

**GOVERNMENT COLLEGE  
(AUTONOMOUS)  
RAJAHMUNDRY**

**STUDENT STUDY MATERIAL  
FOR  
GENERAL ENGLISH –  
SEMESTER-II**

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**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**  
**Department of English**  
**GENERAL ENGLISH FOR B.A., B.Com., B.Sc, B.Sc (Voc),B.Com (Voc) : 2023-2024**  
**SEMESTER –II (With effect from 2023-2024)**  
**A COURSE IN READING AND WRITING SKILLS**

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**Prose**

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| 1. The Best Investment I Ever Made | A.J.Cronin |
| 2. The Night Train at Deoli        | RuskinBond |

**Poetry**

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1. Skimming and Scanning
2. Note Making
3. Conversion of Words
4. One Word Substitutes
5. Collocations

**Professional Skills**

1. Expansion of Ideas
2. Notices, Agendas and Minutes
3. Letters & E Correspondence
4. Curriculum Vitae and Resume

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## UNIT-I: PROSE

### 1. The Best Investment I Ever Made - A.J. Cronin

#### Introduction:

- *The Best Investment I Ever Made* is a short story written by **A.J. Cronin**, narrating a touching episode from the author's early career as a doctor in London.
- The story begins when the narrator is traveling from **America to England** on a ship across the Atlantic. He notices a **man in his forties** following him for two days, hesitant to approach him. The narrator, too, does not show any interest in interacting with the stranger.
- The stranger, **Mr. John S.**, is a **short-statured, middle-aged man, balding, and dressed in a dark suit with a sober-colored tie**. He wears rimless glasses and is accompanied by his wife, **Mrs. John**.
- On the **final day of the journey**, encouraged by his wife, Mr. John finally gathers the courage to speak to the narrator.
- Mr. John is a **solicitor (lawyer)** by profession, but he and his wife have dedicated their lives to **social service**. They work for the **rehabilitation of young offenders**, particularly from **slum areas**, by providing them with **education and vocational skills** to help them reintegrate into society and lead respectable lives.
- Curious about his work, the narrator asks Mr. John what led him to take up such a noble cause. In response, Mr. John reminds him of an **incident that occurred 25 years ago**, the only time they had met before.

#### Flashback – The Incident 25 Years Ago

- The narrator slowly recalls the incident.
- **Twenty-five years ago**, while practicing as a young doctor in a **suburban area**, he was called by a **sergeant (policeman)** to attend to a **suicide attempt**. A young man had **tried to take his life by turning on the gas**. The doctor, along with the sergeant and the **landlady**, made a **desperate effort to save him**. Miraculously, they succeeded, and the young man regained consciousness.
- The **boy's story** was heartbreaking. After losing both his **parents**, he had started working in a **solicitor's office**. However, due to **bad company**, he lost all his money in **horse betting**. In desperation, he **stole money from his office safe** to recover his losses but lost that too. Fearing **punishment and disgrace**, he attempted **suicide**.
- Instead of punishing him, the three **decided to help** the young man:
  - The **sergeant** promised **not to file a case**.
  - The **landlady** waived **one month's rent**.
  - The **doctor** gave him **seven pounds and ten shillings** to return to the office safe and start afresh.
- The **young man** in the story was none other than **Mr. John S.**, the same man who was now standing before the narrator on the ship, **reminding him of their past encounter**.

## Transformation and Conclusion

- After **twenty-five years**, the narrator sees that the **once-misguided youth** has transformed into a **happily married man, dedicated to rehabilitating troubled young people**.
- Mr. and Mrs. John **actively work to rescue and rehabilitate** child offenders, **guiding them towards a better future**.
- The **doctor realizes** that the **small amount of money** he had given was the **best investment** he had ever made in his life—not in terms of **monetary gain**, but in the **immeasurable joy and satisfaction** of having helped transform a life.
- The story highlights **the power of kindness, second chances, and the impact of small acts of goodness in shaping someone’s future**.

## Key Themes:

1. **Compassion and Kindness** – A simple act of kindness can change someone’s life.
2. **The Power of Second Chances** – People should be given an opportunity to correct their mistakes.
3. **Social Responsibility** – Helping others, especially the less fortunate, leads to a more meaningful life.
4. **Redemption and Transformation** – Even those who have made mistakes can reform and contribute positively to society.

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## One-Mark Questions (Answer in one or two sentences)

### 1. Recall how much amount was stolen in *The Best Investment I Ever Made*.

**Answer:** The young man stole some money from the office safe, but the exact amount is not mentioned in the story.

### 2. Who woke up the narrator at midnight in *The Best Investment I Ever Made*?

**Answer:** The police sergeant woke up the narrator at midnight to attend to the young man who had attempted suicide.

### 3. Where was the narrator traveling when he met Mr. John S.?

**Answer:** The narrator was traveling from America to England on a ship across the Atlantic.

### 4. What was the profession of Mr. John S.?

**Answer:** Mr. John S. was a solicitor (lawyer) by profession.

### 5. How did the young man try to commit suicide?

**Answer:** He attempted suicide by turning on the gas in his room.

**6. Who were the three people who helped the young man?**

**Answer:** The police sergeant, the landlady, and the doctor (narrator) helped him.

**7. Why did the young man attempt suicide?**

**Answer:** He lost money in horse betting, stole from his office safe, and feared punishment, so he tried to end his life.

**8. What kind of work did Mr. John S. and his wife do?**

**Answer:** They worked for the rehabilitation of young offenders, helping them with education and vocational training.

**9. How did the doctor help the young man financially?**

**Answer:** The doctor gave him seven pounds and ten shillings to put back in the office safe and start afresh.

**10. Why does the narrator call it *the best investment*?**

**Answer:** Though it was a small amount, it helped transform the life of the young man, which gave the narrator immense satisfaction.

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**Two-Marks Questions (Answer in about 50 words)**

**1. How did the narrator and Mr. John S. meet again after 25 years?**

**Answer:** The narrator met Mr. John S. on a ship traveling from America to England. Mr. John hesitated to approach him for two days. Encouraged by his wife, he finally spoke to the narrator, reminding him of their past encounter when the doctor had saved him from a suicide attempt.

**2. Describe the financial trouble faced by the young man in the story.**

**Answer:** The young man lost his parents and started working in a solicitor's office. He fell into bad company and lost money in horse betting. In desperation, he stole **seven pounds and ten shillings** from the office safe, lost that too, and attempted suicide out of guilt and fear of punishment.

**3. How did the three people help the young man?**

**Answer:** The **police sergeant** promised not to file a case, the **landlady** waived one month's rent, and the **doctor** gave him **seven pounds and ten shillings** to return to the office safe. Their kindness saved him from disgrace and enabled him to reform his life and work for others' welfare.

**4. Why does the narrator consider the money he gave as ‘the best investment’?**

**Answer:** Though the amount was small, it **transformed a life**. The young man, who could have become a criminal, instead became a **social worker, helping troubled youth**. The doctor did not receive any monetary return, but the satisfaction of saving a life made it **his best investment ever**.

**5. What impact did the narrator’s kindness have on Mr. John S.’s life?**

**Answer:** The young man reformed himself and dedicated his life to **rehabilitating young offenders**. He and his wife worked tirelessly to provide **education and skills** to troubled youth. The narrator’s small act of kindness **inspired a lifelong mission of social service**, proving how one good deed can change many lives.

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## UNIT-I: PROSE

### 2. The Night Train at Deoli – Short Story - By Ruskin Bond

#### Summary - Important Points

- *The Night Train at Deoli* is a **poignant and nostalgic** short story by **Ruskin Bond**, a renowned Anglo-Indian writer. The story explores **adolescent infatuation, fleeting romance, and the bittersweet pain of unfulfilled love.**
- The **narrator**, a young man from **Delhi**, shares his experiences of **traveling every summer to his grandmother's house in Dehra**. His journey takes him through **Deoli**, a small and **insignificant railway station**, which later becomes the setting for an **unforgettable encounter.**

#### Description of the Railway Station - Deoli:

- *"Deoli was a small station with a lone platform. There was an office for the stationmaster and a waiting room. The platform boasted a tea stall, a fruit vendor, and a few stray dogs; not much else. Nothing ever happened there. Nobody got off the train and nobody got in. There were never any coolies on the platform. But the train would stop there for a full ten minutes."*
- **Deoli station** is portrayed as a **lonely and isolated** place, with **hardly any activity**. No passengers ever **board or leave the train**, making it a **forgotten, uneventful stop** in the narrator's journey. The **desolate atmosphere** of the station mirrors the **sense of longing and mystery** in the story.

#### The Unforgettable Encounter:

- When the narrator was **eighteen years old**, during one of his summer trips, the train reached **Deoli station at 5 o'clock in the morning.**
- He noticed a **young girl selling baskets** on the platform. She was **poorly dressed**, with **bare feet and old clothes**, yet carried **grace and dignity in her movements.**

#### Description of the Girl:

- *"It was a cold morning, and the girl had a shawl thrown across her shoulders. Her feet were bare, and her clothes were old, but she was a young girl, walking gracefully and with dignity... She had a pale skin set off by shiny black hair, and dark, troubled eyes."*
- The girl's **striking appearance**—her **pale skin, black hair, and dark, expressive eyes**—captivates the narrator. She seems **mysterious and troubled**, adding to the charm and intrigue surrounding her.

#### The Fleeting Romance:

- As their **eyes met**, the young man felt an **instant connection** with the girl. He **stepped down from the train and walked towards the tea stall.**
- The girl approached him and **offered to sell a basket**. Although he **had no need for one**, he eventually **bought it, just to interact with her**. While giving her the money, he **gently touched her hand**, experiencing a **moment of warmth and tenderness.**
- As he returned to his compartment, the **girl smiled at him** and continued to **watch him as long as he was in sight.**

### **The Second Meeting & Unspoken Words:**

- During his **return journey**, he saw the girl again. This time, they **spoke a few words**, further deepening their connection.
- The young man felt a **strong impulse to take her along with him to Delhi**, but **he hesitated**, unable to express his feelings.
- Before parting, he **promised to return**, and the girl's **silent, affectionate smile** conveyed that she, too, felt the same longing.

### **The Heartbreak & Longing:**

- The following summer, he **eagerly searched for her** at **Deoli station** but **did not find her**.
- Neither the **stationmaster nor the tea vendor** could tell him what had happened to the girl. She had simply **vanished** without a trace.
- The narrator felt as if **she had stolen his heart**, leaving behind a **void filled with longing and unanswered questions**.

### **Fear of the Truth & The Unfinished Story:**

- Though he **traveled through Deoli station many times**, he **never got down to search for her**.
- He feared discovering an **unpleasant truth**—that she might have **left, married, or even fallen sick**.
- Instead, he preferred to **preserve the memory of their brief encounter**, allowing it to remain a **beautiful, unfinished love story** in his heart.

### **Themes & Interpretation:**

1. **Adolescent Love & Infatuation** – The story beautifully captures the **tender emotions of youthful love**, which is intense yet fleeting.
2. **The Pain of Unfulfilled Desires** – The narrator's longing for the girl reflects **the human tendency to romanticize the past** and cherish incomplete stories.
3. **Mystery & Longing** – The **girl's disappearance** and the narrator's **inability to search for her** add a **mystical and melancholic tone** to the story.
4. **Symbolism of Deoli Station** – Deoli, a **forgotten, lifeless station**, mirrors the **impermanence of relationships and emotions** in real life.

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**One-Mark Questions (Answer in one or two sentences)**

**1. Where is the narrator traveling to in *The Night Train at Deoli*?**

**Answer:** The narrator is traveling from Delhi to his grandmother's house in Dehra.

**2. How far is Deoli from Dehra?**

**Answer:** Deoli is located thirty kilometers before Dehra.

**3. What time does the train reach Deoli station?**

**Answer:** The train reaches Deoli station at 5 o'clock in the morning.

**4. How long does the train stop at Deoli?**

**Answer:** The train stops at Deoli for ten minutes.

**5. What does the narrator observe about Deoli station?**

**Answer:** Deoli is a small and quiet station with a lone platform, a stationmaster's office, a waiting room, a tea stall, a fruit vendor, and a few stray dogs. No one gets on or off the train there.

**6. What was the young girl selling at Deoli station?**

**Answer:** She was selling baskets on the platform.

**7. What business did the girl do on the platform?**

**Answer:** She sold baskets to passengers on the platform.

**8. What was the girl wearing when the narrator first saw her?**

**Answer:** She was wearing an old shawl draped over her shoulders.

**9. What features of the girl attracted the narrator?**

**Answer:** Her pale skin, shiny black hair, and dark, troubled eyes attracted the narrator.

**10. What was the narrator's age when he first saw the girl?**

**Answer:** He was eighteen years old.

**11. Why did the narrator buy a basket from the girl?**

**Answer:** He did not really need a basket but bought one just to interact with her.

**12. How did the girl react when the narrator bought a basket?**

**Answer:** She smiled at him warmly and looked at him until the train left.

**13. What impulse did the narrator have during his second meeting with the girl?**

**Answer:** He had a strong urge to take her with him to Delhi but could not express his feelings.

**14. How did the girl express her emotions?**

**Answer:** She communicated through her eyes, gestures, and smile rather than words.

**15. What promise did the narrator make to the girl?**

**Answer:** He told her that he would return.

**16. What happened when the narrator returned the next summer?**

**Answer:** The girl was not there, and no one could tell him where she had gone.

**17. What information did the stationmaster give about the girl when the narrator asked about her?**

**Answer:** The stationmaster had no information about her whereabouts.

**18. How did the narrator feel about the girl's absence?**

**Answer:** He was heartbroken and felt that she had stolen his heart.

**19. Why did the narrator never get down at Deoli to look for the girl?**

**Answer:** He feared discovering an unpleasant truth—that she might have left, married, or fallen ill.

**20. What does Deoli station symbolize in the story?**

**Answer:** It symbolizes longing, nostalgia, and the beauty of unfinished love.

\*\*\*

## Two-Marks Questions (Answer in 50 words)

1. Describe how the young man was disappointed in *The Night Train at Deoli*.

**Answer:** The narrator looked for the girl on his next journey, but she was not there. He asked the stationmaster and tea vendor, but they had no information. The **disappearance of the girl deeply saddened him**, leaving him with a **sense of longing and unfulfilled love**.

