

SRM VALLIAMMAI ENGINEERING COLLEGE

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Department of English

Question Bank



I SEMESTER

(COMMON TO ALL BRANCHES)

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UNIT 1

SYLLABUS

Part A

- I. WH Questions [CO 1]
- II. Yes or No Question [CO 1]
- III. Single Word Substitutes [CO 1]
- IV. Pronouns [CO 1]
- V. Parts of Speech [CO 1]
- VI. Question Tags [CO 1]
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Part B

- I. Film and Series Review/Book Review [CO 1]
- II. Informal Letters [CO 1]
- III. Email [CO 1]

Part – A

‘WH’ Questions: [CO 1]

WH questions are open-ended questions that begin with words like who, what, where, when, why, which, and how, and they are used to ask for specific information rather than yes/no answers.

I. Read the following sentences and frame appropriate 'WH' questions:

[BTL-3]

- 1. My father works in Chennai.
- 2. The seminar begins at 10.00 a.m.
- 3. She bought a laptop yesterday.
- 4. They are travelling by train.
- 5. Rahul completed the project in three days.
- 6. The meeting was held in the conference hall.
- 7. The students visited Mahabalipuram last weekend.
- 8. The principal addressed the gathering.
- 9. The examination starts on Monday.
- 10. She is preparing for the placement interview.
- 11. The train arrived late.
- 12. Riya lives in Coimbatore.
- 13. They celebrated the festival with their family.
- 14. He wrote the assignment carefully.
- 15. We will meet our teacher tomorrow.
- 16. My brother works in Chennai.
- 17. My sister is learning German at a language institute.
- 18. The students completed the science project yesterday.



19. We are travelling to Mysuru by bus this weekend.
20. Rahul submitted his assignment before the deadline.

YES/NO QUESTIONS [CO 1]

A Yes/No question is a type of question that can only be answered with a 'yes' or a 'no'. It is also called a closed question because it limits the possible responses to these two options.

I. Frame appropriate yes/no questions for the following statements: [BTL-3]

1. Yes, he attends the English lab regularly.
2. Yes, they have completed the assignment.
3. Yes, the train arrived on time.
4. Yes, he can solve the problem easily.
5. Yes, the students are preparing for the semester examination.
6. Your brother works in Bengaluru.
7. The meeting will begin at 10.00 a.m.
8. She was absent yesterday.
9. The company has launched a new product.
10. They were discussing the project.
11. He likes reading novels.
12. You speak French fluently.
13. The children played in the park.
14. She has submitted the report.
15. We should follow traffic rules.
16. The teacher explained the lesson clearly.
17. They are waiting for the bus.
18. She will attend the placement training tomorrow.
19. The students have finished the laboratory work.
20. Rohan completed the online registration yesterday.



SINGLE WORD SUBSTITUTES: [CO 1]

Single word substitutes refer to the practice of replacing longer phrases or sentences with a single word that conveys the same meaning.

I. Choose the correct single-word substitutes for the following: [BTL-1]

1. A person who can speak many languages.
a) Linguist b) Novelist c) Scientist d) Artist
2. A place where books are kept for reading and borrowing.
a) Museum b) Library c) Laboratory d) Stadium

3. One who writes poems.
a) Poet b) Painter c) Actor d) Editor
4. A person who cannot read or write.
a) Scholar b) Illiterate c) Graduate d) Literate
5. A speech delivered without preparation.
a) Debate b) Lecture c) Extempore d) Seminar
6. A person who studies the stars and planets.
a) Astronomer b) Geologist c) Biologist d) Historian
7. A person who travels from one place to another for pleasure.
a) Tourist b) Merchant c) Sailor d) Farmer
8. A person who designs buildings.
a) Carpenter b) Architect c) Engineer d) Mason
9. A person who looks after sick people in a hospital.
a) Nurse b) Lawyer c) Pharmacist d) Pilot
10. A person who repairs electrical equipment.
a) Electrician b) Mechanic c) Plumber d) Carpenter
11. A government ruled by the people.
a) Monarchy b) Democracy c) Dictatorship d) Oligarchy
12. A person who is unable to hear.
a) Blind b) Deaf c) Dumb d) Lame
13. The study of plants.
a) Zoology b) Botany c) Geology d) Astronomy
14. A place where aircraft take off and land.
a) Harbour b) Airport c) Bus stand d) Railway station
15. A person who prepares and sells medicines.
a) Chemist b) Surgeon c) Dentist d) Veterinarian



II. Substitute the underlined phrases with appropriate one word substitutes: [BTL-1]

(philanthropist, pessimist, optimist, orphan, patriot, vegetarian, multilingual, astronomer, anonymous, autobiography)

1. Ramesh donates a major portion of his income to charitable organizations because he is a person who loves helping others.
2. My grandfather always expects the worst to happen; he is a person who always sees the negative side of things.
3. Despite many failures, Priya remains a person who always hopes for the best.
4. The little boy was raised in a children's home because he is a child who has lost both parents.
5. The soldiers sacrificed their lives because they were people who deeply love and serve their country.

6. Kavya does not eat meat or fish because she is a person who eats only plant-based food.
7. Our tour guide can communicate in six languages because he is a person who speaks many languages.
8. Dr. Anil spends his life studying stars and planets because he is a scientist who studies celestial bodies.
9. The donation was made without revealing the name of the donor.
10. Dr. A.P.J. Abdul Kalam wrote the story of his own life before his death.

PRONOUNS: [CO 1]

Pronouns are words used instead of nouns to avoid repeating the same names or things.

Types of Pronouns

Personal Pronouns – I, you, he, she, it, we, they

Possessive Pronouns – mine, yours, his, hers, ours, theirs

Reflexive Pronouns – myself, yourself, himself, herself, ourselves

Demonstrative Pronouns – this, that, these, those

Interrogative Pronouns – who, whom, whose, which, what

Relative Pronouns – who, whom, whose, which, that

Indefinite Pronouns – someone, anyone, everyone, nobody, something

Reciprocal Pronouns – each other, one another

Distributive Pronouns – each, either, neither.

I. Fill in the blanks with appropriate possessive pronouns.

1. This pen is not mine; it is _____.
2. The blue car belongs to Riya. It is _____.
3. These books belong to us. They are _____.
4. That house belongs to them. It is _____.
5. This bag belongs to you. It is _____.

[BTL-1]



II. Fill in the blanks with appropriate relative pronouns.

1. The girl _____ won the first prize is my sister.
2. This is the book _____ I borrowed from the library.
3. The man _____ lives next door is a doctor.
4. The laptop _____ I bought yesterday is very fast.
5. The teacher _____ taught us English has retired.

[BTL-1]

III. Choose the words that belong in the following sentences.

[BTL-3]

1. The teacher appreciated (we, us) for completing the project on time.
2. (Who, Whom) did you invite to the farewell party?
3. Sarah forgot to bring (her, hers) notebook to class.

4. (This, These) books belong to the college library.
5. The manager asked Ravi and (I, me) to attend the meeting.
6. The little girl looked at (herself, her) in the mirror.
7. (Whose, Who) is waiting outside the principal's office?
8. The students submitted (their, there) assignments before the deadline.
9. The puppy injured (it, itself) while trying to jump over the fence.
10. This laptop is (my, mine).

PARTS OF SPEECH: [CO 1]

There are 8 main parts of speech in English:

Noun – names a person, place, animal, or thing.

Pronoun – replaces a noun.

Verb – shows an action or state.

Adjective – describes a noun or pronoun.

Adverb – describes a verb, adjective, or another adverb.

Preposition – shows the relationship between words.

Conjunction – joins words, phrases, or sentences.

Interjection – expresses sudden feelings or emotions.

Choose the correct answers:

[BTL-1]

1. The little boy **laughed** loudly during the magic show.
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Preposition
2. The **honest** officer refused to accept the bribe.
 - a. Adverb
 - b. Verb
 - c. Adjective
 - d. Pronoun
3. We reached the station **before** the train arrived.
 - a. Conjunction
 - b. Interjection
 - c. Preposition
 - d. Noun
4. **Alas!** The old tree was cut down yesterday.
 - a. Verb
 - b. Adverb
 - c. Interjection
 - d. Pronoun
5. My uncle bought **an** electric scooter last week.
 - a. Article



- b. Adverb
 - c. Preposition
 - d. Conjunction
6. The birds flew **gracefully** across the lake.
- a. Noun
 - b. Adjective
 - c. Adverb
 - d. Verb
7. Priya and Meena participated in the competition **because** they enjoyed public speaking.
- a. Pronoun
 - b. Conjunction
 - c. Adjective
 - d. Interjection
8. **Those** students secured the highest marks in Mathematics.
- a. Verb
 - b. Demonstrative Pronoun
 - c. Adverb
 - d. Noun
9. The children played **inside** the classroom during the rain.
- a. Preposition
 - b. Noun
 - c. Adjective
 - d. Interjection
10. The **engineer** designed an energy-efficient building.
- a. Verb
 - b. Adjective
 - c. Noun
 - d. Adverb
11. Identify the noun form of **decide**.
- a. Decisive
 - b. Decision
 - c. Deciding
 - d. Decide
12. Identify the adjective form of **comfort**.
- a. Comfortably
 - b. Comforted
 - c. Comfortable
 - d. Comfort
13. Identify the noun form of the verb **inform**.
- a. Informative
 - b. Information

- c. Informing
 - d. Informed
14. Identify the adverb form of **patient**.
- a. Patience
 - b. Patiently
 - c. Patient
 - d. Patients
15. Identify the noun form of **strong**.
- a. Strength
 - b. Strengthen
 - c. Strongly
 - d. Stronger
16. Identify the adjective form of **beauty**.
- a. Beautify
 - b. Beautifully
 - c. Beautiful
 - d. Beautification
17. Identify the verb form of **success**.
- a. Successful
 - b. Succeed
 - c. Successfully
 - d. Successive
18. Identify the adverb form of **quiet**.
- a. Quietness
 - b. Quietly
 - c. Quieten
 - d. Quieter
19. Identify the noun form of **brave**.
- a. Bravely
 - b. Bravery
 - c. Brave
 - d. Embolden
20. Identify the adjective form of **skill**.
- a. Skillfully
 - b. Skilled
 - c. Skill
 - d. Skilfully

QUESTION TAGS: [CO 1]

Question tags are short questions added at the end of a statement to confirm or check information.

A positive statement usually takes a negative tag: She is happy, isn't she?

A negative statement usually takes a positive tag: He isn't coming, is he?

The tag usually uses the same helping verb as the statement.

The pronoun in the tag refers to the subject of the statement.

I. Change the following statements into questions using question tags: [BTL-3]

1. The students have submitted the assignments on time.
2. She can speak three languages fluently.
3. You will attend the placement training tomorrow.
4. Let us begin today's seminar.
5. Please switch off the classroom lights.
6. The library remains open until 8.00 p.m.
7. They were waiting outside the examination hall.
8. Everyone enjoyed the cultural programme.
9. We should protect our environment.
10. The Principal addressed the gathering during the annual day celebration.



II. Fill in the blanks with correct question tags: [BTL-3]

1. She has completed the project, _____?
2. The students are attending the workshop, _____?
3. You don't like spicy food, _____?
4. He can solve this problem, _____?
5. They have never visited Ooty, _____?
6. We should follow the traffic rules, _____?
7. The train arrived on time, _____?
8. Let us start the meeting, _____?
9. Everyone enjoyed the cultural programme, _____?
10. She wasn't present in yesterday's class, _____?

PREFIXES AND SUFFIXES: [CO 1]

Prefixes are letters or groups of letters added to the beginning of a word to change its meaning.

Suffixes are letters or groups of letters added to the end of a word to change its meaning or form.

I. Give the antonyms for the following words by adding suitable prefixes or suffixes. [BTL-3]

1. Honest
2. Legal
3. Possible
4. Responsible
5. Patient

II. Change the following words to noun forms using suitable suffixes. [BTL-3]

1. Decide
2. Perform
3. Achieve
4. Move
5. Develop

III. Choose the appropriate suffixes. [BTL-1]

1. Her kindness earned everyone's respect because of her kind _____.
a) -ship
b) -ness
c) -tion
d) -ment
2. The manager appreciated his punctual _____ at work.
a) -ity
b) -ness
c) -ship
d) -ward
3. The judge announced his decision with complete fair _____.
a) -ness
b) -ful
c) -ize
d) -ward
4. The children's curious _____ impressed the science teacher.
a) -ment



- b) -ity
c) -ness
d) -ship
5. Regular exercise improves fit _____.
a) -hood
b) -ness
c) -ship
d) -ance
6. Her accurate _____ helped the team avoid mistakes.
a) -ness
b) -tion
c) -cy
d) -ment
7. The new policy ensures safe _____ in the workplace.
a) -hood
b) -ship
c) -ty
d) -ness
8. The students celebrated their achieve _____ after the examination results.
a) -ance
b) -ment
c) -ness
d) -ship
9. The doctor admired the patient's brave _____ during treatment.
a) -ry
b) -ness
c) -tion
d) -ship
10. The team's leader displayed excellent leader _____ throughout the project.
a) -ship
b) -ness
c) -ment
d) -ity

IV. Make new words combining the base word with one of the following prefixes. [BTL-6]

Prefixes: Micro-, Super-, Mis-, Anti-, Pre-, Inter-, Co-, Multi-, Sub-, Trans-

1. National
2. Operate
3. Scope
4. Marine
5. Market

6. Conduct
7. Continental
8. Human
9. View
10. Script

PART – B

Film And Series Review/Book Review: [CO 1]

[BTL-4]

1. Write a review of a science fiction movie that you enjoyed.
2. Write a review of a web series that inspired you.
3. Write a review of a novel written by an Indian author.
4. Write a review of a biopic that you enjoyed watching.
5. Write a review of a documentary film that created social awareness.
6. Write a review of a children's book that you enjoyed reading.
7. Write a review of an animated movie with a meaningful message.
8. Write a review of an autobiography of a renowned personality.
9. Write a review of a comedy movie that entertained you.
10. Write a review of a mystery or thriller novel you have read.

INFORMAL LETTER: [CO 1]

[BTL-6]

1. Write a letter to your cousin describing your first day at college.
2. Write a letter to your friend inviting him/her to spend the summer vacation with you.
3. Write a letter to your younger brother advising him to limit his screen time and engage in activities that help build a strong personality.
4. Write a letter to your friend sharing your experience of attending a cultural festival.
5. Write a letter to your grandparents expressing gratitude for their love and support.
6. Write a letter to your friend describing an educational trip organized by your college.
7. Write a letter to your friend congratulating him/her on securing a campus placement.
8. Write a letter to your cousin explaining how you prepared for your semester examinations.
9. Write a letter to your friend encouraging him/her to participate in extracurricular activities.
10. Write a letter to your friend about the importance of maintaining a healthy lifestyle.

Email Writing: [CO 1]

[BTL-6]

1. As the Secretary of the Literary Club of your college, write an email to the Manager of a reputed publishing house requesting permission to organize an educational visit for students.

