



TKR College of Engineering & Technology

Indian in Character International in Excellence



R25 CSE Syllabus

JNTUH Hyderabad

EN103HS: ENGLISH FOR SKILL ENHANCEMENT

B.Tech. I Year I Sem.

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Department : _____
 Program : _____
 Academic Year : _____

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TKR COLLEGE OF ENGINEERING & TECHNOLOGY

AN AUTONOMOUS INSTITUTION

Accredited by NBA and NAAC with A+ Grade.

(Sponsored by TKR Educational Society, Approved by AICTE, Affiliated to JNTU H)

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ENGLISH FOR SKILL ENHANCEMENT

B.Tech. I Year

L T P C

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INTRODUCTION

National Education Policy-2020 aims at preparing students with knowledge, skills, values, leadership qualities and initiates them for lifelong learning. It also emphasizes language study and promotion of languages through understanding and proper interpretation. English language is central to the educational eco system. The importance of language as medium of communication for personal, social, official and professional needs to be emphasized for clear and concise expression. Teaching and learning of receptive and productive skills viz., Listening, Speaking, Reading and Writing (LSRW) are to be taught and learnt effectively in the undergraduate Engineering programs. Learners should be encouraged to engage in a rigorous process of learning to become proficient users of English language by adopting a deeply focused and yet flexible approach as opposed to rote learning.

In this connection, suitable syllabus, effective pedagogy, continuous assessments and students' involvement result in productive learning. This course supports the latest knowledge and skill requirements and shall meet specified learning outcomes. The main objectives of English language teaching and learning as medium of communication and for promotion of cultural values are embedded in this syllabus. Efforts are being made in providing a holistic approach towards value-based language learning which equips the learner with receptive as well as productive skills.

The focus in this syllabus is on skill development, fostering ideas and practice of language skills in various contexts and cultures in the areas of vocabulary, grammar, reading and writing. For this, the teachers should use the prescribed textbook for detailed study. The students should be encouraged to read the texts leading to reading comprehension. The time should be utilized for working out the exercises given after each excerpt, and also for supplementing the exercises with authentic materials of a similar kind, for example, newspaper articles, advertisements, promotional material.

LEARNING OBJECTIVES: This course will enable the students to:

- Improve their vocabulary.
- Use appropriate sentence structures in their oral and written communication.
- Develop their reading and study skills.
- Equip students to write paragraphs, essays, précis and draft letters.
- Acquire skills for Technical report writing.

COURSE OUTCOMES: Students will be able to:

- Choose appropriate vocabulary in their oral and written communication.
- Demonstrate their understanding of the rules of functional grammar and sentence structures.
- Develop comprehension skills from known and unknown passages.
- Write paragraphs, essays, précis and draft letters.
- Write abstracts and reports in various contexts.

SYLLABUS: The course content / study material is divided into **Five**

UNIT –I

Theme: **Perspectives**

Lesson on ‘The Generation Gap’ by Benjamin M. Spock from the prescribed textbook titled *English for the Young in the Digital World* published by Orient Black Swan Pvt. Ltd.

Vocabulary: The Concept of Word Formation -The Use of Prefixes and Suffixes - Words Often Misspelt - Synonyms and Antonyms

Grammar: Identifying Common Errors in Writing with Reference to Parts of Speech particularly Articles and Prepositions – Degrees of Comparison

Reading: Reading and Its Importance- Sub Skills of Reading – Skimming and Scanning.

Writing: Sentence Structures and Types -Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation- Techniques for Writing Precisely –Nature and Style of Formal Writing.

UNIT –II

Theme: **Digital Transformation**

Lesson on ‘Emerging Technologies’ from the prescribed textbook titled *English for the Young in the Digital World* published by Orient BlackSwan Pvt. Ltd.

Vocabulary: Homophones, Homonyms and Homographs

Grammar: Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-verb Agreement.

Reading: Reading Strategies-Guessing Meaning from Context – Identifying Main Ideas – Exercises for Practice

Writing: Paragraph Writing – Types, Structures and Features of a Paragraph - Creating Coherence – Linkers and Connectives - Organizing Principles in a Paragraph – Defining- Describing People, Objects, Places and Events – Classifying- Providing Examples or Evidence - Essay Writing - Writing Introduction and Conclusion.

UNIT –III**Theme: Attitude and Gratitude**

Poems on ‘Leisure’ by William Henry Davies and ‘Be Thankful’ - Unknown Author from the prescribed textbook titled *English for the Young in the Digital World* published by Orient BlackSwan Pvt. Ltd.

Vocabulary: Words Often Confused - Words from Foreign Languages and their Use in English.

Grammar: Identifying Common Errors in Writing with Reference to Misplaced Modifiers and Tenses.

Reading: Sub-Skills of Reading – Identifying Topic Sentence and Providing Supporting Ideas - Exercises for Practice.

Writing: Format of a Formal Letter-Writing Formal Letters E.g., Letter of Complaint, Letter of Requisition, Job Application with CV/Resume –Difference between Writing a Letter and an Email - Email Etiquette.

UNIT –IV**Theme: Entrepreneurship**

Lesson on ‘Why a Start-Up Needs to Find its Customers First’ by Pranav Jain from the prescribed textbook titled *English for the Young in the Digital World* published by Orient BlackSwan Pvt. Ltd.

Vocabulary: Standard Abbreviations in English – Inferring Meanings of Words through Context – Phrasal Verbs – Idioms.

Grammar: Redundancies and Clichés in Written Communication – Converting Passive to Active Voice and Vice-Versa.

Reading: Prompt Engineering Techniques– Comprehending and Generating Appropriate Prompts - Exercises for Practice

Writing: Writing Practices- Note Making-Précis Writing.

UNIT –V**Theme: Integrity and Professionalism**

Lesson on ‘Professional Ethics’ from the prescribed textbook titled *English for the Young in the Digital World* published by Orient BlackSwan Pvt. Ltd.

Vocabulary: Technical Vocabulary and their Usage– One Word Substitutes – Collocations.

Grammar: Direct and Indirect Speech - Common Errors in English (Covering all the other aspects of grammar which were not covered in the previous units)

Reading: Survey, Question, Read, Recite and Review (SQ3R Method) – Inferring the Meaning and Evaluating a Text- Exercises for Practice

Writing: *Report Writing - Technical Reports- Introduction – Characteristics of a Report – Categories of Reports Formats- Structure of Reports (Manuscript Format) -Types of Reports - Writing a Technical Report.*

Note: *Listening and Speaking skills which are given under Unit-6 in AICTE Model Curriculum are covered in the syllabus of ELCS Lab Course.*

- (Note: As the syllabus of English given in AICTE Model Curriculum-2018 for B.Tech. First Year is **Open-ended**, besides following the prescribed textbook, it is required to prepare teaching/learning materials **by the teachers collectively** in the form of handouts based on the needs of the students in their respective colleges for effective teaching/learning in the class.)

TEXT BOOK:

1. Board of Editors. 2025. *English for the Young in the Digital World*. Orient Black Swan Pvt. Ltd.

REFERENCE BOOKS:

1. Swan, Michael. (2016). *Practical English Usage*. Oxford University Press. New Edition.
2. Karal, Rajeevan. 2023. *English Grammar Just for You*. Oxford University Press. New Delhi
3. 2024. *Empowering with Language: Communicative English for Undergraduates*. Cengage Learning India Pvt. Ltd. New Delhi
4. Sanjay Kumar & Pushp Lata. 2022. *Communication Skills – A Workbook*. Oxford University Press. New Delhi
5. Wood, F.T. (2007). *Remedial English Grammar*. Macmillan.
6. Vishwamohan, Aysha. (2013). *English for Technical Communication for Engineering Students*. Mc Graw-Hill Education India Pvt. Ltd.



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UNIT-I

PERSPECTIVES

THE GENERATION GAP

Benjamin McLane Spock

Summary:

The Generation Gap by Benjamin McLane Spock explores the psychological and emotional challenges of adolescence, particularly the tension between teenagers and their parents. Dr. Spock, a noted American paediatrician and author, this essay taken from his book 'Baby and Child Care (1946)', uses psychoanalytic insights to explain how young people develop self-identity and independence during their formative years. The essay focuses on the causes, nature, and outcomes of adolescent rebelliousness and how it contributes to shaping a young person's identity. Adolescence is the period when young people begin to feel different from their parents in taste, opinions, and ambitions. This urge for individuality makes them challenge parental views. They become irritated by parental authority, especially when it appears arbitrary or unfair.

Spock explains that this feeling of rebellion is not entirely new it continues from the early childhood rivalry between parent and child. As teenagers grow physically and mentally, they start seeing themselves as almost equal to adults, which intensifies their desire for autonomy. Spock describes different forms of rebellion based on family background. In simple and independent societies, adolescents may assert their independence dramatically, even by confronting parents physically and leaving home early. In more educated and professional families, rebellion tends to be subtle or suppressed. Sons of professional fathers may not express anger directly but instead show irritation indirectly perhaps by arguing with mothers or failing in school.

School failure, according to Spock, can be an unconscious form of protest or a fear of competing with the father's success. Such failures may also serve as a psychological punishment to ambitious parents without the child being aware of it. The doctor also notes that

even academic or career choices reflect adolescent struggle for identity. A boy who once rejects his father's profession might later choose it unconsciously after overcoming fears of rivalry. Rebellion, therefore, is not always destructive; it can lead to positive growth, creativity, and reform. Spock distinguishes between negative rebellion shown through neglect of hygiene or deliberate disorder and positive rebellion that inspires reform movements and innovation.

Ultimately, Spock emphasizes that rebellion is essential for adolescents to outgrow dependence and find personal identity. This identity formation involves three major elements: the character built in childhood, the nature and intensity of rebelliousness, and the demands of contemporary society. These factors collectively shape how a person defines his or her individuality and role in the world. Spock concludes by noting that youth's impatience with tradition and openness to new ideas often bring progress. The generation gap, though challenging, is necessary for social renewal. Like Martin Luther, whose youthful courage helped reform society, each new generation's rebellion against outdated norms strengthens civilization and encourages creative advancement.

A. Answer the following questions in about 50 to 100 words each

1. Why do adolescents often feel irritated by their parents, and how does this relate to their developing independence?

Adolescents often feel irritated by their parents because they are in the phase of establishing independence and individuality. As young people grow physically and mentally, they become more aware of their own opinions, preferences, and sense of autonomy, which frequently clash with parental authority at home. This irritation stems from the natural developmental drive to move away from dependence and assert control over their own lives. Psychologists note that this tension is essential to identity formation, as it allows adolescents to differentiate themselves from their parents and prepare for adult roles in society.

2. What are some examples of productive versus unproductive adolescent rebelliousness according to the author?

According to the author, adolescent rebelliousness can be either productive or unproductive depending on how it is expressed. Productive rebelliousness fosters positive change and personal growth; it includes actions like joining reform movements, standing up for justice, or exploring new ideas that challenge outdated norms and help adolescents shape their identities. In contrast, unproductive rebelliousness is merely oppositional or destructive, such as

neglecting hygiene, creating disorder, or behaving rudely just to resist authority. While both forms arise from the same urge for independence, only constructive rebellion contributes to maturity and societal progress.

3. What is the first formative influence on the individual?

The first formative influence on an individual is the character developed during childhood. From about the age of three, a child starts modelling themselves after their parents—the boy strives to be like his father and the girl like her mother. These early patterns of imitation, values, and emotional bonds shape the foundation of personality and identity. The qualities built during these formative years serve as the base upon which later independence and individuality develop in adolescence and adulthood.

4. Do children have to step into the shoes of their parents?

Children do begin their identities by stepping into the shoes of their parents, modelling themselves after their parents' values, behaviours, and roles. During early childhood, boys tend to imitate their fathers, while girls model themselves after their mothers as part of forming their initial sense of self. However, as they grow toward adulthood, it becomes essential for them to break away from that dependence and develop independent ideas and aims, enabling them to solve society's current problems and truly achieve individuality. Thus, the parental mold is the starting point, but true identity requires moving beyond it.

5. In order to become an effective adult, what should a growing child do?

To become an effective adult, a growing child must break away from dependence on their parents not just to gain enough freedom to leave home, but to develop independent ideas, aims, and problem-solving abilities relevant to the society they live in. This process involves forming one's own identity, taking responsibility, and striving for autonomy so that they can actively contribute to progress and address the challenges of their era. Genuine maturity comes from critically examining parental influence and building a life rooted in personal values and decisions rather than inherited patterns.

6. What is the second element that makes up the identity of an individual?

The second element that makes up the identity of an individual is the strength and nature of their rebelliousness. This element reflects how strongly a person feels impatience and criticism toward their parents, prompting them to seek out new ideas and methods. This rebelliousness

helps the individual to break free from parental influence, challenge outdated views, and develop a unique identity that reflects their personal beliefs and the needs of their times. The way this rebelliousness is expressed significantly shapes the eventual identity a person attains.

B. Answer the following questions in about 250 to 300 words each.

1. Explain the title of the chapter?

The title "The Generation Gap" by Benjamin McLane Spock refers to the social, cultural, and ideological divide that often exists between younger and older generations. The term "gap" highlights the differences in perspectives, values, attitudes, and behaviours that naturally emerge as society changes over time. This gap is most visible in families, where adolescents seek to distinguish themselves from their parents, leading to misunderstandings and conflicts. Spock views this generation gap not merely as a source of quarrels but as a necessary and healthy part of growth. Adolescents rebel not out of sheer insolence but as a vital step toward establishing their own identity, values, and independence.

The gap represents the young generation's drive to question established traditions and norms, explore new ideas, and develop personal beliefs that suit the needs of the times. At the same time, parents often emphasize stability and continuity based on their experiences. The title underscores the importance of mutual understanding and dialogue to bridge this divide. Spock argues that recognizing rebellion as a natural, positive phase helps both generations appreciate the other's viewpoint. The generation gap is thus seen as a catalyst for social progress and individual maturity, fostering self-awareness and responsible adulthood in youths who are ready to face their own challenges and create a meaningful life.

2. Trace the stages through which a young person passes as he/she matures into an individual?

The positive side of rebelliousness in adolescence lies in its role as a natural and necessary part of growing up. Rebellion helps young people break free from the security and comforts of home, allowing them to achieve. As a young person matures into an individual, he or she passes through several stages of development. Initially, during early childhood, the child models himself or herself after the parent of the same sex, striving to be like them. This identification sets the foundation for their character and early identity. As adolescence arrives, the young

person experiences a growing desire to be different from their parents, especially the parent of the same sex. This stage is marked by feelings of irritation and rebelliousness, driven by the struggle for independence and a sense of self. Adolescents begin to challenge parental authority, preferences, and expectations as they develop their own tastes, ideas, and ambitions.

In different social contexts, this rebelliousness manifests diversely. In simpler societies, it may be overt and direct, sometimes leading to abrupt separation from the family. In contrast, in professional or educated families, rebellion is more subtle and indirect due to longstanding conformity and respect for parental authority. Adolescents may displace their rebellious feelings onto others, such as mothers or teachers, rather than openly confronting their fathers. Eventually, the young person seeks to establish a new identity that is independent of their parents. This identity encompasses more than career choices or hobbies; it shapes the personality they present to society and the kind of person they aspire to become.

The process involves breaking free from parental dependence, critiquing outdated ideas, and developing personal aims that will enable them to contribute effectively to society. The final stage sees the adolescent integrating their childhood character, their unique rebelliousness, and the demands of the times to form a mature, independent identity ready to engage with societal challenges and opportunities.

3. Write about the positive side of rebelliousness?

The positive side of rebelliousness in adolescence lies in its role as a natural and necessary part of growing up. Rebellion helps young people break free from the security and comforts of home, enabling them to achieve real independence. It acts as a driving force that encourages adolescents to question outdated traditions, challenge rigid authority, and seek new ideas and better solutions to existing problems. Constructive rebellion can lead to personal growth and social progress. When directed positively, it inspires young people to join reform movements, stand up for justice, and promote innovation. Through this process, they develop their own beliefs, values, and identity rather than blindly following parental views. This independence of thought is essential for becoming responsible and confident adults.

Although elders may sometimes interpret rebellion as disrespect or disobedience, it often reflects a young person's effort to define themselves and prepare for adult responsibilities. By encouraging critical thinking and creativity, rebelliousness contributes to both individual

maturity and the advancement of society. Thus, rebellion, when channelled positively, becomes a powerful force for development and change.

4. Compare and contrast the experiences of adolescent rebellion in different social and family contexts, as illustrated in the passage.

Adolescent rebellion varies significantly across different social and family contexts, as illustrated in the passage. In simple societies, rebellion tends to be overt and dramatic. For example, young men from mountainous regions such as Kentucky and Tennessee often leave home abruptly in their mid-teens after direct confrontation with their fathers.

This open rebellion serves as a clear break from family authority and symbolizes their fierce independence. In contrast, adolescents from educated, professional families experience rebellion in more indirect and subtle ways. These youths are usually raised with strict expectations to conform, particularly in academics and career choice, often following in their father's footsteps. Open anger or physical confrontation with parents is rare and socially unacceptable. Instead, rebelliousness manifests through indirect channels such as criticizing the mother, school failures, or displacing anger onto teachers.

Their rebellion reflects internal conflicts, particularly fears of competing with or disappointing their fathers, and is expressed quietly rather than through outward defiance. This contrast illustrates how social environment and family dynamics influence the nature of adolescent rebellion. In independent cultures, rebellion may trigger swift separation from home, while in more controlled, achievement-focused families, it finds softer, psychological outlets. Despite these differences, rebellion serves a common purpose: helping young individuals assert independence, establish identity, and prepare for adult life.

5. What are some indirect ways in which adolescents from educated, professional families express their rebelliousness?

Adolescents from educated, professional families often express their rebelliousness in indirect ways rather than open confrontation. Due to the family emphasis on respect, achievement, and conformity, these young people generally avoid direct anger or defiance toward their fathers, who are seen as reasonable and encouraging leaders. Instead, their irritation is often displaced onto their mothers. For example, they may criticize their mothers' appearance or behaviour, blow up when scolded, or react negatively to reminders about unfinished tasks. Another common way this rebellion surfaces is through school failure.

Despite being intelligent and previously successful students, they may suddenly find it difficult to study, write reports, or focus in exams. This academic decline is often an unconscious expression of their inner conflict and rivalry with their fathers. They may also become argumentative in class, refuse to follow instructions, or act rude toward teachers, shifting their rebelliousness onto school authorities rather than directly confronting their parents. These indirect expressions reflect deeper emotional struggles linked to the desire to both meet and compete with parental expectations, especially when considering following in a father's professional footsteps. The rebellion remains covert but is very real, shaping the adolescent's process of asserting independence within the constraints of a highly structured family environment.

6. How can unconscious fears influence a teenager's academic performance, especially when they are following in a parent's professional footsteps?

Unconscious fears can significantly influence a teenager's academic performance, especially when they are considering following in a parent's professional footsteps. These fears often trace back to early childhood experiences and rivalries with the parent. The teenager may be afraid, without realizing it consciously, of competing with their parent. This fear can take two forms: either the anxiety of not being able to match the parent's achievements, leading to feelings of humiliation, or the fear of surpassing the parent and provoking anger or rejection. Such deep-seated anxieties may manifest as sudden school failures despite the adolescent's intelligence and efforts.

They might struggle to study, face mental blocks during exams, or lose motivation to complete assignments. These struggles are unconscious ways of avoiding the intense pressure and conflict tied to competing against a parent in the same career field. Additionally, the adolescent may experience internal tension and confusion about their career path, sometimes denying or hiding their true professional intentions to avoid direct confrontation with parental expectations. This complex interplay of unconscious fears and rivalry affects their academic performance and overall psychological well-being, illustrating how early family dynamics continue to impact adolescent development.

Vocabulary:

1. Word Formation

Word formation refers to the process of creating new words or modifying existing ones to express new meanings. It is an essential part of language development and change.

Neologism: A neologism is a newly coined word, expression, or usage that may eventually become part of the language.

Example: **Selfie** (a photo taken of oneself) or **blog** (a web log).

Types of Word Formation

A) **Coinage:** Coinage is the invention of entirely new words, often from brand names or products.

Example: **Google** (as a verb meaning to search online), **Kleenex**, **Xerox**.

B) **Borrowing:** Borrowing occurs when words are taken from other languages and adapted into English.

Examples: **Ballet** (French), **Piano** (Italian), **Karaoke** (Japanese).

C) **Compounding:** Compounding combines two or more existing words to form a new one.