2. What was special about Deoli station?

**Answer:** Deoli was a **small, quiet station** with no significant activity. The train **stopped there for ten minutes**, but **no one ever got on or off**. The station had **a tea stall, a fruit vendor, and stray dogs**, making it an **isolated and forgotten place** that symbolized the narrator's lost love.

3. Explain how the girl at Deoli is described in the story.

**Answer:** The girl had **a shawl over her shoulders, old clothes, and bare feet**, showing her **poverty**. Despite this, she had a **graceful and dignified** presence. Her **pale skin, shiny black hair, and dark troubled eyes** made a lasting impression on the narrator.

4. How did the narrator and the girl communicate their emotions?

**Answer:** Their **eyes met**, and the girl **smiled warmly** at the narrator. She offered to sell a **basket**, and he **bought one just to interact with her**. Although they exchanged only a few words, their **expressions and silent glances** conveyed their feelings more than words could.

5. Why did the narrator avoid searching for the girl in Deoli?

**Answer:** Though he longed to see her again, the narrator **feared hearing bad news**—that she might have **left, married, or fallen sick**. He chose to **preserve the memory of their brief encounter** rather than risk losing the romantic **mystery of their unfinished love story**.

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## UNIT-II: POETRY

### 1. Night of the Scorpion – Poem - Nissim Ezekiel

#### Summary:

"*Night of the Scorpion*" is a **story-like poem** written by **Nissim Ezekiel**. It tells about **an incident from the poet's childhood**, when **his mother was stung by a scorpion** on a rainy night.

On that night, **heavy rain** forced a **scorpion to enter the poet's house**. It **hid under a sack of rice** and then **stung the poet's mother** before escaping into the dark.

Hearing the news, **many villagers rushed to the house**. They **chanted God's name**, believing it would **stop the scorpion's poison from spreading**. Some of them said that the scorpion's sting would **remove the mother's past sins** and **purify her soul**.

The **poet's father was a rationalist (believed in science)** and did not follow the villagers' beliefs. He **tried various home remedies** to cure his wife. He used **powders, herbs, and traditional medicines**. Finally, he even **poured paraffin (kerosene) on the wound and set it on fire**, hoping to stop the poison.

The **poet, as a child, silently watched everything**. His mother was **suffering a lot**, groaning in pain. **It took twenty hours for the poison to wear off**.

At the end, when the mother finally recovered, she **did not complain about her pain**. Instead, she **thanked God that the scorpion stung her and not her children**.

This poem shows **how a mother's love is stronger than any pain**. Even after suffering so much, the **mother's first thought was for her children's safety**.

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#### Key Points (in Simple Words):

##### 1. The Scorpion's Sting:

- It was a **rainy night**.
- A **scorpion entered the poet's house** to escape the rain.
- It **stung the poet's mother and disappeared into the dark**.

##### 2. Villagers' Reactions (Superstition and Faith):

- The **villagers rushed to the house** and **chanted God's name** many times.
- They believed:
  - The **scorpion's sting would remove past sins**.
  - The **pain would purify the mother's soul**.
  - The **suffering would reduce future misfortunes**.

### 3. The Father's Reaction (Science vs. Superstition):

- The father did not believe in superstitions.
- He tried home remedies, powders, and herbal medicine to cure his wife.
- He even poured kerosene on the wound and set it on fire to kill the poison.

### 4. The Poet's Reaction:

- The poet was a child at that time.
- He watched everything silently and observed how people reacted differently.

### 5. The Mother's Love (Main Message of the Poem):

- After twenty hours, the pain finally reduced.
- The mother did not complain about her suffering.
- Instead, she thanked God that the scorpion stung her and not her children.
- This shows a mother's love is selfless and pure.

### Main Themes (What the Poem Teaches Us):

1. **Mother's Love** – Even in pain, a mother thinks of her children first.
2. **Superstition vs. Science** – Villagers believe in faith, while the father believes in medicine.
3. **Pain and Suffering** – The mother goes through intense pain, showing that life is full of struggles.
4. **Observation and Reflection** – The poet, as a child, watches and learns how different people react to the same problem.

### Conclusion:

*"Night of the Scorpion"* is not just about a scorpion bite, but about human beliefs, suffering, and most importantly, a mother's love. The poem shows that mothers are willing to go through any pain for their children's well-being.

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### One-Mark Questions (Answer in one or two sentences)

#### 1. Who was bitten by the scorpion?

**Answer:** The poet's mother was bitten by the scorpion.

#### 2. Where did the scorpion hide before stinging the poet's mother?

**Answer:** The scorpion had crawled under a sack of rice to escape the heavy rain.

#### 3. What happened to the scorpion after it stung the mother?

**Answer:** The scorpion disappeared into the darkness after stinging her.

**4. Why did the scorpion enter the poet's house?**

**Answer:** The scorpion entered the house to escape the heavy rain.

**5. What did the villagers do when they heard about the scorpion sting?**

**Answer:** They rushed to the house, chanted God's name, and tried to find the scorpion.

**6. Why did the villagers chant God's name?**

**Answer:** They believed chanting would paralyze the scorpion and stop the poison from spreading.

**7. What did the villagers say about the mother's suffering?**

**Answer:** They believed that her pain would reduce her sins and purify her soul.

**8. What did the villagers say about the mother's next birth?**

**Answer:** They said that her suffering in this life would reduce the misfortunes of her next birth.

**9. What did the villagers believe about the balance of good and evil?**

**Answer:** They thought that her suffering would help balance good and evil in the world.

**10. Why did the villagers sit around the mother?**

**Answer:** They sat with her, hoping their prayers would help her recover.

**11. How did the poet's father react to the situation?**

**Answer:** He tried various remedies, such as powders, herbs, and even burning the wound.

**12. What kind of person was the poet's father?**

**Answer:** He was a rationalist who believed in medicine rather than superstitions.

**13. What unusual method did the father use to treat the scorpion sting?**

**Answer:** He poured paraffin on the wound and set it on fire.

**14. What did the poet do during the whole incident?**

**Answer:** As a child, he watched everything silently, observing the reactions of the people.

**15. How long did the mother suffer from the scorpion sting?**

**Answer:** She suffered for twenty hours before the pain subsided.

**16. How did the poet describe his mother's pain?**

**Answer:** She twisted and groaned on a mat, suffering intensely.

**17. How did the poison finally lose its effect?**

**Answer:** After twenty hours, the poison lost its sting, and the pain gradually went away.

**18. What did the mother say after she recovered?**

**Answer:** She thanked God that the scorpion bit her and not her children.

**19. What does the mother's reaction at the end of the poem show?**

**Answer:** It shows a mother's selfless love and willingness to suffer for her children.

**20. What is the main theme of *Night of the Scorpion*?**

**Answer:** The poem highlights superstition vs. rationalism, suffering, and a mother's unconditional love.

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### **Two-Mark Questions & Answers (*Answer in approximately 50 words*)**

**1. Demonstrate the significance of the mother's words in "*Night of the Scorpion*".**

**Answer:** At the poem's conclusion, the mother, despite enduring immense pain, expresses gratitude that the scorpion stung her instead of her children. This highlights her selfless and protective nature, emphasizing the unconditional love and sacrifice inherent in motherhood. Her words underscore the theme of maternal devotion prevailing over personal suffering.

**2. How does the poet contrast the villagers' superstitions with the father's rationalism?**

**Answer:** The villagers resort to prayers and rituals, believing the mother's suffering will cleanse her sins and purify her soul. In contrast, the father, described as a skeptic and rationalist, employs scientific methods like applying powders, herbs, and even burning the wound with paraffin to counteract the poison. This juxtaposition highlights differing approaches to crisis.

**3. Describe the imagery used to depict the villagers in the poem.**

**Answer:** The poet likens the arriving villagers to "swarms of flies," emphasizing their overwhelming numbers and frantic energy. Their candles and lanterns cast "giant scorpion shadows" on the walls, creating a vivid and eerie scene that underscores the tension and urgency of the situation.

**4. What role does the setting play in enhancing the poem's mood?**

**Answer:** The poem is set on a rainy night, with "ten hours of steady rain" driving the scorpion indoors. The persistent rain and darkness contribute to a somber and tense atmosphere, reflecting the gravity of the mother's predicament and the villagers' anxious efforts to aid her.

**5. Analyze the significance of the scorpion's movement in the poem.**

**Answer:** The scorpion's movement symbolizes the spread of evil or misfortune. The villagers believe that with every movement the scorpion makes, the poison moves in the mother's blood. This belief leads them to pray for the scorpion to remain still, reflecting their attempt to control the uncontrollable.

**6. How does the poet portray the theme of communal response to crisis?**

**Answer:** Upon learning of the mother's plight, the villagers gather quickly, bringing candles and lanterns, and offer prayers and rituals. Their collective actions, driven by shared beliefs, demonstrate a communal effort to combat adversity, highlighting the unity and support within the rural community.

**7. Examine the use of irony in the poem.**

**Answer:** Irony is evident in the father's actions; despite being a skeptic and rationalist, he resorts to both traditional remedies and superstitious practices in his desperation to save his wife. Additionally, the mother's final words express gratitude for her suffering, viewing it as a blessing since it spared her children, which is an ironic twist on the expected response to pain.

**8. Discuss the portrayal of rural life in the poem.**

**Answer:** The poem provides insights into rural Indian life, depicting a close-knit community that relies on traditional beliefs and communal support. The villagers' swift assembly, shared rituals, and collective concern for the mother's well-being reflect the interconnectedness and cultural practices prevalent in rural settings.

**9. How does the poet convey the passage of time during the mother's suffering?**

**Answer:** The poet notes that after "twenty hours" the poison lost its sting, indicating the prolonged nature of the mother's agony. This specific mention of time emphasizes the severity of the situation and the endurance required by both the mother and the community during the ordeal.

**10. What is the effect of the poem's narrative perspective?**

**Answer:** The poem is narrated from the perspective of the poet as a child observing the events. This vantage point provides a sense of innocence and detachment, allowing readers to witness the contrasting beliefs and actions of the adults, and highlighting the impact of the incident on the young observer.

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## UNIT-II POETRY

### 2. ULYSSES – Poem

By Alfred, Lord Tennyson

#### Summary:

"Ulysses" is a dramatic monologue that presents the thoughts and feelings of the aging hero, Ulysses (known as Odysseus in Greek mythology), after his return to Ithaca from his epic adventures, including the Trojan War. Despite being home with his wife, Penelope, and son, Telemachus, Ulysses feels restless and dissatisfied with the monotonous life of a king. He yearns for the thrill of exploration and the pursuit of knowledge that defined his earlier years. Reflecting on his past experiences and the inevitability of aging, Ulysses resolves to embark on one final voyage with his loyal mariners, seeking to live life to its fullest until the end.

#### Key Points:

- **Theme of Restlessness and Yearning for Adventure:** Ulysses is discontented with his static life in Ithaca and longs to return to the dynamic world of exploration.
- **Contrast Between Past and Present:** The poem juxtaposes Ulysses' glorious past as a hero and adventurer with his current mundane existence as a ruler.
- **Reflection on Mortality:** Ulysses acknowledges his advancing age but refuses to succumb to a life of inactivity, emphasizing the value of striving and seeking new horizons.
- **Delegation of Responsibilities:** He recognizes that his son, Telemachus, is better suited for the domestic responsibilities of kingship, allowing Ulysses to pursue his own desires.
- **Determination and Resilience:** The poem concludes with Ulysses' resolve to continue seeking adventure despite the challenges of age, encapsulated in the famous line: "To strive, to seek, to find, and not to yield."

Tennyson's "Ulysses" explores universal themes of ambition, the passage of time, and the enduring human spirit's quest for meaning beyond the confines of routine existence.

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#### One-Mark Questions (Answer in one or two sentences)

1. Who is the speaker in the poem "Ulysses"?

**Answer:** Ulysses (Odysseus)

2. Which literary form does "Ulysses" exemplify?

**Answer:** Dramatic monologue

- 3. What is Ulysses' primary complaint about his life in Ithaca?**  
**Answer:** The dullness and inactivity of his current life
- 4. How does Ulysses describe his people in the poem?**  
**Answer:** "A savage race"
- 5. Who is Ulysses' son mentioned in the poem?**  
**Answer:** Telemachus
- 6. What does Ulysses yearn for instead of his kingly duties?**  
**Answer:** Adventure and exploration
- 7. Which phrase reflects Ulysses' desire to live life fully?**  
**Answer:** "To strive, to seek, to find, and not to yield"
- 8. What does Ulysses mean by "I am a part of all that I have met"?**  
**Answer:** His experiences have shaped his identity
- 9. How does Ulysses view old age in the poem?**  
**Answer:** As a time to continue seeking new experiences
- 10. What does Ulysses plan to do at the end of the poem?**  
**Answer:** Embark on a final voyage with his mariners
- 11. Which classical work is Tennyson's "Ulysses" based on?**  
**Answer:** Homer's "The Odyssey"
- 12. What does Ulysses consider as "an arch" in the poem?**  
**Answer:** The untraveled world
- 13. How does Ulysses feel about his past adventures?**  
**Answer:** He recalls them with pride and longing
- 14. To whom does Ulysses entrust the care of Ithaca?**  
**Answer:** His son, Telemachus

**15. What does Ulysses mean by "to follow knowledge like a sinking star"?**

**Answer:** To pursue knowledge relentlessly, even as life fades

**16. What is Ulysses' attitude towards the prospect of death?**

**Answer:** He acknowledges it but chooses to continue seeking adventure

**17. How does Ulysses describe his wife, Penelope, in the poem?**

**Answer:** He does not mention her directly

**18. What does Ulysses refer to as "the baths of all the western stars"?**

**Answer:** The unexplored regions beyond the horizon

**19. What does Ulysses hope to achieve by embarking on a new journey?**

**Answer:** To live life to its fullest until the end

**20. What is the central theme of Tennyson's "Ulysses"?**

**Answer:** The relentless pursuit of purpose and adventure

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### **Two- Marks Questions (Answer in about 50 words)**

**1. Discuss how Tennyson's "Ulysses" exemplifies the characteristics of a dramatic monologue.**

In "Ulysses," Tennyson presents the inner thoughts of the titular character as he reflects on his past adventures and expresses his dissatisfaction with a mundane domestic life. The poem is delivered entirely from Ulysses' perspective, revealing his personal feelings and aspirations without interaction from other characters, characteristic of a dramatic monologue.