2. Write an email to the Head of the Training and Placement Cell requesting permission to conduct a career guidance programme for final-year students.
3. Write an email to the Librarian requesting the purchase of new reference books related to your department.
4. As the Class Representative, write an email to your Head of the Department requesting permission to organize a technical seminar.
5. Write an email to the Customer Care Department reporting a defect in a newly purchased laptop and requesting a replacement.
6. Write an email to the Manager of a hotel requesting information about room availability and tariff for an educational tour.
7. Write an email to your friend inviting him/her to attend your college cultural festival.
8. Write an email to your faculty mentor requesting leave for two days due to a medical emergency.
9. Write an email to the organizer of a national conference requesting registration details and the schedule of events.
10. Write an email to the Municipal Commissioner requesting immediate action to clear the garbage accumulation near your residential area.

UNIT II

SYLLABUS

Part A

- I. Tenses – Past [CO 2]
- II. Subject Verb Agreement [CO 2]
- III. Antonyms, Synonyms [CO 2]
- IV. Prepositions [CO 2]

Part B

- I. Writing Report [CO 2]
- II. Autobiography [CO 2]
- III. Paragraph Writing [CO 2]
- IV. Comprehension [CO 2]

Part A

TENSES – PAST: [CO 2]

I. Fill in the blanks with the suitable tense form of the verb (Past tense): [BTL-3]

1. Ayn Rand _____ to the supermarket yesterday.
Oscar Wilde is going to the supermarket right now. PG Wodehouse will go to the supermarket tomorrow.

2. Albus and Severus _____ chess yesterday.
Albus and Severus are playing chess right now.
Albus and Severus will play chess tomorrow.

3. You _____ your room yesterday.
You are cleaning your room right now.
You will clean your room tomorrow.

4. They _____ a movie yesterday. They are watching a movie right now. They will watch a movie tomorrow.

5. I _____ a letter yesterday. I am writing a letter right now. I will write a letter tomorrow.

6. Minerva _____ dinner yesterday. Minerva is cooking dinner right now. Minerva will cook dinner tomorrow.

7. We _____ the museum yesterday. We are visiting the museum right now. We will visit the museum tomorrow.

8. Albus _____ his friend yesterday. Albus is calling his friend right now. Albus will call his friend tomorrow.

9. You _____ that book yesterday. You are borrowing that book right now. You will borrow that book tomorrow.

10. They _____ the project yesterday. They are finishing the project right now. They will finish the project tomorrow.

11. Minerva _____ for the exam at 8 p.m. last night. Minerva is studying for the exam right now. Minerva will be studying for the exam at 8 p.m. tonight. Minerva will study for the exam again tomorrow.



12. Minerva _____ for three hours last night. Minerva is studying for the exam right now. Minerva will be studying for the exam at 8 p.m. tonight. Minerva will study for the exam again tomorrow.
13. Albus and Severus _____ on the project at 8 p.m. last night. Albus and Severus are working on the project right now. Albus and Severus will be working on the project at 8 p.m. tonight. Albus and Severus will work on the project again tomorrow.
14. Albus and Severus _____ on the project for three hours last night. Albus and Severus are working on the project right now. Albus and Severus will be working on the project at 8 p.m. tonight. Albus and Severus will work on the project again tomorrow.
15. You _____ the piano at 8 p.m. last night. You are practicing the piano right now. You will be practicing the piano at 8 p.m. tonight. You will practice the piano again tomorrow.
16. You _____ the piano for an hour last night. You are practicing the piano right now. You will be practicing the piano at 8 p.m. tonight. You will practice the piano again tomorrow.
17. They _____ the house at 8 p.m. last night. They are cleaning the house right now. They will be cleaning the house at 8 p.m. tonight. They will clean the house again tomorrow.
18. They _____ the house for three hours last night. They are cleaning the house right now. They will be cleaning the house at 8 p.m. tonight. They will clean the house again tomorrow.
19. I _____ my novel at 8 p.m. last night. I am writing my novel right now. I will be writing my novel at 8 p.m. tonight. I will write my novel again tomorrow.
20. I _____ my novel for three hours last night. I am writing my novel right now. I will be writing my novel at 8 p.m. tonight. I will write my novel again tomorrow.
21. Minerva _____ the meal at 8 p.m. last night. Minerva is cooking the meal right now. Minerva will be cooking the meal at 8 p.m. tonight. Minerva will cook the meal again tomorrow.
22. Minerva _____ the meal in one hour last night. Minerva is cooking the meal right now. Minerva will be cooking the meal at 8 p.m. tonight. Minerva will cook the meal again tomorrow.
23. Minerva _____ to the supermarket yesterday. Minerva isn't going to the supermarket right now. Minerva won't go to the supermarket tomorrow.
24. Albus and Severus _____ chess yesterday. Albus and Severus aren't playing chess right now. Albus and Severus won't play chess tomorrow.
25. You _____ your room yesterday. You aren't cleaning your room right now. You won't clean your room tomorrow.

SUBJECT VERB AGREEMENT: [CO 2]

I. Fill in the blanks with the correct verbs that agree with the subjects [BTL-2]

1. A clear purpose _____ (give/gives) direction even when the destination is uncertain. — Start With Why by Simon Sinek (Begin with a compelling purpose.)
2. Daily habits _____ (shape/shapes) the future more than occasional bursts of motivation. — The Compound Effect by Darren Hardy (Small actions accumulate into remarkable results.)

3. Every meaningful challenge _____ (offer/offers) an opportunity to grow. — Mindset by Carol S. Dweck (Challenges develop abilities through a growth mindset.)
4. Small improvements repeated consistently _____ (produce/produces) extraordinary results. — Atomic Habits by James Clear (Tiny improvements compound over time.)
5. The fear of failure _____ (prevent/prevents) many people from beginning. — Feel the Fear and Do It Anyway by Susan Jeffers (Act despite fear.)
6. Great leaders _____ (inspire/inspires) others through their actions rather than their titles. — Leaders Eat Last by Simon Sinek (Leadership is service and trust.)
7. Every setback _____ (contain/contains) the seed of a valuable lesson. — The Obstacle Is the Way by Ryan Holiday (Obstacles become opportunities.)
8. Courage and perseverance _____ (transform/transforms) ordinary people into remarkable achievers. — Can't Hurt Me by David Goggins (Mental toughness overcomes limits.)
9. A growth mindset _____ (encourage/encourages) lifelong learning. — Mindset by Carol S. Dweck (Abilities can be developed through effort.)
10. Your excuses _____ (limit/limits) your potential more than your circumstances. — The 5 Second Rule by Mel Robbins (Take action before hesitation wins.)
11. Deep, focused work _____ (require/requires) patience and discipline. — Deep Work by Cal Newport (Concentrated work creates exceptional value.)
12. The strongest character _____ (emerge/emerges) during difficult times. — The Gift of Imperfection by Brené Brown (Embrace vulnerability to build resilience.)
13. Consistent effort, not natural talent, _____ (determine/determines) lasting success. — Grit by Angela Duckworth (Perseverance matters more than talent.)
14. Every meaningful goal _____ (demand/demands) sacrifices that most people avoid. — The One Thing by Gary Keller (Focus on the highest-priority task.)
15. Successful people _____ (choose/chooses) responsibility instead of excuses. — The 7 Habits of Highly Effective People by Stephen R. Covey (Be proactive and take responsibility.)
16. Every group project _____ (produce/produces) at least one invisible teammate.
17. Minerva _____ to the market every morning. Albus and Severus _____ to the market every morning. They _____ to the market every morning. You _____ to the market every morning.
18. The team _____ practising every day this week. The committee _____ practising every day this week. The players _____ practising every day this week. They _____ practising every day this week.
19. Everyone _____ invited to the party tonight. Nobody _____ invited to the party tonight. Few _____ invited to the party tonight. Many _____ invited to the party tonight.



20. Gollum and Gandalf _____ ready for the show. The doctor and the nurse _____ ready for the show. Bread and butter _____ served with every meal. Fish and chips _____ served with every meal.
21. Either the manager or the employees _____ responsible for this. Either the employees or the manager _____ responsible for this. Neither the teacher nor the students _____ ready for this. Neither the students nor the teacher _____ ready for this.
22. The captain _____ celebrating the victory. The captain, along with the players, _____ celebrating the victory. The players _____ celebrating the victory. The players, along with the captain, _____ celebrating the victory.
23. There _____ a book on the desk. There _____ many books on the desk. There _____ some water in the glass. There _____ several glasses on the table.
24. Here _____ the key you were looking for. Here _____ the keys you were looking for. Here _____ your assignment sheet. Here _____ your assignment sheets.
25. Ten miles _____ a long distance to walk. Fifty dollars _____ a lot of money to spend. Three years _____ a long time to wait. The Godfather _____ a classic movie to watch.

ANTONYMS AND SYNONYMS: [CO 2]

I. Write synonyms and antonyms for each of the following words

[BTL-1]

1. incredulity
2. despair
3. conform
4. reign
5. valiant
6. ensnare
7. repulsion
8. indolent
9. lucid
10. petty
11. transient
12. optimist
13. innate
14. fatuousness
15. amelioration



conform, rebel; war, peace, peace, war; less, more; amelioration, deterioration; diligent, indolent; obscure, lucid; transient, permanent; acquired, innate; optimist, pessimist; wisdom, fatuousness, best, worst, wisdom, foolishness, great, small, large, petty, belief, incredulity, Light, Darkness, spring, hope, winter, despair, everything, nothing, War, Peace, Freedom, Slavery, trust, doubt, reign, Hell, serve, Heaven, ensnares, free, darkness, light, hate, love, Attraction, Repulsion, Love, Hate, Cowards, valiant, pain, pleasure

II. Complete the Statements with Semantically Opposed Words

1. If you want to stagnate, ___ to comfort, and if you want to succeed, ___ against your limits.
- Inspired by Atlas Shrugged by Ayn Rand and Illusions by Richard Bach
2. In ___ they sought ___, and in ___ they prepared for ___. - Vegetius
3. True poverty is not having ___, but wanting ___. - Seneca
4. In the absence of ___, ___ is inevitable. - Inspired by Sun Tzu
5. The ___ student outran the ___ genius. - Inspired by Aesop
6. The path forward looks ___ initially but becomes ___ with persistence. - Inspired by Meditations by Marcus Aurelius
7. Motivation is often ___, arriving in bursts and vanishing by morning; discipline is what must become ___. - Inspired by James Clear
8. Every world-class performer was once ___ in skill, not ___ in it — proof that mastery is built, not born. - Inspired by Anders Ericsson
9. The ___ sees the glass half full. The ___ sees it half empty. The opportunist drinks it while they're arguing.
10. His ___ in business was matched only by his ___ in love.
11. It was the ___ of times, it was the ___ of times, it was the age of ___, it was the age of ___, it was the epoch of ___, it was the epoch of ___, it was the season of ___, it was the season of ___, it was the ___ of ___, it was the ___ of ___, we had ___ before us, we had ___ before us, we were all going direct to Heaven, we were all going direct the other way. — Charles Dickens, A Tale of Two Cities
12. "If you can ___ yourself when all men ___ you, But make allowance for their doubting too" — Rudyard Kipling, "If—"
13. "Never give in, never give in, never, never, never, never-in nothing, ___ or ___, ___ or ___ — never give in except to convictions of honour and good sense." - Sir Winston Churchill
14. "Better to ___ in ___ than ___ in ___." - John Milton, Paradise Lost
15. "___ is ___. ___ is ___. Ignorance is strength." - George Orwell, 1984
16. "___ die many times before their deaths; The ___ never taste of death but once." — William Shakespeare, Julius Caesar
17. "Face your life, its ___, its ___, leave no path untaken." Neil Gaiman, The Graveyard Book.
In other words, carpe diem.
18. "I am no bird; and no net ___ me: I am a ___ human being with an independent will." Charlotte Brontë, Jane Eyre

19. "Darkness cannot drive out ____; only ____ can do that. Hate cannot drive out ____; only ____ can do that." — Martin Luther King Jr., "I Have a Dream"
20. "Without contraries there is no progression. ____ and ____, reason and energy, ____ and ____, are necessary to human existence." - William Blake, The Marriage of Heaven and Hell

"The opposite of ____ is not ____, it's indifference. The opposite of ____ is not ____, it's indifference. The opposite of ____ is not ____, it's indifference. And the opposite of ____ is not ____, it's indifference." — Nobel laureate Elie Wiesel

PREPOSITIONS: [CO 2]

I. Fill in the blanks with the most suitable prepositions:

[BTL-1]

At, under, before, for, on, across, about, to, above, during, from, after, through, with, over, between, of, into, around, by

1. He carefully placed the chandelier _____ the box _____ his friend.
2. The hikers walked _____ the forest _____ an experienced guide.
3. A bridge stretches _____ the river _____ the two villages.
4. We met _____ the station _____ sunrise.
5. The cat slept _____ the table _____ lunch.
6. The children ran _____ the playground _____ their classroom.
7. A colourful kite floated _____ the trees _____ the festival.
8. She received a letter _____ her cousin _____ the competition.
9. The painting _____ the castle hangs _____ the wall.
10. We gathered _____ the campfire _____ the lake.



Nearly ten years had passed _____ the Dursleys had woken _____ to find their nephew _____ the front step, but Privet Drive had hardly changed _____ all. The sun rose _____ the same tidy front gardens and lit _____ the brass number four _____ the Dursleys' front door; it crept _____ their living room, which was almost exactly the same _____ it had been _____ the night when Mr. Dursley had seen that fateful news report _____ the owls. Only the photographs _____ the mantelpiece really showed how much time had passed. Ten years ago, there had been lots _____ pictures _____ what looked like a large pink beach ball wearing different-colored bonnets -- but Dudley Dursley was no longer a baby, and now the photographs showed a large blond boy riding his first bicycle, _____ a carousel _____ the fair, playing a computer game _____ his father, being hugged and kissed _____ his mother. The room held no sign _____ all that another boy lived _____ the house, too. Yet Harry Potter was still there, asleep _____ the moment, but not _____ long. His Aunt Petunia was awake and it was her shrill voice that made the first noise _____ the day. "Up! Get _____! Now!" Harry woke _____ a start. His aunt rapped _____ the door again. "Up!" she screeched. Harry heard her walking _____ the

kitchen and then the sound _____ the frying pan being put _____ the stove. He rolled _____ his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorcycle _____ it. He had a funny feeling he'd had the same dream _____.

