



MACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.



Dept.of Humanities and Basic Sciences

Subject	: Communicative English (23AHM9901)
Academic Year	: 2024-25
Department	: Humanities and Basic Sciences
Year & Sem	: IB.TECH & I/I SEM



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(Autonomous)

(Effective for the batches admitted from 2023-24)

Year: I B.Tech

(Common to all branches)

Semester: I & II

Subject Code 23AHM9901	Subject Name COMMUNICATIVE ENGLISH	L P 2 0	T 0	Credit: 2	CLC 2
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Pre-Requisites	Communicative English	Semester	I & II
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Course Outcomes (CO): Student will be able to

- CO1:** Understand reading / listening texts and to write summaries based on global comprehension of these texts. **(Listening & Reading)**
- CO2:** Apply grammatical structures to formulate sentences and correct word forms. **(Grammar)**
- CO3:** Analyze discourse markers to speak clearly on a specific topic in formal and informal conversations. **(Speaking)**
- CO4:** Analyze a coherent paragraph interpreting graphic elements, figure/graph/chart/table **(Read & Write)**
- CO5:** Create a coherent essay, letter writing, report writing and design a resume. **(Writing)**

C O	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Understand	reading / listening texts and to write summaries based on global comprehension of these texts.			L2
2	Apply	grammatical structures to formulate sentences and correct word forms			L3
3	Analyze	Analyze discourse markers to speak clearly on a specific topic in formal and informal conversations...			L4
4	Analyze	coherent paragraph interpreting a graphic elements.			L4
5	Create	coherent essay, letter writing, report writing and design a resume			L6

UNIT I

Lesson: HUMAN VALUES: Gift of Magi (Short Story)

- Listening:** Identifying the topic, the context and specific pieces of information by listening to short audio texts and answering a series of questions.
- Speaking:** Asking and answering general questions on familiar topics such as home, family, work, studies and interests; introducing oneself and others.
- Reading:** Skimming to get the main idea of a text; scanning to look for specific



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(AUTONOMOUS)

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- pieces of information.
- Writing:** Mechanics of Writing-Capitalization, Spellings, Punctuation-Parts of Sentences.
- Grammar:** Parts of Speech, Basic Sentence Structures-forming questions
- Vocabulary:** Synonyms, Antonyms, Affixes (Prefixes/Suffixes), Root words.

UNIT II

Lesson: NATURE: The Brook by Alfred Tennyson (Poem)

- Listening:** Answering a series of questions about main ideas and supporting ideas after listening to audio texts.
- Speaking:** Discussion in pairs/small groups on specific topics followed by short structure talks.
- Reading:** Identifying sequence of ideas; recognizing verbal techniques that help to link the ideas in a paragraph together.
- Writing:** Structure of a paragraph - Paragraph writing (specific topics)
- Grammar:** Cohesive devices - linkers, use of articles and zero article; prepositions. **Vocabulary:** Homonyms, Homophones, Homographs.

UNIT III

Lesson: BIOGRAPHY: Elon Musk

- Listening:** Listening for global comprehension and summarizing what is listened to.
- Speaking:** Discussing specific topics in pairs or small groups and reporting what is discussed
- Reading:** Reading a text in detail by making basic inferences - recognizing and interpreting specific context clues; strategies to use text clues for comprehension.
- Writing:** Summarizing, Note-making, paraphrasing
- Grammar:** Verbs - tenses; subject-verb agreement.
- Vocabulary:** Compound words, Collocations

UNIT IV

Lesson: INSPIRATION: The Toys of Peace by Saki

- Listening:** Making predictions while listening to conversations/ transactional dialogues without video; listening with video.
- Speaking:** Role plays for practice of conversational English in academic contexts (formal and informal) - asking for and giving information/directions.
- Reading:** Studying the use of graphic elements in texts to convey information, reveal trends/patterns/relationships, communicate processes or display



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(AUTONOMOUS)

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complicated data.

Writing: Letter Writing: Official Letters, Resumes, Cover letters

Grammar: Reporting verbs, Direct & Indirect speech, Active & Passive Voice

Vocabulary: Words often confused, Jargons

UNIT V

Lesson: MOTIVATION: The Power of Intrapersonal Communication (An Essay)

Listening: Identifying key terms, understanding concepts and answering a series of relevant questions that test comprehension.

Speaking: Formal oral presentations on topics from academic contexts

Reading: Reading comprehension.

Writing: Writing structured essays on specific topics.

Grammar: Editing short texts –identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, subject verb agreement)

Vocabulary: Idiom and phrases & Phrasal verbs

Textbooks:

1. Pathfinder: Communicative English for Undergraduate Students, 1st Edition, Orient Black Swan, 2023 (Units 1,2 & 3)
2. Empowering with Language by Cengage Publications, 2023 (Units 4 & 5)

Reference Books:

1. Dubey, Sham Ji& Co. English for Engineers, Vikas Publishers, 2020
2. Bailey, Stephen. Academic writing: A Handbook for International Students. Routledge, 2014.
3. Murphy, Raymond. English Grammar in Use, Fourth Edition, Cambridge University Press, 2019.
4. Lewis, Norman. Word Power Made Easy- The Complete Handbook for Building a Superior Vocabulary. Anchor, 2014.

Web Resources:

GRAMMAR:

1. www.bbc.co.uk/learningenglish
2. <https://dictionary.cambridge.org/grammar/british-grammar/>
3. www.eslpod.com/index.html
4. <https://www.learngrammar.net/>
5. <https://english4today.com/english-grammar-online-with-quizzes/>
6. <https://www.talkenglish.com/grammar/grammar.aspx>



VOCABULARY

1. <https://www.youtube.com/c/DailyVideoVocabulary/videos>
2. https://www.youtube.com/channel/UC4cmBAit8i_NJZE8qK8sfpA

Correlation of COs with the POs & PSOs for B.Tech AK-23 Regulations

*3: Highly Correlated, 2: Moderately Correlated, 1: Weakly Correlated

Course Title	Course Outcomes COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
		Communicative English	CO1									2
CO2									2	2		
CO3										3		
CO4										3		
CO5										3		

CO-PO mapping justification:

C O	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	corr	Verb	BTL			
1	12	22	3	Understand	L2	PO9	Thumb Rule	2
2	12	22	3	Apply	L3	PO8, PO9	Thumb Rule	2,2
3	10	18	2	Analyze	L4	PO9	Thumb Rule	3
4	10	18	2	Analyze	L4	PO9	Thumb Rule	3
5	10	18	2	Create	L6	PO9	Thumb Rule	3

CO1: Understand reading / listening text and to write summaries based on global comprehension of these texts.

Action Verb: Understand (L2)

CO1 Action Verb Understand is of BTL 2. Using Thumb rule, L2 correlates PO6 to PO11 as moderate (2).

CO2: Apply grammatical structures to formulate sentences and correct word forms.

Action Verb: Apply (L3)



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CO2 Action Verb Apply is of BTL 3. Using Thumb rule, L3 correlates PO6 to PO11 as moderate (2) & (2)

CO3: Analyze discourse markers to speak clearly on a specific topic in Formal and informal Conversations.

Action Verb: Analyze (L4)

CO3 Action Verb Analyze is of BTL 4. Using Thumb rule, L4 correlates PO6 to PO11 as high (3).

CO4: Analyze a coherent paragraph interpreting graphic elements, figure/graph/chart/table (Read & Write)

Action Verb: Analyze (L4)

CO4 Action Verb Analyze is of BTL 4. Using Thumb rule, L6 correlates PO6 to PO11 as high (3).

CO5: Create a coherent essay, letter writing, report writing and design a resume.(Writing)

Action Verb: Create(L6)

CO5 Action Verb Create is of BTL 6. Using Thumb rule, L5 correlates PO6 to PO11 as high (3).



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AK23 REGULATIONS

Common to I B.Tech I Sem-CSE,CSD,CIC&EEE/II Sem -ECE, AI&DS, AI&ML, CE,ME

COMMUNICATIVE ENGLISH

UNIT-1

The Gift of Magi

O Henry

- 1. How does the theme of sacrifice for love play out in "The Gift of the Magi" by O. Henry? What do Jim and Della sacrifice for each other, and what does this reveal about the depth of their love?**

In "The Gift of the Magi" O'Henry uses symbolism about the Three Magi (The 3 Wisemen). They come bearing gifts of gold, frankincense and myrrh to Baby Jesus in Bethlehem. The gold is a symbol of love, the frankincense and myrrh were used to burn and had a sweet aroma. They were also ingredients used in developing medicines. These gifts were not only practical but precious.

Jim and Della gave gifts that were also the same. They were prized possessions but the gifts they bought were practical; combs for her hair and a chain for his watch. They bought these things to add to the importance of their possessions, but in the end, the greatest gift they had was their love for each other.

“Of all who give gifts, these two were the most wise of all who give and receive gifts, such as they are the most wise. Everywhere they are the wise ones. They are the magi.”

This highly ironic short story is normally used in schools as an excellent example of situational irony - when something happens that we don't expect it to. However, your question is right in identifying that there are examples of symbolism in this story too that we must not ignore. The biggest examples of symbolism are the hair combs that Jim buys for Dell and the platinum fob chain that Dell buys for Jim are symbols of the deep love they have for each other. It is important to note what the author comments about their act of love.



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The narrator suggests Jim and Della are wiser than the wise men because they understand love makes a gift truly worth giving. The two recognize the sacrifice made makes their gifts so valuable, not because are worth a lot of money.

2. What do you think the author, O'Henry, is conveying through the story title, "The Gift of Magi"?

The significance of the title "The Gift of the Magi" is an allusion to the gifts brought by the three wise men after the birth of Jesus. Just as the gold, frankincense, and myrrh had deeper meanings, the gifts that Jim and Della gave one another have a deeper meaning relating to the magnitude of their love for one another.

In the final paragraph of "The Gift of magi" O Henry refers to the original magi, the three wise men who "invented the art of giving Christmas presents." He contrasts the wisdom of these gift-givers with the folly of Jim and Della, "who most unwisely sacrificed for each other the greatest treasures of their house."

So far, the contrast between ancient wisdom and modern folly is straightforward, but O. Henry then complicates it. Jim and Della have been impractical in the gifts they chose and the sacrifices they made, but their folly contains wisdom higher than prudence. Their love for one another, and their understanding that this is all that matters, make them the magi, the wisest people of all.

The true significance of the story's title emerges at this point and is highlighted by what appears to be a small detail. The title is not "The Gifts of the Magi" but "The Gift of the Magi." It refers, therefore, neither to the gold, frankincense and myrrh brought to the infant Jesus by the three wise men nor to the combs and the watch-chain Jim and Della bought for one another. The gift which Jesus gave to the magi, and the world, was love. It is this gift that Jim and Della give to one another, and without which any other gifts are meaningless.

Jim and Della's real gift to each other, however, is the indication of the depth of their love for one another, since Della sold her hair for money for the watch fob, and Jim sold his watch for



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money for the combs. While their gifts are therefore rendered useless, each is left with a powerful indication of the depth of their love for one another. It is this love for each other that makes O. Henry declare them “the wisest” of all gift-givers.

The significance that O. Henry places in his title of “The Gift of the Magi” refers to the wisdom that Jim and Della have gained in realizing that the love they share is more valuable than any physical gift they could give to one another. Each gift brought by the magi had a deeper meaning. Gold is a symbol of royalty, frankincense represents deity and myrrh symbolizes death or suffering. In the same way, Jim and Della’s gifts showcased the deeper meaning of their love for one another.

The narrator calls them the "most wise" because they understand that nothing in the world is as valuable as love. They both sacrifice the thing they own that is most important to them to show their love for the other: Jim sells his beautiful watch to buy Della hair combs, and Della sells her hair to buy Jim a watch chain. Their gifts require sacrifice, and the gifts given by the three rich kings did not: that makes Jim and Della the real magi.

As O Henry says at the end of the story, their gifts, and their reaction to those gifts, show that they are truly wise. So -- the title alludes to a story of wisdom and precious gifts. O Henry's story is about these same things.

3.Discuss the Irony in the story. How do the characters’ actions and decisions lead to unexpected outcomes? What is the author’s message about the nature of gift-giving?

In a story, irony occurs when a situation doesn’t turn out as expected, as in O. Henry’s “The Gift of the Magi.” Authors use irony to add an element of humour into their works, to emphasize the moral of a story or to make an audience ponder the underlying meaning of what a character said, according to the Author’s Craft website. The irony that Henry presents in his short story teaches the reader about sacrifice and love.

In “The Gift of the Magi,” Jim and Della Dillingham Young are a young couple of modest means. They have two prized possessions: Jim’s pocket watch, which previously belonged to his father and grandfather, and Della’s long hair. On Christmas Eve, the couple only had \$1.87 to



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spend on gifts for each other. Henry explains at the end of the short story that they sacrificed the greatest treasures that they owned so they could purchase material possessions. The sacrifice, however, led to the understanding that you cannot put a price on love, and that the true gift that the couple received was the wisdom to realize this concept and acknowledge each other's sacrifices.

Verbal Irony

Verbal irony is when a character says something that contrasts with the literal meaning of his words or says something that doesn't align with a particular situation. This type of irony can come in the form of sarcasm, overstatements or understatements, according to Kansas State University. In "The Gift of the Magi," Henry uses verbal irony after revealing that the Dillingham Youngs only had \$1.87 for gifts: "There was nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating." This passage is ironic as it shows Della feeling sorry for herself and her financial predicament even though not having much money for a gift, in reality, is not that tragic. After Della sells her hair to buy Jim's present, Henry writes, "She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends -- a mammoth task." Henry is being sarcastic when he says that an act of charitable love has consequences that are hard to overcome and suggests that shorter hair is hard to style.

Dramatic Irony

Dramatic irony is when a reader knows more about a situation than a character in a story, making a situation suspenseful or humorous. In the "Gift of the Magi," dramatic irony occurs when Della opens the gift from Jim, a set of tortoiseshell combs, and briefly forgets that her hair isn't long enough to wear them. Dramatic irony may also occur if a reader guesses in advance that Jim sold his watch to buy the coveted combs.

Situational Irony

Situational irony occurs when there's an unexpected outcome in a story. An example is when Jim comes home from work and sees Della's short hair. The fact that he purchased hair combs



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for Della demonstrates that he didn't expect her to sell her hair. The situation is also ironic for Della because she wanted a pair of tortoiseshell combs, but didn't expect to receive them as a gift. Another example of situational irony is when Jim unexpectedly receives the fob that Della gave him for his watch, but Della doesn't know that he sold it. Henry adds a twist toward the end of the story when Jim says to Della, "Let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on." Instead of getting upset about the gifts that they can't use, which a reader might expect, Jim is happy to move past the situation and eat dinner. In the last paragraph of the story, Henry points out that the sacrifices that Jim and Della made for each other were more valuable than the gifts themselves.

4. Explore the role of material possessions and their values in relationships. How does the story challenge conventional ideas of gift-giving and the importance of material gifts in a relationship?

The author is O. Henry. The period of this story Gift of the Magi Summary is 1900 just before Christmas. Most of the actions are in the cheap apartment of Della and her husband Jim. Della had only a dollar and eighty-seven cents as saving for buying a Christmas present for Jim.

As it was not enough money, she decided to sell her long and beautiful hair for twenty dollars. Then she bought a watch chain for the watch of her husband. Similarly, Jim had purchased tortoiseshell combs with jewelled rims for Della. Jim managed money for the gift by selling his watch. These gifts tie into this story of the wise men, or the Magi, who brought the gifts to the newborn baby Jesus.

Della is a devoted young married woman. On Christmas Eve she finds that she has only one dollar and eighty-seven cents as savings to buy a gift for her husband, Jim. She manages a reduction in the expenses for the family for this occasion. They are living in an eight-dollar-a-week flat. They have a bare minimum in their surroundings, which even by the greatest stretch of the imagination, do not meet the standards of poverty. Still, Della determines that she cannot live through Christmas without giving the gift to Jim.



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(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

Della is struggling to find a solution to her problem. Then she gets an idea about it. She quickly puts on her brown coat and brown hat and then she moves towards a hairdresser named Madame Sofronie. Sofronie cuts off her hair to shoulder and hence gives her 20 dollars for it.

After that, Della starts searching for the perfect present for Jim. She made a hard attempt to find a suitable gift, but she was disappointed due to not finding a suitable one. Then she remembers Jim's most treasured possession, which is his grandfather's gold watch. But Jim has to tie a leather strap to the watch as its original chain broke. Therefore she decides to buy the strip, as it will be precisely a suitable gift for him. She moved many shops and looked for just the right watch chain. Finally, she finds a handsome, platinum chain. Its cost is 21 dollars. Della buys it and then returns home with the remaining money left.

At the flat, Della worries that Jim might not find her attractive without her hair as earlier. So, she spends the rest of the evening making her hair more presentable as much as possible. Then she prepares the dinner. Jim comes back home on the daily routine time. As soon as he sees Della without her long, beautiful hair, he stops shockingly. Della is clueless about what to make of his reaction. He is neither angry nor sad, just looking as surprised and confused. When Della questions him about it, Jim gives her the gift and tells her that it is his Christmas present too and she can understand his reaction only after seeing the gift. She opens it and finds that it contains a set of combs. He had bought this gift for her beautiful hair, and now she had no hair to put them in.

Then Della gives her gift to him to cheer him up. But, now it is the turn of Della for a surprise. The gift for Jim now has no use for him. Jim tells her that in order to arrange enough money to buy the combs, he has to sell his gold watch. After that, Jim smiles and tells her that they should keep the gifts with them to remind themselves about the love which exists between them for each other.



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PREFIXES AND SUFFIXES:

Prefixes and suffixes are types of affixes that are added to words to change their meaning or function. Here's a brief overview:

Prefixes:

Prefixes are added to the beginning of a word to modify its meaning. For example:

- **Un-** (not): *happy becomes unhappy*
- **Pre-** (before): *view becomes preview*
- **Dis-** (opposite of): *appear becomes disappear*
- **Anti-** (against): *antibiotic* (against life, referring to bacteria)
- **Auto-** (self): *autograph* (self-written)
- **Co-** (together, with): *cooperate* (work together)
- **De-** (reverse, remove): *defrost* (remove frost)
- **Ex-** (out of, former): *exhale* (breathe out); *ex-president* (former president)
- **Hyper-** (over, excessive): *hyperactive* (overly active)
- **Inter-** (between): *international* (between nations)
- **Mis-** (wrongly): *misinterpret* (interpret wrongly)
- **Non-** (not): *nonfiction* (not fiction)
- **Sub-** (under, below): *submarine* (underwater vessel)
- **Trans-** (across, beyond): *transport* (carry across)
- **Ultra-** (beyond, extreme): *ultraviolet* (extremely violent)

Suffixes:

Suffixes are added to the end of a word to change its form or meaning. For example:

- **-ly** (adverb): *quick becomes quickly*
- **-ness** (noun): *happy becomes happiness*
- **-ing** (present participle): *run becomes running*
- **-able** (capable of): *readable* (able to be read)
- **-al** (related to): *personal* (related to a person)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

- -ful (full of): *joyful* (full of joy)
- -ic (pertaining to): *historic* (pertaining to history)
- -ish (having the quality of): *foolish* (having the quality of a fool)
- -ize (make or become): *realize* (make real)
- -ment (result or process): *development* (the process of developing)
- -ous (full of, having the quality of): *famous* (full of fame)
- -ship (state or condition): *friendship* (the state of being friends)
- -tion (action or result): *creation* (the action of creating)
- -y (characterized by): *snowy* (characterized by snow)

5. Rearrange the words to form grammatically correct and meaningful sentences.

1. of leather / The jacket / was made
2. sipped / some water / The sparrow
3. the computer / is working / My neighbour
4. our gratitude / to show / We have / to them
5. If you work hard, / surely / you will / succeed
6. a beautiful / I will / for myself / buy
7. as you listen / to note down / points / It is important
8. most important / of his career/match / This was the
9. in the city / many gardens / There are
10. The old/honest individual/man / was an
11. playing / children / in / park / are / the
12. exciting / the / was / match / very
13. a / day / beautiful / is / it
14. meeting / rescheduled / the / been / has
15. quickly / you / can / solve / this / problem



ANSWERS

1. The jacket was made of leather.
2. The sparrow sipped some water.
3. My neighbour is working on the computer.
4. We have to show our gratitude to them.
5. If you work hard, you will surely succeed.
6. I will buy a beautiful gown for myself.
7. It is important to note down points as you listen.
8. This was the most important match of his career.
9. There are many gardens in the city.
10. The old man was an honest individual.
11. The children are playing in the park.
12. The match was very exciting.
13. It is a beautiful day.
14. The meeting has been rescheduled.
15. an you solve this problem quickly?

6. Define skimming and scanning in reading skills? Explain it with guidelines?

SKIMMING: Skimming is like looking at the big picture of a text. You quickly read the beginning and end, and some main parts to understand what its about .

Guidelines for skimming:

Read the title and subtitles to know the topic.

Look at the first and last sentences of each paragraph.

Check for keywords and phrases that stand out.

Don't read every word, just the important parts.



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Try to get main idea without reading everything.

SCANNING: Scanning is like searching for hidden treasure. You look through the text to find specific details or answers to questions.

Guidelines for scanning:

Have a clear question or purpose in mind.

Use headings, subheadings, and keywords to guide your search.

Move your eyes quickly over the text, stopping only where you think you'll find the answer.

Ignore details that are not related to your search.

Practice scanning with a timer to improve speed.

Parts of speech are the basic categories of words based on their function within a sentence. Each part of speech serves a different role, and understanding them is essential for analyzing and constructing sentences. Here's an overview of the main parts of speech:

Nouns

Definition: A noun is a word that names a person, place, thing, idea, or concept.

Types of Nouns:

- **Common Nouns:** General names for a person, place, thing, or idea.
 - *Examples:* teacher, city, car, freedom
- **Proper Nouns:** Specific names of people, places, or organizations; always capitalized.
 - *Examples:* Albert Einstein, New York, Google
- **Concrete Nouns:** Names of things that can be perceived by the senses.
 - *Examples:* apple, dog, music
- **Abstract Nouns:** Names of ideas, qualities, or concepts that cannot be perceived by the senses.
 - *Examples:* love, happiness, justice
- **Collective Nouns:** Names of a group of people, animals, or things.
 - *Examples:* team, flock, audience
- **Countable Nouns:** Nouns that can be counted and have both singular and plural forms.
 - *Examples:* book/books, apple/apples



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- **Uncountable Nouns:** Nouns that cannot be counted and usually have no plural form.
 - *Examples:* water, sugar, information
-

2. Pronouns

Definition: A pronoun is a word that takes the place of a noun to avoid repetition.

Types of Pronouns:

- **Personal Pronouns:** Refer to specific persons or things.
 - *Examples:* I, you, he, she, it, we, they
 - **Possessive Pronouns:** Show ownership or possession.
 - *Examples:* mine, yours, his, hers, ours, theirs
 - **Reflexive Pronouns:** Refer back to the subject of the sentence.
 - *Examples:* myself, yourself, himself, herself, itself
 - **Relative Pronouns:** Introduce a relative clause and relate to a noun previously mentioned.
 - *Examples:* who, whom, whose, which, that
 - **Demonstrative Pronouns:** Point to specific things.
 - *Examples:* this, that, these, those
 - **Indefinite Pronouns:** Refer to non-specific persons or things.
 - *Examples:* someone, anyone, everyone, nothing
 - **Interrogative Pronouns:** Used to ask questions.
 - *Examples:* who, whom, which, what
-

3. Verbs

Definition: A verb is a word that expresses an action, occurrence, or state of being.

Types of Verbs:

- **Action Verbs:** Express specific actions.
 - *Examples:* run, jump, write, speak
- **Linking Verbs:** Connect the subject with a subject complement (e.g., a noun or adjective that describes the subject).
 - *Examples:* is, are, was, seem, become



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- **Auxiliary (Helping) Verbs:** Used with main verbs to form different tenses, moods, or voices.
 - *Examples:* am, is, are, was, were, have, has, had, do, does, did, shall, will, can, may
 - **Modal Verbs:** A type of auxiliary verb that expresses necessity, possibility, permission, or ability.
 - *Examples:* can, could, may, might, shall, should, will, would, must
 - **Transitive Verbs:** Verbs that require a direct object to complete their meaning.
 - *Examples:* kick (the ball), eat (an apple)
 - **Intransitive Verbs:** Verbs that do not require a direct object.
 - *Examples:* sleep, arrive, die
-

4. Adjectives

Definition: An adjective is a word that describes or modifies a noun or pronoun.

