

Information Technology

NVEQ Level 1 – Class IX

IT101-NQ2012-Functional English (Basic)

Student's Handbook



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Batch Start Date: _____

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Preface

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace.

The student workbook on “**Functional English (Basic)**” is a part of the qualification package developed for the implementation of National Vocational Education Qualification Framework (NVEQF), an initiative of Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

This student workbook, which forms a part of vocational qualification package for student's who have passed Class VIII or equivalent examination, was created by a group of experts. The IT-ITeS Skill Development Council approved by the National Skill Development Corporation (NSDC) for the IT/ITeS Industry developed the National Occupation Standards (NOS). The National Occupation Standards are a set of competency standards and guidelines endorsed by the representatives of IT Industry for recognizing and assessing skills and knowledge needed to perform effectively in the workplace.

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of National Council of Educational Research and Training (NCERT) in association with Wadhvani Foundation has developed modular curricula and learning materials (Units) for the vocational qualification package in IT/ITes sector for NVEQ levels 1 to 4; level 1 is equivalent to Class IX. Based on NOS, occupation related core competencies (knowledge, skills, and abilities) were identified for development of curricula and learning modules (Units).

This student workbook attempts to discourage rote learning and to bring about necessary flexibility in offering of courses, necessary for breaking the sharp boundaries between different subject areas. The workbook attempts to enhance these endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups and activities requiring hands-on-experience. We hope these measures will take us

significantly further in the direction of a child-centred system of education outlined in the National Policy of Education (1986). The success of this effort depends on the steps that school Principals and Teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if we involve children as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

About Your Workbook

This workbook is to assist you with completing the Unit of Competency **IT101-NQ2012: Functional English (Basic)**. You should work through the workbook in the classroom, at the workplace or in your own time under the guidance and supervision of your teacher or trainer.

This workbook contains sessions which will help you to acquire relevant knowledge and skills (soft and hard) on various aspects of the unit of competency. Each session is small enough to be easily tackled and digested by you before you move on to the next session. Animated pictures and photographs have been included to bring about visual appeal and to make the text lively and interactive for you. You can also try to create your own illustrations using your imagination or taking the help of your teacher. Let us now see what the sections in the sessions have for you.

Section 1: Introduction

This section introduces you to the topic of the Unit. It also tells you what you will learn through the various sessions covered in the Unit.

Section 2: Relevant Knowledge

This section provides you with the relevant information on the topic (s) covered in the session. The knowledge developed through this section will enable you to perform certain activities. You should read through the information to develop an understanding on the various aspects of the topic before you complete the exercise (s).

Section 3: Exercise

Each session has exercises, which you should complete on time. You will perform the activities in the classroom, at home or at the workplace. The activities included in this section will help you to develop necessary knowledge, skills and attitude that you need for becoming competent in performing the tasks at workplace. The activities should be done under the supervision of your teacher or trainer who will guide you in completing the tasks and also provide feedback to you for improving your performance. To achieve this, prepare a timetable in consultation with your teacher or trainer and strictly adhere to the stipulated norms or standards. Do not hesitate to ask your teacher or trainer to explain anything that you do not understand.

Section 4: Assessment

The review questions included in this section will help you to check your progress. You must be able to answer all the questions before you proceed to the next session.

At the end of the Unit, there is a list of learning resources which include books, journals, newsletters, websites, etc. to support your further learning.

SESSION 1: INTRODUCING ONESELF

RELEVANT KNOWLEDGE

Read the following phrases loudly:

1. "I would like to introduce myself. I am..."
2. "Hi/Hello, I am..."
3. "Hi/Hello! My name is..."
4. "Hi/Hello! My name is...but you can call me..."
5. "I live at..."
6. "I am from..."
7. "I am working as a ..."
8. "I am a ..."
9. "I studied at..."
10. "I am/came here to..."
11. "My hobbies are..."
12. "I like..."



EXERCISE

Read aloud the following sentences:

1. My name is _____ (include your name). And you are?
2. I **am** a doctor. I **work** at Safdarjung Hospital.
3. It **is** a pleasure to meet you.
4. Her name **is** Nisha. And the two men she **is** talking to **is** Manoj and Rahul.
5. She **is** a doctor. She **works** at Safdarjung Hospital.

Read this:

1. I **have** a dog.
2. Do you **have** a dog?
3. We **have** a dog.
4. He **has** a dog.

ASSESSMENT

Fill in the blanks with the correct option.

1. Hi! I ____ Priya.
a. is b. am c. are

2. _____ am 21 years old.
a. He b. I c. She
3. I _____ in Delhi.
a. live b. lives
4. There _____ six members in my family.
a. is b. are c. was
5. My parents _____ me very much.
a. loves b. love
6. My brothers _____ working.
a. is b. am c. are
7. My father _____ a farmer.
a. is b. am c. are
8. My mother _____ a housewife.
a. are b. is c. am
9. I _____ one sister.
a. has b. have c. having
10. She _____ a student.
a. is b. am c. are



SESSION 2: GREETING OTHERS

RELEVANT KNOWLEDGE

Every interaction starts with some form of greeting. The way we greet, the tone and the language changes according to our familiarity with the person being greeted. Given below are some of the statements we generally make whenever we greet someone:

Greeting a friend:

1. Hello! How are you doing?
2. It has been a long time since we last met!
3. Hello! How are you doing now?
4. How's life?



Greeting an acquaintance:

1. Hello! How are you?
2. Hello! How have you been?
3. Good morning/afternoon/evening! All's well?

Greeting a stranger:

1. Hello!
2. Good morning/afternoon/evening!
3. How do you do?
4. My name is Aarti. May I know your name?

Look at the following sentences:

I **greet** you every day. You **greet** me every day. He **greets** me every day.

We **greet** you good morning. You all **greet** us good morning. They **greet** us good morning.

Do you see any change in the two sets of sentence?

There is a rule which is the reason behind the change:

For any subject (name of a person, place or thing) that is in the **third person** and **singular** (Ram, Rita, he, she, it, Delhi, bus, chair, etc), the verb will take an “s” or “es” after it.

Examples:

1. Ram meets new people every day.
2. He works as a sales person.
3. Delhi gets rain in the month of July and August.
4. The bus goes to Munirka.
5. The chair makes a noise when you sit on it.

For every other subject - first and second person, singular or plural, and **third person plural** (Ram and Rita, they, Delhi and Bombay, buses, chairs, etc) - the rule will not apply.

Examples:

1. I meet new people every day.
2. We meet new people every day.
3. You meet new people every day.
4. You all meet new people every day.
5. Ram and Rita meet new people every day.

EXERCISE

Activity: Role Play

Objective: This activity will be facilitated by your teacher or trainer. At the end of this activity, you will be able to greet friends, neighbours and strangers confidently. The following 3 situations may be used for a role play:

Situation 1: You have met a friend after a long time. The last time you saw him was in school. **How would you greet each other?**

Situation 2: You meet your local grocer while you are taking your morning walk. **You ask him if his shop will be open today.**

Situation 3: You see a person come down the stairs of your building. You have not seen him before, but you guess that the person may be your new neighbour. **You want to greet him and introduce yourself.**

Practice making simple sentences using the Third Person Singular rule. For example:

- I/You **take** English classes.
- S/he **takes** English classes.

