

Information Technology

NVEQ Level 2 – Class X

IT201-NQ2012-Functional English (Intermediate)

Student's Handbook

Practice and Speak
Fluent English



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Acknowledgements

The following partners were instrumental in providing the content:

1. Central Board of Secondary Education (CBSE) in conjunction with Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) for providing text and exercises in Computer and IT Basics. The team involved included Dr. Om Vikas (Convener), Dr. Vinay Swarup Mehrotra (Co-Convener), Ms Gurpreet Kaur, Mr. Mukesh Kumar, Ms Nancy Sehgal and Mr. Yogesh Kumar and Mr. Rituraj Tamrakar.
2. Accenture India's Corporate Citizenship Program (Skills 4 Life). Accenture has provided the content material they have commissioned and developed as well as access to their implementing partners (Dr. Reddy's Foundation and QUEST Alliance) for this material.
3. Microsoft Free Digital Literacy Program eLearning package has been used to supplement CBSE/ PSSCIVE's content.
4. The Wadhvani Foundation team involved in designing and building this curriculum and content include Ms. Darshika Sanghani, Ms. Sonia Kakkar, Mr. Toral Veecumsee, Ms. Rekha Menon, Mr. Ajay Goel and Mr. Austin Thomas.
5. In addition, various public domain sources have been leveraged to create materials and illustrations across module. The contributions of all these sources is gratefully acknowledged and recognized.

TABLE OF CONTENTS

Acknowledgements	4
Preface	6
About Your Workbook.....	8
SESSION 1: Ordering Food at a Restaurant.....	9
SESSION 2: Making Resolutions	12
SESSION 3: Talking about Change.....	15
SESSION 4: Planning an Outing	18
SESSION 5: Narrating a Story	21
SESSION 6: Describing a Known Place.....	24
SESSION 7: Giving Directions	28
SESSION 8: Describing an Event.....	32
SESSION 9: Recounting an Experience	36
SESSION 10: Finding a Place to Stay	39
SESSION 11: Saying No	43
SESSION 12: Describing a Lost Item	46
SESSION 13: Appreciating Someone	49
SESSION 14: Attending a Phone Call	52
SESSION 15: Giving Instructions.....	57
SESSION 16: Registering a Complaint	60
SESSION 17: Calling up to Find about a Job Vacancy	64
SESSION 18: Writing a Resume	66
SESSION 19: Writing a Covering Letter	71
SESSION 20: Facing an Interview	76
SESSION 21: Taking a Telephonic Interview.....	79
SESSION 22: Accepting a Job Offer.....	82

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 (Intermediate)**” 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 IX 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 endeavours 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 timetable 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 **IT201-NQ2012: Functional English (Intermediate)**. 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.

SESSION 1: ORDERING FOOD AT A RESTAURANT

RELEVANT KNOWLEDGE

Imagine that you are at a restaurant. The waiter has come to ask what you would like to have, and you want to order a plate of vegetable *chowmein*. How would you place the order? Think about it and try to frame some sentences to do so.

When we place an order, there are some common terms used. Some of them are introduced here. Read aloud the following terms:

- **Starters** - The first course in a meal, also called “appetizers” or “starters”.
Usage: “I would like to have Fried Vegetarian *Momos* for starters.”
- **Main course** - The primary or main dish in a meal.
Usage: “I would like to have *Shahi Paneer, Chane Pindi, Raita* and *Rumali Roti* for the main course.”
- **Dessert** - The final course of a meal - it may be fruits or a sweet dish.
Usage: “I would like to have *Kheer* for dessert.”

Study the dialogue given below and fill up the blanks using the following information:

- Starters - Chilly Potatoes.
- Main course - Vegetable Fried Rice and Chicken Manchurian with gravy.
- Dessert - Chocolate Ice-cream.
- A bottle of mineral water.

Using Articles - a, an, the

Examples

A false friend is worse than **an** enemy.

Are you **a** good teacher?

Are you **the** teacher who is going to teach English?

EXERCISE

Given below is a conversation between a waiter and the customer at a restaurant. Imagine that you are the customer. Now fill in the blanks with the statements that you like to make while talking to the waiter.

1. Waiter: Are you ready to place your order, Ma'am/Sir?
2. Customer: Yes. For _____, I would like to have _____.
3. Waiter: How many?
4. Customer: Just one plate will do.
5. Waiter: Okay.
6. Customer: For _____, I will have _____.
7. Waiter: Okay. Anything else Ma'am/Sir?
8. Customer: Yes. I would like to order a _____.
9. Waiter: Okay. One Chilly Potatoes, one Vegetable Fried Rice, one Chicken Manchurian with gravy, and one Chocolate Ice-cream. Is that correct, Ma'am?
10. Customer: Yes.
11. Waiter: Can I get you anything else?
12. Customer: Could you get me _____?
13. Waiter: Sure, Ma'am/Sir.
14. Customer: _____ you. That will be all.

ASSESSMENT

Fill in the blanks with the correct articles A, AN, and THE, *wherever necessary*.

1. Could you get me ____ bowl of chicken soup? (a, the).
2. I would like to cancel ____ (a, the) *Masala Dosa* I ordered and have _____ plate of *Tandoori* chicken with fried rice instead (a, the).
3. I ordered _____ chocolate ice cream, not strawberry (a, the, **no article needed**).
4. I will have a tomato and mushroom pizza with _____ cheese topping. (a, the, **no article needed**).
5. For dessert, ____ plate of *kheer* will do (a, the, no article needed).
6. I will have _____ *kheer* for dessert (a, the, **no article needed**).

7. Our specialty is _____ *Tandoori* chicken. Do try it (a, the, **no article needed**).
8. Please get me _____ glass of water.
9. I would like to have _____ onion *masala dosa* and vanilla ice-cream.
10. Excuse me, where is _____ washroom?
11. What is _____ specialty of this restaurant?
12. Can I smoke _____ cigarette here?
13. Can we sit on _____ upper floor?
14. What is on _____ menu today?
15. Do you serve _____ Chinese food here?
16. Please give me some _____ tissue paper.
17. Could you tell me _____ recipe of this dish?

SESSION 2: MAKING RESOLUTIONS

RELEVANT KNOWLEDGE

Have you ever made a promise to yourself? A promise could be as simple as:

1. I will never lose my temper again.
2. I will try to study hard this year and get a 1st division.
3. I will talk less on my mobile.
4. I will help mother out with her household chores when she comes home tired from work.
5. I will get 95% in Math this year.
6. I will learn to speak properly in English within six months.

Think about what you would like to promise to yourself. These promises are actually what are known as your own “resolution”. In the session, we will learn about this concept.

Simple future tense

The use of words like **will** and **shall** denote the future time of action.

Now read the following sentences:

Set A

1. I **will try to learn** English well.
2. I **will try to see** fewer movies.
3. I **will learn** three new words every day.
4. I **will exercise** every morning for 1 hour.
5. I **will not carry forward** any regrets.
6. I **will keep** my room neat and clean.
7. I **will accept** the terms and conditions.
8. He **will not** let you join.
9. But we **will argue** in your favor.

Now compare the above sentences with the following:

Set B

1. I **try to learn** English well.
2. I **try to see** fewer movies.
3. I **learn** three new words every day.

4. I **exercise** every morning for 1 hour.
5. I **take care** of the dogs in my colony.
6. I **do not carry** any regrets.
7. I **keep** my room neat and clean.

Do you see the difference between the two sets i.e. set A and B of sentences? The first set of sentences is in simple future tense. The second set denotes a *fact* or a *habit*, and are all in the ***simple present tense***.

EXERCISE

Read the following sentences. These are incomplete sentences. Try to fill them with what you wish to do in your life.

1. I promise to...
2. I promise I will...
3. I resolve never to...
4. I resolve to...
5. I will try to...
6. I will try my best...
7. I am never going to...

ASSESSMENT

From the following options, select and tick the one that is in the simple future tense.

1. I did not smoke.
 - (a) I will not smoke.
 - (b) I will not smoking
 - (c) I will not smoked.

2. I exercise everyday to stay fit and healthy.
 - (a) I will exercised everyday to stay fit and healthy.
 - (b) I will exercising everyday to stay fit and healthy.
 - (c) I will exercise everyday to stay fit and healthy.

3. I opened a small flower shop in the market.
 - (a) I will open a small flower shop in the market.
 - (b) I will opened a small flower shop in the market.
 - (c) I will opening a small flower shop in the market.

4. The president and his wife raised funds for charity.
- (a) The president and his wife will raising funds for charity.
 - (b) The President and his wife will raised fund for charity.
 - (c) The President and his wife will raise fund for charity.
5. I stuck to my resolution.
- (a) I will sticking to my resolution.
 - (b) I will stick to my resolution.
 - (c) I will stuck to my resolution.
6. I changed most of the furniture in my house before Diwali.
- (a) I will changed most of the furniture in my house before Diwali.
 - (b) I will changing most of the furniture in my house before Diwali.
 - (c) I will change most of the furniture in my house before Diwali.
7. I started going for driving classes on Tuesdays.
- (a) I will started going for driving classes on Tuesdays.
 - (b) I will starting going for driving classes on Tuesdays.
 - (c) I will start going for driving classes on Tuesdays.
8. Team India won every match against Australia in the World Cup.
- (a) Team India will won every match against Australia in the World Cup.
 - (b) Team India will win every match against Australia in the World Cup.
 - (c) Team India will winning every match against Australia in the World Cup.
9. I spoke in English with my friends.
- (a) I will speak in English with my friends.
 - (b) I will speaking in English with my friends.
 - (c) I will spoke in English with my friends.
10. I wore the seat belt while driving.
- (a) I will wore the seat belt while driving.
 - (b) I will wearing the seat belt while driving.
 - (c) I will wear the seat belt while driving.

SESSION 3: TALKING ABOUT CHANGE

RELEVANT KNOWLEDGE

In this session, you will learn how to talk about change. Read aloud and try to understand from the examples given below.

1. Change for the better - *to change so as to improve.*

Example: He does not watch junk movies anymore and it is a change for the better. He now enjoys serious cinema.

2. Change for the worse - *to change but become worse.*

Example: She has started reading novels. But it is a change for the worse as she reads them more than her school books!

3. Change with the times - *to accept and adapt to new developments.*

Example: Our school is changing with the times. We now have computer labs with free internet connection.

4. For a change - *as something different.*

Example: Why don't you wear a salwar suit for a change? You always wear sarees.

5. Time for a change - *an expression used when it is time to make a change.*

Example: I asked her if she wanted a cake for her birthday, and she said, "It's time for a change - let's have pizza instead!"

6. Times are changing - *a response made when you hear a surprising piece of news.*

Example: Man: "They charged me 500 Rupees for this tie!". Woman: "Well, times are changing. Ties do not cost 100 Rupees anymore."

7. Sea change - *a major change.*

Example: There is a sea-change in the choice of careers. Many youngsters are more interested in MBA nowadays than in medicine or civil services.

8. **Times change** - *as time passes, different things become acceptable.*

Example: The old man scolded his grandson for not cutting his long hair. He said that when he was young, he had to keep it short and oiled. His grandson said, "Times change, Grandpa!"

Active and Passive Voice

Read the examples given below:

Active: The hair stylist changed the color of my hair.

Passive: The color of my hair was changed by the hair stylist.

Passive: I was praised by the headmaster.

Active: The headmaster praised me.

In certain sentences in the passive voice, the subject may not be mentioned:

1. You should do the work - *The work should be done.*
2. We completed the marathon at last - *The marathon was completed at last.*
3. Has she finished her homework? - *Has her homework been completed?*

EXERCISE

Now, identify and tick the sentences that are in Active Voice:

1. They have been scolded.
2. I bought some clothes yesterday.
3. The teacher is correcting the test papers.
4. The test papers have been submitted.
5. We went there last summer.
6. We were welcomed by the hotel owner.
7. She believed him but we did not.
8. He was trusted neither by us nor by her.

ASSESSMENT

Select and tick the option that is in the passive voice.

1. Ravi had to revise the document.
(a) Ravi had to be revised in the document.
(b) The document had to be revised by Ravi.
2. Ram should learn how to adjust to change.
(a) Adjusting to change is what Ram should learn.