**2. Analyze Ulysses' perception of his subjects and his role as their king.**

Ulysses views his subjects as a "savage race" who merely "hoard, and sleep, and feed," indicating his disdain for their simple, unambitious lives. He feels disconnected from them and finds little fulfillment in ruling, yearning instead for the excitement of exploration and adventure.

**3. Explain the significance of the metaphor "To rust unburnish'd, not to shine in use" in the poem.**

This metaphor compares Ulysses' potential inactivity to a sword that rusts when not used. He implies that, like the sword, he is meant for action and adventure; without it, he loses his purpose and vitality.

**4. How does Ulysses contrast his past adventures with his present life in Ithaca?**

Ulysses reminisces about his past filled with battles and exploration, where he felt alive and honored. In contrast, his current life in Ithaca is monotonous and unfulfilling, lacking the challenges and excitement he once thrived on.

**5. Describe Ulysses' views on aging and how they influence his desire for new experiences.**

Ulysses acknowledges that although he and his companions are aged, they still possess a strong will to seek new adventures. He believes that life, regardless of age, should be lived to the fullest, continually striving for new horizons.

**6. What responsibilities does Ulysses assign to Telemachus, and how does he perceive his son's capabilities?**

Ulysses entrusts Telemachus with the governance of Ithaca, acknowledging his son's patience, prudence, and dedication to domestic duties. He believes Telemachus is well-suited to civilize the people and perform common tasks, complementing Ulysses' own yearning for adventure.

**7. Interpret the meaning of the line "To strive, to seek, to find, and not to yield" in the context of the poem.**

This line encapsulates Ulysses' philosophy of relentless pursuit of knowledge and experience. It signifies an unwavering determination to continue exploring and living life to its fullest, regardless of the challenges posed by aging or circumstance.

**8. How does Tennyson use imagery related to the sea to reflect Ulysses' inner feelings?**

Tennyson employs sea imagery to mirror Ulysses' emotions, depicting the sea as a symbol of uncharted territories and endless possibilities. Phrases like "the deep / Moans round with many voices" evoke a sense of longing and the call to adventure that Ulysses feels.

**9. Examine the theme of the unending quest for knowledge in "Ulysses."**

The poem portrays Ulysses' insatiable desire for knowledge and experience, viewing life as a continuous journey of discovery. He sees each experience as an archway leading to new worlds, emphasizing that the pursuit of understanding is a lifelong endeavor.

**10. Discuss the relevance of Ulysses' yearning for adventure to contemporary readers.**

Ulysses' desire to seek new experiences resonates with contemporary readers who value personal growth and lifelong learning. His refusal to succumb to complacency encourages a proactive approach to life, inspiring individuals to pursue their passions regardless of age or circumstance.

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## UNIT-II: POETRY

### 3. The Mountain and the Squirrel – Poem - By Ralph Waldo Emerson

#### Poem-Text

The mountain and the squirrel  
Had a quarrel;  
And the former called the latter  
"Little prig."  
Bun replied,  
"You are doubtless very big;  
But all sorts of things and weather  
Must be taken in together  
To make up a year  
And a sphere.  
And I think it no disgrace  
To occupy my place.  
If I'm not so large as you,  
You are not so small as I,  
And not half so spry:  
I'll not deny you make  
A very pretty squirrel track.  
Talents differ; all is well and wisely put;  
If I cannot carry forests on my back,  
Neither can you crack a nut

#### Summary and Key Points:

"The Mountain and the Squirrel," also known as "Fable," is a poem by Ralph Waldo Emerson that illustrates a dialogue between a proud mountain and a humble squirrel named Bun. The mountain mocks the squirrel for its small size, calling it a "Little Prig." In response, Bun acknowledges the mountain's grandeur but emphasizes that every being has its unique role and abilities. The squirrel points out that while the mountain can carry forests on its back, it cannot crack a nut—a task simple for the squirrel. This exchange highlights the theme that all creatures, regardless of size, have their own talents and significance in the world.

#### Key Points:

- **Individual Worth:** The poem underscores that every being, irrespective of size or stature, possesses unique value and should not be belittled.
- **Acceptance of Differences:** By acknowledging their distinct abilities, the mountain and the squirrel represent the importance of recognizing and respecting differences among individuals.
- **Mutual Respect:** The squirrel's wise retort to the mountain's mockery teaches that mutual respect is essential for harmonious coexistence.
- **Humility:** The poem encourages humility by illustrating that boasting about one's attributes can lead to unnecessary conflicts.

**One-Mark Questions (Answer in one or two sentences)**

1. **Who are the two main characters in the poem "The Mountain and the Squirrel"?**

**Answer:** The Mountain and the Squirrel

2. **What nickname does the Mountain give to the Squirrel?**

**Answer:** "Little prig"

3. **How does the Squirrel respond to being called "Little prig"?**

**Answer:** By defending its own importance and pointing out that talents differ.

4. **What is the Squirrel's name in the poem?**

**Answer:** Bun

5. **According to the Squirrel, what must be taken together to make up a year and a sphere?**

**Answer:** All sorts of things and weather

6. **What does the Squirrel say it cannot do that the Mountain can?**

**Answer:** Carry forests on its back

7. **What does the Squirrel claim it can do that the Mountain cannot?**

**Answer:** Crack a nut

8. **What is the main theme of the poem?**

**Answer:** Every being has unique talents and value.

9. **How does the Squirrel describe its own movements compared to the Mountain?**

**Answer:** More spry (lively and energetic)

10. **What literary device is predominantly used in "The Mountain and the Squirrel"?**

**Answer:** Personification

11. **Who wrote the poem "The Mountain and the Squirrel"?**

**Answer:** Ralph Waldo Emerson

12. **What does the term "prig" mean as used in the poem?**

**Answer:** A self-righteously moralistic person

13. **What does the Squirrel mean by "Talents differ"?**

**Answer:** Different beings have different abilities.

14. **What is the tone of the Squirrel's response to the Mountain?**

**Answer:** Assertive yet respectful

15. **What does the Mountain symbolize in the poem?**

**Answer:** Grandeur and immobility

16. **What does the Squirrel symbolize in the poem?**

**Answer:** Agility and modesty

17. **How many times does the Mountain speak in the poem?**

**Answer:** Once

18. **What lesson does the poem convey about self-worth?**

**Answer:** Everyone has their own place and value.

19. **In the poem, what does the Squirrel say about occupying its place?**

**Answer:** It thinks it no disgrace to occupy its place.

20. **What does the poem suggest about comparing oneself to others?**

**Answer:** Such comparisons are futile since everyone has unique talents.

\*\*\*

### **Two-Marks Questions (Answer in about 50 words)**

1. **What is the central conflict between the mountain and the squirrel in Emerson's poem?**

The central conflict arises from the mountain belittling the squirrel by calling it a "Little prig," leading the squirrel to defend its own significance despite its small size.

**2. How does the squirrel justify its own importance in the poem?**

The squirrel acknowledges the mountain's size but emphasizes that both have unique roles; the mountain can carry forests, while the squirrel can crack nuts, highlighting that "Talents differ."

**3. What literary devices are predominantly used in "The Mountain and the Squirrel"?**

The poem employs personification, giving human traits to the mountain and the squirrel, and alliteration, as seen in phrases like "Little prig."

**4. Explain the significance of the line "Talents differ; all is well and wisely put" in the poem.**

This line conveys the moral that every being has unique abilities, and all are essential in the grand design of the world, promoting acceptance and appreciation of differences.

**5. How does the poem "The Mountain and the Squirrel" reflect Emerson's transcendentalist beliefs?**

The poem reflects Emerson's transcendentalist views by emphasizing individual worth, the interconnectedness of all beings, and the idea that every creature has a unique purpose in the natural world.

**6. What does the squirrel mean by stating, "If I'm not so large as you, You are not so small as I"?**

The squirrel points out that while it lacks the mountain's grandeur, the mountain also lacks the squirrel's agility and smallness, emphasizing that size does not determine worth.

**7. In what way does the poem illustrate the theme of humility?**

The poem teaches humility by showing that boasting about one's attributes is futile, as every being has its own strengths and limitations.

**8. How does the structure of the poem contribute to its overall message?**

The poem's concise structure and straightforward dialogue between the mountain and the squirrel effectively convey the moral lesson about the value of all beings.

**9. What role does nature play in conveying the poem's message?**

Nature serves as a backdrop, with the mountain and the squirrel representing different aspects of the natural world, illustrating that every part of nature has its own importance.

**10. How does Emerson use contrast to highlight the differences between the mountain and the squirrel?**

Emerson contrasts the mountain's immensity and stability with the squirrel's small size and agility to emphasize that diverse qualities contribute to the world's balance.

## UNIT-III: Non-Detailed Text

### 1. The Secret of Work - Swami Vivekananda

#### Summary and Key Points:

Swami Vivekananda's essay "The Secret of Work" delves into the philosophy of Karma Yoga, emphasizing the significance of selfless action and the attitude one should maintain towards work.

Vivekananda categorizes assistance into three distinct types:

1. **Physical Help:** Addressing immediate physical needs, such as providing food or shelter. While beneficial, this form of help offers only temporary relief.
2. **Intellectual Help:** Imparting knowledge to dispel ignorance. Education empowers individuals, leading to more enduring benefits than mere physical aid.
3. **Spiritual Help:** Guiding individuals towards spiritual enlightenment. This form of assistance is deemed the highest, as it aims to eradicate the very source of human suffering by fostering inner strength and contentment.

Vivekananda asserts that ignorance is the root cause of all misery and evil. By enlightening the spirit, one can achieve permanent satisfaction, rendering spiritual help the most profound form of assistance. He emphasizes that true change in society arises from transforming individual character through spiritual growth.

Regarding work, Vivekananda draws insights from the Bhagavad Gita, advocating for continuous action without attachment to outcomes. He introduces the concept of 'Samskara,' referring to the mental impressions left by actions. These impressions shape one's character over time. By performing work selflessly and without attachment, individuals can cultivate a pure character and attain liberation from the bondage of actions.

#### Key Points:

- **Hierarchy of Help:** Physical assistance addresses immediate needs; intellectual help offers longer-term benefits by dispelling ignorance; spiritual guidance provides the most profound aid by leading individuals towards eternal contentment.
- **Root of Misery:** Ignorance is identified as the fundamental cause of suffering. Eradicating ignorance through spiritual enlightenment is essential for true happiness.
- **Nature of Work:** All actions inherently contain both good and evil elements. Continuous work, performed without attachment, is essential for personal growth and societal well-being.
- **Non-Attachment:** Detaching oneself from the fruits of work prevents the formation of binding impressions (Samskara), leading to freedom and peace.
- **Character Formation:** Repeated actions leave impressions on the mind, shaping one's character. Thus, mindful and selfless actions are crucial for character development.

In essence, "The Secret of Work" teaches that by understanding the true nature of work and performing actions selflessly, individuals can achieve spiritual growth and contribute positively to society.

**One-Mark Questions (Answer in one or two sentences)**

1. **What is the highest form of help, according to Vivekananda?**

**Answer:** Spiritual help.

2. **What does Vivekananda identify as the root cause of all misery?**

**Answer:** Ignorance.

3. **Which scripture does Vivekananda frequently reference in "The Secret of Work"?**

**Answer:** The Bhagavad Gita.

4. **What does Vivekananda suggest about the nature of all work?**

**Answer:** All work is inherently a mixture of good and evil.

5. **According to Vivekananda, what binds the soul?**

**Answer:** Attachment to the results of work.

6. **What practice does Vivekananda recommend to avoid the bondage of work?**

**Answer:** Non-attachment.

7. **What term does Vivekananda use to describe the mental impressions left by actions?**

**Answer:** Samskara.

8. **How does Vivekananda define character?**

**Answer:** The sum total of one's mental impressions.

9. **What analogy does Vivekananda use to describe the mind's response to actions?**

**Answer:** A lake with ripples that leave impressions

10. **What is the ultimate goal of all Yogas, according to Vivekananda**

**Answer:** Freedom of the soul.

11. **What does Vivekananda say about working incessantly?**

**Answer:** One should work incessantly without attachment.

12. **What is the effect of good actions on character, as per Vivekananda?**

**Answer:** They create good impressions, leading to a good character.

13. **How does Vivekananda suggest we view our role in helping others?**

**Answer:** We are privileged to work for others; we do not help God.

14. **What does Vivekananda mean by "Work as if you were a stranger in this land"?**

**Answer:** Work without attachment, as if temporarily present.

15. **According to Vivekananda, what leads to true freedom?**

**Answer:** Non-attachment to work and its results.

16. **What does Vivekananda say about the relationship between means and ends in work?**

**Answer:** Proper attention to means ensures the desired end.

17. **How does Vivekananda describe the world in relation to our work?**

**Answer:** A great gymnasium for exercising our muscles.

18. **What does Vivekananda say about the necessity of changing man's nature?**

**Answer:** It is essential to remove misery from the world.

19. **According to Vivekananda, what is the effect of bad impressions on the mind?**

**Answer:** They lead to bad character and actions.

20. **What is Vivekananda's view on the importance of character formation?**

**Answer:** Character determines one's destiny and is formed by mental impressions.

\*\*\*

#### **Two-Marks Questions (Answer in about 50 words)**

1. **How does Swami Vivekananda categorize the types of help one can offer, and which does he consider the highest?**

Swami Vivekananda identifies three types of help: physical, intellectual, and spiritual. He considers spiritual help the highest, as it addresses the root cause of human misery—ignorance—by guiding individuals toward enlightenment and lasting contentment.