Examples: **Toothpaste**, **Blackboard**, **Laptop**.

D) **Blending:** Blending merges parts of two words to create a new term.

Examples: **Brunch** (breakfast + lunch), **Motel** (motor + hotel).

E) **Clipping:** Clipping shortens a longer word without changing its meaning.

Examples: **Exam** (examination), **Phone** (telephone), **Ad** (advertisement).

F) **Backformation:** Backformation creates a new word by removing a supposed affix from an existing word.

Examples: **Edit** (from **editor**), **Donate** (from **donation**).

G) **Derivation:** Derivation forms new words by adding prefixes or suffixes to base words.

Examples: **Happiness** (from **happy** + **-ness**), **Unkind** (**un-** + **kind**).

H) **Acronym:** An acronym is formed from the initial letters of a group of words and pronounced as a single word.

Examples: **NASA** (National Aeronautics and Space Administration), **AIDS** (Acquired Immune Deficiency Syndrome).

1. Prefixes and Suffixes

Term	Definition	Examples
Prefixes	A letter or a group of letters which is added to the beginning of a word to form a new word is called a prefix.	• Un- (not): Unhappy • Re- (again): Rewrite • Pre- (before): Preview
Suffixes	A letter or a group of letters which is added at the end of a word to form a new word is called a suffix.	• -ness (state or quality): Kindness • -ful (full of): Joyful • -ly (manner): Quickly

2. SYNONYMS

Synonym is a word which gives the same meaning as that of another word.

1. Awful = Terrible 2. Begin = Commence 3. Beneficial = Favorable
4. Calm = Tranquil 5. Contemporary = Modern 6. Dangerous = Perilous
7. Delicious = Scrumptious 8. Deceptive = Misleading 9. Dicey = Risky
10. Dubious = Doubtful 11. Everlasting = Eternal 12. Fortunate = Lucky
13. Get = Acquire 14. Hearsay = Rumour 15. Hypothesis = Speculation
16. Idea = Notion 17. Impassive = Emotionless 18. Important = Vital
19. Jealous = Envious 20. Lazy = Sluggish 21. Knowingly = Deliberately
22. Lethal = Deadly 23. Lucid = Clear 24. Madness = Insanity
25. Mendacity = Lying 26. Notify = Inform 27. Mischievous = Prankster
28. Nugatory = Worthless 29. Obdurate = Stubborn 30. Obsolete = Out of date
31. Passable = Satisfactory 32. Preceding = Previous 33. Predicament = Dilemma
34. Priority = Precedence. 35. Quiet = Soundless 36. Quite = Fairly
37. Remote = Isolated 38. Remorse = Regret 39. Reminiscence = Memory
40. Scared = Frightened 41. Story = Tale 42. Significant = Meaningful
43. Zenith = Peak 44. Temper = Mood 45. Torpid = Lethargic
46. Vain = Useless 47. Untimely = Premature 48. Transitorily = Temporary
49. Wrong = Erroneous 50. Substantially = Considerably

Exercise I:

Fill in the blanks with synonym of the underlined word.

1. It is time to begin our lesson. _____
2. My food is very hot. _____
3. Would you please close the door? _____
4. Do not start running yet. _____
5. That is a good dog. _____
6. This test is easy. _____
7. My glass is empty. _____
8. Is that a frown on your face? _____
9. You have to go up the stairs. _____
10. I am late for the meeting. _____

3. ANTONYMS

A word which has the opposite meaning of the word is called antonym.

Example:

1. Adulteration X Purification 2. Amalgamate X Isolate
3. Eminent X Notorious 4. Amplify X Decrease
5. Exasperate X Placate 6. Autonomous X Dependent
7. Bane X Benevolent 8. Boycott X Patronize
9. Chaste X Impure 10. Cognizance X Ignorance
11. Cynical X Trusting 12. Eschew X Welcome
13. Devoid X Full of 14. Differentiate X Combine
15. Ambiguous X Clear 16. Enmity X Affection
17. Equanimity X Agitation 18. Astute X Foolish
19. Feasible X Impracticable 20. Adhere X Detach
21. Aloof X Gregarious 22. Amalgamate X Separate
23. Emancipate X Enslave 24. Dishelved X Tidy

25. Dwindle X Increase 26. Aptitude X Lack of talent
27. Boisterous X Peaceful 28. Complacency X Dissatisfaction
29. Erratic X Consistent 30. Bland X Spicy

Exercise I:

Fill in the blanks with antonyms of the underlined words.

1. You are a kind person. _____
2. Please bring me that pair. _____
3. This room is very messy. _____
4. Please shut the window. _____
5. He is as fast as lightning. _____
6. Your desk is very tidy. _____
7. If you are sleepy, then go to bed. _____
8. I need a paper sack for groceries. _____
9. Are you happy on my arrival? _____
10. She needs to speak with you. _____

Grammar:**1. Articles**

An article is used to define whether the noun is specific or not. Articles are normally used before countable nouns.

Types of Articles

There are two articles in English.

Indefinite Article (A, An)

Definite Article (The)

Indefinite article: An indefinite article is used before a singular countable noun which is said in general.

Indefinite article 'A' is used:

When we don't specify the things:

Ex: I met a friend.

I work in a factory in New York.

Before a singular countable noun which starts with a consonant sound:

Ex: Tintumon is a dog.

He studied in a university in India.

The indefinite article 'an' is used before a singular countable nouns which starts with the vowel sound.

Ex: He wants to become an engineer.

She is an athlete who had won 5 medals in the 2012 Olympics.

NOTE:

Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound /ju:ni'v3:siti/

Countable nouns:

Some nouns refer to things which, in English, are treated as separate items which can be counted. These are called countable nouns. Here are some examples:

Ex:

a **car**, three **cars**

a **book**, a box full of **books**

a **city**, several big **cities**

Uncountable nouns

In English grammar, some things are seen as a whole or mass. These are called uncountable nouns, because they cannot be separated or counted.

Some examples of uncountable nouns are:

Ideas and experiences: *advice, information, progress, news, luck, fun, work*

Materials and substances: *water, rice, cement, gold, milk*

Weather words: *weather, thunder, lightning, rain, snow*

Names for groups or collections of things: *furniture, equipment, rubbish, luggage*

Other common uncountable nouns include: *accommodation, baggage, homework, knowledge, money, permission, research, traffic, travel.*

We use the definite article ‘the’

1. to refer to something which has already been mentioned:

I have two children – a boy and a girl. **The boy** is 7 and the girl 4.

There was a King. **The King** had four children.

2. before seas, rivers, and groups of mountains or islands:

The Nile is a long river.

My goal is to climb the **Himalayas**.

3. before the names of holy books and also before things unique of their kind:

He is well versed in **the Ramayana**.

People at **the equator** are dark skinned.

4. with superlatives:

He is **the worst person** I have ever met.

She is **the most intelligent** student in the class.

5. before ordinal number:

She read **the first** chapter of the new book.

This is **the third** I have called you today.

6. used to refer the objects that are unique

The sun rose at 6.30 today morning.

You can go anywhere in **the world**.

7. used with the countries that have plural names

I have been to **the Netherlands**.

Do you know anyone who lives in **the West Indies/Philippines**?

8. used with the famous buildings, places, museums, monuments, etc.

I would like to visit **the Eiffel Tower**.

Have you been to **the Taj mahal**?

9. used with the newspapers name.

I read in **the Times of India**.

She works for **the Deccan Chronicle**.

10. used with adjectives, to refer the whole group.

The elderly require special attention.

The French enjoy cheese.

She has given lot of money **to the poor**.

11. used before the name of musical instruments

He plays **the guitar** really well.

Rohan is learning **the piano**.

Omission of Articles:

1. Before uncountable nouns

We do not use articles before uncountable and abstract nouns used in a general sense.

- Honey is sweet.
- Sugar is bad for your teeth.
- Wisdom is better than riches.
- Virtue is its own reward.

Note that uncountable nouns take the article **the** when used in a particular sense.

- Would you pass the sugar? (= the sugar on the table)

2. Before plural countable nouns

We do not use articles before plural countable nouns used in a general sense.

- Children usually rush about.

- Computers are useful machines.

Note that plural nouns take the article **the** when they are used in a particular sense.

- Where are the children? (Which children? Our children)

3. Before proper nouns

We do not use articles before the names of countries, people, continents, cities, rivers and lakes.

- India is a democratic country.
- Paris is the capital of France.

4. before the names of meals

We do not use articles before the names of meals.

- Mother is cooking lunch.
- Dinner is ready.

We use **a** when there is an adjective before breakfast, lunch, dinner etc. We use **the** when we are talking about a particular meal.

- I had a late dinner yesterday.
- The lunch we had at the restaurant was very good.

5. Before languages

We do not use articles before the names of languages.

- Can you speak English?
- They speak French at home.

4. Before school, college, university, church, bed, hospital, prison etc.

- His dad is still in hospital.
- We learned English at school.
- He is at university.

Exercise:**Fill up the blanks with appropriate articles.**

1. Man is _____ mortal.
2. I am _____ university student.
3. Kiran is _____ best student in the class.
4. There is _____ institution for _____ blind in this city.
5. This book has won _____ Booker prize.
6. Harishchandra was _____ honest king.
7. I am fond of _____ classical music.
8. I met _____ boy in the store.
9. Gold is _____ precious metal.
10. She returned after _____ hour.

2. Prepositions

A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. Most prepositions have several definitions, so the meaning changes quite a bit in different contexts. Here are a few types of prepositions with examples.

Prepositions of Time

1. At:

'At' is used to indicate when something happens. We use at with clock times, e.g. periods of the year, and periods of the day, festivals, etc. But we don't use at with 'morning', 'evening', 'afternoon', etc.

- a. The train left at 8 o'clock.
- b. She married at the age of twenty.

2. In:

'in' is used before years, months, centuries, seasons, 'morning', 'evening' and 'afternoon'.

- a. She was born in 1990.
- b. They visited this place in summer.
- c. The theft took place in the day-time.

3. On:

It is used with days, dates, birthdays, anniversaries, etc.

- a. We went to see a movie on Tuesday.
- b. He was born on October 3, 1980.
- c. We congratulated him on his birthday.

4. During:

During may be used instead of 'in' with periods of the day, months, seasons, years, decades and centuries to express the idea that something continues throughout the whole of a specified period.

- a. During the war many people were killed.
- b. We work during the day and sleep during the night.
- c. We try to contact people during October.

5. By:

By is used to indicate the latest time at which an action will be finished

- a. He will finish this work by 5 o'clock.
- b. You must come to me by 8 am.

- c. Applications must be received by 10th May.

6. For:

For is used with periods of time to indicate how long an action lasts. It is generally used with the Perfect Tense but is also used with other tenses.

- a. They have lived here for five years.
- b. It rained continuously for twelve hours.
- c. They have been working for two hours.

7. Since:

Since is used with a point of time in the past from which some action began and it continues till the time of speaking. It is generally used with the Perfect Tense.

- a. He has lived here since 1980.
- b. Everything has changed since the last summer.
- c. It has not rained since the end of June.

8. From:

From indicates the starting point of an action in the past or future. It is always used with 'to' or 'till'.

- a. He works in his office from 9 am. to 5 pm.
- b. She studied her B. Tech from 2015 to 2019

Prepositions of Place

1. At: At is used to show the exact point, e.g. houses, stations, small villages and towns.

- a. They lived at Gohana, a small town in Haryana.
- b. He was born at his village, Shilmar.

2. In: In is used when the reference is not to any specific place or to the names of large cities, countries etc.

- a. Many people in India live in villages.
- b. They lived in Europe for ten years.

3. On: On is used to indicate a particular area of land or place where something is

- a. There is a school on the outskirts of the city.
- b. The hotel stands on the banks of a river.

Prepositions of Direction

1. Towards: Towards is used to indicate the direction of something

- a. They went towards the airport.
- b. He was speeding towards the town.

1. **For:** For is used to show direction only when the verb indicates the beginning of a movement
 - a. She left for Japan early in the morning.
 - b. They left for home late at night.
2. **Against:** Against means to have contact or pressure
 - a. The child threw the ball against the wall.
 - b. He put the ladder against the wall.

Commonly confused prepositions

AS/ LIKE

- As means 'similar to'. (real)
As a manager, she has to make many important decisions. (real)
- Like means 'in the same way as'. (unreal)
What a beautiful house! It's like a palace. (unreal)

IN TIME/ ON TIME:

- In time means 'early enough'
Passengers should be in time for their train.
- on time means 'punctually'
The 8.15 train started on time. (It started at 8.15)

SINCE/ FROM

- Since is used for 'time', never for place and means.
I have been working since 9.00 in the morning.
- From is used when time is referred to. From can be used of 'place' and 'time' with (to or till/until):
Where do you come from? (place)
Most people work from nine **to** ten. (time)

BETWEEN/ AMONG:

- Between is used to 'show the relation of two people or things' and it can be used 'of more than two when there is a definite number in mind'.
You can sit between Ali and Ahmed.
Luxembourg lies between Belgium, Germany and France.
- In addition, 'for periods identified by their beginning and ending points', between is used:
Between 1918 and 1939 many people in the West lost their faith in democracy.
- Among, however, 'relates a person/ thing to more than two others'

He was happy to be among friends again.

BESIDE/ BESIDES

- Beside means ‘at the side of’

We camped beside a lake.

- Besides means ‘in addition to’ or ‘as well as’

I do all the cooking and besides that I help Tom.

ABOVE/ OVER

- The prepositions (above and over) have the same meaning ‘higher than’

Can you see the helicopter above/over the palace?

- On the other hand, they are different in some senses. Above indicates the following :

(i) ‘Measurement on a vertical scale’, (ii) ‘the height of land’ (ibid) :

The temperature is three degree above zero. (Measurement)

The summit of Everest is over 8000 meters above sea – level. (height of land)

Exercises:

I. Pick the correct preposition.

1. The Minister of parliament lives in/on/at Maiden Street.
2. He’ll be ready to leave in/on/at about thirty minutes.
3. The child responded to his mother's demands with/by/from throwing a tantrum.
4. I will wait from/at/until 6:30, but then I'm going home.
5. The police caught the thief in/from/at the corner of Cascade and Plum Streets.
6. My fingers were injured so my sister had to write the note for/with/to me
7. I am not interested to/for/in buying a new car now.
8. What are the main ingredients about/to/of this casserole?
9. My best friend, John, is named after/to/about his great-grandfather.
10. Grandpa stayed up since/for/until two in the morning.

II. Correct the following prepositional errors.

- a. Let us discuss about the effects of bad friendship on our career.
- b. He went to home hastily.
- c. My house is located besides the bank.
- d. The two brothers divided the property among themselves.
- e. Sweety has been waiting for her mother since two hours.
- f. I am waiting for you at downstairs.
- g. My friend is leaving to London for higher studies.

3. DEGREES OF COMPARISON

Degrees of Comparison are used when we compare one person or one thing with another. There are three **Degrees of Comparison in English**.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

1. Positive degree.

When we speak about only one person or thing, we use the Positive degree.

Ex:

- This house is big.

In this sentence only one noun "The house" is talked about.

- He is a tall student.
- This flower is beautiful.

2. Comparative

When we compare two persons or two things with each other, we use both the Positive degree and Comparative degree.

Ex:

- a.** This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term "bigger" is comparative version of the term "big". Both these sentences convey the same meaning.

- b.** This flower is more beautiful than that. (Comparative)

This flower is not as beautiful as that. (Positive)

The term "more beautiful" is comparative version of the term "beautiful". Both these sentences convey the same meaning.

c. He is more intelligent than this boy. (Comparative)

This boy is not as intelligent as him. (Positive)

The term “more intelligent” is comparative version of the term “intelligent”. Both these sentences convey the same meaning.

- When we compare more than two persons or things with one another, we use all the three Positive, Comparative and Superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

3. Superlative

He is more intelligent than other boys in the class. (Comparative)

No other boy is as intelligent as this boy. (Positive)

The term “most intelligent” is superlative version of the term “intelligent”. Both these sentences convey the same meaning.

He is the tallest student in this class. (Superlative)

He is taller than any other student in this class. (Comparative)

No other student is as tall as this student. (Positive)

The term “tallest” is superlative version of the term “tall”.

Model -1: “The best”:

Examples:

i. This is the best hotel in this area.

No other hotel is as good as this in this area.

This hotel is better than any other hotel one in this area.

ii. Unemployment is the most serious problem facing our country.

Unemployment is more serious than any other problem facing our country.

No other problem facing our country is as serious as unemployment.

Model-2: "One of the best":**Examples:**

- i. Calcutta is one of the largest cities in India.

Calcutta is larger than most/many other cities in India.

Very few cities in India are as large as Calcutta.

- ii. Satin Tendulkar is one of the best batsmen in the world.

Satin Tendulkar is better than most other batsmen in the world.

No other batman in the world is as good as Satin Tendulkar.

Model-3: "Not the best":**Examples:**

- i. This is not the best solution to the problem.

This is not better than some other solutions to this problem.

Some other solutions to this problem are not as good as this one.

Few adjectives and adverbs get their Comparative forms by simply getting "more" before them.

And their superlative terms, by getting "most" before them.

Examples:

Beautiful.....more beautiful.....most beautiful

Effective.....more effective.....most effective

Effectively.....more effectively.....most effectively

Enjoyable.....more enjoyable.....most enjoyable

Useful.....more useful.....most useful

Different.....more different.....most different

Honest.....more honest.....most honest

Qualified.....more qualified.....most qualified

Few adjectives and adverbs get their Comparative forms by simply getting "er" after them and their superlative terms, by getting "est" after them.

Examples:

Hard.....harder.....hardest

Big.....bigger.....biggest

Tall.....taller.....tallest

Long.....longer.....longest

Short.....shorter.....shortest

Costly.....costlier.....costliest

Simple.....simpler.....simplest

Exercise:

Change the following sentences as directed.

1. Amy is as brave as Penny. (Comparative degree)
2. Gold is the most expensive metal. (Positive degree)
3. Ramu is stronger than Shamu. (Positive degree)
4. Ram is one of the most intelligent boys. (Comparative degree)
5. Riya is the laziest girl in the class. (Positive degree)
6. Minu is the sweetest girl in the class. (Superlative degree)
7. Indore is the cleanest city in India. (Comparative degree)
8. Very few students in the class are as intelligent as Tina. (Superlative degree)
9. This knife is not as sharp as the other. (Comparative degree)
10. Uday is the heaviest boy in the village. (Positive degree)

Writing:**1. Sentence Structure**

Sentence structure refers to the arrangement of words, phrases, and clauses to form meaningful sentences.

Types of Sentences

- I. **Declarative Sentence** – States a fact or opinion.
Example: The sun rises in the east.
- II. **Interrogative Sentence** – Asks a question.
Example: Where are you going?
- III. **Imperative Sentence** – Gives a command, request, or instruction.
Example: Please close the door.
- IV. **Exclamatory Sentence** – Expresses strong emotion or surprise.
Example: What a beautiful day!

2. Phrases and Clauses

Term	Definition	Examples/Types
Phrase	A group of words that acts as a single part of speech but does not contain a subject and a predicate.	• In the morning (prepositional phrase) • Running fast (participial phrase)
Clause	A group of words that contains a subject and a predicate.	Types of Clauses: 1. Independent Clause: Can stand alone as a complete sentence. Example: She smiled. 2. Dependent Clause: Cannot stand alone and depends on the main clause. Example: Because she was happy.

3. Proper Punctuation Marks

Punctuation Mark	Usage	Examples
Full Stop (Period) (.)	Used to end a declarative sentence.	He went to school.
Comma (,)	Used to separate items in a list, clauses, or adjectives.	• I bought apples, bananas, and oranges. • After dinner, we went for a walk.
Colon (:)	Introduces a list, explanation, or quotation.	She has three hobbies: reading, painting, and gardening.
Semicolon (;)	Connects closely related independent clauses or separates items in a complex list.	• I wanted to go; however, it was raining. • The meeting included John, the manager; Lisa, the designer; and Mark, the engineer.
Apostrophe (')	Shows possession or omission of letters.	• Sarah's book (possession) • Don't (do not) (contraction)

Importance of Punctuation

Punctuation ensures clarity, accuracy, and proper expression in writing. It helps convey the intended meaning, separates ideas, and prevents misunderstanding. For instance, the difference between **Let's eat, Grandma!** and **Let's eat Grandma!** shows how punctuation can change meaning entirely.