SESSION 3: TALKING ABOUT ONE'S FAMILY

RELEVANT KNOWLEDGE

Our family is made up of relations and these are some of our relations: Father, Mother, Sister, Brother, Grandfather, Grandmother, Uncle, Aunt, and Cousin



EXERCISE

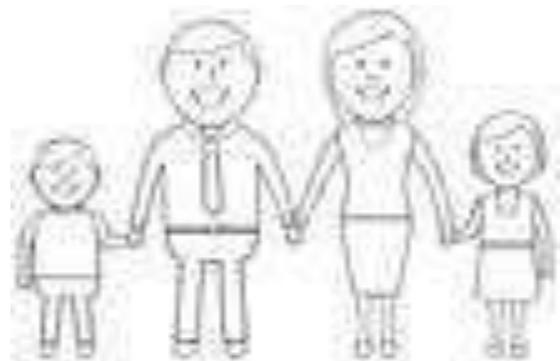
Practice making simple sentences using the third person singular rule. For example:

1. I have a brother and a sister.
2. My parents work at the same office.
3. My grandmother and grandfather live with us.
4. My Aunt teaches at a school.

ASSESSMENT

Fill in the blanks with the correct option:

1. Saumya _____ a Punjabi.
a. is
b. are
2. She _____ in Ambala.
a. lives
b. live
3. Her father and her mother _____ teachers.
a. is
b. are
4. Her grandmother _____ with them.
a. live
b. lives
5. Her sister _____ to college
a. go
b. goes



6. Her brother _____ a carpenter.
a. am
b. is
7. He _____ in Delhi.
a. work
b. works
8. Saumya _____ to join the Army.
a. wants
b. want
9. Her father _____ in the army for 3 years.
a. are
b. was
10. Saumya ____ to her brother every week.
a. speak
b. speaks



SESSION 4: TELLING THE TIME

RELEVANT KNOWLEDGE

Read and understand:

Quarter to three (2:45)

Quarter past two (2:15)

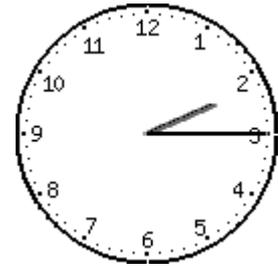
Five to four (3:55)

Half past four (4:30)

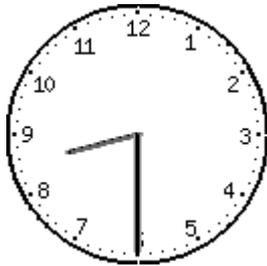
Twenty five to two (1:35)

EXERCISE

Write the time



(a) _____ (b) _____ (c) _____



(d) _____ (e) _____ (f) _____

SESSION 5: FRAMING QUESTIONS

RELEVANT KNOWLEDGE

While framing questions, the sentences should begin with the question words (see list of Question Words) given below;

Examples:

Which student was absent yesterday?

Is he present today?

Did he bring his leave report today?

Read aloud the following sentences:

1. I am Mina.
2. My name is Mina.
3. I am from Delhi.
4. I am here to meet a friend.
5. I came by bus.
6. Yes, I am an Indian.
7. No, I will not shop with my friend.
8. Yes, I have called her up.



Study the list of “Question Words” given below:

Word	Examples
What	1. What are you doing tonight? 2. What are we having for dinner?
When	1. When is the match starting? 2. When are we leaving?
Where	1. Where is my diary? 2. Where will the World Cup be held this year?
Which	1. Which one is your book? 2. Which color should we buy?
Who	1. Who is that girl? 2. Who stole the cell-phone?
Whom	1. With whom did you go to see the movie? 2. Whom did you meet at the party?
Whose	1. Whose towel is this? 2. Whose dog is barking this late at night?
Why	1. Why didn't you do your homework?

	2. Why are we visiting her?
How	1. How are we going to tell him about the situation? 2. How is the book that you are reading?
Are	1. Are you Akanksha's sister? 2. Are you going to see him again?
Is	1. Is she doing her homework? 2. Is Manisha ill?
Am	1. Am I really going to take that chance? 2. Am I happy?
Have	1. Have you seen the new movie? 2. Have I done the right thing?
Has	1. Has she completed her shift? 2. Has it started boiling?
Do	1. Do we need to confirm the time and place? 2. Do you have to go to the bank today?
Does	1. Does he ever knock before entering a room? 2. Does the cat often steal from your kitchen?
Can/Could	1. Can I go to the mall? 2. Could you give me that magazine? 3. Can you play chess?
Will/ Would	1. Will you be there on my wedding? 2. Will my book be published? 3. Would you sing if they ask you to?
Shall/Should	1. Shall we go now? 2. Shall I do the job for you? 3. Should you leave early to reach on time?
May	1. May I come in? 2. May I go out for a moment?

Read the following sentences:

1. Oh I am late already...**what** is the time?
2. Excuse me...**can** you please tell me the time?
3. Hey! **What** time does the movie start?
4. **When** do we have to meet Mr D'Souza?
5. **What** time is the appointment?
6. **When** is he going to come?

Questions usually start with words like **what, when, how, where, why, is, can, do, did, will, would, could**, etc. And that they are always placed *at the beginning* of the sentence. So we cannot say:

1. The time is like **what**?
2. You **can** please tell me the time?
3. The movie starts **what** time?
4. The appointment is **what** time?
5. He is going to come **when**?

If the question pertains to **asking for time**, they will typically begin with: When... or What time... or Can you tell me...

Read this:

If the question pertains to **asking for time**, they will typically begin with: When or What time... or Can you tell me... Example:

1. What time is it? ✓
2. Where is the time? X

EXERCISE

A. Frame a question for the following situations:

1. You want to ask a person his/her name.
2. You want to ask a person where he/she lives.
3. You want to ask what he/she is doing presently.
4. You want to ask why he/she is here.
5. You want to ask how he/she goes to office.
6. You want to ask when he/she is going back.

B. Identify the errors and correct the questions given below:

1. Can you do the work for me?
2. When do you want this book?
3. I can find the class where?
4. You will meet me at the station?
5. You can get the file?
6. Why are you so sad?
7. You are why so happy?
8. Do you work at the mall?
9. Where do you live?
10. What is the price of the book?
11. You do want some help?
12. Did you see the movie?
13. When did the movie start?
14. You will do me a favour?

Make simple questions using what you have learned and practiced. For example:

1. When do I have to come?
2. What time does the class start?
3. Can you tell me the reporting time for the flight?

ASSESSMENT

A. Tick the correct question from the options given below the statement:

1. It is the name of a person.
 - a) Is it the name of a person?
 - b) The name of a person is it?
2. The person is male.
 - a) Is the person male?
 - b) The person is male?
3. He is Indian.
 - a) Is he Indian?
 - b) He is Indian?
4. He is an actor.
 - a) An actor he is?
 - b) Is he an actor?
5. He is married.
 - a) Is he married?
 - b) Married he is?
6. He has two children.
 - a) How many children does he have?
 - b) How many he has children?
7. He has a son and a daughter.
 - a) How many sons and daughters does he have?
 - b) Sons and daughters how many he has?
8. He lives in Mumbai.
 - a) Where does he live?
 - b) In Mumbai he lives?