- (b) How to adjust to change must be learned by Ram.
3. Seema has changed the curtains of the bedroom.
(a) The curtains of the bedroom have been changed by Seema.
(b) The curtains of Seema's bedroom are changed.
4. Can Nayan update this file?
(a) Can this file update Nayan?
(b) Can this file be updated by Nayan?
5. The youth should change things for the better.
(a) Things should be changed for the better by the youth.
(b) The youth have to change things for the better.
6. He made some changes to this document.
(a) To this document some changes he made.
(b) Some changes were made to this document by him.
7. You can change your future by learning English.
(a) Your English can change your future.
(b) Your future can be changed by learning English.
8. Nothing can change his mind.
(a) His mind can't be changed by anything.
(b) His mind can be changed by nothing.
9. The party workers do not like the new policies.
(a) The policies do not like the new workers.
(b) The new policies are not liked by the party workers.
10. Change makes progress possible.
(a) Progress is made possible by change
(b) Change makes possible progress.

SESSION 4: PLANNING AN OUTING

RELEVANT KNOWLEDGE

An outing can be *going for a picnic, going for a movie, going out for lunch or dinner, or going out for shopping*. All such outings require some preparation - the extent of the preparation may vary depending on the nature of the outing.

Imagine that you have to plan a picnic for your family and friends. You may have to prepare a "To Do" list of all that you need to do and take to the picnic. What would you do to prepare for the picnic? Think!

Making a suggestion for an outing:

1. Let us go for an outing!
2. Let us go for a picnic!
3. Let us go to the movies!
4. Let us go out for lunch!
5. Let us go shopping and have lunch outside.
6. How about going for a movie?
7. Shall we go for a picnic this Sunday?
8. How about a shopping trip and lunch afterwards?

Planning the outing:

1. I will book the cab and you can arrange for the food.
2. You can take care of the plates and glasses.
3. Bring bottles of water, napkins, and some plastic bags.
4. Can you bring two mats or an old bedcover to spread on the grass?
5. Can you check till what time the park is open?
6. Can you book the movie tickets?
7. We can meet at 6 outside the theatre.
8. I will call up Meena and Rakesh and see if they want to come along.

Pronouns

In this session, you will learn how to make use of pronouns. The reflexive pronouns discussed in this session are: **myself, ourselves, themselves, yourself, yourselves, himself, herself, and itself.**

Reflexive pronouns are used usually in 3 situations:

Situation 1: When the subject and object are the same.

For example:

1. I hurt **myself**.
2. The music group calls **themselves** “Dire Straits”.
3. He shot **himself**.

Situation 2: As the object of a preposition, when the subject and the object are the same.

For example:

1. I bought a present for **myself**.
2. She did it by **herself**. (She did it alone)
3. That man is talking to **himself**.

Situation 3: When you want to emphasize the subject. For example:

1. I'll do it **myself** (No one else will help me).
2. They ate all the food **themselves** (No one else had any).

EXERCISE

Identify the incorrect use of the pronouns.

1. Mitali and I went to the café to buy **us** some snacks.
2. When I saw **me** in the mirror, I was horrified to see red spots all over **my** face.
3. Did you learn typing **yourself** or you went to a school?
4. What he saw was so unexpected that he pinched **him** to see if it was for real.
5. Please help **yourselves** to the food - there is plenty!
6. I hurt **myself** while fixing the broken shelf.
7. I am busy...can't you do the work **yourself**?
8. I bought a nice dress for **me** from the mall.

ASSESSMENT

Fill in the blanks with the correct pronouns.

1. Except Ruhi and _____, everyone else arrived late at the movies.
(a) I, (b) me
2. Ravi was very helpful to _____ when we went trekking in the mountains.
(a) us, (b) ourselves
3. We really enjoyed _____ on the trip to Manali last month.
(a) us, (b) ourselves
4. His friends did not appreciate _____ going to the fair alone.
(a) his, (b) himself
5. Please bring some cotton for your ears if you do not want to be bored by _____ continuous chatter on the trip.
(a) his, (b) him
6. As our driver had fever, Naman and _____ offered to drive the car for the rest of the journey.
(a) mine, (b) I
7. One of _____ will have to speak to the travel agent and make arrangements for the trip.
(a) you, (b) your
8. We must reach the airport on time, or else _____ will miss the flight.
(a) we, (b) us
9. It was _____ who wanted to go to the mountains instead of the beach.
(a) Himself, (b) he
10. Two of the group members, including _____, have offered to make food and travel arrangements for the trip.
(a) he, (b) him

SESSION 5: NARRATING A STORY

RELEVANT KNOWLEDGE

Have you ever been told a story before? Perhaps many times! What it is that you like the most about the narration of stories? Perhaps you like to know what happened to other people, or stories tell you what you could do in a similar situation, or maybe because it helps you to relieve tension and entertains you. You may have many other reasons. Think about them.

You will soon see that narrating a story is similar to narrating an incident - only story narration is desirable because it is presented in an animated fashion with the right intonations, pauses and exclamations.

When we narrate an incident too, we could use voice modulation to express what is being said with emotions. That would definitely make it interesting for the listener.

Narrating a Story of “Two Wolves”

Read out the following story aloud. Try to narrate the story as best as you can.

One evening, an old tribal told his grandson about a battle that goes on inside people.

He said: "My son, the battle is between "two wolves" inside us all...One is Evil. It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride,... superiority, and ego. The other is good. It is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith."

The grandson thought about it for a minute, and then asked his grandfather: "Which wolf wins?"

The old tribal simply replied: "The one you feed."

Simple Past Tense

In this session, you will learn how to make use of Simple Past Tense.

Read aloud the following sentences:

1. My grandmother **loved** to narrate the story of Ram and Ravan to me when I was young.
2. I **used** to listen eagerly to her.

3. She always **left off** the story at an interesting point, and said “I will tell you what happened after that tomorrow”.
4. I **would** eagerly **wait** for the next day to come.
5. The next day I **would** **pester** her to tell me what happens next.
6. I **enjoyed** the storytelling sessions with my grandmother very much.
7. I **don't know** if I will be able to entertain my grandchild in the same way.
8. Most probably I **will not have** many stories to tell or my grandchild **will not be interested** in listening to stories.
9. But I **can surely say** that telling stories helps to expand a child's imagination in a way that no other thing does.
10. I **was** exhausted.
11. It **was** a very tiring journey.
12. I **had** a tiring journey.
13. The journey **exhausted** me.

EXERCISE

Do you remember the difference in the tenses? Now, identify the sentences that have been written in the present and future tense.

1. My grandmother **loved** to narrate the story of Ram and Ravan to me when I was young.
2. I **used** to listen eagerly to her.
3. I **would** eagerly **wait** for the next day to come.
4. I **enjoyed** the storytelling sessions with my grandmother very much.
5. I **don't know** if I will be able to entertain my grandchild in the same way.
6. Most probably I **will not have** many stories to tell or my grandchild **will not be interested** in listening to stories.
7. I **was** exhausted.
8. It **was** a very tiring journey.
9. I **had** a tiring journey.

ASSESSMENT

From the options, select and tick the sentence that is in simple past tense.

1.
 - (a) Seema visiting aunt Rekha at her house near the beach last weekend.
 - (b) Seema visited aunt Rekha at her house near the beach last weekend.
 - (c) Seema visit aunt Rekha at her house near the beach last weekend.
2.
 - (a) It were a beautiful summer day.
 - (b) It was a beautiful summer day.
 - (c) It is a beautiful summer day.

3.

- (a) Seema building a giant sand castle on the beach.
- (b) Seema build a giant sand castle on the beach.
- (c) Seema built a giant sand castle on the beach.

4.

- (a) Aunt Rekha took pictures of the castle.
- (b) Aunt Rekha take pictures of the castle.
- (c) Aunt Rekha taking pictures of the castle.

5.

- (a) Seema wanted to play on the beach and build another sand castle.
- (b) Seema want to play on the beach and build another sand castle.
- (c) Seema wanting to play on the beach and build another sand castle.

6.

- (a) But soon it has become very hot outside.
- (b) But soon it became very hot outside.
- (c) But soon it becomes very hot outside.

7.

- (a) Aunt Rekha advised Seema to wear a hat.
- (b) Aunt Rekha advising Seema to wear a hat.
- (c) Aunt Rekha advises Seema to wear a hat.

8.

- (a) But Seema does not have a hat.
- (b) But Seema did not have a hat.
- (c) But Seema didn't had a hat

9.

- (a) So Aunt Rekha gave Seema one of her hats.
- (b) So Aunt Rekha giving Seema one of her hats.
- (c) So Aunt Rekha gives Seema one of her hats.

10.

- (a) Seema wearing the hat and made another sand castle.
- (b) Seema wears the hat and made another sand castle.
- (c) Seema wore the hat and made another sand castle.

SESSION 6: DESCRIBING A KNOWN PLACE

RELEVANT KNOWLEDGE

Descriptive writing is an art form. It is like painting a word picture so that the person who reads what you have written or listens to what you have said, “sees” exactly what you meant to describe. To practice descriptive writing, think of a few sentences about the city you grew up in. You could start off as:

1. The city that I grew up in is _____(name of the state).
2. It is a large/small city in _____(name of the state).
3. The weather there is quite _____

Adjectives and adverbs

1. I am **ready** to take the test. - adjective
2. I am **readily** taking the test. - adverb
3. She ran out of the room in a **hasty** manner. - adjective
4. She ran out of the room **hastily**. - adverb
5. I was **happy** when I received the certificate. - adjective
6. I **happily** received the certificate. - adverb

Here are some adjectives to describe a city:

- **City:** active, bustling, noisy, busy, clean, dirty, windy.
- **Traffic:** loud, congested, snarled.
- **Buildings:** old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat.
- **Buildings (walls):** brick, stone, marble, glass, steel, graffiti-covered.
- **Monuments, statues:** stone, copper, carved, ancient, moss-covered, faded, green, bronze.
- **Sidewalk:** concrete, cement, slick, cracked, tidy, littered, swept.
- **Paint:** fresh, weathered, peeling.
- **Signs:** neon, weathered, worn, bright, welcoming, flashing.
- **Buses, cars, taxis:** belching, crawling, speeding, honking, waiting, screeching.
- **People:** hurried, bundled, smiling, frowning, eager, rushed.
- Now, try to describe your city using the above pointers.

EXERCISE

- I. Read aloud the following phrases on “**Describing Nainital**”. Combine the phrases so as to form a paragraph that describes Nainital. For example:

Example: Nainital is a beautiful hill-station in Uttarakhand.

1. Nainital is a beautiful hill-station...
2. It is surrounded by...
3. ...in Uttarakhand.
4. ...above sea-level.
5. ...high mountain peaks
6. Nainital is a very...
7. ...especially during winter...
8. ...popular tourist spot,
9. ...when the snow falls.
10. It attracts a lot of tourists in...
11. ...during the British Raj.
12. The temperature varies between...
13. ...which were established...
14. 15 °C and -3 °C at that time.
15. ...and is situated at an altitude of 1, 938 meters.
16. Apart from its beautiful scenery...
17. ...its many schools,
18. Nainital is also known for...

- II. Now read aloud and very carefully, the description given below:

“**Ladakh**”.

1. Leh, Drass valley and Leh-Manali track are popular tourist spots.
2. Ladakh is a region situated in Jammu and Kashmir.
3. Tourists come for fishing and trekking.
4. Ladakh has a population of about 2,60,000.
5. The Kunlun mountain range lies to the north and the Himalayas lies to the south.
6. The language is written in the Tibetan script.
7. The people of Dha-Hanu follow Tibetan Buddhism.
8. Ladakhi culture and Tibetan culture share many similarities.
9. Popular sports include archery, ice hockey, and cricket.
10. Buses and taxis are available as means of transport.
11. The dances are about the fight between good and evil.
12. The people speak Ladakhi which is also known as Western Archaic Tibetan.
13. About 18,000 tourists visit Ladakh every year.

14. On the other hand, those living around Dras have converted to Islam.
15. It is the highest plateau of Kashmir.
16. The Ladakhis celebrate masked dance festivals.