UNIT-II

DIGITAL TRANSFORMATION

EMERGING TECHNOLOGIES -Adopted from AI Generated Material

Summary:

Emerging technologies are advanced innovations that have the potential to transform society, industries, and everyday life. Although many of them are still in their early stages, they promise to reshape how people live and work. Major examples include Artificial Intelligence (AI), Internet of Things (IoT), Robotics, Biotechnology, Nanotechnology, Blockchain, and Quantum Computing. For students and future professionals, understanding these technologies is essential because they create new career opportunities and demand continuous learning and adaptability.

Artificial Intelligence has developed rapidly, especially in the 2010s with the introduction of deep learning and transformer architectures. These advancements allow AI to perform complex tasks such as image and speech recognition, language processing, and creative content generation. AI is widely used in industries to automate processes, enhance efficiency, and support scientific research.

The Internet of Things connects everyday devices through sensors and internet connectivity, enabling smart homes, wearable health trackers, and intelligent city systems. Robotics has progressed from simple factory machines to advanced autonomous systems like drones, self-driving cars, and medical robots. Biotechnology uses living systems to improve healthcare and agriculture, with tools like CRISPR enabling gene editing and personalized medicine. Nanotechnology works at the atomic level to create strong and lightweight materials, while blockchain ensures secure and transparent digital transactions. Quantum computing aims to solve complex problems much faster than traditional computers, with applications in cryptography and drug discovery.

Despite their benefits, these technologies also pose challenges such as privacy risks, cybersecurity threats, and social inequalities. Many of them are interconnected, and their convergence accelerates innovation and progress. Therefore, responsible regulation and ethical use are necessary to ensure that their benefits are shared widely and safely across society.

A. Answer the following questions in about 50 to 100 words each**1. What are emerging technologies, and why are they important?**

Emerging technologies are new innovations that are in early stages of development and hold the potential to drastically change society, industries, and our daily lives. These technologies are important because they promise to reshape jobs and industries, address global challenges, and create exciting new opportunities for economic growth and everyday living. For students and young professionals, understanding emerging technologies is crucial for staying relevant and making informed decisions in a fast-changing world.

2. How did Artificial Intelligence (AI) improve in the 2010s?

Thinking about ethics and social impact when developing new technologies is important because emerging technologies can bring significant benefits but also pose risks and challenges. For example, issues like privacy, Artificial Intelligence (AI) improved dramatically in the 2010s due to advances in neural networks, better training techniques, and the use of specialized hardware like GPUs, which made it possible to process large datasets. The introduction of deep learning allowed AI to excel at tasks such as image recognition and speech recognition, and the development of transformer architectures further boosted AI's abilities in language and creative tasks, leading to the rise of generative AI systems that can create text, images, and music. These breakthroughs enabled AI to reach performance levels that were previously unimaginable.

3. Give two examples of how the Internet of Things (IoT) is used in everyday life.

Two examples of how the Internet of Things (IoT) is used in everyday life include smart homes and wearables. In smart homes, IoT enables devices like app-controlled lighting and security systems that can be managed remotely for convenience and efficiency. Wearables, such as fitness trackers, use sensors to monitor health metrics like heart rate and physical activity, helping users stay informed about their wellbeing. These applications show how IoT connects everyday objects to the internet, making them smarter and more responsive.

4. What are two uses of nanotechnology?

Nanotechnology has two key uses: creating materials with enhanced properties (such as being incredibly strong or lightweight) and enabling targeted medical applications like nanoparticle drug delivery. A common example is graphene, a one-atom-thick carbon sheet with exceptional

strength and conductivity, and nanoparticle-based drug delivery systems that can direct medications to specific cells or tissues. These applications illustrate how manipulating matter at the nanoscale opens new capabilities across engineering, medicine, and electronics.

5. Why is it important to think about ethics and social impact when developing new technologies?

security, and equitable access need careful consideration to prevent harm or widening social inequalities. Ethical reflection helps guide responsible innovation, ensuring technologies contribute positively to society and avoid unintended negative consequences, such as misuse or exacerbating digital divides. This responsibility is critical as new technologies become more powerful and pervasive.

B. Answer the following questions in about 250 to 300 words each.

1. Discuss how emerging technologies such as Artificial Intelligence, Biotechnology, and Quantum Computing are transforming different industries. Provide examples to support your answer?

Emerging technologies such as Artificial Intelligence (AI), Biotechnology, and Quantum Computing are transforming industries by enabling new capabilities and efficiencies that were previously unimaginable. AI, for example, has revolutionized sectors like healthcare, finance, and manufacturing. In healthcare, AI systems assist in medical diagnoses by analysing large datasets of images or patient records, improving accuracy and speed.

In finance, AI-driven algorithms optimize trading and risk assessment. Manufacturing benefits from AI-powered robotics that enhance precision and productivity. Biotechnology is reshaping medicine and agriculture by leveraging biological systems for innovation. Gene editing tools like CRISPR-Cas9 offer potential cures for genetic diseases and enable the creation of crops resistant to pests and climate change. Personalized medicine, which customizes treatments based on an individual's genetic profile, is another breakthrough in healthcare driven by biotechnology. Quantum Computing represents a revolution in computational power with the ability to solve problems beyond the reach of classical computers. This has significant implications for cryptography, potentially breaking current encryption methods but also enabling the development of new, more secure ones. Quantum computing's ability to simulate molecular interactions at the atomic level promises advances in drug discovery and materials science, accelerating innovation in pharmaceuticals and manufacturing.

Together, these emerging technologies are reshaping their respective industries by increasing efficiency, enabling new solutions to complex problems, and creating opportunities for economic growth. Their continued development is key to addressing global challenges and advancing technological frontiers.

2. What are some of the challenges and ethical concerns associated with emerging technologies? How can society and policymakers address these issues responsibly?

Emerging technologies bring significant benefits but also raise challenges and ethical concerns that society must address responsibly. One major challenge is the uncertainty of their full implications since many are still in early development. Ethical issues include privacy risks, especially with AI and IoT collecting and analysing vast amounts of personal data. Biotechnology raises questions about gene editing's safety and fairness, such as potential misuse or unintended consequences. Quantum computing threatens current cybersecurity by potentially breaking widely used encryption standards, requiring new protective measures. Another concern is social inequality or the "digital divide," where access to advanced technologies might be limited to privileged groups, widening existing gaps. There are also ethical dilemmas in regulating technologies: balancing innovation with safety, transparency, and human rights protection.

To address these issues, policymakers and society should prioritize responsible innovation through clear regulations, ethical guidelines, and public engagement. This includes developing laws governing AI use, establishing privacy protections, and overseeing genetic technologies with input from scientists, ethicists, and the public. Encouraging equitable access and digital literacy can help reduce inequalities. Additionally, ongoing monitoring of emerging technologies' impacts is crucial to adapt policies as they evolve. Overall, ethical reflection and proactive governance are essential to maximize the positive potential of emerging technologies while minimizing risks and ensuring they benefit society fairly and safely.

3. In what ways are emerging technologies interconnected, and how does this convergence lead to greater innovation and impact? Use examples from the passage to explain?

Emerging technologies are deeply interconnected, and their convergence leads to greater innovation and broader societal impact. For instance, advancements in nanotechnology, such as developing new materials like graphene, enable improvements in electronics, which in turn

support the development of more powerful Artificial Intelligence (AI) systems. These enhanced AI capabilities accelerate research in fields like biotechnology, where computing power is essential for tasks like analysing biological data in bioinformatics. Another example is how the Internet of Things (IoT) produces vast amounts of data from connected devices, which fuels AI systems to analyse and optimize applications such as smart homes, healthcare wearables, and smart cities. This interdependence also requires advancements in network technologies, such as 5G and 6G, to handle high device connectivity. Quantum computing is yet another field that intersects with other technologies: its potential to perform complex simulations could dramatically accelerate drug discovery in biotechnology and enhance materials science, which may feed back into nanotechnology developments.

These interlinked advancements demonstrate that progress in one emerging technology often acts as a catalyst for breakthroughs in others. This dynamic convergence creates a virtuous cycle, amplifying innovation beyond what any single technology could achieve alone and driving transformative changes in industries and society as a whole.

Vocabulary:**Homonyms, Homographs and Homophones**

Term	Definition	Examples
Homonyms	Words with the same spelling or pronunciation but different meanings.	• Bat – flying mammal/ Bat- sports instrument • Bank – river side / Bank-financial institution • Fair – just / Fair- public event
Homographs	Words spelled the same but with different meanings and sometimes different pronunciations.	• Lead – to guide / Lead- a metal • Tear – to rip / Tear-drop from eye • Bow – to bend / Bo- decorative knot or weapon
Homophones	Words that sound the same but have different spellings and meanings.	• Two, Too– number / To-also / preposition • Right – correct / Write-form letters • Sea, – ocean / See -look at • Flour, – baking powder / Flower-plant bloom

Grammar:**1. Noun Pronoun Agreement**

A pronoun is a word that refers to a noun and can stand in its place. By using a pronoun, you can refer to the same person, place, thing, or idea repeatedly without using the same noun every time. For example, the following sentence becomes far less awkward when pronouns are used:

Radha thinks that **Radha** should sell **Radha** car to **Radha's** brother.

Radha thinks that **she** should sell **her** car to **her** brother.

Pronoun Types

Pronouns may be divided into several categories, based on how they are used:

- Demonstrative (*this, that, these, those*)
- Indefinite (*anybody, something,*)
- Intensive or reflexive (*yourself, herself, myself*)
- Interrogative (*who, which, what*)
- Personal (*I, you, he, she, we, they*)
- Possessive (*my, your, her, his, their*)
- Relative (*who, whom, whose, which, that*)

1. Selecting the Right Pronoun

Every pronoun must agree with its antecedent (the noun to which the pronoun refers or which it replaces). A pronoun agrees with its antecedent when they match in both number and gender.

2. Agreement in Number

A pronoun must match its antecedent in number. In other words, if the antecedent is plural, the pronoun must be plural, and if the antecedent is singular, the pronoun must be singular.

Valentine wears **his** Superman outfit at least twice a week.

(Since the word *Valentine* is singular, the pronoun that refers to it is also singular.)

Valentine's **parents** believe that **their** son is slightly peculiar.

(Because the word *parents* is plural, the pronoun referring to it must also be plural.)

3. Agreement in Gender

- a) A pronoun must match its antecedent in gender. If the antecedent is feminine, use the pronouns *she*, *her*, and *hers*, and if it is masculine, use the pronouns *he*, *him*, and *his*. Plural pronouns (*they*, *them*, *their*, and *theirs*) refer to plural nouns of either gender.

Murphy's **father** is embarrassed by **his** son.

However, Freddy's **mother** thinks **her** son is cute.

Murphy's **aunts** always take pictures of **their** nephew.

Murphy's **uncles** enjoy playing with **their** sister's superhero son

- b) When you use a singular noun, you can only use a singular pronoun.

Reginald wanted to try throwing the ball himself.

The kitten is huge for its age.

- c) When you use a plural noun (cars, dandelions, cookies, tweets), you can only use a plural

pronoun (they, us, you, those)

The tightrope walkers were up so high that I was afraid they would fall.

Jack's friends, who also play in his band, were at the party.

2. Subject-verb Agreement

The verb must agree with the subject in number or person. The agreement which is made between the subject and verb is also known as 'Concord.'. The following are the rules that are to be followed in subject-verb agreement.

How to make the subject and verb agree:

1. Identify the subject of the sentence.
2. Decide whether the subject is singular or plural.
3. Lastly, use the verb form which will match with the subject.

Rules:

Rule-1: When the subject consists of two singular or plural nouns (or pronouns) joined by *and*, the plural form of the verb is normally used.

Example:

Ram and Kiran are playing cricket.

The president and the vice-president are coming to the meeting.

The boys and the girls have submitted the project.

Rule-2: In case, the two nouns joined by *and* refer to the same person, the singular form of the verb is used.

Example:

The president and chief executive of the company has arrived.

Here the two nouns (president and chief executive) refer to the same person.

Rule-3: If the two nouns joined together by *and* are thought of as a single 'thing' the singular form of the verb is used.

Example:

Idli and sambar is my favourite breakfast.

Rule-4: When we refer to an amount or quantity of something (distance, money, etc.), it is used with the singular form of the verb.

Examples:

200 kilometers is not a great distance.

Twenty thousand rupees is a fair price for this bike.

Rule-5: If the words each, every, or no come before the subject, the verb is singular.

Examples:

No smoking and drinking is allowed.

Every man and woman is required to check in.

Rule-6: If the nouns/pronouns of the subject are both singular and are connected by the words or, nor, Neither/nor, either/or, and not only/but also the verb is singular.

Examples:

Jessica or Christian is to blame for the accident.

Neither Rahul nor Rakesh is waiting for you.

Rule-7: If the nouns/pronouns of the subject are plural and are connected by the words or, nor,

Neither/nor, either/or, and not only/but also, the verb is plural.

Example:

Dogs and cats are both available at the pound.

Rule-8: If one noun/pronoun of the subject is singular and one plural and the words are connected by or, nor, neither/nor, either/or, and not only/but also, we should use the verb form of the subject that is nearest the verb.

Example:

Do your sisters or your girlfriend want any pizza?

Neither the players nor the coach is joining.

Either the conductor or the singers are attending the concert.

Rule-9: Indefinite pronouns anyone, everyone, someone, no one, nobody, somebody, everybody take singular verbs.

Example:

Everybody wants to be loved.

Rule-10: Certain collective nouns, such as police, staff, cattle and fish, represent a number of singular objects/members taken together. These nouns take a plural verb and have no singular noun form.

Examples:

The police are coming.

The cattle were rounded up.

Rule-11: Collective nouns, such as government, public, team, party and media, can take either a singular or a plural verb.

Example:

The committee is investigating the matter.

The committee are of the view that the investigation should be completed quickly.

Rule 12. Titles of books, movies, novels, plays etc. are treated as singular even though the names in the title are plural and take a singular verb.

Example:

‘Great Expectations’ is a must read novel.

‘The Burbs’ is a movie starring Tom Hanks.

Rule 13. The pronoun “You” always takes a plural verb.

Examples:

You were invited to come.

You are asked to clean the room.

You sing so well.

Rule 14. The following words are always plural: PANTS, TROUSERS, SCISSORS, PLIERS, TONGS, SHEARS. However, if the word PAIR is used, the word is singular.

Examples:

The pants are torn into two.

A pair of Scissors was placed on the table.

Rule 15. When fractions are used, the verb agrees with the object of the phrase.

Examples:

One half of the cake was consumed.

One fourth of the employees were attending the seminar.

Exercise:

Choose the correct form of the verb that agrees with the subject.

1. The biggest problem we face (is, are) all the squirrels that have rabies around here
2. Either my sister or my brothers (have, has) come.
3. The dog or the cats (is, are) outside.
4. Neither Ram nor Sham (has, have) come.
5. Statics (have, has) revealed multiple scams in the organization of commonwealth games.
6. Ajith and his brothers (walk, walks) to the school.
7. One of the five members (is, are) at fault.
8. Aron, together with his wife (greet, greets) the guest of the party.
9. The truthful (is, are) always trustworthy.

Reading:**Skimming and Scanning**

Skimming: Skimming is a reading technique used to get the general idea or gist of a text quickly. It helps identify the main theme, tone, and overall structure without focusing on every detail.

Purpose

- To understand the main idea of a passage.
- To decide whether the text is worth reading in detail.
- To preview material before a detailed study.

How to Skim

1. Read the title, headings, and subheadings.
2. Look at pictures, charts, or highlighted words.
3. Read the first and last paragraphs carefully.
4. Read the first sentence of each paragraph to grasp the main idea.
5. Avoid reading every word; focus on keywords and phrases.

Benefits:

- Saves time.
- Builds comprehension of main ideas.
- Helps in exam preparation and research.

Scanning: Scanning is a reading technique used to find specific information quickly, such as names, dates, numbers, or keywords, without reading the entire text.

Purpose

- To locate particular facts or details.
- To answer specific questions.
- To find data in tables, lists, or indexes.

How to Scan

1. Know what information is being searched for.
2. Move eyes quickly down the page, looking for keywords or numbers.
3. Use headings, bullet points, or bold text as guides.
4. Stop reading once the required information is found.

Benefits

- Saves time when searching for details.
- Improves efficiency in reading comprehension tests.
- Useful for research, data collection, and note-taking.

Writing:**Paragraph Writing**

A paragraph is a group of related sentences that develop a single main idea. It is the basic unit of writing that organizes thoughts clearly and logically. Each paragraph focuses on one central idea, which is supported by explanations, examples, and details.

Essential Features of a Good Paragraph

1. Topic Sentence: The topic sentence expresses the main idea of the paragraph. It tells the reader what the paragraph is about and sets the tone for the sentences that follow.

Example: Regular exercise is essential for maintaining good health.

2. Supporting Sentences: Supporting sentences explain, illustrate, or prove the idea stated in the topic sentence. They provide facts, examples, reasons, or descriptions that strengthen the main idea.

Example: It helps control weight, improves mood, and reduces the risk of chronic diseases.

3. Coherence: Coherence means that all sentences in the paragraph are logically connected and flow smoothly from one idea to another. A coherent paragraph is easy to read and understand.

Order of Coherence: The order of coherence refers to the logical arrangement of ideas in a paragraph. There are three common types:

1. Chronological Order: Ideas are arranged according to time or sequence of events.

Example: First, the teacher explained the topic. Then, the students discussed it in groups. Finally, they presented their findings.

2. Spatial Order: Ideas are arranged according to location or physical position.

Example: At the entrance stands a tall oak tree, behind it lies a small pond, and to the right is a wooden bench.

3. Logical Order: Ideas are arranged according to their importance or relationship.

Example: To stay healthy, one must eat balanced meals, exercise regularly, and get enough sleep.

Common Cohesive Devices: Cohesive devices are words or structures that link sentences and ideas together, ensuring smooth flow and unity in a paragraph.

1. Parallel Construction: Using the same grammatical structure for similar ideas.

Example: She likes reading, writing, and painting.

2. Pronouns: Using pronouns to refer back to nouns mentioned earlier, avoiding repetition.

Example: John loves music. He listens to it every day.

3. Repetition: Repeating key words or phrases to emphasize the main idea and maintain focus.

Example: Discipline is important in school. Discipline helps students succeed.

4. Connectives (Linking Words): Using connectors to show relationships between ideas.

Examples: However, therefore, moreover, in addition, on the other hand.

How to Write a Paragraph

1. **Choose a Main Idea:** Decide what the paragraph will be about.
2. **Write a Topic Sentence:** Clearly state the main idea in one sentence.
3. **Add Supporting Sentences:** Provide facts, examples, or explanations to develop the idea.
4. **Use Cohesive Devices:** Ensure smooth transitions between sentences.
5. **Conclude (if needed):** End with a sentence that summarizes or reinforces the main idea.
6. **Revise and Edit:** Check for clarity, grammar, and logical flow.

Example Paragraph

Topic Sentence: Reading books regularly improves both knowledge and imagination.

Supporting Sentences: Books expose readers to new ideas, cultures, and experiences. They also enhance vocabulary and language skills. Moreover, reading stimulates creativity by allowing readers to visualize stories and characters.

Concluding Sentence: Therefore, reading is one of the most effective ways to develop the mind and broaden one's perspective.

2. Description of Pictures, Places, Objects and Persons

Description of pictures:

A picture speaks a thousand words!

Learning how to describe pictures, places, objects and persons coherently is an essential skill for students. Effective descriptive words convey factual information, mood and character in addition to appearance. The best descriptions draw us in and keep us rapt with attention, placing us in a scene.

The details must appeal to our senses. Phrases that merely label (like tall, middle-aged, and average) bring no clear image to our minds. Since most people form their first impression of someone through visual clues, it makes sense to describe our characters using visual images.

A picture description is an ideal way of practicing your English vocabulary in all sorts of fields. And there's also a benefit for everyday life – imagine you want to show pictures of your family or home to your foreign friends.

GUIDELINES

- Scan the picture and identify the topic.
- It is better to start with a general statement.
- For example, ‘they are clearly both connected to the topic of science... but in two quite different contexts’.
- Use present continuous to describe what is happening. Select the relevant details.
- When comparing the pictures, talk about the similarities and differences between them. For example: ‘Both pictures show... but this one..., whereas the other one...’
- Use a wide range of vocabulary. Remember this is a picture so you cannot be 100% sure what is happening.
- Use appropriate language to show you are guessing. Speculate about the pictures.
- You are not asked simply to describe what is happening.
- For example: ‘He is likely to / she’ll probably find it quite tough’. Give your opinion, using a variety of structures. If the photographs surprise you, illustrate surprise in your writing.
- When you describe a picture, remember a good way to start is: This is a picture of
- Then you can say how many people are in the picture, what clothes they are wearing and how they are feeling, for example: do they seem happy, sad, angry? What are the people doing? And where are they?
- You can use words like Behind, Next to, in front of, to describe where people and things are in the picture.