9. He was brought up in Delhi.
- a) He was brought up in Delhi?
 - b) Where was he brought up?

B. Tick the correctly framed question from the option.

1.
 - a. Is we on time?
 - b. Are we on time?
2.
 - a. When is the time by your watch?
 - b. What is the time by your watch?
3.
 - a. When does the train leave?
 - b. What does the train leave?
4.
 - a. At what time is the meeting?
 - b. At when time is the meeting?
5.
 - a. On time are we?
 - b. Are we on time?
6.
 - a. Could you tell me the time please?
 - b. You could please tell me the time?
7.
 - a. When wake up do you?
 - b. When do you wake up?
8.
 - a. Are you come on time?
 - b. Will you come on time?
9.
 - a. Is your flight on time?
 - b. Your flight is on time?
10.
 - a. When are you planning to leave for Bangalore?
 - b. Are you when planning to leave for Bangalore?

SESSION 6: DESCRIBING SOMEONE

RELEVANT KNOWLEDGE

Read aloud the following sentences:

1. Dev Kumar is my **favourite** film star.
2. He is **tall**, **dark**, and **handsome**.
3. The clothes he wears are so **fashionable**.
4. His style of dressing **very soon** sets a trend that all follow.
5. I loved his **latest** movie *Kab Tak*.
6. In the movie, he plays the role of a thief **superbly**.
7. He wears **dark** clothes when he goes to burgle people's homes at night.
8. He is **almost never** caught. He manages to escape **every time**.
9. **Once**, hearing some noise, the owner of the house switches on the lights.
10. Dev Kumar **quickly** puts on his ghost mask and the owner gets **so** scared that he jumps off the balcony!
11. Then Dev Kumar **silently** leaves the place but not without his booty.

An adjective describes a noun - a person, thing or place.

Example: Delhi is very **hot** in summer. (describing noun *summer*)

An adverb describes an adjective, a verb, or another adverb.

Example: Delhi is **very** hot in summer. (describing adjective *hot*)

The temperature **quickly** rises to over 40°C. (describing verb *rises*)

It **almost** never comes below 40°C in the month of June. (describing the adverb *never*)

Adjectives describe a noun/pronoun:

1. This tea is **sweet**.
2. I am **angry** right now.

In the above sentences, the words “sweet” and “angry” describe the noun “tea” and the pronoun “I” respectively. Therefore, the words “sweet” and “angry” are adjectives. More examples are given below:

1. It looks like we have a **clear** sky today.
2. She looks **happy**, doesn't she?

Adverbs describe adjectives, verbs, or other adverbs.

1. This tea is **very** sweet.
2. She gets angry **quickly**.
3. He was smiling **rather** sadly.

In the first example, the adverb “very” describes the adjective “sweet”.
In the second example, the adverb “quickly” describes the verb “gets”.
In the third example, the adverb “rather” describes the adverb “sadly”.

More examples are given below:

1. She is **so** excited about the party.
2. We arranged the place **nicely**.
3. Spring gets over **too** soon.

ASSESSMENT

Read the passage and identify whether the words in bold are adjectives or adverbs.

There is this girl called Helen in our class. If you want to know how she looks, then here are the details: she is **quite tall**, she has **dark** skin, and her hair is **long** and **shiny**. Oh! She also has dimples (which we don’t get to see often as she doesn’t smile **much!**).

She doesn’t talk much or take an **active** part in any group programs. No wonder why she stays **alone** most of the time. But she looks **very nice** when she smiles. As I have already said, she has dimples which we don’t see often (as she doesn’t smile much). I think it was the smile that made me **strong enough** to talk to her **one** day.

“Hey Helen!” I said to her (I was **really afraid** she might not want to talk to me).

“Hi!” said Helen.

“Would you like to have lunch with me?”

“That’s nice of you. But I do not eat meat. I hope you haven’t brought meat?”

“Uh...yes...sorry!”

So, now I have one more thing to tell you about Helen. She is a vegetarian.

Write whether the words give below (as used in the passage) are adjectives or adverbs:

1. Quite _____
2. Tall _____
3. Dark _____
4. Long _____
5. Shiny _____
6. Much _____
7. Active _____
8. Alone _____
9. Very _____
10. Nice _____
11. Strong _____
12. Enough _____
13. Really _____
14. Afraid _____



SESSION 7: DESCRIBING THE WEATHER

RELEVANT KNOWLEDGE

Read and understand the following sentences:

1. It is very hot today.
2. It is very cold today.
3. It is raining today.
4. Today the weather is pleasant - it is neither too hot nor too cold.

Read aloud the weather and climate descriptions given below:

Day's Weather	City's climate
It is quite cold today.	It is very hot in summers.
It is very chilly today.	It is very cold in winters.
It is so hot today.	It gets very less rainfall.
It is quite warm today.	It gets a lot of rain in the monsoon season.
It seems it is going to rain.	It is neither too hot nor too cold.
What a downpour!	It is very cold in winters but pleasant in summers.
Haven't seen such rains for quite some time.	It is very hot in summers but cool in winters.
We are going to have a shower.	It rains almost throughout the year.
It is very pleasant today.	It is very hot during the day but cooler at nights.
It is neither too cold nor too hot.	It is hot and humid in summer.
The skies look clear. No chances of rain.	It is hot and dry in summer.
Lovely day, isn't it?	
Looks like it isn't going to stop raining today!	
I think the skies are going to clear up later.	

Read the conversation given below:

A: Hi! How are you doing?

B: I am fine...what's up?

A: Nothing new. I was just going across to the shop to get a magazine. I am going to

stay indoors and read all day today.

B: Yeah...I know. It is too hot to go out to play.

A: But you know, I think it is going to rain later in the day...do you see the dark clouds?

B: That would indeed be a welcome relief.

A: Yes, a cool shower would be great!

B: As it is so hot, why don't we go for a swim today?

A: Mmm...it may rain in the evening...how about a dance in the rain instead?

A complete sentence should have a **subject** and a **verb**; otherwise, it is just a fragment of a sentence.

Read the following sentences:

○ Is a cold day.

("Is a cold day" does not have the **subject** "It"). The complete sentence would be "It is a cold day".

○ The sky clear.

("The sky clear" does not have the **verb** "is"). The complete sentence would be "The sky is clear".

You can also mention that typically, a sentence in English has the order SVO (Subject - Verb - Object). For example: The rain (subject) brought (verb) welcome relief from the heat (object).

EXERCISE

Correct these simple sentences using what you have learnt.

1. It was freezing cold yesterday.
2. Going to rain very soon.
3. It is so hot and humid.
4. The rain has only increased the humidity.
5. A nice breeze blowing.
6. Lovely weather this.

SESSION 8: FRAMING COMPLETE SENTENCES

RELEVANT KNOWLEDGE

A complete sentence is one that has a subject and a verb. For example, the sentence “I a good dancer” is not a complete sentence as it does not have a verb. Now, if we added the verb “am” to this sentence, it would be complete: I am a good dancer.

Similarly, the sentence “Am a good dancer” is not complete as a subject is missing. Therefore, we should add a subject to complete the fragment. For example:

I am a good dancer.

Examples:

We have an English class today.

I go to office every weekday.

She likes oranges.

Every sentence must have a **subject**, a **verb** and although it is not necessary, an **object**. And the sentence must make **complete sense**.

For example,

1. I eat: Subject+Verb
2. I eat vegetables: Subject+Verb+Object

In order for a sentence to be meaningful, a sentence must have its parts in the above orders. For example:

1. I eat vegetables - is a sentence
2. I vegetables eat - is *not* a sentence
3. I like dancing.
4. I am here.
5. You go to school.
6. She has a nice smile.