Types of Adjectives:

- **Descriptive Adjectives:** Describe qualities or states of being.
 - *Examples:* happy, blue, tall, soft
 - **Quantitative Adjectives:** Indicate the quantity of something.
 - *Examples:* some, many, few, several
 - **Demonstrative Adjectives:** Point out specific nouns.
 - *Examples:* this, that, these, those
 - **Possessive Adjectives:** Indicate ownership or possession.
 - *Examples:* my, your, his, her, its, our, their
 - **Interrogative Adjectives:** Used to ask questions about nouns.
 - *Examples:* which, what, whose
 - **Comparative and Superlative Adjectives:** Used to compare two or more things.
 - *Examples:*
 - Comparative: smaller, faster, more interesting
 - Superlative: smallest, fastest, most interesting
-



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5. Adverbs

Definition: An adverb is a word that modifies a verb, an adjective, or another adverb. It often tells how, when, where, or to what extent.

Types of Adverbs:

- **Adverbs of Manner:** Describe how something happens.
 - *Examples:* quickly, silently, well
 - **Adverbs of Time:** Indicate when something happens.
 - *Examples:* now, yesterday, soon
 - **Adverbs of Place:** Indicate where something happens.
 - *Examples:* here, there, everywhere
 - **Adverbs of Frequency:** Indicate how often something happens.
 - *Examples:* always, never, often, sometimes
 - **Adverbs of Degree:** Indicate the intensity or degree of something.
 - *Examples:* very, too, quite, almost
-

6. Prepositions

Definition: A preposition is a word that shows the relationship between a noun (or pronoun) and other words in a sentence.

Common Prepositions:

- **Time:** at, on, in, before, after
- **Place:** in, on, at, under, over, between, among
- **Direction:** to, from, towards, through, across
- **Others:** of, with, about, against, for, during, by

Examples:

- She is sitting **on** the chair.
 - The cat is **under** the table.
 - He arrived **after** dinner.
-



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7. Conjunctions

Definition: A conjunction is a word that connects words, phrases, or clauses.

Types of Conjunctions:

- **Coordinating Conjunctions:** Connect words, phrases, or independent clauses of equal importance.
 - *Examples:* and, but, or, nor, for, so, yet
- **Subordinating Conjunctions:** Connect a dependent clause to an independent clause.
 - *Examples:* because, although, since, unless, while, if
- **Correlative Conjunctions:** Pairs of conjunctions that work together.
 - *Examples:* either...or, neither...nor, both...and, not only...but also

Examples:

- She likes coffee **and** tea.
 - He didn't come to the party **because** he was sick.
 - **Neither** John **nor** Mary attended the meeting.
-

8. Interjections

Definition: An interjection is a word or phrase that expresses strong emotion or exclamation.

Common Interjections:

- *Examples:* Wow!, Oh!, Hey!, Ouch!, Hooray!, Alas!

Usage:

- **Wow!** That was amazing!
 - **Ouch!** That hurt!
-

7. Go through the following sentences and identify the part of speech of the underlined words.



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1. Namitha is not coming today.
2. My mom will be leaving to Bangalore tomorrow.
3. The teacher asked the students to stand.
4. He is my brother.
5. There is a cat under the table.
6. The clothes did not dry as it was raining all night.
7. Sheena and her sister dance well.
8. I am wearing a green dress for the party.
9. Oh! That is really sad.
10. She is coming with me.
11. The quick brown fox jumps over the lazy dog.
12. She sang beautifully at the concert.
13. They are studying for their final exams.
14. The cat under the table is sleeping.
15. Quickly, the boy ran to his house.

Answers

1. Noun
2. Verb, adverb
3. Noun
4. Pronoun
5. Preposition
6. Conjunction
7. Conjunction, adverb
8. Adjective
9. Interjection
10. Preposition.
11. Adjective



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12. Adverb,Noun
13. Auxiliary verb
14. Preposition
15. Verb

8. Form questions to the statements 1-5. Form tag questions for statements 6-10.

1. The children are sitting in the garden.
2. Peter runs with his dog on Sundays.
3. My rabbit has a cage in the garden.
4. David likes cats because they are nice.
5. Jenny isn't sleeping late today.
6. Prabha is coming to the meeting.
7. They will arrive tomorrow.
8. She called John last night.
9. The teacher explained the lesson.
10. Mr.Sharma's family is watching a Movie.
11. She's a doctor, _____?
12. Yesterday **was** so much fun, _____?
13. He **isn't** here, _____?
14. The trains **are never** on time, _____?
15. **Nobody has** called for me, _____?
16. You're coming to the party, _____?
17. She can speak French,, _____?
18. It's a beautiful day,, _____?
19. They haven't finished their homework, _____?
20. You've met her before, _____?

ANSWERS:

1. Where are the children sitting?



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2. When does Peter run with his dog?
3. What does your rabbit have in the garden?
4. Why does David like cats?
5. Who isn't sleeping late today?
6. Who is coming to the meeting.
7. When will they arrive?
8. Who did she call last night?
9. Who explained the lesson?
10. Who is watching a movie?
11. She's a doctor ,**isn't** she?
12. Yesterday **was** so much fun, **wasn't** it?
13. He **isn't** here, **is** he?
14. The trains **are never** on time, **are** they?
15. **Nobody has** called for me, **have** they?
16. You're coming to the party, **aren't you**?
17. She can speak French, **can't she**?
18. It's a beautiful day, **isn't it**?
19. They haven't finished their homework, **have they**?
20. You've met her before, **haven't you**?

SYNONYMS:

Synonyms are words that have similar meanings. Using synonyms can help avoid repetition and add variety to your writing. Here's a list of common words along with their synonyms:

Common Words and Their Synonyms

1. **Happy**

- Joyful
- Cheerful
- Content
- Elated
- Delighted

2. **Sad**



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- Unhappy
- Sorrowful
- Mournful
- Melancholy
- Downcast

3. Fast

- Quick
- Rapid
- Speedy
- Swift
- Hasty

4. Smart

- Intelligent
- Clever
- Bright
- Sharp
- Astute

5. Strong

- Powerful
- Robust
- Sturdy
- Vigorous
- Resilient

6. Beautiful

- Attractive
- Lovely
- Gorgeous
- Stunning
- Pretty

7. Big

- Large



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- Huge
- Enormous
- Massive
- Immense

8. Small

- Tiny
- Little
- Petite
- Miniature
- Compact

9. Easy

- Simple
- Effortless
- Straightforward
- Uncomplicated
- Smooth

10. Difficult

- Hard
- Challenging
- Complicated
- Tough
- Arduous

11. Old

- Ancient
- Aged
- Elderly
- Antiquated
- Vintage

12. New

- Recent
- Fresh



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- Modern
- Novel
- Up-to-date

13. Strong

- Powerful
- Sturdy
- Robust
- Resilient
- Vigorous

14. Help

- Assist
- Aid
- Support
- Facilitate
- Contribute

15. Think

- Consider
- Ponder
- Reflect
- Contemplate
- Ruminare

ANTONYMS:

"Antonyms" are words that have opposite meanings. For example, the antonym of "hot" is "cold," and the antonym of "happy" is "sad."

Happy

- **Sad**
- Unhappy
- Miserable



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- Sorrowful
- Depressed

2. Hot

- **Cold**
- Cool
- Chilly
- Icy
- Freezing

3. Fast

- **Slow**
- Sluggish
- Unhurried
- Leisurely
- Gradual

4. Big

- **Small**
- Tiny
- Little
- Petite
- Compact

5. Light

- **Dark**
- Dim
- Shadowy
- Murky
- Obscure



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6. Strong

- **Weak**
- Frail
- Feeble
- Delicate
- Fragile

7. Rich

- **Poor**
- Impoverished
- Destitute
- Needy
- Penniless

8. Easy

- **Difficult**
- Hard
- Challenging
- Tough
- Arduous

9. Young

- **Old**
- Aged
- Elderly
- Mature
- Ancient

10. Alive

- Dead
- Deceased



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- Lifeless
- Expired

SIMPLE, COMPOUND AND COMPLEX, SENTENCES:

Simple Sentences

Definition: A simple sentence contains a single independent clause, meaning it has a subject and a predicate and expresses a complete thought.

Structure:

- **Subject + Predicate**

Examples:

- She runs every morning.
- The cat slept on the couch.
- I enjoy reading.
- The sun rises in the east.
- She enjoys painting landscapes.
- Birds sing beautifully in the morning.
- The dog barked loudly.
- He reads a book every month.
- My sister plays the piano.
- The children laughed at the joke.
- They visited the museum yesterday.
- The flowers bloom in spring.

I like to swim in the lake.

Characteristics:

- It has only one subject-verb pair.
- It may include compound subjects or predicates but remains a single independent clause.



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2. Compound Sentences

Definition: A compound sentence contains two or more independent clauses joined by a coordinating conjunction or a semicolon.

Structure:

- **Independent Clause + Coordinating Conjunction + Independent Clause** or
- **Independent Clause + ; + Independent Clause**

Coordinating Conjunctions: FANBOYS

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples:

- She wanted to go to the park, but it started raining.
- I finished my homework; I can now watch TV.
- He likes coffee, and she prefers tea.
- I wanted to go to the beach, but it started to rain.
- She made dinner, and he set the table.
- They were late to the concert; they missed the opening act.
- He can choose the red car, or he can pick the blue one.
- The cat slept on the bed, yet the dog stayed on the floor.
- We could go out for dinner, or we could cook something at home.
- I finished my project early, so I decided to relax for the rest of the day.
- She didn't like the movie, nor did she enjoy the book.
- He studied hard for the test, for he wanted to get a good grade.



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- The company is expanding, and new positions are opening up.

Characteristics:

- Each clause could stand alone as a complete sentence.
- The clauses are usually connected with coordinating conjunctions or punctuation (like a semicolon).

3. Complex Sentences

Definition: A complex sentence contains one independent clause and at least one dependent (or subordinate) clause. The dependent clause provides additional information but cannot stand alone as a complete sentence.

Structure:

- **Independent Clause + Subordinating Conjunction + Dependent Clause** or
- **Dependent Clause + Comma + Independent Clause**

Subordinating Conjunctions:

- Because
- Although
- Since
- If
- When
- While
- After
- Before

Examples:

- Although she was tired, she stayed up to finish her work.
- I will call you when I arrive at the airport.
- Because it was raining, we decided to cancel the picnic.
- She went to the store after she finished her homework.



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- If you study hard, you will pass the exam.
- While he was cooking dinner, the phone rang.
- Since the movie was sold out, we went to a different theater.
- I bought the dress that you recommended.
- Although the project was challenging, they completed it on time.
- Before we leave, make sure to check the weather forecast.

- Although it was raining, she went for a walk.
- I will call you when I arrive at the station.
- He didn't go to the party because he was feeling sick.

Characteristics:

- The independent clause expresses a complete thought, while the dependent clause adds more information.
- Dependent clauses often start with subordinating conjunctions or relative pronouns (who, which, that).

Summary of Differences

- **Simple Sentence:** One independent clause.
- **Compound Sentence:** Two or more independent clauses joined by coordinating conjunctions or semicolons.
- **Complex Sentence:** One independent clause and one or more dependent clauses.

EXERCISES:

Transformation of Sentences as Directed. Go through the following sentences and transform them as directed.

1. If you don't leave now, you will get caught in the rain. (Change into a simple sentence)
2. Though we were not sure if we could finish it, we volunteered to help them. (Change into a compound sentence)



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3. Not only did Leslie work on his assignment but also helped me finish mine. (Change into a compound sentence)
4. As a result of our continuous efforts, we were able to create a working model of the hospital bed successfully. (Change into a complex sentence)
5. Morgan was a nurse and so her job was to take care of her patients. (Change into a simple sentence)
6. I looked for Danny everywhere but I could not find him. (Change into a complex sentence)
7. My cousins and I went for a movie yesterday as we were bored. (Change into a compound sentence)
8. Tinku wanted to play with his friends and so he finished all his homework quickly. (Change into a simple sentence)
9. As Balu reached his office, he realized that he had forgotten his files. (Change into a simple sentence)
10. Bidding goodbye, Mazeeka hugged Raimy for one last time. (Change into a compound sentence)

Answers :

1. In the event of you not leaving now, you will get caught in the rain.
2. We were not sure if we could finish it, but we volunteered to help them.
3. Leslie worked on his assignment and helped me finish mine as well.
4. Since we put in continuous efforts, we were able to create a working model of the hospital bed successfully.
5. Being a nurse, Morgan's job was to take care of her patients.
6. Though I looked for Danny everywhere, I could not find him.



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(AUTONOMOUS)

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7. My cousins and I were bored, therefore we went for a movie yesterday.
8. In order to play with his friends, Tinku finished all his homework quickly.
9. On reaching his office, Balu realized that he had forgotten his files.
10. Mazeeka bid goodbye and hugged Raimy for one last time.

CONVERT THE FOLLOWING IN TO THE GIVEN TYPES OF SENTENCES.:

I was late, so I missed the bus.(Change this sentence in to Complex sentence)

Ans: Because I was late, I missed the bus.

2. Because he was ill, he didn't attend the meeting.(change this sentence in to simple sentence)

Ans: He was ill, so he didn't attend the meeting.

3. He went to the store to buy groceries.(Change this sentence in to Complex sentence)

Ans: He went to the store because he needed to buy groceries.

4. She was tired, but she continued to work.(Change this compound sentence in to simple sentence)

Ans: Despite being tired, she continued to work.

5. He studied hard to pass the exam.(Change this simple sentence in to complex sentence)

Ans: He studied hard so that he could pass the exam.

The mechanics of writing refer to the rules and conventions that govern the technical aspects of writing. These include the use of grammar, punctuation, capitalization, spelling, and formatting, all of which contribute to the clarity, readability, and effectiveness of written communication. Below is a detailed guide to the key components of writing mechanics:



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Punctuation

Definition: Punctuation marks are symbols used in writing to separate sentences and their elements and to clarify meaning.

Common Punctuation Marks:

- **Period (.):** Ends a declarative sentence.
 - *Example:* "She went to the store."
- **Comma (,):** Indicates a pause between parts of a sentence, lists items, or separates clauses.
 - *Examples:* "I bought apples, oranges, and bananas." / "When he arrived, we started the meeting."
- **Semicolon (;):** Links closely related independent clauses or separates items in a complex list.
 - *Examples:* "She loves to read; she finishes a book every week." / "We visited Paris, France; Rome, Italy; and Berlin, Germany."
- **Colon (:):** Introduces a list, quote, explanation, or definition.
 - *Example:* "She bought the following items: bread, milk, and eggs."
- **Question Mark (?):** Ends a question.
 - *Example:* "Are you coming to the party?"
- **Exclamation Mark (!):** Expresses strong emotion or emphasis.
 - *Example:* "Watch out!"
- **Quotation Marks (" "):** Enclose direct speech, quotations, or titles of short works.
 - *Examples:* "He said, 'I will be there soon.'" / "She read the poem 'The Road Not Taken.'"
- **Apostrophe ('):** Indicates possession or contraction.
 - *Examples:* "John's book" (possession) / "It's raining" (contraction of "it is").
- **Parentheses (():** Enclose additional or explanatory information.
 - *Example:* "He finally answered (after five minutes of thinking)."
- **Dash (—):** Indicates a pause or range, or adds emphasis.
 - *Examples:* "He was late—very late." / "The meeting is scheduled for 3:00—4:00 PM."



3. Capitalization

Definition: Capitalization involves using uppercase letters at the beginning of sentences and for proper nouns.

Rules of Capitalization:

- **First Word of a Sentence:** Always capitalize the first word of a sentence.
 - *Example:* "The sun is shining."
 - **Proper Nouns:** Capitalize specific names of people, places, organizations, and sometimes things.
 - *Examples:* "John", "Paris", "Microsoft", "The White House"
 - **Titles:** Capitalize major words in titles of books, movies, articles, etc.
 - *Examples:* "To Kill a Mockingbird", "The New York Times"
 - **Days, Months, and Holidays:** Always capitalize.
 - *Examples:* "Monday", "December", "Christmas"
 - **Pronoun "I":** Always capitalize, no matter where it appears in a sentence.
 - *Example:* "He and I went to the store."
-

4. Spelling

Definition: Spelling refers to the correct arrangement of letters to form words.

Spelling Tips:

- **Check for Common Errors:** Watch for homophones (words that sound the same but have different meanings and spellings), silent letters, and irregular spellings.
 - *Examples:* "their" vs. "there" vs. "they're"; "knife" (silent 'k')
- **Use Spell Checkers:** Use digital tools to catch errors, but review carefully, as they may not catch context-related mistakes.
- **Learn Rules and Exceptions:** Familiarize yourself with spelling rules, such as "i before e except after c," but be aware of exceptions (e.g., "weird").
- **Practice Regularly:** Regular reading and writing help reinforce correct spelling.



10. Rewrite the following sentences using appropriate punctuation marks and capital letters wherever necessary.

1. riveryamuna flows through agra
2. eiffel tower is the most famous monument in france
3. my brother is a singer
4. where have you been all this while
5. you look hot are you ill
6. come here at once
7. rohan is a smart boy
8. saniacouldnt believe her eyes when she saw the bicycle
9. india is the seventh largest country in the world
10. mumbai is the capital of Maharashtra
- 11.the sun rises in the east
- 12.are you coming to the meeting
- 13.myfavoritecolors are blue green and purple
- 14.the concert will start at 7:00 PM so dont be late
- 15.she bought apples oranges and bananas at the market



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(AUTONOMOUS)

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Answers:

1. River Yamuna flows through Agra.
2. Eiffel Tower is the most famous monument in France.
3. My brother is a singer.
4. Where have you been all this while?
5. You look hot. Are you ill?
6. Come here at once.
7. Rohan is a smart boy.
8. Sania couldn't believe her eyes when she saw the bicycle.
9. India is the seventh largest country in the world.
10. Mumbai is the capital of Maharashtra.
- 11.The sun rises in the east.
- 12.Are you coming to the meeting?
- 13.My favorite colors are blue, green, and purple.
- 14.The concert will start at 7:00 PM, so don't be late.
- 15.She bought apples, oranges, and bananas at the market.

2 MARKS QUESTION AND ANSWERS:



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1. Who were the Magi?

Ans: The Magi were the three Wise men who traveled from the East to Jerusalem to see the infant Jesus born in a stable. They were guided by a star and they carried precious gifts for Jesus.

2. Why was Della worried?

Ans: Initially Della was worried about arranging the required money to buy a nice gift for Jim at Christmas since she had only one dollar and eighty-seven cents. Hence, she sold her beautiful hair and brought a gift for James. Now her new look troubled her as she looked more like a truant schoolboy. Della was really worried thinking that Jim might be critical of her appearance.

3. Why did Della count her money three times?

Ans: Della counted her money three times to make sure that her savings were too small. She had expected that she could save more but when she found her savings was only \$1.87, she counted it again and again.

4. What did Della do after reaching home?

Ans: On reaching home Della got out her curling irons and lighted the gas and went to work repairing the damaged hair. After forty minutes of hard work, she looked wonderfully like a truant schoolboy with tiny, close-lying curls on her head. At 7 o'clock, she made coffee and got the frying pan ready to cook the chops.

5. What was Jim's reaction when he returned home?

Ans: Jim was foxed for a moment to find Della without her long beautiful hair. His eyes were fixed upon Della but the expression of his eyes was unintelligible to her, rather it terrified her. It was not anger, surprise, disapproval, horror, nor any of the sentiments that Della had been prepared for James simply stared at her fixedly with a peculiar expression on his face.

6. Describe what Della does from the moment she decides to earn money for Jim's gift till the moment she earns it.

Ans: Della is very upset when it is the day before Christmas and she has only \$1.87 to get her beloved Jim a Christmas gift. She decided the only way to get more money is to sell the most important thing to her, her very long hair. She goes to Madame Saffronie's hair shop and is



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(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

offered \$20 for her hair. She sells her hair to Madame Saffron and goes to get Jim a gold chain for his most important possession his watch. He currently kept it on a leather strap, and she knew he would be ecstatic to open his gift. She starts to get very nervous and afraid that Jim will not think she is pretty with her new hair.

7. What moral lessons are stressed in "The Gift of the Magi"?

Ans: The story 'The Gift of The Magi' deals with the moral lesson of what constitutes the true spirit of gift-giving on Christmas. Both Jim and Della were poor, so they had to sell off their most prized possession to buy Christmas gifts for each other. Della sacrificed her long lustrous hair beautiful enough to make the queen of Sheba envy her while Jim sacrificed his golden watch, a family heirloom. Jim brought a set of tortoiseshell combs for Della, which she had ever longed for, but it was too nice for her to use. She told her long hair to buy a platinum fob chain for Jim's watch. Even Della's gift for Jim was too nice to be used. Both Jim and Della sacrificed their most cherished possession to buy something for the use of the other's most cherished possession. Here lies the true spirit of gift-giving on Christmas.

8. Identify parts of speech for the underlined words.

1. He always submits his assignments on time.
2. Students must cite their sources to avoid plagiarism.
3. Ethical conduct is essential for a successful carrier.
4. Wow, your research paper is exceptionally well-written.

ANSWERS:

1. PRONOUN 2. VERB 3. ADJECTIVE 4. INTERJECTION

9. Find synonym and antonym for the following words.

1. Ecstatic
2. Gleaming
3. Ardent
4. Prudence



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ANSWERS:

1. ELATED,DEJECTED
2. SHINING,DULL
3. PASSIONATE,INDEFFERENT
4. CAREFULNESS,RECKLESSNESS

9. Define skimming and scanning?

A. **SKIMMING:** Skimming is like looking at the big picture of a text. You quickly read the beginning and end, and some main parts to understand what it's about .

SCANNING: Scanning is like searching for hidden treasure. You look through the text to find specific details or answers to questions.



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Unit -2

THE BROOK

Alfred Lord Tennyson

Author's introduction :

Alfred, Lord Tennyson (1809-1892) was a British poet who is considered one of the greatest poets of the Victorian era. He was born in Lincolnshire, England, and educated at Trinity College, Cambridge. In 1850, he was appointed Poet Laureate, a position he held for the rest of his life.

Tennyson's poetry is known for its lyrical beauty, its use of imagery, and its exploration of themes such as love, loss, faith, and nature. He wrote a variety of poetic forms, including sonnets, ballads, and idylls. His poems about nature are particularly beautiful. He had a deep appreciation for the natural world, and his poems capture the beauty and wonder of nature in all its forms. In poems such as "The Brook" Tennyson uses vivid imagery and evocative language to create a sense of awe and wonder for the natural world.

The Brook poem Summary:

The speaker of the poem, the brook itself, explains that it started out in a body of water where birds called coot and heron often gather. Suddenly, the brook rushes forward. The sunlight glitters on the water as the brook weaves through greenery that grows beside the stream bank. The brook then flows gently into a valley.

Gaining momentum, the brook tumbles down many hills and seeps through narrow crevices on some of the hillsides. Along the way, the brook passes several villages and a small town, and flows underneath lots of bridges.

Finally, the brook glides past a farm that belongs to a man named Philip. The brook is on its way to be absorbed by the river, which is already huge and overflowing. The brook claims that while humans live short, impermanent lives, the brook itself will always endure.



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Picking its journey back up, the brook rushes over stone paths and streets, sounding like music as it flows over the rocks. The brook pools into bays filled with churning water and then tumbles over small stones that line the shore or are at the bottom of the bay.

The brook curves around the stream bank and passes many meadows and plots of farmland, both in use and left to rest, as it travels through the countryside. It also flows alongside land that seems to belong to fairies, its landscape dotted with green leafy plants and delicate blossoms. Rushing along, the brook makes little trickling noises as it travels to the almost overflowing river. The brook reminds the listener that human life is fleeting, but the brook itself is eternal.

The brook meanders through the countryside, zig zagging across the landscape. It points out a flower drifting along with its waters, a few particularly hearty trout, and some freshwater fish called grayling

Occasionally, the brook's water bubbles up and foams as it journeys toward the river. The surface of the brook sometimes forms little waves that crash melodically on top of the pebbles and sand down below in the stream bed.

The vigorous brook pulls the pebbles, flower petals, and fish along with it as it rushes to join up with the large river. While humankind's time on earth is short and temporary, the brook will continue to live on with no end in sight.

The brook quietly creeps past meadows and fields carpeted with grass and slips through densely planted hazel trees that shade the landscape. The rippling water nudges wildflowers called forget-me-nots that grow along the stream bank; the brook says these particular wildflowers are meant for people who are blissfully in love.

The brook describes how it moves along quietly, sometimes looking dark and murky. Other times, the light playfully bounces off of the stream (or perhaps the stream bounces off of the riverbank). All the while, birds called swallows barely brush the water's surface as they search for food. The sunlight shines through the foliage that surrounds the stream, casting a woven pattern on the surface of the water; reflecting on a moving surface, the sunlight looks like it is dancing playfully upon the brook's sandy, shallow water.

