbs which have irregular forms of the past and past participle, for example *drive*, *drove* and *driven* and *swim*, *swam* and *swum*. Sometimes, we incorrectly add the ending -ed to all forms of a verb, for example, *grow*, *growed* and *growed* for *grow*, *grew* and *grown*.

and *break*, *breaked* and *breaked* for *break*, *broke* and *broken*. Standard dictionaries list the correct verb forms and should be used when you are in doubt.

Another area of English where non-native speakers commonly make mistakes is tense. Many of us sometimes use the present perfect tense instead of the simple past tense and the present continuous tense instead of the present perfect continuous tense.

Look at the examples below.

wrong

I have gone out yesterday.

She is going to the office since Monday.

right

I went out yesterday.

She has been going to the office since Monday.

USE OF PREPOSITIONS

The use of prepositions is another area where Indian speakers of English tend to make a fair number of mistakes. The error can be in omitting a necessary preposition, substituting one preposition for another, or adding a preposition where it is not required. The following sentences illustrate such kinds of errors.

- ✗ I must reply his mail. (✓ *to his mail*)
- ✗ The management compensated him the loss. (✓ *for the loss*)
- ✗ I congratulated him for his promotion. (✓ *on his promotion*)
- ✗ I was baffled with the instructions he gave me. (✓ *by the instructions*)
- ✗ The coach and the team discussed about their failure. (✓ *discussed their failure*)
- ✗ How much money does the company owe to you? (✓ *owe you*)

SENTENCE STRUCTURE

Some of the errors non-native users of English commonly make relate to the grammatical structure of sentences. Such errors result in sentences that either sound odd or whose meanings are not clear to the listener or the reader. For example, many of us do not reverse the order of the subject and the verb in questions, indirect speech and sentences beginning with negative adverbs. Incorrect sentences such as 'When you are coming?' (for 'When are you coming?'), 'Never before I had such a dream' (for 'Never before did I have such a dream') and 'I asked him what was he doing' (for 'I asked him what he was doing') are a result of this. Look at more examples of the use of incorrect structures on the next page.

- ✗ You must practise to speak English.
- ✓ You must practise speaking English.
- ✗ If it will stop raining, we will go out.
- ✓ If it stops raining, we will go out.
- ✗ Unless you do not eat, you will not be strong.
- ✓ Unless you eat, you will not be strong.
- ✗ Though the machine was new, but it did not work.
- ✓ Though the machine was new, it did not work *or* The machine was new, but it did not work.
- ✗ She said that she will come home on Wednesday.
- ✓ She said she would come home on Wednesday.
- ✗ The bag was very heavy that I could not carry it.
- ✓ The bag was so heavy that I could not carry it.

INDIANISMS

Certain English expressions we use here are typically Indian, and so they sound strange when we use them. Avoid using expressions such as 'servant maid' for 'maid', 'cousin brother/sister' for 'cousin', and 'in the meanwhile' for 'meanwhile'. Typical Indianisms also include double negatives and odd constructions such as 'why because', 'eating my brains/head' and 'take lunch/rest'. Avoid using the following expressions:

- ✗ I did not go out to play why because I had my exams.
- ✗ He has been eating my head all day.
- ✗ You must take lunch with us.
- ✗ We are studying only.
- ✗ The place is not as bad like it looks.

CORRECTION OF COMMON ERRORS

Here is a list of some errors that Indian learners usually make when speaking and writing the language. You can use this both for easy reference and as practice material that should help you avoid making some very common mistakes. The errors relate to different areas of grammar as well as to vocabulary.

WRONG

1. I have read the book yesterday.
2. They lived at Nellore.
3. My son is going to study in United States.
4. The crocodiles are reptiles.
5. Where is the scissors?
6. Sindhu selected the furnitures for her mother.
7. The human beings are polluting the environment.
8. The bowl of nuts are on the table.
9. Could you return back the library cards to me, please.
10. Rana has known Sumit since three years.
11. Either you or she are presenting a paper.
12. They did not see nobody there.
13. The oranges are rich in vitamin C.
14. Harsha don't know Hindi.
15. Do you have some books?
16. The painting is too beautiful.
17. By the time Thomas found an umbrella, it had stopped raining.
18. I am a student here, isn't it?
19. They often goes to the city.
20. Arvind is in army.
21. India is playing an one-day cricket match against Australia.
22. They live very close to Krishna river.
23. The gold is getting more and more expensive every day.
24. Rohit has eaten breakfast just an hour ago, but he is still hungry.
25. Mother will buy me a watch when she will go shopping.