EXERCISE

Tick the sentences that are meaningful and correct:

1. I very happy.
2. She is very happy.
3. He goes to school.

4. He does not go to school.
5. I oranges like.
6. Oranges I like
7. She and Meeta to theatre.
8. Meeta is going to the theatre.
9. You do your homework well.
10. Do your homework well.
11. I dancing like.
12. I here am.
13. You go school to.
14. She has a smile nice.



ASSESSMENT

Tick the option which is a complete sentence.

1. (a) Today a fine day.
(b) Today is a fine day.
(c) A fine day.
2. (a) It is bright and sunny.
(b) It bright and sunny.
(c) It bright sunny
3. (a) It rained yesterday.
(b) It raining yesterday.
(c) Yesterday it raining.
4. (a) It was very cold.
(b) It very cold.
(c) It cold
5. (a) It is not cold today.
(b) It not cold today.
(c) It cold not today
6. (a) We on a picnic today.
(b) We could go on a picnic today.
(c) Could go on a picnic today.
7. (a) The sky seems clear and bright.
(b) The sky clear and bright.
(c) The seems clear and bright



8. (a) Thank God it is not raining.
(b) Thank God it not raining.
(c) Thank it raining not
9. (a) Should we umbrellas just in case it rains?
(b) Should take umbrellas just in case it rains?
(c) Should we take umbrellas just in case it rains?
10. (a) It will not rain today.
(b) It not will rain today.
(c) It not rain today
11. (a) I am person hardworking.
(b) I am a hardworking person.
(c) I hardworking.
12. (a) I am not lazy.
(b) I lazy am not.
(c) I not am lazy.
13. (a) I work team in well.
(b) I work well in a team.
(c) I team work well.
14. (a) I have good skills communication.
(b) I good communication skills.
(c) I have good communication skills.
15. (a) I don't give up easily.
(b) I don't give easily up.
(c) I give up easily don't.
16. (a) I get angry quickly.
(b) I quickly angry get.
(c) I angry get quickly.



SESSION 9: EXPRESSING LIKES AND DISLIKES

RELEVANT KNOWLEDGE

Understand the meaning of words like “favourite”, “pastime”, “hobby”, “passion”, “passionate” and “fond” with the help of the following table.

WORD	MEANING
Favourite	most liked
Pastime	a pleasurable means of passing the time
Hobby	an activity for enjoyment
Passion	a strong liking for something. An object of strong liking and enthusiasm
Passionate	having a strong liking for
Fond	having a strong liking for

Read aloud the following sentences:

1. Premchand is my **favourite** writer.
2. His novel, *Gaban*, is my **favourite** book.
3. I like the ghazals of Ustaad Amir Ali. The ghazal he sang in the movie *Leela* is my **favourite**.
4. The bookstore near my house is my **favourite** haunt. I always go there when I have the time to spare. Browsing through books is my **favourite** pastime.
5. Pizza is an **all-time favourite** snack. I can have it anytime, anywhere.
6. Tea is my **favourite** beverage. There is nothing like a hot cup of tea in winters and iced tea with lime in summers.
7. White is my **favourite** color. Whenever I shop for clothes, I invariably select ones that are white.

EXERCISE

Find out the meanings of the words and write in the space given below:

1. Unique _____

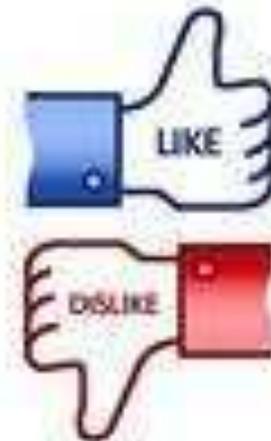
2. Pet _____
3. Preferred _____
4. Choice _____
5. Favoured _____



ASSESSMENT

A. Complete the sentences

1. I like _____.
2. _____ is my favourite pastime/ my favourite pastime is _____.
3. My hobby is _____/ My hobbies are _____, _____, ...
4. I am passionate about _____
5. _____ is my passion.
6. I have a passion for _____.
7. I _____ for a hobby.
8. I enjoy _____,
9. I am fond of _____.
10. I do not like _____/ I dislike _____/ I am not fond of _____
11. I like listening to music because _____
12. The kind of music I like is _____
13. But I do not like music which is _____
14. My favourite songs are _____
15. My favourite singers' are _____
16. I like watching movies because _____
17. I like to watch movies which _____



B. Fill in the blanks:

1. I _____ drinking tea (like, liking)
2. She _____ a passion for reading (has, having)
3. Of all the sports that I _____ (enjoy, enjoying) watching, hockey _____ the best (is, being)
4. I _____ a cricket fan (are not, am not)

SESSION 10: EXPRESSING STRENGTHS AND WEAKNESSES

RELEVANT KNOWLEDGE

A person's strength is someone or something which gives the person support and encouragement. For example:

"My strength is my patience/willingness to listen to others' opinions/etc."

A person's weakness is *an imperfect quality that he has*. For example:

"My weakness is my laziness/inability to forgive easily."

EXERCISE

Think of at least of one strength and one weakness that you have and write them in the space given below:

ASSESSMENT

Fill in the blanks:

1. My strength is my_____.
2. My_____ is my strength.
3. One of my biggest strengths is my_____.
4. My greatest strength is my_____.
5. My strengths are my _____, my _____, and my _____.
6. My _____, my _____, and my _____ are my strengths.
7. My weakness is my _____.
8. My _____ is my weakness.

SESSION 11: TALKING ABOUT ASPIRATIONS

RELEVANT KNOWLEDGE

An aspiration is something you wish to achieve.

EXERCISE

Fill in the sentences below stating what you aspire to do in life, and, then read them out aloud.

1. I want to...
2. I wish to...
3. I dream of...
4. I would like to...
5. What I really want to do is...
6. I aim for...
7. My ambition is to...
8. What I aspire for is...
9. My aspiration in life is...
10. I aspire to...

Note that the “-ing” form denotes a *thing* - What is the *thing* that you dream of? For example: I dream of *earning well and living well*. On the other hand, the “to -” form denotes action - What do you want *to do*? For example: I want *to earn well and live well*.

Some sentences may appear to speak *about a future time* but they do not denote a *future action*. For example, the sentences, I **aspire** to be the best singer in the next Indian Idol contest, or, I **hope** to do well in my exams tomorrow, are not in the future tense. The *action* is in the present - I **aspire**, and, I **hope**.

Tick the sentences that denote a future action

1. I **will try** to complete my education and get a good job.
2. I **will try** to do a IT course as IT is the fastest growing industry.
3. I **hope** to do well in my exams tomorrow.
4. I **want** to be happy in life, doing whatever.
5. I **should be able** to enjoy the work that I am doing - that is the most important thing for me.
6. I **aspire** to be the best singer in the next Indian Idol contest.
7. I **shall be** rich and famous by the time I turn 30.

SESSION 12: TALKING ABOUT VALUES

RELEVANT KNOWLEDGE

Your values are your personal inventory of what you consider most important in life.

Your list of values could include the following:

1. Honesty
2. Helpfulness
3. Sincerity
4. Loyalty
5. Respect for work
6. Respect for others



ASSESSMENT

Read the following and fill in the blanks.

1. I believe in_____.
2. The value I cherish the most is_____.
3. I have grown up with the values of_____.
4. My parents have taught me the values of_____.
5. I think _____ and _____ are the values that should be present in very individual.
6. It is good to be guided by the values of _____ and _____ in one's life.