III. Read carefully the following passages on “adjectives and adverbs” and identify whether the words in bold are adjectives or adverbs:

1. I went to Jaipur, also known as Pink City. Many people **readily** agree it is one of the **best structured** places in India. The town was **carefully** planned according to Vastu Shastra. It was built in the form of an eight-part *Mandala* known as *Pithapada*.
2. I have never seen as **heavenly** a place as Kerala’s backwaters. I took a ride in a *kettuvallam* (house boat) and what I saw was **truly beautiful**. Palm trees, *pandanus* shrubs, a variety of **leafy** plants and bushes **attractively** decorated the place.
3. My family went on a trip to Manipur. One of the many places we visited was the Keibul Lamjao National Park. It is the only **floating** national park in the world. The place is marked by floating plants called *Phumdi*. The park is the home of the *Sangai* or Brow Antlered Deer, an **endangered** species which cannot be found **anywhere** else on earth.

ASSESSMENT

Fill in the blanks with the appropriate word from the given options:

1. I _____ moved to a new city.
(a) recently, (b) daily
2. I now live _____ in the heart of Delhi.
(a) comfortable, (b) comfortably
3. My house is a _____ two-bedroom flat in Mayur Lok.
(a) spaceful, (b) spacious
4. I live here with my _____ friend, Manish.
(a) best, (b) better
5. There is a _____ monument near our house.
(a) history, (b) historical

6. When I first moved to Delhi, I found the city to be too _____ and crowded.

(a) noisy, (b) noiseful

7. Now that I have lived here for a couple of years, I can't imagine moving back to my _____ town.

(a) small, (b) tiny

8. Delhi is the capital of India and is _____ connected to all major cities of the country by road, rail, and air.

(a) good, (b) well

9. Mayur Lok is one of the _____ localities in Delhi.

(a) best, (b) good

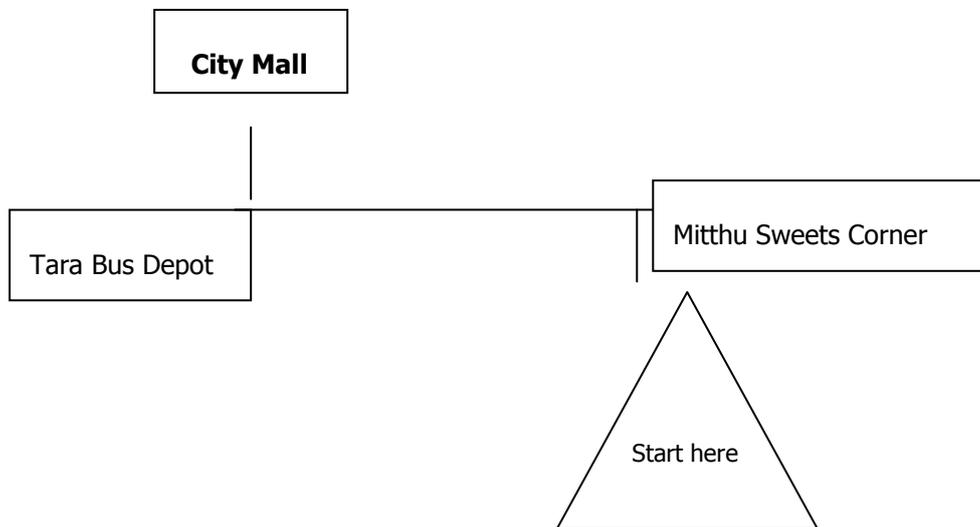
10. The area is well-maintained and planned _____.

(a) prettily, (b) beautifully

SESSION 7: GIVING DIRECTIONS

RELEVANT KNOWLEDGE

Look at the following map. How would you give the direction to City Mall?



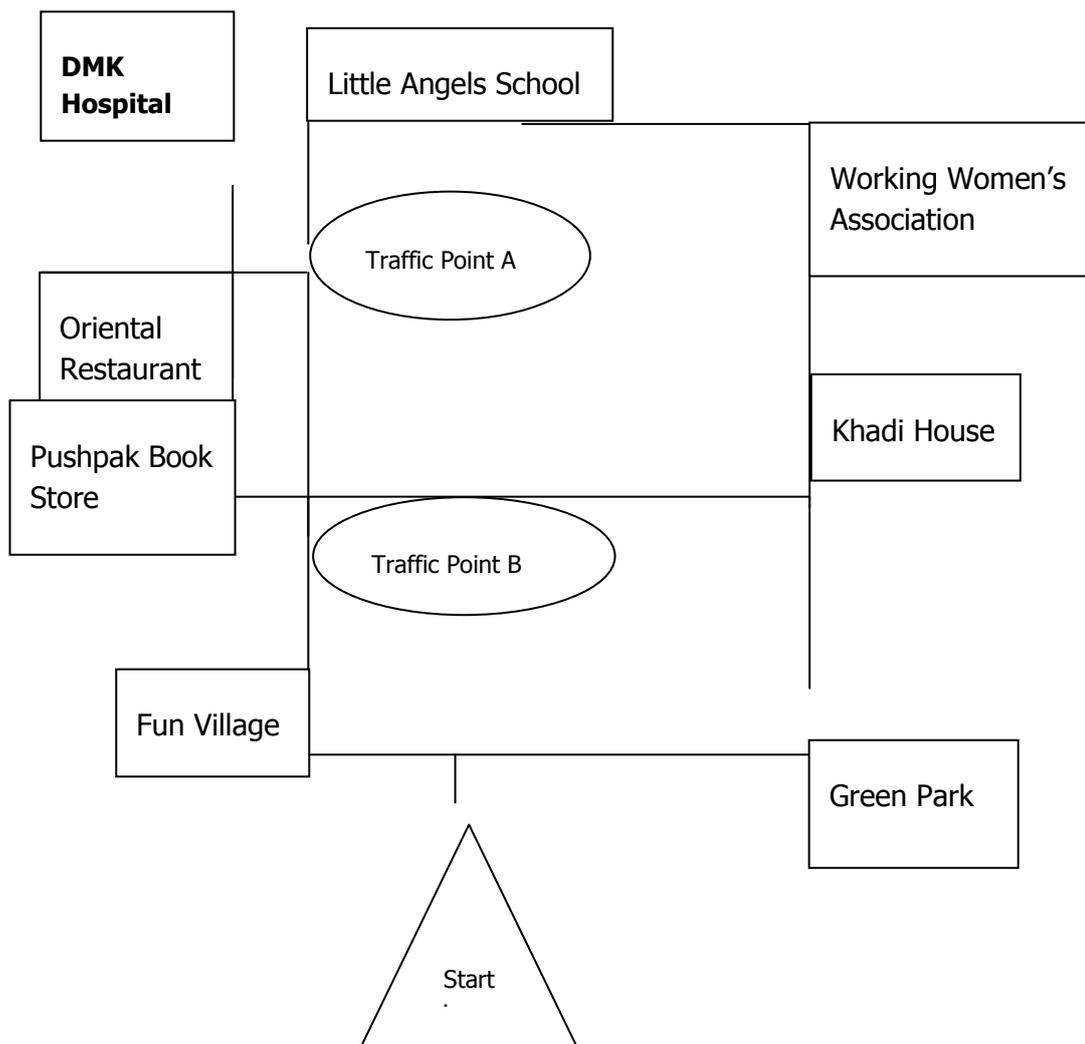
Read the “Terms and phrases for giving directions” given below.

1. **Intersection** - Also known as “junction” and “crossroad”, it is a place where two or more roads meet.
Example: We kept driving till we came to an intersection. We did not know which road to follow, so we asked the traffic police for directions.
2. **Fork** - The point at which a road divides into branches.
Example: Keep walking left till you come to a fork; take the road on your right and keep walking. The shop is there at the end of the road.
3. **U-turn** - A U-shaped turn made by a vehicle so as to take a direction opposite to the original course.
Example: The market is on the other side of the road. You will have to take a U-turn to reach it.
4. **Turn left/right** - Go to your left/right.
Example: The man told me to walk down the street and at the end, turn left.
5. **Signpost** - A post bearing a sign that gives information.
Example: The signpost says that we have to take the road on the left for Noida.
6. **Landmark** - An easily seen building or place that serves as a guide.
Example: The City Mall serves as a landmark for their office.
7. **Across the street** - On the other side of the street.
Example: The book store is just across the street.

8. **Next to** - Beside.
Example: Mohan Lal Grocery is next to the mobile shop.
9. **Go straight down** - Keep walking along the road.
Example: Go straight down this road and turn right. You will find the hospital there.
10. **Take the first/second road on the left/right.**
Example: To reach the school, go straight and then take the second road on the right.
11. **Around the corner** - Near the corner.
Example: The market is just around the corner of the DESU residential complex.
12. **At the end of.**
Example: You will find the store at the end of this road.

EXERCISE

Study the flowchart given below:



- Route A - Fun Village, Pushpak Book Store, Traffic Point B, Traffic Point A, Oriental Restaurant.
- Route B - Green Park, Khadi House, Traffic Point B, Traffic Point A, Oriental Restaurant.
- Route C - Green Park, Khadi House, Working Women's Association, Little Angels School, Oriental Restaurant.

In short, there can be more than one route in which you can give directions to reach DMK Hospital.

Prepositions

A preposition is a word that *links a noun and pronoun to other words in a sentence*. For example:

1. We went **to** the market.
2. The market is just **around** the corner.
3. Many kinds of stores can be found **at** the market.

Prepositions are used as follows:

- Prepositions of *time*: at, on, in, during, since, until, by, etc. We reached the hostel **at** 9 pm. We reached the hostel **on** Monday. We will reach the airport **in** an hour. **Note**: Use **at** for specific times, **on** for days and dates, and **in** for non-specific times.
- Prepositions of *place*: at, on, in, over, above, under, beside, behind, etc. We went **to** the library. The library is **on** Hudson Lane. **Note**: Use **at** for specific places, **on** for roads, streets, etc., and **in** for cities, countries, etc.
- Prepositions of *direction*: to, from, across, through, around, into, towards, etc. The electronics shop is **across** the street. The cricketers went **in** that direction.
- Prepositions indicating other relationships: by, with, of, for, etc. This sari is made **of** silk. A surprise is waiting **for** you.

ASSESSMENT

I. Fill in the blank with the correct preposition given in the bracket:

1. Go straight down Kingsway Street and you will find the shop _____ your right (in, on).
2. The jeweler's store is right next _____ the bus-stop (for, to).
3. The florist's stall is _____ Kamna's house (below, under).

4. You can find her house ____ the corner of the main street. (around, from)
5. Walk ____ you reach the traffic point (till, before).
6. The book store is just _____ the street (across, under).
7. Walk straight _____ this road and you will come to a traffic point (down, beside).

II. Fill in the blank with the correct preposition given in the bracket:

1. I'm very excited about meeting my friend today _____ Dilli Haat in the evening at 4.
(a) on, (b) at
2. My friend stays in INA colony near Dilli Haat, whereas my house is quite far _____ it.
(a) across, (b) from
3. In the morning, my friend had given me the directions _____ this place over the phone.
(a) to, (b) about
4. I will take Bus no. 540 _____ the Central Terminal and get off _____ the INA bus stand.
(a) from, in (b) from, at
5. My friend had said that Dilli Haat is right _____ the road.
(a) across, (b) over
6. She will be waiting for me _____ the Sikkim food stall.
(a) on (b) at
7. The Sikkim food stall is located _____ the Manipur and Rajasthan food stalls.
(a) across, (b) between
8. The hot momos served there are so tasty - I can't wait _____ eat them!
(a) for, (b) to
9. Oh! I think that's my bus _____ that red truck.
(a) behind, (b) over
10. I must hurry up and get _____ it or my plans for a great evening will be spoilt.
(a) onto, (b) in

SESSION 8: DESCRIBING AN EVENT

RELEVANT KNOWLEDGE

Have you attended any event recently? It may be a wedding, a birthday party, or any function - any event. Try and form sentences about the event. Maybe answering the following questions might help you:

1. When was the event held?
2. Where was it held?
3. How many people came?
4. How was the food (if it was a party)?
5. Were there any special programs? If so, what were they?

Present Continuous Tense

The Present Continuous Tense is used to describe an action that is continuing at the moment.

1. I **am walking**.
2. She **is preparing** lunch for everyone.

The verb will always take the form “is/am/are+verb+ing” depending upon the subject.

1. He/she/it/Meena/Rajan **is walking**.
2. They/we/you/the people **are walking**.
3. I **am walking**.

Read the following:

1. I **describe** an event. I **am describing** an event.
2. She/he/Reena/Karan/etc. **describes** an event. She/he/Reena/Karan/etc. **is describing** an event.
3. You/we/they/the students/etc. **describe** an event. You/we/they/the students/etc. **are describing** an event.