2. **Why does Vivekananda emphasize non-attachment in performing work?**

Vivekananda emphasizes non-attachment to prevent the bondage of work. By detaching from the fruits of actions, individuals can work freely and lovingly, avoiding misery and fostering true happiness.

3. **According to Vivekananda, what is the relationship between work and character formation?**

Vivekananda asserts that every action leaves an impression on the mind, collectively shaping one's character. Repeated good actions form a good character, while bad actions lead to a bad character.

4. **What lesson does Vivekananda convey about the means and ends of work?**

Vivekananda teaches that focusing on the means—how we perform work—is crucial. Proper attention to the means ensures the desired end, as the effect is bound to follow when the cause is perfected.

5. **How does Vivekananda define true love in the context of work?**

True love, according to Vivekananda, is selfless and free from attachment. It brings happiness and does not cause pain or jealousy, enabling individuals to work wholeheartedly and without selfish motives.

6. **What does Vivekananda mean by stating that we should work like masters, not slaves?**

Vivekananda suggests that we should approach work with freedom and love, not out of compulsion or selfishness. Working like masters implies being unattached and performing duties without expecting returns.

7. **Why does Vivekananda believe that physical help alone cannot eradicate the world's miseries?**

He believes that physical help addresses only immediate needs, providing temporary relief. Without addressing the underlying ignorance and spiritual needs, miseries will persist.

8. **How does Vivekananda relate the concept of mercy to selfless work?**

Vivekananda associates mercy with selfless work, suggesting that true acts of mercy are performed without expecting anything in return. Such selflessness elevates the act to a form of worship.

9. **What role does ignorance play in human suffering, according to Vivekananda?**

Vivekananda identifies ignorance as the root cause of all evil and misery. By dispelling ignorance through knowledge and spiritual enlightenment, individuals can overcome suffering.

10. **How does Vivekananda suggest we can achieve freedom through work?**

He suggests that by working incessantly without attachment to results, individuals can achieve freedom. This approach prevents the formation of binding impressions and leads to liberation.

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## UNIT-III: NON-DETAILED TEXT

### 2. Three Days to See - Helen Keller

#### Summary and Key Points:

"Three Days to See" is a profound reflection on the value of the senses, particularly sight, and a contemplation on how to fully appreciate life's experiences.

In the essay, Keller, who was blind and deaf from a young age, imagines having the gift of sight for three days. She outlines how she would spend each day:

- **First Day:** Keller would focus on seeing those closest to her, especially her teacher, Anne Sullivan, and her friends. She desires to observe their faces to understand their expressions and emotions. Additionally, she wishes to explore her home, appreciating the beauty in everyday objects and the nature surrounding her residence.
- **Second Day:** She plans to visit museums and theaters to experience art, history, and performances, gaining insight into human culture and creativity.
- **Third Day:** Keller intends to immerse herself in the hustle and bustle of everyday city life, observing people at work, the architecture, and the dynamics of urban environments.

#### Key Points:

- **Appreciation of Senses:** Keller emphasizes that those with sight often take it for granted, failing to notice the beauty and details around them. She suggests that experiencing limitations, even temporarily, could lead to a deeper appreciation of our abilities.
- **Living Fully:** She advocates for living each day as if it were the last, encouraging mindfulness and a heightened appreciation for the world.
- **Inner Vision:** Despite her physical limitations, Keller highlights the importance of inner vision—understanding and appreciating the world through intellect and imagination.

Keller's essay serves as a powerful reminder to cherish our senses and to engage deeply with the world around us, recognizing the extraordinary in the ordinary.

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### One-Mark Questions (Answer in one or two sentences)

1. **At what age did Helen Keller lose her sight and hearing?**  
**Answer:** At 19 months old.
2. **Who was Helen Keller's teacher and lifelong companion?**  
**Answer:** Anne Sullivan.
3. **What is the central theme of "Three Days to See"?**  
**Answer:** Appreciating the senses, especially sight, and not taking them for granted.
4. **On her imagined first day of sight, whom does Helen Keller wish to see first?**  
**Answer:** Her teacher, Anne Sullivan.
5. **Which museum does Keller plan to visit on her second day of sight?**  
**Answer:** The Metropolitan Museum of Art.
6. **What activity does Keller wish to experience in the evening of her first day?**  
**Answer:** Watching a play at the theater.
7. **How does Keller describe people with sight who fail to observe their surroundings?**  
**Answer:** She suggests they "see little" despite having the ability to see.
8. **What does Keller hope people would gain by experiencing temporary blindness?**  
**Answer:** A greater appreciation for sight.
9. **On her third day of sight, where does Keller wish to spend her time?**  
**Answer:** Observing the everyday life of the city.
10. **Which ancient civilizations' art does Keller express interest in seeing?**  
**Answer:** Greek, Roman, and Egyptian civilizations.
11. **What natural phenomenon does Keller wish to witness at the start of her first day?**  
**Answer:** The dawn.
12. **What does Keller imply is the "seeing see little" paradox?**  
**Answer:** Those with sight often overlook the beauty around them.
13. **How does Keller suggest people should use their senses?**  
**Answer:** As if they would lose them the next day.
14. **What does Keller wish to observe about her friends if she could see?**  
**Answer:** Their facial expressions and emotions.
15. **Which sensory experiences does Keller emphasize in her essay?**  
**Answer:** Sight and hearing.
16. **What does Keller hope to achieve by visiting museums?**  
**Answer:** To understand the history and spirit of past civilizations.

17. **How does Keller plan to remember her three days of sight?**

**Answer:** By cherishing the visual memories after returning to darkness.

18. **What literary device is predominantly used in "Three Days to See"?**

**Answer:** Imagery.

19. **What lesson does Keller want readers to learn from her essay?**

**Answer:** To value and make the most of their senses.

20. **How does Keller describe her life without sight and hearing?**

**Answer:** As challenging but enriched by other senses and imagination.

#### **TWO-MARKS QUESTIONS (Answer in 50 Words)**

1. **Why does Helen Keller believe that those with sight often fail to appreciate it fully?**

Keller observes that individuals with sight frequently take their vision for granted, leading them to overlook the beauty and details around them. She suggests that experiencing temporary blindness could heighten their appreciation for the gift of sight.

2. **How does Keller's desire to see her loved ones first reflect her values?**

By prioritizing seeing her teacher, Anne Sullivan, and close friends, Keller emphasizes the importance of personal relationships and the deep connections that have shaped her life, highlighting her gratitude and affection for those who supported her.

3. **What significance does Keller attribute to visiting museums during her imagined days of sight?**

Keller wishes to visit museums to visually experience art and history, thereby connecting with human culture and creativity on a deeper level, which she had previously only understood through touch and description.

4. **Why does Keller emphasize the need to observe everyday city life on her third day?**

By immersing herself in the hustle and bustle of urban environments, Keller aims to grasp the dynamic nature of daily human activities, architecture, and societal interactions, enriching her understanding of the world.

5. **How does Keller's essay serve as a reminder to cherish our senses?**

Keller's reflections encourage readers to mindfully engage with their surroundings, recognizing and valuing the sensory experiences that are often overlooked, thereby fostering a deeper appreciation for the world.

6. **What lesson does Keller hope readers take regarding the use of their senses?**

Keller advocates for living each day as if it were the last, encouraging mindfulness and a heightened appreciation for the world, suggesting that people should use their senses as if they might lose them tomorrow.

7. **How does Keller's perspective as someone who is blind and deaf influence her views on sensory appreciation?**

Keller's lack of sight and hearing leads her to value other senses more deeply and to recognize the often-overlooked richness they provide, offering a unique insight into the importance of sensory experiences.

8. **In what ways does Keller suggest people can develop a greater appreciation for their senses?**

Keller proposes that temporarily losing a sense, such as sight or hearing, could make individuals more aware of its value, leading to a more profound appreciation and mindful engagement with their environment.

9. **What role does nature play in Keller's imagined experience of sight?**

Keller expresses a desire to observe natural elements like trees, flowers, and landscapes, reflecting her yearning to connect visually with the environment and experience its beauty firsthand.

10. **How does Keller's essay challenge readers to reevaluate their daily interactions with the world?**

By sharing her hypothetical experiences and emphasizing the often-unnoticed beauty around us, Keller prompts readers to become more observant and appreciative of their surroundings, fostering a deeper connection to life.

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## UNIT-IV: ACADEMIC SKILLS

### 1. SKIMMING AND SCANNING

#### Important Points:

Skimming and scanning are two essential reading techniques that enhance efficiency and comprehension.

#### Skimming:

Skimming involves rapidly moving your eyes over text to grasp the main ideas without focusing on every word. This technique is useful when you need a general understanding of the material.

#### How to Skim:

- **Read Titles and Subheadings:** They provide insight into the content's structure and main topics.
- **Focus on Introductions and Conclusions:** These sections often summarize key points.
- **Look for Keywords:** Words in bold or italics can highlight important concepts.

*Example:* When deciding which article to read in a magazine, you might skim through the titles, subheadings, and introductory paragraphs to determine which one interests you.

#### Scanning:

Scanning is the process of searching through text to locate specific information quickly, such as a date, name, or statistic. It's particularly useful when you know exactly what you're looking for.

#### How to Scan:

- **Identify Keywords:** Determine the specific word or phrase you're searching for.
- **Move Your Eyes Systematically:** Quickly move your eyes over the text, looking for your keywords without reading every word.
- **Pay Attention to Formatting:** Bullet points, numbered lists, or bolded text can help you locate information faster.

*Example:* If you're looking for a particular recipe in a cookbook, you might scan the index or table of contents for the dish's name.

#### Differences Between Skimming and Scanning

- **Purpose:** Skimming is used to get a general overview; scanning is used to find specific information.
- **Reading Method:** Skimming involves reading parts of the text (like headings and summaries); scanning involves searching for specific keywords.

- **Speed:** Both techniques are faster than detailed reading, but scanning can be quicker since you're looking for particular details.

By mastering skimming and scanning, you can enhance your reading efficiency, allowing you to process information more effectively.

## ACADEMIC SKILLS

### 2. NOTE MAKING

Note-making is a vital skill that enhances comprehension and retention of information. It involves summarizing and organizing content from lectures, readings, or meetings into concise notes for better understanding and recall.

#### Effective Note-Making Techniques:

1. **Use Headings and Subheadings:**
  - Organize notes by main topics and subtopics to create a clear structure.
2. **Employ Symbols and Abbreviations:**
  - Utilize common symbols (e.g., "&" for "and") and abbreviations to write quickly and efficiently.
3. **Incorporate Bullet Points or Numbering:**
  - List information using bullet points or numbers to highlight key points and maintain clarity.
4. **Leave Margins:**
  - Provide space in the margins for additional notes or clarifications during review.
5. **Use Underlining and Capitals:**
  - Emphasize important concepts by underlining or using capital letters.
6. **Write Phrases, Not Full Sentences:**
  - Capture essential ideas using brief phrases to save time and focus on key information.
7. **Paraphrase Information:**
  - Rephrase content in your own words to enhance understanding and memory retention.

#### Popular Note-Making Methods:

1. **The Cornell Method:**
  - Divide the page into three sections: a narrow left column for cues, a wider right column for notes, and a summary area at the bottom. This format aids in organizing and reviewing notes effectively.
2. **Outlining Method:**
  - Structure notes hierarchically with main topics, subtopics, and supporting details, using indentation to show relationships.

### 3. Mapping (Mind Mapping):

- Create a visual representation of information, connecting ideas around a central concept using branches. This method is useful for visual learners and understanding relationships between topics.

### 4. Charting Method:

- Organize information into tables or charts, especially useful for subjects with categories or comparisons.

### 5. Sentence Method:

- Write each new thought or fact on a separate line as a simple sentence. This method is suitable for fast-paced lectures.

### 6. Sketchnoting:

- Combine illustrations, symbols, and text to create engaging and memorable notes. This technique caters to those who prefer visual elements in their note-taking.

### Example of the Cornell Method:

Cue (Keywords/Questions)	Notes
Photosynthesis	<ul style="list-style-type: none"><li>• Process by which plants convert sunlight into energy</li><li>- Involves chlorophyll in chloroplasts</li><li>- Produces oxygen and glucose.</li></ul>

**Summary:** Photosynthesis is the process in which plants use sunlight to synthesize nutrients, producing oxygen as a by-product.

By adopting these techniques and methods, you can enhance your note-making skills, leading to improved learning and information retention.

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### EXAMPLE-1:

Here is a brief passage about Government College (Autonomous), Rajahmundry, followed by an example of note-making using the **Outlining Method**:

#### Passage:

Government College (Autonomous), Rajahmundry, established in 1853, is one of the oldest educational institutions in Andhra Pradesh. It began as a Zilla School and was later upgraded to a Provincial School in 1868. By 1873, it achieved the status of a Second Grade College and was affiliated with Madras University in 1891. The college offers a variety of undergraduate and postgraduate programs across arts, commerce, and science disciplines. Notable alumni include V.K. Krishna Menon, former Defence Minister of India, and Sarvepalli Radhakrishnan, the second President of India, who served as a philosophy lecturer at the college. The institution

has been recognized for its academic excellence, receiving an A+ Grade (CGPA 3.38) from NAAC.

### **Note-Making Example (Outlining Method):**

1. **Establishment and Evolution:**
  - 1853: Founded as Zilla School.
  - 1868: Upgraded to Provincial School.
  - 1873: Became Second Grade College.
  - 1891: Affiliated with Madras University.
2. **Academic Programs:**
  - Undergraduate:
    - Arts.
    - Commerce.
    - Science.
  - Postgraduate:
    - Various disciplines.
3. **Notable Alumni:**
  - V.K. Krishna Menon:
    - Former Defence Minister of India.
  - Sarvepalli Radhakrishnan:
    - Second President of India.
    - Served as philosophy lecturer at the college.
4. **Accreditations and Recognitions:**
  - NAAC Accreditation:
    - A+ Grade.
    - CGPA: 3.38.