Part – B

REPORT WRITING: [CO 2]

[BTL-5]

1. Write an Event Evaluation Report to be submitted to the Event Organizing Committee. Critically evaluate the planning, execution, and effectiveness of the College Day Celebration you attended or helped organize.
2. Prepare a Field Visit Report to be submitted to your Head of the Department. Examine the educational value of a field trip by discussing your observations, learning outcomes, and its achievement of the stated objectives.
3. Write a Progress Report to be submitted to your Project Supervisor. Assess the progress of the College Website Development Project by comparing the planned objectives with the work completed, identifying challenges, and outlining the next phase of the project.
4. Prepare a Survey Findings Report to be submitted to the Research Committee. Conduct a survey on the impact of social media on students' study habits, analyse the findings, and present evidence-based recommendations.
5. Prepare a Maintenance Report to be submitted to the Hostel Warden. Assess the condition of the hostel building and its facilities, identify maintenance issues, and recommend necessary repairs.
6. Prepare a Comparative Product Report to be submitted to the Purchasing Committee. The committee plans to purchase Bluetooth earphones for guests attending a hackathon. Compare three Bluetooth earphones based on price, sound quality, battery life, comfort, durability, and warranty, and recommend the most suitable option.
7. Write a Feasibility Report to be submitted to the Management Committee. Evaluate the feasibility of establishing a bicycle parking facility on the college campus by examining its technical, operational, financial, and time requirements.
8. Prepare a Research Summary Report to be submitted to your Departmental Reviewer. Summarise research on a selected topic using at least three credible sources and discuss the key findings and their significance.
9. Write a Feasibility Report to be submitted to the Management Committee. Evaluate the feasibility of setting up a student Wi-Fi zone on the college campus by examining its technical, operational, financial, and time requirements.
10. Prepare a Recommendation Report to be submitted to the Principal. Investigate a problem in your institution, evaluate alternative solutions, and recommend the most appropriate course of action.

AUTOBIOGRAPHY, PARAGRAPH WRITING, COMPREHENSION: [CO 2]

I. Write a creative autobiographical narrative inspired by any one of the following philosophical quotations and the given object or concept. Use an imaginative first-person narrative to demonstrate creativity, innovation, critical thinking, systems thinking and effective communication (key attributes of an engineer) [BTL-6]

1. Write an autobiography of a to-do list that judges its owner in silence.
"Do. Or do not. There is no try." — Yoda
2. Write an autobiography of a folder with edited rough drafts in it.
"Ever tried. Ever failed. No matter. Try again. Fail again. Fail better." — Samuel Beckett
3. Write an imaginative autobiography of a pencil with an eraser on top. Describe your life from the pencil's point of view. Show how the pencil and the eraser have different opinions but work together to achieve common goals
"The opposite of a good idea is another good idea." — Niels Bohr
4. Write an autobiography of your own shadow, if it had been keeping a secret diary since your childhood.
"No man ever steps in the same river twice." — Heraclitus
5. Write the autobiography of your immune system, if it could narrate every invasion it fought in silence while you slept.
"What doesn't kill you makes you stronger." — Friedrich Nietzsche
6. Write an autobiography of a coin that passed through a thousand hands without ever being spent on what anyone truly wanted.
"Money is only a tool. It will take you wherever you wish, but it will not replace you as the driver." — Ayn Rand
7. Write an autobiography of a room that has been empty for twenty years.
"I am a cage, in search of a bird." — Franz Kafka
8. Write an autobiography of a New Year's resolution
"Everyone thinks of changing the world, but no one thinks of changing himself."
— Leo Tolstoy
9. Write a fictional autobiography of Instagram as an architect of artificial desires and borrowed identities, exploring how it replaces contentment by marketing endless longing.
"A woman without a man is like a fish without a bicycle." — Gloria Steinem
10. Write an autobiography of Google Maps that suddenly comes alive and enters the real world to find the relationship between 'reality' and photographs
"The map is not the territory." — Alfred Korzybski

II. Develop each of the following sets of hints into coherent paragraphs to produce a well-organised essay : [BTL-6]

1. setting clear goals - planning the day - prioritising important tasks - avoiding distractions
- working consistently - reviewing progress - achieving success

2. ambitious dream - difficult obstacles - determination - learning from failure - refusing to quit - persistent effort - fulfilling goals
3. daily schedule - important before urgent - avoiding procrastination - focused work - short breaks - completing tasks - greater productivity
4. self-control - healthy routine - punctuality - consistent practice - resisting distractions - personal growth - lasting achievement
5. initial setbacks - positive attitude - analysing mistakes - improving skills - perseverance - renewed confidence - eventual success

III. Write an essay on each of the topics given below. Organise your essay into well-developed paragraphs with suitable subheadings. [BTL-6]

1. The Power of Grit
2. Why Consistency Beats Talent
3. The Importance of Time Management
4. How Good Habits Shape Success
5. Learning from Failure
6. The Benefits of Lifelong Learning
7. The Role of Self-Discipline in Achievement
8. Overcoming Procrastination
9. Productivity in the Digital Age
10. The Value of a Growth Mindset
11. Turning Challenges into Opportunities
12. The Importance of Setting Goals
13. Smart Work and Hard Work
14. Managing Stress for Better Performance
15. How Reading Improves Critical Thinking

COMPREHENSION: [CO 2]

[BTL-2]

Read the passage and answer the questions that follow it.

Passage 1: History repeatedly reminds us that progress begins with people who dare to think independently. Society often rewards conformity because agreement creates comfort, yet many of the world's greatest writers have argued that genuine growth begins when an individual develops the courage to trust reason rather than popularity. Ralph Waldo Emerson expressed this idea most powerfully in his essay Self-Reliance. He believed that a person's greatest strength lies not in wealth, status, or public approval but in character and conviction. His famous advice, "Trust thyself," encourages individuals to cultivate confidence in their own judgment. Elsewhere, he concludes that "Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles." For Emerson, success is not measured by possessions but by the integrity of one's beliefs.

Henry David Thoreau transformed Emerson's philosophy into a way of life. Leaving behind the distractions of society, he sought simplicity at Walden Pond because he wished "to live deliberately." Thoreau believed that modern life often buries what truly matters beneath

unnecessary ambition and endless consumption. A meaningful life, he argued, begins by separating genuine needs from artificial desires.

More than two thousand years earlier, the Stoic philosopher Marcus Aurelius offered remarkably similar advice. He observed that "The happiness of your life depends upon the quality of your thoughts." Instead of attempting to control fortune or public opinion, he urged people to govern the only thing fully within their power—their own minds. True freedom, therefore, is an inner achievement rather than an external reward. The same spirit appears in the writings of Francis Bacon. His celebrated observation that "Reading maketh a full man" suggests that education should produce sound judgment rather than mere information. Knowledge, in Bacon's view, becomes valuable only when it strengthens wisdom and practical action.

Although these writers lived in different centuries and cultures, they converge on a timeless principle: a fulfilled life cannot be borrowed from society. Wealth may disappear, popularity may fade, and public opinion may change overnight, but disciplined thinking, moral courage, and intellectual independence remain lasting possessions. Their message is neither to reject society nor to glorify isolation. Rather, it is to build an inner foundation so strong that one can cooperate with others without surrendering one's principles. In an age shaped by algorithms, social media, and constant comparison, their words remain a powerful reminder that the most important voice we must learn to hear is our own.

1. What is the central idea of the passage?

- a) Wealth is the greatest measure of success.
- b) Independent thinking and inner principles lead to a meaningful life.
- c) Society should be avoided completely.
- d) Education is more important than character.

2. According to Emerson, true peace comes from

- a) gaining public approval.
- b) accumulating wealth.
- c) trusting oneself and living by one's principles.
- d) becoming famous.

3. Why did Thoreau choose to live at Walden Pond?

- a) To become wealthy through farming.
- b) To escape from all human contact.
- c) To live deliberately and focus on what truly matters.
- d) To conduct scientific experiments.

4. Marcus Aurelius believed that happiness depends primarily on

- a) political freedom.
- b) the quality of one's thoughts.
- c) social recognition.

d) material success.

5. According to Francis Bacon, reading is valuable because it

- a) helps people become wealthy.
- b) strengthens wisdom and practical judgment.
- c) entertains readers during leisure time.
- d) guarantees success in examinations.

6. Which statement best reflects the shared philosophy of the writers discussed?

- a) Public opinion should always be followed.
- b) Success depends mainly on luck.
- c) Lasting fulfilment comes from inner character rather than external possessions.
- d) Society prevents all forms of progress.

State whether the following statements are True or False.

- 7. Emerson believed that a person's character is more valuable than wealth. _____
- 8. Thoreau argued that modern life often distracts people from what is truly important. _____
- 9. Marcus Aurelius advised people to control fortune instead of their thoughts. _____
- 10. Francis Bacon viewed reading as a means of developing sound judgment. _____
- 11. The passage suggests that popularity is more enduring than moral principles. _____
- 12. The writers mentioned in the passage belonged to the same historical period. _____

Find synonyms for the following words from the passage

13 join

14 incorruptibility

Find antonyms for the following words from the passage

15. dependence

16. fleeting

Passage 2: Few novels have sparked as much debate as Ayn Rand's *Atlas Shrugged*. At its heart lies a bold question: What happens when the people who create, invent, and build decide to stop carrying the weight of a society that constantly demands their sacrifice? Rand argues that human progress begins with the independent thinker: the scientist who discovers, the engineer who innovates, the entrepreneur who takes risks, and the artist who creates. Rather than asking people to live for others at the cost of their own aspirations, she insists that reason is humanity's greatest tool and productive work its noblest achievement. Her famous declaration, "A is A," affirms that reality exists independently of wishes or opinions. Likewise, her statement "Contradictions do not exist" suggests that when ideas appear inconsistent, the error lies in our assumptions rather than in reality itself. For Rand, truth is discovered through rational thought, not through emotion, popularity, or political pressure.

Another central principle of the novel is the moral value of achievement. Rand distinguishes between those who create wealth through intelligence and effort and those who seek to obtain it through coercion, envy, or dependence. She rejects the belief that excellence should be punished simply because it is unequal. Instead, she argues that every individual has the responsibility to develop his or her abilities and to exchange value voluntarily with others. Her philosophy, known as Objectivism, defends individual rights, private property, and free markets because these, she believes, allow creativity and innovation to flourish. One of the novel's recurring ideas is that a society prospers when it rewards competence rather than conformity and when success is earned instead of distributed by force. In this view, genuine cooperation arises from free choice rather than obligation.

Whether readers agree with Rand or strongly disagree, *Atlas Shrugged* challenges them to examine fundamental questions about work, freedom, justice, and responsibility. Is self-interest always selfish, or can it inspire excellence that benefits everyone? Should society expect extraordinary individuals to sacrifice their ambitions for the common good, or should it encourage them to pursue their highest potential? Rand does not offer easy answers, but she compels readers to think independently. Her famous question, "Who is John Galt?", becomes more than a mystery within the novel; it symbolizes the search for the individual who refuses to surrender reason, integrity, and purposeful achievement in a world that often rewards mediocrity over merit.

1. What is the central idea of the passage?

- a) Governments should control all industries.
- b) Independent thought and productive achievement drive human progress.
- c) Success depends mainly on social approval.
- d) Wealth should be distributed equally regardless of effort.

2. According to the passage, Ayn Rand considers humanity's greatest tool to be

- a) emotion.
- b) wealth.
- c) reason.
- d) political power.

3. The quotation "A is A" emphasizes that

- a) every opinion is equally valid.
- b) reality exists independently of personal wishes.
- c) education is the key to success.
- d) people should always agree with one another.

4. According to the passage, a prosperous society rewards

- a) conformity over creativity.
- b) inherited wealth over talent.

- c) competence rather than conformity.
- d) popularity rather than merit.

5. In Rand's philosophy, genuine cooperation is based on

- a) government regulation.
- b) compulsory service.
- c) voluntary choice.
- d) social pressure.

6. What does the question "Who is John Galt?" symbolize in the novel?

- a) A political revolution.
- b) The search for an individual who upholds reason and integrity.
- c) A mysterious scientific discovery.
- d) The decline of modern technology.

State whether the following statements are True or False.

7. The passage suggests that Rand believed productive work is one of humanity's noblest achievements. _____

8. According to the passage, Rand argued that excellence should be discouraged to promote equality. _____

9. The passage states that Objectivism supports individual rights and private property. _____

10. Rand believed that creativity flourishes when people are free to exchange value voluntarily. _____

11. The passage claims that emotion is a more reliable guide than reason. _____

12. The passage presents *Atlas Shrugged* as a novel that encourages readers to think independently. _____

Find synonyms for the following words from the passage

- 13. repudiates
- 14. foundational

Find antonyms for the following words from the passage

- 15. halt
- 16. fake

Passage 3: "Who is John Galt?" is the first question readers encounter in Ayn Rand's *Atlas Shrugged*, and it quickly becomes one of the most memorable phrases in modern literature. At first, the question is not really a request for information. It is a weary expression of defeat, similar to saying, "Who knows?" or "What can anyone do?" In a society burdened by economic decline, political interference, and fading confidence, people repeat the phrase whenever they face problems that seem impossible to understand or solve.

As the novel unfolds, however, the meaning of the question changes dramatically. John Galt is revealed not as a myth but as a man who embodies reason, independence, ambition, and productive achievement. Rand presents him as someone who refuses to surrender his mind or talents to the demands of others. Her philosophy rests on the conviction that reason is humanity's primary means of understanding reality, a principle captured in the brief statement "A is A." In Rand's view, progress depends on individuals who think for themselves, create value through productive work, and accept responsibility for their own lives rather than expecting others to think or act on their behalf.

The phrase "Who is John Galt?" therefore evolves from a symbol of hopelessness into a challenge directed at every reader. It asks whether we will respond to difficulty with resignation or with determination. As one interpretation suggests, each person possesses the capacity to become more rational, courageous, and purposeful. Instead of saying that nothing can be done, the question encourages the attitude of "I can and I will." Whether readers ultimately agree with Rand's philosophy or reject it, the novel raises enduring questions about freedom, responsibility, innovation, and the role of the individual in society. Its lasting appeal lies not merely in its political ideas but in its invitation to examine how conviction, effort, and independent thought can shape both personal success and social progress.

1. Why does the passage describe "Who is John Galt?" as both a question of despair and a statement of determination?
 - a. Because the phrase changes meaning depending on human attitude
 - b. Because the author forgot the original meaning
 - c. Because the novel contains two different John Galts
 - d. Because the phrase was translated incorrectly
2. What philosophical idea is most strongly suggested by the phrase "I can and I will"?
 - a. Fatalism
 - b. Individual agency
 - c. Collective obedience
 - d. Religious surrender
3. Why might political protesters identify with the novel according to the passage?
 - a. They enjoy fictional stories
 - b. They believe freedom is threatened by excessive control
 - c. They oppose all forms of government
 - d. They admire mystery characters
4. The passage suggests that hopelessness begins when people:
 - a. Stop asking questions
 - b. Depend entirely on others to solve problems
 - c. Pursue personal happiness
 - d. Reject ambition completely
5. What transformation does the passage encourage in the reader?

- a. From ambition to humility
 - b. From confusion to obedience
 - c. From resignation to self-belief
 - d. From independence to dependence
6. According to the passage, Rand believed that progress depends primarily on
- a) government intervention.
 - b) individuals who think independently and create value.
 - c) inherited wealth.
 - d) public opinion.

State whether the following statements are True or False.