Exercise-1

Describe the following picture

**Exercise-2**

Describe this picture in your own words.



Description of a place

- A good description of a 'place' helps to explain what makes it so different from other 'places' and can give a good guide as to where it is located.
- When you're describing a place or a person, think about the specificity of the describing words you choose. You could say, 'The man was short' yet the others might ask themselves 'how short?' If you said 'the man was minute', this suggests not only that the character is especially small in size but also registers a sense of surprise or shock (given the strength of the descriptive word).
- Whether you're describing a ramshackle old building or a vivacious, sprightly character, use descriptive language.
- Include information on the appearance of the place, the atmosphere, its people, culture and history.
- Decide which details to include and make a paragraph plan. Use lively descriptive language to make your description interesting. Conclude by giving a personal recommendation. Is it an interesting place to visit? Why/why not?
- These adjectives can be used for describing a place: crowded, cosmopolitan, airy, remote, desolate, noisy and so on.
- Select details which are needed to create the impression you want your reader to have. Focus on what is needed for plot, to create a mood, or to capture atmosphere.

Consider these two descriptions of a room.

1. "The room was square with a window along one side. It had four chairs and a TV and video. There was a snacks cabinet and computer in the corner. The carpet was red and the ceiling cream."
2. "The room was brightly lit by a large window and housed several modern pieces of electrical equipment but the effect was softened by a snacks cabinet and a warm red carpet." The first description is like a list. It gives a lot of information, which is not very interesting.

The second gives an overall impression of the room and also manages to hint at the character behind it. In this case, it suggests someone who likes technology but wants to be comfortable too.

My City

I live in Hyderabad. It's a buzzing and crowded city. It offers great food and the best food is Hyderabadi Biryani. There are lots of varieties of biryani. I enjoy eating this delicacy with my family every weekend. My favourite place in Hyderabad is the Salarjung museum. I still remember the day when my friends and I , along with our history teacher visited the museum. I was awestruck with the amazing exhibits at the museum. My friends made fun of me and shook me violently at one instance, when I was simply standing and staring, admiring the exhibits displayed there.

I love the vibrant Charminar because there are many places to go for shopping. Charminar is so colorful, it is also called "choodi bazaar", it is also called the "city of pearls" ; the markets offer interesting design patterns of clothing, accessories, pearls and so on. If you like buying great bags and books, you must go to Koti. I have had bought books from Koti on half the price. Your bargain skills come to rescue when you shop at General bazaar or Paalika bazaar. Hyderabad is a city rich in tradition and culture.

One shall never miss the majestic Golconda fort when they come to Hyderabad. I spent a great time at this historic place on my birthday. And if you like animals you can visit the Nehru Zoological Park and see different fish , birds and wild animals. There are other attractions too like Ramoji Film city, Qutub Shahi Tombs, Shri Jagannath temple, Falaknuma Palace and so on. Come and see for yourself!

Exercise

Describe your favorite place/city in your own words.

Describing a person

Describing a person or an object, an event or a process can be done verbally or in non-verbal way. It is necessary to give information only in verbal communication when it comes to telephonic interviews/conversations or in writing.

While describing, it is vital to understand the following things:-

Person-

- a] **Body build:** skinny, thin, slender, average weight, muscular, fat, chubby, plump, overweight, obese, beer belly, average build, stocky, medium height, tall, short, whitish, cat-eyed, sharp-nose, etc.
- b] **Description of hair** baldy, premed, curly hair, spikes, straight hair, shabby hair, wavy hair, blonde, pony, pigs tail, plaited, fringes, grey hair, broom hair etc
- c] **Description of nose** sharp nose, blunt nose, big nose, lips etc.,
- d] **Facial features** moustache, beard, side burns, pimples, dimples, round eyes, square chin, big nose, spectacled, round face, moles etc.

Let us read the description of Charlie Chaplin.



He is a short man with baggy pants, a tight coat, big shoes, a small derby hat, squatty walking with his toes out and his knees wide apart. A bamboo cane in hand, that nasty little walk and a signature toothbrush moustache is one and only Sir Charles Spencer Chaplin. He was an English comedy actor, a notable director and a musician. He is considered to be one of the finest mimes and clowns caught on film. Chaplin was one of the most creative and influential personalities in the silent film era- he acted in, directed, scripted, produced, and eventually scored his own films. His working life in entertainment spanned over 65 years. Some of his famous movies are- Making a Living, The great dictator and many more.

Exercise

Describe any of the following persons.

- a) Yourself b) Your Best Friend

[illegible]

Essay Writing

An essay is a short piece of writing that presents and supports an idea, argument, or point of view on a particular topic. It is a structured form of writing that expresses the writer's thoughts clearly and logically. Essays are commonly used in academic settings to assess understanding, reasoning, and writing skills.

Types of Essays

1. Descriptive Essay: A descriptive essay paints a vivid picture of a person, place, object, or event using sensory details. The goal is to make the reader visualize and experience what is being described.

Example: Describing a sunset, a childhood home, or a memorable trip.

Key Features:

- Uses sensory language (sight, sound, smell, taste, touch).
- Focuses on creating imagery and emotion.
- Organized around impressions rather than arguments.

2. Narrative Essay: A narrative essay tells a story or recounts an event from the writer's life or imagination. It has a clear beginning, middle, and end.

Example: Writing about a life-changing experience or an important lesson learned.

Key Features:

- Written in the first person ("I").
- Includes characters, setting, conflict, and resolution.
- Focuses on storytelling and personal reflection.

3. Expository Essay: An expository essay explains or informs the reader about a topic in a clear and logical manner. It presents facts, definitions, and examples without personal opinions.

Example: Explaining how photosynthesis works or describing the causes of pollution.

Key Features:

- Objective and factual tone.
- Organized with clear headings or logical order.
- Uses evidence, examples, and explanations.

4. Argumentative or Discursive Essay: An argumentative (or discursive) essay presents a balanced discussion or a strong argument on a controversial issue. The writer supports one side with evidence and reasoning.

Example: Arguing whether technology improves education or discussing the pros and cons of social media.

Key Features:

- Presents a clear thesis statement.
- Uses logical reasoning and credible evidence.
- May include counterarguments and refutations.
- Concludes with a firm stance or balanced summary.

How to Write an Essay

Step 1: Choose a Topic: Select a topic that fits the essay type and is interesting, relevant, and manageable.

Step 2: Plan and Organize: Brainstorm ideas, make an outline, and decide the main points to include in each paragraph.

Step 3: Write the Introduction: The introduction sets the tone and introduces the main idea or thesis statement.

Features of a Good Introduction:

- Begins with a hook (a question, quote, or interesting fact).
- Provides background or context.
- Ends with a clear thesis statement that outlines the essay's focus.

Example: Technology has transformed every aspect of human life. From communication to education, it has reshaped how people interact and learn. This essay explores the positive and negative impacts of technology on modern education.

Step 4: Write the Conclusion: The conclusion summarizes the main points and reinforces the thesis. It should leave a lasting impression on the reader.

Features of a Good Conclusion:

- Restates the thesis in different words.
- Summarizes key arguments or findings.
- Ends with a final thought, suggestion, or reflection.

Example: In conclusion, technology has revolutionized education by making learning more accessible and interactive. However, it must be used wisely to ensure that it enhances rather than replaces human connection and creativity.

Additional Tips for Essay Writing

- Maintain clarity and focus throughout the essay.
- Use linking words (however, therefore, moreover, in contrast) for smooth transitions.

- Avoid repetition and irrelevant details.
- Use formal language and correct grammar.
- Revise and proofread for coherence, accuracy, and flow.

Sample Structure of an Essay

Title: The Importance of Environmental Conservation

1. Introduction

- Hook: **The Earth is not just our home; it is our responsibility.**
- Background: Briefly mention environmental issues.
- Thesis: **Protecting the environment is essential for sustaining life and ensuring a healthy future.**

2. Body Paragraph 1 – Causes of Environmental Problems

- Deforestation, pollution, industrialization.
- Examples and explanations.

3. Body Paragraph 2 – Effects on Life and Nature

- Climate change, loss of biodiversity, health issues.
- Supporting evidence.

4. Body Paragraph 3 – Solutions and Individual Role

- Recycling, renewable energy, awareness campaigns.
- Practical suggestions.

5. Conclusion

- Restate thesis: Environmental conservation is a shared duty.
- Final thought: Small actions today can create a sustainable tomorrow.

UNIT-III**ATTITUDE AND GRATITUDE****LEISURE****William Henry Davies****Summary:**

William Henry Davies' poem *Leisure* reminds us that life becomes empty if we are always busy and never take time to enjoy the world around us. The poet questions the value of a life filled with worries and work if we have no time to "stand and stare." He feels that modern people are so caught up in stress, duties, and ambitions that they fail to notice the beauty of nature and life.

Davies compares human beings with sheep and cows, which live calmly and peacefully, taking time to look around. Through this comparison, he suggests that people should also slow down and appreciate simple things. The poem presents many beautiful images of nature, such as trees, squirrels hiding nuts in the grass, and streams shining like stars at night. These images show how much beauty surrounds us, yet we often ignore it because of our hurried lives.

The poet also personifies Beauty as a dancing woman whose smile enriches the world. This suggests that beauty is always present and waiting for us to notice it. But if we remain too busy, we miss these precious moments.

The main idea of the poem is that leisure is not laziness, but an important part of a meaningful life. Without time to pause, observe, and enjoy nature, our life becomes "poor" in quality and fulfillment. Thus, the poem encourages us to maintain a balance between work and relaxation and to value the simple joys of life.

Answer the following questions in about 50 to 100 words each.

1. To whom is the poem addressed? Do you agree with the point of view expressed in the poem?

The poem is addressed to all human beings, especially those who are living busy and stressful lives. Davies speaks to people who are so occupied with work and worries that they forget to enjoy the beauty of life. I agree with the poet's point of view because modern life often makes us rush without giving time to relax or appreciate nature. The poem's message is very relevant today, as taking time to "stand and stare" is necessary for peace, happiness, and a meaningful life.

2. According to the poem, what does the personification of 'beauty' suggest about beauty and our interaction with it?

The personification of Beauty as a dancing woman suggests that beauty is living, active, and inviting. It is not something fixed, but something that moves and attracts us. The poet says that beauty offers itself through its dancing feet, eyes, and smile, but people are too busy to notice it. This means that beauty is always around us, but we need time, patience, and attention to truly experience it. Our interaction with beauty should therefore be thoughtful and appreciative, not hurried or careless.

3. What do you think is the significance of similar lines used in the beginning and the end of the poem?

The similar lines at the beginning and end give the poem a circular structure and strongly emphasize its central message. At first, the poet asks a question about the value of life if we have no time to "stand and stare." At the end, he answers it by saying such a life is a "poor life." This repetition makes the idea memorable and highlights the importance of taking time to enjoy nature and beauty. It also shows the poet's final conclusion after reflecting on life.

Answer the following questions in about 250 to 300 words each.

1. Elaborate on the theme of the poem.

The main theme of *Leisure* is the importance of slowing down and enjoying the beauty of life. William Henry Davies criticizes the busy and stressful way in which modern people live. According to him, a life filled only with work, worry, and ambition becomes empty if there is no time to appreciate nature and the simple joys around us.

The poet shows that human beings are always rushing and therefore fail to notice the beauty of trees, streams, animals, and the natural world. He compares human life with the peaceful life of sheep and cows, which seem to have more time to observe and enjoy their surroundings. Through this comparison, he suggests that people should learn to live more calmly and mindfully.

Nature plays an important role in the poem. Images such as squirrels hiding nuts in the grass, streams shining like stars, and Beauty dancing before us show that the world is full of wonder. However, people are too occupied with their daily cares to see these lovely sights. The poet feels that this is a great loss.

Another important aspect of the theme is balance. Davies does not say that work is unnecessary. Instead, he says that life should include both responsibility and leisure. Leisure is not laziness, but a chance to pause, observe, and refresh the mind. Without such moments, life loses its richness and meaning.

The poem ends with the idea that a life without time to “stand and stare” is a poor life. Thus, the poem teaches that true happiness and fulfillment come not only from success and work, but also from enjoying the beauty and peace of the world around us.

2. Explain in detail the meaning of the following lines: 'No time to see, in broad daylight, Streams full of stars, like skies at night.' Comment on the images and literary devices used in this couplet.

These lines mean that people are so busy in life that they do not notice the beauty present around them even in ordinary situations. The poet describes a stream sparkling in the sunlight. The shining water looks as if it is full of stars, just like the night sky. This image shows that nature contains beauty everywhere, but people miss it because they have no time to observe it properly.

The main literary device used here is **simile**. The poet compares the stream shining in daylight to a sky full of stars at night. This comparison creates a vivid and beautiful image in the reader's mind. It also connects two different natural scenes—daytime water and nighttime sky—showing that beauty can be found at all times.

The lines also make use of **visual imagery**. We can clearly imagine the sparkling stream and the star-filled sky. This imagery helps the reader feel the wonder that the poet wants us to

notice. There is also a kind of **contrast** or **paradox** in the phrase “broad daylight” and “stars... at night.” Normally, stars are seen at night, but here the poet suggests that a similar beauty exists even during the day.

The deeper meaning of the lines is that beauty is always present in life, but people fail to see it because they are too busy and distracted. The poet reminds us that if we slow down and pay attention, even simple things like a stream can appear magical. Therefore, these lines strongly support the poem’s message about the importance of leisure, observation, and appreciation of nature.

3. Pick out the images of nature in the poem. Why do you think the poet uses these specific images?

The poem contains several beautiful images of nature. Some of them are: trees with “boughs,” sheep and cows standing peacefully, woods, squirrels hiding nuts in the grass, and streams shining like stars. These natural images create a calm and peaceful atmosphere throughout the poem. They help the poet show the beauty that exists all around us in everyday life.

The poet uses these specific images because they are simple, familiar, and easy for everyone to understand. He does not describe rare or extraordinary things. Instead, he chooses common scenes from nature that people can see in ordinary surroundings. This suggests that beauty is not far away or difficult to find; it is always near us if we take time to notice it.

These images also contrast with the busy, hurried lives of human beings. Animals like sheep and cows are shown as calm and relaxed, unlike people who are full of care and stress. The squirrel hiding nuts in the grass represents a small activity in nature that requires patience to observe. The sparkling stream compared to the stars shows how even simple natural objects can appear magical.

The poet uses these images to encourage readers to slow down and appreciate the world around them. Nature is presented as peaceful, healing, and full of wonder. By focusing on such images, Davies makes his message more effective: life becomes truly rich only when we take time to enjoy these small but beautiful moments. Thus, the natural images are central to the poem’s theme of leisure and meaningful living.

BE THANKFUL**Author Unknown****Summary:**

Be Thankful teaches that gratitude should not be limited only to happy and successful moments. The poem says that we should also be thankful for struggles, failures, and difficulties because they help us grow and become stronger. Instead of complaining about what we do not have, the poet asks us to see unfulfilled desires as reasons to hope, dream, and look forward to the future.

The poem explains that not knowing something gives us a chance to learn, difficult times help us grow, and challenges reveal our strength. Even mistakes and setbacks are valuable because they teach important lessons in life. In this way, the poet changes our usual way of thinking and encourages us to see problems as opportunities.

A special idea in the poem is that being tired and weary is not always negative. It can mean that we have worked hard and given our best effort. The poet also points out that anyone can be thankful for pleasant things, but true wisdom lies in being thankful even for hardships. Such gratitude helps us develop patience, strength, and maturity.

The poem ends with the powerful message that gratitude can turn negatives into positives. Troubles, when faced with the right attitude, can become blessings. Thus, the poem teaches us resilience and positive thinking. It shows that real fulfillment in life comes from accepting both joys and difficulties with gratitude.

Answer the following questions in about 50 to 100 words each.

1. How does the poem redefine the concept of 'things to look forward to'?

The poem redefines “things to look forward to” by showing that unfulfilled desires are not a weakness but a source of hope and motivation. If we already had everything we wanted, life would lose its excitement and purpose. The desire to achieve something gives direction and meaning to our lives. Thus, the poem teaches that anticipation itself is valuable. It is not the possession of everything that matters, but the joy of hoping, striving, and working towards our goals.

2. Why does the poet want us to be thankful for difficult times?

The poet wants us to be thankful for difficult times because they help us grow and become stronger. During easy times, people often remain comfortable and do not learn much. But challenges teach patience, courage, and perseverance. Difficult situations also reveal our hidden abilities and prepare us for future struggles. By being grateful for hardships, we develop a positive attitude and learn to see problems as opportunities for personal growth. Thus, the poet considers difficult times necessary for building character and wisdom.

3. According to the poet, why should we be thankful for setbacks?

According to the poet, setbacks should be welcomed because they teach valuable life lessons and lead to deeper fulfillment. Success alone cannot teach us patience, humility, or resilience, but failures can. Setbacks show us our weaknesses and encourage improvement. The poet believes that gratitude can turn a negative experience into a positive one by changing our attitude toward it. Therefore, setbacks are not merely obstacles; they are opportunities for learning, growth, and becoming stronger in life.

Answer the following questions in about 250 to 300 words each.

1. Discuss the philosophy of personal growth presented in the poem.

The poem *Be Thankful* presents a powerful philosophy of personal growth based on gratitude and positive thinking. According to the poet, growth in life does not come only from success or comfort, but also from struggles, failures, and disappointments. The poem teaches that every experience, whether pleasant or painful, has some value and can help shape our character.

One important idea in the poem is that unfulfilled desires give life purpose. If a person already had everything they wanted, there would be nothing left to hope for or work towards. In this way, desire and effort become meaningful parts of growth. Similarly, not knowing something is not presented as a weakness, but as an opportunity to learn. This shows that growth begins with accepting our limitations and trying to improve ourselves.

The poem especially emphasizes the role of adversity. Difficult times, challenges, mistakes, and setbacks are all shown as necessary for development. These experiences teach patience, courage, perseverance, and self-awareness. Instead of seeing failures as signs of defeat, the poet encourages us to see them as lessons. This creates a positive and practical approach to life.

Another key aspect of the poem's philosophy is gratitude. The poet believes that gratitude can transform our attitude and help us find meaning even in suffering. When we are thankful for our problems, we stop feeling helpless and begin to see opportunities for learning and growth. This attitude makes a person mentally strong and emotionally balanced.

Thus, the poem's philosophy of personal growth is based on the idea that life's challenges are not curses but blessings in disguise. True growth comes from facing life with courage, learning from every experience, and remaining grateful in all situations.

2. According to the poem, what is the ultimate outcome that comes from practising gratitude? Do you think it is an approach we should implement in our daily lives? Give reasons for your answer.

According to the poem, the ultimate outcome of practising gratitude is "a life of rich fulfillment." This means a life filled with deep satisfaction, meaning, and emotional strength. The poet suggests that gratitude changes our way of looking at life. It helps us turn negative experiences into positive lessons and troubles into blessings. As a result, we become stronger, wiser, and more peaceful.

I strongly believe this is an approach that we should follow in our daily lives. One reason is that gratitude helps us develop resilience. Life is full of problems, failures, and disappointments, and if we face them with a thankful attitude, we can recover more easily and learn from them. Instead of feeling defeated, we become more confident and hopeful.

Another reason is that gratitude improves our mental health. People who focus only on what is missing often become unhappy and stressed. But grateful people appreciate what they have and find value even in difficult experiences. This gives them a more positive outlook on life. Gratitude also encourages continuous learning because it helps us see ignorance, mistakes, and limitations as chances to improve rather than as reasons for discouragement.

Moreover, gratitude can improve relationships. A thankful person is generally more patient, understanding, and kind towards others. This creates harmony in both personal and social life.

Therefore, the poem's message is very practical and meaningful. Practising gratitude in daily life can make us emotionally strong, mentally peaceful, and personally fulfilled. It is a valuable approach that can help us live with greater balance, hope, and wisdom.

Vocabulary:**Words often Confused Words**

One of the mistakes many of us make when speaking or writing English is to wrongly use a word that is similar to another word but means something completely different. Malapropism is the term used to refer to the incorrect use of words. Words that confuse us usually have similar spellings or pronunciations. The list below has some pairs of such words and their meanings. Practice using them in sentences so that you do not make when you speak or write.