RIGHT

- I read the book yesterday.
- They lived in Nellore.
- My son is going to study in the United States.
- Crocodiles are reptiles.
- Where are the scissors?
- Sindhu selected the furniture for her mother.
- Human beings are polluting the environment.
- The bowl of nuts is on the table.
- Could you return the library cards to me, please.
- Rana has known Sumit for three years.
- Either you or she is presenting a paper.
- They did not see anybody there.
- Oranges are rich in vitamin C.
- Harsha doesn't know Hindi.
- Do you have any books?
- The painting is very beautiful.
- By the time Thomas found an umbrella, it stopped raining.
- I am a student here, aren't I?
- They often go to the city.
- Arvind is in the army.
- India is playing a one-day cricket match against Australia.
- They live very close to the Krishna river.
- Gold is getting more and more expensive every day.
- Rohit ate breakfast just an hour ago but he is still hungry.
- Mother will buy me a watch when she goes shopping.

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- | | |
|--|--|
| 26. The child is having a hearing problem. | The child has a hearing problem. |
| 27. This house is more larger that that one. | This house is larger than that one. |
| 28. Please divide this among the two of you. | Please divide this between the two of you. |
| 29. Although I was tired, but I went to the party. | Although I was tired, I went to the party. |
| 30. Why you have come so early? | Why have you come so early? |
| 31. The doctor made him to take rest. | The doctor asked him to rest. |
| 32. Venu camped besides the lake. | Venu camped beside the lake. |
| 33. In a corner of the room stood a wooden large cupboard. | In a corner of the room stood a large wooden cupboard. |
| 34. The man seems rather healthy. | The man seems fairly healthy. |
| 35. She hadn't done the work, did she? | She hadn't done the work, had she? |
| 36. Rema gave to me the bracelet. | Rema gave me the bracelet. / Rema gave the bracelet to me. |
| 37. If he took an umbrella, he would not have got drenched. | If he had taken an umbrella, he would not have got drenched. |
| 38. Where you are staying? | Where are you staying? |
| 39. I and Suresh went on a long trip. | Suresh and I went on a long trip. |
| 40. They doesn't sell fresh vegetables. | They don't sell fresh vegetables. |
| 41. The earth is rotating on its axis. | The earth rotates on its axis. |
| 42. Ten thousand rupees are a lot of money. | Ten thousand rupees is a lot of money. |
| 43. By the time you speak to him, he will hear about it. | By the time you speak to him, he will have heard about it. |
| 44. One of the boys have qualified in the entrance test. | One of the boys has qualified in the entrance test. |
| 45. Rajans are always ready to help with the children. | The Rajans are always ready to help with the children. |
| 46. Sally avoided to meet people. | Sally avoided meeting people. |
| 47. Raju went to hospital to get his blood pressure checked. | Raju went to the hospital to get his blood pressure checked. |
| 48. Have you had the breakfast? | Have you had breakfast? |
| 49. The boy as well as his parents are coming today. | The boy as well as his parents is coming today. |
| 50. I am hearing music being played. | I hear music being played. |

51. Azad went to the language school for learning Japanese.
52. Who has left a half-eaten guava on the table?
53. You can write to the company for farther information.
54. No sooner he had finished college he found a job.
55. Neither Mansi nor her friends is in computer lab.
56. Have you read Guru Granth Sahib?
57. The doctor and nurse are in the theatre.
58. I am thinking that Binu will come home today.
59. She sent her son thousand rupees.
60. Either the tourists or their guide have talked to the press.
61. That shop stocks good stationary.
62. I am climbing three flights of stairs every day.
63. Fatima knows to make Tanjore paintings.
64. Please don't repeat the mistake again.
65. David not only helped his family but also everyone else in the village.
66. Tell us when will the bank open.
67. One cannot predict their own future.
68. The volume comprises of twenty papers.
69. What is your cousin sister doing?
70. Lekha prefers hockey than football.
71. I saw Chinnu a hour and a half ago.
72. Her children are very young. They are still at the school.

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One cannot predict one's own future.

The volume comprises (or 'consists of') twenty papers.

What is your cousin doing?

Lekha prefers hockey to football.

