

Practical Manual

**Communication Skills and Personality
Development**

B.Sc. Horticulture, Sem. - I

FBS 142; 2(1+1)

Dr. Alka Jain



2020

**Rani Lakshmi Bai Central Agricultural
University, Jhansi - 284003**

Syllabus FBS 142; 2(1+1):

Structural Grammar, Exercises in word classes, identification and study of verbs in sentences, application of tenses and voice, exercises in conjunctions and prepositions, other structural grammar exercises, report writing, letter writing (different types of letters). Spoken English: Conversations in everyday life, the concept of stress, stress shift. Silent letters in words, basic intonation patterns, preparing and address.

Name of Student

Roll No.

Batch

Session

Semester

Course Name :

Course No. :

Credit

Published: 2020

No. of copies:

Price: Rs.

CERTIFICATE

This is to certify that Shri./Km. ID No.....has completed the practical of course.....course No. as per the syllabus of B.Sc. (Hons.) Agriculture/ Horticulture/ Forestry semester in the year.....in the respective lab/field of College.

Date:

Course Teacher

CONTENTS

	List of Exercises	Page No.
	Structural Grammar	
1.	Activity- 1 Exercises in Grammar (Exercises 1.A- 1.E)	
2.	Activity -2 Exercises in Word Classes (Exercises 2. A.- 2. E)	
3.	Activity -3 Objective Grammar (Exercises 3A. - 3.E)	
4.	The World of Verbs (Exercises 4.A- 4, C)	
5.	Practice in Active and Passive Voice (Exercises 5 A. and 5.B.)	
	Writing Skills	
6.	Writing Different Types of Reports (Exercises 6. A and 6.B)	
7.	Undertaking Report Writing (Exercises 7.A-7.C)	
	Letter Writing	
8.	Job Application Template and Letter Writing	
9.	Letter of Complaint	
10.	Placing an Order	
	Conversation Skills	
11.	Conversation Made Easy	
12.	Fun with Role- Play	
13.	Discussions and Listening (Exercises 13 A and 13 B)	
	Stress and Intonation	
14.	In the Sales- Conversation Practice (Exercises 14 A. and 14 B)	
15.	Silent Letters at a Glance (Exercises A and B)	
	Oral Presentation Skills:	
16.	Topic for Group Presentation: Future of Agricultural Education in India	
17.	Continuation of Presentation Topic	
18.	Continuation of Presentation Topic	

INTRODUCTION

Given the growing importance of English as a tool for global communication and the consequent emphasis on training students to acquire communicative competence, the syllabus has been designed to develop the personality and communication skills of the students. Communication breakdowns result in building barriers against one's ability to develop, both professionally and personally. Communication is an art and process of creating and sharing ideas. Effective communication, therefore, depends on the richness of those ideas, hence it requires the development of several communication skills.

prepares students for the challenges of a society that is shaped by communication. As participants in the program, students develop and integrate knowledge, creativity, ethical practice, and skills. Students also examine and produce work in oral, written, and visual communication and practice skills in group and intercultural communication.

The emphasis of this course and the corresponding exercises is to focus on the growth and enhancement of the four basic skills of communication - Reading, Writing, Speaking and Listening.

Goals and Learning Outcome

1. Understanding the different types of Communication.
2. Understanding the importance of possessing good communication skills.
3. Display competence in oral, written and non-verbal communication.
4. Exploring the opportunities in the field of communication.
5. Use current technology related to the communication field.
6. Respond effectively to cultural communication differences.
7. Value based and holistic learning.
8. Demonstrate positive group communication exchanges.
9. Develop sound professional and personal relationships.
10. Identify Communication barriers.
11. Develop vocabulary and grammar skills.

Objective: To understand and Practice Structural Grammar

Activity- 1. Exercises in Grammar

Exercise -1 A. Identify the different types of sentences as Assertive, Interrogative, Imperative or Exclamatory.

- 1. Why were you late for dinner? -----
- 2. My drawing is better than yours. -----
- 3. Hurrah! -----
- 4. Do you have any idea where Ron has gone? -----
- 5. I like riding my cycle around the park. -----
- 6. What a pleasant surprise! -----
- 7. Please have a seat. -----
- 8. Come in. -----
- 9. Watch out! -----
- 10. What wonderful news we have today! -----
- 11. It is not raining -----
- 12. Will you please mind your manners? -----

Exercise – 1. B: Rearrange the following jumbled words to make meaningful sentences:

- 1. for many/on/people have/dogs/ relied/generations

- 2. companionship/used/they/have been/and/for hunting

- 3. interwoven/pearls/were/flower/garden/sparkling/with

- 4. wooden stage/painted/black cloth/the/decorated/with/was/a

Exercise-1 C. Mark the Concrete Nouns in the list as names of people, places and things and identify Abstract Nouns as ideas and emotions:

- 1. Man _____
- 2. Ocean _____
- 3. Intelligence _____
- 4. Mrs. Khurana _____

5. Spain _____

6. Justice _____

7. Religion _____

8. Cat _____

9. Love _____

10. Surprise _____

11. Book _____

12. Fear _____

Exercise- 1. D. Show possession in the following singular/plural Nouns. One is done for you:

1. Collar of a dog **dog's collar**

2. Engine of a car _____

3. Sneakers of Roger _____

4. Books of Jones _____

5. Collars of dogs _____

6. Backpacks of sisters _____

7. Homework of children _____

8. Wheels of car _____

Exercise- 1. E. Choose the correct words:

1. The shirts/ shirt's collar is blue. _____

2. Jim's/ Jims friend is named Arun. _____

3. I really like my grandfathers/ grandfather's cookies. _____

4. If you want to go to the movies / movie's, we should go by car. _____

5. I drink juice using spiral straws / straw's. _____

6. The birds / bird's egg is brown. _____

7. I like the smell of roses / rose's. _____

8. Diamonds / Diamond's are a girls / girl's best friend. _____

9. My brothers / brother's are twins. _____

- 3. He has lost all his money. _____
- 4. There are several mistakes in your notebook. _____
- 5. The foolish crow tried to sing. _____
- 6. This boy is a friend of mine. _____
- 7. The ship sustained heavy damage. _____

Exercise-2. D. Form Adjectives from the following Nouns/ Verbs

Noun	Adjective	Verb	Adjective
Boy		Tire	
Trouble		Cease	
Silk		Talk	
Sense		Move	
Shame		Play	
Care		Adore	
Envy		Create	
Gift		Protect	
Courageous		Attract	

Exercise 2. E. Knowing the Degrees of Comparison

Use the following Adjectives to make sentences in all the three Degrees of Comparison.

- 1. Black-
- 2. Excellent –
- 3. Ill –
- 4. Mad-
- 5. Little –

.....

.....

6. Difficult –

.....

.....

7. Wealthy –

.....

.....

Objective: To study Structural Grammar and Word Classes

Activity 3: Objective Grammar

Exercise 3 A. Pick out the Adverbs from the following sentences.

- 1. I have heard this before. _____
- 2. I have told you twice? _____
- 3. He was too careless. _____
- 4. The horse galloped away. _____
- 5. He comes here daily. _____
- 6. I am fully prepared. _____
- 7. I do not know the truth. _____
- 8. He therefore went to school. _____
- 9. He often makes mistakes _____.
- 10. How many pages have you written? _____

Exercise 3. B. Fill in the Adverbs in their normal position in the sentences given below.

- 1. He invited me to visit him. (often). _____
- 2. I know the answer. (already) _____
- 3. The train has left. (just) _____
- 4. He is in time for meals. (never) _____
- 5. She goes to the cinema. (seldom) _____

Exercise 3.C. Choose the most suitable Prepositions to fill in the blanks:

- 1. When you run _____ any difficulty, please come and see me.
a) in b) into c) across d) to
- 2. The old man has been unwell _____ many years.
a) for b) with c) by) d) in
- 3. I am going away _____ a cruise this coming September.
a) in b) by c) on d) of
- 4. The monkey jumped _____ the branch of a tree _____ the roof of Sunny's house.
a) by....with b) at.....of c) over.....onto d) under above
- 5. My sister is obsessed _____ that singer, Sunidhi Chauhan.
a) with b) in c) of d) on

6. He acted _____ my instructions.
 a) according with b) according to c) in accordance d) accordance with
7. She sat _____ the fire and told me a tale.
 a) about b) around c) by d) along
8. _____ the street the Pied Piper stepped.
 a) about b) into c) around d) in
9. He started _____ six _____ the morning.
 a) at.....in b) at..... by c) near..... of d) around.....by

Exercises 3. D. Fill in the Conjunctions from the list given.

Options	Options	Fill in the blanks
but	and	We can go jogging we can stay here.
until	so	People liked her she was honest.
then	because	He told me he loved me it was a lie.
that	or you need help, just let me know.
if	although	_____ travelling by plane is fast, its expensive _____ bad for the environment.
yet	nor	It's usually very hot in Australia _____ the end of April.
because of	due to	It's foggy and stormy outside, _____ you should wear a coat _____ boots.
for	as if	I would like to go to the beach first, _____ we can go to the restaurant.
after	wherever	Sarah will not walk across a bridge _____ her fear of heights.
onto	nor	Will you drink cola _____ do you prefer champagne?
over	neither	You can pitch your tents _____ you like.
either	beyond	He behaved _____ he thought he was being followed.