1. accept: to take	except: exclude
2. adverse: unfavorable	averse: disinclined
3. advice: recommendation	advise: to recommend
4. affect: to influence	effect: to bring about (when it is a verb)
5. allusion: indirect reference	illusion: something unreal
6. born: to be given birth	borne: to be carried
7. brake: to stop or slow	break: to fracture, to stop work temporarily
8. canvas: cloth	canvass: solicit opinions or votes
9. complement: to make complete	compliment: to praise
10. compose: to make up	comprise: to include
11. council: assembly	counsel: advice, lawyer
12. credible: believable	creditable: praiseworthy
13. desert: arid region, to abandon	dessert: end of a meal
14. discreet: prudent	discrete: separate
15. disinterested: impartial	uninterested: without interest
16. elicit: to draw out	illicit: illegal
17. emigrate: leave	immigrate: come from somewhere else
18. flaunt: to make a boastful display	flout: to treat with contempt
19. forward: onward	foreword: introduction to a book
20. hanger: object for hanging clothes	hangar: place for airplanes
21. imminent: soon to take place	eminent: important
22. lead: a metal (pronounced led), to guide (pronounced led)	led: past tense of lead

23. loathe: to hate	loath: reluctant
24. lose: to experience loss	loose: not tight
25. moral: ethical	morale: spirit
26. persecute: to harass	prosecute: to pursue a legal case against
27. plain: simple	plane: airplane, to smooth, a flat surface
28. precede: to go before	proceed: to continue
29. principal: chief, head person	principle: rule
30. stationary: fixed	stationery: paper, pencil etc

Exercise-1:

Choose the correct response to complete each of the sentences:

1. Take a deep _____ (*Breath/Breathe*)
2. Make sure to _____ (*Breath/Breathe*) deeply.
3. Paris is the _____ (*Capital/ Capitol*) of France.
4. We can't start this business with limited _____ (*Capital/Capitol*) .
5. Jessica always buys _____ (*stationery/stationary*)
6. The _____ (*counsel /council*) decided in favor of the business proposal.
7. That is the _____ (*Principal /Principle*) ingredient.
8. He interviewed an _____ (*imminent / eminent*) physicist.
9. He talked about the _____ (*eminent/ imminent*)collapse of the government.
10. All of the _____ (*loose/lose*) change fell out of his pocket.

Exercise-2:

1. The English (coarse/course) I took last semester was the best I've ever taken
2. There is a (whole/hole.) in your new shirt.
3. Most drugs have side (affects, effects).
4. Warm bread (compliments, complements) any meal.
5. I practice so I won't (lose, loose) the game.
6. The Senate was in session at the (capital, capitol) today.
7. My daughter likes purple (stationary, stationery).
8. The government's decision met with much (descent, dissent).
9. Everybody likes to receive (compliments, complements).
10. Voting can help (affect, effect) change.

Grammar:**1. Misplaced Modifiers**

A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies / describes. Because of the separation, sentences with this error often sound awkward, ridiculous, or confusing. Furthermore, they can be downright illogical.

1. Misplaced adjectives are incorrectly separated from the nouns they modify and almost always distort the intended meaning.

- i. A. On her way home, Jane found **gold man's** watch. (Incorrect)
B. On her way home, Jane found a man's **gold watch**. (Correct)
- ii. A. They saw a fence behind the **house made of barbed wire**. (Incorrect)
B. They saw a **fence made of barbed wire** behind the house. (Correct)

2. Misplaced adverbs can also change meaning in sentences.

For example, the sentences below illustrate how the placement of **only** can change the sentence's meaning.

- i. A. I call **only** Rajan when I need money.
B. I call Rajan **only** when I need money.
- ii. A. She **almost** failed every exam she took.
B. She failed **almost** every exam she took.
- iii. A. The three bankers talked quietly in the **corner smoking pipes**.
B. The three **bankers smoking pipes** talked quietly in the corner.

Exercise:

- 1. The kind mother handed out chicken sandwiches to all kids in paper bags.
- 2. The little girl saw a goat on the farm heading into town.
- 3. I saw a dead cat driving on the highway.
- 4. I handed a fresh piece of bread to the guy beside me that was well buttered.
- 5. At the park, I noticed my neighbour was walking her dog in heels.
- 6. The youngster was walking the dog on the mobile.
- 7. I heard that there was a robbery on the evening news.

8. We are looking for a babysitter for our precious six-year-old who doesn't drink or smoke and owns a car.
9. Charlie spotted a stray puppy driving home from work.
10. The teacher served cookies to the children wrapped in aluminium foil.

Answers:

1. The kind mother handed out chicken sandwiches in paper bags to all kids.
2. The little girl heading into town saw a goat on the farm.
3. I saw a cat dead driving on the highway.
4. I handed a fresh piece of bread that was well buttered to the guy beside me.
5. At the park, I noticed my neighbour in heels, was walking her dog.
6. The youngster on the mobile was walking the dog.
7. I heard on the evening news that there was a robbery.
8. We are looking for a babysitter who doesn't drink or smoke and owns a car for our precious six-year-old.
9. Charlie driving home from work spotted a stray puppy.
10. The teacher served cookies wrapped in aluminium foil to the children.

2. Tenses

Tense refers to the action of time. To express actions according to their particular time, the following twelve tenses are used:

	Present	Past	Future
Simple	Subj+verb1/s/-es +obj Victor plays cricket.	Subj+verb2+obj (past time reference) Victor played cricket.	Subj+verb1/s/-e s+ obj Victor will play chess.
Continuous	Sub +is/am/are +verb +ing+ obj Victor is playing chess.	Sub+was/were+verb+ing+obj(past action) Victor was playing cricket.	Subj+shall/will+be+verb +in g+obj Victor will be playing chess.
Perfect	Subj+have/has+verb3+obj Victor has played chess.	Subj+had+verb3+obj Victor had played cricket.	Subj+shall/will+have+verb3 +obj Victor will have played chess.
Perfect Continuous	Subj+has+been+verb+ing+obj(since/for) Victor has been playing chess for two hours.	Subj+had+been+verb+ing+obj Victor had been playing chess.	Subj+will/shall+have+been +verb+ing+obj Victor will have been playing chess.

SIMPLE PRESENT TENSE:

It is used to express daily actions, hobbies and universal truths.

Structure: - Subject + V1 + Object + Time

If the subject is third person singular in simple present tense we must add ‘ S ‘ or ‘es’ to the main verb.

E.g.: - I go to temple every day.

He reads news paper every day.

She watches T.V regularly.

Ram always makes noise.

The adverbs of time: **Every day, Regularly, Always, Often, Usually, Every month, every year and every week** are used in simple present tense to show the time of the action.

DO and **DOES** are used as helping verbs to write negative and question forms in simple present tense.

- Positive form: - He reads news paper every day.

- Negative form: - He does not read news paper every day.
- Question form: - Does he read news paper every day?

PRESENT CONTINUOUS TENSE:

To express an action which is going on at present?

Structure: - **Sub + Am / Is / Are + V1 + Ing + Obj + Time**

I - am

He, She, It, Ram - is

They, You, We - are

E.g.:

He is reading news paper now.

I am watching T.V at present.

She is drinking milk at present.

Now we are going to Hyderabad.

Look! He is limping.

Listen! Someone is making noise there.

They are playing cricket now.

The time of adverbs **Now, At present**, and the expressions **Look, Listen** and **See** are used in present continuous tense to show the time of the action.

Positive form: - They are playing cricket now.

Negative form: - They are not playing cricket now.

Question form: - Are they playing cricket now?

PRESENT PERFECT TENSE:

To express an action that has completed just now.

Structure: - **Sub + Has / Have + V3 + Obj + Time**

I

He

We

She ----- **Has**

They----- **Have**

It

You

Ram

E.g.: - She has prepared food.

I have written a letter to my friend just now.

He has completed his home work.

They have left from here just now.

Ram has just drunk milk.

The adverbs of time **just** and **just now**, **so far** and **yet** are used in present perfect tense to show the time of the action.

Positive form: - He has just completed his home work.

Negative form: - He has not just completed his home work.

Question form: - Has he just completed his home work?

PRESENT PERFECT CONTINUOUS TENSE:

To express an action which was started in the past and still it is going on.

Structure: - **Sub + Have Been / Has Been + V1 + Ing + Obj + Time**

I	He
We	She----- Has Been
You ----- Have Been	It
They	Ram

“FOR” is used to show period of time.

“SINCE” is used to show point of time.

E.g.: - I have been studying in this college for two years.

He has been building the house since 2011.

She has been preparing for the exams for 5 months.

The students have been playing cricket since this morning.

Ram has been reading news paper since 9 am.

He has been working in this company since 2008.

They have been staying in Hyderabad for 10 years.

Positive form: - She has been playing tennis for two days.

Negative form: - She has not been playing tennis for two days.

Question form: - Has she been playing tennis for two days?

SIMPLE PAST TENSE:

It is used to express an action which happened yesterday or in the past.

Structure: - **Sub + V2 + Obj + Time**

E.g.: - He played Kabaddi yesterday.

She gave him a chocolate 2 days ago.

I went to Tirupathi last year.

Sita prepared chapathi for breakfast yesterday.

They distributed note books to the poor students 3 months ago.

The adverbs of time **Yesterday, Ago, Last week, Last year** and **Last month** are used to show The Time of the action in simple past tense.

DID is used as helping verb to write negative and question forms in simple past tense. When we use DID as helping verb we should use **V1** form. **DID + V1**

Positive form: - She played tennis yesterday.

Negative form: - She did not play tennis yesterday.

Question form: - Did she play tennis yesterday?

PAST CONTINUOUS TENSE:

To express an action which was going on yesterday at this time or in the past?

Structure: - **Sub + Was / Were + V1 + Ing + Obj + Time**

I	They
He	You --- Were
She ----- Was	We
It	
Ram	

E.g.:- I was watching cinema yesterday at this time.

She was playing tennis yesterday in this time.

She heard a noise while she was cooking food.

When the teacher entered the class room, the students were making noise.

They were playing cricket yesterday at this time.

I went to him while he was reading news paper.

The time of adverbs **Yesterday at this time, When** and **While** are used to show the time of the action in past continuous tense.

Positive form: - He was reading news paper yesterday at this time.

Negative form: - He was not reading news paper yesterday at this time.

Question form: - Was he reading news paper yesterday at this time?

PAST PERFECT TENSE:

To express an action which was completed in past perfect followed by simple past?

Structure: - **Sub + Had + V3 + Obj + When / Before/ After + Sub + V2 + Obj**

E.g.:- I had completed my home work before my friend came to me.

He had reached the station before the train left.

She had eaten the mango when Ram went to her.

They had prepared food after I left from there.

Positive form: - He had reached the station before the train left.

Negative form: - He had not reached the station before the train left.

Question form: - Had he reached the station before the train left?

PAST PERFECT CONTINUOUS TENSE:

To express an action that was lasted for some particular time in the past.

Structure: - **Sub + Had Been + V1 + Ing + Obj + Time**

E.g.:- I had been working in Narasaraopet Engineering College for two years by 2012.

He had been building the house for a year by 2010.

They had been working in this company for five years by 2009.

She had been learning the computer course for 3 months by 30th may, 2013

Positive form: - He had been building the house for a year by 2010.

Negative form: - He had not been building the house for a year by 2010.

Question form: - Had he been building the house for a year by 2010?

SIMPLE FUTURE TENSE:

It is used to express an action which will happen tomorrow.

Structure: - **Sub + Shall / Will + V1 + Obj + Time**

I

He

We----- **Shall**

She

You----- **Will**

It

Ram

E.g.:- I shall go to Guntur tomorrow.

She will write a letter to her friend tomorrow.

You will participate in the dance competition tomorrow.

We shall go to temple tomorrow.

Ram will buy the book tomorrow.

The time of adverb **tomorrow** is used to show the time of the action in simple future tense.

Positive form: - We shall go to temple tomorrow.

Negative form: - We shall not go to temple tomorrow.

Question form: - Shall we go to temple tomorrow?

FUTURE CONTINUOUS TENSE:

To express an action which will be going on tomorrow at this time.

Structure: - **Sub + Shall Be / Will Be + V1 + Ing + Obj + Time**

I ----- **Shall Be**

He

We

She

It ----- **Will Be**

You

They

E.g.:- I shall be writing a novel tomorrow at this time.

She will be preparing food tomorrow in this time.

We shall be swimming in the river tomorrow in this time.

Ram will be writing the exam tomorrow at this time.

They will be conducting a meeting tomorrow in this time.

The adverbs of time **tomorrow, in, this, time** are used to show the time of the action in future continuous tense.

Positive form: - They will be playing tennis tomorrow in this time.

Negative form: - They will not be playing tennis tomorrow in this time.

Question form: - Will they be playing tennis tomorrow in this time.

FUTURE PERFECT TENSE:

To express an action which will be completed in the future at a particular time?

Structure: - **Sub + Shall Have / Will Have + V3 + Obj + Time**

I ----- **Shall Have**

They

We

You

He ----- **Will Have**

She

It

E.g.: - He will have gone to Tirupathi on this month 28th.

She will have participated in tennis competition on November 18th.

We shall have conducted exams to the students on August 10th.

Positive form: - He will have gone to Tirupathi on this month 28th.

Negative form: - He will not have gone to Thirupathi on this month 28th.

Question form: - Will he have gone to Tirupathi on this month 28th ?

FUTURE PERFECT CONTINUOUS TENSE:

To express an action which will be lasted for some time in the future?

Structure: - **Sub + Shall Have Been / Will Have Been + V1 + Ing + Obj + Time**

E.g.: - I shall have been doing this job for five years by 2015.

He will have been working in this company for three years by 2014.

She will have been studying B.Tech for four years by 2016.

Positive form: - She will have been doing this job for five years by 2015.

Negative form: - She will not have been doing this job for five years by 2015.

Question form: - Will she have been doing this work for five years by 2015.

EXERCISE:

1. He _____ (drink) coffee every morning.
2. He met his wife when he _____ (work) in Bhuvaneswar.
3. You can turn off the radio. I _____ (not listen) to it.
4. Where _____ (you / have) dinner yesterday?
5. This exercise is difficult. I _____ (help) you doing it.
6. What _____ (you / cook) tonight?
7. _____ (you / complete) your homework yet?
8. My father _____ (go) to the bank tomorrow.
9. What _____ (they / do) at 9.00 last night?
10. It _____ (snow) when we _____ (leave) the library.
11. I usually _____ (listen) to the news in the car.
12. I _____ (receive) many complaints since yesterday.
13. When _____ (Ram Nath Kovind / become) president of India?
14. My students _____ (not listen) when I gave the instructions.
15. Greeshma is thirsty! I _____ (get) her a glass of water!

Reading:**Intensive and Extensive Reading**

Intensive Reading: Intensive reading is a careful, detailed reading of shorter texts to understand meaning, structure, and language use. It focuses on accuracy, comprehension, and vocabulary development.

Process or Steps of Intensive Reading

1. **Preview the Text:** Skim the passage to get a general idea of the topic and structure. Look at titles, headings, and key words.
2. **Read Carefully:** Read the text slowly and attentively to understand each sentence and paragraph.
3. **Identify New Vocabulary:** Note unfamiliar words, look up their meanings, and understand how they are used in context.
4. **Analyze Grammar and Structure:** Observe sentence patterns, verb forms, and connectors to understand how ideas are linked.
5. **Comprehension Check:** Answer questions or summarize the text to ensure full understanding.
6. **Discussion and Reflection:** Discuss the text's ideas, themes, or arguments to deepen comprehension and critical thinking.

Tackling Intensive Reading

- Focus on understanding every detail rather than reading quickly.
- Use a dictionary to clarify meanings but avoid stopping too often.
- Take notes on key points, vocabulary, and grammar patterns.
- Re-read difficult sections to reinforce understanding.
- Practice paraphrasing or summarizing to check comprehension.

Extensive Reading: Extensive reading involves reading longer texts, such as novels, magazines, or articles, for general understanding and enjoyment. The goal is to read fluently and develop a natural sense of language.

Process or Steps of Extensive Reading

1. **Choose the Right Material:** Select books or texts that match the reader's interest and language level. The material should be enjoyable and not too difficult.
2. **Set a Reading Goal:** Decide how much to read daily or weekly to build consistency.
3. **Read for Meaning, Not for Every Word:** Focus on understanding the overall message rather than analyzing each sentence.

4. **Guess from Context:** Use context clues to understand unfamiliar words instead of stopping frequently.
5. **Reflect and Respond:** After reading, think about the story, characters, or ideas. Write a short summary or share thoughts with others.

Getting Started with Extensive Reading

- Begin with graded readers or simplified versions of classic stories.
- Choose topics that genuinely interest the reader—mystery, travel, science, or biographies.
- Create a comfortable reading environment with minimal distractions.
- Keep a reading journal to record titles, summaries, and new vocabulary.
- Gradually move to more complex texts as reading confidence grows.

Writing:

Formal Letter Writing

A formal letter is a structured and professional form of written communication used for official purposes such as business correspondence, job applications, complaints, or requests. It follows a specific format and tone, maintaining clarity, politeness, and precision.

Parts of a Formal Letter

1. Sender's Address: The address of the person writing the letter. It appears at the top left or right corner of the page.

Example:

45, Green Park Road
Chennai – 600032

2. Date: The date on which the letter is written. It is placed just below the sender's address.

Example:

12 March 2025

3. Inside Address: The address of the recipient (the person or organization to whom the letter is sent).

Example:

The Manager
ABC Enterprises Pvt. Ltd.
Mount Road, Chennai – 600002

4. Reference Number (if applicable): Used in official or business letters to refer to a previous correspondence or file.

Example:

Ref. No.: HR/2025/45

5. Attention Line (if applicable): Used when the letter is directed to a specific person or department within an organization.

Example:

Attention: The Human Resources Manager

6. Subject: A brief statement of the purpose of the letter. It helps the reader understand the topic immediately.

Example:

Subject: Application for the Post of Assistant Engineer

7. Salutation: A polite greeting to the recipient.

Examples:

- Dear Sir/Madam,
- Dear Mr. Sharma,

8. Body of the Letter: The main part of the letter, divided into three paragraphs:

- **Introduction:** States the purpose of writing.
- **Main Content:** Provides details, explanations, or requests.
- **Conclusion:** Summarizes and expresses expectation or gratitude.

9. Complimentary Close: A polite way to end the letter.

Examples:

- Yours faithfully, (when the recipient's name is unknown)
- Yours sincerely, (when the recipient's name is known)

10. Signature: The writer's handwritten signature followed by their full name and designation (if applicable).

Example:

(Signature)

R. Meena

Assistant Professor

11. Enclosure (if applicable): Indicates additional documents attached with the letter.

Example:

Encl.: Resume, Certificates

12. Copies (if applicable): Used when copies of the letter are sent to other individuals or departments.

Example:

Cc: The Principal, XYZ College

Layouts of a Formal Letter

1. Block Format

- All parts of the letter are aligned to the left margin.
- No indentation is used.
- Commonly used in business correspondence.

Model 1: Application for a Job (Block Format)

45, Green Park Road
Chennai – 600032
12 March 2025

The Manager
ABC Enterprises Pvt. Ltd.
Mount Road, Chennai – 600002

Dear Sir/Madam,

Subject: Application for the Post of Assistant Engineer

I am writing to apply for the position of Assistant Engineer as advertised in **The Hindu** dated 10 March 2025. I have completed my B.E. in Mechanical Engineering from Anna University with distinction and have two years of experience in a reputed firm.

I possess strong technical knowledge, problem-solving skills, and the ability to work effectively in a team. I am confident that my qualifications and enthusiasm make me a suitable candidate for the position.

I have enclosed my resume and copies of my certificates for your consideration. I would be grateful for an opportunity to attend an interview at your convenience.

Yours faithfully,
(Signature)
R. Meena

Encl.: Resume, Certificates

2. Modified Block Format

- The sender's address, date, and complimentary close begin from the right margin.
- The rest of the content (inside address, subject, body) is aligned to the left.

Model 2: Complaint Letter (Modified Block Format)

R-12, Lake View Apartments

Coimbatore –

641018

15 April 2025

The Customer Service Manager
Bright Electronics Ltd.
Race Course Road
Coimbatore – 641018

Subject: Complaint Regarding Defective Refrigerator

Dear Sir,

I purchased a refrigerator (Model No. BR-450) from your showroom on 5 April 2025. Unfortunately, the appliance has not been functioning properly since the date of purchase. The cooling system fails to maintain the required temperature, and the interior light does not work.