The sentences with “is/am/are describing” as verb describe an action that is continuing at the moment. Therefore,

1. We **are learning** the Present Continuous Tense.
2. We **are learning** how to describe an event.
3. We **are learning** English.

EXERCISE

I. Read the following sentences and identify whether they are in the present continuous tense or not.

1. Everyone **is enjoying** Sarita's party.
2. Sarita **is distributing** cold drinks to her guests.
3. Devjit **wants** to play his guitar and sing a song for her.
4. All the guests **encouraging** him to do that.
5. Even Sarita herself **is telling** him to perform.

II. Read the sentences on "Smita's Birthday" given below.

1. It was Smita's birthday
2. We arranged a surprise birthday.....
3. All her friends
4.as it is her favorite.
5. Everyone arrived.....
6. at 12 p.m.
7. We screamed "....."!
8. Then, she blew the candles and
9. Asha and Sumeet
10. sang a song and entertained everyone.
11. We played *Antakshari*.....

III. Using the following phrases fill in the blanks and complete the sentences.

1. "Surprise"
2. ...were invited.
3. Smita entered the room...
4. ...cut it for everyone
5. Smita even...
6. ...party for her.
7. ...on time.
8. ...distributed food and drinks
9. We got a chocolate cake...
10. ...on Sunday.
11. ...and dumb charade.

ASSESSMENT

Choose and tick the correct option, which is in the Present Continuous Tense.

1.

- a. We are gone to attend a friend's wedding at Sainik Farms on Saturday evening.
- b. We are going to attend a friend's wedding at Sainik Farms on Saturday evening.
- c. We went to attend a friend's wedding at Sainik Farms Saturday evening.

2.

- a. Everybody will having a great time at the party.
- b. Everybody is having a great time at the party.
- c. Everybody have a great time at the party.

3.

- a. The bride is looking gorgeous in a traditional red silk saree.
- b. The bride looking gorgeous in a traditional red silk saree.
- c. The bride will looking gorgeous in a traditional red silk saree.

4.

- a. The waiters serving delicious snacks and drinks.
- b. The waiters serves delicious snacks and drinks.
- c. The waiters are serving delicious snacks and drinks.

5.

- a. The DJ is playing soft music while the guests have their dinner.
- b. The DJ is playing soft music while the guests are having their dinner.
- c. The DJ plays soft music while the guests are having their dinner.

6.

- a. He is going to play some popular Bollywood numbers.
- b. He has some popular Bollywood numbers to play.
- c. He going to play some popular Bollywood numbers.

7.

- a. Some kids have running around while some will be dancing on the dance floor.
- b. Some kids are running around while some are dancing on the dance floor.
- c. Some kids are running around while some dancing on the dance floor.

8.

- a. We are planning to drink coffee to stay awake through the night.
- b. We are planning to drink coffee to be staying awake through the night.
- c. We drink coffee to be staying awake through the night.

9.

- a. Punditji reciting mantras and performing various rituals.
- b. Punditji is going to reciting mantras and performing various rituals.
- c. Punditji is reciting mantras and performing various rituals.

10.

- a. Everybody is showering flowers on the newlyweds.
- b. Everybody are showering flowers on the newlyweds.
- c. Everybody showering flowers on the newlyweds.

SESSION 9: RECOUNTING AN EXPERIENCE

RELEVANT KNOWLEDGE

The purpose of a recount is to list and describe past events by retelling the events in the sequence in which they occurred. A recount tells about something that happened in the past. Hence it is written in the past tense. (e.g. I run - I ran, I go - I went). The details in the recount can include **what** happened, **who** was involved, **where** it took place, **when** it happened and why it occurred.

A writer or speaker uses a recount to tell us about a story or an event. Recounts are usually given in the order that the event occurred. Recounts can be:

- Factual, such as a news story
- Procedural, such as telling someone how you build or make something
- Personal, such as a family holiday or your opinion on a subject

Examples of a recount include:

- biographies and autobiographies
- newspapers or the television news
- letters and postcards
- textbooks
- conversations with friends

A well-structured recount includes details of the event or topic and personal opinions. Oral (spoken) recounts may have a title if you are giving a presentation. However if you are simply talking with friends you wouldn't announce the title of your conversation!

Past continuous tense

The Past Continuous Tense describes an action that was happening at a time in the past. A verb in this tense will always take the form:

Was/were + verb (+ing)

- I/she/he/it/Meena/Rajan/the man **was walking**.
- They/we/you/the people **were walking**.
- She **was working** on her painting.
- He **was rehearsing** for his performance.

Some examples of Past Continuous Tense are given below:

- I **am walking**. - Present Continuous Tense
- I **was walking**. - Past Continuous Tense

- She/he/it/Tina **is walking**. - Present Continuous Tense
- She/he/it/Tina **was walking**. - Past Continuous Tense
- We/they/the people **are working**. - Present Continuous Tense
- We/they/the people **were working**. - Past Continuous Tense

Can you tell the difference between the two tenses?

The Present Continuous Tense describes an action that is happening presently while the Past Continuous Tense describes an action that was happening at a time in the past.

A verb in the Past Continuous Tense will take the form:

Was/were + verb (+ing)

Now, from the following sentences, identify the sentences in the Past Continuous Tense.

1. I **was going** to tell you a story.
2. They told me they **playing** a game.
3. She **is making** breakfast.
4. We **were planning** to visit the zoo.
5. The zoo **was closed**.
6. Celebrations **were happening** all over the world.

EXERCISE

Read the points given below, very carefully. Now, construct them into a paragraph:

- Taking a walk in the park.
- Saw some people playing badminton.
- Sat down and watched.
- Realized one of the players was an old classmate.
- Called out to her.
- She came to me.
- Told me she was my classmate's twin.
- I apologized.
- She asked me to join their game.
- I agreed.
- Enjoyed a nice round of badminton with them.

Read the phrases in “Trip to A Mall”. Fill in the blanks with appropriate phrases.

- ...we decided to go.
- I told him...
- ...for our lunch!
- Then we went looking...
- ...if I had any plans this Saturday.
- ...the food court had not been built...
- ...in the mall.
- ...where it was located...
- ...for a while.
- ...to search the huge mall.
- We were already hungry...

My friend called me up and asked me _____. _____ I was free. So _____ to the new mall. There were many good stores _____. We window-shopped _____. _____ for the food-court. But we couldn't find it. _____ and we were forced _____! At last, we asked a guard _____ and he told us that _____ as yet. We came out of the mall and had to go to a dhaba _____.

ASSESSMENT

Fill in the blanks with the past continuous form of the verbs given in brackets. The first two have been done for you.

1. I **was visiting** my childhood friend Venkat yesterday.
2. We **were going** to watch the movie *Don* on DVD.
3. We _____ (*see*) the movie for the second time.
4. We _____ (*enjoy*) the popcorns more than the movie.
5. In the evening, we _____ (*plan*) to make a chocolate cake.
6. Both of us _____ (*go*) to the market to buy vegetables for dinner.
7. We _____ (*driving*) to the supermarket.
8. The supermarket _____ (*offer*) sale on all stocks.
9. Everybody _____ (*move*) towards the entrance at the same time.

SESSION 10: FINDING A PLACE TO STAY

RELEVANT KNOWLEDGE

Imagine that you have just moved into a new city and are looking for a place to stay. How they would go about doing it? You can use the following pointers:

- What kind of place do you want?
- What would you require in a room?
- Would you take the help of a broker?
- Would you negotiate the rent?

Make appropriate sentences.

Given below is a list of terms you will encounter when you want to rent a residence. Read aloud the “**Renting Terms**”, understand its meaning and usage:

1. **Broker:** One that acts as an agent for others in negotiation, bargain, etc. E.g. *The broker helped me find a room at a reasonable price.*
2. **Rent:** Payment made by a person for staying in a place owned by others. E.g. *I and my three friends are living on rent now.*
3. **PG (Paying guest):** Someone who lives on rent in the owner’s house. E.g. *PG accommodations are easily available these days.*
4. **Apartment:** A flat E.g. *Sheila and Renu have rented a two-room apartment in Pune.*
5. **Landlord/landlady:** A man/woman who provides rooms for rent. E.g. *Our landlady allows us to stay out till 10 p.m. only.*
6. **Tenant:** A person who lives on rent. E.g. *Mr. Gupta’s tenants always pay their rent on time.*
7. **Single-room flat:** A flat with only one room. E.g. *As I am planning to stay alone, I will look for a single-room flat.*
8. **Double-room flat:** flat with two rooms. E.g. *As we are planning to stay together, we will look for a double-room flat.*
9. **Commission:** A fee that you have to pay to an agent/broker for their services. E.g. *We also have to pay the broker his commission.*
10. **Security:** Money given as guarantee that you will pay rent as due. Also known as “deposit”. E.g. *We have to pay 2500 Rupees as security.*
11. **Notice:** A formal announcement that you have to make if you want to move out/ask a tenant to leave. E.g. *The landlord has a simple rule - every tenant must give a month’s notice if they want their security back.*

Read the dialogue section below on “**Finding a Place to Stay**”. This is a conversation/dialogue between a broker and his client. The client is looking for a room.

You have to fill in the blanks by forming complete questions using the points given in brackets. Two of them have been done to help them understand.

EXERCISE

Client: I am looking for a place to stay.

Broker: Ok. Do you want a single room or double room? (Single room or double room)

Client: Since I am going to stay alone, I would prefer a single room.

Broker: _____? (just a single room, or with kitchen)

Client: I want a single room with attached bathroom plus a separate kitchen.

Broker: You have come right on time. A room which has all these has just been vacated.

Client: _____? (how much the rent is)

Broker: 4500 Rupees.

Client: _____? (whether includes electricity bill and water bill)

Broker: Yes, yes. It includes both.

Client: Do I have to pay security? (whether I have to pay security)

Broker: Yes. You have to pay a security of 2000 Rupees.

Client: _____? (how much your fee is)

Broker: I charge only 25% of the rent.

Client: _____? (whether fee is negotiable)

Broker: I am afraid it isn't. It is quite low. Most brokers charge around 50%.

Client: Ok then.

Broker: _____? (whether you want to see the room now)

Client: Yes.

Future continuous tense.

The Future Tense describes an action that will be ongoing in the future. A verb in the future continuous tense will always take the form:

“**will+be+verb+ing**”. For example:

- I **will be reporting** on the news channel tonight.
- He **will be coming** home at around 10.

- They **will be working** hard to win the match.
- You **will be doing** your homework.

We can understand the Future Continuous Tense with the help of the following examples:

- We **are looking** for a new room. (Present Continuous Tense). We **will be looking** for a new room. (Future Continuous Tense)
- I **am looking** for a new room. (Present Continuous Tense). I **will be looking** for a new room. (Future Continuous Tense)
- She **is looking** for a new room. (Present Continuous Tense). She **will be looking** for a new room. (Future Continuous Tense)

While in the Present Continuous Tense, we describe an action that *is ongoing*, in the Future Continuous Tense, we describe an action that *will be ongoing in the future*. The verb will always take the form: **will / will not + be + verb (ing)**

Now, read the following sentences and identify the sentences that are in the Future Continuous Tense:

1. The rent **will be** 4,000 Rupees.
2. I **will be hiring** a broker to search for the room.
3. She **will not be taking** the flat.
4. The landlord **will not returning** the security.
5. They **will be staying** in a double room flat.

ASSESSMENT

Change the following sentences to the Future Continuous Tense.

1. Shantanu **helped** me locate a good room.

_____.

2. The landlord **charged** me too much.

_____.

3. I **was negotiating** with him to lower the rent.

_____.

4. I **also asked** the landlord if he would provide me a cooler.

_____.

5. If not, I **am buying** the cooler myself.

_____.

6. I **am staying** here till December.

_____.

7. Next year, I **am moving** to Mumbai.

_____.

8. I **contacted** my broker Vijay.

_____.

9. Vijay **is searching** for a two-room flat for me.

_____.

10. I **reminded** him that the flat should have a separate kitchen.

_____.

SESSION 11: SAYING NO

RELEVANT KNOWLEDGE

Sometimes, in our lives, situations arise where you have to politely decline a person's offer. This can be difficult; especially when you care about the other person.