Exercise 3.E. Supply Interjections in the blanks below.

- _____ ! It's 10:30 A.M. and he is not here yet.
- _____ ! I just shut the door on my finger.
- _____ ! Elizabeth and I can hardly believe the news.
- _____ ! I can hear the music!
- _____ ! My briefcase is missing.
- _____ ! This new recipe I tried tastes like heaven.
- _____ ! She could not have been in Baltimore.
- _____ ! We missed the train.

Objective: To study Verbs and Tenses

Activity 4. The World of Verbs

Exercise 4. A. In each of the sentences underline the Verb and tell whether it is Transitive or Intransitive. In case of Transitive, name the object.

Serial	Sentence	Verb	Type
1.	The sun shines brightly.		
2.	The policeman blew his whistle.		
3.	The moon rose early.		
4.	Your book lies on the table.		
5.	You speak too loudly.		
6.	The horse runs.		
7.	Birds fly.		
8.	The boy cut his hand with a knife.		

Exercise 4 B. Combine together the following pairs of sentences using Infinitives

1. He did not even have a rupee with him. He could not buy a loaf of bread.

2. He went to Amritsar. He wanted to see the Golden Temple.

3. I speak the truth. I am not afraid of it.

4. He has five children. He must provide for them.

5. She visits the poor. She is anxious to relieve them of their sufferings.

Exercise 4 C. Choose the correct verb from those in the brackets.

The earth _____ around the sun. (move, moves, moved)

2. He _____ a mill in this town. (have, has, is having)

3. The Headmaster _____ to speak to you. (wants, is wanting, was wanting)

4. It _____ since early morning. (rained, is raining, has been raining)

5. The town _____ its appearance completely since 1990. (has changed, changed, is changing)

6. I _____ twenty next Saturday. (shall be, shall have been, shall had been)

7. I _____ the Joshi's this evening. (visit, am visiting)

8. I _____ you one of these days, I expect. (see, will be seeing)

Objective: To study Active and Passive Voice

Activity - 5. Practice in Active and Passive Voice

Exercise 5. A. Turn the sentences from Active Voice to Passive Voice.

1. Sita loves Savitri.

2. The mason is building the wall.

3. He will finish the work in a fortnight.

4. Who did this?

5. Rama helps Hari.

6. The cat killed the mouse.

Exercise 5. B. Rewrite the sentences in Active Voice.

1. I am kept waiting by him.

2. He told me to leave the room.

3. He promised me a present.

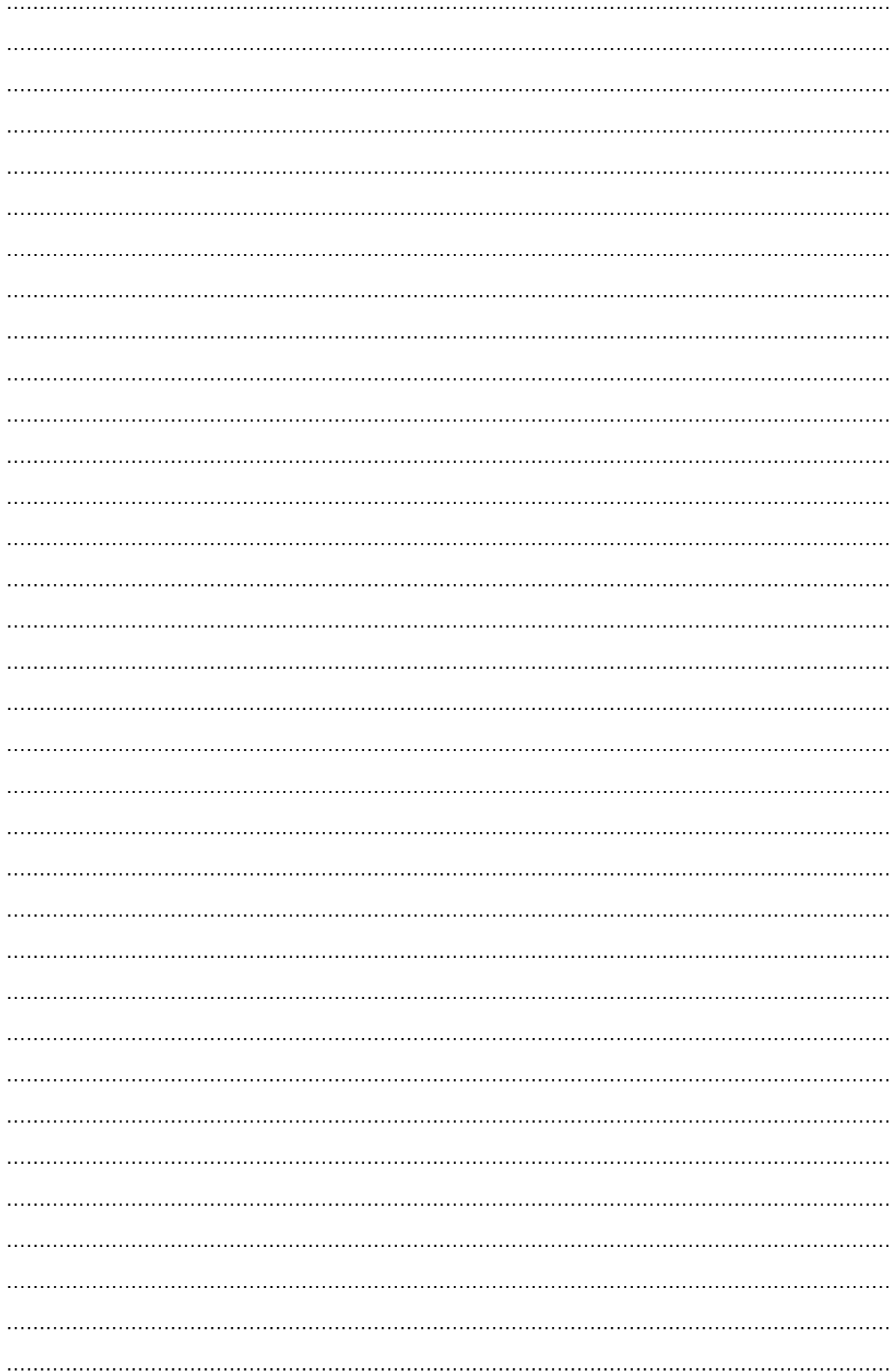
4. They saw the approaching storm.

5. The boy is climbing the cliff.

6. All his friends were laughing at him.

7. They use video for teaching the students.

8. When will you return the book?



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Exercise 7.C. Tick the Correct Answer.

- Q1. Which part of a Report provides supplementary information?
a) summary b) Introduction c) appendix
- Q.2.Which part of the Report presents the background studies?
a) Introduction b) summary) conclusion
- Q.3. The report present conclusions based on:
a) assumptions b) impressions c) investigations d) beliefs
- Q.4. A cover letter in the Report is written by the:
a) reader b) top management c) report writer d) CEO
- Q. 5. The Glossary is the list of:
a) References b) diagrams used in reports c) technical terms used in report d) Subjects covered in the report.

Objective: To study Letter Writing

Activity 8. Job Application Template and Letter.

Look at the template of the job application letter given below and fill in your own details in the underlined parts. Rewrite the letter in the lined space provided.

[Your Name]
[Address]

[Hiring manager's name]
[Hiring manager's company name]
[Company address]

[Today's Date]

Dear Mr/Mrs/Miss/Ms [Hiring managers name – if not known, simply Sir/Madam]

I wish to apply for the role of [Job Title], currently being advertised on (place where you saw the advertisement). Please find enclosed my CV for your consideration.

As you can see from my attached CV, I have over [time period] experience in the [Sector] industry, and I believe the knowledge and skills built up during this time make me the right/perfect candidate for the role.