I saw Chinnu an hour and a half ago.

Her children are very young. They are still at school.

73. They will either come today or on Monday. They will come either today or on Monday.
74. Anu plays violin. Anu plays the violin.
75. We did not go to the cinema since Tony left. We have not gone to the cinema since Tony left.
76. I need your advise. I need your advice.
77. The water is very hot to drink. The water is too hot to drink.
78. I will look forward to hearing from you. I look forward to hearing from you.
79. The police rushed to the spot, but the burglar already fled. The police rushed to the spot, but the burglar had already fled.
80. The salesperson asked the customer what she is looking for. The salesperson asked the customer what she was looking for.
81. Jaya told us that she will tell us a story. Jaya told us that she would tell us a story.
82. There is no one in the building expect Farid. There is no one in the building except Farid.
83. I have had continuous problems with my motorbike since the day I bought it. I have had continual problems with my motorbike since the day I bought it.
84. This book is more easy to understand than that one. This book is easier to understand than that one.
85. The principal congratulated Mohammad for his brilliant performance. The principal congratulated Mohammad on his brilliant performance.
86. He chose waiting at the airport. He chose to wait at the airport.
87. This is your favourite flower, isn't this? This is your favourite flower, isn't it?
88. The girl had bowed as the curtain came down. The girl bowed as the curtain came down.
89. The boy, aged ten years old, lived with his grandparents. The boy, aged ten years, lived with his grandparents.
90. The causes of heart disease is now well understood. The causes of heart disease are now well understood.
91. They all are nice people. They are all nice people.
92. How many of us are owning more than one car? How many of us own more than one car?
93. Shashi has been talking to Paul a moment ago. Shashi was talking to Paul a moment ago.

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94. If we had wings, we will have flown round the world.

If we had wings, we would fly round the world.

95. We plan eating out tonight.

We plan to eat out tonight.

96. None of the people knows Shilpa.

None of the people know Shilpa.

97. The new technology is superior than the old one.

The new technology is superior to the old one.

98. Ekta seldom leaves her hometown, doesn't she?

Ekta seldom leaves her hometown, does she?

99. Samuel would apply for the job if he had seen the advertisement.

Samuel would have applied for the job if he had seen the advertisement.

100. I don't mind to share my room with you.

I don't mind sharing my room with you.

4. *Underline the correct form of the verb from the options given in each sentence.*

- a. One of the girls were/was looking at the picture.
- b. The teacher as well as the students was/were in the boat.
- c. The coins he collects/collect is/are all from different countries.
- d. The suitcase along with the jewels were/was stolen.
- e. The exercises in the workbook is/are difficult to solve.
- f. Roots is/are an interesting novel.
- g. Two and two make/makes four.
- h. The fruit of hard work and sincerity is/are always positive.

10. Read the following dialogues and correct the errors in them, with your partner. Mark the corrections in the spaces provided in the book itself.

1. Reeta : Hello. Is that the Rahul?

Rahul : Yes. This is Rahul Sharma.

Reeta : Hi Rahul. It's Reeta here.

Rahul : Oh Reeta! Hi! It's been the very long time since I talked to you.

Reeta : Actually, I'm in the town but I don't have an cell phone as yet. I'm calling from the phone booth.

Rahul : Oh. Well, I'm bit busy at the moment. Could you please call me back in a hour or so? We can plan something for an evening today.

Reeta : Of Course. Not the problem. I'll give you the call. Bye.

Rahul : Thanks for calling. Bye.

2. Jesse : I want to ^{hire} rent car.

Mona : Why? Is there ^{any} an special reason?

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Jesse : I need to get to Delhi by tomorrow evening for ^{my} the friend's wedding and I find a bus very uncomfortable. I want to drive to Delhi myself.

Mona : Well, then you could rent car from that market behind ^{the} a temple in Sector 22.

Jesse : How much does it cost? Do you have ^{any} a idea?

Mona : That will depend on a car, I guess.

3. Sonal : This dish is lovely! What's in it?

Seema : I really don't know. ^{my} The mother made it. But I ^{do} know that it's ^{the} the very simple dish.

Sonal : I guess there's a sugar, may be the dash of lemon juice and vanilla essence.

Seema : Well, I ^{do} see her adding an small cup of honey too.

Sonal : You must ask her about ^{an} ingredients.

Seema : Sure. And I'll give you ^{the} a recipe too.