- 7. The phrase "Who is John Galt?" initially expresses a sense of helplessness. _____
 - 8. John Galt is portrayed as someone who depends on others to achieve success. _____
 - 9. According to the passage, Rand regarded reason as humanity's primary means of understanding reality. _____
 - 10. The passage suggests that people should expect others to solve their problems. _____
 - 11. The passage states that readers must agree with Rand's philosophy to appreciate the novel. _____
 - 12. The passage concludes that independent thought can contribute to both personal success and social progress. _____
- Find synonyms for the following words from the passage
- 13. question
 - 14. fatigued
- Find antonyms for the following words from the passage
- 15. collective
 - 16. fact

Passage 4: Robert M. Pirsig's *Zen and the Art of Motorcycle Maintenance* is far more than a book about repairing motorcycles. It is an exploration of one of life's most profound questions: What is quality? Pirsig suggests that quality cannot be fully defined, yet people instinctively recognize it whenever they encounter it. Rather than treating quality as merely a feature of an object, he presents it as the living connection between the observer and the observed. This idea challenges the modern tendency to separate logic from emotion, work from enjoyment, and technology from humanity. The motorcycle in the book serves as a powerful metaphor for life itself. Pirsig argues that caring for a machine is not simply a mechanical task but an opportunity to cultivate patience, attentiveness, and respect for reality. He famously observes, "The real cycle you're working on is a cycle called yourself." In other words, every challenge we solve and every skill we develop also shapes our character. A person who approaches work carelessly often carries that same attitude into other parts of life, whereas someone who pursues excellence in small tasks gradually develops habits of discipline and wisdom.

Pirsig also questions the belief that reason and creativity are opposites. He distinguishes between the classical view, which values analysis, structure, and precision, and the romantic view, which appreciates beauty, intuition, and immediate experience. Both perspectives, he argues, are incomplete when taken alone. Genuine understanding arises when analytical thinking and creative imagination work together. This balanced approach encourages readers to look beyond simple either-or choices and to embrace complexity with curiosity rather than certainty. Ultimately, *Zen and the Art of Motorcycle Maintenance* is a philosophical journey that invites readers to slow down, observe carefully, and take pride in doing ordinary things extraordinarily well. Whether one is repairing an engine, writing a report, designing software, or building a bridge, the pursuit of quality remains the same. Pirsig reminds us that meaningful work is not defined solely by the final product but by the care, attention, and integrity invested in the process. His ideas continue to inspire readers to see learning not merely as the acquisition of knowledge but as the lifelong practice of becoming a better thinker, creator, and human being.

1. What is the central theme of the passage?

- a) The history of motorcycle engineering
- b) The importance of speed and efficiency
- c) The pursuit of quality through thoughtful work and self-improvement
- d) The advantages of modern technology

2. According to the passage, Pirsig believes that quality is

- a) easy to define scientifically.
- b) determined only by experts.
- c) something people recognize even if they cannot fully define it.
- d) measured only by the final product.

3. In the passage, the motorcycle primarily serves as

- a) a means of transportation.
- b) a metaphor for life and personal growth.
- c) a symbol of wealth.
- d) an example of modern machinery.

4. What does Pirsig mean by the quotation, "The real cycle you're working on is a cycle called yourself"?

- a) Motorcycle repair is more important than education.
- b) Every task contributes to the development of one's character.
- c) People should work only on machines.
- d) Personal success depends on owning a motorcycle.

5. According to the passage, true excellence results from combining

- a) speed and ambition.

- b) beauty and wealth.
- c) logic and creativity.
- d) competition and success.

6. Which statement best summarizes the passage?

- a) Quality depends mainly on expensive tools.
- b) Meaningful work requires care, curiosity, and integrity.
- c) Technical knowledge is more valuable than creativity.
- d) Machines are more reliable than people.

State whether the following statements are True or False.

- 7. Pirsig argues that quality can be defined with complete precision. _____
- 8. The passage suggests that ordinary tasks can help shape a person's character. _____
- 9. According to the passage, logic and creativity should work together. _____
- 10. The passage states that meaningful work is judged only by the final product. _____
- 11. Pirsig's ideas encourage readers to approach work with patience and integrity. _____
- 12. The passage describes Zen and the Art of Motorcycle Maintenance as merely a manual for repairing motorcycles. _____

Find synonyms for the following words from the passage

- 13. Obtaining
- 14. quest

Find antonyms for the following words from the passage

- 15. hurried
- 16. distraction

Passage 5: Few philosophers have challenged conventional thinking as boldly as Friedrich Nietzsche. Rather than asking people to seek comfort or conformity, he urged them to cultivate strength, creativity, and self-mastery. One of his most famous ideas is captured in the simple command: "Become who you are." Nietzsche believed that individuals should not merely accept the values handed down by society but should examine them critically and shape their own lives with courage and responsibility. For him, a meaningful life was one of continual growth rather than passive obedience.

Nietzsche regarded difficulties not as obstacles but as opportunities for transformation. His well-known observation, "What does not kill me makes me stronger," expresses the idea that adversity can build resilience when faced with determination. He also warned against following the crowd without reflection. Instead of seeking approval, individuals should strive for excellence through discipline, independent thought, and the constant pursuit of self-improvement. In his view, genuine achievement requires overcoming one's fears, weaknesses, and complacency.

Perhaps Nietzsche's most enduring lesson is that life gains meaning through the challenges we willingly embrace. He wrote, "He who has a 'why' to live can bear almost any 'how'," emphasizing the importance of purpose in overcoming hardship. Although his ideas remain widely debated, his philosophy continues to inspire readers to question assumptions, think independently, and take responsibility for their own character. Rather than asking what the world owes us, Nietzsche invites us to ask what kind of person we choose to become.

1. What is the main idea of the passage?

- a) Society should determine a person's values.
- b) Personal growth requires courage, purpose, and independent thinking.
- c) Happiness depends on avoiding difficulties.
- d) Success comes mainly through luck.

2. According to the passage, Nietzsche encourages individuals to

- a) follow the opinions of the majority.
- b) accept traditional beliefs without question.
- c) examine values critically and shape their own lives.
- d) avoid responsibility.

3. What does the quotation "What does not kill me makes me stronger" suggest?

- a) Difficulties can strengthen a person's character.
- b) Physical strength is the most important quality.
- c) Success comes without effort.
- d) Problems should always be avoided.

4. According to the passage, genuine achievement requires

- a) wealth and influence.
- b) discipline, independent thought, and self-improvement.
- c) popularity and social approval.
- d) natural talent alone.

5. The quotation "He who has a why to live can bear almost any how" emphasizes the importance of

- a) intelligence.
- b) wealth.
- c) purpose.
- d) education.

6. Which statement best summarizes Nietzsche's philosophy as presented in the passage?

- a) A meaningful life is created through self-mastery and personal responsibility.
- b) Society should decide what is right for every individual.

c) Comfort is more valuable than challenge.

d) Tradition should never be questioned.

State whether the following statements are True or False.

7. Nietzsche believed that people should blindly conform to society's values. _____

8. According to the passage, adversity can contribute to personal growth. _____

9. The passage suggests that seeking approval from others is the key to excellence. _____

10. Nietzsche encouraged individuals to take responsibility for their own character. _____

11. The passage states that life gains meaning through the challenges people willingly embrace.

12. According to the passage, Nietzsche's philosophy is universally accepted without debate.

Find synonyms for the following words from the passage

13. Grit

14. metamorphosis

Find antonyms for the following words from the passage

15. sporadic

16. notorious

UNIT III

SYLLABUS

PART – A

1. Tenses – Present [CO 3]
2. Advertisements (Normal and Block) [CO 3]
3. Compound Nouns [CO 3]
4. Homonyms and Homophones [CO 3]
5. Adjectives – Degrees of Comparison, Discourse Markers, Connective, and Sequence words. [CO 3]

PART – B

1. Writing Instructions [CO 3]
2. Product/Process description [CO 3]

Part – A

TENSES – PRESENT: [CO 3]

Quick Formula Box

Tense	Formula	Example	Usage
Simple Present	Subject + V ₁ (add -s/-es for third person singular)	She writes reports every day.	Habits, routines, facts, and universal truths
Present Continuous	Subject + am/is/are + V-ing	She is writing a report now.	Actions happening now or around the present time
Present Perfect	Subject + has/have + Past Participle (V ₃)	She has completed the report.	Actions completed with relevance to the present
Present Perfect Continuous	Subject + has/have been + V-ing	She has been writing the report for two hours.	Actions that started in the past and continue to the present

I. Write the correct present tense form of the verb given in the brackets to complete each sentence. [BTL-3]

1. She _____ already _____ the bill with an extra tip. (pay)
2. The boys _____ football on the college ground. (play)
3. My mother _____ a sweater for my sister. (knit)
4. The Principal _____ to speak to Raj. (want)
5. The man _____ the streets for hours. (wander)
6. It _____ since dawn. (rain)
7. Why _____ the machine _____ such a strange noise today?
(make)
8. The birds _____ all day long. (chirp)
9. He _____ under the pressure of his boss. (work)
10. I _____ up at 7:00 a.m. every day. (get)
11. She _____ in the research laboratory since the beginning of this semester. (work)
12. My brother _____ three programming languages, so he can easily learn a new one.
(know)
13. We _____ the project report, so we can submit it before the deadline. (finish)
14. The principal _____ with the faculty members to discuss the new academic regulations at
the moment. (meet)
15. Every semester, our department _____ workshops to improve students' communication
skills. (conduct)



II. Four Aspects, Four Sentences

[BTL-6]

1. Imagine you are observing a classroom. Write four sentences in the Present Continuous Tense describing what is happening. Use the following clues: **teacher, projector, students, and discussion.**
2. Write four sentences in the Present Perfect Tense about a student who has recently completed a project. Include these elements: **project, presentation, faculty appreciation, and teamwork.**
3. Use the Simple Present Tense to describe an engineering student named Arun. Include the following: **daily routine, favourite subject, hobby, and future goal.**
4. Use the Present Perfect Continuous Tense to describe a student preparing for placements. Include the following: **aptitude practice, communication skills, mock interviews, and resume writing.**

COMPOUND NOUNS: [CO 3]

Compound Nouns at a Glance

Definition	Rule	Examples
A compound noun is a noun formed by combining two or more words to create a single noun with a specific meaning.	Compound nouns may be written as one word (closed), two separate words (open), or with a hyphen (hyphenated).	Closed: classroom, toothpaste Open: bus stop, coffee shop Hyphenated: mother-in-law, passer-by

I. Fill in the blanks with appropriate compound nouns. [BTL-1]

(board, living, pass, path, card, board, towel, notice, high, panel, application, room, foot, control, cup, face, Identity, word, form, way)

1. The hikers followed the narrow _____ to reach the hilltop before sunset.
2. After the storm, several large branches blocked the _____ leading to the village.
3. My grandmother always keeps important family photographs in a wooden _____.
4. The students submitted the _____ before the examination.
5. The doctor advised the patient to use a clean _____ while treating the wound.
6. The family gathered in the _____ to watch the Independence Day parade on television.
7. The students assembled near the _____ to read the latest internship announcements.
8. The network administrator asked everyone to change their _____ every three months.
9. The technician checked the _____ carefully before restarting the production line.
10. During the interview, each candidate had to present a valid _____ before entering the hall.

Sort the following compound nouns into the correct categories: [BTL-1]

[Toothpaste, Basketball, Swimming Pool, Lady -in-waiting, Rainfall, Haircut, Underworld, Take-off, Motorcycle, Outbreak, Sunrise, Greenhouse, Afterthought, Driving License, Editor-in-chief, Handshake, Surfboard, Mother-in-law, Washing machine, Whiteboard, Underpass, Breakthrough]

Noun + Noun:	Verb + Preposition:
Noun + Verb:	Preposition + Verb:
Adjective + Noun:	Preposition + Noun:
Verb + Noun:	Noun + Prepositional Phrase:

HOMONYMS AND HOMOPHONES: [CO 3]

Homophones and Homonyms: A Quick Guide

Homophones: Words that **sound the same but have different meanings and spellings.**

Example: sea – see

Homonyms: Words that **have the same spelling and pronunciation but different meanings.**

Example: bat (an animal) – bat (used in sports)

I. Each sentence contains an incorrectly used homophone. Rewrite the sentence using the correct homophone. [BTL-1]

1. The scientist could not bare the strong smell of the chemicals in the laboratory.
2. The manager asked the team to site the references correctly in the final report.
3. The orchestra performed beautifully despite the heavy reign outside the concert hall.
4. The manager appreciated the employee's patients while handling dissatisfied customers.
5. The manager appreciated the employee's complement on the successful completion of the project.
6. The teacher asked the students to right their names neatly on the answer sheet.
7. The little boy tried to steel a glimpse of the parade through the window.
8. The choir sang a beautiful him during the graduation ceremony.
9. We were unsure weather the museum would remain open during the festival.
10. The students climbed the stare to reach the college auditorium.

II. Use each of the following homonyms in two different sentences to demonstrate their different meanings. [BTL-3]

Light, Ground, Sole, Fair, Bat, Tip, Well, Trunk, Court, Band

III. Use the following homophones in sentences of your own. [BTL-3]

Foreword/Forward, Coarse/Course, Principal/Principle, Stationary/Stationery

IV. Interpret the following ambiguous sentences and explain their two possible meanings. [BTL-4]

1. The **bow** was beautiful.
2. The **punch** was too strong.
3. The **coach** left after the game.
4. They couldn't find the **key**.
5. The **bat** was lying on the ground.



ADJECTIVES: DEGREES OF COMPARISON: [CO 3]

Quick Grammar Box

Degree	Use	Example
Positive	Describes one person or thing; no comparison is made.	This book is interesting.
Comparative	Compares two people or things.	This book is more interesting than that one.
Superlative	Compares three or more people or things.	This is the most interesting book in the library.

I. Rewrite each sentence using the degree of comparison given in brackets: [BTL-3]

1. Mount Everest is the highest mountain in the world. (*Positive Degree*)
2. Rahul is taller than Mohan. (*Positive Degree*)
3. This laptop is cheaper than that laptop. (*Positive Degree*)
4. Health is more valuable than wealth. (*Positive Degree*)
5. No other metal is as useful as iron. (*Comparative Degree*)
6. Very few cities in India are as crowded as Mumbai. (*Superlative Degree*)
7. The Nile is longer than any other river in Africa. (*Superlative Degree*)
8. This is the most interesting novel I have ever read. (*Comparative Degree*)
9. Anita is the most talented singer in the class. (*Comparative Degree*)
10. No other programming language is as popular as Python. (*Superlative Degree*)



II. Read the advertisement below. Rewrite each advertisement using comparative and superlative degrees of comparison wherever appropriate. [BTL-3]

1. The X-One smartphone is fast, light, and reliable. It has a long-lasting battery and an excellent camera.
2. Our backpack is strong and comfortable. It is suitable for students who carry books and laptops every day.
3. The Fit Track smartwatch is smart, accurate, and easy to use. It has a good battery life and a clear display.
4. Our library is big, quiet, and well-equipped. It has many books, journals, and digital resources for students.
5. Learn Sphere offers interesting, simple, and effective courses. It is a good platform for engineering students and provides flexible learning options.

III. Complete the sentences using the correct form of the adjective in brackets. [BTL-1]

1. Python is _____ (easy) to learn than C++.
2. Artificial Intelligence is one of the _____ (popular) fields today.
3. This year's cultural festival was _____ than the one held last year. (colourful)
4. Among all the participants, Nisha delivered the _____ presentation. (confident)
5. This bridge is the _____ (strong) in the district.