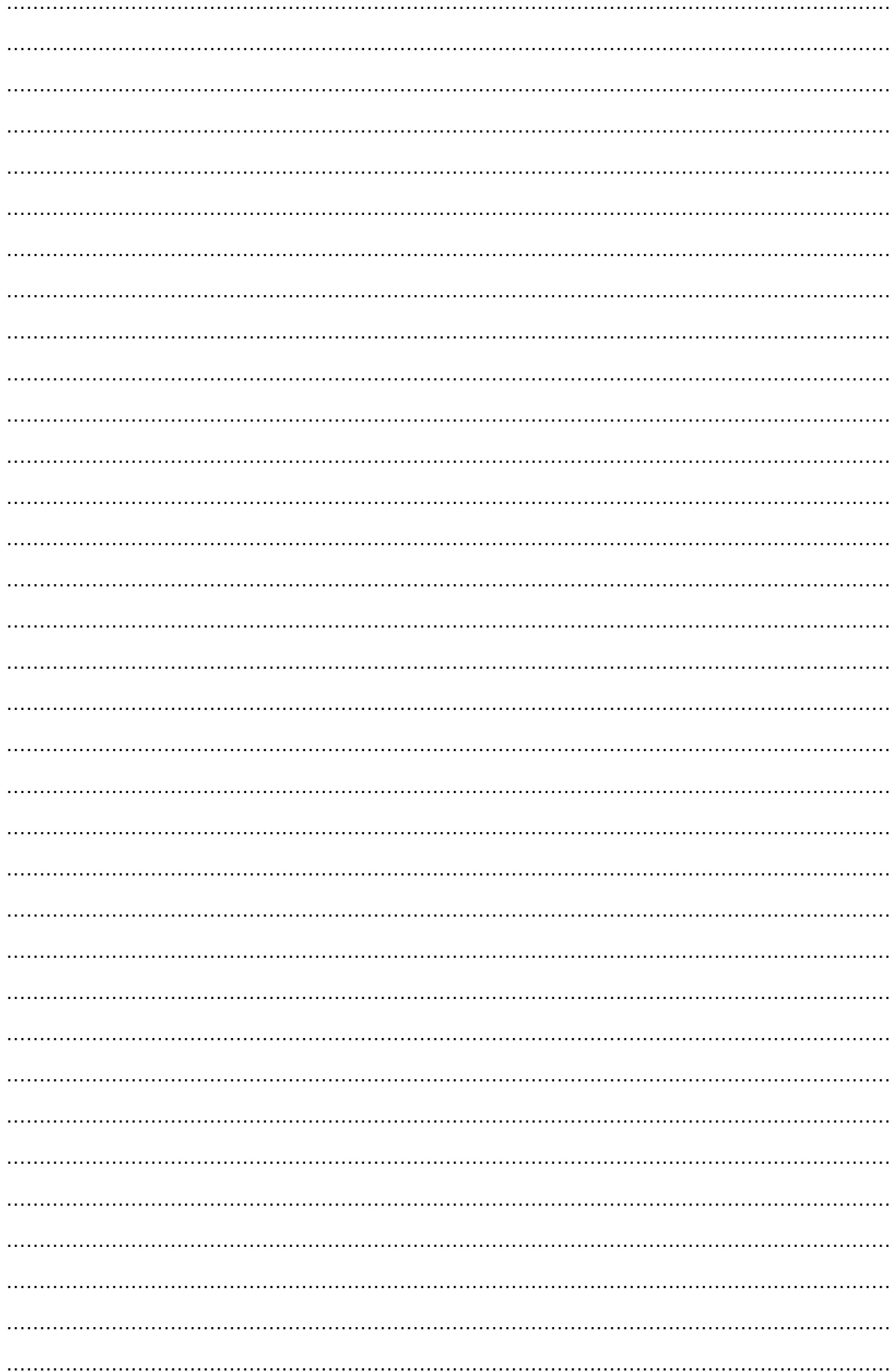
In my current role as a [job title] at [employer name], I have been responsible for [Insert a quantifiable and notable achievement/s - e.g. a x% increase in revenue], which when coupled with my enthusiasm and dedication [insert skills relevant to the role – usually found in the job description], has helped the business to [measure of success].

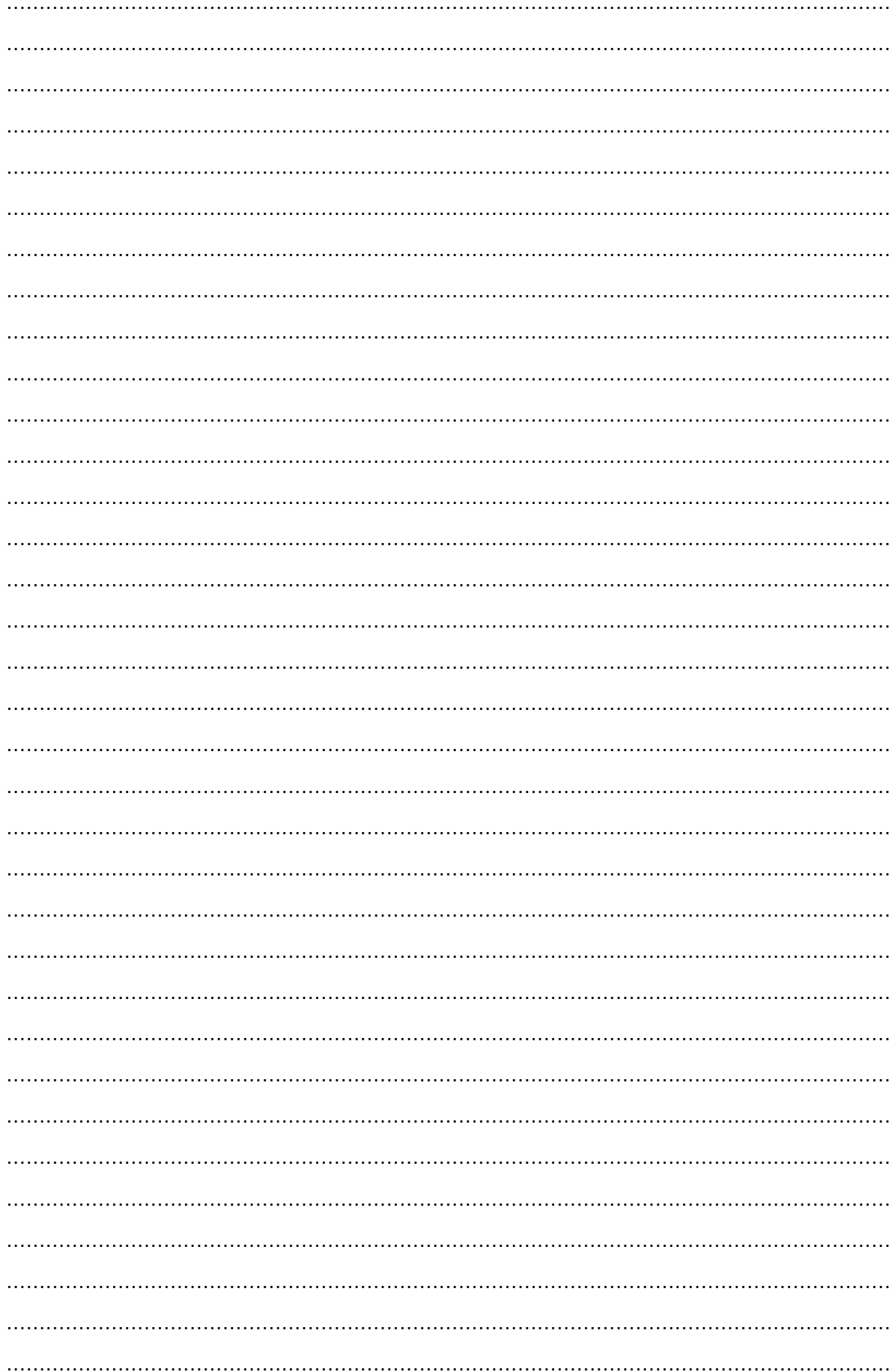
I am confident that I can bring this level of success with me to your organisation and help [company name] build upon their reputation as [state their position in market – learned through your research]. With my previous experience and expertise, I believe my contribution will have an immediate impact on the business.

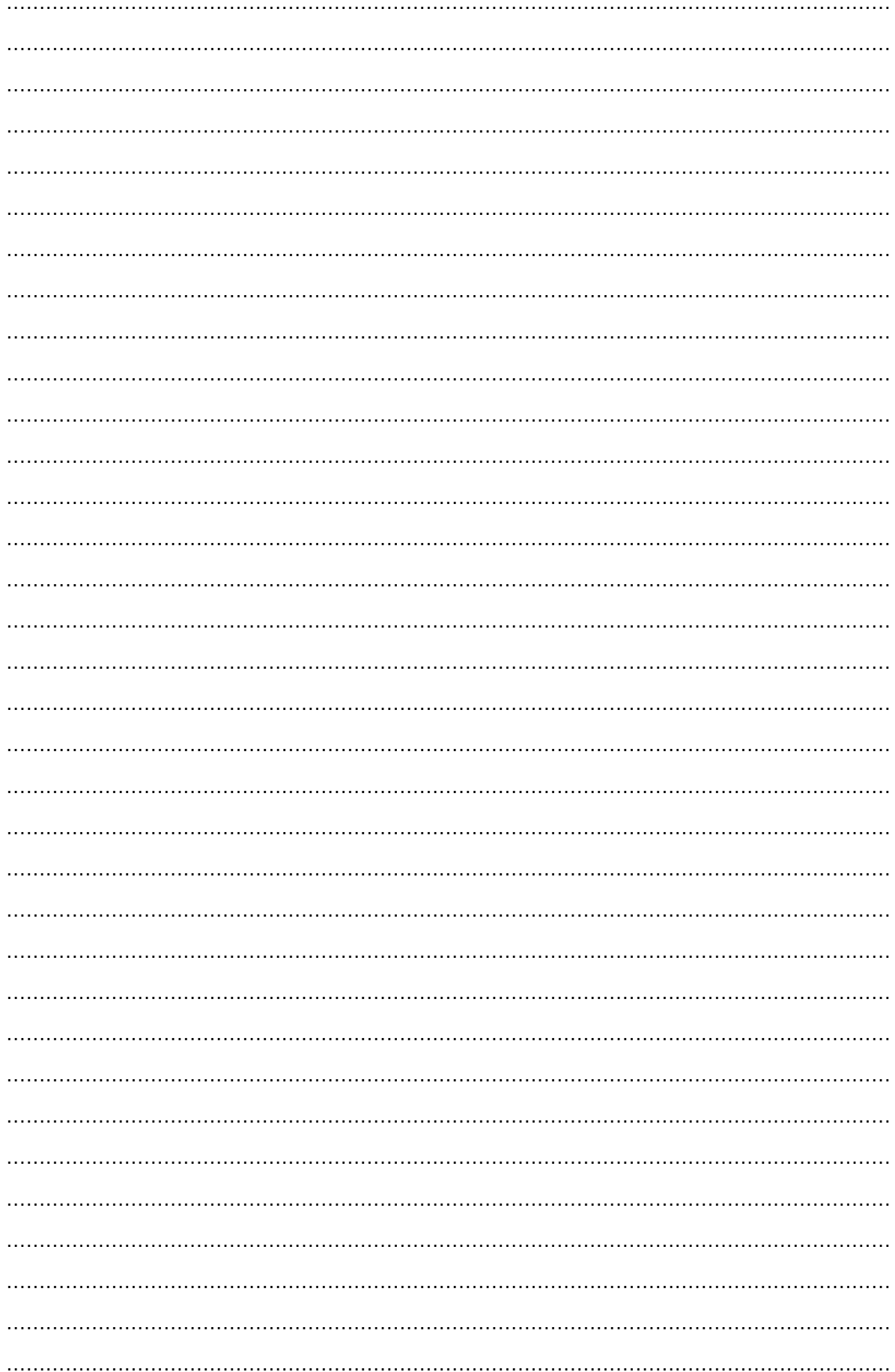
Thank you for your time and consideration. I look forward to meeting with you to discuss my application further.