I request you to arrange for an immediate inspection and replacement of the defective product under the warranty terms. Please find attached a copy of the purchase bill for your reference.

I look forward to your prompt response and resolution of the issue.

Yours sincerely,

(Signature)

K. Arjun

Encl.: Copy of Purchase Bill

3. Semi-Block Format

- Similar to the modified block format, but the first line of each paragraph is indented.
- It looks more traditional and formal.

Model 3: Request Letter (Semi-Block Format)

12, Rose Garden Street
Madurai –
62501
20
May 2025

The Principal
St. Joseph's College
Madurai – 625002

Dear Sir,

Subject: Request for Bonafide Certificate

I am a final-year student of B.A. English Literature in your college.

I require a bonafide certificate to apply for a scholarship program offered by the State Government.

Kindly issue the certificate at the earliest. I shall be grateful for your assistance.

Yours faithfully,

(Signature)

S. Priya
Roll No.: 21ENG045

Job Application Letters and Cover Letters

A job application letter, also known as a cover letter, is a formal document sent along with a resume to apply for a job. It introduces the applicant, highlights qualifications, and explains why they are suitable for the position. The letter aims to persuade the employer to review the resume and invite the applicant for an interview.

Guidelines for Writing a Cover Letter

1. Research the Company and Position: Understand the organization's goals, values, and job requirements. Tailor the letter to show how personal skills and experience align with the company's needs.

2. Use a Professional Format: Follow a formal letter structure with the sender's address, date, recipient's address, subject, salutation, body, complimentary close, and signature.

3. Write a Clear Subject Line: Mention the position being applied for.

Example: Subject: Application for the Post of Marketing Executive

4. Start with a Strong Opening: Begin with a polite introduction stating how the job was found and express enthusiasm for the opportunity.

5. Highlight Relevant Skills and Experience: Focus on qualifications, achievements, and experiences that match the job description. Use specific examples to demonstrate suitability.

6. Show Interest in the Company: Explain why the company appeals to the applicant and how they can contribute to its success.

7. Keep It Concise: Limit the letter to one page. Avoid unnecessary details and repetition of the resume.

8. Maintain a Professional Tone: Use polite, confident, and formal language. Avoid slang or overly casual expressions.

9. End with a Courteous Closing: Express gratitude for the opportunity and mention willingness to attend an interview.

10. Proofread Carefully: Check for grammar, spelling, and formatting errors before sending.

Structure of a Cover Letter

1. **Sender's Address**

2. **Date**

3. **Recipient's Address**

4. **Subject Line**

5. **Salutation**

6. **Introduction** – State the purpose and position applied for.

7. **Body Paragraphs** – Highlight qualifications, skills, and experience.
8. **Conclusion** – Express interest and request for an interview.
9. **Complimentary Close and Signature**

Sample Cover Letter

Application for the Post of Software Engineer

12, Lake View Apartments
Bengaluru – 560043
20 April 2025

The HR Manager
TechNova Solutions Pvt. Ltd.
Koramangala, Bengaluru – 560095

Subject: Application for the Post of Software Engineer

Dear Sir/Madam,

With reference to your advertisement on LinkedIn dated 15 April 2025, I wish to apply for the position of Software Engineer. I have completed my B.Tech in Computer Science from PES University and have two years of experience as a Junior Developer at CodeWorks Technologies.

My expertise includes Java, Python, and web application development. I have worked on several projects involving cloud-based solutions and team collaboration. I am eager to contribute my technical skills and innovative ideas to your organization's ongoing projects.

I look forward to the opportunity to discuss how my background aligns with your company's goals. Thank you for considering my application.

Yours sincerely,
(Signature)
A. Karthik

Encl.: Resume

Resume and Curriculum Vitae (CV)

A **resume** or **curriculum vitae (CV)** is a formal document that summarizes an individual's education, work experience, skills, and achievements. It is used to apply for jobs, internships, or academic positions. While a resume is usually concise (one to two pages), a CV is more detailed and comprehensive, often used for academic or research roles.

Difference Between Resume and CV

Aspect	Resume	Curriculum Vitae (CV)
Length	1–2 pages	Can be several pages
Purpose	Used for job applications	Used for academic, research, or teaching positions
Content	Summarizes skills and experience	Provides detailed academic and professional history
Focus	Highlights relevant experience	Covers complete career background

Types of Resumes

1. Chronological Resume

- Lists work experience in reverse chronological order (most recent first).
- Highlights career growth and consistent employment.

Best for: Candidates with steady work history.

Example Structure:

1. Contact Information
2. Objective or Summary
3. Work Experience (latest first)
4. Education
5. Skills
6. References

2. Functional Resume

- Focuses on skills and abilities rather than work history.
 - Groups experience under skill categories.
- Best for:** Fresh graduates, career changers, or those with employment gaps.

Example Structure:

1. Contact Information
2. Objective or Summary
3. Key Skills and Competencies
4. Achievements
5. Education
6. Work Experience (brief)

7. References

3. Combination Resume

- Merges features of chronological and functional resumes.
- Highlights both skills and work experience.
Best for: Professionals with strong skills and solid work history.
Example Structure:

1. Contact Information
2. Summary of Qualifications
3. Key Skills
4. Work Experience
5. Education
6. References

4. Traditional Resume

- A simple, text-based format without graphics or design elements.
- Focuses purely on content and readability.
Best for: Formal job applications or organizations that prefer standard formats.

How to Create a Resume or CV

Step 1: Gathering Information

1. Personal Information: Include full name, address, phone number, and email.

Example:

R. Meena
45, Green Park Road, Chennai – 600032
Email: meenark@example.com | Phone: 98765 43210

2. Education and Qualifications: List degrees, institutions, and years of completion.

Example:

M.A. English, Madras University, 2023
B.A. English Literature, Loyola College, 2021

3. Work Experience: Include job titles, organizations, dates, and responsibilities.

Example:

Assistant Professor, ABC College, 2023–Present

- Conducted lectures and seminars in English Literature.
- Guided students in research and writing.

4. Skills: Mention technical, communication, and interpersonal skills.

Example:

- Excellent written and verbal communication
- Proficient in MS Office and Google Workspace

5. Personal Statement: A short paragraph summarizing career goals and strengths.

Example:

A motivated and dedicated educator with a passion for teaching and research, seeking to contribute to academic excellence and student development.

6. Interests and Achievements: Include hobbies or accomplishments relevant to the job.

Example:

- Published articles in academic journals
- Organized college literary events

7. References: Provide names and contact details of people who can vouch for professional or academic performance.

Example:

Dr. S. Kumar, Head of Department, ABC College

Email: skumar@abccollege.edu

Step 2: Organizing Information

1. Target Your Resume

Tailor the resume to match the job description. Highlight relevant skills and experience.

2. Create the Layout

- Use clear headings and bullet points.
- Maintain consistent font style and size.
- Keep margins and spacing neat.

3. Tips for Students and Recent Graduates

- Focus on academic achievements, internships, and volunteer work.
- Include coursework or projects related to the job.
- Emphasize transferable skills such as teamwork, leadership, and communication.

Step 3: Presenting Information

- Keep the resume concise (one to two pages).
- Use action verbs such as **managed, developed, organized, achieved**.
- Avoid decorative fonts or unnecessary graphics.
- Proofread carefully for grammar and spelling errors.

An Important Note on Honesty and Accuracy

All information in a resume or CV must be truthful and verifiable. Exaggerating qualifications or experience can damage credibility and career prospects. Always provide accurate dates, job titles, and achievements.

Sample: Functional Resume**A. Karthik**

12, Lake View Apartments, Bengaluru – 560043

Email: karthik.a@example.com | Phone: 98760 12345

Career Objective:

To secure a software development position that allows the use of programming and problem-solving skills to create innovative solutions.

Key Skills:

- Programming Languages: Java, Python, C++
- Web Development: HTML, CSS, JavaScript
- Database Management: MySQL, MongoDB
- Team Collaboration and Project Management

Achievements:

- Developed a mobile app for college event management
- Won first prize in a national coding competition

Education:

B.Tech in Computer Science, PES University, 2023

Work Experience:

Intern, CodeWorks Technologies, Bengaluru (Jan–Jun 2023)

- Assisted in developing web-based applications.

References:

Available upon request

Email Etiquette

Email etiquette refers to the set of rules and guidelines that govern how to write and respond to emails in a professional, polite, and effective manner. It ensures clear communication, maintains professionalism, and prevents misunderstandings in both academic and workplace settings.

Importance of Email Etiquette

- Creates a positive and professional impression.
- Ensures clarity and efficiency in communication.
- Prevents miscommunication or offense.
- Reflects respect and courtesy toward the recipient.
- Builds credibility and trust in professional relationships.

UNIT-IV

ENTREPRENEURSHIP

Why a Start-Up Needs to Find Its Customers First

Pranav Jain

Summary:

Pranav Jain is a consultant and entrepreneur who believes strongly in futuristic technologies. He works with ambitious automotive companies, helping them think differently and challenge the usual ways of doing business. His strength is in lateral thinking — looking at problems from fresh angles and finding practical solutions. He shows that innovation is not just about creating new products, but about understanding people and their needs.

This lesson starts with a simple example: every traveller must decide which road to take. Same way, every start-up must choose its path carefully. Many founders think the safe road is to follow what others have done before. But the author warns that this “common road” often leads to failure. The real foundation of a start-up is not the product, but the customer. If you don’t put the customer first, even the best product will not succeed.

Nowadays, start-ups fail not because they don’t have products, but because they don’t have customers. Many founders assume that if they build something, people will automatically buy it. They skip the important step of checking whether the product solves a real problem. As a result, they end up building products nobody wants. The author clearly says: you cannot create a market where there is no customer interest.

The first step for any start-up is to identify a genuine problem faced by customers. The old belief — “build it and they will come” — doesn’t work anymore. Entrepreneurs must focus on problem-solution fit before product-market fit. This means they should test their ideas, talk to customers, and make sure the product is solving something real. Especially when entering a new market, customer development is more important than product development.

Steve Blank’s famous advice, “Get out of the building!”, is highlighted in the lesson. It means founders should not sit inside offices and assume things. Real facts are outside, with customers. Entrepreneurs must meet people, listen to their needs, and gather feedback. This way, they save money, reduce risks, and design products that truly matter. Customer interaction is the key to clarity.

Role of Early Adopters: Early adopters are the first customers who try new products. They are very important because they give honest feedback. The lesson suggests creating a minimum viable product (MVP) a simple version with only the main features. This helps test ideas at low cost. If early adopters like it, the company can expand. If not, the feedback helps them change direction before wasting money.

Markets and Data: Markets are the foundation of any business. A product without a market is useless. Start-ups must prove that demand exists before investing heavily. Listening to customers also helps discover new opportunities. Data collection is equally important. Opinions inside the office are not enough; decisions must be based on facts. Qualitative data (feedback, interviews) shows problems, while quantitative data (sales numbers) confirms solutions.

Eric Ries's in his book "Lean Startup" method — the build-measure-learn loop — is explained here.

Market should focus on following steps.

1. Understand the Problem – Identify what customers are struggling with.
2. Define a Solution – Think of a product idea that can solve it.
3. Validate Qualitatively – Talk to customers, get feedback, refine assumptions.
4. Verify Quantitatively – Use data and numbers to confirm the solution works.

Answer the following questions in about 50 to 100 words each.

1. Significance of the line 'Every traveller starting a journey must decide what road to take'

This line compares entrepreneurship to a journey. Just as a traveller must choose the right path, a start-up founder must decide the right approach for growth. Following the "common road" of assumptions or copying others may seem safe but often leads to failure. The passage stresses that success comes from choosing a thoughtful, customer-focused path rather than blindly following traditional methods.

2. Why do start-ups fail in the present era?

According to the author, start-ups today fail not because they lack products but because they lack customers. Many founders assume demand exists without testing whether people truly need their product. They skip validating the problem-solution fit and rush into product development. As a result, they end up building products nobody wants, leading to wasted effort, money, and eventual failure.

3. Meaning of the quotation ‘Get out of the building!’

Steve Blank’s phrase “Get out of the building!” means that entrepreneurs should not rely only on their own ideas or office discussions. Real facts lie with customers, not inside company walls. Founders must interact directly with people, gather feedback, and test assumptions. This customer engagement helps them identify genuine problems and design solutions that truly matter.

4. Author’s view on markets and their significance to start-ups

The author emphasizes that markets are central to a start-up’s survival. A product alone cannot create demand; there must be real customer interest. Start-ups must prove that a market exists before investing heavily. Entering a new or re-segmented market requires careful validation of customer needs. Without understanding the market, even innovative products will fail to gain traction.

5. Importance of gathering data (with reference to context)

Gathering data is crucial because it helps founders test whether their assumptions about customer problems are correct. Instead of relying on opinions, entrepreneurs must collect qualitative insights through direct interactions. This process keeps costs low, validates the problem-solution fit, and guides product development. Data ensures that decisions are based on facts, reducing risks and increasing chances of success.

Answer the following questions in about 250 to 300 words each.

1. Briefly describe a start-up you know of which has become a success story?

One inspiring start-up success story is Zomato, an Indian food delivery and restaurant discovery platform. It began in 2008 as a simple idea by two young entrepreneurs, Deepinder Goyal and Pankaj Chaddah, who noticed that people struggled to find updated menus of

restaurants. They started scanning and uploading menus online, making it easier for customers to explore food options. Over time, Zomato expanded its services to include restaurant reviews, ratings, and eventually food delivery.

The company's success lies in its ability to identify a real customer need—convenience in food discovery and delivery. By listening to users and constantly improving its app, Zomato built trust and loyalty. It also adapted quickly to market changes, such as introducing contactless delivery during the pandemic. Today, Zomato operates in multiple countries and has become a household name in India.

The journey of Zomato shows how a small idea, when focused on solving customer problems, can grow into a global success. It reminds us that start-ups thrive not just on innovation but on their ability to connect with people's everyday needs.

2. Write a note on the role and value of the customer for a start-up?

Customers are the lifeblood of any start-up. Without them, even the most innovative product has no meaning. A start-up's first responsibility is to identify a real problem faced by customers and design a solution that addresses it. Unlike big corporations that may rely on brand reputation, start-ups must earn trust from scratch.

The value of the customer lies in their feedback. Early adopters help validate whether the product truly solves a problem. Their reactions guide entrepreneurs to refine features, adjust pricing, and improve usability. This process reduces risks and prevents wasted investment in unwanted products.

Moreover, customers act as ambassadors. When satisfied, they spread word-of-mouth recommendations, which is often more powerful than expensive advertising. In fact, loyal customers can shape the future direction of a start-up by highlighting new opportunities or unmet needs.

In short, customers are not just buyers; they are partners in the growth journey. A start-up that listens carefully, adapts quickly, and values customer relationships is far more likely to succeed than one that focuses only on its product.

3. If you could form your own start-up, what product or service would it offer? Why?

Describe what your business model would look like

If I could form my own start-up, I would create a service called GreenNest, which focuses on affordable eco-friendly housing solutions. The idea comes from observing how urban families and young professionals struggle to find sustainable living spaces that are both cost-effective and environmentally responsible.

GreenNest would design compact homes using recycled materials, solar energy systems, and smart water management, making sustainability accessible to everyday people rather than just a luxury. The service would not only provide ready-to-move eco-homes but also offer consultancy for existing homeowners who want to “greenify” their houses. This could include installing solar panels, rainwater harvesting systems, or energy-efficient appliances. By combining innovation with practicality, GreenNest would help reduce the carbon footprint while also lowering utility bills for customers.

The business model would be a mix of direct sales and subscription services. Customers could purchase eco-homes outright, while homeowners could subscribe to monthly consultancy packages for upgrades and maintenance. Partnerships with local governments and NGOs would also be explored to make housing subsidies available, ensuring inclusivity. Revenue would come from home sales, consultancy fees, and collaborations with green technology providers.

The reason behind this idea is simple: climate change is real, and sustainable living should not be reserved for the wealthy. By offering affordable solutions, GreenNest would empower ordinary families to live responsibly while enjoying modern comforts. This start-up would stand at the intersection of social good and business innovation, proving that profitability and sustainability can go hand in hand.

Vocabulary:**1. Phrasal Verbs**

A phrasal verb is a phrase that's made up of a verb and another word, usually a preposition but sometimes an adverb. Phrasal verbs are used to express actions and they give us different meanings.

How to Use Phrasal Verbs in English

- Phrasal verbs are used just like verbs—anywhere they make sense.
- Usually, the verb and preposition in a phrasal verb need to be said together, like in the phrase “fall down.”

Some Commonly Used Phrasal Verbs:

Phrasal Verb	Meaning	Example Sentence
blow up	explode	The terrorists tried to <u>blow up</u> the railroad station.
bring up	raise children	It isn't easy to <u>bring up</u> children nowadays.
call off	cancel	They <u>called off</u> this afternoon's meeting
fill up	fill to capacity	She <u>filled up</u> the grocery cart with free food.
give away	give something to someone else for free	The filling station was <u>giving away</u> free gas.
give back	return an object	My brother borrowed my car. I have a feeling he's not about to <u>give it back</u> .

hand in	submit something (assignment, etc.)	The students <u>handed in</u> their papers and left the room.
hold up	delay	I hate to <u>hold up</u> the meeting, but I have to go to the bathroom.
look over	examine, check	The lawyers <u>looked over</u> the papers carefully before questioning the witness.
look up	search in a list	<u>Look up</u> the dictionary for difficult words.
put away	save or store	We <u>put away</u> some money for our retirement.
put off	postpone	We asked the boss to <u>put off</u> the meeting.
read over	peruse	I <u>read over</u> the homework, but couldn't make any sense of it.
set up	to arrange	My wife <u>set up</u> the living room exactly the way she wanted it.
take down	make a written note	<u>Take down</u> the points carefully on a paper.
take off	remove	It was so hot that I had to <u>take off</u> my shirt.
try out	test	I <u>tried out</u> four cars before I could find one that pleased me.
turn down	reduce volume	<u>Turn down</u> the T.V volume.
turn up	raise the volume	Grandpa couldn't hear, so he <u>turned up</u> his hearing aid.

turn off	switch off	We <u>turned off</u> the lights.
turn on	switch on	<u>Turn on</u> the CD player so we can dance.
call on	visit	The old minister continued to <u>call on</u> his sick parishioners.
get over	recover from sickness or disappointment	I <u>got over</u> the flu, but I don't know if I'll ever get over my broken heart.
go through	use up; consume	The country <u>went through</u> most of its coal reserves in one year.
look after	take care	My sister <u>looked after</u> me when I was sick.
look into	investigate	The police will <u>look into</u> the possibilities of embezzlement.
take after	resemble	My second son seems to <u>take after</u> his mother.

Exercise:

Choose the correct phrasal verbs given in brackets to fill in the blanks in the sentences given below.

1. You must _____ smoking. (give in/give up/ give on)
2. I will _____ my parents when they become old. (look into/look over/look after)
3. The cricket match was _____ due to rain. (call in/ call over/ call off)
4. He has _____ a wonderful idea for the picnic. (come into come up with/ come by)
5. The exams are _____. (put off/put away/put side)
6. The audience was bored because the programme _____ for too long. (drag in/ drag on/ drag over)

2. Idioms

Idioms are an important part of everyday English. They come up all the time in both written and spoken English. Because idioms don't always make sense literally, you'll need to familiarize yourself with the meaning and usage of each idiom. That may seem like a lot of work, but learning idioms is fun, especially when you compare English idioms to the idioms in your own language. Learning to use common idioms and expressions will make your English sound more native, so it's a good idea to master some of these expressions.

1. **A blessing in disguise:** a good thing that seemed bad at first.

Ex: Losing that job turned out to be a **blessing in disguise** for him as it forced him to plunge into business.

2. **Beat around the bush:** Avoid saying what you mean, usually because it is uncomfortable

Ex: Will you please stop **beating around the bush** and get to the point?

3. **Call it a day:** Stop working on something

Ex: I think we have done enough work today, I am feeling tired now, let's **call it a day**

4. **Get out of hand:** Get out of control

Ex: The football fans have got completely **out of hand**

1. **Not rocket a science:** It's not complicated

Ex: Freddie, let me show you how to change the oil in your car. Don't worry, '**it's not rocket science.**'

6. **Miss the boat:** It's too late

Ex: The discounted price sale ended today and I just **missed the boat** on making a great deal.

7. **Pull someone's leg:** To joke with someone

Ex: Don't worry about what he said. He's just **pulling your leg.**

8. **That's the last straw:** My patience has run out

Ex: **The last straw** in their relationship was when he physically abused her. She walked out after that.