CONNECTIVES AND SEQUENCE WORDS: [CO 3]

Common Connectives:

Addition	and, moreover, furthermore, besides, in addition
Contrast	but, however, although, whereas, on the other hand
Cause & Effect	because, since, therefore, thus, consequently
Purpose	so that, in order to
Example	for example, for instance, such as

I. Replace the Repeated Connectives [BTL-2]

1. The project was delayed **because** the materials arrived late. **Because** the supplier faced transportation issues, the delivery was postponed. **Because** of this, the project could not be completed on time.
2. The internet connection was unstable. **So** the online class was interrupted. **So** the faculty uploaded the recorded lecture. **So** the students could complete the lesson later.
3. The machine was old. **But** it functioned efficiently. **But** it required regular maintenance. **But** the company decided to replace it.
4. The company introduced flexible working hours. **Also** it upgraded the office facilities. **Also** it provided regular training programmes. **Also** employee satisfaction increased.
5. The software was easy to install. **But** some users found the interface confusing. **But** the support team resolved their issues quickly. **But** customer satisfaction improved.

Quick Tip: **Connectives** link ideas by showing relationships such as **addition, contrast, cause, effect, or example**. **Sequence words**, on the other hand, indicate the **order** in which actions or events occur such as first, next, then, after that, finally etc.,

II. Fill in the blanks with the most suitable sequence word. [BTL-1]

(Suggested words: First, Next, Then, After that, Subsequently, Meanwhile, Finally, Initially, Later, Eventually)

1. _____, gather all the materials required for the experiment.
2. The students completed the literature review. _____, they prepared the project proposal.
3. Open the web browser. _____, enter the website address in the search bar.
4. The technician connected all the cables. _____, he switched on the power supply.
5. _____, the participants assembled in the seminar hall. The programme began at 10:00 a.m.
6. The research team collected the samples. _____, they analysed the data in the laboratory.
7. Save the document. _____, close the application.
8. The machine was tested several times. _____, it was approved for industrial use.
9. The chef prepared the ingredients. _____, the sauce was simmering on the stove.
10. The students completed all the viva examinations. _____, they celebrated the successful completion of their project.

Part – B

ADVERTISEMENTS: [CO 3]

Create advertisements from the prompts given below:

[BTL-6]

1. A Mega Book Exhibition will be held at the City Convention Centre from 20th to 25th September 2026. Thousands of books on literature, engineering, competitive examinations, children's books, and fiction will be available. Visitors can enjoy discounts of up to 50% on selected titles. Entry is free.
2. Career Edge Academy is conducting a Placement Training Programme for final-year engineering students. The programme includes Aptitude Training, Technical Interview Preparation, Group Discussion, HR Interview Skills, and Resume Building. Classes begin on 5th July 2026. Early registrations receive a 20% fee concession.
3. Fit Zone Fitness Centre offers modern gym equipment, certified trainers, yoga sessions, Zumba classes, and personalised diet plans. New members can enjoy a 30% discount on annual memberships. The gym is open from 5.00 a.m. to 10.00 p.m.
4. Green Valley Resort offers a special holiday package for families and groups. Guests can enjoy luxury accommodation, complimentary breakfast, a swimming pool, indoor games, adventure activities, and guided nature walks. Book before 30 December 2026 to receive a 25% discount on weekend stays.

5. The Innovation Club of ABC Engineering College is organising a Science and Innovation Exhibition on 12th September 2026. Students from all departments are invited to showcase innovative projects, working models, and research ideas. Attractive cash prizes, certificates, and internship opportunities will be awarded to the best exhibits.
6. EDITH Smart Assistant is the next-generation AI tool designed to help students manage tasks, access information, and improve productivity. It offers voice assistance, smart scheduling, security features, and personalised support.
7. Hogwarts School of Magical Studies invites applications for its new batch. Students can explore magical sciences, creative spells, potion making, and ancient knowledge under expert mentors. Limited seats available.
8. Grand Line Adventure Club welcomes young explorers for an exciting journey across unknown islands. Learn navigation, teamwork, survival skills, and leadership while experiencing unforgettable adventures.
9. Central Perk Café introduces a special student combo with delicious snacks, refreshing beverages, free Wi-Fi, and a comfortable space to relax and connect with friends.
10. Ultimate Challenge Arena offers a thrilling competition featuring strategy games, teamwork activities, and exciting challenges with rewards for outstanding performers.

WRITING INSTRUCTIONS: [CO 3]

I. Write appropriate Instructions for the following prompts: [BTL-1]

Points to Remember

1. Begin each instruction with an action verb.
2. Present the instructions as numbered or bulleted points, not as a paragraph.
3. Use clear, concise and direct language.
4. Arrange the steps in a logical sequence.

1. Your juniors want to improve their professional online presence. Write instructions on how to create an effective LinkedIn profile.
2. Write a set of eight instructions on how to use an AI tool responsibly for academic learning.
3. As a placement mentor, write instructions for students on how to prepare for a technical interview.
4. You are the student coordinator of a technical symposium. Write instructions for volunteers on how to organise a successful college event.
5. Write instructions on how to prepare an effective PowerPoint presentation for a seminar.
6. Write instructions for first-year students on how to manage time effectively during semester examinations.
7. Write instructions for students on how to apply for a scholarship through an online application system.
8. Write instructions on safe and ethical internet usage.
9. Write instructions on how to record and edit a short video using a smartphone.

10. Write a set of instructions for a first-time traveller on how to board a flight, from entering the airport to finding their seat.

II. PRODUCT/ PROCESS DESCRIPTION: [CO 3]

Quick Tips: Process Description	Quick Tips: Product Description
✓ Explain each step in order. ✓ Use sequence words. ✓ Be clear and objective. ✓ Use the simple present tense. ✓ Conclude with the final outcome.	✓ Introduce the product. ✓ Describe its features. ✓ Explain its uses and benefits. ✓ Use clear and persuasive language. ✓ Write in the simple present tense.

I. Read the questions given below and write appropriate descriptions: [BTL-6]

1. Describe the process of registering for an NPTEL online certification course.
2. Describe the process of reporting a lost mobile phone.
3. Describe the process of organising a successful hackathon.
4. Describe the process of applying for an internship.
5. Describe the process of applying for a PAN card.
6. Write a product description for a smartwatch that monitors health, tracks fitness activities, and provides real-time notifications for everyday convenience.
7. Write a product description for a reusable smart notebook that allows users to write, scan, erase, and store notes digitally.
8. Write a product description for a pair of AI-powered smart glasses that provide real-time translation, navigation, and voice assistance for everyday use.
9. Write a product description for a portable mini projector that transforms any wall into a high-definition screen for movies, presentations, and gaming.
10. Write a product description for a drone camera that captures high-resolution aerial photographs, offers GPS-assisted navigation, and features intelligent flight modes for photography enthusiasts.

Unit IV

Syllabus

Part – A

1. Articles [CO 4]
2. Collocations [CO 4]
3. Phrasal Verbs [CO 4]

Part – B

1. Blogging [CO 4]
2. Interpretation of charts and graphs [CO 4]
3. Note Making [CO 4]



Part - A

ARTICLES: [CO 4]

Quick note:

Articles: A, An and The are articles that address the noun.

Use 'a' before a **singular countable noun** beginning with a **consonant sound**.

Use 'an' before a **singular countable noun** beginning with a **vowel sound**.

Use 'the' when talking about **a specific person, place, or thing, unique things, superlatives, ordinal numbers, rivers, seas, oceans, deserts, mountain ranges, and groups of islands**.

No articles will be used before **plural or uncountable nouns** when speaking generally, and before **most names of people, countries, cities, streets, languages, meals, and subjects**.

I. Fill in the blanks with suitable articles:(Use "×" where no article is required.) [BTL-1]

1. This is ____ best book of elementary chemistry.
2. Not ____ word was said.
3. India is one of ____ most industrial countries in Asia.
4. If you see him, give him ____ message of the exam results.
5. Morrie Schwartz was ____ Sociology professor at Brandeis University.
6. He is ____ better engineer than lawyer.
7. ____ third and ____ fourth chapters of the book are very interesting.
8. I have ____ white and black dog.
9. You are ____ fool to say that.
10. Farmers in ____ Tamil Nadu region are facing heavy rainfall this season.
11. Experts say that ____ inflation rate has shown a slight increase this month.
12. The book became ____ international bestseller.
13. Harry boarded ____ Hogwarts Express at Platform Nine and Three-Quarters.
14. The trio entered ____ forbidden forest at night.
15. Researchers published ____ report on climate change impacts.

II. Fill in the blanks with appropriate articles to complete the following sentence. [BTL-3]

1. Dr. Sharma is ___ expert in marine biology, and she wrote ___ influential paper for ___ recent international symposium.
2. ___ Amazon River is ___ longest river in South America, flowing directly through ___ vast rainforest.
3. She opened ___ worn leather journal and discovered ___ unexpected letter tucked between ___ yellowed pages.
4. ___ professor gave us ___ fascinating lecture on ___ influence of Shakespeare's works on ___ modern literature.
5. ___ honesty is considered ___ invaluable virtue, but ___ honest evaluation of this data is also crucial.
6. She hopes to become ___ astronaut and eventually travel to ___ space to conduct ___ independent research.
7. ___ United States consists of fifty states, making it ___ incredibly diverse country with ___ rich cultural history.
8. We need to hire ___ software developer who has ___ deep understanding of ___ new programming language.
9. ___ young scholar devoted his life to studying ___ ancient manuscripts preserved in ___ forgotten monastery.
10. ___ Himalayas attract thousands of climbers each year, but only ___ few reach ___ highest peaks.

COLLOCATIONS: [CO 4]

Collocation is a natural combination of two or more words that frequently go together in a way that sounds correct to native speakers. Common forms of collocations,

- **Verb + Noun:** make progress, catch a bus
- **Adjective + Noun:** heavy traffic, deep sleep
- **Noun + Noun:** data analysis, coffee shop
- **Verb + Adverb:** apologize sincerely, work hard
- **Adverb + Adjective:** deeply concerned, highly successful
- **Verb + Preposition:** depend on, believe in
- **Adjective + Preposition:** interested in, afraid of



I. Complete the sentences using appropriate words given in the bracket:

[BTL-1]

1. Please _____ the light before going to bed. (turn off / close off / shut off)
2. I need to _____ my homework tonight. (make / do / create)
3. The teacher asked us to _____ attention in class. (give / pay / take)
4. My mother likes to _____ breakfast early in the morning. (do / make / cook)
5. We should _____ our teeth twice a day. (wash / clean / brush)
6. The children love to _____ games in the park. (do / play / make)
7. Please _____ your shoes before entering the house. (put off / take off / get off)
8. I always _____ my bed after waking up. (do / make / create)

9. Can you _____ me a favour and help with this bag? (make / do / give)
 10. We need to _____ a decision about our vacation plans. (take / make / do)

II. Choose the correct collocation.

[BTL-1]

1. My cousin was nervous about being interviewed on television, but he _____ to the occasion wonderfully.
 A. raised B. rose C. fell D. faced
2. Rahul has established himself _____ the best chess players in the state.
 A. as one of B. to be one of C. one of D. as
3. Mike has quickly established himself _____ the National Football League's most valued players.
 A. to be one of B. as one of C. as D. to be
4. A: "Do you know who else is going to be running for governor?"
 B: "_____ that Mr. Jones is planning to."
 A. Word is it B. Word has it C. Word has D. The words are
5. He built up a successful business but it was all done _____ of his health.
 A. at the price B. by the expense C. at all cost D. at the expense
6. I am gripped with a fever whenever a new year is coming.
 A. I feel disappointed B. I am excited C. I get upset D. I have got a temperature
7. My mother is the person who has a great hold _____ me.
 A. on B. in C. at D. for
8. You should concentrate on what the interviewer is saying and _____ a real effort to answer all the questions.
 A. make B. take C. have D. do
9. You need to make _____ about what course to take at university.
 A. a decision B. a fortune C. a guess D. an impression
10. Poor management brought the company to _____ of collapse.
 A. the ring B. the edge C. the brink D. the foot

PHRASAL VERBS: [CO 4]

Phrasal Verbs a verb that is combined with an adverb or a preposition, or sometimes both, to give a new meaning, such as 'look after' or 'put somebody off'.

I. Replace the highlighted words with suitable phrasal verb:

[BTL-3]

1. The government has decided to **postpone** the implementation of the new policy.
2. After several hours of discussion, the committee **rejected** the proposal.
3. Scientists are trying to **discover** a cure for the rare disease.
4. The athlete never **stopped trying** despite repeated failures.
5. Ramya **recovered from** the shock much sooner than anyone expected.
6. The charity **takes care of** hundreds of orphaned children.
7. The airline was forced to **cancel** several flights because of dense fog.
8. The stranger **disappeared** into the darkness.
9. The old bridge **collapsed** after days of heavy rain.
10. Sindhu **refused** the generous offer without hesitation.



11. They **continued** their journey despite the heavy snowfall.
12. The children **returned** home before it became dark.
13. Volunteers **took care of** the injured passengers until help arrived.
14. The company had to **dismiss** nearly 200 employees after reporting huge losses.
15. The opposition leader **mentioned** the issue during the debate.

II. Fill in the blanks with the correct phrasal verb.

[BTL-2]

(look after, ran into, turned down, carry on, broke down, bring up, set off, take over, find out, keep up)

1. Elizabeth unexpectedly _____ Mr. Darcy while walking through the gardens.
2. Even after the terrible news, the soldiers decided to _____ with their journey.
3. The old carriage suddenly _____ in the middle of the forest.
4. Jane had to _____ her younger siblings while her parents were away.
5. Sherlock Holmes was determined to _____ who had stolen the missing necklace.
6. The manager decided to _____ the family business after his father retired.
7. The travellers _____ early in the morning to reach the castle before sunset.
8. The young prince _____ the offer to become king before he was ready.
9. The teacher asked the students not to _____ old arguments during the discussion.
10. It was difficult for Pip to _____ with his wealthy classmates.