The water makes low, quiet sounds as it travels during nighttime, flowing past a forest filled with prickly shrubs. The stream slows its pace when it comes to a sandbank heaped with little



Karakambadi Road, Venkatapuram (Vi), Tirupati.

pebbles and spends another unhurried moment swirling around the leafy greens (such as watercress) that grow in the shallow waters of the stream.

Once again, the brook continues its winding journey to merge with the big river. The brook reminds listeners that although individual humans are born and die, the brook is eternal.

10 Marks Questions:

1. **How does the poet use the imagery of the brook's journey to convey the idea of continuity and change in nature and human life?**

About Author : Refer Ist Paragraph

In Tennyson's "The Brook," the poem's refrain, "For men may come and men may go, / But I go on for ever" is repeated four times, as the speaker of the poem—the brook—emphasizes the central theme of the poem: that human life is fleeting, while the brook, as part of the larger tapestry of nature, will endure forever.

The refrain treats humankind as impermanent—as individuals who "come" and "go"—and nature as eternal. In fact, the only two verbs associated with humans in the poem are "come" and "go," suggesting that human life is breezy and short-lived, and that humans don't endure the way that nature does. The brook, in contrast, firmly asserts that "I go on for ever." This claim of permanence is bolstered by the way that the brook appears to be constantly renewing itself and changing throughout the poem, adapting effortlessly to the surrounding landscape. On the journey to the "brimming river," the brook "make[s] a sudden sally" (rushes forth), condenses itself so that it can "slip between the ridges" of a rocky hillside, and contorts itself to fit the landscape as it "curve[s]" along the twists and turns of the riverbank. Paradoxically, such constant change and adaptability allow the brook to be unchanging on a more fundamental level—to "go on for ever," despite whatever lies in its path. The water of the brook moves constantly, but the brook remains forever a brook. Near the end of the poem, though the brook seems to be slowing down in the second to last stanza as it "linger[s]" and "loiter[s]," it finds new energy in the final stanza: "And out again I curve and flow / To join the brimming river; / For men may come and men may go, / But I go on for ever." The use of the word "again" in these lines further draws attention to the way that the brook will continue to renew itself time and time again, never ceasing to exist the way that humans do.



Karakambadi Road, Venkatapuram (Vi), Tirupati.

The brook further points to the fleeting nature of human life in lines 39-40, when the brook rushes past “the sweet forget-me-nots / That grow for happy lovers.” The “forget-me-not” is a type of wildflower. Its name hails from a German legend about two lovers walking alongside a river. Seeing the blossoms on the riverbank, the man decides to pick a handful of the wildflowers for his love. As he does so, though, he gets swept up in the churning river and calls to his lover to never forget him. This myth imbues Tennyson’s “happy lovers” with deeper significance. The poem implies that all things human, both individual lives and the love between two people, will be swept away by the passage of time and mortality, while the brook and nature itself will live on.

2. What might the brook symbolise in the poem, and how does it flow contrast with the transient nature of human existence?

About Author : Refer Ist Paragraph

In this poem the poet is narrating a brook’s story in the first person. He has personified the stream and it talks of its beginning, the journey through various landforms and finally, its destination which is the river. The poet compares a man’s journey of life to the brook’s journey. The brook is eternal and flows forever whereas man is transient. The brook says that men come and go but it stays forever.

The brook tells us about its journey as it flows towards its destination, a river which is full of water. It emerges suddenly from a place which is visited by water birds like the coot and heron. It flows with a lot of noise down the valleys. On its way it crosses many hills, ridges, villages, towns, bridges and farms to reach its destination, the river. It makes sharp, loud sounds when it strikes hurdles like big rocks and diverts itself with a sharp turn. It forms bubbles and whirls when it reaches large spaces. It produces soft, sweet noises when it strikes small pebbles on its way. The brook moves in varying speeds and different thoughts cross its mind as the swallow bird flies to its surface and catches its prey, the fish.

The sunlight which falls on the brook’s surface after passing through the trees forms a netted pattern. With the flowing brook, this pattern also moves and seems to dance on its surface.

At night, the brook makes very soft noises as it crosses wild areas. As the brook crosses small heaps of pebbles and watercress plants, its speed slows down. Finally, it completes its journey



Karakambadi Road, Venkatapuram (Vi), Tirupati.

and reaches the destination, the river which is full of water. The brook compares itself with men that men come when they are born and go when they die but it is forever. It keeps on flowing and never ends. The brook is permanent whereas men are temporary. The brook compares itself with men that men come when they are born and go when they die but it is forever. It keeps on flowing and never ends. The brook is permanent whereas men are temporary

3. Explore the role of sound and rhythm in the poem. How does the brook's "Chatter and babble" contribute to its character and the overall mood of the poem?

A. About Author : Refer Ist Paragraph

The brook makes a series of short, quick high-pitched sounds when it splashes and flows down rocky pathways. One can see bubbles and high-pitched tunes coming from the brook when it flows down into bays. It flows down into the bays in a spiral manner, which results in bubbles, sharps and trebles. One can hear the sound of babbling when the brook flows down a path full of pebbles, meaning that it sounds like multiple people are talking gaily.

Continue 2nd question answer 2nd paragraph,

4. Consider the use of personification in the poem, where the brook seems to have human like qualities. What effect does this personification have on the reader's understanding of the brook's role in the natural world?

About Author : Refer Ist Paragraph

Personification Definition:

Personification is a figure of speech wherein a thing – an concept or an animal – is given human attributes.

The poem explores themes of mortality/eternity and nature through memorable images of a brook's movements through the countryside. From the first lines, it becomes clear the speaker is a body of water, a brook. It narrates its own life as if recounting very human experiences. Tennyson allows it to have agency and knowledge of the human world which means readers empathize and understand its experiences. This is especially evident every time the river changes or experiences something new. This entire poem might be considered an extended



Karakambadi Road, Venkatapuram (Vi), Tirupati.

metaphor for the mortal progress from birth to death. While the brook doesn't die, the poem does track its beginnings and the changes it undergoes as it joins with a river and then becomes a stream. The brook has a real understanding of its environment and those who reside there. The journey the brook is undertaking can be compared to the journey of the human soul, or even the mind and body, through life. Although the brook is going to live for "eternity" it is still changing, learning, and experiencing more every day.

5. How the Poem Brook narrates The Beauty and Power of Nature?

About Author : Refer Ist Paragraph

In "The Brook," Tennyson illustrates how nature, though captivating in its beauty, is at the same time powerful and indifferent to the plight of humankind, making it worthy of appreciation, respect, and perhaps even fear.

Tennyson uses a lively group of verbs and thoughtful imagery to depict the brook as both beautiful and powerful. Throughout its journey, the brook describes how it "sparkle[s]," "bubble[s]," and "make[s] the netted sunbeam dance." These positive verbs infuse the brook, and the wider natural world, with a certain playfulness and beauty. Tennyson further depicts nature as being lovely and idyllic through evocative images like the "lusty trout" and the delicate "blossom sailing" gently on the water's surface. The brook's beauty is even reflected through the various sounds it makes. As the brook "chatter[s] over stony ways," the sound of the water tumbling over rocks rings out like "little sharps and trebles," clearly aligning the brook with music. Furthermore, the brook's resilience lends it a certain presence and power; it molds itself around the rest of the landscape, effortlessly "slip[ping] between the ridges" of rocky hills, bumping across the backs of stones along the way, and "wind[ing] about, in and out," whenever necessary—nothing will stand in its way.

Even as it highlights the depths of nature's beauty and power, the poem also underscores that nature is indifferent to humankind. The refrain, "For men may come and men may go, / But I go on for ever" neatly encapsulates this idea, painting human life as wholly insignificant. The brook is concerned only with itself and other elements of nature, as evidenced by the brook's frequent repetition of the word "I" and observations about the surrounding "brambly wildernesses,"



Karakambadi Road, Venkatapuram (Vi), Tirupati.

“moon and stars,” and “lawns and grassy plots.” In contrast, the brook barely mentions humans at all. Near the beginning of the brook’s journey the brook flows alongside “twenty thorps, a little town, / And half a hundred bridges.” In this instance, the brook mentions the spaces that humans have carved out for themselves on the natural landscape without bothering to acknowledge the humans themselves. Moments later, the brook slides past “Philip’s farm” on the way to the river. Although it’s curious that the brook knows this man’s name in the first place, the brook doesn’t pause to explain who Philip is or give him any wider significance. It is not Philip that the brook recognizes, but the farm that will outlive him - even as the brook itself will outlive the farm. Another example of the brook’s indifference to humans appears in lines 39-40, which briefly mention a pair of “happy lovers” among the wildflowers. Folded into these lines is an allusion to a German myth about a man who is swept away in a river while trying to pluck forget-me-nots for his beloved, presumably resulting in his death by drowning—making these “happy lovers” a dark reminder of nature’s overwhelming power and callousness toward humans.

6. How the Poem Brook narrates Human life and death?

About Author : Refer Ist Paragraph

Even as the poem sets up a contrast between the eternal brook (and eternal nature as a whole) versus mortal humanity, it simultaneously establishes the brook as an extended metaphor for human life and, perhaps, death.

The brook changes and matures as the poem unfolds, reflecting the natural aging process that all humans experience, and signaling that the brook’s journey to “join the brimming river” represents the course of a human life. At the beginning of the poem, the brook is dynamic; it “hurr[ies],” “chatter[s],” “bickers,” “babble[s],” and “sparkle[s]” as it curves across the landscape like an energetic, exuberant child. As the poem continues and then comes to a close, though, the brook gradually seems to ease its pace, echoing the way time works on humans, transforming them from spirited children to elderly folks who, like the brook just before it reaches the river, “murmur,” “linger,” and “loiter” as they move slowly through their days.



Karakambadi Road, Venkatapuram (Vi), Tirupati.

As part of the extended metaphor of the brook representing human life, the brook's joining with the river could be read as death and afterlife, as the brook is absorbed by something greater than itself and lives on for eternity that way. However, this reading is complicated by the certainty of the brook's that it "go[es] on for ever," while humans merely "come" and "go"; the refrain states unequivocally that while the brook lives on as part of the "brimming river," humans only live from birth to death, and no further. Thus, the brook in the poem asserts that men are simply mortal and therefore do not "go on for ever," but the extended metaphor that equates the brook's path to human life can be seen as implying that humans, in death, join a kind of afterlife—a "brimming river" of their own. This tension surrounding human life and death is never resolved in the poem, a fact which perhaps reflects a kind of uncertainty or fear on Tennyson's part about whether there really such a thing as human immortality is as taught by Christianity (that is, that Christians receive "everlasting life" by going to Heaven after death). This uncertainty is a notable theme found in many of Tennyson's later poems even as some other of his poems, such as his famous poem "Crossing the Bar," express more confidence in Christian teachings of human immortality in Heaven.

Two Marks Question & Answers:

1. What kind of places does the brook mention it comes from at the beginning of the poem?

A) The brook mentions that it comes from "haunts of coot and hern," which are locations associated with waterfowl.

2. How does the brook describe its journey as it flows through the landscape?

A) The brook describes its journey as rushing down thirty hills, slipping between ridges, passing by twenty thorpes (small villages), and crossing half a hundred bridges before eventually reaching Philip's farm, where it joins a larger river.

3. What are some of the natural elements and creatures the brook encounters along its path?

A) The brook encounters various elements of nature, including ferns, hills, ridges, thorpes (villages), bridges, pebbles, willow-weed, mallow, blossoms, trout, grayling, foamy flakes,



Karakambadi Road, Venkatapuram (Vi), Tirupati.

waterbreaks, sunbeams, hazel covers, forget-me-nots, swallows, moon, stars, brambly wildernesses, and cresses.

4. What is the significance of the line, “ For men may come and men may go, But I go on forever,” in the poem?

A) The line, "For men may come and men may go, But I go on forever," emphasizes the brook's eternal and unchanging nature in contrast to the temporary presence of human beings. It suggests the continuity of the natural world despite the fleeting existence of individuals.

5. How does the brook interact with the environment around it as it flows?

A) The brook interacts with its environment by flowing through it, shaping the landscape, and providing a habitat for various creatures. It also reflects and refracts light, creates sounds, and influences the growth of plants along its banks.

6. How does the poet use the imagery of the brook’s journey to convey the idea of continuity and change in nature and human life?

A) The poet uses the imagery of the brook's continuous journey to convey the idea that while human lives are transient and subject to change, the natural world persists and endures. The brook's unending flow symbolizes the eternal aspects of nature.

7. What might the brook symbolize in the poem, and how does its constant flow contrast with the transient nature of human existence?

A) The brook can symbolize the constancy and persistence of nature, in contrast to the temporary and changing nature of human life. Its continuous flow represents the enduring force of nature, which remains unaffected by the passage of time.

8. Explore the role of sound and rhythm in the poem. How does the brook’s “chatter” and “babble” contribute to its character and the overall mood of the poem?

A) Sound and rhythm are essential in creating the brook's character and mood in the poem. The "chatter" and "babble" of the brook evoke a sense of liveliness and continuity, contributing to the poem's tranquil and timeless atmosphere.



Karakambadi Road, Venkatapuram (Vi), Tirupati.

9. Consider the use of personification in the poem, where the brook seems to have human-like qualities. What effect does this personification have on the reader's understanding of the brook's role in the natural world?

A) The personification of the brook gives it human-like qualities, allowing readers to relate to it on a deeper level. It helps convey the idea that nature is a living entity with its own character and resilience.

10. 'I make the netted sunbeam dance'. What image does the poet want to create in the minds of the reader?

A) The term 'netted sunbeam' refers to the sun's rays that fall on the waters of the brook through the leaves. The sunbeams breaking through the foliage gives an impression of a net of light. The light that is reflected in all directions gives one the impression that the rays are dancing.

11. What does the poet want to convey through the poem 'The Brook'?

A) The brook is a symbol of the struggle of human life. The poet wishes to point out just as ups and downs in life do not deter the brook from its journey, similarly, human beings should also take the hurdles and sorrows in their stride.

12. Who is referred to as 'I'? What is it describing?

A) The letter 'I' refers to the brook which has been personified in the poem. The brook is describing its journey from the place of origin to the river that it joins.

13. Describe the brook's journey before it flows through Phillip's farm?

A) The brook starts out from the dwelling place of birds such as the coot and the heron (heron). It makes a sudden rush as it flows out. It then continues its journey by flowing down a valley. The brook flows down along hills. Sometimes, it also glides between long and narrow hill ranges, called ridges. Between two small towns, the brook passes several thorpes and a large number of bridges. Finally, the brook passes Philip's farm and flows into the overflowing river.

14. Why does the brook fret?

A) 'Fret' means 'fuss' or 'worry'. The brook forms so many curves, that it seems as if it is constantly troubling its banks to change shape.



Karakambadi Road, Venkatapuram (Vi), Tirupati.

15. Why does the poet call the waterbreak silvery and the gravel golden?

A) Waterbreaks are breaks on the brook's surface caused by unevenness of its bed. These waterbreaks reflect the sun that makes them appear silver. Gravel is usually of a brownish yellow hue. Hence the phrase, 'golden gravel'.

16. Why does the brook murmur under moon and stars?

A) In quiet nights, as the brook passes over numerous pebbles and uneven land, it makes a certain sound. In the silent wilderness such sounds can be clearly heard. The sound reminds one of murmuring. It is as if the brook is talking to itself.

2.6.1 : Fill in the gaps choosing appropriate linking or transitional devices:

1. The study showed a significant correlation between exercise and improved cognitive function. Moreover, it emphasized the importance of regular physical activity in maintaining brain health.
2. The team faced numerous challenges during the project. However, effective communication and collaboration among the team members ensured successful completion.
3. The literature review highlighted various theories on the subject. Nevertheless, gaps in the existing research necessitated conducting the present study.
4. The marketing campaign successfully increased brand awareness among the target audience. Consequently, sales figures saw a noticeable boost.
5. The company implemented new policies to improve work-life balance. Furthermore, they conducted employee surveys to assess the effectiveness of the changes.

2.6.2 : Fill in the blanks with suitable articles:

1. I met an old friend at a party last night.



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(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

2. She's an expert in economics.
3. There's a magazine on the table in my room.
4. (No article) Education is essential for personal growth.
5. He's an architect who designs beautiful buildings.
6. I have an idea for a new project.
7. The music in the background was soothing.
8. She's an excellent cook and can make (No article) delicious meals.
9. Please pass me an orange from the fruit bowl.
10. The honesty in his speech impressed everyone.
11. We need to buy a new sofa for the living room.
12. The information provided was insufficient.
13. Her love for (No article) nature is evident in her photographs.
14. He's an experienced pilot with over 20 years of flying.
15. The happiness in her smile was contagious.
16. It was late, so I took a cab
17. It was a delicious meal last night
18. Can you pass me the remote control
19. She has an older brother who lives in another city.
20. I found an interesting website with DIY projects.
21. I need to buy a pair of shoes.
22. The Renaissance was a period of great cultural revival.
23. Have you ever visited the Louvre in the Paris
24. She has a Master's degree in the psychology.



Karakambadi Road, Venkatapuram (Vi), Tirupati.

25. It's an honor to meet a Nobel laureate.

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2.6.3: Fill in the blanks with the suitable prepositions:

1. The new conservation project aims to protect biodiversity in the Amazon rainforest.
2. They are committed to reducing carbon emissions to meet the targets set under the Paris Agreement.
3. The government has implemented policies to promote responsible farming practices for the preservation of natural habitats.
4. Solar panels are a sustainable energy source that can generate electricity from sun light.
5. Many cities are struggling to combat air pollution caused by heavy traffic.
6. Marine biologists are conducting research to better understand the impact of plastic pollution on our oceans.
7. The national park is a heaven for wildlife, offering protection against illegal hunting.
8. Efforts to combat deforestation involve planting millions of trees in deforested areas.
9. This region is known for its rich biodiversity and unique ecosystems.
10. Climate change poses a significant threat to the survival of polar bears in the Arctic.
11. The research paper provides an in-depth analysis of the effects of climate change on coral reefs.
12. The professor's lecture will focus on the key theories related to environmental ethics.
13. The study investigated the relationship between urban planning and green spaces.
14. The conference will take place on September 15th to September 18th.
15. The PhD candidate presented her findings at a prestigious international symposium.
16. The teacher divided the sweets among all the children.



Karakambadi Road,Venkatapuram (Vi),Tirupati.

17. The opponents sat Opposite to each other.
18. The soldiers are at war.
19. My brother's anniversary is on 5th November.
20. The books are scattered among the room.

2.7: Complete the following sentences using the appropriate words.

1. The researcher's detailed analysis of the data took a considerable amount of time, down to the minute details. (Contextual Meaning: very small or precise)
2. The archer's precise aim allowed them to hit the centre of the target with a perfect bow. (Contextual Meaning: a curved weapon used for shooting arrows)
3. The CEO's strong determination and innovative ideas helped him lead the company through challenging times. (Contextual Meaning: guide or direct)
4. The actor received a standing ovation as he took a deep bow after his captivating performance. (Contextual Meaning: a gesture of bending forward at the waist)
5. The police officer could defuse the tense situation during the protest, ensuring a peaceful outcome. (Contextual Meaning: make a potentially dangerous situation less tense or threatening)
6. She couldn't hold back her tears of joy when she received the news of her promotion. (Contextual Meaning: drops of clear salty liquid secreted by glands in your eyes)
7. The surgeon skillfully treated the patient's gunshot wound, ensuring a successful recovery. (Contextual Meaning: an injury to the body, typically involving a break in the skin)
8. The row between the two scientists escalated during the conference, resulting in a heated argument. (Contextual Meaning: a noisy or angry dispute)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

9. The minute you walked into the room, I knew we were in for an interesting conversation. (Contextual Meaning: the very moment)
10. After a long hike, the weary traveller found an oasis in the midst of the vast desert. (Contextual Meaning: a dry, barren area with little or no vegetation)
11. The gift was beautifully wrapped with a satin tie that added a touch of elegance. (Contextual Meaning: a piece of fabric tied around something as a decoration)
12. The scientist's groundbreaking research could potentially lead to significant advancements in medicine. (Contextual Meaning: cause to happen or be in a particular state)
13. As a sign of respect, he gave a slight bow to the elderly woman as he passed by. (Contextual Meaning: a gesture of bending forward at the waist)
14. The mediator's skilled approach helped defuse the tension between the two parties, leading to a productive discussion. (Contextual Meaning: make a potentially dangerous situation less tense or threatening)
15. The movie's touching ending left many members of the audience wiping away their tears. (Contextual Meaning: drops of clear salty liquid secreted by glands in your eyes)
16. The artist used a delicate brush to apply a thin layer of paint on the canvas, including a touch of metallic diffuse for added texture. (Contextual Meaning: spread or scatter)
17. The aromatherapy diffuser helped diffuse a calming lavender scent throughout the room, promoting relaxation. (Contextual Meaning: spread or disperse)
18. The professor praised the student's ability to analyze and critique the content of the historical text, showcasing a deep understanding of the subject. (Contextual Meaning: the substance or material dealt with in a speech, literary work, book, blog etc.)
19. After a satisfying meal, they indulged in a delectable chocolate dessert, savoring every rich and decadent bite. (Contextual Meaning: a sweet course typically eaten at



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

the end of a meal)

20. As she tried to untangle the kite string, a small tear formed near the edge, but she managed to repair it quickly. (Contextual Meaning: a hole or opening caused by tearing something)
21. Despite their best efforts, the chess players couldn't break the deadlock, resulting in a strategic row that showcased their exceptional skill and foresight. (Contextual Meaning: a noisy or angry dispute)
22. The old book was carefully handled to avoid any further wound in its delicate pages. (Contextual Meaning: injury or damage)
23. The hikers reached the mountain summit just as a gentle breeze diffused its way through the trees, providing a refreshing coolness. (Contextual Meaning: spread or dispersed)
24. She was content to stay home in the evening, sipping her favourite tea and reading an interesting book. (Contextual Meaning: in a state of peaceful happiness)
25. The fashion designer added an elegant touch to the ensemble with a silk tie. (Contextual Meaning: a piece of fabric tied around something as a decoration)
26. The kid struggled to tie his shoelaces properly but finally managed to secure a neat tie before running out to catch the school bus. (Contextual Meaning: fasten or secure in a particular way)
27. The content of the research paper was well organised and covered a wide range of perspectives on the topic of climate change. (Contextual Meaning: the substance or material dealt with in a speech, literary work, etc.)
28. The soccer match ended in an exciting draw, with both teams scoring an equal number of goals during the intense competition. (Contextual Meaning: a situation in which a game or contest ends with equal scores)



HOMONYMS ,HOMOGRAPHS, HOMOPHONES

Homonyms: A homonym is a word that has the same spelling and pronunciation as another word but has a different meaning. Homonyms can be further divided into two main categories: homographs and homophones. Here's a detailed look at homonyms.

The meaning of a homonym is typically understood through the context in which it is used.

Understanding homonyms helps in:

- **Effective Communication:** Avoiding misunderstandings in both written and spoken language.
- **Language Learning:** Grasping nuances and subtleties of words.
- **Literary Enjoyment:** Appreciating wordplay, puns, and creative uses in literature.

Homonyms enrich language by adding depth and complexity, making communication both challenging and engaging.

EX: ☐ **Bat**

- "The baseball player swung the bat and hit a home run." (sports equipment)
- "A bat flew out of the cave at dusk." (animal)

☐ **Ring**

- "She wore a beautiful diamond ring." (jewelry)
- "The phone began to ring loudly." (sound)

Bat (a flying mammal) and **bat** (a piece of sports equipment)

- "The **bat** flew out of the cave." (mammal)
- "He hit the ball with a **bat**." (sports equipment)

Bark (the sound a dog makes) and **bark** (the outer covering of a tree)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

- "The dog's **bark** was loud."
- "The **bark** of the tree was rough."

HOMOGRAPHS: Homographs are a specific type of homonym where words are spelled the same but have different meanings and sometimes different pronunciations. Here's a deeper look into homographs.

- Homographs are often used in literature and poetry to create puns or play on words. They add a layer of meaning or ambiguity that can enhance the reader's experience.
- While some homographs have the same pronunciation, others differ. The different pronunciations often indicate which meaning is intended, while context helps clarify the specific meaning in each instance
- Understanding homographs can enhance your comprehension and enjoyment of the language, particularly in nuanced or literary contexts.