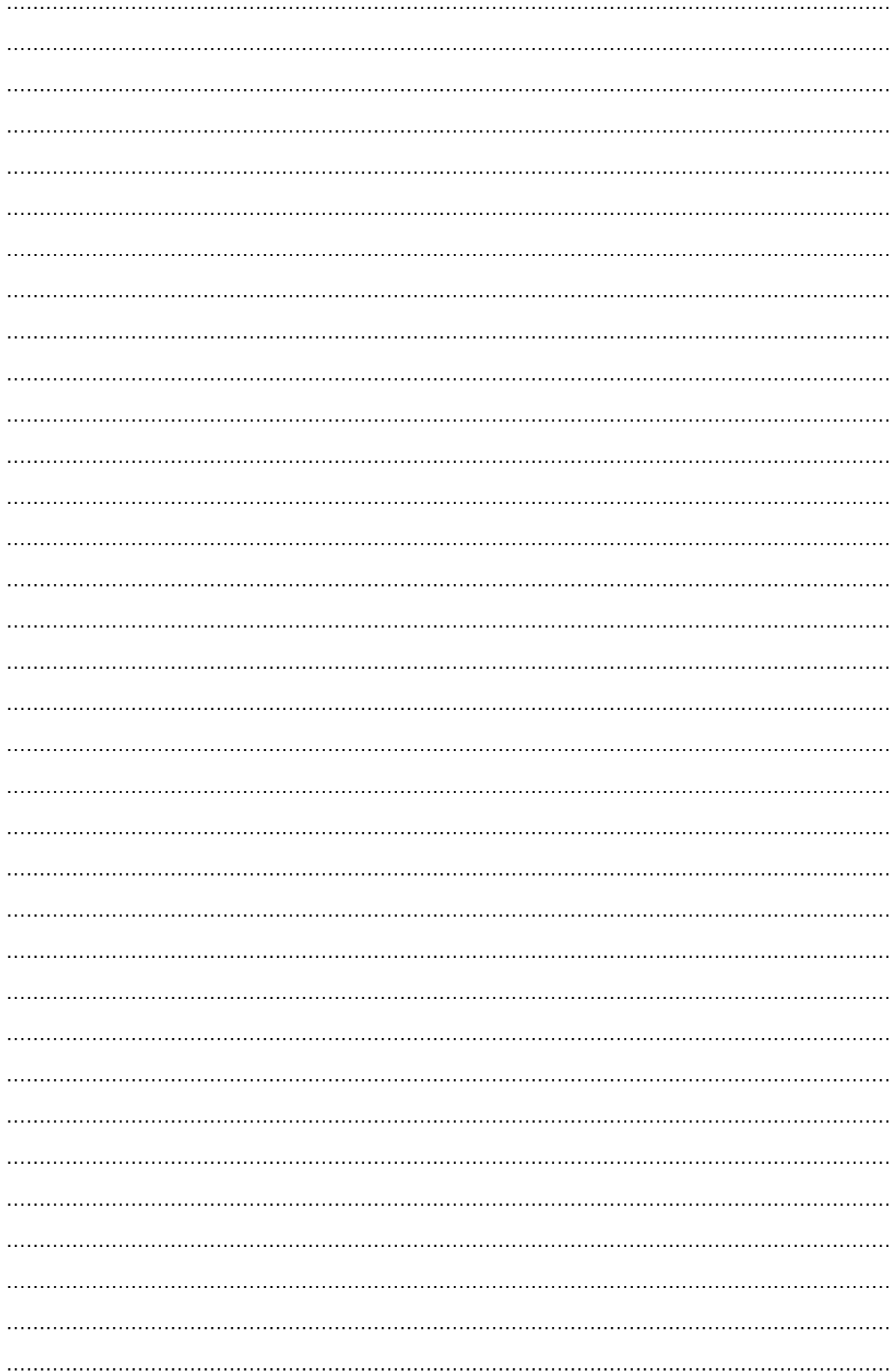
Yours sincerely/Yours faithfully,
[Signature - if desired]
[Your name]
[contact phone number]

.....
.....
.....
.....









Objective: To study Conversation Skills

Activity 11. Conversation Made Easy

Exercise 11 A. Make sentences by using these everyday common expressions.

1. Are you Sure?

2. On one hand..... On the other hand.....

3. The first thing I am going to do when is

4. As far as I am concerned

Exercise: 13. B. Audio – At The Train Station

Listen to the audio conversation and answer the questions.

<https://learnenglish.britishcouncil.org/skills/speaking/b1-intermediate-problems-at-the-train-station>

1. What problem has Makayla had?

She lost her ticket.

She's taken the wrong train.

She's just missed her train.

2. Where does Makayla want to go?

To London

To Edinburgh

To Manchester

3. Which train can Makayla take?

The 16:20 train

The 17:15 train

The 18:30 train

4. What does Makayla need to do?

Change her old ticket for a new ticket and pay an extra £3.50

Change her old ticket for a new ticket and pay an extra £7.50

Change her old ticket for a new ticket and pay an extra £11.00

5. Which platform is her train going from?

Platform 1

Platform 2

Platform 3

Objective: To study Silent Letters in words

Activity 15. Silent Letters at a Glance

Exercise: Can you name the silent letter in each word?

I feel wretched because I fail to understand the message which is written in a foreign language that is not known to me.

Exercise 15. B. Give the correct answer:

1. The measurement of someone or something from head to foot or from base to top.

2. The short, thick first digit of the human hand, set lower and apart from the other four and opposable to them. -----
3. A state of armed conflict between different countries or different groups within a country.

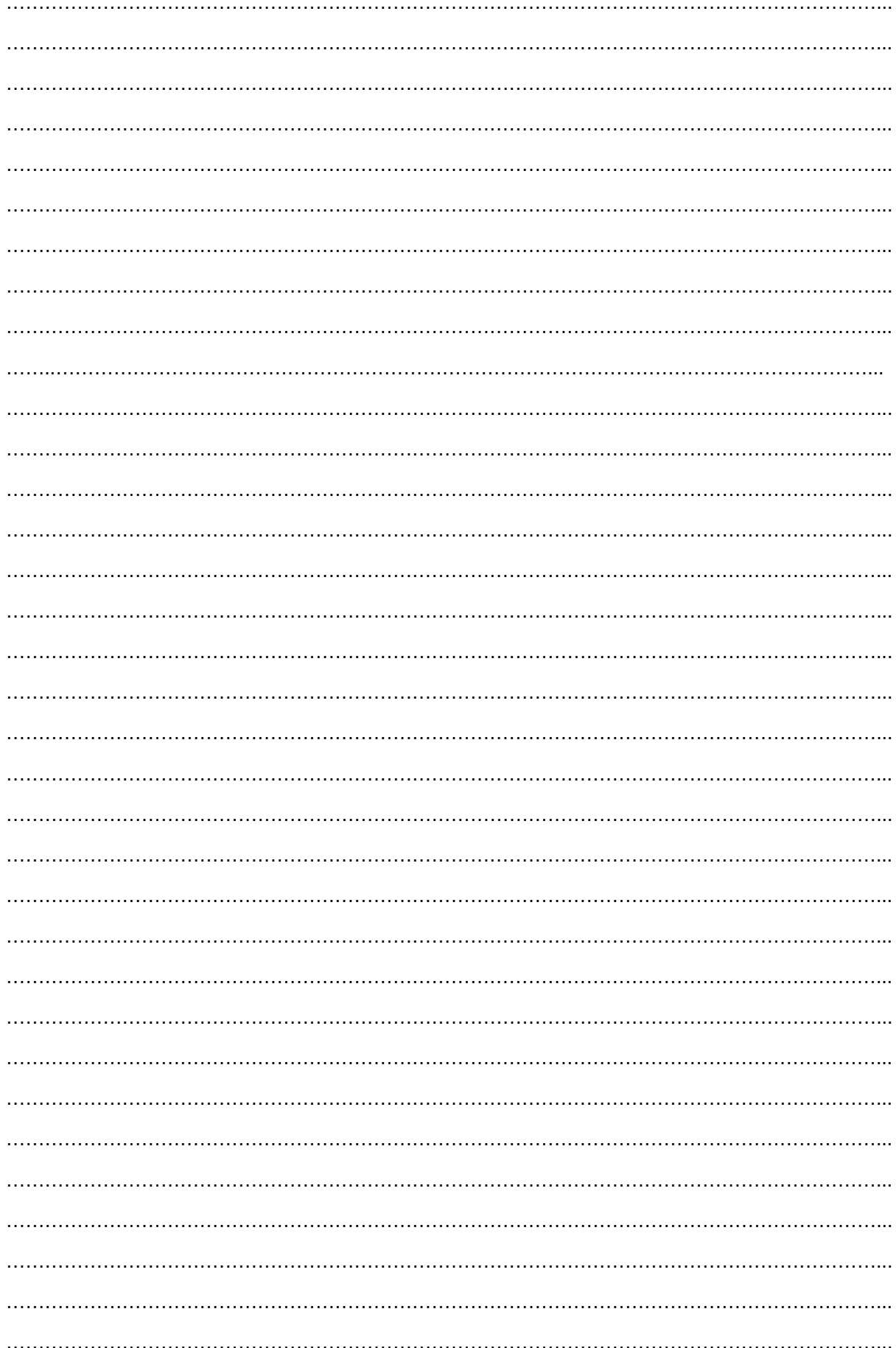
4. Strike a surface noisily to attract attention, especially when waiting to be let in through a door.