Some people might say “Yes” when they actually mean “No”. As a result, they feel bitterness and anger towards the person they have said “Yes” to, even though the person has done nothing wrong. People who cannot say “No” often become annoyed and upset with themselves and if anyone continues this behavior for a long time, it affects their self-esteem and adds to stress. On the other hand, some people might say “No” but, in an impolite, disrespectful and aggressive manner. This may result in others disliking them for being angry and rude. So what’s the way out?

How would you say “No” to the following?

1. A friend invites you to a party but you have to refuse.
2. A friend wants to borrow a book but you have to refuse.
3. A friend wants to go shopping with you but you have to refuse.

Think about it!

Read aloud the following phrases (polite ways of refusing):

1. *I am sorry but* - I am sorry but I won't be able to come.
2. *Thanks for the offer but* - Thanks for the offer but I won't be able to come.
3. *I will have to say no* - I really want to come but I will have to say no.
4. *This is very kind of you. However...-* This is very kind of you. However, I won't be able to come.
5. *I would love to...but can't because of prior engagement* - I would love to come but can't because of prior engagement.

Read aloud the following phrases

- You can't work **against** the law.
- I can't abide **by** the law if it is not fair.
- I am working **at** the warehouse.
- You are working **for** the manager.

EXERCISE

Study the following situations in “Saying No”. Choose what would be the appropriate way of saying no in each situation. Some situations may have *more than one* appropriate option. Fill in the blanks with the appropriate option(s).

Situation 1

Speaker 1: Can I borrow some money?

Speaker 2: _____.

- (a) No, you cannot.
- (b) I am sorry but I won't be able to lend you.
- (c) I am sorry but you can't borrow right now.

Situation 2

Speaker 1: I am going to my aunt's house. Would you like to come?

Speaker 2: _____.

- (a) I won't be able to come, but thanks for the offer.
- (b) I am sorry but I won't be able to come.
- (c) I am sorry but I won't like to come at all.

Situation 3

Speaker 1: There is a party at my place on Friday. You have to come.

Speaker 2: _____.

- (a) Thanks. But I can't come as I have a prior engagement.
- (b) Sounds great! But, no! I am not coming.
- (c) I am sorry. I will not be able to make it. But thanks for the invitation.

Situation 4

Speaker 1: It is quite late now. Why don't you stay at our place tonight?

Speaker 2: _____.

- (a) This is very kind of you. However, I can't stay.
- (b) Thanks! But I really have to get back home.
- (c) Thanks a lot. But I can't stay at your place tonight.

Situation 5

Speaker 1: Would you like to join us for a drink?

Speaker 2: _____.

- (a) Thanks! But I will have to say no.
- (b) Sounds fun! But, no! I can't join you.
- (c) A drink? No. Not now.

ASSESSMENT

I. Fill in the blanks using the correct preposition given in the bracket:

1. They invited me ___their party, but I had refuse (to, for)
2. They said they will meet _____ 3 sharp. (in, at)
3. But I have to meet my grandparents _____ Monday. (at, on)
4. So, I said no. _____ now, I have never refused them. (till, before)
5. They were a little disappointed _____ me. (on, with)
6. But I haven't met my grandparents _____ a long time. (for, from)
7. I haven't seen them _____ last July. (since, from)

II. Fill in the blanks using the correct preposition given in the bracket:

with against for from by on at

1. Vikrant keeps borrowing money _____ me. The next time he asks me, I will say, "I am sorry, Vikrant. I can't lend you anymore."
2. My friends wanted to share a drink _____ me. But I refused saying "Thanks _____ the offer. But I will have to say no."
3. My boss makes me get tea _____ him every day. So, yesterday, I finally said "I am sorry, Sir. I have got work to finish." At that moment, I really did not care if it would have any effect _____ my job.
4. My grandfather wants me to get up at 4 every morning and jog for an hour. I had to politely refuse _____ saying, "Great idea! I will try that some day. Thank you."
5. Leena asked Rajul to do her homework again. It seems Rajul replied, "I am not going to do whatever you ask me to." And now, they are not talking _____ each other.
6. The opposition candidate wanted the people to vote _____ the ruling party, but they shouted _____ him and told him to go back.
7. Though it was raining hard yesterday, my tutor wanted me to buy a book _____ the market. I said, "I am sorry, Sir. But the weather is really bad. Can I buy the book tomorrow?"

SESSION 12: DESCRIBING A LOST ITEM

RELEVANT KNOWLEDGE

Describing a lost item is a simple matter of stating the features of the item that may help in identifying it. For example to describe a book you have lost, you could describe its following attributes:

- Name of book
- Author's name
- Size of book
- Description of cover
- Publishers' name

There are some words that are used to express the quantity of things that can be counted and some words that are used to express the quantity of things that cannot be counted. Study the following table:

For Countable Nouns	For Uncountable Nouns	For Both
Many	Much	Some
A few, few	A little, little	Any
Several	A bit of	All of the/most of the
A couple of	A good/great deal of	A lot of/lots of
None of the		Plenty of

Some more examples are:

- Their family has **a lot of** influence over the local government.
- I bought **a lot of** children's books for my son.
- **Some** people don't agree with the new bill.
- There was **much** disagreement over the new bill.

EXERCISE

Now, read the details given below and fill in the blanks using the information given:

- A mobile phone
- Nokia 0010
- Black color
- Lost while traveling in a train
- 15th May, 2009, 2:00 p.m. to 9:30 p.m.
- Train from Allahabad to Delhi
- Shiv Ganga Express
- Compartment no. S 14, Berth 28, Sleeper Class

Policeman: Yes, may I help you?

Complainant: I lost _____.

Policeman: Where?

Complainant: I was traveling _____ from _____ to _____.

Policeman: Which train was it?

Complainant: _____.

Policeman: When was the journey taken?

Complainant: _____.

Policeman: What time approximately?

Complainant: _____.

Policeman: Where was your seat?

Complainant: _____.

Policeman: Please describe the phone.

Complainant: It is a _____. The color is _____.

Policeman: Okay.

ASSESSMENT

I. Choose the correct quantifier from the given choices and fill in the blank:

1. I lost _____ books when I stayed at the hostel (several, much)
2. Hema asked _____ students if they had seen her new leather wallet (some, a little)
3. The warden confirmed that _____ thefts had occurred in the hostel, so she had every room checked (a few, any)
4. _____ students, including Hema, put up posters describing the items that they had lost (A lot of, much)

5. Finally, _____ of the lost items were found in Hema's room - she had nerve to pretend that her wallet too had been stolen! (much, many)

II. Fill in the blanks with the correct quantifier from the options given below:

1. I was having _____ fun with my family at the airport until I realized that two of my bags were missing.

- a. a lots of b. many c. a lot of

2. The black bag contained _____ valuable things that I had bought for my sister's wedding.

- a. many b. more c. much

3. It contained a diamond pendant, _____ gold bangles, a diamond ring, etc.

- a. a few b. enough c. a little

4. It also had _____ silver jewelry.

- a. many b. a few c. some

5. The brown bag had _____ important documents such as my passport, pan card, driving license, etc.

- a. many b. more c. much

6. The bag also contained clothes, _____ silver coins, and a silver key.

- a. enough b. a few c. a lot

7. Though the black bag contained _____ expensive items, its loss does not bother me as much as the loss of the brown bag does.

- a. little b. a little c. plenty of

8. It is more important to find the brown bag because it contains _____ important documents.

- a. much b. very c. some

9. I do not have _____ hope of getting back my bag. Still, I am going to lodge an FIR at the police station.

- a. little b. much c. few

10. I will also post an advertisement about my bag in the 'Lost and Found' section of _____ newspapers.

- a. more b. little c. some

SESSION 13: APPRECIATING SOMEONE

RELEVANT KNOWLEDGE

How would you feel if someone you knew very well and you had helped comes up and says to you “Someday I hope to give to you a fraction of all you’ve given me”? For employers and employees, businessmen and clients, family members close friends and associates, expressing appreciation for everything a person means to you is absolutely necessary. It lifts your heart and makes the day to day stresses that you face more manageable. Take the time today to tell someone “I appreciate you.” To do so, you need to know how to appreciate and that’s what you will learn today.

Look at the following situation: **A friend of yours has done a favor for you**
Now, how would you express your appreciation for your friend? Think about it.

We generally show our appreciation when:

1. Someone has done something for which they are grateful or thankful
2. Someone has done something praise-worthy.

Therefore, appreciation may be shown not only when someone has done you a favor but also when a person has done something good or admirable.

Read the details given below:

“Appreciating Someone 1”

1. When someone has done you a favor:

- Thanks a lot!
- Thanks! You are a life-saver.
- Thanks! I really appreciate it.
- Thanks! You really made my day.

2. When someone (e.g. a junior at work) has done his job well:

- Great job!
- Well done!
- Nice work!
- Good work! Keep it up.
- You did very well!
- Keep up the good work.

- I appreciate your effort.

3. When someone (e.g. a singer/dancer) has performed well:

- That was a great/an excellent/an outstanding performance!
- You performed very well!
- I enjoyed your performance.

4. When someone shows concern and support:

- I appreciate your concern.
- Thank you for your concern.
- Thanks for the support. I really need it.
- Thanks for standing by me.

5. Appreciating someone close to you (parents, friends, etc.):

- You are a wonderful/an amazing person!
- Thank you for being who you are.

EXERCISE

Study the situations described here. Fill the blanks with how you would express your appreciation in the given situations. You can use the phrases and sentences you learnt earlier.

Situation 1: You want to buy a book but do not have enough money. Your friend lends it to you.

_____.

Situation 2: Your junior at work used to perform badly. Lately, his performance has improved.

_____.

Situation 3: It is Mother's Day and you have bought a card for your mother. You want to write a line showing your appreciation.

_____.

Situation 4: Your younger brother has come top of his class.

_____.

Situation 5: You are organizing a campaign for the adoption of stray dogs. A man donates an amount (huge/small) for the cause.

_____.

ASSESSMENT

I. Fill in the blanks using the correct option given in the bracket:

1. You did me a _____ favor (great, large)
2. I am so _____ that you won! (happy, cheerful).
3. You are looking _____ tonight (wonderful, brilliant)
4. You did a _____ thing by helping that poor boy. (well, good)
5. We thank you for being so _____ (kind, gentle)
6. That was a _____ performance! (fantasy, fantastic)
7. Your generosity is appreciated by _____ (many, much)
8. You are doing your job _____ well (very, vary).

II. Choose the right word from the bracket to fill in the blanks:

1. Rama presented the show really well. I think she is very _____ (arrogant, confident).
2. Sheela is very _____ (patient, lenient) while talking to clients. She tries to understand them.
3. I wonder how Nilanjana can be so _____ (relaxed, lazy) before any team meeting.
4. Priya is extremely _____ (dignified, grand), and that makes her the team favorite.
5. I like the fact that Ram is _____ (inquiring, nosy), that way he gets his doubts cleared.
6. Raj spends his money _____ (with a lot of care, like a miser), so he has no major debts.
7. It was because of Ram's _____ (hard work, overwork) that we got a new deal.
8. Raj uses _____ (old-fashioned, outdated) ways to solve problems because he feels that it always works.
9. Ravi is always _____ (up-to-date, modern) with his work.

SESSION 14: ATTENDING A PHONE CALL

RELEVANT KNOWLEDGE

How do you answer the phone when it rings? This session is about taking phone calls, and that you will begin the lesson with a role play on the situation. Now read aloud the following conversations:

Role Play 1

Student1: Hello? You: Hello!
Student2: Is this (name) speaking?
Student1: This is (name) speaking.
Student2: I am (student's name). Is this a good time to talk?
Student1: Ok. What is it about?
Student2: I am from Public Surveys. We would like to inquire if you are a regular user of the internet.
Student1: Yes, I am.
Student2: That's all. Thank you for your co-operation. Have a nice day.

Role Play 2

Student1: Hello?
Student2: Hello!
Student1: Is this (your name) speaking? You: This is (your name) speaking.
Student2: I am (student's name). Is this a good time to talk?
Student1: No. I am afraid I am a little busy at the moment.
Student2: Can I call you later?
Student1: Ok.
Student2: Thank you for your time. Have a nice day!

Read the details below.

Making a phone call

Asking for the person you want to talk to:

- May I speak to (name of the person)?
- Is (name of the person) there?
- Am I speaking to (name of the person)?