The meaning of a homograph is usually understood through the context in which it is used. For example:

- **Tire:**
 - "**The tire was flat.**" (vehicle component)
 - "**I tire easily after running.**" (to become fatigued)
- **Bow**
 - "**She tied a bow on the gift.**" (a decorative knot)
 - "**The actor took a bow after the play.**" (a gesture of bending forward)

□ **Lead**

- "**He will lead the team.**" (to guide or direct) — pronounced /li:d/
- "**The pipes are made of lead.**" (a type of metal) — pronounced /led/



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(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

Tire:

- **"I need to change the tire on my car."** (a rubber covering on a wheel) — pronounced /'taɪər.
- **"I am so tired after that workout."** (to feel exhausted) — pronounced /'taɪərd/

Row

- **"They had a row about the bill."** (a quarrel or argument) — pronounced /rəʊ/
- **"She went for a row in the boat."** (to propel a boat with oars) — pronounced /rɔʊ/

Wound

- **"He has a wound on his arm."** (an injury) — pronounced /wu:nd/
- **"The clock wound up last night."** (past tense of wind, to turn) — pronounced /waʊn

HOMOPHONE: A homophone is a word that sounds the same as another word but has a different meaning and often different spelling. For example, "flour" (a baking ingredient) and "flower" (a plant) are homophones. The ultimate test is if two words are pronounced identically but differ in meaning and sometimes spelling.

- Homophones are pronounced the same way. This identical pronunciation can lead to puns, misunderstandings, or wordplay in writing and speech.
- The meaning of a homophone is typically clarified by its context.

Bare" (without covering) vs. **"bear"** (the animal or to endure): "He couldn't **bear** walking on the **bare** ground."

- Understanding homophones is useful for mastering spelling, grammar, and effective communication.

EX : **Pair** (a couple) and **pear** (a fruit)

Right (correct) and **write** (to compose text)



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- Sea** (large body of water) and **see** (to perceive with eyes)
- Knight** (a medieval soldier) and **night** (the time of day when it's dark)



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UNIT 3

BIOGRAPHY

ELON MUSK: LESSON (A BIOGRAPHICAL SKETCH)

True or False:

1. Elon Musk was born in Johannesburg, South Africa. (False)
2. Musk co-founded Paypal in 1999, which was originally called x.com. (True)
3. SpaceX, founded in 2002 by Musk, aimed to reduce ocean exploration costs. (False)
4. Elon Musk's commitment to sustainability led to the creation of SpaceX. (False)
5. Musk's vision for Tesla included disrupting the automotive industry. (True)
6. The Hyperloop project focuses on space exploration. (False)
7. Musk's influence has extended beyond technological advancements. (True)
8. Elon Musk has no philanthropic commitments or initiatives. (False)

Two Marks:

1. What were the main areas of impact that Elon Musk had?

The main areas of impact that Elon Musk had as mentioned in the text are Space Exploration, sustainable energy Particularly Tesla Inc., innovation in Hyperloop transportation, and the integration of the human brain with artificial intelligence (Neuralink)

2. How did Musk's determination and goals affect the space industry?

Musk's determination and goals affected the space industry by the founding of SpaceX, which successfully reduced space transportation costs and introduced reusable rockets, revolutionising the industry and sparking renewed interest in space exploration, with plans for the colonization of Mars.

3. What is the primary vision behind Tesla, Inc.?

The primary vision behind Tesla Inc., is to push the boundaries of what is possible in transportation and clean energy by promoting the electric vehicles and renewable energy solutions, with the goal to create a world powered by sustainable energy.

4. How, according to the text, has Elon Musk's influence extended beyond technological advancements?

Elon Musk's influence extended beyond technological advancements by challenging traditional business models, inspiring individuals to pursue innovation, and making



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philanthropic commitments to address global challenges like climate change, ensuring his impact extends beyond his lifetime.

Eight Marks:

1. Elon Musk is often described as audacious and unconventional in his approach to entrepreneurship. How have these traits contributed to his success in various ventures?

Refer summary

2. The text mentions Musk's commitment to philanthropy and his pledge to address global challenges like climate change. How can philanthropy and business innovation work together to address pressing global issues, and what impact can individuals have on such challenges?

Refer summary

3. Elon Musk's vision includes the colonization of Mars. From an ethical standpoint, what are the potential benefits and drawbacks of space exploration and the pursuit of interplanetary colonization?

Refer summary

4. Explain the significance of "audacious goals" in Musk's story?

Refer summary

5. Explain "catalysed" in the sentence about Musk's vision of a world powered by renewable energy.

Refer summary

6. Explain the meaning of "defying convention" in the context of Elon Musk's approach to entrepreneurship?

Refer summary

SUMMARY OF ELON MUSK (BIOGRAPHICAL SKETCH)

Elon Musk is a name considered synonymous with innovation, who is ready to take risks in the pursuit of transformative technologies. Musk's unconventional approach to entrepreneurship has disrupted traditional business models and paved the way for new innovations. His life journey is an extraordinary testament to the profound impact one individual can have on multiple industries



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through visionary thinking and unwavering determination.

Musk's displayed impossible curiosity and an exceptional natural ability to do something for technology from a young age. Musk's strong foundation in Physics and economics gave him the knowledge and skills he needed to pursue his ambitious goals. In 1999, he founded X.com, an online payment company that later became Paypal. This venture marked the beginning of his influence on the words of technology and finance.

His profound impact has come through his ventures in space exploration and sustainable energy. SpaceX was founded in 2002 with the goal of making space travel more affordable and accessible. Musk believed that humans would need to colonize Mars in order to survive. SpaceX achieved remarkable milestones including the successful launch and return of reusable rockets, which revolutionized the space industry.

Musk's willingness to explore new ideas and tackle complex problems demonstrates that young people can be architects of transformative change. His unceasingly pursuit of ambitious goals made him master to achieve success despite difficulty or delay even a theory that is impossible. His determination to take risks on space travel and sustainability has reshaped the space industry.

His inspiration towards sustainability and green energy lead to the foundation of Tesla Inc., a company that has interrupted the automotive industry. Tesla's electric vehicles and renewable energy solutions have pushed the boundaries of what is possible in transportation and clean energy. His vision of a world powered by renewable energy and electric vehicles has catalysed a global shift toward sustainability.

Musk's innovative thinking extends to the development of Hyperloop transportation system that would use pressurized tubes to transport people and goods at speeds of up to 700 miles per hour. The Neuralink project has the potential that allows us to control devices with our minds, communicate telepathically and even upload and download memories. It is a process of merging human brain with artificial intelligence to enhance human capabilities.

His impact goes beyond technological advancements. His vision has captured the imagination of scientists, engineers, and space enthusiasts around the world, arouse a renewed interest in space exploration. His commitment to philanthropy is noteworthy. He pledged to donate the majority of his wealth to address global challenges like climate change, ensuring that his impact extends far beyond his own lifetime.

His life story is a powerful reminder that anything is possible if you have the vision, courage



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and determination to pursue your dreams. Failure is an inevitable part of the innovation process. He has learned from his failures and used them to fuel his success.

Reading Comprehension Exercise: Drawing Inferences from Contextual clues:

ARTIFICIAL INTELLIGENCE AND ITS IMPACT ON HIGHER EDUCATION

Artificial intelligence (AI) is rapidly transforming all aspects of our lives, and higher education is no exception. AI is already being used in a variety of ways to improve the teaching and learning experience for students and faculty alike. One of the most significant ways that AI is impacting higher education is by personalising learning. AI-powered learning platforms can track each student's individual progress and tailor the learning experience to their specific needs. This can help students to learn more effectively and efficiently. AI is also being used to develop new and innovative teaching methods. For example, AI-powered virtual tutors can provide students with personalised instruction and feedback. AI can also be used to create interactive simulations and games that can help students to learn complex concepts in a fun and engaging way. In addition to personalising learning and developing new teaching methods, AI is also being used to improve the administrative and operational efficiency of higher education institutions. For example, AI-powered chatbots can answer student questions and provide support 24/7. AI can also be used to automate tasks such as grading essays and scheduling classes. The impact of AI on higher education is still in its early stages, but it is clear that AI has the potential to revolutionise the way we teach and learn. (217 words)

Answer the following questions using clues:

1. What is the main idea of the text?

Artificial Intelligence is rapidly transforming higher education and has the potential to revolutionise the way we teach and learn.

2.What are some of the ways that AI is being used to personalise learning?

It is being used to personalise learning by tracking each student's individual progress and tailoring the learning experience to their specific needs. This can help students to learn more effectively and efficiently.

3.What are some of the ways that AI is being used to develop new and innovative teaching methods?

It is being used to develop new and innovative teaching methods by creating AI-powered virtual



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tutors that can provide students with personalised instruction and feedback, and by creating interactive simulations and games that can help students to learn complex concepts in a fun and engaging way.

4. What are some of the ways that AI is being used to improve the administrative and operational efficiency of higher education institutions?

It is being used to improve the administrative and operational efficiency of higher education institutions by automating tasks such as grading essays and scheduling classes and by answering student questions and providing support 24/7 through AI-powered chatbots.

5. What is the author's tone when discussing the impact of AI on higher education?

The author's tone when discussing the impact of AI on higher education is optimistic. The author believes that AI has the potential to improve the teaching and learning experience for students and faculty alike.

6. What are some of the potential challenges associated with the use of AI in higher education?

Some of the potential challenges associated with the use of AI in higher education include the need to ensure that AI systems are fair and unbiased, the need to protect student data privacy, and the need to train faculty and staff on how to use AI systems effectively.

NOTE MAKING AND SUMMARISING:

Read the text given below:

DEVELOPING ENTREPRENEURIAL SKILLS IN COLLEGE

In today's dynamic and competitive world, entrepreneurial skills have become increasingly valuable. College provides an ideal environment to nurture and develop these skills. Here are some strategies to help students cultivate their entrepreneurial abilities during their college years.

Firstly, seize opportunities for hands-on experience. Join entrepreneurship clubs, participate in business competitions, or take internships with startups. These experiences provide practical exposure to entrepreneurship and allow you to learn from real-world challenges.

Secondly, embrace a growth mindset. Be open to learning and failure. Entrepreneurship often involves taking risks, and setbacks are part of the journey. Use failures as valuable learning experiences to refine your skills.

Networking is another crucial aspect. College is a hub of diverse talents and perspectives. Connect with professors, peers, and industry professionals. Building a strong network can lead to mentorship and collaboration opportunities.



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Lastly, focus on continuous learning. Attend workshops, seminars, and online courses related to entrepreneurship. Stay updated with the latest trends and technologies in your field.

Notemaking:

Entrepreneurship skills are

- Increasingly valuable
- Nurtures skills in students by college

Strategies helps students to cultivate entrepreneurship skills, like

- Seize opportunities for hands-on experience
- Join entrepreneurship clubs
- Participate in business competitions
- Take internships with startups
- Embrace a growth mindset
- Be open to learning and failure

As part of journey to refine the skills include:

- Taking risks and setbacks
- Use failures as valuable learning experiences
- Connect with professors, peers and industry professionals
- Mentorship
- Collaboration opportunities
- Focus on continuous learning
- Attend workshops, seminars, online courses
- Update with latest trend and technologies in your field

Summary:

Entrepreneurship skills are given prominence in today's world. College provides the environment to students to develop these skills. Strategies are helpful in developing entrepreneurship skills like internships, competitions and continuous learning. A student has to take risks and learn from failures. They can build a strong network with their professors and industry professionals. Attending workshops, seminars and online courses can update knowledge with latest technology.

B. How OTT has changed Home entertainment:

Over-the-top streaming services have revolutionised the way we consume home entertainment. Prior to the advent of OTT, viewers were limited to the content that was available on traditional



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cable and satellite TV channels. OTT services have given viewers more choice and control over what they watch, when they watch it, and how they watch it.

One of the biggest advantages of OTT services is that they offer a wide variety of content, including movies, TV shows, documentaries, and more. This content is available on demand, so viewers can watch what they want, when they want. Additionally, OTT services are typically much less expensive than traditional cable and satellite TV subscriptions.

Another advantage of OTT services is that they are more portable than traditional TV subscriptions. Viewers can watch OTT content on a variety of devices, including smart TVs, smartphones, tablets, and laptops. This makes it possible to watch OTT content anywhere, anytime.

OTT services have also had a significant impact on the way we produce and consume home entertainment content. In the past, most TV shows and movies were produced for broadcast or cable television. Today, OTT services are producing their own original content, which is often of high quality and innovative.

OTT services have changed home entertainment in many positive ways. They have given viewers more choice, control, and portability. They have also led to the production of more high-quality and innovative content.

1. What does the acronym 'OTT' stand for?

- A)over-the-top
- B)on-the-top
- C)online-the-top
- D)over-the-air

ANS: A

2.Which of the following is not an advantage of OTT services?

- a)They offer a wide variety of content.
- b)They are more portable than traditional TV subscriptions.
- c)They are typically much more expensive than traditional cable and satellite TV subscriptions.



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ANS: C

3. How has OTT impacted the way we produce and consume home entertainment content?

- a) OTT services are producing their own original content, which is often of high quality and innovative
- b) OTT services have made it possible to watch TV shows and movies on a variety of devices, including smart TVs, smartphones, tablets, and laptops.
- c) OTT services have given viewers more choice, control, and portability.
- d) All of the above.

ANS: D

4. State whether each of the following statements is true or false based on the given text.

- a) OTT services have been around for over 20 years (False)
- b) OTT services offer a wider variety of content than traditional cable and satellite TV. (True)
- c) OTT services are typically more expensive than traditional cable and satellite TV subscriptions. (False)
- d) OTT services are making it possible to produce more high-quality and innovative TV shows and movies. (True)

Paraphrasing:

1. The theory of evolution is a fundamental concept in biology, explaining the process of how species change over time through natural selection.

The fundamental concept in biology is the theory of evolution, which elucidates how species undergo change over time through the process of natural selection.

2. Artificial intelligence is revolutionising industries by enabling machines to perform tasks that traditionally required human intelligence, such as problem-solving and decision-making.

Industries are experiencing a profound transformation due to artificial intelligence, enabling machines to perform tasks traditionally reliant on human intelligence, such as problem-solving and decision-making.

3. The renaissance period in Europe, characterized by a resurgence in art, literature, and learning, marked a significant cultural shift during the 14th to 17th centuries.

The renaissance in Europe, which spanned from the 14th to the 17th centuries, was characterized by a notable cultural shift marked by a revival in art, literature, and education.

4. Effective leadership plays a pivotal role in organizational success by guiding teams



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(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

toward common goals, fostering innovation, and ensuring efficient operations.

Organizational success greatly depends on effective leadership, as it steers teams towards shared objectives, nurtures innovation, and ensures the efficiency of operations.

5.The design of sustainable buildings integrates eco-friendly materials and energy-efficient systems to minimise environmental impact and promote occupant well-being.

Sustainable building design incorporates environmentally friendly materials and energy-efficient systems, aiming to reduce ecological impact and enhance the well-being of occupants.

6.Black holes are mysterious cosmic entities with gravitational forces so intense that nothing, not even light, can escape their grasp, leading to profound discoveries about the nature of the universe.

Black holes remain enigmatic celestial entities, possessing gravitational forces of such magnitude that nothing, not even light, can evade their pull, leading to profound revelations about the universe.

GRAMMAR:

IDENTIFYING VERBS:

1. Be willing to take risks to achieve your aspiration of becoming a successful entrepreneur.
2. Network with people in your field by attending industry events or joining professional organisations.
3. Gain experience in your desired field by volunteering or interning.
4. Build your skills by taking courses or workshops.
5. Take action and do not be afraid to fail as you get started on your dream.
6. Set goals and celebrate your successes to stay motivated.
7. Be persistent and never give up on your dreams.
8. Follow your passion and work hard to make a difference in the world.
9. Pursue your dreams and live your life to the fullest to be happy.
10. Believe in Yourself.

Fill the gaps choosing suitable action verbs:

A.The researcher **analysed** the data collected from various experiments to draw meaningful conclusions.

B.In order to support her argument, the student **sourced** evidence from reputable scholarly sources.

C. The professor encouraged the students to **express** their ideas and engage in critical thinking



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(AUTONOMOUS)

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during class discussions.

D. The study aims to **investigate** the impact of social media on adolescents' mental health.

E. The team of scientists is currently **formulating** a new theory to explain the observed phenomena.

F. As a project manager, her role is to **engage** and allocate resources effectively to meet project guidelines.

G. The journalist **reported** the latest news from the scene of the accident to provide real-time updates.

H. In order to meet the client's requirements, the software engineer will **develop** a customised solution.

I. The marketing team is working on a strategy to **enhance** brand awareness and reach a wider audience.

J. The CEO has a vision to **strengthen** the Company's market presence and expand into new territories.

K. During the lively debate this morning, the participants' passionately **expressed** their opinions on the controversial topic.

L. The community organiser aims to **facilitate** resources to address the needs of vulnerable populations.

M. In order to promote inclusivity, the organisation plans to **allocate** diversity training for the employees.

N. The activists organised a peaceful protest to **draw** attention to the urgent issue of climate change.

O. As part of their outreach efforts, the non-profit organisation regularly **coordinates** with local schools to provide educational support.

Fill the blanks with modal verbs:

i. You **should** consider attending the charity event tomorrow. It would be a great opportunity to support a good cause.

ii. The weather forecast is uncertain, so the outdoor party **might** be postponed to a later date.

iii. The research findings **can** lead to significant advancements in the field of neuroscience.

iv. Students **must** utilise the library resources to enhance their understanding of the subject matter.



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v. To enhance productivity, employees **ought to** be encouraged to participate in regular training programs.

TEXTBOOK : EXERCISE

Correct the errors and rewrite the sentences:

i. The results of the study were surprising, and it shows the impact of climate change.

The results of study were surprised, and they show the impact of climate change.

ii. The performance of the students in the national examination were exceptional.

The performance of the students in the national examination is exceptional.

iii. The team of engineers are working on developing new technologies.

The team has been working on developing new technologies.

iv. The company's profit's has increased significantly this year.

The company's profits have increased significantly this year.

v. The data collected from the survey provide valuable insights.

The data collected from the survey provides valuable insights.

vi. The deadline for the projects have been extended by a week.

The deadline for the projects has been extended by a week.

vii. The professor, along with his students, are conducting experiments.

The professor, along with his students, is conducting experiments.

viii. The management team meet regularly to discuss strategies.

The management meets regularly to discuss strategies.

ix. The company's goals and objectives is outlined in the annual report.

The company's goals and objectives are outlined in the annual report.

x. The board of directors have different approaches to the company's future strategy.

The board of directors has different approaches to the company's future strategy.

xi. The team have agreed to collaborate on the upcoming project.

The team has agreed to collaborate on the upcoming project.

xii. Each of the participants has signed the consent form.

Each of the participants has signed the consent form.

xiii. The committee were divided in their opinions.

The committee was divided in their opinions.

xiv. The sales team were not able to achieve their targets.

The sales team is unable to achieve their targets.



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xv. The jury have reached their verdict after careful deliberation.

The jury has reached their verdict after careful deliberation.

xvi. The research findings support the hypothesis.

The research findings support the hypothesis.

xvii. The data analysis were done meticulously.

The data analysis is done meticulously.

xviii. The CEO and the board of directors has approved the budget.

The CEO and the board of directors have approved the budget.

xix. Neither the student nor the teacher are happy with the test result.

Neither the student nor the teacher is happy with the test result.

xx. A five-year warranty along with roadside assistance are provided for the latest model.

A five-year warranty along with roadside assistance has been provided for the latest model.

FILL IN THE BLANKS

1. They **arrived** (arrive) at the party late last night.
2. We **watched** (watch) a movie together yesterday.
3. I **was studying** (study) when the phone rang yesterday.
4. The children **were playing** (play) in the park when it started raining.
5. He **had finished** (finish) his homework before he went to bed.
6. By the time she got off the cab at the airport, the flight **had left**. (leave)
7. We **had been waiting** (wait) for hours before the bus finally arrived.
8. They **had been studying** (study) for the exam for weeks when they announced that it was postponed.
9. She **works** (work) as a teacher.
10. They **play** (play) tennis every weekend.
11. We **are learning** (learn) verb tense at the moment.
12. He **is reading** (read) a book right now and is not paying attention to the music blaring on the speakers.
13. She **has visited** (visit) thirty countries so far.
14. They look tired; they **have already finished** (just finish) their work for the day.
15. The team **have been practicing** (practice) for hours; they started earlier than usual this morning.
16. I **have been studying** (study) French for the past three years.



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(AUTONOMOUS)

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17. They **will arrive** (arrive) at 9 am tomorrow morning.
18. She **will start** (start) her new job next week.
19. I'm looking forward to our to Araku Valley; at this time next week we **will be having** (have) dinner in that restaurant that overlooks the waterfall.
20. He **will be working** (work) on the project all day tomorrow.
21. By this time next year, she **will have graduated** (graduate) from university.
22. They **will have finished** (finish) the project by the end of January next year.
23. I **will have been exercising** (exercise) for an hour by the time you join me at 7 am tomorrow morning.
24. By tomorrow evening, they **will have been travelling** (travel) for 24 hours straight.

COMPOUND WORDS

1. **Wildlife** is vital for maintaining ecological balance.
2. The Amazon **rainforest** is home to a wide variety of species, making it essential for global biodiversity.
3. Rising sea levels are threatening **coastlines** and putting coastal communities at risk.
4. Increasing concentrations of **greenhouse** gases in the atmosphere are contributing to the problem of climate change.
5. **Oceanography** plays a critical role in studying the mysteries of the deep sea and its inhabitants.
6. **Cyber security** is a major concern for businesses of all sizes, as they face increasing threats from hackers.
7. The sailor skilfully navigated his **sailboat** through the stormy seas, displaying his expertise in maritime challenges.
8. You can easily **download** the latest software update from the official website of the company.
9. The tranquil, **moonlight** night created a picturesque setting for their romantic dinner by the seaside.
10. The company established a vast **network** of partners to expand its global reach and market presence.
11. Despite his impressive achievements, he was notorious for being **short-tempered** often losing his temper over minor issues.



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(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

12. The company's innovative product quickly gained popularity and became a **blockbuster** sensation.

COLLOCATIONS:

Fill in the blanks with appropriate words/phrases from the options given below:

1. She was **on the verge** of collapse after working tirelessly for months on her research project.

- a) on the verge
- b) under the impression
- c) beyond belief

2. The company decided to **bring on board** several new employees to handle the increasing workload.

- a) take into account
- b) bear the brunt
- c) bring on board

3. The documentary highlighted the impact of deforestation on **endangered** species in the rainforest.

- a) challenged
- b) endangered
- c) risky

4. If you want to succeed in your career, you should **make the most of** opportunities for professional development.

- a) run into
- b) take for granted
- c) make the most of

5. The committee **reviewed** the proposal and decided to proceed with the project.

- a) reviewed
- b) reviewed into
- c) reviewed of

6. The team **worked diligently on** the difficult task and managed to complete it on time.

- a) worked diligently in
- b) worked diligently on
- c) worked diligently towards



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(AUTONOMOUS)

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B.Fill in the blanks:

- 1.The scholars of XYZ university **conducted extensive research** to investigate the impact of social media on adolescent mental health.
- 2.The researchers **gathered data** from various sources to support their claims.
- 3.The findings were published in a prestigious **peer-reviewed journal** in the field of economics.
- 4.The study is based on a solid **theoretical framework** that incorporates both psychological and sociological perspectives.
- 5.The experiment yielded empirical evidence supporting the **hypothesis** that exposure to nature reduces stress.
- 6.The main **objective** of the research was to explore the correlation between sleep patterns and cognitive performance.
- 7.During the initial **client consultation**, we discussed the client's goal and outlined a strategic plan.
- 8.Our company closely monitors **trends** to anticipate shifts in consumer preferences.
- 9.**Team collaboration** is essential for completing complex projects effectively and within budget.
- 10.The team's efforts to come up with an **innovative solution** resulted in a ground breaking product that revolutionised the industry.
11. Their manager's exceptional **negotiation skills** enabled them to reach a mutually beneficial agreement with the suppliers.
- 12.Effective **time management** is crucial when juggling multiple tasks and deadlines.



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Unit-4

INSPIRATION

THE TOYS OF PEACE

Hector Hugh Munro - Saki

Summary:

The lesson "THE TOYS OF PEACE" is written by Saki. Saki is the pen name of Hector Hugh Munro. His stories are loved for surprised endings. Harvey and Eleanor Bope are brother and sisters. Eric and Bertie are the little children of Bope. They are very much interested in playing with the collection of toys like Machine guns, Cannons and Battleships that are related to war. Bope also complains against her children's games with these toys. She says that the children know the uniforms and flags of almost all the countries. They also know the names of the respective commanders and even their objectionable language. The same language is used by the children when they are playing with the military toys. They assume that they are the commanders and chiefs of the soldier toys with which they are playing.