### **EXAMPLE-2:**

#### **Passage:**

Pollution refers to the introduction of harmful substances or energies into the environment, leading to adverse effects on living organisms and the ecosystem. The major types of pollution include:

1. **Air Pollution:** This occurs when harmful chemicals and particulates are released into the atmosphere. Common pollutants include carbon monoxide, sulfur dioxide, nitrogen oxides, and particulate matter. Sources range from industrial emissions to vehicle exhausts. Air pollution can lead to respiratory diseases and environmental issues like acid rain.
2. **Water Pollution:** The contamination of water bodies such as rivers, lakes, and oceans by substances like industrial waste, oil spills, and agricultural runoff. This type of pollution harms aquatic life and can make water unsafe for human consumption.
3. **Soil Pollution:** The degradation of land due to the presence of chemicals like pesticides, heavy metals, and industrial waste. Soil pollution affects crop health and can lead to the loss of fertile land.

4. **Noise Pollution:** Excessive or harmful levels of noise from sources like traffic, industrial activities, and urban development. Prolonged exposure can result in health issues such as hearing loss and stress.
5. **Light Pollution:** The over-illumination of areas, especially in urban settings, which disrupts natural cycles and can harm wildlife.
6. **Plastic Pollution:** The accumulation of plastic products in the environment adversely affects wildlife, wildlife habitat, and humans.

**Note-Making Example (Outlining Method):**

1. **Definition of Pollution:**
  - Introduction of harmful substances or energies into the environment.
  - Adverse effects on living organisms and ecosystems.
2. **Types of Pollution:**
  - **Air Pollution:**
    - Pollutants:
      - Carbon monoxide.
      - Sulfur dioxide.
      - Nitrogen oxides.
      - Particulate matter.
    - Sources:
      - Industrial emissions.
      - Vehicle exhausts.
    - Effects:
      - Respiratory diseases.
      - Acid rain.
  - **Water Pollution:**
    - Pollutants:
      - Industrial waste.
      - Oil spills.
      - Agricultural runoff.
    - Effects:
      - Harm to aquatic life.
      - Unsafe for human consumption.
  - **Soil Pollution:**
    - Pollutants:
      - Pesticides.
      - Heavy metals.
      - Industrial waste.
    - Effects:
      - Affects crop health.
      - Loss of fertile land.
  - **Noise Pollution:**
    - Sources:
      - Traffic.
      - Industrial activities.
      - Urban development.
    - Effects:
      - Hearing loss.

- Stress.
- **Light Pollution:**
  - Characteristics:
    - Over-illumination in urban areas.
  - Effects:
    - Disrupts natural cycles.
    - Harms wildlife.
- **Plastic Pollution:**
  - Characteristics:
    - Accumulation of plastic products.
  - Effects:
    - Adverse effects on wildlife and habitats.
    - Human health concerns.

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## UNIT-IV: ACADEMIC SKILLS

### 3. CONVERSION OF WORDS

#### Important Points:

**Conversion**, also known as **zero derivation**, is a linguistic process where a word changes its grammatical category without altering its form. This means a word can function as a noun, verb, adjective, or other parts of speech based on its usage in a sentence. For example, the noun "host" (a person who receives guests) can be used as a verb "to host" (to entertain guests).

#### Examples from Literature:

##### 1. Short Story:

- *"The Night Train at Deoli" by Ruskin Bond:*
  - **"I glanced out of the window."**
  - Here, "glance" is traditionally a noun (a quick look), but it's used as a verb meaning to take a quick look.

##### 2. Poetry:

- *"Ulysses" by Alfred Lord Tennyson:*
  - **"To strive, to seek, to find, and not to yield."**
  - "Strive," "seek," and "find" are verbs, but in this context, they function as nouns (activities or pursuits).

##### 3. Essay:

- *"The Secret of Work" by Swami Vivekananda:*
  - **"Work is worship."**
  - "Worship" is typically a verb, but here it's used as a noun, implying that work is akin to worship.

#### Understanding Conversion:

- **Noun to Verb:**
  - *Example: "She emailed the document."*
  - "Email" as a noun refers to electronic mail; as a verb, it means to send an email.
- **Verb to Noun:**
  - *Example: "His run was impressive."*
  - "Run" as a verb means to move swiftly on foot; as a noun, it refers to the act of running.
- **Adjective to Noun:**
  - *Example: "The poor need assistance."*
  - "Poor" as an adjective describes someone lacking wealth; as a noun, it refers to impoverished people.

## Significance in Language:

Conversion enriches the language by allowing flexibility in word usage without the need for additional morphological changes. It enables concise expression and adds dynamism to both written and spoken communication.

### Conversion of Words Exercises Based on the Prescribed Lessons

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#### The Best Investment I Ever Made:

1. Dr. Cronin was on a \_\_\_\_\_ (voyage) back from New York.
2. The young man had fallen victim to the \_\_\_\_\_ (loose) society of the streets
3. He began to bet on horses and lost all his \_\_\_\_\_ (save).
4. The sergeant, the landlady, and the narrator helped the young man avoid \_\_\_\_\_ (prosecute).
5. After 25 years, the young man had become a \_\_\_\_\_ (respect) solicitor.
6. The couple was actively involved in the rescue and \_\_\_\_\_ (rehabilitate) of child offenders.
7. The narrator felt immense \_\_\_\_\_ (satisfy) from his small investment.
8. The young man's \_\_\_\_\_ (transform) was evident after years of dedicated work.
9. The narrator's \_\_\_\_\_ (assist) played a crucial role in the young man's life.
10. The story highlights the impact of compassion and \_\_\_\_\_ (support) on individuals in need.

\*\*\*

#### The Night Train at Deoli:

1. The narrator felt a strong \_\_\_\_\_ (attract) towards the basket-seller.
2. The girl's \_\_\_\_\_ (appear) at the station was unexpected.
3. Their brief \_\_\_\_\_ (interact) left a lasting impression on him.
4. The \_\_\_\_\_ (mysterious) of the girl's absence puzzled the narrator.
5. He couldn't \_\_\_\_\_ (explain) why he was drawn to her.
6. The \_\_\_\_\_ (frequent) of his visits increased in hopes of seeing her.
7. Despite his efforts, their \_\_\_\_\_ (connect) remained fleeting.
8. The \_\_\_\_\_ (long) for her presence grew with each passing journey.
9. His \_\_\_\_\_ (disappoint) was evident when she wasn't there.
10. The story captures the essence of youthful \_\_\_\_\_ (yearn) and missed opportunities.

### **Night of the Scorpion:**

1. The scorpion's sting caused immense \_\_\_\_\_ (suffer) to the mother.
2. The peasants' \_\_\_\_\_ (superstition) beliefs led them to pray fervently.
3. The father's \_\_\_\_\_ (rational) approach contrasted with the villagers' methods.
4. The mother's \_\_\_\_\_ (endure) during the ordeal was remarkable.
5. The poem highlights the \_\_\_\_\_ (conflict) between traditional beliefs and modern science.
6. The villagers hoped the poison would \_\_\_\_\_ (purification) the mother's body and soul.
7. The father's use of paraffin was an \_\_\_\_\_ (attempt) to neutralize the poison.
8. The mother's \_\_\_\_\_ (resilient) is evident in her concern for her children despite her pain.
9. The poem captures the \_\_\_\_\_ (essence) of rural Indian life and beliefs.
10. The scorpion's sudden appearance added to the night's \_\_\_\_\_ (tense).

### **Ulysses:**

1. Ulysses reflects on his past \_\_\_\_\_ (explore) and adventures.
2. He speaks of his son Telemachus's \_\_\_\_\_ (rule) abilities in Ithaca.
3. The mariners are encouraged to join Ulysses in seeking a new \_\_\_\_\_ (discover).
4. Ulysses acknowledges that time and fate have led to their physical \_\_\_\_\_ (weak).
5. Despite aging, they possess a strong \_\_\_\_\_ (determine) to strive and not yield.

### **The Mountain and the Squirrel:**

1. The mountain and the squirrel had a quarrel, and the former called the latter "Little \_\_\_\_\_" (priggish).
2. Bun replied, "You are doubtless very \_\_\_\_\_" (bigness).
3. "But all sorts of things and weather must be taken in together to make up a year and a \_\_\_\_\_" (spherical).
4. "If I'm not so large as you, you are not so small as I, and not half so \_\_\_\_\_" (spryness).
5. "Talents differ; all is well and wisely put; if I cannot carry forests on my back, neither can you \_\_\_\_\_ a nut" (cracking).

### **The Secret of Work:**

1. Spiritual knowledge is the only thing that can destroy our \_\_\_\_\_ (miserable) forever.
2. Helping man spiritually is the highest \_\_\_\_\_ (helpful) that can be given to him.

3. Ignorance is the mother of evil and of all the \_\_\_\_\_ (miserable) we see.
4. Every work that we do leaves an \_\_\_\_\_ (impress) on the mind-stuff.
5. A man's character is determined by the sum total of these \_\_\_\_\_ (impress).

**Three Days to See:**

1. Keller emphasizes the importance of truly \_\_\_\_\_ (appreciation) our senses.
2. She reflects on the \_\_\_\_\_ (bless) of sight and hearing, often taken for granted.
3. The essay encourages readers to live each day with \_\_\_\_\_ (intense) and awareness.
4. Keller imagines how she would spend three days of \_\_\_\_\_ (see).
5. She advocates for a deeper \_\_\_\_\_ (understand) of the world through our senses.

\*\*\*

## Answers

### The Best Investment I Ever Made:

1. Dr. Cronin was on a **voyage** back from New York.
2. The young man had fallen victim to the **loose** society of the streets.
3. He began to bet on horses and lost all his **savings**.
4. The sergeant, the landlady, and the narrator helped the young man avoid **prosecution**.
5. After 25 years, the young man had become a **respectable** solicitor.
6. The couple was actively involved in the rescue and **rehabilitation** of child offenders.
7. The narrator felt immense **satisfaction** from his small investment.
8. The young man's **transformation** was evident after years of dedicated work.
9. The narrator's **assistance** played a crucial role in the young man's life.
10. The story highlights the impact of compassion and **support** on individuals in need.

### The Night Train at Deoli:

1. The narrator felt a strong **attraction** towards the basket-seller.
2. The girl's **appearance** at the station was unexpected.
3. Their brief **interaction** left a lasting impression on him.
4. The **mystery** of the girl's absence puzzled the narrator.
5. He couldn't **explain** why he was drawn to her.
6. The **frequency** of his visits increased in hopes of seeing her.
7. Despite his efforts, their **connection** remained fleeting.
8. The **longing** for her presence grew with each passing journey.
9. His **disappointment** was evident when she wasn't there.
10. The story captures the essence of youthful **yearning** and missed opportunities.

### Night of the Scorpion:

1. The scorpion's sting caused immense **suffering** to the mother.
2. The peasants' **superstitious** beliefs led them to pray fervently.
3. The father's **rational** approach contrasted with the villagers' methods.
4. The mother's **endurance** during the ordeal was remarkable.
5. The poem highlights the **conflict** between traditional beliefs and modern science.
6. The villagers hoped the poison would bring **purification** to the mother's body and soul.
7. The father's use of paraffin was an **attempt** to neutralize the poison.
8. The mother's **resilience** is evident in her concern for her children despite her pain.
9. The poem captures the **essence** of rural Indian life and beliefs.

10. The scorpion's sudden appearance added to the night's **tension**.

**Ulysses:**

1. Ulysses reflects on his past **explorations** and adventures.
2. He speaks of his son Telemachus's **ruling** abilities in Ithaca.
3. The mariners are encouraged to join Ulysses in seeking a new **discovery**.
4. Ulysses acknowledges that time and fate have led to their physical **weakness**.
5. Despite aging, they possess a strong **determination** to strive and not yield.

**The Mountain and the Squirrel:**

1. The mountain and the squirrel had a quarrel, and the former called the latter "Little **Prig**".
2. Bun replied, "You are doubtless very **Big**".
3. "But all sorts of things and weather must be taken in together to make up a year and a **Sphere**."
4. "If I'm not so large as you, you are not so small as I, and not half so **Spry**."
5. "Talents differ; all is well and wisely put; if I cannot carry forests on my back, neither can you **Crack** a nut."

**The Secret of Work:**

1. Spiritual knowledge is the only thing that can destroy our **misery** forever.
2. Helping man spiritually is the highest **help** that can be given to him.
3. Ignorance is the mother of evil and of all the **miseries** we see.
4. Every work that we do leaves an **impression** on the mind-stuff.
5. A man's character is determined by the sum total of these **impressions**.

**Three Days to See:**

1. Keller emphasizes the importance of truly **appreciating** our senses.
2. She reflects on the **blessing** of sight and hearing, often taken for granted.
3. The essay encourages readers to live each day with **intensity** and awareness.
4. Keller imagines how she would spend three days of **sight**.
5. She advocates for a deeper **understanding** of the world through our senses.

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## UNIT-IV: ACADEMIC SKILLS

### 4. ONE WORD SUBSTITUTIONS

**One-Word Substitution** refers to the practice of replacing a phrase or a group of words with a single term that conveys the same meaning, thereby enhancing brevity and clarity in communication. This linguistic tool is particularly useful in both written and spoken language, allowing for more concise and effective expression.

#### Examples from Prescribed Texts/Poems:

1. **"The Night Train at Deoli" by Ruskin Bond:**

- *Phrase:* "A person who sells goods in a small stall or by the roadside."
- *One-Word Substitution:* **Vendor**
- *Contextual Example:* The narrator encounters a young **vendor** selling baskets at the Deoli station.