Identifying yourself:

- I am (your name).
- My name is (your name).

- I am (your name) from (company or organization on whose behalf you are calling).
- My name is (your name). I am calling from (company or organization on whose behalf you are calling).

Asking if the call-recipient is free to talk:

- Is this a good time to talk?
- Are you free to talk?

When the person you want to talk to is not in:

- I would like to leave a message.
- Could you take a message for him/her?
- I will call later/ I will call after some time.

While hanging up:

- Thank you for your time. Have a nice day!
- Thank you. Have a nice day!

Receiving a phone call

When the caller asks for you:

- This is (your name) speaking.
- You are speaking to (your name).

When the caller asks for someone who is not in/cannot come to the phone:

- I am afraid he/she is not in at the moment *Or* He/she cannot come to the phone right now.
- Would you like to leave message? *Or* Can I take a message?
- Could you call after some time? *Or* Could you call later?

When the caller asks you if you are free to talk:

- Sure! What is this about?
- I am sorry. I am a little busy at the moment.

While hanging up:

- Thanks for calling.

Study the details below and fill in the blanks:

1. "Attending to Phone Calls 1"

Receiver: Hello?
Caller: Hello. _____(receiver's name)?
Receiver: This is (receiver's name) speaking.
Caller: (receiver's name), _____ (caller's name) _____ Life Care Insurance.
Receiver: Ok.
Caller: _____?
Receiver: Sure, we can talk.
Caller: Are you availing any life insurance policy?
Receiver: _____.
Caller: Ok. Would you like to buy another policy?
Receiver: No, thanks.
Caller: Ok, Sir/Ma'am. _____.

2. "Attending to Phone Calls 2"

Receiver: Hello?
Caller: Hello. _____(name)?
Receiver: I am sorry. He/she is not in right now.
Caller: Oh!
Receiver: _____?
Caller: Yes. _____ him/her that Rajeev Kumar called?
Receiver: Ok.
Caller: _____.
Receiver: No problem. Anything else?
Caller: No, that's all.

Read the following examples:

- I **eat** ice-cream daily - *Simple Present Tense*
- I **am eating** ice-cream - *Present Continuous Tense*
- I **have eaten** ice-cream - *Present Perfect Tense*

In the first example, the person is saying that he eats ice-cream generally. In the second, he is eating ice-cream right now. In the third, he ate ice-cream *in the recent past*.

The Present Perfect Tense is thus used to describe *an action which occurred recently*.

It also used to describe an action which started in the past and is still continuing. For example:

- I **have worked** here for 5 years.
- She **has lived** there for 2 years.

Verbs in the Present Perfect Tense will take the following form:

- I/you + have + perfect form of the verb
- It/she/he/Reena/Akash + has + perfect form of the verb
- We/they/the people/the sisters + have + perfect form of the verb.

Read this before you attempt the exercise:

Present Perfect Tense is used to describe *an action which occurred recently*.

- I **have read** the essay.
- She **has taken** breakfast.

It also used to describe an action which started in the past and is still continuing. For example:

- I **have worked** here for 5 years.
- She **has lived** there for 2 years.
- Verbs in the Present Perfect Tense will take the following form:
- I/you + **have** + **perfect form of the verb**
- It/she/he/Reena/Akash + **has** + **perfect form of the verb**
- We/they/the people/the sisters + **have** + **perfect form of the verb**.

EXERCISE

Identify the sentences in the Present Perfect Tense.

1. She **has done** her job well.
2. I **have** a file here.
3. They **have been** upset.
4. You **have won** the competition.
5. The man **has** a lot to say.

ASSESSMENT

I. Change the verbs in brackets to Present Perfect Tense and fill in the blanks:

Two examples are given below.

- I **have driven** a car.
- She **has driven** a car.

A: Hello! My name is Akanksha from ABC Consultants. May I speak to Ms Kavya, please?

B: Kavya _ _____ (*leave*) the office. May I take a message?

A: Well, our company _____ (*plan*) a camp at Siri Fort this Saturday.

Would she be interested in attending it?

B: Sure! In fact, I would also be interested. We _____ (*attend*) such camps before. We found them useful.

A: That's good. Can you give me your name and contact number as well?

B: My name is Manisha and my contact number is 9987654321. Some of my other friends _____ (*volunteer*) at such camps before. Would you like me to ask them to come along?

A: That's great! You can ask them to call me on the same number if they need more information in this regard.

B: Ok. I will tell Kavya you called. Bye!

A: Bye

SESSION 15: GIVING INSTRUCTIONS

RELEVANT KNOWLEDGE

Sentences that express an instruction are formed as an order or a direct command. It is always in the Simple Present Tense. For example:

1. **Tell** us your name - *Instruction*
2. What is your name? *Not an instruction.*
3. **Sit** on the last bench - *Instruction*
4. I am asking you to sit on the last bench - *Not an instruction.*
5. **Write** down today's date on the board - *Instruction.*
6. You are writing down today's date on the board - *Not an instruction.*

Sentences expressing simple instructions begin with the main verb - *tell, sit* and *write*. The subject of such sentences is "you" but it is generally omitted.

Read the following words:

1. First
2. Then
3. Next
4. After that
5. This should be followed by
6. Finally

These words are commonly used while giving a series of instructions. Let's, read the following example to understand the concept:

How to make an omelette

"First, heat oil on a pan. Beat the eggs in a bowl and add salt. Fry chopped onions and green chili as soon as the oil is hot enough. Then, pour the beaten egg on the pan. Wait till the eggs get properly cooked on one side. Finally, turn the eggs over on the other side with the help of a flat spoon. Cook for 2 minutes."

Your facilitator will show you the "Letter Format" Chart. It will have the following on it:

Sender's address

Date

Recipient's name

Recipient's address

Salutation {should be “Dear (name of recipient)”}
Body of letter (main part of the letter)

Yours sincerely,
Name of sender

Attempt to write down a step-by-step set of instructions on how to write a letter.

Prepositions

- We are sitting **in** the dining room.
- We are **inside** the house.
- Put the mug **inside** the cardboard box.
- Pour some coffee **into** the mug.
- We sprinkled water **on** his head to wake him up.

EXERCISE

Choose the appropriate preposition:

1. Come to the shop ____ 5 p.m. (at, in)
2. Finish the homework _____ 15 minutes. (at, in)
3. Turn this fan _____. (of, off)
4. Walk ____ a straight line. (in, with)
5. Get a kilo of sugar _____ the grocery. (at, from)
6. Stand _____ that chair and see if you can reach the shelf. (on, above)
7. Take these vegetables ____ the kitchen. (to, into)
8. Do not smoke ____ this area. (in, around)

ASSESSMENT

Fill in the blanks with the correct options.

1. Do not honk unnecessarily _____ traffic signals.
(a) at (b) from (c) under

2. Do not stand _____ the glass door.
(a) like (b) during (c) near
3. The manager has given a new set of instructions ____ the staff on office attendance.
(a) from (b) to (c) on
4. As per the school rules, students will not be allowed to enter the school gates _____ 9:30 am.
(a) during (b) after (c) to
5. _____ our stay at Khairi in Chamba, we were not allowed to go out in the evening without an armed guard.
(a) During (b) Before (c) After
6. Tell the gate keeper to make sure that cigarettes or other tobacco products are not sold _____ the school building.
(a) near (b) on (c) through
7. Get me a cup of coffee and a sandwich _____ the shop across the street.
(a) for (b) of (c) from
8. You cannot park your car anywhere _____ this building for security reasons.
(a) from (b) around (c) like
9. Park your car _____ the parking lot behind that mall.
(a) in (b) on (c) for
10. The shop is not far; it is just _____ the road.
(a) across (b) on (c) at

SESSION 16: REGISTERING A COMPLAINT

RELEVANT KNOWLEDGE

What would be your response to the following situation?

“Your neighbors have been partying for the last three nights. They play loud music and you can’t sleep. You had requested them to keep the volume low but they haven’t done anything about it. So you went to the police and complained. A friend of yours does not know why you went to the police station. How would you tell her?”

Study the details given here.

“Registering a Complaint - 1”

1. To register a complaint: To make a complaint before an authority.
E.g. *We registered a complaint to the Principal regarding the bad canteen food.*
2. To lodge a complaint: To make a complaint before an authority.
E.g. *She lodged a complaint against her supervisor to the CEO.*
3. To file a complaint: To make a complaint before an authority
E.g. *They are filing a complaint against their neighbors to the police*
4. To press charges: To make an official complaint in a court of law
E.g. *The actor is pressing charges against the newspaper for printing rumors about her.*
5. Object: To protest against something
E.g. *We objected to the serving of alcohol at the camp site*
6. Protest: Complain
E.g. *The students are planning to protest against the teachers.*

The Past Perfect Tense is used to describe *an action which occurred before another action in the past.*

Verbs in the Past Perfect Tense will take the following form:

I/you/It/she/he/we/they/the people/the sisters + had + past participle form of the verb.

Read the following examples:

- I **did** my homework - *Simple Past Tense*
- I **went** out to play - *Simple Past Tense*
- I went out to play as I **had done** my homework - *Past Perfect Tense*

Examples

1. I went out to play as I **had done** my homework.
2. They **had** already **left** by the time we reached the place.
3. I **had had** my breakfast before the alarm woke you.

Identify which sentence belongs to the Past Perfect Tense.

1. I **had** my dinner.
2. I **had had** my lunch.
3. He **had gone** to Paris.
4. **Have** you **understood** the theory?
5. I **had understood** the theory.
6. The dog **had gone** away somewhere.
7. It **had been** abandoned.
8. It **had** a collar on its neck

EXERCISE

Rearrange the sentences to form a conversation between **A** and **B**. The first two have been done for you.

- Because the canteen owner allows them to smoke.
- They should smoke somewhere else as it harms non-smokers too.
- So the problem is with him!
- Then why at the canteen?
- Too many people at our college smoke in the canteen.
- Alright!
- Actually, they don't smoke anywhere else because of the signs.
- That's true.
- Who else? Let us write a letter stating our formal complaint and drop it in the "Complaint Box".
- Exactly! Why should they make us unhealthy too?
- To the Principal?
- But how do we make them stop smoking at the canteen?
- I think we should lodge a complaint against him.
- Hmm...those **No Smoking** signboards at the gate are not helping much.
- Yes. What do we do?

A: Too many people at our college smoke in the canteen.

B: That's true.

A: _____

B:

A:

ASSESSMENT

Change the verbs in brackets to Past Perfect Tense and fill in the blanks. An example is given below to help you understand this tense.

Simple Past Tense: I **did** my homework.

Past Perfect Tense: I **had done** my homework.

1. Rahul _____ (lose) cell phone on his way to Delhi from Lucknow. He _____ (travel) in the first class of the Lucknow Shatabdi. He had no idea how to get his cell phone back. He knew he had to lodge an FIR first. He knew he would have to go to the police station but he was not

sure if he would go. He _____ (hear) stories of how taking the help of the police took a lot of time and effort.. Then he remembered what his friend _____ (tell) him. If his phone was used for some bad purposes, he would have to take responsibility for it. So, Rahul decided it was better to go and deal with the police than end up in some problem later on.

2. I _____ (drop) a complaint in the complaint-box about the lazy watchman as many people _____ (complain) against him.
3. Shilpa _____ (file) an FIR as soon as she found out about the theft.
4. We _____ (protest) against the use of animal fur in fashion.
5. They _____ (object) to the use of animal fur in fashion.

SESSION 17: CALLING UP TO FIND ABOUT A JOB VACANCY

RELEVANT KNOWLEDGE

Making calls to inquire about vacancies is a skill you need to acquire, as, sometimes in real life you may need to call up and find out about job vacancies.

Read the following phrases and sentences:

1. I saw your advertisement in the newspaper...
2. I am calling with reference to your advertisement in...
3. Could you tell me if there is a job vacancy in your organization?
4. Could you tell me if there is any vacancy for the post of...?
5. Do you have a vacancy for the post of...?

Modals are *helping verbs*. They help to express the *mood* of the main verb.