One day Bope happens to see a suggestion of the 'National Peace Council' about the children's toys in a newspaper. The Council will be exhibiting "peace toys" at the Children's Welfare Exhibition as alternatives to toys that promote violence. To steer boys away from their primitive instincts – since they "naturally love fighting and of war". She shows the information to her brother. According to the 'National Peace Council' there are serious objections in giving presentations to the children with regiments of fighting men, batteries of gun and toy soldiers. This kind of toys will encourage a sort of aggressiveness in their little brains. The peace council makes an alternative suggestion to parents in the name of - exhibition of 'Peace of Toys'.

Harvey and Eleanor Bope have taken a decision that they should do an experiment on the children by giving them soft toys as suggested by the Peace Council. On the occasion of Easter, Harvey brings a card board box which is full of soft toys. But the children's expectation is some other way. Harvey drew forth a featureless building and says that it is a municipal dustbin. And then he presented the toys like municipal wash house, a sanitary inspector, a district councillor, and local officials rather than guns and soldiers. But the children do not know what to do with those toys.



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At last Harvey gives them a clarity that those are the toys with which they have to hereafter. Leaving the children alone in the room,Harvey goes out and comes back within thirty minutes to see how the children are doing with the toys. He is very much surprised to see the creativity of the children. He observes the municipal dustbin toy is pierced with holes and it is altered like an imaginary cannon. Most of the toys are altered like military soldiers. Red ink is used to create a battle field. Bertie splashes red ink to illustrate the bloody death. He then proceeds to pour red ink all over the YWCA building as the soldiers massacre a hundred girls in revenge. At last, the information of the whole scene is conveyed to his sister and they come to a conclusion that their experiment with 'The Toys of peace' is a failure one.

Two Marks Questions:

1) According to the National Peace Council, what are the objections to traditional children's toys like soldiers and guns?

A) According to the National Peace Council, the objections to traditional children's toys like soldiers and guns are that they encourage and give permanent form to boys' primitive instincts for fighting, which the Council believes should not be encouraged.

2) How does Harvey try to introduce the concept of "peace of toys" to his nephews, Eric and Bertie?

A) Harvey tries to introduce the concept of "peace toys" to his nephews, Eric and Bertie, by buying toys and models that represent civilian life and its peaceful aspects. He explains the toys to the children and tries to interest them in the new idea.

3) Describe a couple of the "peace toys" that Harvey brings for Eric and Bertie. What do these toys represent?

A) Some of the "peace toys" that Harvey brings for Eric and Bertie include a fort (referred to as the palace of the Sovereign of Albania), a model of the Manchester branch of the Young Women's Christian Association, models of a school of art and public library, tools of industry like a wheelbarrow and a hoe, and various figures representing distinguished civilians, Sunday school founders, sanitary inspectors, and officials of the Local Government Board.



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4) What happens when Eric and Bertie start playing with the peace toys? How do they transform the toys?

A) When Eric and Bertie start playing with the peace toys, they transform them into elements of violence. They pierce the municipal dust-bin to accommodate imaginary cannon, dip John Stuart Mill in red ink to represent a military commander being stabbed to death, and engage in a violent scenario where soldiers avenge the death of the military commander, resulting in the killing of a hundred girls and the dragging off of surviving five hundred to the ships.

5) How does Harvey's reaction to the boys' imaginative play with the peace toys reflect the failure of the experiment?

A) Harvey's reaction to the boys' imaginative play with the peace toys reflects the failure of the experiment. He realises that they have begun too late in trying to instil peaceful attitudes, as the boys' play with the toys has turned violent, emphasising the influence of external factors and instincts that may override attempts to promote peaceful behaviour.

6) How does Harvey's conclusion, "We have begun too late,:" imply about the influence of external factors on children's behaviour and attitudes?

A) Harvey's conclusion, "We have begun too late," implies that the boys' exposure to traditional toys and external influences has already shaped their behaviour and attitudes towards violence. The experiment to introduce peace toys and redirect their interests towards peaceful activities has failed due to the impact of external factors and their existing mindset.

Eight Marks Questions:

1) Reflecting on the story, what commentary do you think the author is making about the influence of external factors, such as traditional toys and societal norms, on children's behaviour and attitudes?

A) Saki (real name Hector Hugh Munro, 1870-1916) was a British writer whose witty stories satirise Edwardian society and culture. He is considered a master of the short story and is often compared to O. Henry and Dorothy Parker. Influenced by Oscar Wilde, Lewis Carroll, and Rudyard Kipling, he influenced A. A. Milne, Noël Coward, and P. G. Wodehouse. Saki



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

often uses humour to expose the absurdity of human nature and the hypocrisy of Edwardian society. Some of his most famous stories include "The Open Window," "The Storyteller," "The Lumber Room," and "Tobermory." Saki was also a prolific journalist and wrote political satires for several British newspapers. He was also a foreign correspondent, covering events in the Balkans, Russia, and Paris. In 1916, Saki joined the British Army and served in World War I. He was killed in action in November 1916 at the age of 45. Saki's stories continue to be enjoyed by readers today for their wit, humour, and social commentary, and they continue to be relevant today. Saki's stories can make you laugh and think at the same time.

Reflecting on the story, the author seems to be highlighting the significant influence of external factors, such as traditional toys and societal norms, on shaping children's behaviour and attitudes. The story suggests that children are easily influenced by their surroundings, and attempts to completely eradicate violence from their lives may not be successful without addressing the broader societal context.

Note: (Refer Summary for further answer)

2) In the context of the story, what are the potential implications of trying to completely eliminate violent play and imagery from children's lives? Discuss the balance between promoting peace and acknowledging children's innate instincts?

A) Saki (real name Hector Hugh Munro, 1870-1916) was a British writer whose witty stories satirise Edwardian society and culture. He is considered a master of the short story and is often compared to O. Henry and Dorothy Parker. Influenced by Oscar Wilde, Lewis Carroll, and Rudyard Kipling, he influenced A. A. Milne, Noël Coward, and P. G. Wodehouse. Saki often uses humour to expose the absurdity of human nature and the hypocrisy of Edwardian society. Some of his most famous stories include "The Open Window," "The Storyteller," "The Lumber Room," and "Tobermory." Saki was also a prolific journalist and wrote political satires for several British newspapers. He was also a foreign correspondent, covering events in the Balkans, Russia, and Paris. In 1916, Saki joined the British Army and served in World War I. He was killed in action in November 1916 at the age of 45. Saki's stories continue to be enjoyed by readers today for their wit, humour, and social commentary, and they continue to be relevant



Karakambadi Road, Venkatapuram (Vi), Tirupati.

today. Saki's stories can make you laugh and think at the same time.

The potential implications of completely eliminating violent play and imagery from children's lives can be complex. While promoting peace is important, it is also essential to recognize and acknowledge children's innate instincts and the role of imaginative play in their development. A balanced approach could involve providing alternative outlets for expression, teaching conflict resolution skills, and fostering empathy to help children navigate and understand violence in a constructive manner.

Note: (Refer Summary for further answer)

3) Analyse the role of education and upbringing in shaping children's perspectives. How does the story highlight the challenge of redirecting established behaviours and attitudes ingrained in early childhood?

A) The story emphasises the challenge of redirecting established behaviours and attitudes ingrained in early childhood. It highlights the role of education and upbringing in shaping children's perspectives, suggesting that attempts to change deeply ingrained behaviours require consistent and early interventions. The story implies that once certain attitudes and influences are firmly established, altering them becomes increasingly difficult.

Note: (Refer Summary for further answer)

4) Explore the significance of Harvey's failed experiment with the peace toys. What broader message might the author be conveying about the limitations of altering deeply ingrained behaviours through external interventions?

A) The failed experiment with the peace toys underscores the limitations of external interventions in altering deeply ingrained behaviours. It suggests that external attempts, even with the best intentions, may not be enough to overcome the influence of societal factors and early exposure to violent imagery. The author may be conveying the idea that changing



Karakambadi Road, Venkatapuram (Vi), Tirupati.

behaviours requires a comprehensive approach that includes addressing broader societal norms and values.

Note: (Refer Summary for further answer)

5) Consider the idea of imaginative play as a reflection of children's understanding and interpretation of the world around them. How does the boys' transformation of the peace toys into violent scenarios reflect their exposure to real-world conflicts and societal influence?

A) The boys' transformation of the peace toys into violent scenarios reflects their exposure to real-world conflicts and societal influences. It demonstrates how children interpret and make sense of the world around them through their play. The boys' imaginative play reflects their understanding of power dynamics, conflicts, and violence that they have likely observed or learned from their environment.

Note: (Refer Summary for further answer)

6) Discuss the potential consequences of restricting children's exposure to violence in their play. How might it impact their understanding of conflict resolution, empathy, and the development of critical thinking skills?

A) Restricting children's exposure to violence in their play may have consequences on their understanding of conflict resolution, empathy, and critical thinking skills. While it is important to minimise exposure to excessive violence, completely shielding children from any form of conflict can limit their ability to develop skills necessary for navigating and understanding complex situations. It is crucial to strike a balance by providing guidance, age-appropriate context, and opportunities for constructive engagement with challenging themes.

Note: (Refer Summary for further answer)

Direct and Indirect Speech

The words spoken by a person are reported in two ways – Direct and Indirect Speech.

In Direct Speech we can reproduce the words exactly spoken by a person. It is enclosed



Karakambadi Road,Venkatapuram (Vi),Tirupati.

within inverted commas.

Ex: He said, "I am busy"

In Indirect speech we express in our own words the substance of the speaker's words.

Inverted commas are removed in the Indirect Speech.

Ex: He said that he was busy.

Rules for changing Direct speech to Indirect

1. If the reporting verb is in the present tense, the tense of the verb in the reported speech does not change.

Ex: He says, "Life is dull".

He says that life is dull.

2. If the reporting verb is in the future tense, the tense of the verb in the reported speech does not change.

Ex: He will say, "I am weak"

He will say that he is weak.

If the reporting verb is in the past tense, the tense of the reported verb is changed into the corresponding past tense.

Direct Speech Indirect Speech

Is, -----→ am,was

Are -----→were

may -----→might

can -----→could

will -----→would

shall -----→should

has/have -----→had

must -----→had to

do/does -----→did

Present -----→Past

Present Continuous -----→Past Continuous

Present Perfect -----→Past Perfect

Present Perfect Continuous → Past Perfect Continuous

Simple Past tense -----→Past Perfect

Past Continuous -----→Past Perfect Continuous



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road,Venkatapuram (Vi),Tirupati.

Examples:

1) She said, “ I am unwell”

She said she was unwell.

2) He said, “We are in the play ground”.

He said that they were in play ground.

3) She said, “ It may rain”.

She said that it might rain.

4) The boy said, “ I can do it”.

The boy said that he could do it.

5) He said to me , “ I shall meet your father”.

He told me that he would meet my father.

6) He said, “ I have a problem”.

He said that he had a problem.

7) The officer said to the clerk, “You must do it”.

The officer told the clerk that he had to do it.

8) He said to me “You are late”

He told that I was late.

9) The boy said, “ I am doing my home work”.

The boy said that he was doing his home work.

10) He said, “ I have met your brother”.

He said that he had met my brother.

11) The boy said, “My father went to Guntur”.

The boy told me that his father had gone to Guntur.

12) Radha said, “ I was watching the T.V. set.”

Radha said that she had been watching the T.V. set.

4) If the reported speech expresses a universal truth, the tense remains unchanged.

Ex: The teacher said, “The sun rises in the East”.

The teacher said that the sun rises in the East.

5) Words expressing nearness in place or time are changed to words expressing distance in Indirect speech.

Direct Speech Indirect Speech

Now -----> then



Karakambadi Road, Venkatapuram (Vi), Tirupati.

here -----> there
hence -----> thence
hither -----> thither
this -----> that
these -----> those
ago -----> before
thus -----> so
hereby -----> thereby
today -----> that day
tonight -----> that night
tomorrow -----> the next day/ the following day
yesterday -----> the day before/the previous day
last night -----> the night before

6. Assertive Sentences

In assertive sentences 'say, says, said' remain unchanged.

say to becomes tell

says to becomes tells and

said to becomes told.

Ex: 1. He said, "I shall go to Chennai".

He said that he would go to Chennai.

2. She said to me, "I am writing a poem".

She told me that she was writing a poem.

3. He says to me, "My son is lazy".

He tells me that his son is lazy.

7. Questions

The reporting verbs used in questions are 'ask, enquire, wonder, want to know'.

When the question is introduced by a verb, the reporting verb is followed by 'if' or 'whether'.

When the question is introduced by an interrogative word (what, where, when, why, how etc), the same word is used in the indirect speech. No conjunction is used.

In the Direct speech the verb is placed before the subject

In Indirect speech the verb is placed after the subject.



Karakambadi Road, Venkatapuram (Vi), Tirupati.

In Direct speech a question mark is placed at the end of the sentence.

In the Indirect speech a full stop is placed at the end.

a) My friend said, “ Is Mr. Rao on leave?”

My friend enquired if Mr. Rao was on leave.

b) He said to her, “Is your son all right?”

He asked her whether her son was all right.

c) “Do you wish to open an account?” the accountant said to the stranger.

The accountant asked the stranger whether he wished to open an account.

d) My friend said, “Shall we ever forget the golden voice of Ghantasala?”

My friend wondered whether he would ever forget the golden voice of Ghantasala.

e) I said to him, “ What are you doing there?”

I asked him what he was doing there.

f) The conductor said to the old man, “ Why have you not bought a ticket for the boy?”

The conductor wanted to know from the old man why he had not bought a ticket for the boy.

8. Imperative Sentences

The reporting verbs used in imperative sentences are ‘ advise, ask, order, request, command, urge, beg’. The imperative mood is changed into the infinitive.

a) They said to us, “ Grow more trees.”

They urged us to grow more trees.

b) He said to the boy, “Go out”.

He ordered the boy to go out.

c) “Call the witness” said the judge.

The judge commanded them to call the witness.

d) The inspector shouted to the police, “ Stop the man”

The inspector shouted to the police to stop the man.

e) The manager said to the clerks, “ Don’t come late”.

The manager advised the clerks not to come late.

f) The lecturer said to the students, “ Use the Oxford dictionary”.

The lecturer recommended to the students to use the Oxford dictionary.

g) He said to me, “Please wait here.”



Karakambadi Road, Venkatapuram (Vi), Tirupati.

He requested me to wait there.

9. Exclamations

The reporting verbs used in exclamatory sentences are ‘exclaim, wonder, remark, wish’.

The Conjunction ‘that’ is used.

The exclamations are changed into statements in the Indirect speech.

a) He said, “How beautiful the garden is!”

He exclaimed that the garden was very beautiful.

b) He said, “Alas! My dog is dead!”

He exclaimed sorrowfully that his dog was dead.

c) He said, “May your daughter soon recover!”

He prayed that my daughter might soon recover.

d) The old man said to the young player, “Bravo! You have played well”.

The old man applauded the young player saying that he had played well.

e) He said to her, “Good morning”.

He wished her good morning.

f) She said, “Oh, God! I have lost my purse.” She exclaimed bitterly that she had lost her purse.

10. Pronouns

a) Pronouns of the first person are changed according to the subject of the reporting verb.

Ex: - I said, “I have solved the problem”.

I said that I had solved the problem.

(I – subject)

He said, “ I have solved the problem”.

He said that he had solved the problem.

(He – subject)

b) The pronoun ‘you’ is changed according to the object of the reporting verb.

My father said to me, “You have done your work well”

My father told me that I had done my work well.

(Me – Object)

More than one sentence:



Karakambadi Road, Venkatapuram (Vi), Tirupati.

If there are different sentences in the reported speech, each sentence should have the appropriate reporting verb and added to another with a conjunction.

a) She said to him, “ I know your sister. When will she go to England?”.

She told him that she knew his sister and enquired when she would go to England.

b) “Welcome,” she said, “be seated. I am happy to meet you”.

She welcomed me and requested me to be seated and added that she was happy to meet me.

c) My son said to me, “The T.V. set has arrived. Where is it to be put?”.

My son told me that the T.V. set had arrived and asked where was to be put.

Exercise – 1

Turn the following sentences into Indirect Speech:

1) Balu said, “ I don’t drink coffee”.

2) The teacher said to Ramu, “ How old are you?”

3) She said to me, “What is your name?”

4) Sita said, “I am busy now”.

5) Anita said, “ We are late today”.

6) Prathibha said, “ My aunt is in England”.

7) He said, “Oh God! I will never steal again”.

8) The porter said, “ The train will be late”.

9) He said, “I have been ill since yesterday”.

10) Alice said, “Alex, how clever you are!”

11) Neeraja said to me, “I may need your help”.

12) The teacher said, “Be silent in the class”.

13) Mohan said to me, “I met Suresh in Mumbai”.

14) “What is this strange cry?” said Shankar.

15) “Please go there.” he said to me.

16) The interviewer asked, “Who is the first man to fly in space?”

17) He said to me, “Let us go for a walk”.

18) She said, “Good-bye, my friend.”

19) He said, “Alas! I have been lazy”.

20) He said to me, “Will you help me?” “Yes” I replied.

21) The officer said to the attender, “If you are later again, I shall dismiss you.”



Karakambadi Road, Venkatapuram (Vi), Tirupati.

- 22) The stranger asked the secretary, “Why do you wish me to go away now?”
- 23) “Is he rude to you?” she asked. “I hope, not” replied her daughter.
- 24) “Did you read the novel yesterday?” my friend asked. “No”, I replied.
- 25) The doctor said to the patient, “Don’t take strong medicines. They may be harmful”

Exercise – 2

Turn the following sentences into Direct Speech:

- 1) He said that he was sorry.
- 2) Gopal asked me what I was doing.
- 3) He ordered the servant to go away.
- 4) He said that he was not guilty.
- 5) The librarian asked us to be quiet.
- 6) The stranger asked me if I could tell him the way to the railway station.
- 7) Viswanath requested his father to allow him to continue his studies.
- 8) The boy said that he had not stolen the ink-stand.
- 9) She asked her friend which magazines she usually read.
- 10) The villagers asked him where he was going and he replied that he was going to the town.

Voice

The change of one form of a sentence into another form without changing the meaning of the original is called the transformation of a sentence.

Look at the following sentence:

He ate a mango

(He _____ subject

ate _____ verb

a mango _____ object)

In the above sentence ‘ate’ is a transitive verb. It has a subject (he) and object (a mango).

The verb tells what the subject does. The sentence gives a prominent place to the ‘doer’ of the action. So the sentence is in the active voice.

Def: - A verb is in the active voice when the person or thing denoted by the subject does the action.

The above sentence can be written in another way

A mango was eaten by him.



Karakambadi Road, Venkatapuram (Vi), Tirupati.

(A mango _____ Subject
was eaten _____ verb
him _____ object)

In the above sentence the verb '*was eaten*' shows that something is done to the subject.

The sentence gives a prominent place to the object of the action. So the sentence is in the passive voice.

Def: A verb is in the passive voice when it shows that something is done to the person or thing denoted by the subject.

Look at the following:

1. The theatre was burnt down.
2. The house was constructed last year.
3. Her purse was stolen.
4. English is spoken in many countries.

All the above sentences tell us about the object of the action. The 'doer' (Agent) is dropped because he is understood, or not known or unimportant.

When a sentence is changed from the active to the passive, the following changes take place.

- a) Subject becomes by + object
- b) Object becomes subject
- c) Verb becomes be + past Participle(v3)

Ex: She wrote a letter (Active Voice)

A letter was written by her (Passive Voice)

'Be' verb is added according to the tense of the verb in the active voice.

Tense 'Be' form

1. Simple Present tense --→is/am/are + Past participle(v3)
2. Present Continuous ---→is/am/are + being + v3
3. Present Perfect---→has/have + been + v3
4. Simple Past -----→was/were + v3
5. Past Continuous -----→was/were + being + v3
6. Past Perfect -----→had been+ v3
7. Simple future -----→will/shall +be + v3

1. Present Tense:



Karakambadi Road, Venkatapuram (Vi), Tirupati.

a) He repairs the radio (Active voice)

The radio is repaired by him (Passive voice)

b) She writes novels. (A.V.)

Novels are written by her. (P.V.)

2. Present Continuous tense:

a) Latha is singing a song (A.V.)

A song is being sung by Latha (P.V.)

b) The boys are making kites (A.V.) Kites are being made by the boys. (P.V.)

3. Present Perfect Tense:

a) He has cut the tree. (A.V.)

The tree has been cut by him. (P.V.)

b) R.K. Narayan has written many novels. (A.V.)

Many novels have been written by R. K. Narayan (P.V.)

4. Past tense:

a) She broke the glass (A.V.)

The glass was broken by her. (P.V.)

b) He built two houses. (A.V.)

Two houses were built by him (P.V.)

5. Past Continuous tense:

a) Madhu was singing a song. (A.V.)

A song was being sung by Madhu. (P.V.)

b) The carpenters were making chairs. (A.V.)

Chairs were being made by the carpenters. (P.V.)

6. Past Perfect tense:

a) He had sent the parcel. (A.V.)

The parcel had been sent by him. (P.V.)

b) Jim Corbett had killed many tigers. (A.V.)

Many tigers had been killed by Jim Corbett. (P.V.)

7. Future tense:

a) I shall punish you. (A.V.)

You will be punished by me. (P.V.)

b) He will send the book tomorrow. (A.V.) The book will be sent by him tomorrow. (P.V.)



Karakambadi Road, Venkatapuram (Vi), Tirupati.

8. Future Perfect tense:

a) They will have completed the work by tomorrow.

The work will have been completed (by them) by tomorrow. (P.V.)

b) By next year they will have constructed the house.

The house will have been constructed (by them) by next year. (P.V.)

When the verb in the active voice takes two objects (direct object and indirect object), either object may become the subject of the passive voice.

Ex: 1. He sent her a gift. (A.V.)

(her – indirect object

a gift – direct object)

She was sent a gift by him. (P.V.)

A gift was sent her by him. (P.V.)

2. John teaches us English. (A.V.)

We are taught English by John (or)

English is taught us by John. (P.V.)

3. They lent him some money. (A.V.)

He was lent some money by them. (P.V.)

Some money was lent him by them. (P.V.)

4. He will give you the instructions. (A.V.)

You will be given the instructions by them. (P.V.)

The instructions will be given you by them. (P.V.)

Sentences with object complements

1. We chose Ravi leader of our group (A.V.)

Ravi was chosen (by us) leader of our group. (P.V.)

2. The judge found him guilty of murder. (A.V.)

He was found guilty of murder. (P.V.)

Sentences with verbs followed by Prepositions:

1. They will look into your case. (A.V.)

Your case will be looked into (by them) (P.V.)

2. The Principal presided over the meeting. (A.V.)

The meeting was presided over by the Principal (P.V.)

3. They have objected to my proposal. (A.V.)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

My proposal has been objected to (by them) (P.V)

4. You must work for success. (A.V)

Success must be worked for. (P.V)

Interrogative Sentences

1. Do they sell apples? (A.V.)

Are apples sold by them? (P.V.)

2. Does he play cricket? (A.V.)

Is cricket played by him? (P.V.)

3. Can he lift this box? (A.V.)

Can this box be lifted by him? (P.V.)

4. Has he invited you to dinner? (A.V.)

Have you been invited by him to dinner? (P.V.)

5. Will he help me? (A.V.)

Shall I be helped by him? (P.V.)

6. Who wrote Gitanjali? (A.V.)

By whom was Gitanjali written? (P.V.)

7. What do they say about it? (A.V.)

What is said about it? (P.V.)

8. Where did he find the pen? (A.V.)

Where was the pen found by him? (P.V.)

9. Why has he punished the innocent boy? (A.V)

Why has the innocent boy been punished? (P.V.)

10. When did they accept all demands? (A.V.)

When were all your demands accepted by them? (P.V.)

Imperative Sentences

1. Open the window. (A.V.)

Let the window be opened. (P.V.)

2. Please help the poor man. (A.V.)

You are requested to help the poor man. (P.V.)

3. Do not consult him. (A.V.)

Let him not be consulted. (P.V.)

4. Let him finish the job now. (A.V.)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road,Venkatapuram (Vi),Tirupati.

Let the job be finished now(by him) (P.V.)

5. Keep silent in the library. (A.V.)

You are advised to keep silent in the library(P.V.)

6. They said to us,” Grow more trees.”

They advised us to grow more trees.

7. He said to the boy, “Go out.”

He ordered the boy to go out.

Exercise – 1

Turn the following into the passive voice:

1. He has opened the box.
2. We know him.
3. Why do you help him?
4. Rajani has given me a present.
5. He will look after her.
6. He gave me a book.
7. He hit the boy with a stone.
8. Aruna has painted these pictures.
9. He will finish the work in a week.
10. What does he want?
11. I speak English.
12. We elected Raju as class representative of our class.