2. **"Ulysses" by Alfred Lord Tennyson:**

- *Phrase:* "A person who travels to unknown or unfamiliar places."
- *One-Word Substitution:* **Explorer**
- *Contextual Example:* Ulysses yearns for the life of an **explorer**, seeking new adventures despite his age.

3. **"Night of the Scorpion" by Nissim Ezekiel:**

- *Phrase:* "A strong belief in supernatural causality leading to certain consequences."
- *One-Word Substitution:* **Superstition**
- *Contextual Example:* The villagers' actions are driven by **superstition** as they try various remedies to cure the mother's scorpion sting.

4. **"The Secret of Work" by Swami Vivekananda:**

- *Phrase:* "A person who does not believe in the existence of God."
- *One-Word Substitution:* **Atheist**
- *Contextual Example:* Vivekananda discusses the perspective of an **atheist** in understanding selfless work.

5. **"Three Days to See" by Helen Keller:**

- *Phrase:* "A person who loves and collects books."
- *One-Word Substitution:* **Bibliophile**
- *Contextual Example:* Helen Keller, being a **bibliophile**, expresses her deep appreciation for literature and the insights it offers.

### **Benefits of Using One-Word Substitutions:**

- **Conciseness:** They help in expressing complex ideas succinctly, making communication more efficient.
- **Clarity:** By reducing verbosity, they enhance the clarity of the message.
- **Precision:** They allow for more precise expression, eliminating ambiguity.

### **Practice Exercise:**

Replace the given phrases with appropriate one-word substitutions:

1. "A person who writes poems."
2. "A place where books are kept for public use."
3. "A speech given without prior preparation."
4. "A person who studies the stars and planets."
5. "A government ruled by a king or queen."

### **Answers:**

1. **Poet**
2. **Library**
3. **Impromptu**
4. **Astronomer**
5. **Monarchy**

## **EXAMPLES FROM THE PRESCRIBED LESSONS**

### **The Best Investment I Ever Made:**

1. Dr. Cronin noticed a fellow passenger who seemed [lacking self-confidence].
2. The young man had become a [legal professional who advises clients and represents them in court].
3. The couple dedicated their lives to [acts of giving help to the poor and needy].
4. The young man was involved in [activities showing a tendency to commit crimes].
5. Their work focused on [people who have no home, job, or property].

### **Answers:**

1. Diffident
2. solicitor
3. charity
4. delinquency
5. derelicts

### **The Night Train at Deoli:**

1. The narrator felt a strong [feeling of longing for something unattainable] when he couldn't find the girl at the station.

2. Deoli station was [isolated and away from populated areas], surrounded by dense forests.
3. The girl selling baskets had an [uncomplicated and natural] charm that captivated the narrator.
4. Their meetings were [lasting for a very short time], yet profoundly impactful.
5. The narrator's [habit of traveling from one place to another] led him to encounter the girl at Deoli.

**Answers:**

1. Yearning
2. remote
3. innocent
4. fleeting
5. journeys

**Night of the Scorpion:**

1. The scorpion's tail was described as [extremely evil or wicked].
2. The villagers arrived in large numbers, [moving together in a group like insects].
3. They chanted prayers to [render powerless] the evil force they believed was at work.
4. The father, a [person who doubts accepted beliefs], tried various remedies to cure his wife.
5. A [religious leader believed to have magical powers] performed rituals to neutralize the poison.

**Answers:**

1. diabolic
2. swarmed
3. paralyze
4. skeptic
5. holy man

**Ulysses:**

1. Ulysses refers to his subjects as a [**group of people considered uncivilized or primitive**].
2. He speaks of his [**strong desire or ambition**] to continue exploring despite his age.
3. Ulysses acknowledges that his son, Telemachus, is [**wise and judicious**] in governing Ithaca.
4. He reflects on his past experiences of [**engaging in combat or warfare**] alongside his peers.
5. Ulysses describes himself and his mariners as possessing [**brave and noble**] hearts.

**Answers:**

1. **savage**
2. **yearning**
3. **prudent**
4. **battling**
5. **heroic**

**The Mountain and the Squirrel:**

1. The mountain and the squirrel had a [dispute or argument].
2. The mountain called the squirrel a "little [self-righteous or moralistic person]."
3. The squirrel acknowledged that the mountain was undoubtedly very [large in size]. The squirrel pointed out that the mountain was not half as [nimble and quick] as itself.
4. The squirrel emphasized that different beings have unique [natural abilities or skills].

**Answers:**

1. quarrel
2. prig
3. big
4. spry
5. talents

**The Secret of Work**

1. Vivekananda emphasizes that true freedom comes from non-attachment, allowing one to work without [being bound by expectations].
2. He asserts that [the quality of having strong moral principles] is established through repeated good actions and thoughts.
3. According to him, [lack of knowledge] is the root cause of all misery and evil in the world.
4. Vivekananda advises that one should work incessantly but remain [free from attachment or bias].
5. He suggests that helping others spiritually is the highest form of [assistance or aid].

**Answers:**

1. attachment
2. integrity
3. ignorance
4. unattached
5. help

### Three Days to See

1. "I have often thought it would be a blessing if each human being were stricken [unable to see] and deaf for a few days at some time during his early adult life."
2. "Darkness would make him more appreciative of sight; silence would teach him the joys of [the faculty of perceiving sounds]."
3. "I who cannot see find hundreds of things to interest me through mere [the act of feeling something with one's hands]."
4. "I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy [outer covering of a tree]."
5. "In spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening [the phenomena of the physical world collectively]."

### Answers:

1. Blind
2. hearing
3. touch
4. bark
5. nature

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## UNIT-IV: ACADEMIC SKILLS

### 5. COLLOCATIONS

#### Important Points:

**Collocations** are combinations of words that frequently appear together in a language, forming expressions that sound natural to native speakers. For example, in English, we say "make a decision" rather than "do a decision."

#### Types of Collocations:

1. **Adjective + Noun:** e.g., "strong tea," "heavy rain."
2. **Verb + Noun:** e.g., "take a risk," "make an effort."
3. **Noun + Noun:** e.g., "a surge of anger," "a sense of pride."
4. **Verb + Adverb:** e.g., "speak softly," "argue passionately."
5. **Adverb + Adjective:** e.g., "deeply concerned," "highly unlikely."

#### Examples from Literature:

1. **"The Night Train at Deoli" by Ruskin Bond:**
  - "silent platform"
  - "lonely station"
2. **"Ulysses" by Alfred Lord Tennyson:**
  - "hungry heart"
  - "barren crags"
3. **"Night of the Scorpion" by Nissim Ezekiel:**
  - "steady rain"
  - "giant scorpion"
4. **"The Secret of Work" by Swami Vivekananda:**
  - "selfless work"
  - "moral principles"
5. **"Three Days to See" by Helen Keller:**
  - "vivid imagination"
  - "keen senses"

#### Importance of Collocations:

- **Natural Expression:** Using correct collocations makes speech and writing sound more natural.
- **Fluency:** Knowledge of collocations contributes to greater fluency in a language.

- **Comprehension:** Understanding collocations aids in better comprehension of texts.

### Tips for Learning Collocations:

- **Read Extensively:** Exposure to various texts helps in noticing common word pairings.
- **Use Collocation Dictionaries:** Resources like the Oxford Collocations Dictionary provide comprehensive lists.
- **Practice Writing:** Incorporate new collocations into your writing to reinforce learning.

By paying attention to collocations, learners can enhance their language proficiency and communicate more effectively.

## EXAMPLES FROM THE PRESCRIBED LESSONS

### The Best Investment I Ever Made:

1. **Visiting card:** "He spoke almost breathlessly, offering me the *visiting card* which he held in his hand."
2. **Charitable organisation:** "He found time to act as director of a *charitable organisation* devoted to the care of boys and girls."
3. **Juvenile courts:** "They took derelict adolescents from the *juvenile courts* and, placing them in a healthy environment, healed them in mind and body."
4. **Maladjusted and delinquent cases:** "They had visited settlement houses... especially backward, *maladjusted and delinquent cases*."
5. **Vivid picture:** "I got a *vivid picture* of the work which these two people were doing."

### The Night Train at Deoli:

1. **Night train:** "The *night train* stopped at Deoli."
2. **Small station:** "Deoli was a *small station* about thirty miles from Dehra."
3. **Cold morning:** "It was a *cold morning* and the girl had a shawl thrown across her shoulders."
4. **Shiny black hair:** "She had a pale skin, *shiny black hair*, and dark, troubled eyes."
5. **Dark eyes:** "She had a pale skin, shiny black hair, and *dark, troubled eyes*."
6. **Tea stall:** "I walked across to the *tea stall*."
7. **Small fire:** "A kettle was boiling over on a *small fire*."
8. **Bare feet:** "Her *bare feet* were wet from the rain."
9. **Lonely platform:** "I felt sorry for that *lonely platform*."
10. **Moving train:** "I had to run for the *moving train*."

### Night of the Scorpion:

1. **Steady rain:** "Ten hours of *steady rain* had driven him to crawl beneath a sack of rice."
2. **Diabolic tail:** "Parting with his poison—flash of *diabolic tail* in the dark room—he risked the rain again."
3. **Swarms of flies:** "The peasants came like *swarms of flies* and buzzed the name of God a hundred times to paralyse the Evil One."
4. **Mud-baked walls:** "With candles and with lanterns throwing giant scorpion shadows on the *mud-baked walls* they searched for him."
5. **Clicked their tongues:** "They *clicked their tongues*. With every movement that the scorpion made his poison moved in Mother's blood, they said."
6. **Groaning on a mat:** "My mother twisted through and through, *groaning on a mat*."
7. **Endless rain:** "More candles, more lanterns, more neighbours, more insects, and the *endless rain*."
8. **Bitten toe:** "He even poured a little paraffin upon the *bitten toe* and put a match to it."

### Ulysses:

1. **Idle king:** "It little profits that an *idle king*..."
2. **Barren crags:** "...among these *barren crags*..."
3. **Savage race:** "...unto a *savage race*, / That hoard, and sleep, and feed, and know not me."
4. **Hungry heart:** "For always roaming with a *hungry heart*..."
5. **Windy Troy:** "...on the ringing plains of *windy Troy*."
6. **Vile it were:** "And *vile it were* / For some three suns to store and hoard myself..."
7. **Gray spirit:** "...this *gray spirit* yearning in desire..."
8. **Sinking star:** "To follow knowledge like a *sinking star*..."
9. **Eternal silence:** "...from that *eternal silence*, something more..."
10. **Heroic hearts:** "One equal temper of *heroic hearts*, / Made weak by time and fate, but strong in will..."

### The Mountain and the Squirrel:

1. **Little prig:** "And the former called the latter 'Little Prig.'"
2. **Squirrel track:** "I'll not deny you make a very pretty squirrel track."
3. **Crack a nut:** "Neither can you crack a nut."

### The Secret of Work:

1. **Work incessantly:** "We have to work, constantly work with all our power; to put our whole mind in the work, whatever it be, that we are doing."

2. **Perfect non-attachment:** "Stand in that reverent attitude to the whole universe, and then will come perfect non-attachment."
3. **Great secret:** "Proper attention to the finishing, strengthening, of the means is what we need. With the means all right, the end must come. This is the great secret."
4. **Mighty power:** "We not only want this mighty power of love, this mighty power of attachment, the power of throwing our whole soul upon a single object..."
5. **Constant strain:** "Weakness is constant strain and misery: weakness is death."

### **Three Days to See:**

1. **Thrilling stories:** "All of us have read **thrilling stories** in which the hero had only a limited and specified time to live."
2. **Limited time:** "The hero had only a **limited and specified time** to live."
3. **Faithful friends:** "I should call to me all my dear and **faithful friends** and look long into their faces."
4. **Warm colors:** "I want to see the **warm colors** in the rugs under my feet."
5. **Fruitful days:** "You who can see can spend many **fruitful days** there."

\*\*\*

## UNIT-V: PROFESSIONAL SKILLS

### 1. EXPANSION OF IDEAS

#### Important Points:

#### What is Expansion of Ideas?

Expansion of Ideas means **taking a simple idea, phrase, or proverb** and **explaining it in detail** by adding examples, stories, comparisons, or reflections.

It helps develop **thinking, creativity, writing, and communication skills**, which are essential **professional skills**.

#### Purpose / Importance in Professional Life:

1. **Improves Communication:** Helps in **clear and effective expression** of ideas in reports, presentations, and emails.
2. **Enhances Creativity:** Encourages **thinking from different angles**, useful in problem-solving.
3. **Builds Logical Thinking:** Teaches how to **organize thoughts** and **present them step by step**.
4. **Professional Expression:** Useful in writing **memos, proposals, articles**, or giving **speeches**.

#### How to Expand an Idea:

1. **Understand the Core Idea:** First, **grasp the meaning** of the phrase or proverb.
2. **Explain its Meaning:** Start by explaining **what it means in simple words**.
3. **Give Examples:** Add **real-life examples**, stories, or situations.
4. **Use Comparisons / Quotes:** You can use **comparisons or famous quotes** to support your explanation.
5. **Give a Conclusion:** Summarize the main point and **give a strong closing statement**.

#### Structure for Expansion of Ideas:

- **Introduction** – Explain the meaning of the idea/proverb.
- **Body** – Support it with examples, comparisons, and explanations.
- **Conclusion** – End with a message or moral.

#### Examples of Expansion of Ideas:

1. **"Honesty is the Best Policy"**

Honesty means speaking the truth and not telling lies. An honest person is always trusted by others. People like to make friends with honest people. In our family and society, honesty makes our relationships strong. In schools and colleges, honest

students get respect from teachers and classmates. In offices, honest workers are trusted by their managers. In business also, honesty is very important. Customers believe in honest shopkeepers and businessmen. In the end, honest people get success, respect, and peace of mind. So, we must always remember that honesty is the best policy.

Honesty means being truthful. In personal and professional life, truth builds **trust**. For example, in business, customers stay loyal to companies that are honest. Honest employees are **trusted** by their managers. In the long run, honesty leads to **success and respect**.