III. Give the meaning of each phrasal verb and frame a sentence using it.

[BTL-2]

1. woke up
2. put on
3. picked up
4. turned off
5. came across
6. picked up
7. looked for
8. handed it over
9. clean up
10. put away
11. threw out
12. wiped down
13. warmed up
14. cheered on
15. give up
16. pulled off
17. carry out
18. looked up
19. came up with
20. set up

21. set off
22. dropped by
23. turned up
24. sat down
25. looked through
26. came across
27. checked out
28. headed back
29. ran into
30. waited for
31. headed out
32. changed into
33. woke up
34. looked over
35. carried on
36. pointed out
37. handed out
38. worked out
39. filled in
40. handed in

Part – B

BLOGGING: [CO 4]

[BTL-6]

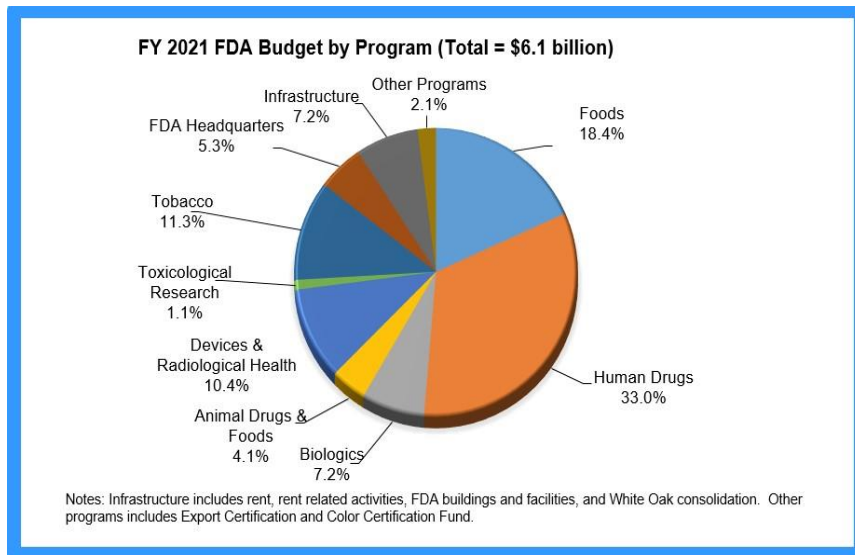
I. Write blog entries in about 250 words on the following topics:

1. Write a blog on the importance of taking a break from social media.
2. You visited a heritage site recently. Write a travel blog to be posted on your personal blog describing your experiences.
3. As a student volunteer for your school's Mental Health Club, write a blog post on managing exam stress.
4. You recently attended a local food festival. Write a blog post about your experience.
5. Write a blog on learning from Failure: A Student's Perspective.
6. Write a blog on 'Why Listening Is More Powerful Than Speaking'.
7. Write a blog on 'Deepfakes: Can We Trust What We See Online?'.
8. Write a blog on your childhood favourite food.
9. Write a blog on the future of space exploration and colonization.
10. Write a blog on the importance of a sustainable environment in schools.

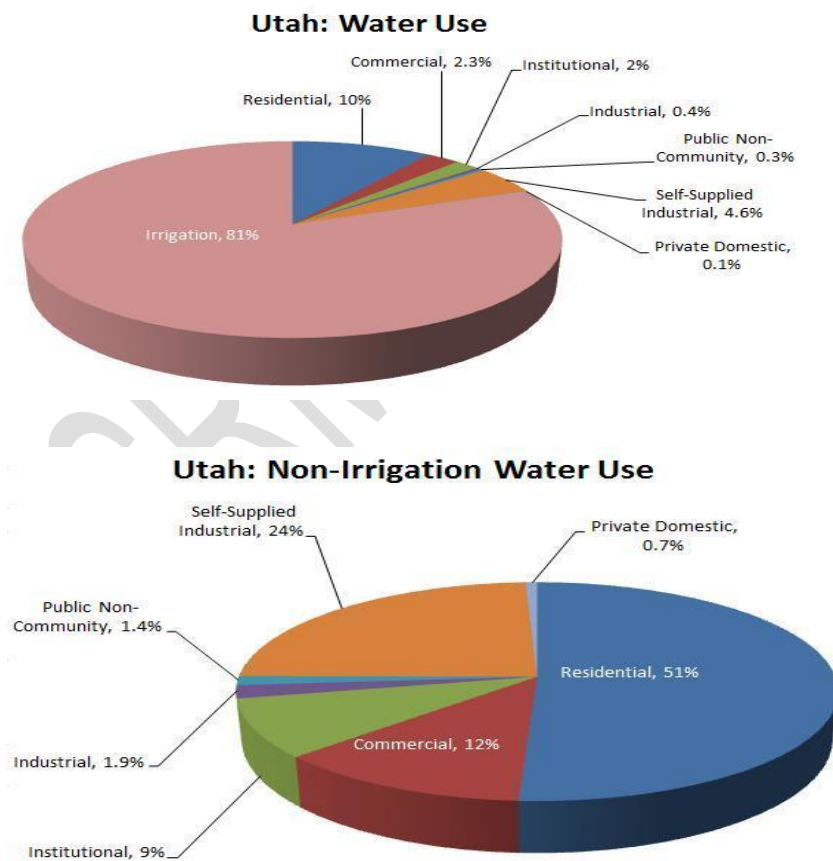
INTERPRETATION OF CHARTS AND GRAPHS: [CO 4]

[BTL-4]

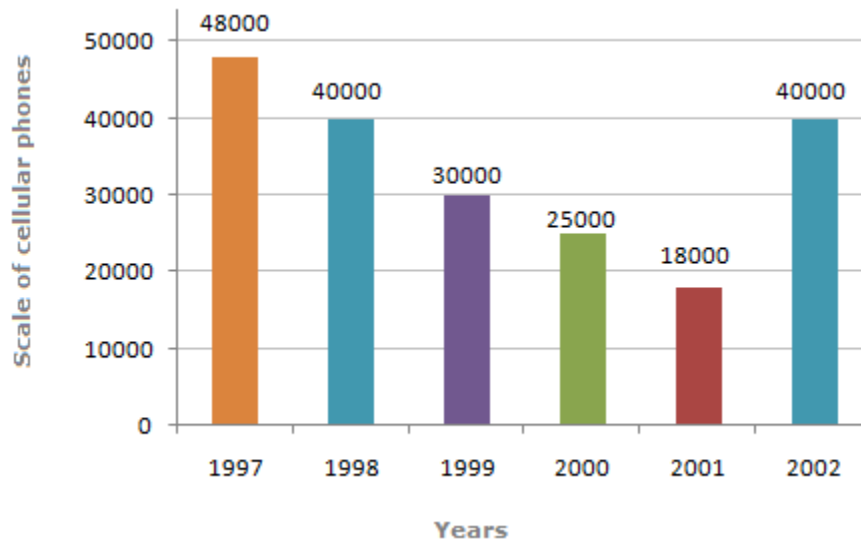
1. The pie chart shows the percentage distribution of the Food and Drug Administration's (FDA) budget to different programmes for the fiscal year 2021. The total budget amount was \$6.1 Billion. Analyse and interpret the given information in a coherent manner.



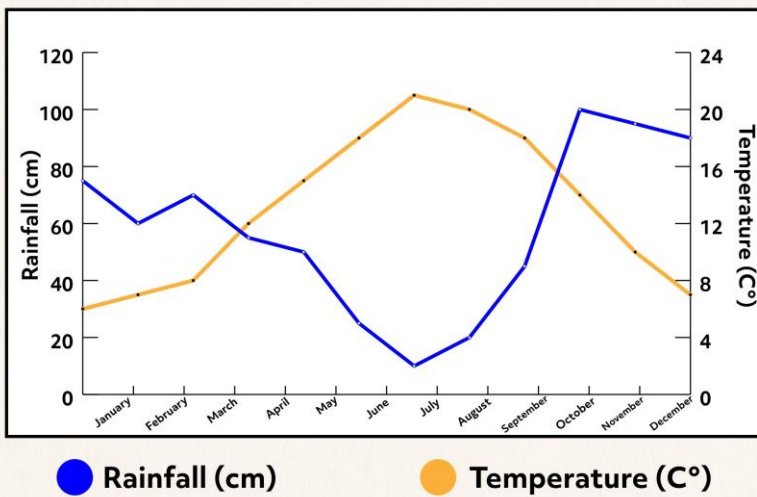
2. The two pie charts show the water use percentages of different categories in Utah, USA. The first (top) pie chart shows all categories of water use in Utah. The second (bottom) pie chart shows all categories of non-irrigation water use. Analyse, compare and interpret the given information.



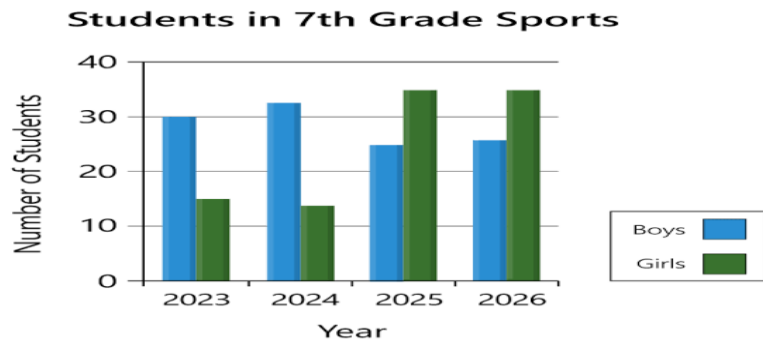
3. The Bar chart shows the amount of cellular mobile phones purchased by the people in Tamil Nadu. Analyse the bar diagram and give your interpretation.



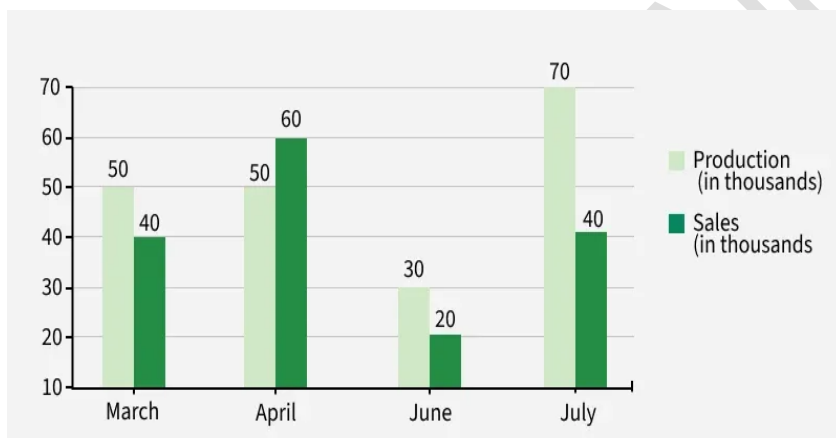
4. Analyse the graph and interpret the rainfall and temperature in Tamil Nadu for the year 2025.



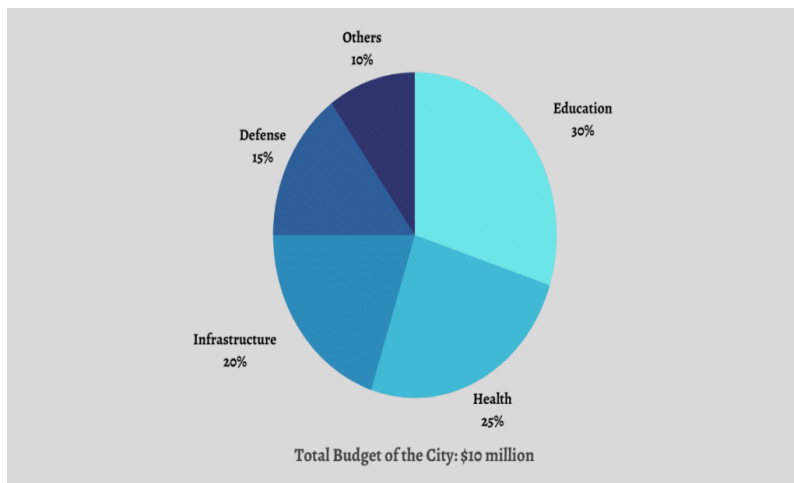
5. Analyse the given bar diagram of the students involved in sports activity.



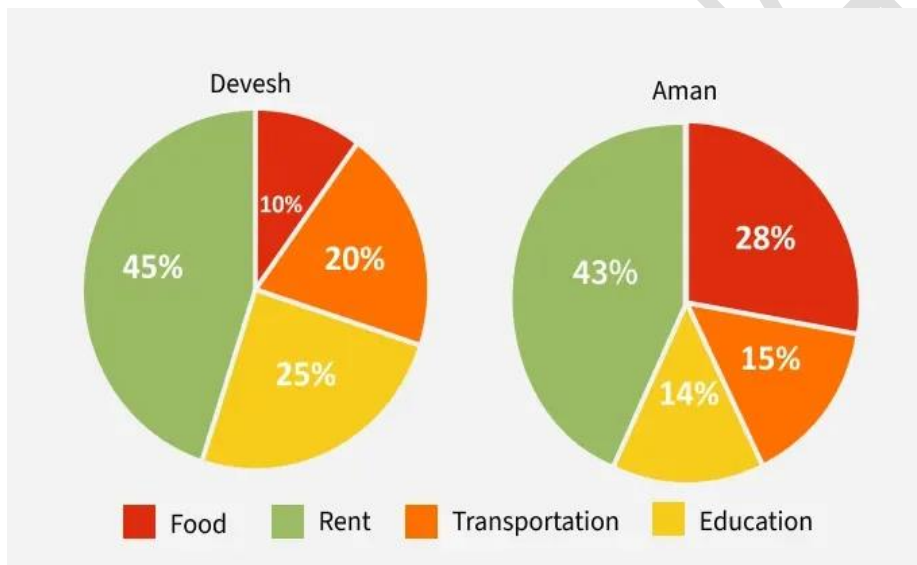
6. The image given below shows the production and sale in the month from march to july in terms of a Bar Graph.



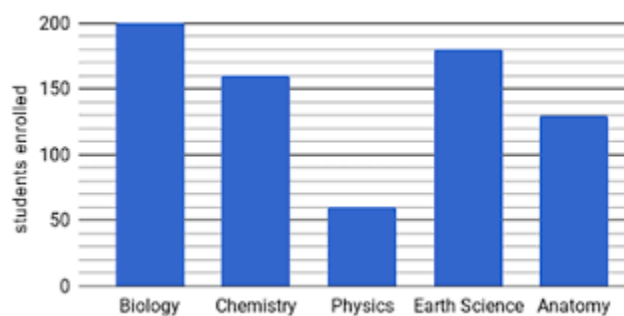
7. The following pie chart shows the distribution of a city's budget across various sectors. Analyse and interpret the given information in a coherent manner.



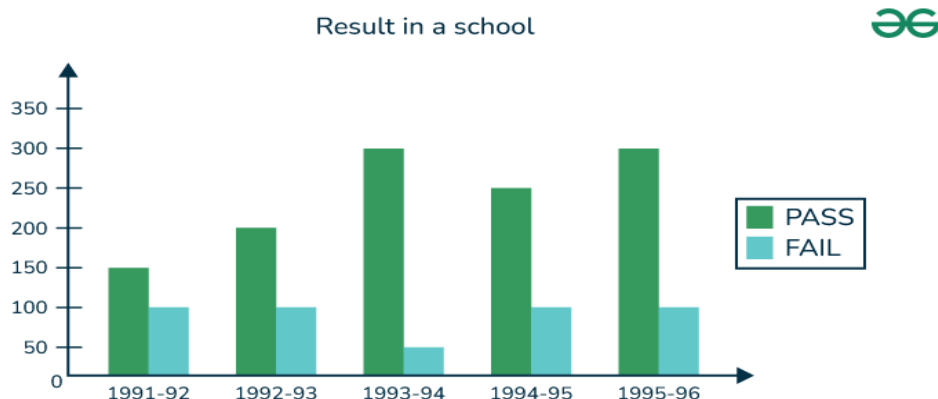
8. The below image shows the expenditure of Devesh and Aman in terms of a Pie chart. Analyse, compare and interpret the given information.