9. **Add insult to injury:** To make a bad situation worse

Ex: The company rejected his application for a job, and to **add insult to injury**, refused to pay his expenses.

10. Give someone the cold shoulder: Ignore someone

Ex: She gave me the cold shoulder.

Exercise-1:**Choose the right option for the underlined idioms**

1. My parents were on pins and needles while I was writing my EAMCET exam.
A. excited. B. curious. C. anxious D. disturbed
2. Ignoring his father's warnings, he burnt his fingers by starting a new business.
A. felt ashamed B. got into trouble C. suffered loss. D. burnt his hand in fire.
3. I found my son burning the midnight oil to secure good rank.
A. wasting oil B. Too much interested C. reluctant D. working hard
4. He had to eat a humble pie in starting a row with his neighbor over a trifle.
A. To feel sorry and apologies for a wrong B. to take simple food
C. To remain without food D. To be punished for doing something wrong.
5. By disobeying the orders of his boss, John will have to face the music.
A. go to a party B. To invite a trouble C. face the problem D. listen to music

Grammar:**Clichés:**

A **cliché** is an expression, idea, or element of an artistic work that has been overused to the point of losing its original meaning, impact, or novelty. Originally, many clichés were fresh and highly compelling, but extensive repetition has made them predictable and uninteresting.

Examples of Clichés

- **Verbal Phrases:** "Every cloud has a silver lining," "time flies," "at the end of the day," and "read between the lines".
- **Plot Devices:** A story ending with the revelation that "it was all a dream," or a hero saving the world at the very last second.
- **Character Archetypes:** The "mad scientist," the "evil stepmother," or the "chosen one" who is unaware of their special powers.

Everyday Idioms

- **"Blind as a bat"**: Used to describe someone with very poor vision.
- **"Avoid it like the plague"**: Used to describe staying far away from a person, place, or situation.
- **"In the nick of time"**: Used to describe something happening at the last possible moment.
- **"Laughter is the best medicine"**: Used to suggest that humour can cure or ease emotional distress.
- **"Under the weather"**: Used to describe feeling slightly sick or unwell.

Creative Writing & Fiction Tropes

- **The Dark and Stormy Night**: Opening a mystery or horror story with stormy weather to force an ominous mood.
- **The Love Triangle**: Forcing a protagonist to choose between two different romantic interests, usually a safe option and a rebellious option.
- **The Training Montage**: Showing a character quickly gaining massive skills through a fast sequence of exercises set to music.
- **The Villains' Monologue**: A villain pausing right before killing the hero to explain their entire evil plan, allowing the hero time to escape.

Film & Television Visuals

- **The Alarm Clock Wake-up**: Starting a movie with a close-up of a buzzing alarm clock, followed by the main character frantically hitting snooze.
- **The Apple Bite**: Having a villain calmly bite into a crisp apple to show that they are arrogant, cold, and calculated.
- **The Glasses Makeover**: Showing a character instantly becoming wildly attractive and popular simply by taking off their glasses and letting their hair down.
- **The Airport Chase**: A character sprinting through airport security at the last second to stop the love of their life from boarding a plane.

Business & Workplace Jargon

- **"Think outside the box"**: Encouraging creative or non-traditional thinking.
- **"Low-hanging fruit"**: Targeting the easiest tasks or problems first.

- **"Synergy"**: Combining forces to create a result greater than the sum of its parts.
- **"Circle back"**: Delaying a conversation to discuss it at a later time.
- **"Give 110 percent"**: Demanding maximum effort beyond what is mathematically possible. [1, 2, 3]

Action & Thriller Movie Tropes

- **The Red Wire vs. Blue Wire**: A hero defusing a bomb with one second left on the digital timer.
- **The Miraculous Mirror Shot**: A character opening a bathroom medicine cabinet, closing it, and suddenly seeing the killer standing behind them in the mirror reflection. [1]
- **Walking Away from Explosions**: A cool action hero walking slowly toward the camera in slow motion while a massive explosion erupts directly behind them without making them flinch. [1]
- **"You look like hell"**: A line spoken by a friend to a beaten-up protagonist, immediately followed by the reply, "Feel like it too."

Romance & Rom-Com Setups

- **Enemies to Lovers**: Two characters who completely loathe each other at first, only to realize they are deeply in love by the end.
- **The Fake Relationship**: Two people pretending to date to trick their parents or exes, who inevitably catch real feelings along the way.
- **The Rainy Confession**: A massive argument or profession of love that takes place during a dramatic downpour of rain.
- **The "Meet Cute"**: Bumping into a stranger on the street, knocking over a pile of books or spilling coffee, and locking eyes while cleaning it up.

Redundancy:

Redundancy in writing and language is the use of two or more words together that mean the same thing, making the extra words unnecessary and repetitive. While sometimes used intentionally for emphasis, it usually just creates wordy, clunky sentences that slow down the reader.

Everyday Examples of Redundancy

- **"PIN number"**: "PIN" stands for Personal Identification Number, so this translates to "Personal Identification Number number."
- **"ATM machine"**: "ATM" stands for Automated Teller Machine, making "machine" repetitive.
- **"Free gift"**: All gifts are inherently free; if you have to pay for it, it is not a gift.
- **"Past history"**: History only happens in the past, so the word "past" adds no new information.
- **"Unexpected surprise"**: A surprise is by definition unexpected.

Common Redundant Phrases & How to Fix Them

- **"Brief summary"** → A summary is already brief. *Fix*: Just use "summary."
- **"Revert back"** → Reverting means to go back. *Fix*: Just use "revert."
- **"Close proximity"** → Proximity means closeness. *Fix*: Use "proximity" or "near."
- **"Mix together"** → You cannot mix things apart. *Fix*: Just use "mix."
- **"Cease and desist"** → Both words mean to stop (though this legal redundancy is used for formal emphasis). *Fix*: Use "stop."

Why It Matters

Eliminating redundancy tightens your writing, increases your information density, and makes your sentences punchier and easier to read.

Active Voice & Passive Voice

We can begin a sentence either with the subject or with the object. This fact decides whether a sentence is active or passive. In other words, it is possible for us to recognize the active and the passive voice. For example, if a sentence has one of the helping verbs such as **am, is, are, was, were, been, being, be** and past participles of the verb like **eaten, broken, spent, learnt**. It is passive voice.

The following are the basic rules of voices.

- 1) The structure of the sentence will be reversed in passive voice. The Subject of the sentence would be turned into object and the object of the sentence would be turned into subject.

Example: Active Voice - He reads a novel.

Passive Voice - **A novel is read by him.**

- 2) The word '**by**' will be used after the past participle in the passive voice

Example: Active Voice - He learns music.

Passive Voice - Music is learnt **by** him.

3) A few verbs in passive voice are followed by a number of prepositions. In such cases, 'by' is not used.

Example: Active Voice- I know him.

Passive Voice- He is known **to** me.

Active Voice- People lined the road.

Passive Voice- The road was lined **with** people

4) The Auxiliary verbs will be changed in passive on the basis of tense of sentence in Active Voice. The past participle form will be used as main verb in passive voices. No other form of verb should be used as main verb. For example: '*take*' is given in the following table for better understanding.

Tense	Active	Passive
Simple Present	take takes	am taken is taken are taken
Present Continuous	am taking is taking are taking	am being taken is being taken are being taken
Present Perfect	has taken have taken	has been taken have been taken
Simple Past	took	was taken were taken
Past Continuous	was taking were taking	was being taken were being taken
Past Perfect	had taken	had been taken
Future	will take shall take	will be taken Shall be taken
Future perfect	will have taken	will have been taken
Modal verbs	can/ may/ must/ might /should take	can be/ may be/ must be / might be /should be taken

- 5) Subject may not be always mentioned in Passive voice. A passive voice sentence can be written without subject, if it gives clear idea about the subject. When the object is not present in the passive voice, we convert them into active voice by using words like *somebody* or *nobody* or *everybody*, *some* are used as per the context.

Example: Passive Voice - Women are not treated as equals (by some).

Active Voice - Some do not treat women as equals.

If the statements are commands, then the conversion to passive is as follows.

Example: Active Voice- Post the letter.

Passive Voice- Let the letter be posted.

- 6) A transitive verb is sometimes followed by two objects. In such cases, the sentence may have two passive forms.

Example: Active Voice- The manager granted me the permission.

Passive Voice- The permission was granted to me by the manager.

Passive Voice- I was granted the permission by the manager..

Exercises:

I. Convert the following sentences into Passive voice.

1. All his friends laughed at him.
2. They made him king.
3. One should keep one's promises.
4. Open the door.
5. He handed her a book.
6. The spectators thronged the streets.
7. When will you return the book?
8. He will finish the work in the fortnight.
9. The mason is building the wall.
10. The young man made a difference in the meeting.
11. They will build a new bridge next year.
12. Mary invited Paul to her birthday party.
13. British astronomers discovered a new planet.
14. Brian Brody directed The Ultimate Space Adventure.

15. They will deliver my computer on Monday.

II. Convert the following sentences into Active voice.

- a. He was praised by his father.
- b. By whom was Sanskrit taught to you?
- c. Admittance was refused to him by the guide.
- d. The wounded man was being helped by some boys.
- e. The light has been put out.
- f. Let the window be opened.
- g. Bicycle has been sold by me.
- h. It will be forgotten soon by people.
- i. Good news is expected by them.
- j. A letter will be written by my father.
- k. A novel is being read by Mary.

Writing:

1. Note-Making

Note-making is the process of summarizing and organizing information from a text, lecture, or discussion in a concise and systematic way. It helps in understanding, remembering, and revising key ideas efficiently.

How Does Note-Making Help?

- **Improves Understanding:** Helps grasp the main ideas and relationships between concepts.
- **Enhances Memory:** Summarizing information aids long-term retention.
- **Saves Time:** Well-organized notes make revision faster and easier.
- **Encourages Active Learning:** Involves analyzing and interpreting information rather than copying.
- **Develops Writing and Thinking Skills:** Promotes clarity, precision, and logical organization.

How to Make Notes

Step 1: Identify the Essential Points

- Read or listen carefully to the material.
- Highlight or underline key ideas, facts, and arguments.

- Focus on main headings, subheadings, and topic sentences.
- Ignore examples, repetitions, or unnecessary details.

Example:

From a passage on climate change, note only the causes, effects, and solutions.

Step 2: Record the Points Included

- Write down the essential points in short, clear phrases.
- Use abbreviations, symbols, and keywords instead of full sentences.
- Maintain logical order and numbering for clarity.

Example:

1. Causes – deforestation, pollution, industrialization
2. Effects – global warming, melting glaciers, rising sea levels
3. Solutions – afforestation, renewable energy, awareness

Step 3: Organize the Points You Have Recorded

- Arrange the points under main and subheadings.
- Use indentation or numbering to show hierarchy.
- Ensure the notes are neat, structured, and easy to review.

2. Précis Writing

Definition

Précis writing is the art of summarizing a passage or text in a concise form while retaining its essential ideas, meaning, and tone. The word **précis** (pronounced **pray-see**) means “summary.” It presents the main points clearly and briefly without unnecessary details or examples.

Purpose of Précis Writing

- **To test comprehension:** Demonstrates understanding of the main ideas in a passage.
- **To develop clarity and conciseness:** Encourages expressing thoughts briefly and accurately.
- **To improve writing skills:** Enhances the ability to organize and present information logically.
- **To save time:** Provides a quick overview of lengthy material.
- **To train the mind:** Builds focus, analytical thinking, and summarizing ability.

How to Write a Precis

Step 1: Read the Passage Carefully

Read the passage two or three times to understand its meaning, tone, and structure. Identify the main idea and supporting points.

Step 2: Identify the Central Theme

Determine the main idea or message the author wants to convey. This becomes the foundation of the precis.

Step 3: Select Important Points

Underline or note down only the essential facts, arguments, or ideas. Omit examples, illustrations, quotations, and repetitions.

Step 4: Make a Rough Draft

Write a first version of the precis using your own words. Maintain the logical order of ideas from the original passage.

Step 5: Write the Final Precis

- Use clear, concise language.
- Maintain the same tone and point of view as the original.
- Avoid personal opinions or interpretations.
- Ensure coherence and grammatical accuracy.

Step 6: Give a Suitable Title

Choose a short, relevant title that reflects the main idea of the passage.

Points to Remember

1. Read the passage thoroughly before writing.
2. Identify the main idea and supporting details.
3. Use your own words; do not copy sentences from the passage.
4. Write in the third person and past tense (unless the passage is factual or scientific).
5. Keep the precis about one-third of the original length.
6. Maintain logical flow and unity of ideas.
7. Avoid examples, quotations, and unnecessary details.
8. Revise and check for clarity, grammar, and accuracy.

UNIT-V**INTEGRITY AND PROFESSIONALISM****PROFESSIONAL ETHICS****Summary:**

The lesson explains the meaning and importance of professional ethics, especially for engineering students. Professional ethics refers to the moral principles and standards of behaviour that guide individuals in their professional life. Every profession such as engineering, medicine, law, or teaching has certain ethical codes that members are expected to follow. These include values like honesty, transparency, accountability, confidentiality, respect, and responsibility.

The lesson highlights that professionals hold a position of trust in society. Since their work can directly affect people's lives, they must use their knowledge carefully and responsibly. In engineering, for example, the most important ethical rule is to protect public safety, health, and welfare. An engineer must never compromise safety, even if pressured by an employer. Similarly, doctors must prioritize patient health, accountants must report finances truthfully, and academics must publish honest research.

Professional ethics are implemented through codes of conduct created by professional bodies. These codes help maintain standards and protect the public from harm. When professionals face ethical dilemmas, such as discovering a flaw in a product before release, they are expected to act with courage and integrity, even if it causes inconvenience or financial loss.

The lesson also explains the idea of a "social contract." Society gives professionals trust, status, and authority, and in return expects them to act responsibly for the common good. Violations of professional ethics can lead to serious consequences such as loss of license or legal action.

For students, learning professional ethics early is essential. Ethical habits like honesty in exams, fairness in teamwork, and responsibility in projects shape future careers. Ultimately, professional ethics ensures that knowledge and technology are used for the benefit of society.

A. Short Answer Questions (50–100 words)**1. What is meant by professional ethics?**

Professional ethics refers to the standards of behavior and moral principles that guide individuals in their profession. These are formal guidelines that ensure honesty, responsibility, integrity, and trustworthiness. They apply to professions like engineering, medicine, and law, where people's lives and well-being may be affected. Professional ethics includes both personal integrity and adherence to organizational codes. It ensures that professionals use their skills and knowledge responsibly without causing harm or misusing public trust.

2. Why is public safety considered a core value in engineering ethics?

Public safety is a core value in engineering because engineering projects directly affect people's lives. Buildings, bridges, machines, and medical devices must be safe and reliable. If engineers compromise safety, it can lead to accidents, injuries, or even death. Therefore, engineers are required to prioritize the safety, health, and welfare of the public above all else. Ethical engineering ensures that technical knowledge is used responsibly and not for profit or convenience at the cost of human life.

3. What role do codes of ethics play in maintaining the integrity of a profession?

Codes of ethics provide clear guidelines about acceptable professional behavior. They protect the public by ensuring that professionals meet certain moral and quality standards. These codes also help address misconduct through disciplinary actions such as warnings, suspension, or revoking licenses. By enforcing ethical standards, codes maintain trust between professionals and society. They preserve the reputation and legitimacy of the profession and ensure that members act responsibly.

4. What is a professional dilemma, and how can engineers respond to one responsibly?

A professional dilemma occurs when a person faces a difficult choice between conflicting values or responsibilities. For example, an engineer may discover a safety flaw that could delay a project. Ignoring it may save time but risk public safety. To respond responsibly, engineers should refer to the code of ethics, consult colleagues or mentors, and prioritize public welfare. Acting ethically often requires courage to speak up and choose what is right over what is convenient.

B. Long Answer Questions (250–300 words)**1. Explain the idea of a ‘social contract’ between professions and society.**

The concept of a “social contract” means that there is an understanding between professionals and society. Society grants professionals certain privileges such as trust, respect, status, and sometimes exclusive rights to perform specific tasks. In return, professionals are expected to use their knowledge responsibly and serve the public good.

For example, engineers are trusted to design safe buildings and systems. Society expects them to prioritize safety and sustainability. If an engineer compromises safety for profit, they violate this trust. Similarly, doctors are given authority to treat patients and make medical decisions. In return, they must focus on patient welfare and public health rather than personal gain. Academics and scientists are trusted to provide truthful research. If they falsify data, they harm society’s knowledge system.

This social contract ensures that professionals act responsibly and ethically. It strengthens public trust and maintains the reputation of the profession. When professionals violate this contract, they not only damage their own career but also weaken society’s confidence in the entire profession. Therefore, ethical behavior is essential to maintaining this mutual trust and responsibility.

2. Explain why professionalism is defined not just by competence, but by commitment to ethical conduct.

Professionalism is not only about technical knowledge or skill. A person may be highly competent, but without ethical values, their competence can cause harm. True professionalism combines expertise with integrity and responsibility.

For example, an engineer may have the technical ability to design a structure, but if they ignore safety rules to save money, they are not acting professionally. Ethical conduct requires prioritizing public safety over personal or corporate interests. Similarly, an accountant may know how to manipulate financial data, but professional ethics demand honesty and transparency. A doctor may be medically skilled, but if they focus on profit instead of patient care, they fail in professionalism.

Ethical conduct is crucial because public trust depends on it. People trust professionals with their safety, health, and personal information. If professionals act dishonestly or irresponsibly, society loses confidence in them. Once trust is broken, it is difficult to rebuild.

For students, professionalism begins with small habits such as honesty in exams, proper credit in projects, and fairness in teamwork. These habits shape character. In the long run, ethical professionals earn respect, build strong reputations, and contribute positively to society. Therefore, professionalism is defined not just by what you know, but by how responsibly and ethically you use that knowledge.

Vocabulary:

1. One-Word Substitution

One-word substitution is the use of a single word to replace a phrase or a group of words without changing its meaning. It helps make language concise, precise, and elegant.

Example:

A person who is above hundred years	Centenarian
A book published after the death of its author	Posthumous
A book written by an unknown author	Anonymous
A cinema show which is held in the afternoon	Matinee
A citizen of the world	Cosmopolite
A contagious disease which spreads over a huge area	Epidemic
A drug or other substance that induces sleep	Soporific
A flesh eating animal	Carnivorous
A game in which neither party wins	Draw
A Government by a king or queen	Monarchy
A Government by one	Autocracy
A Government by the few	Oligarchy
A Government by the Nobles	Aristocracy
A Government by the officials	Bureaucracy
A Government by the people	Democracy

A grass eating animal	Herbivorous
A handwriting that cannot be read	Illegible
A land animal that breeds in water	Amphibian
A letter, poem etc. whose author is unknown	Anonymous
A life history written by oneself	Autobiography
A life history written by somebody else	Biography
A list of books	Catalogue
A loss or damage that cannot be compensated	Irreparable
A man who has too much enthusiasm for his own religion	Fanatic
A medicine that kills germs	Germicide
A medicine that prevents decomposing	Antiseptic
A medicine to counteract the effect of another medicine	Antidote
A member of the middle class	Bourgeois

Exercise:

Choose the appropriate one-word substitute from the list given below for the following descriptions.

Reticent, Insolvent, Omniscient, Sinecure, Posthumous, Optimist, Fatalist, Incurable, Catalogue, Centenarian, anonymous, Glutton, Philanthropist, Honorary, Theist.

1. A person who is above hundred years _____
2. One who speaks less _____
3. One who is unable to pay his debts _____
4. A person who knows everything _____
5. An office with high salary but no work _____
6. A book written by an unknown author _____
7. A book published after the death of its author _____
8. One who looks on the bright side of things _____
9. One who believes in fate _____
10. One who cannot be corrected _____
11. A list of books _____

12. One who eats too much _____
13. One who loves mankind _____
14. Work for which no salary is paid _____
15. One who believes in God _____

2. Technical and Business Vocabulary

Technical vocabulary is words or phrases that are used primarily in a specific line of work or profession. For example, people who work in the steel industry often use words like "Rockwell", "Olsen", "cup test", and "camber". These words have special meanings pertaining to the manufacture of steel. Similarly, an electrician needs to know technical words such as capacitor, impedance, and surge capacity; words which most people outside of that industry never use.