Answers

1. The box has been opened by him.
2. He is known to us.
3. Why is he helped by you?
4. I have been given a present by Rajani or
A present has been given me by Rajani.
5. She will be looked after by him.
6. A book was given me by him. Or I was given a book by him.
7. The boy was hit by him with a stone.
8. These pictures have been painted by Aruna.
9. The work will be finished by him in a week.



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

10. What is wanted by him?
11. English is spoken by me.
12. Raju was elected as class representative of our class by us.

SAMPLE RESUME 1

RAKESH NARAYANA

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New Delhi-110065, (0091) 11-26729382,

E-mail: rakeshn@yahoo.co.uk.

POSITION SOUGHT

Senior Flight Operations IT Officer

OBJECTIVE

To work as a flight operations IT officer in a fast growing airlinesystem where I will have opportunities to use my experience insystems analysis,implementations, and management within the Flight Operations Department.

EDUCATION

Delhi College of Engineering, New Delhi

B Tech in Computer Engineering, 2000

GPA 4.25/5.0

Patna Science College, Patna

B Sc Honours in Physics, 1995

First Class with distinction

EXPERIENCE

Flight Operations IT Officer, Air Deccan, Vasanthnagar, Bangalore

August 2000 to present

- Support software applications, analyse new systems requirements, and manage projects within Flight OperationsDepartment.



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

- Selection/development of suitable IT packages, including basic systems design/concepts, evaluation, customisation, and integration of existing systems.

SPECIAL SKILLS

- Ability to discuss IT related issues and make recommendations to the management
- Excellent communication skills
- Ability to work in multi-cultural and multi-functional team environment
- Interpersonal skills

ACTIVITIES & INTERESTS

- Member, Lion's Club
- Member, ISIT
- Member, CAD Society, Delhi College of Engineering, 1998-2000
- Cricket, Basketball, Badminton

ACHIEVEMENTS

National Talent Search Scholarship, 1990-1995
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ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

Karakambadi Road,Venkatapuram (Vi),Tirupati.

,

SAMPLE RESUME 2

New

(0091)

E-mail: arjunkumar@email.com

Delhi-110016

11-23456789

POSITION

Senior Network Systems Engineer

SOUGHT

OBJECTIVE

To contribute to a leading technology firm as a Senior Network Systems Engineer, utilizing my extensive background in network architecture, system integration, and project management.



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EDUCATION

Indian Institute of Technology (IIT), Delhi

B.Tech in Information Technology, 2002

GPA: 8.5/10

St. Stephen's College, Delhi

B.Sc. in Mathematics, 1999

First Class with Distinction

EXPERIENCE

Network Systems Engineer

Tech Solutions Ltd., New Delhi

January 2010 – Present

- Design and implement network infrastructure for various clients, improving performance by up to 30%.
- Lead a team of engineers in executing large-scale projects, ensuring timely delivery and adherence to budgets.
- Conduct regular system audits and upgrades to maintain security and optimize performance.

Junior Network Engineer

Innovative Networks Pvt. Ltd., New Delhi

June 2002 – December 2009

- Assisted in the configuration and maintenance of network systems for corporate clients.
 - Developed troubleshooting protocols that reduced downtime by 25%.
 - Collaborated with cross-functional teams to ensure smooth system integrations.
-



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SPECIAL SKILLS

- Proficient in network design and implementation (Cisco, Juniper)
 - Strong problem-solving and analytical abilities
 - Excellent communication and teamwork skills
-

ACTIVITIES & INTERESTS

- Member, Network Professionals Association
 - Volunteer, Local NGO focused on digital literacy
 - Interests: Chess, Hiking, Photography
-

ACHIEVEMENTS

- Awarded “Employee of the Year” at Tech Solutions Ltd. (2022)
 - Certified Cisco Network Professional (CCNP), 2015
-

REFERENCES

Mr. Rajesh Sharma

Head of IT Department

Tech Solutions Ltd., New Delhi

Tel: (0091) 11-98765432

E-mail: rajesh.sharma@techsolutions.com

Dr. Meera Joshi

Professor, Information Technology

IIT Delhi



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Karakambadi Road,Venkatapuram (Vi),Tirupati.

Tel: (0091) 11-87654321

E-mail: meera.joshi@iitd.ac.in



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RICHARD SANCHEZ

Product Designer

About Me

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sit amet quam rhoncus, egestas dui eget, malesuada justo. Ut aliquam augue.



+123-456-7890



hello@reallygreatsite.com



123 Anywhere St., Any City

LANGUAGE

- English
- Germany (basic)
- Spain (basic)

EXPERTISE

- Management Skills
- Creativity
- Digital Marketing
- Negotiation
- Critical Thinking
- Leadership

EXPERIENCE

Studio Showde
Canberra - Australia
2020 - 2022

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sit amet quam rhoncus, egestas dui eget, malesuada justo. Ut aliquam augue.

Elsetown Cor.
Kota Baru - Singapore
2016 - 2020

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sit amet quam rhoncus, egestas dui eget, malesuada justo. Ut aliquam augue.

Studio Showde
sydney - Australia
2010 - 2015

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sit amet quam rhoncus, egestas dui eget, malesuada justo. Ut aliquam augue.

EDUCATION

Borcelle University
Bachelor of Business Management
2014-2023

Borcelle University
Master of Business Management
2014-2018

SKILLS SUMMARY

Design Process  78 %
Project Management  81 %



Chronological Resume Format

The chronological resume (also known as the reverse-chronological format) is the most popular and the best resume format for experienced candidates.

It emphasizes your work history section, where you list information about current and past jobs, with the most recent job listed first.

1. **Resume Summary:** This resume should provide an overview of your top qualifications for the job, emphasizing career longevity and achievements.
2. **Work History:** This is the heart of a chronological resume format. Don't list standard, mundane tasks; your resume should detail accomplishments that make you stand out.

Work History Example

- Designed a comprehensive \$10,000 office budget to handle supply, labor and maintenance requirements.
- Maintained 99% accuracy while updating databases with qualifying data and verifying continuous changes.
- Managed benefits for office team of 55 employees.
- Answered around 50 calls and greeted visitors promptly every day.

3. **Skills:** Feature skills you have that are most relevant to the specific job you're applying to, including practical skills (such as documentation and reporting) and soft skills (such as customer service or attention to detail).
4. **Education:** In your resume, present your highest academic credential (e.g., name of college and degree), and any specific certifications or courses you've taken that apply to the job you want.



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Chronological Resume Format Pros and Cons

Preferred resume format of recruiters and hiring managers.

Might not be the proper resume format if you haven't had steady, standard career progression.



Maria Rojas

Professional Graphic Designer

Dynamic and innovative professional with 6+ years of invaluable hands-on experience in handling several simultaneous creative design projects, concept creation, graphic design, animation, and visual conceptualization. Equipped with the ability to escalate brand awareness by utilizing skills gained in the creative industry, being able to identify opportunities, overcome objections, build long-term mutually beneficial relationships with vendors, workforce, and clients, establishing a successful and lucrative company.

✉ maria@novoresume.com

☎ (123) 600 2019

📍 Toronto, Canada

🌐 maria-rojos.com

📷 instagram.com/maria_rojos

WORK EXPERIENCE

Professional Graphic Designer Freelance – Orange Media [↗](#)

08/2018 – Present

Achievements

- Establish and manage a freelance graphic design business that aims to assist companies in brand development.
- Spearhead visual identity including brand positioning, promotions, and digital marketing for different companies.
- Develop creative advertising content for various media, including catalogs, menus, business cards, flyers, posters, t-shirts, and product packaging while ensuring maximum brand awareness of target audience/market.
- Conceptualize logo design, gif animations, videos, websites, and social media channels to promote product brands.
- Leverage rebranding expertise in enhancing client's corporate image to ensure profitability and business growth.

Graphic Designer BIDA KUH Marketing & Media [↗](#)

03/2015 – 07/2018

Achievements

- Produced both eCommerce and non-eCommerce creative website layouts and content for the use of clients.
- Created designs, concepts, and sample layouts, based on knowledge of layout and esthetic design concepts.
- Prepared illustrations and rough sketches of material, discussing them with clients, and making necessary changes.
- Developed graphics and layouts for product illustrations, logos, and websites mirroring company brand style.

Graphic Designer Blue Lens Media Corp [↗](#)

05/2013 – 02/2015

Achievements

- Utilized After Effects and other computer proficiency in making motion graphic animations for video productions.
- Performed video and sound editing for diverse ads while ensuring high-quality media productions.
- Coordinate with the client to successfully create prolific social media graphics suitable for target marketing.

AREAS OF EXPERTISE

Visual Design & Storytelling

Typography

Advanced Graphic Design

Media Production

Infographics Design

Dynamic Visual Design

TECHNICAL SKILLS

Adobe Suite

Photoshop, Illustrator, After Effects and InDesign

Coding

HTML, Java & CSS

PERSONAL PROECTS

Content Producer - Personal Youtube Channel (09/2018 – Present) [↗](#)

- Developed concept and overall content of my personal YouTube channel.
- Edited videos for proper timings of audio and texts while choosing a creative video thumbnail for uploading.
- Reached 10.000 subscribers in the first year.

Graphic Artist @ 2017 Cancer Awareness Campaign

- Led the creative process and developed innovative concepts for the 2017 Cancer Awareness Campaign.
- Provided infographics and other materials and posters for the use of the Ontario Cancer Awareness Foundation.

EDUCATION

Bachelor of Fine Arts in Visual Arts University of Toronto

2011 – 2014

INTERESTS

🎮 Video Games

🧠 Artificial Intelligence

📷 Photography

🌱 Renewable Energy



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Functional Resume Format

The resume focuses on all the skills and training you have that fit the job description, like the functional resume format example below.

Some experts discourage using functional resumes because they're organized differently from chronological resumes and thus might confuse recruiters.

However, as long as your situation fits the format, a functional format is a good option for presenting your qualifications.

Be sure to tailor your skills sections to fit the skills needed by the specific job.

Your education section should also feature any specialized classes or training that match the job you want. Explore additional writing tips below to get started.

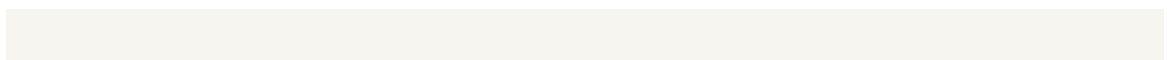
Functional Resume Writing Tips

1. **Resume Objective or Summary:** If you're seeking a job in which you're expected to define your career goals, start off this professional resume format with a (also known as a career objective).

Write two to three sentences explaining your employment goals, along with your best skills and qualifications. If your experience places more value on the role, go with a standard summary statement.

Resume Objective example:

Recent graduate with a bachelor's degree in accounting, seeking a position that uses analytical, decision-making and problem-solving skills. Thoroughly versed in Microsoft Excel functions, including pivot tables, and proficient in Hyperion and Oracle. Brings a collaborative, positive, deadline-focused approach to work.





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2. **Skills:** Unlike the other resume formats, a functional resume has several skills sections:
 - The “Summary of Qualifications” section describes your best skills and how these skills were put into action. You can refer to internships, projects or extracurricular activities relevant to the job.
 - “Professional Skills” or “Relevant Skills” sections are used to explain hard skills further — abilities acquired through practice, education and repetition that are job-specific (such as data management, editing, translation or budgeting).
 - Make sure to also feature “soft” skills, which are traits that lead to better job performance, such as organizational skills, or interpersonal skills.
3. **Work History:** Keep this section concise, listing any previous positions or professional experiences, names of the companies you’ve worked for and your dates of employment, as seen in our resume format example above.

If you don’t have formal work experience, include any relevant internships, volunteer work or extracurricular activities.

4. **Education:** In addition to your academic credentials, supply details about relevant additional training or certifications (e.g., a certification in Adobe Creative Suite for graphic design work)
5. **Functional Resume Format Pros and Cons**

Good format for presenting a wide range of qualifications.

Excellent resume format for jobs with a premium on specific skills, particularly transferrable skills across jobs or industries.



FUNCTIONAL RESUME

Early-career example

CAREER OBJECTIVE

Certified substitute teacher with a proven track record of improving the progress of struggling students and increasing class test scores. Recognized for ability to increase student participation and motivation in learning through engaging lessons. Adept with Microsoft Office and SMART Board Lesson Development.

PROFESSIONAL EXPERIENCE

Lesson Planning

- Write comprehensive reports to regular teachers regarding lessons and student progress
- Collaborate with regular teachers in developing long-term plans for struggling students, as well as designing new activities to enhance learning engagement of students
- Designed and implemented lesson plans that increased student engagement by 20%

Student Development

- Regularly engaged students in open discussions and other team building activities that increased class morale and created a more energized learning environment
- Effectively helped three struggling students to improve their reading ability – all three achieved grade-level targets within the first year

Marketing Intern

Kingston Digital, New York, NY | June 2016–May 2017

- Instruct Math, Art, and English to classes ranging between 13 and 24 students, Grades 2 to 5
- Incorporate digital technology for learning activities, including software applications and a SMART board – leading to implementation by the full-time teacher
- Adhered to strict school policies and procedures regarding students with disciplinary issues

CONTACT

Phone

(770) 625-9669

Email

yourname@gmail.com

LinkedIn

linkedin.com/in/yourname

EDUCATION

Bachelor Of Arts in Primary Education | May 20XX

San Jose State University

National Board of Teaching Standards | March 20XX

Multiple Subject Teaching Credential

WORK HISTORY

Broadway High School

Substitute Teacher

Jan 20XX - Present

San Jose, CA

Britton Middle School

Substitute Teacher

Jan 20XX – Mar 20XX

Morgan Hill, CA



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Combination Resume Format

This resume combines elements of both the chronological and functional resume formats, marrying a robust skills section with a detailed work experience section.

If you have a few years of experience in a particular field and are applying for a higher-level job, this is the best resume format to feature career progression and key skills.

The combination resume format is also a good option if you're switching careers or have , but can feature "transferable" achievements and skills from previous jobs.

Combination Resume Writing Tips

1. **Summary:** Provide a two- to three-sentence summary of your best skills and work experiences. If you're coming from a different field, this is also your opportunity to explain how your skills and experiences from previous positions fit your new career path.
2. **Skills:** A combination resume format allows you to split your skills into two sections: a summary of qualifications and a key skills section.

In your summary of qualifications, describe your referencing how you've used them in previous jobs. Your key skills section will focus on specific abilities that address the requirements of the specific job.

Summary of Qualifications Example:

- Ability to synthesize and relate program information in an effective, positive way.
- Proficient at using databases and spreadsheets and performing office management.
- Efficiently uses software and CMHC to achieve successful outcomes.
- Understands cognitive behavioral therapy, theories of addiction and dynamics related to criminogenic risk factors.



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Key Skills Example:

- Referrals and networking
- Case management
- Crisis intervention
- Empathy
- Life skills development
- Critical thinking

3. **Work History:** As with the chronological resume format, focus on unique achievements from previous jobs, quantifying your results whenever possible (e.g., “Improved on accounting processes, gaining \$4 million for the company in the last fiscal year”).

Zero in on accomplishments that can be applied to your new job or career (e.g., highlight your mathematics and from an accountant job if you’re applying for a statistician position).

4. **Education:** Present your top academic achievements (e.g., high school diploma or graduate degree) and additional training that has a bearing on the job you want (e.g., first aid and CPR training for a medical assistant job).

Combination Resume Format Pros and Cons

Not the best resume format for first time job seekers or workers who lack experience. Skills and work achievements must complement each other for the format to be effective.



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John Branson

Graphic Designer & Growth Hacker

Dynamic and innovative professional with 4+ years of invaluable hands-on experience in handling several simultaneous creative design projects, concept creation, graphic design, and growth hacking techniques. Excel in resolving design challenges with innovative solutions and process improvements to increase efficiency and ensure customer satisfaction.

✉ john@novoresume.com

☎ +1 730 512 5123

📍 Texas, United States

🌐 john-branson.com

🌐 linkedin.com/in/john-branson

🐦 @johnbranson

PROFESSIONAL SKILLS

Graphic Design:

- Used WordPress theme to design website, know basic HTML/CSS.
- Designed infographic using Canva which gained over 500+ tweets / retweets.

SEO, Content Writing, Growth Hacking:

- Started personal blog for reviewing electronics and latest tech gadgets. Grew email list from 0 to 500+. Ranked in top 5 Google searches for "best dash cameras for Uber", and "best front and rear dash cams".
- Gained over 1,500+ visits from Quora from answering questions daily.
- Reached out to fellow bloggers in the field and got 30+ backlinks to my blog for answering frequently asked questions.

Analytics:

- Used Ahrefs to perform site audit, and fix underperforming blog posts by doing a better keyword search.
- Familiar with the basics of Google Analytics and Google Search Console.

WORK EXPERIENCE

Graphic Designer & Growth Hacker

Downtown Designs

08/2017 – Present

Achievements

- Optimized old check-out page, based on core UX principles, which increased customer purchases by 20%.
- On average, prototyped up to 20+ different product features per year.
- Leverage rebranding expertise in enhancing client's corporate image to ensure profitability and business growth.
- Developed creative advertising content for various media, including catalogs, menus, business cards, flyers, posters, t-shirts, and product packaging while ensuring maximum brand awareness of the target audience/market.
- Leveraged rebranding expertise in enhancing client's corporate image to ensure profitability and business growth.

PERSONAL PROJECTS

Content Producer (2017 – Present)

Personal YouTube Channel

- Developed concept and overall content of my personal YouTube channel.
- Created and edited videos with appropriate background music to capture the attention of target audience.
- Edited videos for proper timings of audio and texts while choosing a creative video thumbnail for uploading.



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LETTER WRITING:

Letter Writing is a type of written message conveyed from one person to the other either written by hand or printed on paper.

To write a formal letter, there are some points to be remembered.

1. Always start with the **sender's address**
2. This is followed by the **date**.
3. The **receiver's address** comes next. The receiver can be the name of the firm or the one who represents the firm.
4. The **subject of the letter** is very important. It is a statement of the purpose of the letter. It should be written in a single line.
5. The **salutation** can be *Dear Sir/Ma'am*. If it is a person you know well, you can address them by their name, *'Dear Shrinath'*.
6. The **body of the letter** can be written in 3 paragraphs.
 - The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
 - The second paragraph should furnish all the information about the matter.
 - The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.

To **close the letter**, you can use a complimentary closing like *'Yours faithfully'*, *'Yours sincerely'* etc.

Unlike informal letters, the **signature** should include your name (in block letters) and designation below your signature.

Types of Formal Letters

There are different types of formal letters,

- **Letter of Enquiry**
- **Order Letter**



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- **Letter of Complaint**
- **Reply to a Letter of Complaint**
- **Promotion Letter**
- **Sales Letter**
- **Recovery Letter**

1. Letter to the Editor about a road that needs repair

Ganesh

25, SS Street

Cheran Nagar

Coimbatore 641023

8th September, 2019

The Editor

The Hindu

Coimbatore

Sir,

Subject: Repair of the road in Cheran Nagar

I would like to bring to your notice that the people in and around Cheran Nagar have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any response on the issue so far.

As our appeals to their office have had no effect, we believe that perhaps a mention in the media would be of great help. Since the beginning of the last month, the roads in Cheran Nagar have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night, it is positively dangerous for vehicles to pass that way. Moreover,



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there are heaps of road metal on both sides of the road, which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks. The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be properly repaired without further delay.

Thanking You

Yours sincerely,

Signature

GANESH

2. Letter of Complaint:

November 12, 20XX

The Manager Epitome Furniture

Ajmer- 25

Dear Sir,

Subject: Complaint against Order No. ET098654

This is with reference to Order No. ET098654 place on Oct 4, 20XX. The order consists of office stationery and business cards. As per the agreement, we were hoping to receive the order latest by Oct 8, 20XX. First of all the order did not reach in time. Also, the quality of the papers is questionable and the design of the business cards is not matching with the selected one. We have faced a lot of inconvenience due to this.

Kindly ensure that the order will be replaced latest by Oct 20, 20XX, failing which payment will be stopped or the order will be cancelled from our end. I request you to look into the matter and do the needful as soon as possible.

Yours truly,



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XYZ

(General Manager)

3.Covering Letter:

From

Name of the Applicant

Address

MobileNo

E-mail:

Date

To

The Registrar

Name & Address of the University

Sir/Madam,

Sub: Submission of copy of application along with self-attested copies of certificates/documents–Regarding.

I am herewith enclosing a copy of my application along with self-attested copies of relevant certificate/documents for your perusal and necessary action. The details of post applied in your esteemed University are as follows:

Payment Id	Cadre of the post Applied	Name of the Subject for the post Applied	Name of the Department the subject belongs	Name(s)of the University(ies) in which applied for
	(Example: Assistant Professor/Assistant Librarian/Assistant Director/Associate Professor/Deputy Librarian/Deputy Director/Professor/Librarian/Director)	(Example: Physics)	(Example: Physics/Humanities &Basic Sciences etc..)	(Example:AU, YVU...etc)

Thanking you,

Yours faithfully,



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Signature

(NAME OF THE CANDIDATE)

4.Covering letter for resume:

SIMPLE COVER LETTER

142 Your Address Blvd, City Name, CA XXXXX • your.name@gmail.com • (XXX) XXX-XXXX

[Today's Date]

[Hiring Manager's Name]

[341 Company Address]

[Company City, State xxxxx]

[(xxx) xxx-xxxx]

[hiring.manager@gmail.com]

Dear [Mr./Mrs./Ms.] [Manager's Name],

This letter is in regard to my interest in applying for the entry-level paralegal position at [Company Name]. With my skills and qualifications, I am more than capable of providing paralegal support services to protect your company's innovations and intellectual property.

While pursuing an Associate Degree in Paralegal Studies from Southern Community College, I have developed knowledge of intellectual property law. As a member of the Junior Paralegal Club, I was able to stay up to date on all current affairs in relation to corporate law. With an internship at a mid-size law firm I was able to apply this knowledge and gain hands-on experience in the field.

During my internship with The Wachester Firm, I was responsible for:

- The preparation of documents for criminal and civil trials by scheduling and conducting interviews with clients, witnesses, and other lawyers
- Creating and maintaining a paper and electronic litigation database
- In-depth research and analysis of cases on corporate governance and litigation

Together, I believe my educational background and internship experience make me a suitable candidate for the paralegal position at your firm. I have attached my resume highlighting my academic and professional skills, and I look forward to hearing from you in due course. I appreciate your time and consideration.

Sincerely,

[Your Name]



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REPORT WRITING:

A report is a document consisting of data, facts, and statistics about a particular topic. Based on this information, an elaborative piece of writing is presented, which is known as report writing. The main basis of report writing is to use factual information to extract meaning from it. It is used in various ways by schools, organizations, media, companies, etc. Academically, it is used to report an incident, an event, or any school-related matters. Organizations and companies use it for maintaining data about employees, leaves, performance, and more. Media uses it to present information, facts, sting, bring out the wrong in the eyes of the public, report incidents, and much more. There are multiple areas where a report can be used. Report writing stands for formal presentation of available information, in an elaborative and well-understood manner. A report must always be formal in its tone, language, and presentation. It is a reliable piece of information since it is derived from facts and figures.

Elements of report writing

Or a report to be good in its nature, multiple factors have to be included in it.

Title Page- The title page must be concise, brief, and specific, indicating what the report is all about.

- **Table of Contents-** This is a list of topics that users can find in the report along with the mention of their respective page numbers.
- **Summary-** The summary of a report informs the reader about what has constituted the formation of that report and what users can draw from it.
- **Introduction-** The introduction gives an overview of the report, to the readers. It explains in brief what the report is all about.
- **Discussion-** It contains the main body of the report. It describes the main title in detail and presents multiple arguments backed by facts and figures.
- **Conclusion-** The conclusion sums up the entire report in a whole. It presents arguments from every possible angle.
- **Recommendations-** Recommendations present possible solutions for the problems/issues mentioned in the report.
- **Results-** It consists of conclusions drawn from the statistics present in your report. It can also lay possible results, that may be a part of future activities.



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- **References-** Since the report is presented on the basis of mere facts, it is important to mention all your sources of information to prove that the report is authentic and not fabricated.

Types of report writing

Reports are written for various purposes by various sets of people. Each report is different in its kind because of the content, motive, and facts it entails. They can be classified as formal or informal reports on the basis of the occasion of writing. Annual reports

- Weekly reports
- Academic reports
- Research reports
- Sales and Marketing reports
- Project reports
- Newspaper reports
- Magazine reports

Format for a newspaper report

Heading/Headline: Title of the report

Byline: Author's/Reporter's name and designation

Place and Date: Place of incident and Date of publication

First Para: Consists of the news peg. The main reason for the report. Answers some basic questions like what happened, when, how, who are the concerned people involved, and where did the reporting incident take place. The first paragraph usually answers 5W's (What, why, where, whom, and when) Two or three important ones should be answered here.