5. They always tell the truth, and do not try to deceive people or break the law.

6. A piece of land surrounded by water _____
7. The period from sunset to sunrise in each twenty-four hours. _____

Exercise 15 C: Fill in the missing letters.

- | | | |
|--------------|------------------|-----------------|
| 1. Bre _ d, | 2. G_ itar, | 3. Sub _ le |
| 4. - nemonic | 5. Pe - ple | 6. G _ ard |
| 7. Cas _ le | 8. Fau _ | 9. _ nead |
| 10. Solem _ | 11. Rende _vou _ | 12. Exe _ cis _ |



KINDS OF SENTENCES

1. **Declarative/**assertive sentences give information and may state a fact or an opinion. Declarative sentences end with periods.
2. **Interrogative sentences** ask a question and end with question marks.
3. **Imperative sentences** give a command, a request, advice, a suggestion, a warning, or a wish. They can be followed by a period, a question mark, or an exclamation mark.
4. **Exclamatory sentences** show great emotion and end with exclamation marks.

Word Classes

Noun	Pronoun	Verb
Adjective	Preposition	Conjunction
Adverb	Interjection	Article

Concrete nouns name people, places, or things that you can touch, see, hear, smell, or taste.

Abstract nouns name ideas, concepts, or emotions.

Possessive nouns show ownership. *Possessive* comes from the same root as *possession*, something you own

THE ADJECTIVE

An adjective is a word that modifies, or changes, a noun. Example: A large orange striped cat walked past my window. Adjectives answer the questions which one, what kind, and how much/many.

Which one: *That* car has been in a crash.

What kind: We have **black** squirrels in our neighborhood.

How much: I ate too **much** sugar for breakfast.

How many: I saw **five** swans in our pond.

Sometimes the same word can be used as different parts of speech in different sentences. Words that are usually nouns or pronouns sometimes act as adjectives. Like:

a. *Rachelle prefers **chocolate** cookies.* (Chocolate is usually a noun, but here it tells what kind of cookies).

b. *That **tree** branch fell through my **kitchen** window.*

Tree and **kitchen** are usually nouns, but here they tell what kind of branch and window.

c. **Possessive Nouns:** Possessive nouns actually always act as adjectives. *The **teacher's** desk is in front of the class.* (Teacher is a noun, but the possessive form is telling whose desk)

d. **Proper Nouns** as Adjectives- *Her dress was covered in **Brussels** lace.*

Comparison of Adjectives: Adjectives change in form to show comparison. There are three Degrees of Comparison. For example:

Ram's mango is sweet.	Positive Degree
Hari's mango is sweeter than Ram's.	Comparative Degree
Govind's mango is the sweetest of all.	Superlative Degree

THE ADVERB

Definition: An adverb modifies a verb, adjective, or another adverb. It answers the questions when, where, how, and to what extent (how much or how long). Adverbs may be divided into the following classes according to their meaning.

1. Adverbs of Time (when) ex- I have heard this before.
2. Adverbs of Frequency (how often)
3. Adverbs of Place (where)
4. Adverbs of Manner (how)
5. Adverbs of Degree or Quantity (how much, to what extent)
6. Adverbs of affirmation or Negation (surely, certainly, do not)
7. Adverbs of Reason (therefore, hence)
8. Adverbs of Interrogation (when asked in questions, where, when)

THE PREPOSITION

A Preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else.

Simple Prepositions: at, by, for, from, of, in, on, off, out, through, till, to, up, with.

Compound Prepositions: behind, below, besides, between, inside, outside, within, about, above, amidst etc.

Phrase Prepositions: according to, agreeably to, in addition to, in accordance with, in spite of, instead of, in course of, with regard to, for the sake of, because of, by means of, away from, etc.

THE CONJUNCTION

A Conjunction is a word which joins together sentences, and sometimes words. When a Conjunction joins together two statements or clauses of equal rank it is called a Co-ordinating Conjunction. Example: He is slow, but he is sure. She must weep, or she will die. A Sub-ordinating Conjunction joins a clause to another on which it depends for its full meaning. **Example:** I do not understand how it all happened. Make hay while the sun shines. Some more examples of Conjunctions!

1. Balu is a good bowler and Vithal is a good Bowler	2. Balu and Vithal are good bowlers
3. The man is poor, but he is honest	4. She must weep, or she will die.
5. Two and two make four.	6. Either take it or leave it.
7. Not only is he hungry, but also poor.	8. He saved some bread so that he could eat tomorrow

THE INTERJECTION

An Interjection is a word which expresses some sudden feeling or emotion. It may express- Joy, grief, surprise, approval etc.

THE VERB

Verbs are words that show an action (*sing*), occurrence (*develop*), or state of being (*exist*). Almost every sentence requires a verb. The basic form of a verb is known as its *infinitive*. The forms *call*, *love*, *break*, and *go* are all infinitives.

Transitive and Intransitive Verbs:

Transitive Verb: It denotes an action which passes over from the doer (subject) to the receiver (object). Example- The ants fought the wasps. Here the action is passed over from the ants to the wasps.

Intransitive: It denotes an action which does not pass over to an object, or which express a state or being. Example- The baby sleeps. He ran a long distance. There is a flaw in the dress.

The Infinitive Verb: The infinitive is the base of a verb often followed by "to".

Examples- To err is human. Birds love to sing.
He refused to obey orders.
He was petrified, so to speak.

LETTER WRITING

Content of a Formal Letter

First paragraph: The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organising it in a clear and logical manner rather than expanding too much.

Last Paragraph: The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

The following abbreviations are widely used in letters:

asap = as soon as possible

cc = carbon copy (when you send a copy of a letter to more than one person, you use this abbreviation to let them know)

enc. = enclosure (when you include other papers with your letter)

pp = per procuracionem (A Latin phrase meaning that you are signing the letter on somebody else's behalf; if they are not there to sign it themselves, etc)

ps = postscript (when you want to add something after you've finished and signed it)

pto (informal) = please turn over (to make sure that the other person knows the letter continues on other side of the page)

RSVP = please reply

Letter Openings: I am writing to enquire about ... /I am writing to request ... /I am writing to explain why ... /I am writing to express interest in ... /I am writing to inform you that/about... /I am writing to complain about (the fact that I)... /After

having seen your advertisement in ... , I would like to... /After having received your address from ... /Thank you for your letter regarding/about ... /In reply to your letter of 18 June,

Letter closings: You may need a *letter closing* to express gratitude, to repeat an apology, to offer help etc.

Examples of formal letter closings:

*If you require any further information, feel free to contact me./I look forward to your reply./I look forward to hearing from you./Once again, I apologise for any inconvenience./I would appreciate your immediate attention to this matter./I would deeply appreciate it if you could ... /Thank you in advance!/
Thanking you for your assistance in advance, I look forward to hearing from you.*

WORD STRESS

In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say **one** syllable very **loudly** (big, strong, important) and **all the other syllables** very **quietly**. Word stress is your **magic key** to understanding spoken English. Native speakers of English use word stress naturally. Non-native speakers who speak English to native speakers without using word stress, encounter two problems:

They find it difficult to understand native speakers, especially those speaking fast.

The native speakers may find it difficult to understand them.

This happens in ALL words with 2 or more syllables: TEACHer, JaPAN, CHINa, aBOVE, converSAtion, INteresting, imPORtant, deMAND, etCETera, etCETera, etCETera

The syllables that are not stressed are **weak** or **small** or **quiet**. Fluent speakers of English listen for the STRESSED syllables, not the weak syllables. If you use word stress in your speech, you will instantly and automatically improve your pronunciation and your comprehension.

There are two very important rules about word stress:

One word, one stress. (One word cannot have two stresses. So, if you hear two stresses, you have heard two words, not one word.)