## 2. "Time and Tide Wait for None"

Time is very precious in everyone's life. Once time is gone, we cannot get it back. Like the tide in the sea, time moves forward and never returns. If a student wastes time today, he will feel sorry in the future. In the same way, people who do not do their work on time will face problems later.

Time gives us a chance, but we must use it properly. So, we should not waste time. We must understand that time and tide wait for none.

### Professional Skills Developed Through Expansion:

- Clear Communication
- Logical Presentation
- Creativity
- Analytical Thinking
- Time Management (during tasks)

### Tips for Writing Good Expansion of Ideas:

- Keep it **simple and clear**.
- Use **short sentences**.
- Avoid complex words (unless necessary).
- Stick to the **topic**.
- End with a **strong conclusion** or **lesson**.

### EXAMPLES FROM PRESCRIBED LESSONS

#### 1. To Strive, To Seek, To Find, and Not to Yield

(From the poem "Ulysses" by Alfred Lord Tennyson)

This line teaches us to work hard and never give up in life. Ulysses, though old, still has the desire to explore new things. Like him, we must always strive (work hard), seek (search for knowledge), and find (learn new things). We should not yield (not give up), even when life is difficult.

In our studies, jobs, or personal life, we should keep trying until we succeed. Success comes to those who are strong, active, and ready to learn every day.

2. "Service to Man is Service to God."

(Inspired by "The Secret of Work" by Swami Vivekananda)

**Expansion of Idea:**

Swami Vivekananda taught that **helping others is like serving God**. When we help poor people, teach children, care for the sick, or support someone in need, we are actually **serving God**.

In professional life, **social responsibility** and **helping society** are important. Good people make good professionals and a better world.

3. "Vision is More Powerful Than Sight."

(Based on "Three Days to See" by Helen Keller)

Sight helps us to see the world outside, but vision helps us to understand life in a deeper way. Vision means having dreams, planning for the future, and understanding people. In life and work, vision is very important. Great leaders have vision. For example, Helen Keller could not see with her eyes, but she had great vision in her mind and heart. They guide others and bring change in society. Vision gives us the strength to move forward, even when life is difficult. So, vision is more powerful than sight.

4. "We Are All Different, But All Are Important."

(From "The Mountain and the Squirrel" by Ralph Waldo Emerson)

**Expansion of Idea:**

**In the poem, the Mountain is big and strong, and the Squirrel is small but quick.** Both are different, but both are important in their own way. In the same way, people in society are different. Some are leaders, some are workers, some think, and some take action.

Everyone has their own talents and skills. If we respect each other and work together, we can achieve success. Teamwork and unity are possible when we understand that everyone is important, no matter how big or small their role is.

5. "Small Acts of Kindness Can Change Lives."

(Based on "The Best Investment I Ever Made" by A.J. Cronin)

**Expansion of Idea:**

In the story, Dr. Cronin gave a young man 7 pounds and 10 shillings. It was a small help, but it changed the young man's life. He became a good person and started helping other people. In the same way, in real life, small acts of kindness are very powerful.

A kind word, a helping hand, or a simple smile can make someone feel better. These small actions give hope and courage. They can change a person's future. So, we should always try to be kind and helpful to others.

6. "The Hand that Helps is Holier than the Lips that Pray."

*(Inspired by "The Secret of Work" by Swami Vivekananda)*

**Expansion of Idea:**

Praying to God is good, but helping people in need is even better. Swami Vivekananda said that serving people is the same as serving God.

When we give food to the hungry, teach a poor child, or care for a sick person, we are doing real worship. God lives in every human being.

In professional life also, action is more important than words. If we help others through our work, we can build a better society. So, helping hands are greater than praying lips.

7. "True Beauty Lies in Simplicity."

*(From "The Night Train at Deoli" by Ruskin Bond)*

**Expansion of Idea:**

Many times, the simple things in life, like nature, honest people, and kind actions, are the most beautiful.

For example, in the short story "The Night Train at Deoli", written by Ruskin Bond, the young basket-seller girl at Deoli railway station was poor. She wore simple clothes and had no jewellery. But her natural beauty, innocence, and simplicity touched the heart of the narrator.

This shows that true beauty is not in rich clothes or ornaments. It is in a pure heart, a kind smile, and simple living. We should learn to see beauty in simplicity.

8. "A Mother's Love Knows No Bounds."

*(From "Night of the Scorpion" by Nissim Ezekiel)*

**Expansion of Idea:**

A mother always thinks of her family first. She is ready to sacrifice anything for her children. A mother's love has no limits and no conditions. It is the greatest love in the world.

For example, in the poem "Night of the Scorpion", the mother is stung by a scorpion and suffers great pain for twenty hours. Even in such pain, her first thought is not about herself, but about her children. She feels happy that the scorpion stung her and not her children. This shows a mother's love, which is selfless and pure.

## 9. "Work is Worship."

(From "The Secret of Work" by Swami Vivekananda)

### **Expansion of Idea:**

Swami Vivekananda said that work is not different from worship. When we do our duty honestly and with full dedication, it becomes like prayer to God. Whether we are teachers, farmers, doctors, or students, we must respect our work. By working hard and helping others, we serve society. Serving people is the same as serving God.

If we do our work with love and sincerity, we get success and peace of mind. So, we should always remember that work is worship.

## 10. "Value of Time is the Value of Life."

(From "Ulysses" and Professional Life Skills)

### **Expansion of Idea:**

Time is very valuable in life. Once time is gone, we can never get it back. In the poem *Ulysses*, the hero tells us not to waste time. He uses every moment to learn new things and to do something useful. In professional life also, time is very important. We should be punctual and complete our work within the given time. People who respect time will succeed in life. Time is life. If we waste time, we are wasting our life. So, we must use our time carefully for studying, working, and helping others.

## 11. "Learning Never Ends."

(From "Ulysses" and Professional Skills)

### **Expansion of Idea:**

Learning has no end. It has no link with the age of a person. Some people try to excel in their old age also. For example, In the poem *Ulysses*, written by Lord Tennyson, the hero is an old man, but he still wants to explore new places and learn new things. This shows that learning has no end.

In today's world also, learning is very important. Professionals must keep learning new skills to improve their work. Technology is changing every day, and we must update our knowledge. Education is not only in schools and colleges. It is a lifelong journey. If we stay curious and keep learning, we will grow and succeed in life.

\*\*\*

## UNIT-V: PROFESSIONAL SKILLS

### 2. Notices, Agendas, and Minutes

Notices, Agendas, and Minutes are **formal documents** used in **professional communication**, especially in **meetings** and **official events**.

They help in **planning**, **informing**, and **recording** important details in organizations like **colleges**, **offices**, and **committees**.

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#### 1. Notice

A **Notice** is a **formal written announcement** to inform people about a **meeting**, **event**, or **activity**.

#### Purpose of a Notice:

- To **inform** people about an upcoming **meeting/event**.
- To give **details** like **date**, **time**, **venue**, **agenda**.

#### Format of a Notice:

Name of the Organization/Institution

NOTICE

Date: DD/MM/YYYY

Subject: [Meeting/Event/Activity Title]

Body:

- **What:** Purpose of the notice
- **When:** Date and time of the event
- **Where:** Venue of the event
- **Who:** Who should attend
- **Any instructions**

Signature

(Name)

Designation

### Example of a Notice:

**Government College (Autonomous), Rajahmundry**  
**NOTICE**

Date: 20/03/2025

Subject: Staff Meeting Regarding Annual Day Function

All the staff members are informed that a meeting will be held on

Date: 25/03/2025

Time: 11:00 AM

Venue: Principal's Conference Hall

Agenda: Planning for the Annual Day Function

All are requested to attend without fail.

Signature

Dr. Ramachandra R.K.

PRINCIPAL

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## 2. Agenda

An **Agenda** is a **list of topics/items** to be **discussed** in a meeting.

### Purpose of an Agenda:

- To **organize** a meeting.
- To inform participants **what will be discussed**.
- To **save time** and ensure **orderly discussion**.

### Format of an Agenda:

#### Agenda

Date: DD/MM/YYYY

Time: 11:00 AM

Venue: Conference Hall

Meeting Conducted by: [Chairperson's Name]

1. Welcome Address
2. Reading of Previous Meeting's Minutes
3. Discussion on Annual Day Preparations
4. Budget Approval
5. Any Other Matter (AOM)
6. Vote of Thanks

### 3. Minutes of the Meeting (MoM)

Minutes are the **official written record** of what was **discussed and decided** in a meeting.

#### Purpose of Minutes:

- To **record** decisions taken.
- To **inform** those who were absent.
- To **review** actions to be taken.

#### Format of Minutes:

#### Government College (Autonomous), Rajahmundry Minutes of the Meeting

Date: 25/03/2025

Time: 11:00 AM

Venue: Principal's Conference Hall

Chairperson: Dr. Ramachandra R.K.

#### Members Present:

1. Dr. P. Sastry
  2. Dr. G. Lakshmi
  3. Sri K. Raju
- (And so on...)

#### Agenda Items Discussed:

1. The welcome address was given by the Chairperson.
2. The minutes of the previous meeting were read and approved.
3. Discussion on Annual Day preparations: It was decided to hold the Annual Day on 10th April 2025.
4. Budget approval: A budget of ₹50,000 was sanctioned.
5. Any other matter: Suggestions for cultural programmes were invited.
6. Vote of Thanks was given by Dr. G. Lakshmi.

Signature

(Dr. Ramachandra R.K.)

Chairperson

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#### Tips for Writing Notices, Agendas & Minutes:

- Use **formal language**.
- Be **clear, brief, and to the point**.
- Use **bullet points** for clarity.
- Include **all necessary details**.
- Follow a **structured format**.

### Professional Skills Developed:

- Communication
- Planning and Organization
- Documentation
- Time Management
- Record Keeping

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### SOME EXAMPLES

#### 1. A Notice about Semester-End Examinations

##### NOTICE

**Government College (Autonomous), Rajahmundry  
Office of the Controller of Examinations**

Date: 05/09/2025

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**Subject:** Conduct of Semester End Examinations for II and IV Semesters – Notification

All the students of **II and IV Semesters** (UG Courses) are hereby informed that the **Semester End Examinations** will be conducted as per the following schedule:

- **II Semester Exams:** From **20th October 2025** onwards
- **IV Semester Exams:** From **27th October 2025** onwards

Important Instructions:

✓ **Examination Timetable** will be displayed on the college notice board and uploaded on the college website by **10th October 2025**.

✓ Students must pay the **examination fee** on or before **30th September 2025** without late fee.

✓ Hall tickets will be issued from **15th October 2025** at the Exam Branch.

✓ Students should carry their **college ID card and hall ticket** to the examination hall.

✓ Any malpractice during the exams will be dealt with seriously as per college regulations.

For further details, students may contact the **Examination Branch** during working hours.

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## **Controller of Examinations**

Government College (Autonomous), Rajahmundry

### **2. A Notice about Campus Recruitment Drive in the College**

#### **NOTICE**

**Government College (Autonomous), Rajahmundry  
Jawahar Knowledge Center (JKC)**

Date: 06/09/2025

Subject: Campus Recruitment Drive by XYZ Corporate Pvt. Ltd.

All final-year students (UG & PG) of Government College (Autonomous), Rajahmundry are hereby informed that **XYZ Corporate Pvt. Ltd.**, a reputed company, is conducting a **Campus Recruitment Drive** on **20th September 2025** at our college campus.

Details of the Recruitment Drive:

✓ **Date:** 20th September 2025

✓ **Time:** 10:00 AM onwards

✓ **Venue:** Seminar Hall, Government College (A), Rajahmundry

✓ **Eligibility:**

- Final Year Students of B.A., B.Com., B.Sc., BBA, and PG Courses
- Minimum 60% marks in 10th, Inter, and Degree

✓ **Job Role:** Sales Associates / Customer Support Executives

✓ **Salary Package:** ₹2.5 LPA - ₹3.5 LPA

✓ **Selection Process:**

1. Written Test
2. Group Discussion
3. Personal Interview

Documents Required:

✓ 2 Copies of Resume

✓ 2 Passport Size Photographs

✓ Photocopies of Educational Certificates

✓ College ID Card

Interested students are requested to register their names at the **JKC Office** on or before **15th September 2025**.

For further details, contact the JKC Coordinator during working hours.

## **JKC Coordinator**

Government College (Autonomous), Rajahmundry

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### **3. Notice about College Cultural Fest – UDBHAV**

#### **NOTICE**

**Government College (Autonomous), Rajahmundry  
Cultural Committee**

**Date:** 12/09/2025

**Subject:** UDBHAV 2025 – College Cultural Fest Dates & Event Schedule

All students of Government College (Autonomous), Rajahmundry are hereby informed that the **College Cultural Fest – UDBHAV 2025** will be held on **15th, 16th, and 17th October 2025** on the college premises.

#### **Highlights of the Fest:**

✓ Theme: **Celebrating Youth and Culture**

✓ Events include:

- **Cultural Events:** Solo Dance, Group Dance, Singing, Drama
- **Literary Events:** Debate, Essay Writing, Quiz
- **Fine Arts:** Rangoli, Painting, Poster Designing
- **Fun Events:** Treasure Hunt, Spot Photography

#### **Important Dates:**

✓ **Registration Opens:** 15th September 2025

✓ **Registration Closes:** 5th October 2025

✓ Contact your Class Representatives (CRs) for event details and registration.

#### **Instructions:**

✓ Interested students must register through their CRs or directly at the **Registration Desk** near the Seminar Hall.

✓ Participants must adhere to the event rules and timings.

✓ Prizes and certificates will be awarded to winners.

For further queries, please contact the **Cultural Committee** or your Class Representatives.