SESSION 13: QUANTIFIERS

RELEVANT KNOWLEDGE

Quantifiers are words or phrases used before a noun to indicate the amount or quantity. Quantifiers are used depending upon whether the noun is *countable* or *uncountable*. Words such as Many, Much, Some, Few, a lot of, etc. are called quantifiers.

Some things can be counted. For example, a kilo of rice, number of houses, etc. However, *qualities* or *values* cannot be counted just as many other things such as water, milk, gas, etc.

Countable Nouns

Countable nouns have singular and plural forms. In plural, these nouns can be used with a number i.e., they can be counted. And that is why they are called as countable nouns.

Examples:

many, few/a few, a lot of, several, none

I kept **some/many/a few/a very few/a number of/a lot of/several** oranges in the basket.

None of the oranges in the basket were ripe.

Uncountable nouns

Uncountable nouns can only be used in singular form. These nouns cannot be used with a number i.e., they cannot be counted.

Examples:

much, little/a little, very little, bit of, a lot of, a great deal of, a large amount of, a large quantity of.

Read the following examples:

1. My grandfather is a farmer. Last winter, I ate a lot of *apples* from my grandfather's orchard. (*apples* is countable)
2. My grandfather has some very good *qualities*, such as honesty and sincerity. (*good qualities* is countable as you can count the *number* of good qualities. In this case, it is two - honesty and sincerity)
3. The whole family loves and respects my grandfather. He gets much *respect* from other farmers in the area too. (*respect* is uncountable)
4. We need to add **some/a little/a lot of** sugar.
5. How **much** sugar should we add?

Adjectives for countable and uncountable nouns

Much / Many

We use **much** with uncountable nouns.

Example: How *much* more **time** is left for the show to get over?



She has so *much* **work** to complete before the weekend.

Many is used with countable nouns.

Example: How *many* **clothes** will fill this suitcase?

There are *many* **children** in the park.

A lot of / lots of

A lot of is used with countable nouns.

Example: There is *a lot of* **money** in the bank.



Lots of is used with uncountable nouns.

Example: I want to drink *lots of* **water**.

There are *lots of* **flies** in this room.

Little, quite a little, few, quite a few

Little and **quite a little** modify only uncountable nouns.

Example: There is *little* **room** for you in the bus. (Meaning hardly any space)

There is *quite a little* **space** left for you to fit in. (Meaning plenty of space)

Few and **quite a few** are used with countable nouns.

Example: There are *a few* **coins** in her piggy bank. (Meaning very less)

There are *quite a few* **coins** in her piggy bank. (Meaning many)

A little bit of, quite a bit of

Both these phrases are used with uncountable nouns.

Example: We mix *a little bit of* **yellow** with **red** to make orange. (Meaning less)

There is *quite a bit of* **salt** in the mutton. (Meaning much)

Fewer / Less

Fewer is used with countable nouns.

Example: *Fewer* **people** can be seen traveling in buses.

Drink *fewer* **glasses** of alcohol.

Less is used with uncountable nouns.

There is *less* **water** in this bottle.

One should take *less sugar*.

However, there is an exception to this rule. When **less** is used in terms like “no less than” or “or less”, it is used with countable nouns.

His lesson had *no less than ten red marks* on it.

State your reasons in **25 words or less**.

Also, we use **less than** for a countable noun that denotes a measure of time, amount, or distance.

Less than three months; less than 50 km; less than Rs100

Enough, plenty of, some, any, and no are used with both countable and uncountable nouns.

There is *enough content* in the book.

There are *enough pages* in the note book.

There is *plenty of food* in the kitchen.

There are *plenty of trees* in the orchard.

We have *some money* kept at home.

We have *some bottles* in the fridge.

Are there *any good shoes* in the shop?

Is there *any water* in the well?

There is *no time* left.

There are *no ducks* in the pond.



ASSESSMENT

Choose the correct option and fill in the blanks:

1. _____ people may value money but I value love more. (Some, Little)
2. I believe _____ things in this life are as priceless as a true friend. (none, few)
3. A _____ kindness can do a lot for those who need it. (little, few)
4. There are _____ things which we do not need in life but we still go after. (much, many)
5. _____ people make the mistake of thinking only wealth can bring happiness. (A lot of, Much)

6. Fame, beauty, money - _____ of them can fool the wise into chasing them. (any, none)
7. Sharing a laugh with friends is a _____ better way of dealing with sadness than crying. (little, much)
8. Love, kindness, generosity - _____ of them is worth more than jewels or gold. (a lot of, any)
9. I believe that _____ of the hatred in this world is caused by lack of respect. (many, much)
10. _____ (Any, Few) of us are ready to say “Sorry” but _____ of us always demand it from others. (many, much)



SESSION 14: INVITING SOMEONE

RELEVANT KNOWLEDGE

Read the sentences given below aloud, with the right intonation (modulation of voice):

1. Do you want to come to my party tonight?
2. I have a party tonight. You can come.
3. Come to my party tonight.
4. I am inviting you to come to my party tonight.
5. There is a party at my place tonight. Why don't you come?
6. There is a party at my place tonight. I would like you to come.
7. Would you like to come to my party tonight?
8. I have a party tonight. I would love it if you could come.

Did you notice any difference in tone between the first four examples and the last four?

In all the sentences given above, the speaker is inviting someone to his party that night. However, examples 1-4 are hardly used by people as they sound very casual and even rude (example 3). Examples 5-8, on the other hand, are polite ways of inviting people and so are preferable.

Read aloud the following sentences:

1. Would you like to come to the party?
2. Why don't you come to the party?
3. It would be nice/great if you come to my wedding.
4. I would be happy if you come to my wedding.
5. I would love it if you come to my wedding.
6. I would like to invite you to my wedding/party/...

Inviting someone to go somewhere with you:

1. We are going to the movie/mall/... today. Would you like to come?
2. Would you like to go to the movies/mall/... with us?
3. We are going to the movie/mall/.... Do you want to come?

Inviting someone to join you in something:

1. We are having lunch at the hotel. Would you like to join us?
2. Would you like to join us for lunch?

EXERCISE

Study the conversation snippets A, B, C and D given below:

Snippet A: Invitation to a birthday party

Student 1: It's my birthday today.

Student 2: Really? Happy Birthday!

Student 1: Thanks. Actually, I am having a birthday party at my place this afternoon and I would like to invite you.

Student 2: Sounds great! I would love to come.

Student 1: Thanks. I will see you then.



Snippet B: Invitation to an engagement

Student 1: I am getting engaged!

Student 2: That's great news! When?

Student 1: On the 15th of this month. Why don't you come to the party?

Student 2: Of course, I will come.

Snippet C: Invitation to a picnic

Student 1: Hey, are you free this Sunday?

Student 2: Yes. Why?

Student 1: We are planning to go on a picnic to Deer Park. Would you like to join us?

Student 2: Definitely!

Snippet D: Invitation to a show

Student 1: Do you have any plans for this Saturday?

Student 2: Not at the moment. Why?

Student 1: I have two tickets for a play. Would you like to come?

Student 2: Oh! I would love to. Thanks!