Body (Accompanying paragraphs): The next few paragraphs must consist of details and facts related to the topic. These paragraphs should answer the rest of the W's and an H (How did the incident take place). Usually, news reports must have some quotes from officials in these paragraphs to make the report look more authentic.



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Conclusions: This is the ending paragraph, which sums up the entire story.

JAGRAN Josh
Five killed in car accident in Kinnaur of HP
By Rita Singh
Kinnaur, May 23

Five people were killed in a car crash in Kinnaur district of Himachal Pradesh, this morning. According to sources, the time of the accident was 5 in the morning. Victims were rushed to a nearby hospital after 20 minutes by a resident crossing by the spot of the accident. After one hour of reaching the hospital, all five people were declared dead by the senior doctor of the hospital.

The details of the accident are still awaited. No confirmation on the cause of accidents has come from the police as of now. It is being said that the traffic jam caused by the accident brought the police's attention to the matter and the residents of the place. The Police Superintendent, along with this team, rushed to the accident spot and removed the vehicle to clear out the jam.

According to sources, accidents in the area have been increasing since the start of the month. The Police Superintendent of the Kinnaur Police Station said, "We are trying to address this matter on priority. There has been an increase in the number of accidents since the start of this month. We have built a team of six people who will investigate the case"

Structure:

Reports are much more structured than essays. They are divided in to sections and sub-sections that are formatted using bullet points or numbering.

Report structures do vary among disciplines, but the most common structures include the following:

Title page

The title page needs to be informative and descriptive, concisely stating the topic of the report.

Abstract (or Executive Summary in business reports)

The abstract is a brief summary of the context, methods, findings and conclusions of the report. It is intended to give the reader an overview of the report before they continue reading, so it is a good idea to write this section last.



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An executive summary should outline the key problem and objectives, and then cover the main findings and key recommendations.

Table of contents

Readers will use this table of contents to identify which sections are most relevant to them. You must make sure your contents page correctly represents the structure of your report.

Introduction

In your introduction you should include information about the background to your research, and what its aims and objectives are. You can also refer to the literature in this section; reporting what is already known about your question/topic, and if there are any gaps. Some reports are also expected to include a section called 'Terms of references', where you identify who asked for the report, what it covers, and what its limitations are.

Methodology

If your report involved research activity, you should state what that was, for example you may have interviewed clients, organised some focus groups, or done a literature review. The methodology section should provide an accurate description of the material and procedures used so that others could replicate the experiment you conducted.

Results/findings

The results/findings section should be an objective summary of your findings, which can use tables, graphs, or figures to describe the most important results and trends. You do not need to attempt to provide reasons for your results (this will happen in the discussion section).

Discussion

In the discussion you are expected to critically evaluate your findings. You may need to re-state what your report was aiming to prove and whether this has been achieved. You should also assess the accuracy and significance of your findings, and show how it fits in the context of previous research.



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Karakambadi Road, Venkatapuram (Vi), Tirupati.

Conclusion/recommendations

Your conclusion should summarise the outcomes of your report and make suggestions for further research or action to be taken. You may also need to include a list of specific recommendations as a result of your study.

References

The references are a list of any sources you have used in your report. Your report should use the standard referencing style preferred by your school or department eg Harvard, Numeric, OSCOLA etc.

Appendices

You should use appendices to expand on points referred to in the main body of the report. If you only have one item it is an appendix, if you have more than one they are called appendices. You can use appendices to provide backup information, usually data or statistics, but it is important that the information contained is directly relevant to the content of the report.

Appendices can be given alphabetical or numerical headings, for example Appendix A, or Appendix 1. The order they appear at the back of your report is determined by the order that they are mentioned in the body of your report. You should refer to your appendices within the text of your report, for example 'see Appendix B for a breakdown of the questionnaire results'. Don't forget to list the appendices in your contents page.

Title: Quarterly Sales Performance Report Q1 2024

Title Page

- Report Title: Quarterly Sales Performance Report Q1 2024
- Prepared for: XYZ Company
- Prepared by: Sales Analysis Team
- Date: April 10, 2024

Executive Summary:



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A concise overview highlighting the key findings of the sales performance in the first quarter of 2024, showing a 15% increase in sales compared to Q1 of the previous year, with a significant growth in online sales channels.

Introduction:

Brief introduction to the report, outlining its purpose – to analyze sales performance in Q1 2024 and compare it with Q1 2023.

Findings:

1. Overall Sales:

- Total sales revenue increased by 15% compared to Q1 2023.
- Highest-selling products were A and B.

2. Sales Channels:

- Online sales grew by 25%, contributing to 60% of total sales.
- In-store sales saw a modest growth of 5%.

3. Regional Performance:

- Region X recorded the highest sales growth (20%).
- Regions Y and Z showed steady performance.

Conclusion:

The first quarter of 2024 showed a robust increase in sales, driven primarily by a significant uptick in online sales and strong performance in Region X.



Unit -5

MOTIVATION

The Power of Intrapersonal Communication

Two marks Questions:

1. What is intrapersonal communication and how does it relate to self-awareness?

A) Self-awareness is the part of intrapersonal communication that determines how a person sees him or herself — and how they are oriented toward others. Self-awareness involves three factors: beliefs, values and attitudes.

2. Is decision making influenced by positive intrapersonal communication? Explain.

A) Recognizing and acknowledging our internal emotions is a crucial aspect of intrapersonal communication. By paying attention to our feelings, we can gain insight into our needs, desires, and reactions. This self-awareness allows us to respond more effectively to emotional triggers and make informed choices.

3. How does intrapersonal communication help us overcome challenges?

A) This self-awareness allows us to respond to challenging situations with empathy, compassion, and emotional resilience. Moreover, intrapersonal communication plays a vital role in managing stress and promoting overall well-being. Engaging in self-reflection and self-expression helps to process and manage our emotions.

4. What are the ways in which intrapersonal communication impacts self-conceptualization?

A) Intrapersonal communication provides us with the opportunity to challenge limiting beliefs and reframe our self-perception. By engaging in positive self-talk and countering negative thoughts, we can foster a more positive and empowering self-image. One way to influence self-perception is by practicing self-compassion.



Eight Marks Questions:

1. What are the different ways in which intrapersonal communication helps improve everyday life?

A) Intrapersonal communication refers to the process of self-talk or internal dialogue that occurs within an individual's mind. It involves the exchange of thoughts, ideas, and information within oneself. In simpler terms, it is the communication that takes place within a person's own mind.

Benefits of intrapersonal communication include:

1. **Self-reflection and Self-awareness:** Intrapersonal communication allows individuals to reflect on their thoughts, feelings, and experiences. It helps in gaining a deeper understanding of oneself, identifying strengths and weaknesses, and promoting self-awareness.
2. **Problem-solving and Decision-making:** By engaging in internal dialogue, individuals can explore different perspectives, weigh options, and analyse consequences. Intrapersonal communication aids in problem-solving, decision-making, and critical thinking by organizing thoughts and considering various factors.
3. **Emotional Regulation:** Intrapersonal communication enables individuals to process and manage their emotions effectively. By verbalizing thoughts and feelings internally, one can gain clarity, express emotions, and find ways to cope with challenging situations.
4. **Goal Setting and Motivation:** By communicating with oneself, individuals can set goals, clarify aspirations, and establish a sense of purpose. Intrapersonal communication helps in boosting motivation, self-discipline, and perseverance towards achieving personal objectives.
5. **Creativity and Idea Generation:** Engaging in internal dialogue can stimulate creative thinking and idea generation. It provides an opportunity to explore different possibilities, make connections, and develop innovative solutions.

2. Reflect on the ways in which you can incorporate intrapersonal communication in your own lives. Describe these?

A) We can easily incorporate intrapersonal communication in our lives. It enhances your life because people are able to trust, respect and build rapport with you. In order for that to happen, you must be at the same level with them. through interpersonal relationships, it can be achieved.



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Again, you want people you can trust, we all do. And finding the difference between them and the flaky people is a skill most people hope to master before they die.

Text book Questions

1) What are the benefits of developing strong intrapersonal communication skills?

A) The benefits of developing strong intrapersonal communication skills include gaining self-awareness, setting realistic goals, making informed choices, fostering personal growth, and aligning with one's true potential.

2) How can engaging in introspective dialogue help with stress management?

A) Engaging in introspective dialogue helps with stress management by allowing individuals to identify the root causes of their stress and develop coping mechanisms accordingly. This clarity and understanding empower individuals to maintain composure and focus, even in high-pressure situations, enabling them to thrive amidst challenges.

3) How does cultivating intrapersonal communication skills contribute to leadership development?

A) Cultivating intrapersonal communication skills contributes to leadership development by making individuals more self-aware and providing them with a profound understanding of their own thoughts, emotions, and motivations. This self-awareness and empathetic perspective enable individuals to build robust relationships, foster a positive work environment, and lay the groundwork for effective leadership.

4) What practical steps can be taken to enhance intrapersonal communication skills?

A) Practical steps to enhance intrapersonal communication skills include dedicating time each day to introspection and attentively observing one's thoughts and feelings. Engaging in journaling or discussing reflections with a trusted friend or mentor can further enhance self-awareness and provide valuable insights. Additionally, practicing mindfulness through meditation, yoga, or deep breathing during stressful moments can help individuals stay attuned to their inner dialogue and facilitate effective self-communication.



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5) Do you think that intrapersonal communication is a crucial factor often overlooked in college life? What are some possible reasons why it may be overlooked, and what impact could this have on your personal growth and leadership development?

A) The response to this question may vary based on personal perspectives and experiences. However, some possible reasons why it may be overlooked could be the emphasis on external communication and interaction, the lack of awareness about the importance of self-reflection and self-awareness, or the perception that intrapersonal skills are less tangible or measurable compared to other academic or technical skills. Overlooking intrapersonal communication might hinder personal growth and leadership development as it may result in a lack of self-awareness, difficulty in making informed choices, and challenges in managing stress effectively. Without strong intrapersonal communication skills, individuals may struggle to align their goals with their true potential and may have limited understanding of their own thoughts, emotions, and motivations.

6) The text suggests that developing intrapersonal communication skills can lead to effective decision-making, problem-solving, and stress management. Can you think of any potential limitations or challenges in relying solely on intrapersonal communication for these processes? How might external perspectives and input play a role in enhancing these skills?

A) While intrapersonal communication is valuable for decision-making, problem-solving, and stress management, there are potential limitations and challenges in relying solely on it. One limitation is the possibility of becoming too self-reliant and lacking external perspectives and input. Other people's insights, experiences, and feedback can offer valuable perspectives that may broaden one's understanding and lead to more well-rounded decision-making and problem-solving. Additionally, external perspectives can help individuals recognize blind spots or biases in their own thinking. Collaborative approaches that incorporate interpersonal communication and teamwork can also enhance problem-solving and decision-making processes. Therefore, while intrapersonal communication is crucial, it is important to recognize the complementary role of interpersonal communication and external perspectives in refining these skills.

ESSAY WRITING

Essay Writing are common in elementary, middle, high school, and college, and one may even



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need to write essays in the business world. An essay is defined as a short piece of writing that expresses information as well as the writer's opinion. An essay is, generally, a piece of writing that gives the author's own argument but the definition is vague, overlapping with those of a paper, an article, a pamphlet, and a short story. Essays have traditionally been sub-classified as formal and informal.

Format: Essays Writing should be written in the following format:

There are seven steps to writing a successful essay:

1. Pick a topic.
2. Prepare an outline or diagram of your ideas.
3. Write your opening statement.
4. Write the body.
5. Write the introduction.
6. Write the conclusion.

Essay Writing Example

For some, writing an essay is as simple as sitting down at their computer and beginning to type, but a lot more planning goes into writing an essay successfully. If you have never written an essay before, or if you struggle with writing and want to improve your skills, it is a good idea to go through several steps in the process

For example, to write an essay, you should generally:

- i. Decide what kind of essay to write.
- ii. Brainstorm your topic.
- iii. Do research.
- iv. Outline your essay.
- v. Focus on Coherence of idea.
- vi. Edit your writing to check spelling and grammar.

Kinds of Essays

The first step to writing an essay is to decide what kind of essay to write. There are several main structures into which essays can be grouped:

1. Narrative Essays: Tell a story or impart information about your subject in a straightforward, orderly, manner.
2. Descriptive Essays: Focus on the details of what is going on. For example, if you want to write a descriptive essay about your trip to the park, you would give great detail about what you



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experienced: how the grass felt beneath your feet, what the park benches looked like, and anything else the reader would need to feel as if he were there.

3. Persuasive Essay: Convince the reader of some point of view.

4. Comparative Essay: Compare two or more different things.

5. Expository Essay: Explain to the reader how to do a given process. You could, for example, write an expository essay with step-by-step instructions on how to make a peanut butter sandwich.

Essay Writing On My Hobby

I am 12 years old and read in class 7th standard. Now I know very well that reading is very good habit which can make me a complete. My hobby is reading interesting and knowledgeable books in my free time. Whenever I go to home from my school I like to read such books after completing my home work. This hobby can be developed by anyone however I got this naturally. Reading books keep one always happy and busy and create interest in advancing the knowledge. It is the good source of enjoyment, knowledge, inspiration and instruction. It makes us disciplined, loyal, punctual and most importantly a successful person in the life. Through books reading nobody can feel alone and disturb. I think this habit is more precious than gold or other precious stones of the world. It provides us high level of knowledge, noble thoughts and ideas to work in many fields. Good and interesting books are like best friends of the one who like to read. The one who do not have this habit may possess worldly wealth but he/she would always be poor because of the lack of wealth of true knowledge. The habit of reading books can be acquired at young age by anyone. Through this habit of book readings one may feel energetic and advancing the knowledge through the good habit of acquiring it through books.

Essay Writing On Independence Day

In India, Independence Day is celebrated by the people of all religions, cultures and traditions with great joy and happiness. Independence Day in India is observed on 15th of August every year from 1947 as our country became independent on the same day from the British rule almost after 200 years of slavery.

It has been declared as the national holiday when all the schools (government or private), offices, colleges, universities, educational institutions, organizations, companies and business centres remain closed. It is celebrated with big enthusiasm in every schools, colleges and other educational institutions by the students and staff.

They participate and perform in dancing, drama, singing, playing indoor games, outdoor



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sports,cultural activities, quiz competitions, awards distribution, etc during celebration. First of all theNational flag is unfurled by the chief guest or School Principal, National Anthem is sung with fluteand drum and then march past and procession in the streets takes place.

A big celebration event is organized by the government of India at the Rajpath, India Gate in theNational Capital, New Delhi where people of all religion, culture and tradition gather to listen the

patriotic speech by our Prime Minister.By celebrating this event we commemorate those all great people who had sacrificed their lives andloved ones in making India an Independent country. We feel indebted by their sacrifices for thecountry.

Essay Writing On Republic Day

Republic day also called as 26 January which is celebrated every year as this day is of great importance for every Indian. Because at this day India was declared as the republic country as wellas constitution of India came into force after independence of long years of struggle. India gotindependence on 15th of August in 1947 and two and half years later it became a DemocraticRepublic.On 20th of August 1947 a draft committee was constituted to prepare a draff for permanentconstitution of India. Dr. B.R. Ambedkar was the main architect as a chairman of DraftingCommittee who took responsibilities and submitted the constitution of India to the Assembly on 4thof November in 1947 however it took years to get enforced on 26th of January in 1950 to honour thepledge of “PURNA SWARAJ”.

Republic day is the national holiday in India when people celebrates this great day of honour in theirown way through media, speech at schools or get participated in quiz competitions related tofreedom of India. At this day a big event gets organized by the Government of India at the Rajpath.New Delhi where a parade takes place by the Indian army and state tableau in front of the India Gatein the presence of President of India after unfolding the Indian Flag and singing National Anthem.Generally the representatives from our friend allied country is invited as a chief guest to celebratethe function with our president of the country.

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Questions for Practice

- Rainy season
- My role model, the person I like the most



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- Pleasure of reading
- Importance of homework
- Personality development
- Beti Bachao, Beti Padhao
- Punctuality

SUBJECT AND VERB AGREEMENT (CONCORD)

Rule 1

Singular subjects take singular verbs and plural subjects take plural verbs.

- Eg: 1. Even an *animal* has its own territory. (singular)
2. Even *animals* have their own territory. (plural)

Rule 2

Ensure the verb agrees with the true subject and not with an intervening plural object of a preposition or any other intervening plural.

- Eg: 1. The *box* of Devi's chocolates *is* missing.
2. His *experience* as teacher to boys and girls *gives* him understanding.
3. The *prices* of new model *vary* from town to town.

Rule 3

Subjects joined by *and* usually plural and take plural verbs.

- Eg: 1. His phone *and* my pen were stolen.
2. Sony *and* Sanjay are friends.

EXCEPTION:

(a) If a subject consisting of two singular nouns connected by *and* refers to the same person or thing, a singular verb is used.

- Eg: 1. My best friend *and* advisor *has* met me.

(b) When two subjects connected by *and* are preceded by *each*, *every* or *many a*, a singular verb is used.

- Eg: 1. *Each* man *and* boy *is* expected to come.
2. *Every* shirt *and* coat *is* marked for reduction sale.

Rule 4

Words like with, together with, along with, besides, as well as, including, in addition to, etc, do



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(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

not affect the number of the verb. If the subject is singular, a singular verb is required; if plural, a plural verb is used.

Eg: 1. The television along with the cabinet *is* to be sold.

2. Ms. Paul with her sons and daughters *is* going to the party.

3. The chief competitor as well as ourselves *has* obliged to increase prices.

Rule 5: If the subject is made up of both singular and plural words connected by *or*, *nor*, *either...or*, *neither...nor*, *not only...but also*, the verb agrees with the nearer part of the subject:

Eg: 1. Neither the quality nor the prices *have* changed.

2. Neither the prices nor the quality *has* changed.

3. Not only the Headmaster but also the teachers *are* in favour of the students.

4. Not only the teachers but also the Headmaster *is* in favour of the students.

5. Neither the salesmen nor the buyer *is* in favour of the system.

6. Neither the buyer nor the salesmen *are* in favour of the system.

Rule 6

If the subject consists of two singular words connected by *or*, *neither...nor*, *either...or*, the subject is singular and requires a singular verb.

Eg: 1. Neither our accounts dept nor our head office *has* a record of the transaction.

2. Sunitha or Neelima *has* the swimming suit.

3. Either October or November *is* a good vacation month.

4. Neither the radio nor the television *was* in working order.

Rule 7

Nouns that are plural in form but singular in meaning such as *news*, *measles*, *mumps*, *physics*, *electronics*, *tactics*, *economics* and so on usually take singular verbs.

Eg: 1. News *is* travelling faster than ever before.

2. Physics *has* fascinated me.

Rule 8

Plural verbs are required for many nouns that have no singular form such as *proceeds*, *goods*, *ashes*, *remains*, *credentials*, *premises*, etc.,.

Eg: 1. The proceeds of the magic show *are* to be given to the fund for soldiers' welfare.

2. The goods *are* being dispatched today by goods train.

Rule 9



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(AUTONOMOUS)

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A collective noun can be used as singular as well as plural based on the meaning used with.

- Eg: 1. The committee *has* agreed with the proposal.
2. The board of directors *meets* once in a month.
3. The team India *are* in good form.
4. The committee *were* dismissed for irregularities.

Rule 10

When nouns expressing *periods of time, amounts of money or quantities* are considered as a single unit, singular verbs are used.

- Eg: 1. Ten rupees *seems* too much for the job.
2. Three months *is* a too long a time to wait.
3. The number of board members *is* very small.
4. That Rs: 1,00,000 *was* paid for his hard work.

Rule 11

After *one-half of, two-thirds of, a part of, a majority of* – use a singular verb if a singular noun follows the *of* or use a plural verb if a plural noun follows the *of*.

- Eg: 1. A part of the office *is* closed.
2. Two-thirds of the mailing list *has* been typed.
3. The majority of the staff members *live* here.
4. Part of the walls *are* to be painted.

Rule 12

The expression *the number* has a singular meaning and requires a singular verb; the expression *a number* has plural meaning and takes plural verb.

- Eg: 1. The number of board members *is* very small.
2. A number of board members *were* absent.
3. The number of orders *is* yet to deliver.
4. A number of the staff *are* going on leave.

Rule 13

In sentences containing *one of the*, a singular verb is used; in sentences containing *one of those who or one of the things that*, a plural verb is used.

- Eg: 1. One of the reasons for his demotion *is* carelessness.
2. One of the pens *is* found missing.
3. He is one of those managers who *have* arrived.



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(AUTONOMOUS)

Karakambadi Road, Venkatapuram (Vi), Tirupati.

4. It is one of the apples that *are* rotten.

Rule 14

Certain collective nouns, though singular in form, are always used in the plural sense and take plural verb. For example, *gentry, cattle, poultry, alphabet, offspring, etc.,*

Eg: 1. These poultry *are* ready for sales.

2. There *are* 26 alphabet in English.

Rule 15

Certain nouns are always used in singular and followed by singular verbs. For example, *hair, issue, advice, information, scenery, luggage, mischief, bread, abuse, furniture, land, business, machinery, poetry, etc.,*

Eg: 1. His hair *has* turned grey now.

2. The scenery of the hill *is* beautiful.

3. All the machinery *is* old.

Rule 16

The words *each, every, either and neither* used as pronouns or as adjectives, are always singular and require singular verbs.

Eg: 1. Each of them *does* have political ambitions.

2. Every student of them *is* interested to join.

3. Neither of the boys *is* mischievous.

Note: If parenthetical *each* follows a plural noun or pronoun, the verb should be plural.

Eg: 1. The members each *feel* their responsibility.

2. Ten each of these books *are* required.

Rule 17

All, any, more, most, some may be singular or plural depending on the meaning, and take verbs accordingly.

Eg: 1. Some of the books *seem* too old.

2. Some of the food *is* not good.

3. All the typing *has* been finished.

4. All the reports *have* been typed.

Rule 18

The following words and their compounds are always singular and require a singular verb.



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Body (anybody, everybody, somebody...)

Thing (something, anything, nothing....)

One (anyone, no one, someone, ...)

Eg: 1. Something *is* wrong with him.

2. Anyone *is* enough to do the job.

Rule 19

A relative pronoun (*who, which, that*) used as a subject takes a singular or plural verb to accord with its antecedent.

Eg: 1. Measles *is* among the diseases that *are* curable.

2. This is the only one of the local Papers that *prints* a weekly horoscope.

Correction of Sentences with Justification

1. Using If conditionals

Incorrect: If I will visit London, I will meet you.

Correct: If I visit London, I will meet you.

Rule

Use simple present tense to refer to the future after conjunctions like when, after, if, as soon as.

Examples

I will talk to him when I see him in the next two days.

I will call you as soon as I arrive at the airport.

If the plan succeeds, I will come.

2. Married with/married to

Incorrect: She is married with an engineer

Correct: She is married to an engineer.

Rule

To is a correct preposition to use with married.

3. Every with (singular noun)/ Every with (plural noun)



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Incorrect: Every students is intelligent in the class.

Correct: Every student is intelligent in the class.

Rule

A Singular noun is used with every.

4. Using but and although together

Incorrect: Although it was raining, but we went to market.

Correct: Although it was raining, we went to market.

Rule

If the sentence starts with although, don't use but with that.

Examples

Although cell phones have many merits, demerits cannot be overlooked.

Although he was not well, he attended the function.

5. Your/you're

Incorrect: What were your answer?

Correct: What was your answer?

Rule

Your indicates possession that is something belonging to you while “You're” is a contraction for “you are”.

Examples

Where is your cell phone?

You're responsible for this project.

6. Its/it's

Incorrect: Its Sunday morning.

Correct: It's Sunday morning.

Rule

“It's” is a contraction for it is.

“Its” is a possessive pronoun for things.

Examples



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The floor looks great with its new mat.

It's raining outside.

7. There/their/they're

Incorrect: Parents work for there children.

Correct: Parents work for their children.

Rule

There is generally used for a place.

Their refers possession, something belonging to them.

They're is a contraction for They are.

Examples

Children are playing with their toys.

There are many shops.

They're going to Delhi.

8. Unique/most unique

Incorrect: This is the most unique dress.

Correct: This is the unique dress.

Rule

Adjectives like unique, ideal, entire, extreme, perfect do not admit different degrees of comparison.

Examples

That job is perfect for him.

These conditions are ideal.

9. Me/ I

Incorrect: Smith and me went to the mall.

Correct: Smith and I went to the mall.

Rule

When talking about doing some activity with someone else, use his/her name followed by I.

Examples



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My brother and I love ice cream.

John and I are planning a trip.

10. Then/than

Incorrect: She is beautiful then her.

Correct: She is beautiful than her.