9. The given bar diagram shows the number of students enrolled in various subjects. Analyse and interpret the given diagram.



- 10 The given bar diagram shows the comparison of pass and fail in school results. Analyse and interpret the given diagram.



NOTE MAKING: [CO 4]

Note making is the practice of systematically recording, organizing, and summarizing key information from sources like lectures or texts. Standard Note-Making Format

TITLE

- **Heading** (Main Topic)
 - **Sub-heading** (Key idea 1)
 - Point/Detail A
 - Point/Detail B
 - **Sub-heading** (Key idea 2)
 - Point/Detail A

On the basis of your understanding of the given passages, make notes on it using headings and subheadings. Use recognizable abbreviations (wherever necessary- minimum four) and a format you consider suitable. Also provide an appropriate title to it. [BTL-2]

1. Artificial Intelligence (AI) has emerged as one of the most transformative technologies of the twenty-first century. Once confined to research laboratories and science fiction, AI is now an integral part of daily life. From voice assistants and online shopping recommendations to medical diagnosis and financial services, intelligent systems are reshaping how people live and work. While AI offers enormous opportunities for economic growth and social development, it also raises important concerns about employment, privacy, fairness, and ethical responsibility. The challenge is not to stop technological progress but to ensure that it is guided by principles that serve the public good.

One of AI's greatest strengths is its ability to analyse vast amounts of information quickly and accurately. In healthcare, AI can assist doctors by identifying diseases at an early stage and improving the accuracy of diagnosis. In agriculture, farmers use AI-based tools to monitor crops, predict weather conditions, and manage resources more efficiently. Businesses rely on AI to improve customer service, detect fraud, and increase productivity. Educational platforms use intelligent software to provide personalised learning experiences that adapt to students' abilities and pace. These developments highlight AI's potential to improve both economic performance and quality of life.

Despite these advantages, the growing use of AI has intensified concerns about its impact on employment. Automation is replacing many routine and repetitive jobs in manufacturing, transportation, and customer support. While AI also creates new opportunities in technology, data science, and digital services, these positions often require advanced skills that many workers may not possess. Without proper training and reskilling programmes, automation could increase unemployment and widen income inequality. Governments, educational institutions, and businesses must therefore work together to equip workers with the skills needed for an increasingly digital economy. Privacy is another major issue in the age of AI. Intelligent systems depend heavily on personal data collected through smartphones, online platforms, financial transactions, and digital devices. Although such information helps improve AI services, it also raises questions about surveillance and misuse of personal information. Many users remain unaware of how their data is collected, stored, or shared. Strong data protection laws, greater transparency, and informed consent are essential to ensure that technological innovation does not come at the expense of individual rights.

Another challenge is the possibility of bias in AI systems. Since algorithms learn from historical data, they may unintentionally reflect existing social prejudices. Biased datasets can result in unfair outcomes in recruitment, lending, facial recognition, or law enforcement. Such errors may reinforce discrimination instead of promoting fairness. Developers must regularly test AI systems, use diverse datasets, and establish accountability mechanisms to reduce bias and build public trust. Education presents both opportunities and risks. AI-powered tools can make learning more accessible by providing instant explanations, language translation, and personalized guidance. Teachers can also save time through automated assessments and administrative support. However, excessive dependence on AI-generated answers may discourage students from developing critical thinking, creativity, and independent research skills. Technology should therefore complement traditional learning rather than replace the role of teachers and personal effort.

The spread of AI-generated content has also created challenges for democratic societies. Sophisticated tools can produce realistic images, videos, and articles that are difficult to distinguish from authentic material. Such content can spread misinformation, damage reputations, and influence public opinion during elections or crises. Combating this problem requires cooperation among governments, technology companies, media organisations, and citizens. Promoting digital

literacy is equally important so that people can evaluate information critically before accepting or sharing it. Environmental sustainability is another issue that deserves attention. Advanced AI systems require powerful computers and large data centres that consume significant amounts of electricity. As demand for AI applications increases, so does their environmental impact. Technology companies should therefore invest in energy-efficient computing and renewable energy sources while designing AI systems that minimise resource consumption.

Governments have an essential role in shaping the future of AI. Effective regulation should encourage innovation while protecting public interests. Policies must promote transparency, accountability, and fairness without discouraging scientific research or economic development. International cooperation is equally important because AI technologies operate across national borders. Shared ethical standards can help ensure that AI supports human rights, security, and sustainable development worldwide. Businesses also have important responsibilities. Ethical AI should not be viewed merely as a legal requirement but as a foundation for long-term public trust. Companies that design transparent systems, protect user privacy, and explain how automated decisions are made are more likely to earn consumer confidence. Responsible innovation ultimately benefits both society and the economy.

At the individual level, digital literacy has become an essential life skill. Citizens should understand the basic functioning of AI, recognise its limitations, and know how their personal information is used. Informed users are better equipped to protect their privacy, identify misinformation, and use technology responsibly. Schools and universities should therefore include digital citizenship and AI awareness in their educational programmes. History shows that every major technological revolution has brought both benefits and challenges. The Industrial Revolution transformed economies but also required new labour protections. Similarly, the internet expanded access to information while creating concerns about privacy and cybersecurity. AI is likely to follow the same pattern. Its long-term impact will depend less on the technology itself than on the choices made by governments, businesses, researchers, and citizens. Artificial Intelligence has the potential to improve healthcare, education, agriculture, and countless other sectors. Yet its success should not be measured solely by efficiency or economic growth. Human dignity, fairness, transparency, and accountability must remain at the centre of technological progress. If developed and governed responsibly, AI can become a powerful tool for inclusive and sustainable development. The future of AI will ultimately depend not only on the intelligence of machines but also on the wisdom with which humanity chooses to use them.

2. Public health is often associated with hospitals and disease treatment, but its scope extends far beyond medical care. It focuses on preventing illness, promoting healthy lifestyles, and creating conditions that allow people to live healthier lives. Clean drinking water, sanitation, vaccination programmes, nutrition, and health education are all essential components of an effective public health system. The COVID-19 pandemic demonstrated the importance of strong public health institutions. Countries with effective disease surveillance, testing systems, and public awareness campaigns were generally better prepared to respond to the crisis. The pandemic also highlighted

the need for international cooperation in sharing scientific knowledge, vaccines, and healthcare resources.

Preventive healthcare is both economically and socially beneficial. Vaccination programmes prevent the spread of infectious diseases and reduce healthcare costs. Regular health screenings allow early detection of conditions such as diabetes, hypertension, and certain cancers, improving treatment outcomes. Public awareness campaigns encouraging exercise, balanced diets, and tobacco control help reduce the burden of lifestyle-related diseases. Mental health has become an increasingly important aspect of public health. Stress, anxiety, and depression affect millions of people worldwide, yet many hesitate to seek help because of social stigma. Governments, schools, and workplaces should promote mental health awareness and provide accessible counselling services.

Environmental factors also influence public health. Air pollution, contaminated water, poor sanitation, and climate change contribute to various diseases. Policies promoting clean energy, waste management, and environmental conservation therefore have direct health benefits. Urban planning that encourages walking and cycling also supports healthier lifestyles. Technology has expanded access to healthcare through telemedicine, digital health records, and mobile health applications. These innovations improve healthcare delivery, especially in rural and underserved areas. However, they must be accompanied by strong data protection measures to safeguard patient privacy. A healthy population contributes to economic productivity, educational achievement, and national development. Public health should therefore be viewed not as an expenditure but as an investment in the country's future. Continuous investment in healthcare infrastructure, medical research, and public awareness will strengthen society's ability to respond to both current and future health challenges.

3. The digital revolution has transformed the way people access information, communicate, and learn. Smartphones, tablets, laptops, and high-speed internet have placed an almost unlimited amount of knowledge within everyone's reach. News updates, educational videos, podcasts, blogs, and social media platforms have made information available instantly. While these technological developments have made learning more convenient and accessible, they have also changed people's reading habits. Many individuals, especially young people, now spend more time scrolling through short posts, watching videos, or consuming bite-sized content than reading books or long-form articles. As attention spans appear to shrink, the importance of cultivating the habit of reading has become greater than ever.

Reading is much more than an academic activity. It is a lifelong habit that strengthens the mind, improves communication skills, and broadens one's understanding of the world. Unlike the rapid flow of information on digital platforms, reading requires patience, concentration, and thoughtful engagement. It encourages readers to analyse ideas, connect different concepts, and reflect on what they have learned. These abilities are essential not only for academic success but also for making informed decisions in everyday life. One of the greatest benefits of reading is the

development of language and communication skills. Regular readers naturally expand their vocabulary, improve their grammar, and become more confident in expressing their thoughts. Exposure to well-written books, newspapers, and magazines familiarises readers with different writing styles and enhances both written and spoken communication. Students who develop strong reading habits often perform better in subjects that require comprehension, reasoning, and analytical writing. Employers also value communication skills, making reading an important investment in future career development.

Reading also plays a significant role in developing critical thinking. In an age where information spreads rapidly through social media, people are frequently exposed to misinformation, rumours, and manipulated content. Readers who are accustomed to analysing texts are more likely to question sources, verify facts, and distinguish between reliable information and misleading claims. The ability to evaluate evidence and think independently has become increasingly important in democratic societies where informed citizens contribute to better public decision-making. Books also provide opportunities to experience different cultures, perspectives, and historical events. Reading literature allows individuals to understand the emotions, struggles, and aspirations of people from different backgrounds. Fiction encourages empathy by enabling readers to imagine life through the eyes of others, while non-fiction provides valuable knowledge about science, history, politics, economics, and the environment. Such exposure broadens perspectives and promotes greater tolerance and understanding in an increasingly interconnected world. The educational value of reading remains unquestionable. Research consistently shows that students who read regularly perform better in language, comprehension, memory, and problem-solving. Reading improves concentration by requiring sustained attention over extended periods, unlike digital media that often encourages constant switching between applications. It also stimulates imagination and creativity, allowing readers to visualise characters, places, and events rather than simply watching them on a screen. This active engagement strengthens cognitive abilities and encourages original thinking.

Technology, however, should not be viewed as an enemy of reading. In many ways, digital innovation has made books more accessible than ever before. E-books, digital libraries, and online educational platforms have enabled readers to access thousands of titles from anywhere in the world. Students living in remote areas can now obtain quality educational materials without depending solely on physical libraries. Audiobooks have made literature accessible to visually impaired individuals and people who prefer listening while travelling or exercising. Online book clubs and reading communities also allow readers to exchange ideas and recommendations across geographical boundaries. Despite these advantages, digital distractions remain a serious concern. Social media platforms are designed to capture attention through endless streams of notifications, short videos, and personalised content. Constant interruptions reduce the ability to focus deeply on complex material. Many people find themselves reading headlines rather than complete articles or relying on summaries instead of engaging with original sources. While such habits provide quick information, they rarely promote deep understanding or long-term retention of knowledge.

Parents, teachers, and educational institutions have an important role in encouraging reading habits from an early age. Children who grow up in homes where books are readily available and reading is valued are more likely to become lifelong readers. Schools can organise reading competitions, book discussions, storytelling sessions, and library activities that make reading enjoyable rather than compulsory. Teachers should encourage students to explore books beyond the prescribed curriculum so that reading becomes associated with curiosity and personal growth rather than examinations alone. Public libraries also continue to serve as important centres of learning. Modern libraries are no longer merely places to borrow books; they organise workshops, author interactions, literacy programmes, and community events that promote lifelong learning. Governments should continue investing in libraries, especially in rural and underserved areas, to ensure that quality reading resources remain accessible to everyone regardless of economic background.

Ultimately, reading remains one of the most powerful tools for personal and intellectual development. While digital technology has changed the way people consume information, it cannot replace the depth of understanding, critical thinking, and imagination that reading cultivates. The challenge is not to reject technology but to use it wisely while preserving the habit of deep and meaningful reading. A society that continues to value books, thoughtful discussion, and informed learning will be better equipped to face the challenges of the future. In the digital age, where information is abundant but attention is limited, the ability to read carefully, think critically, and learn continuously is more valuable than ever.

4. History is often described as the story of humanity. It records the achievements, struggles, successes, and failures of civilizations across time. Yet, many people consider history to be merely a collection of dates, battles, and rulers that has little relevance to modern life. Such a view overlooks the true purpose of studying history. History is not simply about remembering the past; it is about understanding how societies have evolved and learning lessons that can guide future decisions. Every society is shaped by its historical experiences. Political institutions, legal systems, cultural traditions, and economic structures are products of centuries of development. Democracies, for instance, did not emerge overnight. They evolved through long struggles for freedom, equality, and representation. By studying these developments, citizens gain a deeper appreciation of the rights and responsibilities they enjoy today. History reminds us that many freedoms considered ordinary today were achieved through sacrifice and collective effort.

History also helps explain present-day conflicts and international relations. Many disputes between nations have roots in historical events such as colonialism, border changes, or political agreements made decades or even centuries ago. Without understanding these historical backgrounds, it becomes difficult to interpret current global events accurately. Diplomatic decisions are often influenced by historical memories, making history an essential subject for policymakers and informed citizens alike. Another important contribution of history is the preservation of cultural identity. Languages, literature, art, architecture, music, and festivals reflect the historical experiences of communities. Historical monuments and archaeological sites provide

tangible links to earlier civilizations. Preserving such heritage strengthens national identity while promoting respect for cultural diversity. At the same time, studying the histories of different societies encourages mutual understanding and reduces prejudice by highlighting shared human experiences.

History also serves as a warning against repeating past mistakes. The world has witnessed devastating wars, economic crises, famines, and social injustices that caused immense suffering. The lessons learned from these events have shaped modern institutions and international agreements designed to promote peace and cooperation. The establishment of global organizations after major conflicts reflects humanity's determination to prevent similar tragedies in the future. Although history does not repeat itself exactly, it often reveals recurring patterns that policymakers should recognize. Modern historical research has become increasingly interdisciplinary. Historians now collaborate with archaeologists, economists, environmental scientists, and genetic researchers to reconstruct the past more accurately. Scientific methods such as carbon dating, satellite imaging, and DNA analysis have transformed our understanding of ancient civilizations. Digital archives have also made historical documents more accessible, enabling researchers and students across the world to study primary sources without travelling long distances.

Despite these advances, history faces new challenges in the digital age. The rapid spread of misinformation has made it easier to distort historical facts for political or ideological purposes. Selective interpretation of events can deepen social divisions and encourage intolerance. Responsible historical education therefore requires careful examination of multiple sources, evidence-based analysis, and respect for differing perspectives. Critical thinking is as important in history as it is in science. History also inspires innovation by demonstrating how societies have solved problems in different periods. Ancient engineering achievements, traditional agricultural practices, and indigenous systems of environmental management continue to offer valuable insights for addressing contemporary challenges. Sustainable water management techniques used centuries ago, for example, have gained renewed importance in regions facing water scarcity.