The stress is always on a vowel: When you learn a new word, you should also learn its stress pattern. If you keep a vocabulary book, make a note to show which syllable is stressed. If you do not know, you can look in a dictionary. All dictionaries give the phonetic spelling of a word. This is where they show which syllable is stressed, usually with an apostrophe (') just **before** or just **after** the stressed syllable. (The notes in the dictionary will explain the system used.)

phonetic spelling for <i>plastic</i>	
dictionary A	dictionary B
/plæs' tɪk/	/'plæs tɪk/

When a word has more than two syllables in English, one syllable will receive more importance than the others when it is pronounced. This is the syllable that receives the primary word stress. This means that, compared to the other ones, the vowel sound of that syllable will be slightly: louder, • longer, • at a higher pitch. •

2. I want to be a photographer.

PHO-to-graph-er

pho-TO-graph-er

3. Which photograph do you like best?

PHO-to-graph

pho-TO-graph

4. He was born in China.

CHI-na

Chi-NA

5. Whose computer is this?

com-PU-ter

com-pu-TER

6. I can't decide which book to borrow.

DE-cide

de-CIDE

7. Couldn't you understand what she was saying?

un-DER-stand
un-der-STAND

8. Voting in elections is your most important duty.

im-POR-tant
im-por-TANT

9. We had a really interesting conversation.

con-VER-sa-tion
con-ver-SA-tion

10. How do you pronounce this word?

PRO-nounce
pro-NOUNCE

INTONATION

In **speech**, *intonation* is the use of changing (rising and falling) vocal pitch to convey grammatical information or personal attitude. Intonation is particularly important in expressing questions in spoken English. For example, take the sentence, "When does the meeting start?" The word "start"—including the question mark—rises up or comes up in your voice when you utter the word,

The Musicality of Language: Intonation is the melody or music of a language, says David Crystal, author of "A Little Book of Language." Intonation refers to the way your voice rises and falls as you speak. In this sentence, you're not really asking a question: You're *telling* the listener that it's raining, so you give your speech a "telling" melody.

Report Writing: A Report is an account given or opinion formally expressed for a specific purpose after proper enquiry. It is a type of communication that is orderly, carefully planned, objective and factual.

Types of reports- Long Reports, Memorandum, Letter Reports.

Importance of writing reports:

It is a decision- making tool.

It is an investigating tool.

It helps in evaluation of work/events/problems/projects

It is a recorded documentation of facts for further reference.

It is an important means of communication within organizations

CONVERSATIONS IN EVERYDAY LIFE

An informal, usually private, talk in which two or more people exchange thoughts, feelings, or ideas, or in which news or information is given or discussed. Synonyms of 'Conversation' are- chat, colloquy, dialogue, discourse, discussion, exchange, converse.

Objectives:

- to develop learners' ability to engage in conversations fluently.
- to give practice of natural speaking and listening
- to develop learners' vocabulary of conversational skills
- to develop learners' confidence in spoken communication.

ADDITIONAL LEARNING RESOURCES

A Compilation of Commonly Confused Words:

Appose vs. Oppose: *Appose* is a verb that refers to placing objects close to or on top of each other: "The clock and the painting were apposed on the wall." *Oppose* is a verb that means you are against something or do not agree with it: "I am opposed to your suggestion that cricket is better than hockey."

Appraise vs. Apprise: *Appraise* is a verb that means to estimate or give value to something: "The real estate agent appraised the house at \$1.2 million." *Apprise* is a verb meaning to inform or give notice to someone: "I will apprise you of my status as soon as you return."

Arrant vs. Errant: *Arrant* is an adjective meaning complete, utter, or thorough: "The arrant thief was not to be trusted." *Errant* is an adjective that is similar to *wandering*: "The errant entertainer never stayed more than two nights in a given town."

Ascent vs. Assent: *Ascent* is a noun that refers to going up or advancing from an original position: "I watched the balloon's ascent into the sky." *Assent* is a noun that means agreement: "We need to reach assent on how to do this project."

Assemble vs. Ensemble: *Assemble* is a verb that means to put or gather pieces together to make a whole: "We need to assemble this toy train." *Ensemble* is a noun that means a collaboration of complementary units that together create a particular look: "I love your outfit. What a beautiful ensemble!"

Aural vs. Oral: *Aural* is an adjective that means heard by the ear: "The dentist flinched at the aural assault from the screaming patient." *Oral* is an adjective that means communicated by voice: "We have an oral exam tomorrow in which we answer questions from the professor."

Awaken vs. Awoken: *Awaken* is a present-tense verb meaning to rouse from sleep: "We must awaken the dragon." *Awoken* is the past-tense form of the same verb: "The dragon has awoken."

Ball vs. Bawl: *Ball* is a noun that refers to a spherical object often used in sports and games: "For bowling, you need a heavy ball with three finger holes." *Bawl* is a verb that refers to crying heavily: "When she left for the army, her husband fell to his knees and started to bawl."

Balmy vs. Barmy: *Balmy* is an adjective that means warm but still pleasant: "It's balmy outside today." *Barmy* is an adjective that refers to something unwise, irrational, or foolish: "Your resolution to eat an entire pizza by yourself is absolutely barmy!"

Bare vs. Bear: *Bare* is an adjective that means without cover or clothing: "He wore bright green swimming trunks, and his chest was bare." *Bear* is a verb that means to hold up, support, or tolerate, and it is also a noun that refers to an animal: "The grizzly bear cannot bear to be without her cubs."

Bail vs. Bale: *Bail* is a noun that refers to money given by someone in order to release another person from incarceration: "If you pay my bail, I'll be able to get out of here." *Bale* is a noun that means a tightly wrapped package of a finished product: "Go put the hay into bales so we can stack them in the truck."

Bait vs. Bate: *Bait* is a verb meaning to entice something toward something else: "We baited the fish by putting a worm on the hook." It can also be used as a noun to refer to the item used to entice or lure something: "We used a worm as bait." *Bate* is an adjective meaning held in suspense or anticipation: "I waited patiently with bated breath."

Belief vs. Believe: *Belief* is a noun that means to have trust or faith in the properties of something: "He held a firm belief that he was right and she was wrong." *Believe* is a verb that means to hold faith or trust in something, such as a religion or a theory. "Do you believe in Santa Claus?"

Berth vs. Birth: *Berth* is a noun that means a space adequate for a ship to move, dock, or anchor: "Move toward the berth so we can dock and get the passengers off the ship." *Birth* is a noun that means the process by which mammals enter the world: "The horse gave birth to a small bay filly."

Bloc vs. Block: *Bloc* is a noun that refers to a group of people who are united by a commonality: "America and Canada form a bloc that is connected by capitalist ideology." *Block* is a noun that refers to a cube of a solid substance, such as wood: "Use that block of wood to hold up the doorframe." It can also refer to the area surround by four streets in a city or town: "I'm so glad to live only two blocks from the grocery store."

Capital vs. Capitol: *Capital* is a noun and is a seat of government, generally a city: "Ottawa is the capital of Canada." *Capitol* is a noun and is the building in which a legislature meets: "The capitol building is really quite beautiful."

Carat vs. Caret vs. Carrot vs. Karat: *Carat* is the unit of measurement for gemstones: "My fiancé bought me a two-carat diamond ring." A *caret* is a mark on printed matter indicating where something is to be inserted: "The proof reader used a caret mark to indicate a missing word." A *carrot* is a vegetable: "Would you like me to add some carrots to the soup?" *Karat* is the unit used to measure the purity of gold: "My fiancé bought me a 24-karat gold ring."

Censor vs. Censure vs. Sensor: *Censor* is a verb that means to examine in order to suppress or delete objectionable material: "Please don't censor my emails." *Censor* can also be a noun meaning a person who censors: "The censor examined the questionable material." *Censure* is a verb that means to criticize or strongly disapprove: "Please don't censure me for caring too much." *Sensor* is a noun and is a mechanical device that monitors light, sound, or movement: "We set up sensors to alert us to intruders."

Chord vs. Cord: *Chord* is a noun that means a sound made by an instrument when multiple pitches are played together: "I need to strum an *E* chord on my guitar." *Cord* is a noun that means multiple threads of thin material woven together: "The cord connecting the phone to the wall is covered in a protective plastic layer."

Coarse vs. Course: *Coarse* is an adjective that means having a rough texture: "This sandpaper is very coarse." *Course* is a noun that refers to a set pathway: "You set a positive course for your future by staying in school."

Complement vs. Compliment: *Complement* can function as a noun or verb, referring to something that matches or enhances: "The pillow he bought was a complement to the couch." *Compliment* can also act as a noun or verb and refers to an expression of praise: "She complimented her friend on her excellent taste."

Disinterested vs. Uninterested: *Disinterested* is an adjective that means impartial and unbiased, having no stake in the outcome: "We need advice from a neutral, disinterested party." *Uninterested* is an adjective that means not interested at all: "My girlfriend is uninterested in the chick flicks I try to make her watch."

Dose vs. Doze: *Dose* is a verb that means to be given an amount of a substance, such as medicine: "After his surgery, he

was dosed with morphine to help with the pain." It can also be used as a noun to refer to the amount of the medicine: "Please may I have a dose of cough medicine?" *Doze* is a verb that means to sleep lightly: "I'm going to doze in this deck chair all afternoon."

Elicit vs. Illicit: *Elicit* is a verb meaning to draw out: "The officer tried to elicit the truth from the suspect." *Illicit* is an adjective meaning illegal: "He seemed to have no information about the illicit drug ring."