The various modals are *can, could, may, might, shall, should, will, and would*. They have various uses:

- Asking for permission: **May** I come in? **Can/Could** I use your pen? **Can** I go?
- Making a request: **Can/Could** you pass me the book? **Will** you be my partner?
- Expressing obligation: You **should** do the work yourself. I **shall** be responsible for your safety.
- Expressing determination: I **will** finish the project, come what may.
- Expressing ability: I **can** solve the riddle. We **could** jump over the bench when we were kids.
- Expressing probability: I **may** be able to help you out. It **might** rain tomorrow.
- Expressing willingness: I **will** meet you tomorrow.

EXERCISE

Read the jumbled up conversation in the “Job Vacancy”. The italicized sentences have jumbled words. You need to rearrange the words in order to make meaningful sentences.

A: Hello!

B: Hello! *JobBazaar this Consultancy is?* _____

A: Yes. What can I do for you?

B: *Your in Sunday's I Times of India saw issue advertisement.*

A: _____.

A: Okay.

B: *Is wanted to if find out I a vacancy job there.*
 _____.

A: Could you tell me what kind of a job you are looking for?

B: I am a high-school English teacher.
Looking for am I for a vacancy job same the post.
 _____.

A: Okay. You would have to consult our agent for jobs in education.

B: *do that I do how?*
 _____.

A: You would have to come to our office with your resume.
An appointment you like would now to make?
 _____.

B: Sure.

A: Okay. Monday at 11 a.m.

B: Okay. I will be there. Thanks a lot!

ASSESSMENT

Fill in the blanks with the correct words from the given table:

might, ought, have to, can, shall, may, should, could, would, will.

Kavita: Hello, this is Cure Pharmaceuticals. How _____ I help you?

Gargi: Hi Kavita. This is Gargi here. _____ I speak to anyone from the HR department?

Kavita: Of course, _____ I connect you to the HR manager?

Gargi: That _____ be great. Thanks a lot.

Kavita: Please hold on for a minute.

Nilesh: Nilesh speaking.

Gargi: Hi Nilesh, This is Gargi speaking. _____ you tell me if you have any vacancy in your company?

Nilesh: We are a large company Gargi, which department _____ you be interested in?

Gargi: That _____ be the HR department itself, as I have an MBA in HR from Amity.

Nilesh: MBA in HR from Amity? That _____ to be useful...let me have a look...You're in luck. _____ you come down here tomorrow for an interview?

Gargi: That _____ be a problem. _____ I come in day after?

Nilesh: Let me see...that _____ be possible. Can you come by 9 am?

Gargi: Yes that's fine. I _____ be there by 9. Thanks a lot.

SESSION 18: WRITING A RESUME

RELEVANT KNOWLEDGE

What is a resume and why spend time writing one? Resume writing is a crucial part of the job application process. If you rush a job application and send your resume without thinking it could damage your chances of finding a job. Considering the current economic climate, there is fierce competition in most industries so spending time to make your resume stand out from the rest is very worthwhile.

A resume - sometimes called a 'Curriculum Vitae' or 'CV' - is a summary of your skills, education and work experience. A good resume demonstrates how your skills and abilities match up with the requirements of a job.

Here are a few reasons why writing a good resume is very important:

- It promotes you! A resume is a self-promotional document that presents you in the best possible light for the purpose of getting selected for a job interview.
- A good resume will compliment your cover letter writing and make your overall application stronger.
- You can achieve your dream job. By spending time perfecting your resume you stand a better chance of landing your dream job, especially if you include all relevant work experience.
- Networking can be boosted with a good resume. If your resume stands out from the rest an employer is more likely to speak to people in their industry about you.
- It opens up referral job applications. If an employer likes your resume but doesn't have any suitable vacancies they are likely to recommend you for other job openings.

Read the following list, and tick the ones you think should be included in a résumé or Curriculum Vitae (CV).

1. Email address
2. Favorite films and actors
3. Nationality
4. Phone number
5. Computer skills
6. Gender
7. Address
8. Date of birth
9. The newspaper you subscribe to
10. Marital Status

11. Awards and achievements
12. Place of birth
13. Your height and weight
14. Details of education
15. Skills and interests
16. Languages
17. The festivals you celebrate
18. Details of previous employments
19. Your religion

“CV Terms”: Study the terms given below.

1. Contact details: Your name, address, phone number, and email address
2. Objective: A statement of what you intend to achieve and contribute through your service to the organization. E.g., *To use my skill and work to the best of my ability for the development of the organization*
3. Personal information: You may include your gender, date of birth, place of birth, nationality, marital status, and languages known to you under this heading. Optional information includes spouse’s name and number of children.
4. Area of expertise: The work skills that you have
5. Employment history: This states your work history. It should include the different organizations where you were employed previously, the length of each employment, and the positions you held.
6. Educational qualification: Details of the education that you have received - details of degrees and training
7. Skills and interests: You can state here other skills and interests that you have
8. Other enhancements/Awards and achievements: Any other achievement or work that you want to make special mention of
9. About me/Biography: This is an optional section where you give a short account of yourself.

Connectors and conjunctions

Connectors are words used to express relationship between ideas and combine paragraphs and sentences. For example: but, also, however, moreover, firstly, next, then, therefore, in brief, still, for example, thus, of course, certainly, hence, at the same time, on the contrary, etc.

Conjunctions are words used to connect phrases and words. For example: but, so, as, and, nor, yet, so, although, though, because, either...or, neither...nor, as soon as, and or.

Note: Conjunctions can also be used as connectors.

EXERCISE

Look at the format given below and develop your CV:

“CV Format”

Name:

Address:

Email address:

Telephone number:

Objective:

Personal Information

Date of birth:

Place of birth:

Nationality:

Marital status:

Languages known:

Employed: Yes/no

Area of expertise: E.g. *Direct sales, customer help, and visual merchandizing.*

Employment history (if any)

E.g. *Worked as sales representative for SellWell for 2 years.*

1. _____.
2. _____.
3. _____.

Educational qualification

E.g. 1. *HSC from Amravati High School (CBSE), Chandigarh, in 2003;*

2. *Diploma course in Basic Computer Education from All, Chandigarh, in 2004*

1. _____.
2. _____.
3. _____.

Computer Skills

1. _____.
2. _____.

Skills and interests

E.g. 1. *Possess good communication skills*

2. *Reading books*

1. _____.
2. _____.
3. _____.

Awards and achievements

E.g. 1. *Won “Sales Representative of the Year” Award at SellWell*

2. *Captain of the college cricket team for 2 years*

1. _____.
2. _____.
3. _____.

Fill in the details to make your own CV. Examples have been given to show how some information may be filled in.

Note: There is a small difference between a resume and a curriculum vitae (CV) i.e., the length of the document. While a resume is brief and concise summary of your skills, experience and education - less than a page or two, a curriculum vitae is a longer (at least two page) and more detailed synopsis.

Covering Letter

Improve the following covering letter by changing some sentence structures. The sentences that can be changed (or linked) have been underlined.

To
The HR Manager
Healthy Pharmaceuticals
Healthpur
Healthy Pradesh

Dear Madam,

I'm writing to you regarding sales positions at Healthy Pharmaceuticals. I'm also writing to you about marketing positions.

I'm a fresh graduate. I have a B.Com degree in marketing. I would like to work in a sector that improves our society. I want to improve people's lives. I have a keen interest in working with a pharmaceutical company. I am interested in working with Healthy Pharmaceuticals.

Though I have no experience in sales and marketing so far, I'm confident that I will be a successful salesperson. I have good people skills. I am disciplined. I am a hard worker. Also, at my college I participated in many activities. I participated in awareness campaigns for youth. _____, I think I'm suited for a job that requires communicating with customers.

I hope you will consider my job application positively. Please consider me for an interview.

Do you require any additional information? Please let me know.

Sincerely,

ASSESSMENT

Fill in the blanks with suitable connectors/conjunctions

1. I went to see her _____ she wasn't at home. (and, but)
2. It started raining _____ we went out. (as soon as, because)
3. We came back _____ she was not at home. (as, yet)
4. She was not at home _____ we came back. (so, however)
5. _____, boil the water. _____ add the sugar. (First-then) (Then-first)
6. _____ we missed her _____ she never received our message. (Either-or, Neither-nor)
7. We drove fast. _____ we could not reach on time _____ of the traffic jams. (However-because, Because-however)
8. He told you that he gave me the book? _____, the book is still with him. (Thus, On the contrary)
9. I came to see you _____ you are not well. (because, so)
10. _____ I had messaged them, they still were not ready on time. (Although, And)

SESSION 19: WRITING A COVERING LETTER

RELEVANT KNOWLEDGE

A covering letter written by Mr. A of Arjun Nagar in response to an advertisement placed by Welcome Travels, Sarojini Nagar is given below. There are four errors in the format and you have to spot them.

Arjun Nagar.
Email: a@hotmail.com
Ph no: 09891989198

Dated: 22 Dec, 2008

Subject: Application for the post of sales executive
Welcome Travels,
The HR Manager,
Sarojini Nagar

Dear Sir,

With reference to your advertisement in Times Ascent, dated 21 Dec, 2008, I wish to apply for the post under concern.

I have just graduated in Commerce (with Honours) from Delhi University. I am a dedicated individual who possesses good communication skills and I am eager to join your company.

My CV is enclosed herewith.

Thanking you,

Mr. A.,
Yours faithfully.

Read the “Lines for Covering Letters” given below.

The lines with which a covering letter begins when it is written in response to a vacancy advertisement:

- 1) I am writing in response to your advertisement...for the post of...
 - 2) With reference to your advertisement in...I wish to apply for the post of...
- The lines written to show that you have the ability to handle the job:*

- 1) I will be able to handle responsibilities well.
- 2) I have the skills that are required for the concerned job.

The lines written before the last paragraph:

- 1) Please find attached a copy of my resume.
- 2) My CV is enclosed herewith.
- 3) My resume is enclosed for your review.

The lines written in the last paragraph:

- 1) Thank you for your consideration.
- 2) I would appreciate it if my application is considered for the post.

The lines written in the last paragraph, following the lines given above:

- 1) Looking forward to your response...
- 2) I look forward to hearing from you soon.

EXERCISE

Read the details given below.

“Siddhesh Sharma’s Covering Letter”

Siddhesh Sharma’s contact details

- B-12, Manak Chand Basti, Arjun Nagar, Delhi -11003.
- Email: siddhesh.sharma@gmail.com
- Phone: 09891223314

Contact details of recipient

- HR Manager
- SellWell Organization, Maurice Road, Delhi - 110007

Subject: Application for the post of Sales Manager

Body of the letter (you have to rearrange the sentences):

- I would appreciate it if my application is considered for the post.
- My resume is enclosed for your review.
- Thus, I have the skills as well as experience required for the concerned job.
- I also have a MBA in Retail from AIBM, Hyderabad.

- I am writing in response to your advertisement in The Times of India for the post of Sales Manager.
- I look forward to hearing from you soon.
- I was hired by GoShop, a reputed supermarket chain, as Sales Manager for two years.

You have to write Siddhesh Sharma's covering letter in the correct format. The details of the letter have been given. The sentences that make up the body of the letter have also been provided. However, you have to rearrange them so that they are presented in the correct order. The salutation and leave-taking have to be inserted by you.

Reported speech

Let's understand Reported Speech with the help of the following examples and explanations:

1. He said, "I **am** thirsty" - *Direct Speech*
2. He said he **was** thirsty - *Reported Speech*.
3. She said, "What **are** you **doing**?" - *Direct Speech*.
4. She asked me what I **was** **doing** - *Reported Speech*.
5. They said, "We **have** won the match" - *Direct Speech*.
6. They said they **had** won the match - *Reported Speech*.

Reported speech (or indirect speech) is used to tell what people say or think. While changing a sentence from direct speech to reported speech, the *verb will change into its past form*.

For example:

- am/is - was
- are - were
- has/have - had
- do - did
- am doing - was doing
- have done - had done
- will - would
- can - could
- shall - should
- may - might

But these remain the same:

- had - had
- would - would
- could - could
- should - should
- might - might
- ought to - ought to

Other standard changes include:

- yesterday - previous day/the day before
- this - that
- these - those
- now - then
- here - there
- tomorrow - the following day
- next (day/week/etc.) - the following (day/week/etc.)

Note: The following remain the same: that - that, those - those, then - then, and there - there.

ASSESSMENT

Read the following and identify the correct options:

1. Meena said to me, "I can't go tomorrow."

- (a) Meena told me that she couldn't go tomorrow.
- (b) Meena told me that she can't go the following day.
- (c) Meena told me that she couldn't go the following day.