Education systems should encourage students to see history not as a subject to memorise but as a means of understanding society. Discussions, museum visits, historical documentaries, and project-based learning can make history more engaging. Instead of focusing solely on political events, students should also explore social, cultural, scientific, and economic developments that have shaped civilizations. Ultimately, history connects the past with the present and prepares societies for the future. It develops critical thinking, encourages informed citizenship, and strengthens appreciation for cultural heritage. A society that forgets its history risks repeating its mistakes, while one that studies history thoughtfully is better equipped to build a more peaceful, inclusive, and prosperous future.

5. Science has transformed human civilization more profoundly than almost any other force. Advances in medicine, communication, transportation, agriculture, and energy have significantly improved the quality of life across the world. From the discovery of vaccines to the exploration of

space, scientific progress has expanded human knowledge and solved problems that once seemed impossible. Yet, as science continues to advance rapidly, society faces important questions about how these discoveries should be used responsibly. One of science's greatest contributions has been in the field of healthcare. Vaccines have eliminated or controlled many infectious diseases, antibiotics have saved millions of lives, and modern diagnostic technologies allow doctors to detect illnesses at earlier stages. During global health emergencies, scientific collaboration enables researchers from different countries to develop treatments and share knowledge quickly. Medical science continues to improve life expectancy while enhancing the quality of healthcare through innovations such as robotic surgery, artificial intelligence, and personalised medicine.

Agriculture has also benefited enormously from scientific research. Improved crop varieties, efficient irrigation systems, soil testing, and weather forecasting have increased food production to meet the needs of a growing population. Biotechnology has helped develop crops that are more resistant to pests and changing climatic conditions. However, scientific progress in agriculture must also consider environmental sustainability, biodiversity, and food safety to ensure long-term benefits. Climate change has emerged as one of the greatest scientific and social challenges of the twenty-first century. Rising global temperatures, melting glaciers, changing rainfall patterns, and more frequent extreme weather events affect economies and livelihoods worldwide. Scientific research plays a crucial role in understanding these changes and developing solutions. Renewable energy technologies such as solar, wind, and hydroelectric power offer alternatives to fossil fuels, reducing greenhouse gas emissions while promoting sustainable development.

Space exploration demonstrates humanity's desire to expand knowledge beyond Earth. Satellites have revolutionised communication, weather forecasting, disaster management, and navigation. Space missions have deepened our understanding of the solar system while inspiring generations of students to pursue careers in science and engineering. Investments in space research often produce technological innovations that later benefit everyday life. Despite its many achievements, science also raises ethical questions. Advances in genetic engineering, artificial intelligence, and biotechnology present opportunities as well as risks. Gene-editing technologies may help treat inherited diseases but also raise concerns about misuse and unequal access. Artificial intelligence improves efficiency across many sectors but may affect employment, privacy, and decision-making. Scientific progress must therefore be accompanied by ethical guidelines, transparent regulation, and public discussion.

Scientific literacy has become increasingly important in modern society. Citizens regularly encounter scientific information related to health, nutrition, climate, and technology. Without basic scientific understanding, people may become vulnerable to misinformation and pseudoscience. Schools should therefore encourage curiosity, experimentation, and evidence-based reasoning rather than rote memorisation. The scientific method teaches students to observe carefully, ask questions, test hypotheses, and evaluate evidence objectively.

International cooperation remains essential for scientific progress. Challenges such as pandemics, climate change, and food security cannot be solved by individual countries acting alone. Collaborative research allows scientists to share data, resources, and expertise across borders. Open scientific communication accelerates innovation while reducing duplication of effort. Governments also play a crucial role by investing in research institutions, universities, and innovation. Public funding supports basic research that may not produce immediate commercial benefits but often leads to groundbreaking discoveries in the long term. Private industries contribute by transforming scientific research into practical technologies that improve everyday life. Strong partnerships between academia, industry, and government create environments where innovation can flourish.

Science is ultimately a method of understanding the natural world through observation, experimentation, and evidence. Its greatest strength lies in its willingness to question assumptions and revise conclusions when new evidence emerges. This spirit of inquiry has driven human progress for centuries and will remain essential in addressing future challenges. As society becomes increasingly dependent on science and technology, it is important to ensure that scientific advancement remains guided by ethical responsibility, environmental sustainability, and concern for human welfare. Science should not only aim to expand knowledge but also improve lives while preserving the planet for future generations.

UNIT V

Part – A

- I. Tenses – Future [CO 5]
- II. Negative statements and questions [CO 5]
- III. Punctuations [CO 5]
- IV. Cause and Effect [CO 5]
- V. Content and Function Words [CO 5]

Part – B

- I. Essay Writing – Descriptive and Narrative Essays [CO 5]



Part – A

TENSES – FUTURE: [CO 5]

Quick Formula Box

Tense	Formula	Example	Usage
Simple Future	Subject + will + base verb	She will attend the workshop tomorrow.	To express future actions, decisions, promises, or predictions.
Future Continuous	Subject + will be + verb + ing	They will be presenting their project at 10 a.m.	To describe an action that will be in progress at a specific time in the future.
Future Perfect	Subject + will have + past participle	She will have completed the assignment by Friday.	To express an action that will be completed before a particular time in the future.
Future Perfect Continuous	Subject + will have been + verb + ing	By next month, he will have been working on the project for a year.	To express the duration of an action that will continue up to a specific point in the future.

I. Fill in the blanks using the future tense forms of the verbs in the brackets. [BTL-3]

1. We _____ the room by the time you get back. (finish)
2. The phone is ringing. I _____ and answer it. (go)
3. I _____ tomorrow so we can go to the beach. (not work)
4. Don't call me between 2:00 PM and 4:00 PM tomorrow because I _____ (attend) a mandatory seminar.
5. I don't think the exam _____ very difficult. (be)
6. I _____ this mess, mum. I promise. (tidy)
7. I _____ all my debts in a week's time. (pay)
8. Do you think they _____ a high-speed rail system by the end of 2028? (build)
9. Look at those clouds. It _____ (rain).

10. At this exact time next week, we _____ (relax) on the beaches of Bali.

II. Read each scenario carefully. Write THREE sentences predicting what will happen next. Use suitable future tenses. [BTL-4]

1. A heavy rain warning has been issued for your city. Schools remain open, but public transport services have been reduced.
2. Your college has announced a 48-hour hackathon with participants from across the country.
3. A student realizes that their mobile phone is missing just before boarding a train.
4. You receive an email that claims to have been sent from yourself ten years in the future. The email asks you to make an important decision today.
5. Your college canteen has introduced a cashless payment system. Students can now pay only through digital payment method.
6. A shopping company has started delivering parcels using drones in your city for the first time.
7. Your college has announced a "No Mobile Phone Day." Students are not allowed to use their phones anywhere on campus for 24 hours.
8. You book a taxi, and when it arrives, you realize there is no driver inside.
9. You find a wallet containing cash and an identity card on the college campus.
10. Students can now attend practical laboratory sessions using virtual reality headsets from their homes.

NEGATIVE STATEMENTS AND QUESTIONS: [CO 5]

A negative statement expresses that something is not true, does not happen, or did not happen. It is usually formed using words such as not, never, no, nobody, or nothing.

A negative question is a question that contains a negative word (usually not or n't) and is used to ask for confirmation, express surprise, make suggestions, or show expectations.

I. Rewrite the sentence as a negative statement without changing its meaning. [BTL-3]

1. Everyone attended the orientation programme.
2. The instructions were clear to all the participants.
3. The laboratory was always clean and well-maintained.
4. The internet connection was stable throughout the presentation.
5. Every student submitted the assignment on time.
6. The speaker was confident during the presentation.
7. The solution was possible.
8. The volunteers remembered every instruction.
9. The candidate was honest throughout the interview.
10. The event was open to everyone.



II. Study the situation and write suitable negative questions as captions. [BTL-3]

1. A student is watching YouTube while the assignment deadline countdown shows 5 minutes left.
2. A student appears in the group chat one hour before submission and asks, "What's the topic?"
3. Someone is reading the recipe only after burning the food.
4. A driver ignores every GPS instruction and ends up in a lake.
5. A user chooses the password 123456 and proudly says, "My account is secure."

III. Read each situation. Imagine you are in that situation. Write TWO negative questions that might cross your mind in each situation. [BTL-4]

1. You are standing in front of the class, and your presentation is about to begin.
2. The university website is about to publish the semester examination results.
3. You are about to upload your resume for your dream internship.
4. You have finished writing an email to your professor and are about to click "Send."
5. You have chosen a new laptop or smartphone and are about to complete the purchase.

PUNCTUATIONS: [CO 5]

Remember

- . → End a statement.
- , → Separate words or ideas.
- ? → Ask a question.
- ! → Show emotion.
- : → Introduce.
- ; → Link related sentences.
- ' → Show possession or contraction.
- " " → Quote exact words.
- () → Add extra information.
- - → Join related words.



I. Rewrite the following sentences by adding the necessary punctuation marks. [BTL-1]

1. good morning everyone welcome to todays guest lecture on artificial intelligence
2. have you submitted your internship application yet
3. the workshop covered communication teamwork problem solving and leadership skills
4. my professor said practice consistently and success will follow
5. although the rain was heavy the students attended the symposium
6. the following items are required for the laboratory session safety goggles gloves a lab coat and a notebook
7. wow that was an incredible presentation
8. my friends laptop isnt working so he borrowed mine
9. after completing the coding task the team celebrated their success

10. can you believe our project won the first prize at the national innovation challenge

II. Punctuate each sentence in TWO different ways to create TWO different meanings.

[BTL 4]

1. lets eat grandma
2. woman without her man is nothing
3. the teachers said the students are brilliant
4. i find inspiration in cooking my family and my dogs
5. we invited the dancers teachers
6. dont stop digging here
7. no price is too high
8. call the doctor dad
9. twenty five dollar bills
10. we are going to learn how to cut and paste kids

CAUSE AND EFFECT: [CO 5]

Remember

Cause = Why? (*Reason*)

Effect = What happened? (*Result*)

I. Combine the following sentences using appropriate signal words that indicate cause and effect:

[BTL-3]

Use suitable signal words such as **because, since, as, due to, therefore, so, hence, consequently, or as a result.**

1. The roads were flooded. The college declared a holiday.
2. Priya revised every day. She scored the highest marks in the examination.
3. The internet connection was unstable. The online interview was interrupted.
4. The team completed the project ahead of schedule. They had enough time to rehearse their presentation.
5. The laboratory equipment was not maintained properly. The experiment could not be conducted.
6. The company offered attractive internship opportunities. Many students applied for the programme.
7. Rahul forgot to charge his laptop. He could not present his project.
8. The college installed solar panels across the campus. Electricity consumption was reduced.
9. The weather forecast predicted heavy rainfall. The organisers postponed the outdoor events.
10. The students actively participated in the workshop. They gained valuable practical knowledge.

II. Read each cause carefully. Write a logical effect for each situation. [BTL-5]

1. Your alarm did not ring on the day of your final examination.
Effect:
2. The college library extended its working hours during the examination period.
Effect:
3. The students attended a resume-writing workshop.
Effect:
4. Scientists discovered a pill that allows people to stay awake for seven days without feeling tired.
Effect:
5. Your college organised an industrial visit to a manufacturing plant.
Effect:
6. The team completed its tasks well before the deadline.
Effect:
7. You discovered a secret button that could pause time for exactly five minutes every day.
Effect:
8. The city experienced a complete internet blackout for 24 hours.
Effect:
9. The weather department issued a cyclone warning.
Effect:
10. Your best friend accidentally became famous overnight because of a viral video.
Effect:

CONTENT AND FUNCTION WORDS: [CO 5]

Content words: Nouns, Main Verbs, Adjectives, Adverbs	Function words: Articles , Pronouns, Prepositions, Conjunctions, Auxiliary verbs, Determiners, Modals
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Identify the content words and function words in these sentences. [BTL-1]

1. The little boy quickly opened the mysterious box.
2. You should always wear a helmet while riding a motorcycle.
3. The chef prepared a delicious meal for the hungry travellers.
4. Although the movie was long, everyone enjoyed it.
5. My younger sister plays badminton with her friends every evening.
6. A young entrepreneur launched an innovative mobile application last month.
7. Can you solve this challenging puzzle without any help?
8. My grandfather tells fascinating stories about his childhood every weekend.
9. Several students volunteered to clean the nearby beach on Sunday.

10. The smart refrigerator automatically orders groceries when supplies become low.

II. Use the following content words to construct a meaningful sentence. You may add any suitable function words, but do not change the given content words. [BTL-3]

1. student • complete • assignment • successfully
2. children • play • football • evening
3. scientist • discover • new • planet
4. teacher • explain • difficult • concept • clearly
5. engineer • design • smart • bridge • city
6. dog • chase • squirrel • park
7. travellers • enjoy • beautiful • sunrise • mountain
8. musician • perform • energetic • concert • audience
9. astronaut • repair • damaged • satellite • space
10. students • volunteer • clean • beach • weekend



Part – B

ESSAY WRITING – DESCRIPTIVE AND NARRATIVE ESSAYS: [CO 5]

Descriptive essay: paints a vivid picture Purpose: To help the reader see, hear, smell, taste, or feel what you describe. Use: Adjectives, Sensory details, Figurative language, Clear organization. Answers: What is it like?	Narrative Essay: tells a story Purpose: To entertain, inform, or share an experience. Use: Characters, Setting, Plot, Sequence of events, Dialogue (optional). Answers: What happened?
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Write short essay on the following topics:

[BTL-6]

1. Describe the most memorable festival you have ever celebrated. What made it special and unforgettable?
2. Describe your family kitchen during the chaotic hour before a holiday meal or Sunday dinner. Focus on the symphony of smells, sounds, and shifting temperatures.
3. Describe a single, crucial moment in a sports game or competition (e.g., a penalty kick, a solo performance, a buzzer-beater shot) from the perspective of the participant, slowing time down to capture every micro-detail.
4. Revisit a favourite toy from your early childhood. Describe it not as you see it now, but through the eyes of your younger self, capturing the textures and feelings it evoked.
5. Imagine your ideal home of the future. Describe its design, features, technology, and how it would make your daily life comfortable and sustainable.
6. Write a story about a time you failed at something you tried incredibly hard to achieve. Focus on the exact moment you realized you weren't going to succeed, and how that failure reshaped your perspective.
7. Narrate the story of how you formed a close bond with someone you initially disliked, mistrusted, or assumed you had absolutely nothing in common with.

8. Tell the story of how you discovered you were good at something you never expected to try. Walk the reader through your very first clumsy attempt to the moment it "clicked."
9. Tell the story of an accidental all-night binge-watch. Describe the physical sensation of the hours slipping away, the internal battle of "just one more episode," and the surreal feeling of watching the sunrise after a fictional finale.
10. Tell the story of the first time you had to make a major financial decision or realized the true value of money

Assignment Topics

CAT 1 Assignment Topics:

1. Book Review:

Choose a book of your interest and write a critical review highlighting its theme, characters, writing style, and your personal response to the book.

2. Blog Writing:

Write an engaging blog post on a topic of your choice that informs, interests, or inspires your readers.

CAT 2 Assignment Topics:

1. If you could be any character from an English-language series, which character would you choose and why?