- Working in a business environment you will feel the need to learn a raft of new words not covered by Standard English Vocabulary. Sooner or later you will be exposed to obtain new skills such as speaking on the phone in the most professional manner, creating an outstanding CV, writing letters to your partners or making unique presentations.
- In order to handle all of these tasks with dignity and honor you need to get acquainted with so called business vocabulary. By the way, according to research conducted by Global English almost 100% of employees are of the firm opinion that inadequate business language skills result in poor communication and misunderstanding between co-workers or business partners.
- In order to climb up the career ladder with more ease and in a short period of time you need to have competency in business vocabulary.
- **BASIC BUSINESS TERMS:**
 - **1. Personnel**
 - Meaning: The people who work for a company or organization.
 - **2. White-collar workers**
 - Meaning: Workers in offices and other non-production phases of industry
 - **3. Terminate, fire**
 - Meaning: If some did something wrong and is forced to leave the company
 - **4. Laid off**
 - Meaning: Losing or leaving jobs because their employer has closed or moved

- **5. Cost-effective**
- Meaning: Delivers a given level of service at least cost
- **6. Outsourcing**
- Meaning: The transfer of a business function to an external service or component provider
- **7. Benchmarking**
- Meaning: System to compare ones performance to performance levels in other companies
- **8. Branding**
- Meaning: Creating brands and keeping them in customer's minds through advertising, product and package design, etc.
- **9. Generic products/generics**
- Meaning: A product which doesn't have a brand name, therefore any company can manufacture it
- **10. Franchise**
- Meaning: The right to sell a company's products in a particular area using the company's name
- **11. Franchisee**
- Meaning: Someone who is given or sold a franchise
- **12. Franchisor**
- Meaning: The Company which offers franchises
- **13. Invoice**
- Meaning: A document asking for payment and showing how much to pay
- **14. Balance sheet**
- Meaning: A statement that shows the value of a company's assets and its debts
- **15. Auditor**
- Meaning: Someone whose job is to carry out an official examination of the accounts of a business and to produce a report

Grammar:**1. Direct Speech and Indirect Speech**

Indirect speech refers to the reporting of events, conversations or actions. The action which we say directly to others is called Direct Speech and the action which is told by others is called an Indirect speech.

Basic rules to convert a Direct Speech to Indirect Speech:

There are four basic things that have to be followed while converting a direct speech to an indirect speech:

1. Change the reporting verb according to the reported speech.
2. Remove the inverted commas from the direct speech and replace them with an appropriate conjunction.
3. Change the pronoun of reported speech accordingly.
4. Change the adverbs.

Direct Speech: Rohit said to me, "I shall go to the picture today".

Indirect Speech: Rohit told me that he should go to the picture that day.

In the above example:

Reporting verb "**said to**" is changed into **told**.

Inverted Commas are replaced by the conjunction **that**.

Reported speech's pronoun **I** is changed into **He**.

Reported speech's verb **shall go** is changed into **would go**.

As another change **today** is changed with the word **that day**.

When we change the direct speech into indirect speech, the time and the place of adverbs are also changed as the following.

Here	Changes to	There
Now	Changes to	Then
This	Changes to	That
These	Changes to	Those
Today	Changes to	That day
To-night	Changes to	That night

Yesterday	Changes to	The previous day
Last night	Changes to	The previous night
Last week	Changes to	The previous week
Tomorrow	Changes to	The next day/the following day
Next week/Next month/Next year	Changes to	The following week/The following month/The following year
Ago	Changes to	Before
Thus	Changes to	so

Rules of change of pronouns:

Rule No 1:

1st person pronoun of Reported speech is changed according to the Subject of Reporting verb.

D.S: Gita says, "I am in tenth class."

I.D.S: Gita says that she is in tenth class.

D.S: I say, "I am an honest man."

I.D.S: I say that I am an honest man.

Rule No 2:

2nd person pronoun of Reported speech is changed according to Object of Reporting verb.

D.S: She says to me, "you have done your work."

I.D.S: She tells me that I have done my work.

D.S: She says to her, "You have done your work."

I.D.S: She tells her that she has done her work.

D.S: I say to them, "you have done your work."

I.D.S: I tell them that they have done their work.

Rule No 3:

3rd person pronoun of Reported speech is not changed.

D.S: He says, "He does not work hard."

I.D.S: He says that he does not work hard.

D.S: Everybody says, "They have spoken the truth."

I.D.S: Everybody says that they have spoken the truth.

Rules of change of Tense

There are some rules which we need to follow in changing the direct speech into indirect speech:

1. **Simple present** changes to **Simple Past**

Ex:

Direct Speech: Preeti said, "I cook pasta."

Indirect Speech: Preeti said that she cooked pasta.

2. **Present Continuous** changes to **Past Continuous**

Ex:

Direct Speech: Preeti said, "I am cooking pasta."

Indirect Speech: Preeti said that she was cooking pasta.

3. **Present Perfect** changes to **Past Perfect**

Ex:

Direct Speech: Preeti said, "I have cooked pasta."

Indirect Speech: Preeti said that she had cooked pasta.

4. **Simple Past** changes to **Past Perfect**

Ex:

Direct speech: Preeti said, "I cooked pasta."

Indirect Speech: Preeti said that she had cooked pasta.

5. **Past Continuous** changes to **Past Perfect Continuous**

Ex:

Direct Speech: Preeti said, "She was cooking pasta."

Indirect Speech: Preeti said that she had been cooking pasta

6. **Present forms of the modal auxiliaries** change to **Past forms of the modal auxiliaries**

(Will, Shall, Can, May)

(Would, Should, Could, Might)

Ex:

D.S: Preeti said, "She will cook."

I.D.S: Preeti said that she would cook.

7. **Must** changes to **had to**.

Ex:

D.S. Preeti said, "She must cook."

I.D.S Preeti said that she had to cook.

8. **Interrogative Sentences**

- An interrogative sentence is meant to ask questions, therefore, Reporting verb **said/said to** be changed to **asked**.
- **Said to** can also be changed into **enquired** or **demanded**
- If question is formed with the help of any of the helping verbs like is/are/am, was/were, has/have, do/does, will/would etc. then "___" are to be replaced by **if** or **whether**.
- If the question is formed with the help of words starting with "Wh" like who, whose, what, whom, when etc. (also known as W family) or How then to replace "___" no **conjunction** is used.

Ex:

D.S: He said to me, "Did you complete the work yesterday?"

I.D.S: He asked me if I had completed the work the previous day.

9. **Imperative sentence:**

When we change an **imperative sentence** into indirect speech, the indirect speech should be written with 'To' infinitive.

Ex:

D.S. The teacher said to me, "Don't sit here."

I.D.S: The teacher ordered me not to sit there.

D.S. He said to me, "Please give me a pen."

I.D.S: He requested me to give him a pen.

10. Exclamatory sentence:

When we change an **exclamatory sentence** into indirect speech, we need to start the sentence with the expressions like: exclaimed with happy, exclaimed with surprise, exclaimed with sorrow, etc.

Ex:

D.S. The boy said, "Hurrah! We have won the match."

I.D.S: The boy exclaimed with joy that they had won the match.

D.S. The old man said, "Alas! I have lost my purse."

I.D.S. The old man exclaimed with sorrow that he had lost his purse.

Exercises:**Change the following into indirect speech.**

1. Rahul told to me, "When are you leaving?"
2. "Where do you live?" the stranger asked Aladdin.
3. The teacher said to Shelly, "Why are you laughing?"
4. Dhronacharya said to Arjun, "Shoot the bird's eye."
5. "Call the first convict," said the jury.
6. Bruce said to me, "I shall do the work."
7. My mother said to me, "You were wrong."
8. Mr. Richard said to me, "Please wait here till I return."
9. The captain said to me, "Bravo! You have played well."
10. Raj said, "Alas! My pet died."
11. Ruchi said, "I may go there."
12. Bucky said to Steve, "Do you hear me?"

2. Common Errors in English

The following are the errors which we commonly make in English language.

1. She will go to temple every Saturday. (Wrong)
She goes to temple every Saturday. (Right)
2. Krishna is a large river. (Wrong)
The Krishna is a large river. (Right)
3. I spoke with my father. (Wrong)
I spoke to my father. (Right)
4. He had written the exam yesterday. (Wrong)
He wrote the exam yesterday. (Right)
5. They have been staying in Hyderabad since four years. (Wrong)
They have been staying in Hyderabad for four years. (Right)
6. Raghu is suffering with fever. (Wrong)
Raghu is suffering from fever. (Right)
7. He is one of my friend. (Wrong)
He is one of my friends. (Right)
8. Rani is best girl in the class. (Wrong)
Rani is the best girl in the class. (Right)
9. I am a honest person. (Wrong)
I am an honest person. (Right)
10. She completed her P.G on 2015. (Wrong)
She completed her P.G in 2015. (Right)
11. He reads Bible everyday. (Wrong)
He reads the Bible everyday. (Right)
12. Pradeep is an university student. (Wrong)
Pradeep is a university student. (Right)
13. They have constructed the house in 2018. (Wrong)
They constructed the house in 2018. (Right)
14. Neither Ram or Kiran have played the game. (Wrong)
Neither Ram or Kiran has played the game. (Right)
15. The fan is running on us. (Wrong)

- The fan is running over us. (Right)
16. Rahim plays violin well. (Wrong)
Rahim plays the violin well. (Right)
17. Kumar fell from bike. (Wrong)
Kumar fell off bike. (Right)
18. He is a RMP doctor. (Wrong)
He is an RMP doctor. (Right)
19. We are watching cricket match in T.V. (Wrong)
We are watching cricket match on T.V. (Right)
20. She goes to college in bus. (Wrong)
She goes to college by bus. (Right)
21. My brother adviced me. (Wrong)
My brother advised me. (Right)
22. They went to Tirupathi three days before. (Wrong)
They went to Tirupathi three days ago. (Right)
23. She sent me the books through post. (Wrong)
She sent me the books by post. (Right)
24. I go to school by walk. (Wrong)
I go to school on foot. (Right)
25. My brother is angry on me. (Wrong)
My brother is angry with me. (Right)
26. He is suffering with cold. (Wrong)
He is suffering from cold. (Right)
27. This shop is opened between 9.00am to 6.00pm. (Wrong)
This shop is opened between 9.00am and 6.00pm. (Right)
28. He is studying in this college for two years. (Wrong)
He has been studying in this college for two years. (Right)
29. Kerthi is a intelligent girl. (Wrong)
Keerthi is an intelligent girl. (Right)
30. She reads Hindu newspaper everyday. (Wrong)
She reads the Hindu newspaper everyday. (Right)
31. He opened a SBI account. (Wrong)
He opened an SBI account. (Right)

32. Kumar is more richer than Raju. (Wrong)
Kumar is richer than Raju. (Right)
33. Either his brother or his friend have suggested him. (Wrong)
Either his brother or his friend has suggested him. (Right)
34. The secretary visits the college on every Monday. (Wrong)
The secretary visits the college every Monday. (Right)
35. My college is 10 kilometres for from my house. (Wrong)
My college is 10 kilometres long way from my house. (Right)
36. Kiran's uncle is a MLA. (Wrong)
Kiran's uncle is an MLA. (Right)
37. He don't read books. (Wrong)
He doesn't read books. (Right)
38. I have met my friend yesterday. (Wrong)
I met my friend yesterday. (Right)
39. Ram sat among the two boys. (Wrong)
Ram sat between the two boys. (Right)
40. Everybody have attended the meeting. (Wrong)
Everybody has attended the meeting. (Right)

Reading:**SQ3R Method**

The **SQ3R Method** is a systematic study technique designed to improve reading comprehension and retention. The term **SQ3R** stands for **Survey, Question, Read, Recite, and Review**. It helps readers understand, remember, and recall information effectively.

Purpose of the SQ3R Method

- Enhances understanding of reading material.
- Improves concentration and memory.
- Encourages active reading instead of passive reading.
- Helps organize information logically.
- Aids in long-term retention and exam preparation.

Steps of the SQ3R Method**1. Survey**

- Skim through the text before reading in detail.
- Look at titles, headings, subheadings, introduction, and summary.
- Observe charts, diagrams, and highlighted words.
- Get a general idea of the topic and structure.

Example: Before reading a chapter on “Renewable Energy,” glance at section titles like **Solar Power**, **Wind Energy**, and **Hydroelectric Power** to understand the scope.

2. Question

- Turn headings and subheadings into questions.
- Ask what, why, how, when, and where to create curiosity.
- These questions guide attention while reading.

Example:

Heading: **Solar Energy**

Question: **How does solar energy work? What are its advantages?**

3. Read

- Read the text carefully to find answers to the questions.
- Focus on understanding main ideas and supporting details.
- Highlight or underline key points.

- Avoid memorizing; aim to comprehend.

Example: While reading about **Wind Energy**, note how turbines convert wind into electricity.

4. Recite

- After reading, recall the main points without looking at the text.
- Summarize the answers to the questions in your own words.
- Say them aloud or write short notes.
- This step strengthens memory and understanding.

Example: Recite: “Solar energy uses sunlight to produce electricity through photovoltaic cells.”

5. Review

- Go over the material again after some time.
- Revisit notes, summaries, and questions.
- Check understanding and fill in any gaps.
- Regular review ensures long-term retention.

Example: Before exams, review the notes made from each chapter using the SQ3R steps.

Advantages of the SQ3R Method

- Promotes active learning and critical thinking.
- Improves comprehension and recall.
- Saves time during revision.
- Builds confidence in handling complex texts.
- Encourages self-assessment and independent study.

Writing:**Report Writing**

A **report** is a structured document that presents information, analysis, and recommendations on a specific topic or problem. It is written for a particular audience and purpose, often to inform decision-making or record events systematically.

Functional Categories of Reports**1. To Inform**

Reports that provide factual information without interpretation or recommendation.

Example: Annual report, survey report, or statistical report.

2. To Analyze

Reports that examine data, identify patterns, and interpret findings.

Example: Research report, analytical report.

3. To Recommend

Reports that suggest actions or solutions based on analysis.

Example: Feasibility report, evaluation report, policy recommendation report.

Types of Reports**1. Feasibility Report**

- Examines whether a proposed project or plan is practical and achievable.
- Includes cost, time, resources, and potential benefits.

Example: Feasibility report on starting a new branch office.

2. Progress Report

- Describes the current status of an ongoing project.
- Includes completed tasks, work in progress, and future plans.

Example: Monthly progress report on construction work.

3. Incident Report

- Records details of an unexpected event such as an accident, error, or security breach.
- Includes date, time, cause, and corrective actions.

Example: Incident report on a laboratory accident.

4. Marketing Report

- Analyzes market trends, customer behavior, and sales performance.
- Helps in planning marketing strategies.

Example: Quarterly marketing performance report.

Elements of a Report

1. Opening Page or Title Page

- Contains the report title, author's name, organization, date, and recipient's name.

2. Abstract or Executive Summary

- A brief summary of the report's purpose, methods, findings, and conclusions.
- Usually written last but placed at the beginning.

3. Table of Contents

- Lists sections and sub-sections with page numbers for easy navigation.

4. Introduction

- States the purpose, scope, and background of the report.
- Defines the problem or topic being addressed.

5. Literature Review

- Summarizes previous studies or existing information related to the topic.
- Establishes the context for the current report.

6. Body of the Report

- Presents data, analysis, and discussion in a logical order.
- Divided into sections and sub-sections for clarity.

7. Results

- Presents findings based on data collection or research.
- May include charts, graphs, or tables.

8. Discussion and Conclusion

- Interprets the results and explains their significance.
- Provides conclusions drawn from the analysis.

9. Recommendations

- Suggests actions or solutions based on findings.
- Should be practical and clearly stated.

10. References and Appendices

- Lists all sources cited in the report.

- Appendices include supplementary materials such as questionnaires, raw data, or detailed tables.

11. Figures and Tables

- Used to present data visually for better understanding.
- Must be numbered and titled properly.

Manuscript Format

- Used for formal, detailed reports such as research or technical reports.
- Includes all standard elements: title page, abstract, introduction, body, conclusion, references, and appendices.
- Written in a structured, academic style.

Sample Structure:

1. Title Page
2. Abstract
3. Table of Contents
4. Introduction
5. Literature Review
6. Methodology
7. Results
8. Discussion
9. Conclusion and Recommendations
10. References
11. Appendices

1. Title Page

The title page is the first page of the report and provides essential information about the document. It should be clear, formal, and informative.

Contents of the Title Page:

- Title of the report (specific and concise)
- Name of the author or team
- Designation and department

- Name of the organization or institution
- Date of submission
- Name of the person or organization to whom the report is submitted

Example: Title: Feasibility Study on Solar Energy Implementation in Campus Buildings

Submitted by: Dr. A. Kumar, Department of Electrical Engineering

Submitted to: The Principal, Green Valley Engineering College

Date: 10 March 2025

2. Abstract

The abstract (or executive summary) is a brief overview of the entire report. It summarizes the purpose, methods, key findings, and conclusions in a concise paragraph.

Key Features:

- Usually 150–250 words
- Written after completing the report but placed at the beginning
- Should be self-contained and understandable without reading the full report

Example: This report examines the feasibility of installing solar panels on campus buildings. It analyzes energy consumption, cost, and environmental benefits. The findings suggest that solar energy can reduce electricity costs by 40% and promote sustainability.

3. Table of Contents

The table of contents lists all sections and sub-sections of the report with corresponding page numbers. It helps readers navigate the document easily.

Example:

1. Introduction – 1
2. Literature Review – 3
3. Methodology – 6
4. Results – 9
5. Discussion – 12
6. Conclusion and Recommendations – 15
7. References – 17
8. Appendices – 18

4. Introduction

The introduction sets the stage for the report. It explains the background, purpose, and scope of the study.

Contents:

- Background or context of the topic
- Purpose or objectives of the report
- Scope and limitations
- Importance or relevance of the study
- Brief outline of the report structure

Example: The increasing demand for renewable energy has led institutions to explore sustainable alternatives. This report investigates the feasibility of solar energy for campus use, focusing on cost, efficiency, and environmental impact.

5. Literature Review

The literature review summarizes previous research, theories, or studies related to the topic. It shows what is already known and identifies gaps that the current report addresses.

Contents:

- Summary of relevant studies or data
- Comparison of different viewpoints
- Identification of research gaps
- Justification for the current study

Example: Several studies highlight the benefits of solar energy in reducing carbon emissions. However, limited research exists on its application in educational institutions, which this report aims to address.

6. Methodology

The methodology section explains how the study or investigation was conducted. It ensures transparency and allows others to replicate the process.

Contents:

- Research design (qualitative, quantitative, or mixed)
- Data collection methods (surveys, interviews, experiments, etc.)
- Tools and instruments used
- Sampling techniques and size

- Data analysis methods

Example: Data were collected through energy audits of five campus buildings. Electricity consumption was measured over three months, and cost analysis was performed using standard solar energy models.

7. Results

This section presents the findings of the study in a clear and organized manner. It focuses on facts and data without interpretation.

Contents:

- Tables, charts, and graphs showing results
- Statistical data or observations
- Key findings arranged logically

Example: The analysis revealed that the average monthly electricity cost could be reduced by 38% with solar panel installation. The payback period was estimated at 4.5 years.

8. Discussion

The discussion interprets the results, explaining their meaning and significance. It connects findings to the objectives and literature review.

Contents:

- Explanation of results
- Comparison with previous studies
- Implications of findings
- Limitations of the study

Example: The results confirm that solar energy is both cost-effective and environmentally beneficial. However, initial installation costs remain a challenge for smaller institutions.

9. Conclusion and Recommendations

This section summarizes the main findings and provides actionable suggestions or solutions.

Contents:

- Summary of key points
- Conclusions drawn from the analysis
- Practical recommendations for implementation or further research

Example: The study concludes that solar energy is a feasible option for campus buildings. It is recommended that the institution begin with a pilot project on one building and expand gradually.

10. References

The references section lists all sources cited in the report. It ensures credibility and allows readers to locate the original materials.

Contents:

- Books, journal articles, websites, and reports used
- Follow a consistent citation style (APA, MLA, or IEEE)

Example (APA Style):

- Sharma, R. (2022). **Renewable Energy Systems**. New Delhi: TechPress.
- Gupta, A. (2023). "Solar Power in Educational Institutions." **Energy Journal**, 15(2), 45–52.

11. Appendices

Appendices include supplementary materials that support the report but are too detailed to include in the main body.

Contents:

- Raw data, questionnaires, charts, or maps
- Technical details or calculations
- Additional documents or forms

Example: Appendix A – Energy Audit Data

Appendix B – Cost Estimation Tables

Appendix C – Survey Questionnaire