SESSION 15: SHOPPING FOR NECESSITIES

RELEVANT KNOWLEDGE

Whenever we shop for items, there is a conversation exchange. In this session, you will learn to speak some standard sentences used to shop for necessities. Read out aloud the following sentences:

1. I want a litre of full-cream milk. Do you have Amul Gold or Mother Dairy?
2. Do you have Kissan jam? I want a 500 gm bottle.
3. Can you weigh me a kilo of potatoes?
4. I want a packet of Harvest Gold brown bread.
5. Do you have Britannia cheese slices?
6. I want a litre each of Sundrop sunflower oil and Dhara mustard oil.
7. I want a dozen bananas? Are these fresh?
8. I want a 10 kilo packet of Shakti Bhog Atta.

Read the following sentences:

1. Ram buys bread and milk daily.
2. Bread and milk is bought by Ram daily.

1. The shop stocks fresh fruits and vegetables.
2. Fresh fruits and vegetables are stocked by the shop.

1. My brother owns the garment shop in the locality.
2. The garment shop in the locality is run by my brother.

Do you notice any difference between the two sets of sentences? In these sentences, the subject and the object have changed places.

The subject is the person or thing that the sentence talks about.

The object is the person or thing that is affected by the action of the verb.

So, in the first sentence, Ram (subject) becomes the object in the second sentence, and the object of the first sentence (bread and milk) becomes the subject of the second sentence.

The first sentences are more direct expressions, and the second sentences, with the “-by-” construction, are indirect expressions of the same thing.

Therefore, generally, the first type of sentence construction is preferred. For example:

1. Sita gave a book to Geeta to read.
2. Geeta was given a book to be read by Sita.
3. Ravi paid the hospital bills.
4. The hospital bill was paid by Ravi.
5. The gardener has watered the plants.
6. The plants have been watered by the gardener.

To summarize:

In sentences which are in the Active Voice, the action expressed in the verb is **performed** by the subject. For example:

I cooked the meal.
He watered the plants.
Meenu sang the song.

In sentences which are in the Passive Voice, the action expressed in the verb is **received** by the subject. For example:

The meal was cooked by me.
The plants were watered by him.
The song was sung by Meenu.

EXERCISE

Now change the subject-object places in the following sentences:

1. The teacher greeted the class

2. Ritu read out a paragraph from the book.

3. My mother makes the best dosas.

4. This chair makes a lot of noise.

5. Smita gave some money to the child.

ASSESSMENT

Change the following sentences into Active/Passive Voice as directed. The first two have been done for you.

1. I bought the eggs from Mandeep's store.

Passive Voice: The eggs were bought by me from Mandeep's store.

2. Twenty rupees was charged by Mandeep for the eggs.

Active Voice: Mandeep charged twenty rupees for the eggs.

3. We sell only refined sugar.

Passive Voice: _____.

4. I was asked by my parents to choose anything from the mall for my birthday.

Active Voice: _____.

5. At the mall, the salesman showed me a lot of pretty dresses.

Passive Voice: _____.

6. I was given a discount on the blue dress.

Active Voice: He _____.

7. Ramu's son sells potter ware at Kamla Nagar market.

Passive Voice: _____.

8. Around ten to twelve pots are sold by him every week.

Active Voice: _____.

9. The woman asked him to show her some big pots.

Passive Voice: _____.

10. Three pots were finally bought by the woman.

Active Voice: _____.

SESSION 16: ASKING THE PRICE

RELEVANT KNOWLEDGE

How would you ask the price of the book?

“Excuse me, how much does that book cost?”

How would you find out the price of some articles that are used daily?.

Let’s understand the correct usage of the articles **a**, **an**, and **the**.

- **A** - Before singular nouns beginning with a consonant sound
Examples: a woman, a bag, a united country, a doctor, a teacher, a horse, a university, a useful item etc.
- **An** - Before singular nouns beginning with a vowel sound
Examples: an Indian, an airplane, an open door, an egg, an upper floor, an honest boy, an enemy, an umbrella, an heir, an hour, an inkstand, an ice-cream etc.
- **The** - Before particular nouns
Examples: the girl who has long hair, the man in the car, the dog that barked at you, etc.

1. The book I wanted is out of print.
2. I like the novel you gave me.
3. Let us go to the park for a walk.
4. Before uncountable nouns

Examples: the water, the sand, the sugar, etc.

More Examples:

1. The banyan is a kind of fig tree (**Note:** do not say a kind of a fig tree!).
2. The cow is a domestic animal. (Can also say- A cow is a domestic animal - What is the difference between the two?)
3. The Himalayas lie to the North of India.
4. The Mr. Chauhan you met yesterday is my uncle.



EXERCISE

Study the following conversation snippets and complete them:

Asking the Price A

1. Customer: Excuse me, _____ for a kilo of potatoes?

2. Shopkeeper: 10 Rupees.
3. Customer: And _____ those mushrooms _____?
4. Shopkeeper: 20 Rupees per packet.
5. Customer: And _____ of half a kilo of *paneer*?
6. Shopkeeper: 60 Rupees.
7. Customer: Ok. I will take them. _____ for all of them?
8. Shopkeeper: You will have to pay 90 Rupees.

Asking the Price B

1. Customer: _____ of that shirt?
2. Shopkeeper: The price of that shirt is 240 Rupees.
3. Customer: Do you have any socks?
4. Shopkeeper: Yes. Here they are.
5. Customer: _____ that black pair _____?
6. Shopkeeper: 35 Rupees.
7. Customer: And _____ for that packet of handkerchiefs?
8. Shopkeeper: 70 Rupees.
9. Customer: _____ for all of them?
10. Shopkeeper: You will have to pay 345 Rupees.

ASSESSMENT

A. Fill in the blanks with the appropriate article:

1. Could you tell me the price of _____ blue dinner set over there? (the)
2. How much does _____ oven cost? (an)
3. What is the price of _____ liter of mustard oil? (a)
4. How much do I have to pay for _____ kilo of onions? (a)
5. How much are you charging for _____ brand new plasma-screen TV at the back? (the)
6. I want to buy _____ deodorant. How much does _____ the one by Fa cost? (a, the)
7. I want to buy _____ potatoes. How much does _____ kilo cost? (no article needed, a)

B. Fill in the blanks with the correct articles “a”, “an”, or “the”.

1. How much does _____ automatic camera cost?
2. I always buy my clothes from _____ market near my house.
3. I bought this phone in _____ exchange offer last week.
4. How much will I have to pay for _____ second-hand bike?
5. What is _____ price of this book?
6. I want to eat _____ orange. How much will I have to pay for one?
7. How much will I have to spend to reach Kingsway Camp from India Gate in _____ auto rickshaw?
8. This is _____ very pretty dress. But it must be very costly.
9. How much does _____ dozen bananas cost?
10. This watch is very expensive. Could you show me _____ cheaper one?

C. Fill in the blanks with any item of your choice.

1. How much do you charge for _____?
2. What is the price of _____?
3. How much does _____ cost?
4. How much will I have to pay for _____?
5. Could you tell me the price of _____?



SESSION 17: NEGOTIATION

RELEVANT KNOWLEDGE

What does a negotiation entail (meaning - involve)? It means “finding the middle ground” - to arrange or settle something by discussion and mutual agreement.

Study the table given below:

To agree on a point	To disagree on a point
I agree with you on that point.	I understand your point. However...
That's a fair suggestion.	I am prepared to compromise, but...
So what you are saying is that you...	If you look at it from my point of view...
In other words, you feel that...	Well, I think of it differently.
You have a strong point there.	I am afraid this is not going to work for me.
I think we can both agree that...	I think we could also look at it this way...
I don't see any problem with that/harm in that...	I have to disagree with you there.