Rule

Than is used for a comparison.

Then is used for planning a schedule or to indicate instructions.

Examples

He is clever than her.

First I will go to Amritsar then Delhi.

11. Amount/number

Incorrect: A greater amount of people are visiting the stadium.

Correct: A greater number of people are visiting the stadium.

Rule

The amount is used for uncountable commodities.

The number is used for countable things.

Examples

A large amount of sand is needed for the project.

We can watch a number of TV shows.

12. Fewer/less

Incorrect: There are less dresses.

Correct: There are fewer dresses.

Rule

Fewer is used for countable items.

Less is used for uncountable commodities.

Examples

There was a less rainfall last year.



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There are fewer students in the class.

13. Did not

Incorrect: I did not saw him yesterday.

Correct: I did not see him yesterday.

Rule

Use base form of the verb with did.

Examples

I did not study Maths.

He didn't get up early today.

Her mother did not allow her to go out with her friends.

14. Too/enough

Incorrect: This shirt is too enough for me.

Correct: This shirt is too big for me.

Rule

Too is used before adjectives and adverbs. So,, in the above sentence use too with the adjective big.

Enough is used before nouns.

Examples

I don't have enough time.

The ring was too small.

15. Gerunds

Incorrect: We enjoy to go for walk after dinner.

Correct: We enjoy going for walk after dinner.

Rule

A gerund is a verb form which functions as a noun. In other words, a gerund is a noun made from a verb by adding "-ing." There are some verbs like dislike, which are always followed by a gerund.

Examples



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We, enjoy going for a walk. (The gerund always follows the verb 'enjoy'.)

I love eating ice cream.

16. Every day/every day

Incorrect: He need a car for his every day activities.

Correct: He need a car for his everyday activities.

Rule

Every day is an adjective that means commonplace or happening every day.

Every day is an adverbial phrase that means each day or daily. It can be replaced with each day or all days.

Examples

I meet him every day.

He goes to college every day.

I need a laptop for my everyday work.

17. Possession shared by two persons

Incorrect: It is Smith's and Peter's car.

Correct: It is Smith and Peter's car.

Rule

Use apostrophe only, after the name of the second person

Example

This is Mark and Smith's house.

18. His/hers/its

Incorrect: The dog lost his bone. (The gender is unknown.)

Correct: The dog lost its bone.

Rule

Use "it" if you don't know the gender of an animal.

Example

His dog participates in many dog shows. It has won many prizes.



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19. Well/good (happiness)

Incorrect: He feels well.

Correct: He feels good.

Rule

Use good when expressing happiness.

Examples

She feels good after attending a concert.

He feels good by working for the company.

20. Well/good (quality)

Incorrect: She cooks good.

Correct: She cooks well.

Rule

Use well when expressing a quality of someone or something.

Examples

The machine works well.

She sings well.

21. Each is/ Each are

Incorrect: Each of the cars are fast.

Correct: Each of the cars is fast.

Rule

Use singular verb (is) with indefinite pronouns (such as each, none, neither)

Example

Each of the students is fast.

Neither of them is my classmate.

One of my friends is obese.

22. One of the ...

Incorrect: One of the train is late.



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Correct: One of the trains is late.

Rule

In the above sentence, the singular countable noun train follows the quantifier one, which requires a plural noun.

Examples

Taj Mahal is one of the seven wonders of the world.

He is one of my best friends.

23. Police is / police are

Incorrect: The police is coming.

Correct: The police are coming.

Rule

Use plural form 'are' when referring to police in general. The word police is an aggregate noun, a word representing an indefinite number of parts; aggregate nouns have a plural form. When referring to a single person or a specific department, use singular 'is'.

Examples

The police are blocking off the street where the robbery occurred.

The police department is at the corner of the Main street.

24. Misplaced adverbs

Incorrect: He almost washed all of the cars.

Correct: He washed almost all of the cars.

Rule

Be careful where the adverb is placed in the sentence as it has a different meaning. Both the sentences above have the different meaning.

25. The omission of second part of comparison

Incorrect: Smith likes Maths more than English.

Correct: Smith likes Maths more than he likes English.

26. An/a



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Incorrect: It is a old television set

Correct: It is an old television set

Rule: If the beginning of the word sounds like a consonant, we use a. If it sounds like a vowel, we use an. We hear a vowel sound at the beginning of uncle and a consonant sound at the beginning of university (you-ni-ver-sity).

Examples:

a horse

an hour

a university

27. Alternative/alternate

Incorrect: The salad is a healthier alternate.

Correct: The salad is a healthier alternative.

Rule

Alternate: Occur in turn repeatedly.

Alternative: Available as another possibility or choice.

Examples

The government alternate between the two parties.

The various alternative methods for resolving disputes.

28. Amicable / Amiable

Incorrect: The teams were amicable.

Correct: The teams were amiable.

Rule

Amicable: Used for arrangements or settlements agreed peacefully by parties.

Amiable: used to describe kind, gentle and friendly people.

Examples

The amiable young man greeted me.

The meeting was amicable.

29. Among/between



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Incorrect: She could not decide among the two shirts.

Correct: She could not decide between the two shirts.

Rule

Use 'between' when the comparison involves only 2 choices. 'Among' is used when there are 3 or more choices.

Examples

They had to choose the winner between the red and the blue teams.

They had to choose the winner among the 5 competing teams.

30. Beside /besides

Incorrect: Ask him to sit besides me.

Correct: Ask him to sit beside me.

Rule

Beside means next to

Besides means in addition to

Examples

The bride was sitting beside the groom at the reception.

Besides her famous cupcakes, she will donate cookies and a pie to the bake sale.

31. Bring /take

Incorrect: He will bring the book from his friend.

Correct: He will take the book from his friend.

Rule

Bring: Take or go with (someone or something) to a place.

Take: Lay hold of (something) with one's hands; reach for and hold.

Examples

In an emergency, my son could drive up and bring us home.

He leaned forward to take her hand.

32. Can /may

Incorrect: I may drive because I passed the driving test.



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Correct: I can drive because I passed the driving test.

Rule

Can is used to express ability.

May is used for Expressing possibility.

Examples

I can talk to her as she is my friend.

It may rain tomorrow.

33. Deadly/deathly

Incorrect: A bee sting can be deathly.

Correct: A bee sting can be deadly.

Rule

Deadly: Causing or able to cause death.

Deathly: Resembling or suggestive of death.

Examples

It is a deadly weapon.

His face was deathly pale.

34. Farther /further

Incorrect: We will drive no further tonight.

Correct: We will drive no farther tonight.

Rule

Farther refers to physical distance.

Further refers to moreover; in addition; to a greater extent.

Examples

We had to walk farther than the map indicated.

New Delhi is farther from Mumbai than from Noida.

We need to discuss this further.

35. Since/for

Incorrect: I've been in America since 3 months.



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Correct: I've been in America for 3 months.

Rule

Preposition For indicates the length of a period of time.

Preposition Since is used for a precise moment in time

Examples

for 20 minutes

for three days

for 6 months

for 4 years

for 2 centuries

for a long time

since 9am

since Monday

since January

since 1997

since 1500

since I left school

36. On/in

Incorrect: In January 13th, I will be twenty.

Correct: On January 13th, I will be twenty.

Rule

On: Indicating the day or part of a day during which an event takes place.

In: used for unspecific times during a day, month, season, year:

Examples

He will report on September 26

On a very hot evening in July.

She always reads newspapers in the morning.

In the summer, we have a rainy season for three weeks.

The new semester will start in March.

I was born in 1990.



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37. No one/anyone

Incorrect: At the party, I didn't meet no one.

Correct: At the party, I didn't meet anyone.

Rule

The sentence becomes a double negative with the inclusion of both didn't and nobody.

Examples

I don't talk to anyone in the evening.

I like no one in their family.

38. If I was/If I were

Incorrect: If I was going to the movies...

Correct: If I were going to the movies...

Rule

Use were after I when wishing something.

Examples

If I were the prime minister...

If I were given the chance...

39. Themselves

Incorrect: They organised the party themselves.

Correct: They organised the party themselves.

Rule

The word Themselves is not in a dictionary. Themselves is a correct word to use.

Examples

They will do their work themselves.

They do the arrangements themselves.

40. Very/really

Incorrect: I felt very fantastic.

Correct: I felt really fantastic



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Rule

In many sentences both really and very can be used but there are some exceptions like Really is Used to emphasize a statement or opinion.

Examples

I really want to go.

I really think she is beautiful.

Very cannot be used in these sentences.

41. Superlative

Incorrect: She is more tall than Sita.

Correct: She is taller than Sita.

Rule

Comparative adjectives describe a noun as having more of a certain quality than another person or thing. Many adjectives take the comparative form by adding -er to the word (softer, nicer, taller).

Examples

She is shorter than Ram.

He is smarter than David.

42. In my point of view/From my point of view

Incorrect: In my point of view, the coaching class really helps.

Correct: From my point of view, the coaching class really helps.

Rule

Use either from my point of view or In my view. In my point of view is incorrect.

Examples

From my point of view, she has taken a good decision.

In my view, Robbert is the right person for the job.

43. During/for

Incorrect: She studied for the football game.



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Correct: She studied during the football game.

Rule

During: Throughout the course or duration of a period of time.

For: Indicating the length of a period of time.

Examples

The restaurant is open during the day.

My sister studied for five hours.

He was jailed for 12 years.

44. Could be better than that/Couldn't be better than that

Incorrect: It could be better than that. (when it is the best)

Correct: It couldn't be better than that (when it is the best)

Rule

It couldn't be better than that is used when the thing is the best.

It could be better than that is used when there is room for improvement.

45. Awhile /a while

INCORRECT: I'll stay in Mumbai for awhile.

CORRECT: I'll stay in Mumbai for a while.

Rule

Awhile: Adverb that means "for a while." That is for a short time.

While: means "a period of time."

So in the above sentence, we cannot use awhile with for as there will be a repetition of "for".

Examples

We chatted for a while.

Stand here awhile.

46. Alot/a lot

INCORRECT: He likes her alot.

CORRECT: He likes her a lot.

Rule



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Alot is not a word. A lot is the correct word.

Examples

They travel a lot.

They do a lot of shopping.

47. Forty/fourty

INCORRECT: She gave me fourty dollars.

CORRECT: She gave me forty dollars.

Rule

Spellings of the number 4 is four and spellings of the number 40 is forty.

48. lightning/lighting

Incorrect: A tremendous flash of lighting.

Correct: A tremendous flash of lightning.

Rule

Lightning: Natural electrical discharge of very short duration in the atmosphere, accompanied by a bright flash.

Lighting: Equipment in a room, building, or street for producing light.

Examples

These clouds often bring thunder and lightning.

They use fluorescent bulbs for street lighting.

49. Loose/lose

Incorrect: I don't want to loose the job.

Correct: I don't want to lose the job.

Rule

Loose: Not firmly or tightly fixed in place.

Lose: Be deprived of or cease to have or retain (something)

Examples

The lid of the container is loose.

I don't want to lose her.



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50. Passed/past

INCORRECT: The car past the bus.

CORRECT: The car passed the bus.

Rule

Passed: Move or cause to move in a specified direction.

Past: Gone by in time and no longer existing.

Examples

He passed through towns and villages.

The danger is now past.

51. Pore/pour

INCORRECT: Words pored from his mouth

CORRECT: Words poured from his mouth

Rule

Pore: A minute opening in a surface

Pour: Flow rapidly in a steady stream.

Examples

Skin cleansing products help remove dirt and germs from the skin surface and pores.

Water poured off the roof.

52. Pronunciation/pronunciation

INCORRECT: I cannot understand his pronunciation.

CORRECT: I cannot understand his pronunciation.

Rule

The verb is pronounce but the noun is pronunciation.

53. Tough/though

Incorrect: You will be informed of its progress, slow tough that may be.

Correct: You will be informed of its progress, slow though that may be.

Rule



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Though: Despite the fact that; although.

Tough: Difficult and requiring determination or effort.

Examples

Though they were speaking in undertones, I could hear them.

We have six tough matches in a row.

54. Two / too

Incorrect: He wore suits that seemed a size two small for him.

Correct: He wore suits that seemed a size too small for him.

Rule

Two: A number two.

Too: To a higher degree than is desirable, permissible, or possible; excessively.

Example

A romantic weekend for two in Paris.

He was driving too fast.

55. Weather/whether

Incorrect: If the whether is good we can go for a walk.

Correct: If the weather is good we can go for a walk.

Rule

Weather: The state of the atmosphere at a particular place.

Whether: Expressing a doubt or choice between alternatives.

Example

The forecast is for brighter weather after days of rain.

He seemed undecided whether to go or stay.

56. Wreck/wreak

Incorrect: The plane was reduced to a smouldering wreak.

Correct: The plane was reduced to a smouldering wreck.

Rule

Wreak means to cause a large amount of damage or harm.



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Wreck means debris or remainder.

Examples

The wreck of their marriage.

Torrential rainstorms wreaked havoc yesterday.

57. Who's/whose

Incorrect: Whose there?

Correct: Who's there?

Rule

Who's: Contraction of Who is or who has.

Whose: Belonging to or associated with which person.

Examples

Whose round is it?

Then there's the blogger who's only blogging because he has no one else to turn to.

58. Averse/adverse

Incorrect: Taxes are having an averse effect on production.

Correct: Taxes are having an adverse effect on production.

Rule

Averse means having a strong dislike of or opposition to something.

Adverse means harmful or unfavourable

Examples

Adverse weather conditions.

He is averse to smoking.

59. "Too....to" format

Incorrect: She is too honest so that she cannot lie.

Correct: She is too honest to lie.

Rule

Don't use so that in the above sentence structure. It can either be She is too honest to lie or She is so honest that she cannot lie.



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Example

John is too weak to walk.

60. Before/ago

INCORRECT: He went five minutes before.

CORRECT: He went five minutes ago.

Rule

Ago: Before the present; earlier.

For ago, a specific time must be mentioned.

Examples

I met my wife twenty years ago.

Your boss phoned five minutes ago.

Before: During the period of time preceding (a particular event or time)

They lived rough for four days before they were arrested

61. Disinterested / uninterested

INCORRECT: He is totally disinterested in Maths.

CORRECT: He is totally uninterested in Maths.

Rule

Disinterested: Not influenced by considerations of personal advantage.

Uninterested: Lack of interest.

Example

The financial dispute was settled by a disinterested third party. Many students are uninterested in sports.

62. Either is/ either are

Incorrect: Either Jack or Joan are correct.

CORRECT: Either Jack or Joan is correct.

Rule

Generally, a singular verb is used with either.

Examples



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He will buy either the Honda or the Ford.

I will eat either ice cream or pancakes.

Either the novel or the textbook belongs to John.

However, when we have one singular choice and one plural, then the verb agrees with the nearer one.

Examples

Either the house or flats are for sale.

Either the flats or the house is for sale.

63. Each ... their/All ... their

INCORRECT: Each candidate should have their own stationery.

CORRECT: All candidates should have their own stationery.

Rule

Each is singular and their is plural. So use all.

Examples

All students should have their own lunch.

All employees should use their own computers.

64. Better/best

INCORRECT: Who's the best performer, John or Smith?

CORRECT: Who's the better performer, John or Smith?

Rule

Use the word better for comparing two people or things and use the word best to compare three or more people or things.

Examples

Which colour is better, red or blue?

Smith is the best student in the class.

65. These/those

INCORRECT: Do you visit these temples over there?

CORRECT: Do you visit those temples over there?



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Rule

The plural of this is these. Use these for nearby things or people.

The plural of that is those. Use those for things or people at a distance.

Examples

You can purchase these dresses now. Later, we may not visit the same mall.

I will purchase those dresses next week when I visit the mall.

66. Waiting on/waiting for

INCORRECT: She waited on the train, but it didn't come.

CORRECT: She waited for the bus, but it didn't come.

Rule

Wait on means to serve.

Wait for means waiting for someone or something.

Examples

A maid was appointed to wait on her.

The children are waiting for their parents.

67. Ran/run

INCORRECT: The thief has ran away.

CORRECT: The thief has run away.

Rule

Run is an irregular verb.

Simple past of run: ran

Past participle of run: run

The above sentence is present perfect so past participle (run) has to be used.

Examples

She runs every day.

She ran yesterday.

They have run every day this week.

68. suppose to/supposed to



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INCORRECT: I'm suppose to write assignments.

CORRECT: I'm supposed to write assignments.

Rule

Suppose is a verb. Its past participle form is -ed. With a helping verb, its past participle form is used.

Examples

I am supposed to call her.

I am supposed to help her.

69. Let he/let him

Incorrect: Let he go there.

Correct: Let him go there

Rule

After let pronoun is used in the objective form.

Examples

Let him call her.

Let her try.

70. Whom/who

Incorrect: The person whom we met yesterday was Smith's uncle.

Correct: The person who we met yesterday was Smith's uncle.

Rule

Who is used to refer to the subject of a sentence.

Whom is used to refer to the object of a verb or preposition.

Ask yourself the question:

Who called me?

OR

Whom called me?

If the answer is he, then who is correct.

If the answer is him, then whom is correct.

So, who called me is the right option.



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Examples

Who is the team leader? (He is)

Who ate my sandwich? (He has)

Whom should I call? (Call him)

71. We, you, they

Incorrect: You, they and we should go together.

Correct: We, you and they should go together.

Rule

First use personal plural (we), followed by second person plural (you), and the third person plural (they).

72. Each other/ one another

Incorrect: They both love one another.

Correct: They both love each other.

Rule

Each other is used for two persons.

One another is used for three or more people.

Examples

The two brothers love each other.

His family members love one another.

73. Mathematics is/Mathematics are

Incorrect: Mathematics are his favourite subject.

Correct: Mathematics is his favourite subject.

Rule

The plural verb (are) does not agree with the singular subject Mathematics. There are some nouns that appear to be plural but in actual they are singular. For example, Physics, Robotics, Civics, Diabetes, Mechanics, Billiards, Gymnastics.

Examples

Robotics is the emerging branch of engineering.



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She thinks Physics is a difficult subject.

74. Know

Incorrect: I know to drive a car.

Correct: I know how to drive a car.

Rule

Know is generally followed by how, when, where and why.

Examples

They know how to write a letter.

She knows how to cook.

75. Past tense in subordinate clause

Incorrect: She succeeded because she works hard.

Correct: She succeeded because she worked hard.

Rule

A past tense in the main clause is followed by a past tense in a subordinate clause.

Example

I visited the restaurant as I liked it.

He tried my number because he felt helpless.

76. Universal truth

Incorrect: My father said the earth moved round the sun.

Correct: My father said the earth moves round the sun.

Rule

In the case of a universal truth, a past tense in the main clause can be followed by a present tense in a subordinate clause.

Example

Our teacher said the sun rises in the east.

77. Present perfect continuous tense



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Incorrect: I am waiting for you in the office for the last two hours.

Correct: I have been waiting for you in the office for the last two hours.

Rule

Use Present Perfect Continuous Tense when an action began in the past and it is still going on at the time of speaking. Generally, it is used with adverbs of time (for, since, how long).

Examples

How long have you been working as a trainer?

78. Future Indefinite Tense

Incorrect: I will wait for them, till they will finish their work.

Correct: I will wait for them, till they finish their work.

Rule

Present Indefinite Tense is used in the clause of time, place and position. Future Indefinite Tense is not used in this case.

79. Past Indefinite Tense.

Incorrect: I have completed my project yesterday.

Correct: I completed my project yesterday.

Rule

Use Past Indefinite Tense with the Adverbs of Past time (yesterday, last week, in 2000).

Examples

My mother bought a gift for me yesterday.

We visited Agra last week.

80. Some/any

Incorrect: Can I borrow any money?

Correct: Can I borrow some money?

Rule

Some is used in questions for making a request or for offering something.

Any is generally used in negative sentences.



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Examples

Would you like some milk? (offering)

Can I borrow your laptop? (request)

I don't have any friends. (negative)

There isn't any food left. (negative)

81. Comparing two qualities of the same person.

Incorrect: Jack is wiser than strong.

Correct: Jack is more wise than strong.

Rule

The comparative in -er is not used while comparing two qualities of the same person or thing.

Example

Rohit is wiser than brave.

82. Senior than/senior to

Incorrect: She is senior than me.

Correct: She is senior to me.

Rule

To is the right preposition to use with senior

83. Phrasal Verb

Incorrect: Smith came across with a beggar.

Correct: Smith came across a beggar.

Rule

Came across is a phrasal verb which means happened to see or spot. So, use of with is unnecessary here.

Example

I came across my aunt.

84. Cardinal and Ordinal numbers



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Incorrect: The two last columns of the article are not clear.

Correct: The last two columns of the article are not clear.

Rule

A Cardinal Number is used for counting such as one, two, three, four, five.

An Ordinal Number is a number that tells the position of something, such as first, second, fourth, last.

An ordinal number always precedes the cardinal number.

Example

Last two overs were really interesting.

85. Missing subject

Incorrect: We noticed the man lying seriously ill and died shortly afterwards.

Correct: We noticed the man lying seriously ill and he died shortly afterwards.

Rule

The subject was missing after the conjunction and. So, add subject he to complete the sentence.

86. Neither nor

Incorrect: The company decided not to appoint him neither for the position of clerk nor for that of a stenographer.

Correct: The company decided to appoint him neither for the position of clerk nor for that of a stenographer.

Rule

Neither nor makes a statement negative. So, we use of not is extra.

Example

I eat neither chocolate nor ice cream.

87. Habit to/ habit of

Incorrect: She has the habit to arrive late.

Correct: She has the habit of arriving late.

Rule

The word habit is followed by of + ing.



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Examples

I have the habit of going to bed early.

She has the habit of biting nails.

88. The number is / The number are

Incorrect: The number of vehicles are increasing on the road.

Correct: The number of vehicles is increasing on the road.

Rule

The number of.... is treated as singular, so singular verb(is) should follow it.

A number of.... is treated as plural, so plural verb (are) should follow it.

Examples

The number of animals is decreasing.

A number of people are going to the movies.

89. Collocations

Incorrect: The reason I have been unable to pay the bill is due to fact that I did not receive pay on time.

Correct: The reason I have been unable to pay the bill is due to the fact that I did not receive pay on time.

Rule

Collocations are a pair or group of words that are habitually used together. Strong tea and heavy drinker are typical English collocations. It is due to the fact is also a collocation.

90. Superfluous errors (Repetition of words having the same meaning)

Incorrect: You must have to complete your assignment.

Correct: You have to complete your assignment.

Rule

Either use must or have to because both have the same meaning.

Examples

You have to be more cautious.

You must call him.



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91. As well as

Incorrect: The ring as well as necklaces are available at the shop.

Correct: The ring as well as necklaces is available at the shop.

Rule

As well as follows the primary subject. The primary subject, the ring is singular so singular verb (is) should be used.

92. Missing article before the Epic

Incorrect: Gita is his favourite holy book.

Correct: The Gita is his favourite holy book.

Rule

The Gita is the epic so the is used before it.

Example

The Mahabharata is the longest epic.

93. Emphasizes/emphasizes on

Incorrect: Our teacher emphasizes on the need for a lot of practice.

Correct: Our teacher emphasizes the need for a lot of practice.

Rule

The word emphasizes means features. So, the preposition on is unnecessary after emphasizes.

94. Admission for/admission to

Incorrect: The ticket grants admission for the show.

Correct: The ticket grants admission to the show.

Rule

To is the right preposition after admission.

95. Preposition after but

Incorrect: He does nothing but to find faults with others.

Correct: He does nothing but find faults with others.



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Rule

But is not followed by a [preposition](#) in the phrase.

Example

He does nothing but sits in front of the TV all day.

96. Blind with/ Blind in

Incorrect: Ram is blind with one eye.

Correct: Ram is blind in one eye.

Rule

With is used for accompanying/together. So, in is the right preposition to use after blind.

97. Use of the indefinite pronoun 'one'.

Incorrect: One should respect the religion of others as much as his own.

Correct: One should respect the religion of others as much as one's own.

Rule

The pronoun one's should follow the one. The pronoun his follows he.

Examples

He is responsible for his behaviour.

One should realise one's responsibilities.

98. Hard/hardly

Incorrect: It is a hardly job.

Correct: It is a hard job.

Rule

Hardly means rarely

Hard means difficult or tough.

Examples

He hardly gets up early.

I hardly knew any answer.

The question is really hard.



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99. Early/soon

Incorrect: He'll be home early.

Correct: He'll be home soon.

Rule

Early: Happening or done before the usual or expected time.

Soon: In or after a short time.

Examples

We ate an early lunch.

Everyone will soon know the truth.

100. Listen/listen to

Incorrect: She is listening music.

Correct: She is listening to music.

Rule

Intransitive verb listening follows a preposition too.

Example

I like to listen to music.