2. I asked, "Why aren't you going tomorrow?"

- (a) I asked Meena why she wasn't going tomorrow.
- (b) I asked Meena why she were not going tomorrow.
- (c) I asked Meena why she wasn't going the following day.

3. She said, "I have to go to the post office to mail a covering letter."

- (a) Meena said that she had to go to the post office to mail a covering letter.
- (b) Meena said that she will go to the post office to mail a covering letter.
- (c) Meena said that she have to go to the post office to mail a covering letter.

4. I said, "Can I go with you?" (a) I asked if I could go with her.
 (b) I asked if I can go with her.
 (c) I said I could go with her.

5. Meena said, "That would be great!"
 (a) Meena told me that would be great. ✓
 (b) Meena told me this would be great.
 (c) Meena told me that will be great.

The following is a conversation between a boy and a girl. You have to turn the direct speech to reported speech. The first three have been done for you.

1. Boy: "I have never written a covering letter."
 Reported speech: The boy said that he had never written a covering letter.

2. Girl: "Would you like to learn how to write one?"
 Reported speech: The girl asked him if he would like to learn how to write one.

3. Boy: "Yes, I would like to learn to write one."
 Reported speech: The boy replied that he would like to learn to write one.

4. Boy: "Who can teach me how to write a covering letter?"
 Reported speech: _____.

5. Girl: "I have written a lot of them so I can teach you."
 Reported speech: _____.

6. Boy: "Are there a lot of rules?"
 Reported speech: _____.

7. Girl: "Yes. Even something like writing a covering letter has a lot of rules."
 Reported speech: _____.

8. Girl: "Often people write these letters in any way they want."
 Reported speech: _____.

9. Boy: "Have you sent any covering letter recently?"
 Reported speech: _____.

10. Girl: "I sent one to a company just yesterday."
 Reported speech: _____.

SESSION 20: FACING AN INTERVIEW

RELEVANT KNOWLEDGE

Read carefully the “Common Interview questions” given below:

1. Please introduce yourself/ Could you tell us a little about yourself?

Interviews usually start with this question. You have to introduce yourself by stating some basic personal information (Refer to session 6 of Level 1 textbook).

2. Why have you applied for this job?

For this question, you may need to do some background research on the company. You may also add that the skills and experience you have makes you suitable for the job.

For example: *“I am interested in this job as I will get to work for a well-known and successful organization. I also believe that the skills and experience I have makes me suitable for the job.”*

OR *“I am interested in this job because I like the work profile. I also believe that the skills and experience I have makes me suitable for the job.”*

3. What are your key areas of expertise?

For this question, you will state the skills that you have which are related to your job. For example, the key areas of expertise of a sales representative may be *direct sales, customer help, visual merchandising, etc.*

4. Why do you think you are suited for this job?

For this question, you should talk about your qualities as well as skills that would make you suitable for the job.

For example, a sales representative should have good communication skills as well as knowledge of current trends. If the candidate is experienced (i.e. not a fresher), then he must also talk about how the skills he has acquired from a previous job can contribute to the new one.

For example: *“I have been working as sales representative for a year and I am skilled in direct sales as well as marketing. Therefore, I can easily adapt myself to the new job.”*

5. Why did you leave your last job?

While answering this question, you should never give any negative comments about your previous employers. Instead of saying, “I was not happy with my last job as it was boring” say “I was not unhappy with my last job. But I am eager to take on more challenges.”

6. What are your career objectives?

While answering this question, talk about the job first and then about what you can do for the company. For example, “My career objectives are to do my job well and to contribute to the overall development of the company.”

7. What are your salary expectations? If you are a fresher, then it is better to ask the interviewer the salary range of the position you have applied for. For example, “As this is my first job, I have no idea of the salary range of this position. I would be happy with your decision.”

If you have experience, then you must have already quoted your current income in your resume. It is safe to quote around 10-15% more than your current salary if you are applying for the same post. If you are applying for a higher post, you can quote 20-25% more. While negotiating, you must mention your skills and the advantage of your experience. For example, “I am already earning _____ and I have my experience and skills. Therefore, I would expect a salary of _____.”

8. Can you tell me what your strengths and weaknesses are?

While discussing your strengths in an interview, focus on those skills which are related to the job. For example, “I have the ability to work well in a team and to communicate well with people.”

While discussing your weaknesses, do not mention personal ones, such as, “I have a short temper” or “I am very lazy”. Instead, talk about those weaknesses which can be easily overcome. For example, “I have not handled such a big team before. But I am confident that I will learn on the job.”

EXERCISE

You need to imagine that you are having a conversation with your facilitator. He/she will say the answers and you have to frame the questions to them.

1. The train leaves at 10:20 a.m.
2. I am reading a book.
3. Yes, you can borrow the book.
4. No, I don't think the train will be late today.
5. I know because I always take that train and it has never been late.
6. The interview went very well.
7. No. They said they will inform me of the outcome next week.

ASSESSMENT

Choose the correct option and fill in the blank:

1. Nishi: _____ I come in, Ma'am? (may, might)
2. Interviewer: Come in, come in. Have a seat.
Nishi: Thank you, Ma'am.
3. Interviewer: It is Nishi, _____? (is it, isn't it)
Nishi: Yes, Ma'am.
4. Interviewer: _____ are you? (where, how)
Nishi: I am fine, thank you.
5. Interviewer: Ok. So tell us, Nishi _____ have you applied to SellWell? (why, how)
Nishi: SellWell is one of the largest supermarket chains in India. It is a successful organization that has been popular ever since it started five years ago.
6. Interviewer: _____ you have any experience as a sales executive? (do, did)
Nishi: Yes, Ma'am. I have worked as sales executive at Shopper's Haven for a year.
7. Interviewer: That's good. We take only experienced people here. _____ departments were you in? (which, whose)
Nishi: I worked at food section for the first six months and clothing for the next six months.
8. Interviewer: _____ salary are you expecting? (what, how much)
Nishi: My previous salary was 10,000 Rupees per month. So, I am expecting around 13,000 Rupees at SellWell.
9. Interviewer: Okay. That is reasonable. _____ will you be able to join? (when, where)
Nishi: I can join this Monday.
10. Interviewer: Great! We are one member short in our shoes and bags department. _____ you comfortable with this post? (have, are)
Nishi: Yes, Ma'am.
11. Interviewer: Good. _____ there any question you would like to ask? (are, is)
Nishi: No, Ma'am.

SESSION 21: TAKING A TELEPHONIC INTERVIEW

RELEVANT KNOWLEDGE

Read the statements below:

“Telephonic Interview”

1. *I am a little busy right now. Can we reschedule the interview?*
 - Used when the interview call is unexpected and you are not prepared, or when you are busy in some work.
2. *I am sorry. I will not be able to join on Monday as I have some urgent work. Is it okay if I join on Tuesday?*
 - Used when you are unable to join work on the day that the caller/interviewer suggests.
3. *I was looking forward to your call.*
 - Used when the interview is pre-scheduled.
4. *I hope you can hear me ...*
 - Used if the phone line is not clear. Avoid sentences like “Speak louder!” and “I can’t hear you.”
5. *When am I likely to hear from you?*
 - Used while hanging up, when the caller/interviewer has not specified when he/she is going to call you back.

These are some standard lines that can be used during a telephonic interview.

Note: The questions discussed in the previous session under the “Common Interview Questions” are equally relevant to a telephonic interview.

You will again have a role play like in the last session, but this time, it will be a telephonic interview.

EXERCISE

Identify the sentences in the Present Perfect Tense.

1. I **have had** my telephonic interview.
2. She **had tried** to call you.
3. **Did you get** selected?
4. She **has told** me that I can join on the 22nd.
5. I **haven’t received** the call as yet.
6. I **have been asked** to bring all documents on the day I join.

7. I **have read** the contract and **have agreed** to sign.
8. I **have had** my dinner.
9. **Have you done** the job?
10. They **have not come** yet.

RELEVANT KNOWLEDGE

Change the italicized sentences to present perfect tense.

Caller: Hello! This is Ranjita Mehta calling from SellWell.

Sarthak: Hello.

Caller: May I speak to Mr. Sarthak Gupta?

Sarthak: This is Sarthak Gupta speaking.

Caller: *I received the job application email that you sent me.*

(1) _____.

Sarthak: Okay.

Caller: *I just read your resume.*

(2) _____.

Sarthak: Ok.

Caller: I am pleased to inform you that we have a vacancy at the moment.

Sarthak: That's great news.

Caller: Sarthak, *did you ever take a telephonic interviewer?*

(3) _____.

Sarthak: *No, I did not.*

(4) _____.

Caller: Well, we need to take your interview this way. We need to fill in the vacancy urgently.

Sarthak: Okay then.

Caller: So, Sarthak. We need someone who can keep an account of the stocks. *Are you doing anything similar to this?*

(5) _____.

Sarthak: Yes, Ma'am. *I was also in charge of the daily stock count apart from sales.*

(6) _____.

Caller: Okay. You will be doing something related to that. You will be placed in charge of receiving stocks, stacking shelves and daily stock count.

Sarthak: I am familiar with the work.

Caller: And Sarthak, *did you ever read planograms?*

(7) _____.

Sarthak: Yes, *I read them.*

(8) _____.

Caller: Good. This is all we require from you. When can you join us?

Sarthak: I can join this coming Monday.

Caller: Ok. What are your salary expectations?

Sarthak: I earned an annual income of 1, 20, 000 Rupees at my previous company. I would therefore like a higher pay.

Caller: Ok Sarthak. We are offering a monthly salary of 10, 500 Rupees presently. *That is what we wrote informed at our website.*

(9)_____.

Sarthak: Yes, I am aware of that.

Caller: But on account of your experience and excellent resume, *we decided to offer you 13, 500 Rupees.* Is that agreeable?

(10)_____.

Sarthak: That sounds agreeable.

Caller: So Sarthak, can we expect you on Monday?

Sarthak: Yes, I will be there. Thanks for the opportunity.

SESSION 22: ACCEPTING A JOB OFFER

RELEVANT KNOWLEDGE

Writing a job acceptance letter when you have received a job offer is one of the best and most pleasurable things to do as it represents the culmination of all your efforts in searching for a new job.

A job acceptance letter is a letter that you write to a company which has offered you a job. In such a letter, the following points are included in the given sequence:

- Written acceptance of the job offer.
- The terms and conditions of employment (salary, benefits, etc.).
- Starting date of employment.
- Thanks and appreciation for the opportunity.
- Request for notification of any changes or if the candidate is required to do anything before starting employment.

Note: You don't have to write the subject line of the letter.

Read the details given below: **“Accepting a Job Offer”**

Written acceptance of a job

- It is with great enthusiasm that I accept your offer of the post of Sales Executive at SellWell Org. Please consider this letter as my formal acceptance of it.
- I would like to express my pleasure at your offer of the post of Sales Executive at SellWell Org. Please consider this letter as formal acceptance of it.
- I am writing this letter as an acceptance of your offer of the post of Sales Executive at SellWell Org.

Terms and conditions of employment

- I understand that I will be receiving a starting salary of Rs 12,000 per month. I also understand that I will get full pay and benefits during the 3 months' probationary period.
- As discussed, my starting salary will be Rs. 12,000 per month. I also understand that I will receive full pay and benefits during the 3 months' probationary period.

Starting date of employment

- As agreed, my joining date will be the 1st of June, 2009.
- As discussed, I will be starting work from the 1st of June, 2009.

Thanks and appreciation for the opportunity

- Thank you once again for this wonderful opportunity. I look forward to joining your team/organization/company and becoming a part of the continued success that the team/organization/company represents.
- Thank you for the opportunity. It is an honour to be selected for your team/organization/company.
- Thank you for this wonderful opportunity. I will put in my best efforts to make a positive contribution to your team/organization/company.

Request for notification if the candidate is required to do anything before starting employment.

- Do let me know if I need to do anything prior to joining the company.
- If there is anything I need to do before my starting date, please let me know.

Find out the meaning of the following words and phrases that have been taken from the “Accepting a Job Offer”.

- Prior to - before/after/during
- Enthusiasm - laziness/eagerness/happiness
- Positive - useful/useless/unhelpful
- Per - one/each/first
- Opportunity - offer/order/chance
- Probationary - on trial/sample/training