The sentences in the first column are used to agree to what the other person is saying during a negotiation. The sentences in the second column are used to disagree or state a different point of view during a negotiation.

Notice the usage of these sentences in the dialogue between a manager and a worker on negotiating a raise in salary.

Negotiating a Raise in Salary

Manager: Hi Ajay! You wanted to meet me?

Ajay: Yes Sir. There is something important that I want to discuss with you.

Manager: Ok...what is it about?

Ajay: Sir I wish to discuss my salary...I would like a raise.

Manager: A raise!...Don't you know the state of the economy?...you should feel lucky that you have a job!

Ajay: *I am aware of that Sir, but* I also know that some companies are hiring in this sector. I have made a few calls and what they are offering is certainly much more than what I get here.

Manager: But I thought you were happy with us, Ajay. You know that we offer many facilities and incentives to our employees.

Ajay: *I agree on that...*but if you look at the rising cost of living, you will see that my salary over the last 2 years has effectively remained the same.

Manager: *You have a strong point there, Ajay. In other words you feel that* you are underpaid.

Ajay: Yes, I am afraid so.

Manager: *I can understand your problem,* Ajay. But you also know that for in the past year we have hardly made any profits and the coming year does not look very bright either.

Ajay: Yes I know Sir. *I am prepared to compromise.* I am not asking for what other companies in this sector are offering. But I do expect a salary revision. *Anything less than that is not going to work for me.*

Manager: Ok...Let me see what I can do for you. Shall we meet again after two days to discuss this?

Ajay: Yes Sir...I will expect your call. Thank you for considering my case.

Notice how the use of these sentences helps both contenders in the negotiation to present their case and forward their interest.

Some examples of phrases used while negotiating on different occasions:

1. This is too costly...
2. Can you give me a discount...
3. That is not possible...
4. Look at the quality of the paper. It is the best quality...
5. I know but...
6. I am buying a large number of cards...

7. Okay, let me see...
8. That is the maximum discount I can give you...
9. Is that your last price...
10. Ok, let us settle for...

EXERCISE

Try to answer the following questions based on the dialogue above:

1. Whom did Ajay approach?
2. What did Ajay want to talk about?
3. Why was the Manager surprised when he heard what Ajay had to say?
4. What had the Manager thought about Ajay?
5. Did the Manager understand Ajay's problem?
6. What "compromise" was Ajay willing to make?

We all can easily understand what is clearly stated in the passage. However, comprehension is the ability to "read between the lines" or understand what is implied in the passage but not explicitly stated. For example:

1. Select the correct option:
 - a. The Manager was angry at Ajay
 - b. The Manager was surprised
 - c. The Manager disagreed with Ajay
2. Select the correct option:
 - a. Ajay knew he had a strong case, so he spoke with conviction
 - b. Ajay knew he was asking too much, given the uncertain economic climate
 - c. Ajay knew he had a strong case, but was unsure of his success at negotiating the raise

3. When Ajay says that he has made a few calls to other companies to know the salary they are offering, does it mean that he may leave and join some other company if he is not given a raise? Answer in “Yes” or “No”.

ASSESSMENT

Read the following passage and answer the questions given below.

Negotiation is a tricky art that not many find easy to do. The important thing to keep in mind is that you have to listen to what the other person is saying. You cannot go on talking about what you want or what you think. The other person may have a point of view that you need not take note of too.

The other important point is that you should never disagree strongly or deny any point completely. For example, you should not say: I think you are wrong. Instead you should say: I see your point. However, I also think that...

So the ideal negotiation would be a situation where both parties feel that they have been heard and some of their demands have been met. Of course, if you feel that the other person is making a completely unreasonable demand, you could just walk away!

1. What do you think the line “Negotiation is a tricky art...” mean?
 - a) It is difficult
 - b) It is complicated
 - c) It is easy

2. What is the first important point about negotiation that one has to keep in mind?
 - a) You have to listen to what the other person is saying
 - b) You should first talk about what you want or what you think
 - c) You should first let the other person tell you what s/he wants

3. What is the second important point about negotiation that one has to keep in mind?
 - a) You should strongly deny what the other person is saying
 - b) You should completely agree with what the other person is saying
 - c) You should show that you understand what the other person is saying, but you have your own point of view too.

4. What does the line “...you could just walk away!” mean?
 - a) You could ask the other person to take a walk with you
 - b) You could drop the negotiation
 - c) You could walk to another place to negotiate.

SESSION 18: CONFUSING WORDS

RELEVANT KNOWLEDGE

In English, a lot of words can be confusing because they look or sound similar but have different meanings.

A. Same Spelling, Same Sound, Different Meanings

Many words in English can have two (or sometimes even more) meanings that are not related to one another. They are called **homonyms**. Consider the following two sentences:

1. Yuvraj could not find a place to **park** his car; so he did not go to the mall.
2. Gautam and Yuvraj were taking a walk in the **park** when Preeti met them.

In the first sentence, the word **park** means “to leave a vehicle for some time at a certain location” while in the second sentence, it means “playground or recreational area”.

Here are some more examples:

1. (a) I’ve been working continuously for the last six months; I need a **break**.
(b) He was worried that the children might **break** the glass; so he asked them to play elsewhere.
2. (a) You can see the most beautiful view of the river from this **spot**.
(b) The dirty **spot** has spoiled the beauty of the cut-glass mirror.
3. (a) Priya was looking gorgeous in a pink top and black **skirt**.
(b) When asked about the latest scam, authorities prefer to **skirt** the issue rather than answer questions.
5. (a) The investigation seemed to be leading nowhere, so the investigators decided to review the case from a different **angle**.
(b) The Leaning Tower of Pisa leans at an **angle** of 3.97 degrees.
6. (a) The red Maruti Swift parked near the café is **mine**.
(b) Apart from being one of the largest manufacturers of steel in the world, the Gupta family also owns a gold **mine** in South Africa.
7. (a) On our way to the Kempty Falls, we went **past** some of the most beautiful views.

- (b) The seed of the present lies in the past.
8. (a) I must reach the institute on time, because I do not want to miss my English class.
(b) Our society is divided along the lines of class and caste.

B. Same Sound, Different Spellings, Different Meanings

The words that sound the same but are spelt differently are known as **homophones**.

For Example:

Ascent – Assent

The *ascent* to the top of the mountain was made more difficult because of the strong winds.

You must get your father's *assent* before you decide to go for the mountaineering trip with your friends.

Brake – Break

My car *brakes* are not working properly.

Please handle the parcel carefully; the contents may *break* easily.

Cite – Sight – Site

To explain his point, he *cited* a 'shloka' from the Gita.

The old man was nearly blind; he was losing his *sight* rapidly.

Is this the *site* where the new hotel is supposed to come up?

Coarse – Course

This fabric is too *coarse* for this dress; we need something smoother.

Our teacher completed the *course* two weeks ago.

Complement – Compliment

The two politicians *complement* each other very well – one makes up for nearly all the shortcomings of the other.

The two politicians *complimented* each other for the good show of their party in the general elections.

Descent – Dissent

Descent = Opposite of Ascent

Dissent = Opposite of Assent

Desert – Dessert

The camel is sometimes called the Ship of the *Desert*.
I'm feeling too full after having this dinner – I'll skip the *dessert*.

Device – Devise

This new *device* can connect my mobile phone to my audio CD player.
They have *devised* a new way to connect a phone to a CD player.
Device is a noun while **devise** is a verb.