Emigrate vs. Immigrate: *Emigrate* is a verb that means to leave one country to live in another: "The family emigrated from the UK." *Immigrate* is a verb that means to move to another country: "The family immigrated to Canada 20 years ago."

Eminent vs. Imminent: *Eminent* is an adjective that refers to something or someone worthy of recognition due to a noteworthy quality or influence: "Eminent members of the government include the Prime Minister, Cabinet members, and MPs." *Imminent* is an adjective that refers to something that hasn't happened yet but is about to take place: "In November, the arrival of winter is imminent."

Empathize vs. Emphasize: *Empathize* is a verb that means to have sympathy: "She could really empathize with how he was feeling." *Emphasize* is a verb that means to give emphasis, or stress, to something: "He emphasized how upset he was by bursting into tears."

Exalted vs. Exulted: *Exalted* is an adjective that means held in high regard: "The Prime Minister holds an exalted office in Canadian society." *Exulted* is the past tense of a verb that means to celebrate and show enjoyment: "He exulted after hearing about his raise."

Exercise vs. Exorcise: *Exercise* is a verb that refers to activities performed to get or stay in shape: "I am going to exercise as soon as my yoga class starts." It can also be used as a noun referring to the activities themselves: "Exercise is an important part of a healthy lifestyle." *Exorcise* is a verb that means to exile a demon through religious ritual: "The man decided to exorcise the spirits from his house."

Explicit vs. Implicit: *Explicit* is an adjective meaning fully or clearly expressed: "She was explicit about the rules, stating in no uncertain terms that the children must not leave the house." *Implicit* means implied or not expressly stated: "Their trust in her was implicit."

Faint vs. Feint: *Faint* is an adjective that means barely perceptible or very weak: "The sound was so faint; I could barely hear it." It can also be a verb that refers to a sudden loss of consciousness: "The noise was so loud, I thought I might faint." *Feint* is a noun that means a diversion—something that takes attention away from another event: "During the fight, he feinted left before bombing an overhand to his opponent's jaw."

Fair vs. Fare: *Fair* is an adjective that refers to making an unbiased decision: "To be fair, you should split the pizza down the middle so we get the same amount." *Fare* is a noun that means the cost required for transportation: "The boat has a cheaper fare than the plane, but it will take much longer."

Farther vs. Further: *Farther* and *further* are both adjectives and adverbs meaning at a distance. *Farther* should be used when referring to physical distances: "The house is just a little farther down the road." *Further* should be used for figurative distances: "I can't wait to discuss this further."

Flair vs. Flare: *Flair* is a noun that means a particular talent for something: "Ted has a flair for playing the tuba." It can also refer to an attention-grabbing quality: "Those red shoes add flair to that plain black dress." *Flare* is a verb referring to when a fire grows in strength: "The fire will flare when you add that cardboard." It can also indicate the sudden eruption of a potentially violent situation: "The argument is likely to flare up if you don't apologize quickly."

Flaunt vs. Flout: *Flaunt* is a verb that means to show off: "You shouldn't flaunt your wealth." *Flout* is a verb that means to show disdain for something: "By wearing a red pantsuit to the funeral, he was flouting the rules of decorum."

Flounder vs. Founder: *Flounder* is a verb that means to move awkwardly while trying to accomplish something: "He floundered with the apology, unsure of what he ought to say." *Founder* is a verb that means to fail, collapse, or cave in: "That relationship is sure to founder." It can also be used as a noun to refer to someone who establishes a company, settlement, or institution: "Larry Page and Sergey Brin are the founders of Google."

Foreword vs. Forward: *Foreword* is a noun that means the section at the beginning of a book that introduces the content: "I want to write a foreword to my memoir, but it can't be too revealing." *Forward* is a directional adverb that means coming up or up ahead (as opposed to backward): "Move your chair forward so you're closer to the stage."

Formally vs. Formerly: *Formally* is an adverb that means officially or properly: "All the wedding guests were formally dressed." *Formerly* is an adverb that refers to something that was different in the past: "My math teacher was formerly a professional belly dancer."

Garner vs. Garnish: *Garner* is a verb that means to collect or gather: "The treasure hunt required us to garner a number of unusual objects." *Garnish* is a verb that means to embellish by adding decoration: "You can garnish your salmon with some dill spice."

Gauge vs. Gouge: *Gauge* is a noun that refers to something that is used to measure: "An air pressure gauge will tell you if you should fill your tires." It can also be a verb meaning to estimate a measurement: "I can't gauge distance without my glasses on." *Gouge* is a noun that means a tool with a rounded blade used to scoop or dig: "Use the gouge to clean out the

pumpkin." Gouge is also a verb meaning to scoop, dig, or make a groove: "The river had gouged a winding channel through the rock."

Good vs. Well: *Good* is an adjective meaning excellent or satisfactory: "You are very good at playing the trumpet!" *Well* is an adverb meaning thorough or satisfactory, and it can also be an adjective that means healthy: "She decided to stay home from work because she didn't feel well."

Grisly vs. Grizzly: *Grisly* is an adjective that means horrible or disgusting: "This was certainly the scene of a grisly murder." *Grizzly* is a noun that refers to a bear: "The California grizzly is a majestic bear." *Grizzly* can also be an adjective that means streaked with gray: "The lumberjack wore a flannel shirt and had a long, grizzly beard."

Heal vs. Heel: *Heal* is a verb that refers to a process in which an injury gets better: "Let the scab heal, and it will just be a small scar." *Heel* is a noun that refers to the back part of a foot: "A shoehorn helps you slide your heel into a shoe."

Hear vs. Here: *Hear* is a verb that refers to the sense that allows us to listen to our surroundings: "I know you're yelling, but I still can't hear you." *Here* is an adverb that implies that you have arrived at a destination: "It may have taken five hours, but we're finally here."

Hoard vs. Horde: *Hoard* is a noun that means a supply or a verb that means to accumulate: "After collecting acorns all summer, the squirrel had gathered quite a hoard." *Horde* is a noun that means a large group: "A horde of people gathered around the celebrity, asking for photos and autographs."

Idle vs. Idol: *Idle* is an adjective that means inactive or not moving: "We made idle conversation about the weather before going our separate ways." *Idol* is a noun that means an image of a god used as an object of worship or someone who is looked up to by another: "The people bowed before the idol."

Imply vs. Infer: *Imply* is a verb that means to indicate or suggest without being specific: "I didn't mean to imply that I don't care about you." *Infer* is a verb that means to guess or speculate: "From his hunched posture and pronounced frown, she inferred that he was feeling very disappointed."

Install vs. Instill: *Install* is a verb that means to establish, mount, or make ready for use: "You have to install the video game on the computer before you can play it." *Instill* is a verb that means to cultivate something within someone: "You can instill good manners in any child if you lead by example."

It's vs. Its: *It's* is a contraction of *it is*: "I love this show. It's so funny to watch!" *Its* is a pronoun and is the possessive form of *it*: "Come quickly! The kitten is chasing its own tail."

Lead vs. Led: *Lead* (rhyming with *reed*) is the present tense of the verb *to lead*, meaning to guide a person or group: "I will lead you to the fountain of youth." *Led* is the past tense of the verb *to lead*: "I led them to the park, but I didn't stay." *Lead* (rhyming with *red*) is a type of metal often used in roofing and plumbing: "When lead was found to be dangerous, the use of lead paint was largely discontinued."

Leak vs. Leek: *Leak* is a noun that refers to a small hole where liquid, powder, or gas can escape: "There is a leak in the bottom of the bucket." *A leek* is a vegetable with a stalk and leaves, similar to an onion: "This recipe calls for two leeks."

Lessen vs. Lesson: *Lessen* is a verb that means to reduce the amount or size of something: "You need to lessen the amount of water in that cup, or you'll spill it." *Lesson* is a noun that means something that is taught to you: "You need a lesson in manners."

Likeliness vs. Likeness: *Likeliness* is a noun that refers to the probability of something happening: "The likeliness that you will actually win is slim." *Likeness* is a noun that refers to a similarity or resemblance: "The painting of the man was a good likeness."

Loath vs. Loathe: *Loath* is an adjective that means reluctant or unwilling: "She was loath to try the sandwich." *Loathe* is a verb that means to feel disgust: "She didn't want the sandwich because she loathed salami."

Mantel vs. Mantle: *Mantel* is a noun that means a ledge found above a fireplace: "I hung the family portrait above the mantel in the living room." *Mantle* is a noun meaning cloak or shawl: "I pulled my mantle over my face when the sandstorm started."

Marital vs. Martial: *Marital* is an adjective that means pertaining to marriage: "The newlyweds were looking forward to years of marital bliss." *Martial* is an adjective that means warlike: "Karate, Taekwondo, and Kung Fu are martial arts that originated in Japan, Korea, and China, respectively."

May vs. Might: *May* is a verb used to express possibility, permission, or hope: "You may miss class today because you are sick." *Might* is the past tense of *may*: "When you were sick, you might skip class, but now that you are well, you must come." *Might* is also used in questions and requests: "Might I ask you a question?"