Discreet – Discrete

As a diplomat, you learn to be very *discreet* (tactful) about what you say.
His style of music is distinctly *discrete* (different) from that of his father.

Forth – Fourth

The movie about the lonely child brought *forth* a range of emotions in her mind – she was reminded of her own childhood.
This is the *fourth* (4th) movie I've seen this year.

Hair – Hare

Hair is what grows on your head, and *hare* is the animal (that raced the tortoise and lost in the old fable).

Lessen – Lesson

I thought the ointment would *lessen* the pain; instead, it aggravated.
I have now learnt a *lesson* – I will never use this ointment again.

Lose – Loose

Lose is the opposite of “Win” as well as “Find”.
We will *lose* the match. He *loses* his car keys all the time.
Loose means “not tight”, “Unattached”.
I can't wear these shoes as they are very *loose*.

Plane – Plain

On the basics of business, my partner and I were on the same *plane*. (Level of thought or existence)
Since the fares have come down, I prefer to travel by *plane* (short for airplane) than by train.
The states of Bihar and Uttar Pradesh are benefited by the fertile *plains* of the Ganga.
She chose to wear a *plain* (simple) sari for the occasion instead of a bright and colorful one.

Principal – Principle

The *principal* of this college is very strict.

Lage Raho Munnabhai was a great attempt to talk about Gandhiji's *principles* in today's times.

(Remember: the word princip**LE** is related to a ru**LE**)

Stair – Stare

Stairs are steps to go up or down.

The *stairs* led to a long corridor with several rooms along the passage.

Stare is to look, used both as a verb and a noun.

Ayesha *stared* at me as if I had just landed from Mars!

Stationary – Stationery

The planets are not *stationary* – they do not stay in one place.

Various *stationery* items such as pens, paper clips etc. were scattered on the floor.

Weather – Whether

We should not move out in this *weather* – it is too stormy.

We wondered *whether* we should move out in the stormy weather.

C. Some Examples of Different Spellings, Different Sounds, Yet Confusing Words

Accept – Except – Expect

He refused to *accept* the award.

Everyone went to the party *except* Parineeta.

I did not *expect* Australia to lose the match.

Among – Between

The teacher distributed sweets *among* all the students in her class.

The teacher distributed sweets *between* the two sections.

Altar – Alter

The young priest was looking magnificent standing at the *altar* in front of the worshippers.

This shirt is too tight for me; please *alter* its size.

Assure – Ensure – Insure

The police *assured* us that they will catch the thief.

We must get our office *insured* as we have a lot of equipment now.

We must *ensure* that the shipment reaches by 6am; otherwise it will get very hot.

Bare – Bear – Beer

The little girl with *bare* feet was working all by herself in the hot sun.

Little Darsheel was fascinated to see the huge *bear* at the zoo.

In some countries, there is no age restriction on the consumption of mild alcoholic drinks such as *beer*.

Beside – Besides

I will sit *beside* (next to) the window.

Besides (other than) you, all others will go to Preeti's wedding.

Conscious – Conscience

The word *conscious* has three different meanings: (i) awake; (ii) aware; and (iii) deliberate.

(i) Despite being given anesthesia, Sanjay was *conscious* through most of the operation.

(ii) From his expression, it was clear that he was not even *conscious* of the huge mistake he had committed.

(iii) Because it was raining so heavily, I had to make a *conscious* effort to drive very slowly and keep my eyes fixed on the road.

Conscience is the sense of right and wrong within each of us (*antar-aatma*)

His *conscience* did not allow him to keep quiet once he came to know about the fraud that his colleagues were planning against the company.

Continual – Continuous

We had *continual* rain throughout the day. (The rain was starting and stopping again and again)

We had *continuous* rain throughout the day. (The rain never stopped once it started)

Elicit – Illicit

The police tried hard to *elicit* a confession from the criminal, but to no avail.

Many people think that he has an *illicit* relationship with his secretary.

Emigrate – Immigrate

To *emigrate* is to leave one's country of residence. To *immigrate* is to settle in a new country to which one is not native.

She *emigrated* to the US in 2002 with her husband.

He was not allowed to *immigrate* to India as he did not have the necessary papers.

Eminent – Imminent

Since he won the elections, Mr. Goyal has become an eminent (famous) personality in our colony.

The exit polls seem to suggest that a victory for the Mr. Goyal is *imminent* (certain) in the next elections.

Especially – Specially

I *especially* value this ring; it was made *especially* for our wedding ten years ago.

Especially = Particularly; Specially = For a special reason

Explicit – Implicit

His instructions were loud and *explicit* – the gangster was to be shot at sight.

Though he did not say it, it was *implicit* that he wanted the gangster to be shot at sight.

Farther – Further

The hotel is much *farther* from the airport than I thought – it took me over an hour to reach there.

I had already waited for three hours – I did not want to wait any *further*.

Farther is used to indicate distance; *further* to refer to additional time, amount, or abstract ideas.

Formally – Formerly

Mrs. Ambani *formally* issued an invitation.

I was *formerly* with the Reliance Group; now I have joined the Mittals.

Human – Humane

In the Matrix movie series, the entire *human* race is shown to have become a prisoner of machines.

The doctor is known not only for his knowledge of medicine, but also for the kind and *humane* touch that he brings to his practice.

Idol – Idle – Ideal

The crime branch has recovered the stolen *idol* of Lord Ganesha from the jungle hideout of the gangsters.

Please don't sit *idle* in the house – do something worthwhile!

Because of his impressive personality and his deep voice, he was considered as the *ideal* candidate for the master of ceremonies.

Imply – Infer

Her letter clearly *implies* (means) that she is no longer interested in you.
You can *infer* (understand) from her letter that she is no longer interested in you.

Later – Latter

I'm in a meeting right now; can you please call me *later* (afterwards)?
I like the *latter* (second) design more than the *former* (earlier) one.

Lay – Lie – Laid

I will *lay* the table for dinner.
If you are not able to sleep, at least *lie* down for some time.
After being hit by a bike, he *laid* on the road for two hours.
Laid here is the past tense of *lie*.
Note: Lie also means the opposite of truth. In this case, the past tense is *lied*. E.g., He *lied* to me that he has a job; actually, he is looking for one.

Lighting – Lightening

The *lighting* in the hall is not good enough – it needs to be brighter.
The rain was accompanied by a lot of thunder and *lightning*.

Moral – Morale

His stories were not only interesting; they also provided simple *moral* lessons like truthfulness and righteousness for children.
The *morale* of the soldiers was already quite low; they got depressed further when it started raining heavily.

Personal – Personnel

This is her *personal* matter – I will not interfere in it.
The CEO of the company decided to *personally* head the *personnel* (human resource) department of the company.

Peruse – Persuade – Pursue

Peruse is to read thoroughly.
My boss *peruses* each and every document several times before he approves it.
I am attaching the budget for the project for your *perusal*.
Persuade is to plead with someone or try to convince someone about your point-of-view.
The little boy finally managed to *persuade* his father to take him to the new shopping mall.
Pursue is to follow or chase.

He is *pursuing* a career in animation technology.

The police jeep *pursued* the speeding thieves but they managed to get away.

Quite – Quiet

I am *quite* upset with her behavior.

Please be *quiet* in the library.

Raise – Rise

Why don't you *raise* (bring up) the question of a *raise* (increase) in salaries at the staff meeting today?

I will not *rise* (get up) from my desk till I complete this work.