Medal vs. Metal vs. Mettle: *Medal* is a noun that refers to an award typically given to worthy candidates for an impressive accomplishment: "If you win the race, you get a gold medal." *Metal* is a noun that refers to a typically hard, opaque material that has good electrical and thermal conductivity: "Take off your metal watch before you walk through the detector." *Mettle* is a noun referring to someone's fortitude or ability to deal with a high-pressure situation: "The final obstacle course will be a test of the contestants' mettle."

Meter vs. Metre: *Meter* is a noun that refers to something that measures something else: "The parking meter records the amount of time you have been parked in a particular spot." *Meter* is also a unit measuring length or distance; 100 centimeters = 1 meter. *Metre* is the preferred spelling in UK English when referring to the unit of measure: "There is a pub located just a few metres from our hotel."

Militate vs. Mitigate: *Militate* is a verb that means to oppose something with force or influence: "You should militate against animal cruelty." *Mitigate* is a verb that means to make something less serious or harsh: "I like to mitigate tense situations by making jokes."

Moral vs. Morale: *Moral* is a noun that refers to a standard of behaviour in terms of right and wrong: "The lying, conniving embezzler had no morals at all." It can also be used as an adjective to describe someone whose values and behaviours are upstanding: "Our mayor is a moral leader who would never allow corruption in her government." *Morale* is a noun that refers to the excitement and spirit of a group: "The cheer squad really knows how to raise the morale of the audience."

Naval vs. Navel: *Naval* is an adjective that refers to ships and the navy: "The naval officer climbed aboard the ship and commanded that the anchor be raised." *Navel* is a noun meaning the location where the umbilical cord is located on new borns, also known as the belly button: "He noticed he had lint in his navel."

Official vs. Officious: *Official* is a noun meaning a person elected or appointed to office: "The official instructed us to get out of the car." It is also an adjective meaning authorized or authoritative: "They received an official warning." *Officious* is an adjective meaning unnecessarily aggressive in the unwanted offering of one's services: "The officious bureaucrat spent all morning telling them what to do."

Oppress vs. Repress: *Oppress* is a verb that means to dominate something or someone: "The invaders wanted to oppress the people native to the land." *Repress* is a verb that means to contain or hold in: "Don't repress the bad memory: you need to talk about it."

Pair vs. Pear: *Pair* is a noun that means two pieces that belong together: "A single shoe is useless; you need a pair." *Pear* is a noun that refers to a type of fruit: "For lunch, I'm eating a pear-and-cranberry salad."

Palate vs. Palette: *Palate* is a noun referring to one's sense of taste: "He had a very sophisticated palate—he especially loved fine wine." *Palette* is a noun meaning a set of colours on a board used by an artist: "The artist picked up her palette, dipped her brush in the blue paint, and began to work."

Peak vs. Peek: *Peak* is a noun that refers to the top or highest point of something: "The mountain peak is 1500 feet from the ground." *Peek* is a verb that means to look quickly in order to catch a glimpse of something you are likely not supposed to see: "I peeked in the office to see my work schedule a day early."

Pedal vs. Peddle: *Pedal* is a noun meaning a lever that is worked by the foot. It is also a verb meaning to use pedals: "She pedaled her bike faster to get away from him, but her foot slipped off the pedal." *Peddle* is a verb meaning to sell something door to door: "To earn money, the man decided to peddle his wares on the street."

Petty vs. Pretty: *Petty* is an adjective that means trivial or stooping to low standards: "Spreading that rumour was very petty of you." *Pretty* is an adjective used to describe something that is attractive to you: "That ring is very pretty."

Practice vs. Practise: *Practice* is a noun that refers to the use of something, such as an idea, theory, or process: "Brushing twice a day is a healthy practice." It can also be used as a verb meaning to repeat in the hopes of improvement over time; "I practice the piano every day." *Practise* is the UK spelling of the same verb: "In Britain, practise makes perfect."

Pray vs. Prey: *Pray* is a verb meaning to petition, thank, or converse with a deity: "The little girl knelt by her bed to pray." *Prey* is a noun meaning a person or animal that is hunted. "Mice are a common prey of owls." *Prey* is also a verb meaning to seize or devour or to exert a harmful influence: "Owls sometimes prey upon squirrels and rabbits."

Prescribe vs. Proscribe: *Prescribe* is a verb meaning to advise the use of a certain medicine: "The doctor prescribed antibiotics to clear up the infection." *Proscribe* is a verb that means to denounce, forbid, or condemn: "The new law was going to proscribe public gatherings."

Principal vs. Principle: *Principal* is a noun meaning chief or head. It can also be an adjective meaning highest in rank: "The principal of the middle school was strict but kind." It can also be an adjective meaning highest in rank: "The president plays the principal role in governing the country." *Principle* is a noun meaning a rule, law, or characteristic: "Students must follow the basic principles of good behaviour."

Raise vs. Raze vs. Rise: *Raise* is a noun that means a promotion to a higher level, typically in a work environment: "John decided he was going to ask for a raise." It is also a verb meaning to lift up: "The sunshine helped to raise my spirits." *Raze* is a verb meaning to completely destroy: "The Vikings razed the village." *Rise* is a verb that means to move up from a lower position: "The sun will rise from the lowest to the highest point in the sky by noon."

Regretful vs. Regrettable: *Regretful* is an adjective meaning to be full of regret: "The boy sat in the corner feeling deeply regretful that he had hit his friend." *Regrettable* is an adjective meaning deplorable or unfortunate: "Although closing the store is the right decision, the fact that so many employees will lose their jobs is regrettable."

Ring vs. Wring: *Ring* is a noun that refers to a piece of jewellery that goes around your finger: "A ring on the fourth finger of your left hand is symbolic of marriage." *Wring* is a verb that means to twist something: "Wring out the towel before you bring

it in the house."

Seam vs. Seem: *Seam* is a noun that refers to the place where two pieces of material are sewn together: "I lost my money when the seam of my pocket came undone." *Seem* is a verb that describes how something (e.g., a situation or a conversation) appears: "It seems like he doesn't care what we do tonight."

Sense vs. Since: *Sense* is a noun that refers to the five ways we perceive stimuli from our surroundings (hearing, touch, sight, smell, and taste): "His terrible cold meant he had no sense of taste or smell." *Since* is a preposition referring to time past: "He has lived in that house since he was 12 years old."

Shear vs. Sheer: *Shear* is a verb that means to cut or to remove: "The farmer sheared the wool from the sheep." *Sheer* is an adjective that means transparent: "The sheer material allowed the sunlight to shine through, giving the room a bright and happy feel."

Stationary vs. Stationery: *Stationary* is an adjective meaning still or not moving: "The car was stationary as it sat at a red light." *Stationery* is a noun meaning writing paper and other office supplies: "She wrote the love letter on scented stationery."

Storey vs. Story: *Storey* is the UK spelling of the noun meaning a floor of a building or structure: "The 110-storey building dominated the city's skyline." *Story* is the US spelling of the same noun, and it also means a narrative: "The little girl wanted to hear a story before bed."

Suit vs. Suite: *Suit* is a noun meaning an article of clothing: "The groom wore a suit to his wedding." It is also a verb meaning to be appropriate: "I don't think this hat suits me very well." *Suite* is a noun meaning a set of things forming a series or combination: "The hotel suite included a living room, sitting room, kitchenette, and bathroom."

Taut vs. Taught vs. Tout: *Taut* is an adjective used to describe something that is tight or stretched: "The taut wire was positioned at ankle height, ready to trip the intruder." *Taught* is the past tense of the verb *teach*, which means to educate or instruct someone how to do something: "The professor taught her students how to solve the equation." *Tout* is a verb that means to hype up, advertise, or promote: "This singer is touted as the best in the country."

Than vs. Then: *Than* is a conjunction and is used in comparative statements: "I'd rather go out for dinner than cook something here." *Then* can be an adverb, adjective, or a noun, and it is related to time: "The toddler's lip began to quiver, and then he started to cry."

Their vs. There vs. They're: *Their* is a pronoun and is the possessive of *they*: "The children rode their bikes to the park." *There* is an adverb and pronoun meaning *that place*: "What will they do when they get there?" *They're* is a contraction of *they are*: "They're going to play on the swings."

Waive vs. Wave: *Waive* is a verb that means to relinquish something: "We will waive the registration fee if you sign up today!" *Wave* is a noun that refers to a hand gesture typically used to signify hello or goodbye: "Wave goodbye to your friends, Tom; they're leaving."

Wary vs. Weary: *Wary* is an adjective that means careful: "Be wary of the roads; they're slippery." *Weary* is an adjective that means tired and with little energy: "I'm feeling weary after going on that run without eating breakfast."

Weather vs. Whether: *Weather* is an umbrella term for various measures of the environment: "The weather is going to be clear all day." *Whether* is a conjunction that is used to draw attention to alternatives: "Whether or not you win determines whether you get a gold medal."

Who's vs. Whose: *Who's* is a contraction of *who is*: "Who's going to claim responsibility for this mess?" *Whose* is a pronoun and is the possessive of *who* or *which*: "Whose pencil is this?"

Wound vs. Wound: *Wound* can be a noun that means an injury. It can also be a verb that means to injure: "She was wounded by the sword." *Wound* is also a verb that is a participle of the verb *wind*: "He followed the river as it wound through the forest."

Your vs. You're: *Your* is a pronoun and is the possessive form of *you*: "Your bicycle is so cool!" *You're* is a contraction of *you are*: "You're not being very nice."