**Dr. Rao**

Convener – Cultural Committee

Government College (Autonomous), Rajahmundry

**4. An agenda about the meeting of all the Class Representatives (CRs) of the Government College (Autonomous), Rajahmundry, to discuss on the college cultural fest – UDBHAV**

**AGENDA**

**Meeting of Class Representatives (CRs)**

**Date:** 10th September 2025

**Time:** 11:00 AM

**Venue:** Principal's Conference Hall

**Chairperson:** Dr. Rao, Convener – Cultural Committee

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**Purpose of the Meeting:**

To discuss and plan the organization of the **College Cultural Fest – UDBHAV 2025**.

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Agenda Items:

1. **Welcome Address**
  - ▶ By the Chairperson
2. **Introduction to UDBHAV 2025**
  - ▶ Theme, Purpose, and Scope of the Fest
  - ▶ Proposed Dates: 15th - 17th October 2025
3. **Allotment of Responsibilities to CRs**
  - ▶ Registration Desk
  - ▶ Stage Management
  - ▶ Volunteer Teams
  - ▶ Discipline and Security
4. **Discussion on Events and Competitions**
  - ▶ Cultural Events (Dance, Music, Drama)
  - ▶ Literary Events (Debate, Essay, Quiz)
  - ▶ Fine Arts (Painting, Rangoli)
  - ▶ Fun Events and Games
5. **Publicity and Promotion**
  - ▶ Posters, Social Media, and Word of Mouth
  - ▶ Involving Alumni and Sponsors
6. **Logistics and Budget Planning**
  - ▶ Venue Arrangements
  - ▶ Prizes, Certificates, and Mementos
  - ▶ Technical Support (Sound & Light)
7. **Suggestions from Class Representatives**
  - ▶ Open floor for ideas and recommendations

## 8. **Vote of Thanks**

- ▶ By the Student Representative
- 

### **Note:**

All Class Representatives are requested to attend the meeting without fail and bring the feedback and suggestions from their respective classes.

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### **Issued by:**

Dr. Rao  
Convener – Cultural Committee  
Government College (Autonomous), Rajahmundry

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**Minutes of the Meeting (MoM) for the CRs meeting on the College Cultural Fest - UDBHAV at Government College (Autonomous), Rajahmundry.**

### **MINUTES OF THE MEETING**

#### **Meeting of Class Representatives (CRs)**

**Date:** 10th September 2025

**Time:** 11:00 AM – 12:30 PM

**Venue:** Principal's Conference Hall

**Chairperson:** Dr. Rao, Convener – Cultural Committee

#### **Members Present:**

- ✓ All Class Representatives of UG and PG Courses
- ✓ Members of the Cultural Committee
- ✓ Faculty Coordinators
- ✓ JKC Student Volunteers

#### **Agenda:**

To discuss the organization and planning of the **College Cultural Fest – UDBHAV 2025**.

#### **Proceedings of the Meeting:**

##### **1. Welcome Address:**

- ▶ Dr. Rao welcomed all the Class Representatives (CRs) and explained the importance of their role in making **UDBHAV 2025** a grand success.

2. **Introduction to UDBHAV 2025:**
  - ▶ The theme of the fest was announced: “**Celebrating Youth and Culture**”.
  - ▶ Tentative dates were fixed as **15th to 17th October 2025**.
3. **Allotment of Responsibilities:**
  - ▶ CRs were assigned different responsibilities:
    - Registration and Help Desk: BA & BSc CRs
    - Stage Management Team: BCom CRs
    - Discipline and Security: NCC/NSS student representatives
    - Technical Team (Sound & Light): BSc (Computers) CRs
4. **Discussion on Events and Competitions:**
  - ▶ The following events were finalized:
    - Cultural: Solo Dance, Group Dance, Singing, Drama
    - Literary: Debate, Essay Writing, Quiz
    - Fine Arts: Rangoli, Painting, Poster Design
  - ▶ Fun events like Treasure Hunt and Spot Photography were also suggested.
5. **Publicity and Promotion:**
  - ▶ CRs agreed to promote the event through Posters, Banners, and Social Media.
  - ▶ A proposal was made to approach sponsors for financial support.
6. **Logistics and Budget Planning:**
  - ▶ Budget discussions were initiated, and CRs were requested to bring sponsorship leads.
  - ▶ Arrangements for chairs, stage decoration, sound system, and prize distribution were discussed.
7. **Suggestions from CRs:**
  - ▶ CRs suggested including regional folk performances and inviting alumni as guests.
8. **Vote of Thanks:**
  - ▶ Given by Ravi Kumar, Student Representative, thanking all CRs and faculty coordinators.

### **Resolutions Passed:**

- ✓ Dates for UDBHAV 2025 were confirmed: **15-17 October 2025**
- ✓ Final list of events and responsibilities assigned to CRs
- ✓ Promotion and publicity to start by **15th September 2025**
- ✓ Next review meeting scheduled on **25th September 2025**

### **Minutes Prepared By:**

Ravi Kumar  
Student Secretary – Cultural Committee

### **Approved By:**

Dr. Rao  
Convener – Cultural Committee  
Government College (Autonomous), Rajahmundry

## PROFESSIONAL SKILLS

### 3. Letters and E-Correspondence

#### What is Business Correspondence?

Business or professional correspondence refers to **formal communication**, either through **letters** or **emails (e-correspondence)**, used in offices, companies, colleges, and professional settings.

It helps in **sharing information, making requests, giving instructions, placing orders**, etc.

#### Types of Letters in Professional Communication:

##### 1. Formal Letters / Business Letters

Written communication for **official purposes**, such as to authorities, companies, clients, etc.

#### Examples:

- Letters of request
- Letters of complaint
- Letters of enquiry
- Letters of appointment
- Resignation letters

#### Format of a Formal Letter:

Sender's Address

Date

Receiver's Address

Subject: (One-line heading of the letter)

Salutation (Dear Sir/Madam)

Body of the Letter:

1. Introduction - Purpose of the letter
2. Main Content - Details of the issue/request/information
3. Conclusion - Polite closing remarks

Complimentary Close:

Yours faithfully / Yours sincerely

Signature

(Name)

Designation (if applicable)

### Sample Formal Letter:

#### Government College (Autonomous), Rajahmundry

25 March 2025

The Registrar  
Andhra University  
Visakhapatnam

Subject: Request for Issue of Provisional Certificate

Respected Sir/Madam,

I am a former student of your university (Roll No: 12345). I completed my M.A. English in 2023. I kindly request you to issue my Provisional Certificate at the earliest as I need it for employment purposes.

Thank you for your support.

Yours faithfully,  
K. Sridhar

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### Model Letter - Complaint to Police Station Regarding Theft/Loss of Mobile Phone

From,  
Ravi Kumar  
D.No: 4-10-12  
Main Road  
Rajahmundry - 533105  
Mobile: 9876543210  
Date: 02/09/2025

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To  
The Station House Officer (SHO)  
Rajahmundry Urban Police Station  
Rajahmundry - 533101  
Andhra Pradesh

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**Subject:** Complaint regarding the theft/loss of my mobile phone

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**Respected Sir/Madam,**

I, Ravi Kumar, resident of Rajahmundry, wish to lodge a complaint regarding the **loss/theft** of my mobile phone. On **1st September 2025**, at around **5:30 PM**, while I was traveling on my bike from **RTC Complex to Danavaipeta**, I lost my **Samsung Galaxy M13** mobile phone. I believe it was either stolen or it slipped from my pocket during the journey.

The details of the mobile phone are as follows:

- **Brand:** Samsung
- **Model:** Galaxy M13

- **IMEI Number:** 358795xxxxxxxxxx
- **Colour:** Blue
- **Phone Number:** 9876543210

I kindly request you to register my complaint and take necessary action to trace and recover my mobile phone. The FIR report will also help me in blocking the mobile services and filing an insurance claim.

Thank you for your prompt assistance.

Yours faithfully,  
(Signature)  
Ravi Kumar

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### **Personal Letter to a Friend about College Day Celebrations**

From,  
Ravi Kumar  
III B.A. English  
Government College (Autonomous)  
Rajahmundry – 533105

Date: 02/09/2025

To

Kiran Reddy  
D.No: 7-12-25  
Nellore – 524001

Dear Kiran,

I hope this letter finds you in good health and spirits. I am writing to share my excitement about our **College Day celebrations**, which took place last week on **25th August 2025**.

Our college was beautifully decorated with flowers, banners, and lights. The programme began with a **prayer song** followed by the **lighting of the lamp**. Our **Principal** delivered the welcome address and introduced the **chief guest**, who was a well-known IAS officer from our district. His inspiring speech motivated all of us to work hard and serve society.

Later, prizes were distributed to students who excelled in academics and sports. I was so happy to receive a **certificate for essay writing**! After that, there were **cultural programmes** like dances, songs, a skit, and even a mimicry show. Everyone enjoyed the performances and cheered loudly. The event ended with the **National Anthem** and a **vote of thanks**.

It was truly a **memorable day**, and I wish you had been here to enjoy it with me! Write back soon and tell me how things are going at your college.

With lots of love,  
**Yours lovingly,**  
Ravi Kumar

### **Letter Requesting for Internship Opportunity**

By a BBA (Logistics) Student

From,  
Ravi Kumar  
III BBA (Logistics)  
Government College (Autonomous)  
Rajahmundry – 533105  
Mobile: 9876543210  
Email: ravikumar@gmail.com

Date: 02/09/2025

To

The HR Manager  
XYZ Logistics Pvt. Ltd.  
Hyderabad – 500081

**Subject:** Request for Internship Opportunity in Logistics Department

**Respected Sir/Madam,**

I am Ravi Kumar, a final year student of **BBA (Logistics)** at Government College (Autonomous), Rajahmundry. I am writing to express my keen interest in undertaking an **internship** in your esteemed organization.

As part of my academic curriculum, I am required to complete a **2-month internship** to gain practical experience and exposure to the logistics industry. I am particularly interested in your company because of its excellent reputation in **supply chain management, warehousing, and transportation services**.

I assure you of my **sincere effort, dedication, and willingness to learn**. An opportunity to work under the guidance of experienced professionals in your organization will greatly enhance my practical knowledge and skills in the field of logistics and supply chain management.

I kindly request you to consider my application for the internship. I am ready to attend an interview or provide any documents required.

Looking forward to a positive response.

Thank you.

Yours sincerely,

(Signature)

Ravi Kumar

III BBA (Logistics)

Government College (A), Rajahmundry

Mobile: 9876543210

Email: ravikumar@gmail.com

## 2. E-Correspondence (Emails)

E-mails are **electronic letters** used in **professional communication**. They are **quick, efficient, and widely used**.

### Format of an Email:

To: [Receiver's Email ID]

Cc: [Optional]

Bcc: [Optional]

Subject: [Purpose of Email]

Salutation (Dear Sir/Madam)

Body of the Email:

1. Introduction - Greet and state the purpose.
2. Content - Give details.
3. Conclusion - Closing remarks.

Complimentary Close:

Thanks & Regards / Sincerely

(Name)

(Designation, if any)

### Sample Email:

To: principal@gcrjy.ac.in

Subject: Request for Bonafide Certificate

Dear Sir,

I am a student of B.A. English, 2nd Year. I need a Bonafide Certificate to apply for a scholarship. I kindly request you to issue the certificate at the earliest.

Thank you.

Regards,

Ravi Kumar

Roll No: 2345

### Tips for Professional Emails & Letters:

- Be **clear and concise**.
- Use **formal language** (no slang).
- Use **proper salutations** (Dear Sir/Madam).
- Mention the **subject clearly**.
- Be **polite and respectful**.
- Proofread for **spelling and grammar**.

### Common Expressions in Letters & Emails:

- I am writing to inform you...
- Kindly note that...
- Please find attached...
- Thank you for your consideration...
- Looking forward to your reply...

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### Professional Skills Developed:

- Communication
- Etiquette & Formality
- Record-Keeping
- Quick Response (in emails)
- Business Relations

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### Model E-Mails

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**1. Formal email** requesting a **guest lecture** by a **well-known Psychiatrist**, addressing topics like **mental health, career focus, study skills, and emotional balance**.

#### Email Invitation for Guest Lecture

**To:** dr.arunpsych@gmail.com

**Cc:** principal@grjy.ac.in

**Subject:** Invitation to Deliver a Guest Lecture on Mental Health and Student Well-being

---

**Dear Dr. Arun Kumar Garu,**

Greetings from Government College (Autonomous), Rajahmundry!

I am Dr. N. Srinivas, Lecturer in English and Coordinator of Student Support Services at Government College (A), Rajahmundry. We are delighted to invite you to deliver a **guest lecture** to our undergraduate and postgraduate students on the topic of **Mental Health and**

**Student Well-being, with a special focus on Career Focus, Study Skills, Emotional Balance, and Stress Management.**

Our students, many of whom come from rural and semi-urban backgrounds, often face challenges related to **academic stress, emotional well-being, and career planning**. We believe your valuable insights and guidance as an eminent Psychiatrist will greatly benefit them and enhance their confidence and focus.

We kindly request you to deliver the session on any date convenient to you in the month of **September 2025**. We are flexible with the schedule and can arrange an interactive session in person or through an online platform as per your preference.

We look forward to your positive response and guidance in nurturing our students' mental and emotional wellness.

Thank you very much for your consideration.

**With warm regards,**  
Dr. N. Srinivas  
Lecturer in English  
Coordinator, Student Support Services  
Government College (Autonomous), Rajahmundry  
Mobile: 9876543210  
Email: srinivas.gcrjy@gmail.com

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**2. Formal email to the HR Department of a reputed software company, requesting to arrange a Campus Recruitment Drive at Government College (Autonomous), Rajahmundry.**

**Email Request for Campus Recruitment Drive**

**To:** hr@xyzsoftware.com  
**Cc:** principal@gcrjy.ac.in  
**Subject:** Request to Conduct Campus Recruitment Drive at Government College (Autonomous), Rajahmundry

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**Respected Sir/Madam,**

Greetings from Government College (Autonomous), Rajahmundry!

I am Dr. Kumar, Placement Coordinator and Lecturer in English at Government College (A), Rajahmundry. We are proud to inform you that our institution, with a legacy of academic excellence, offers various undergraduate and postgraduate courses, particularly in **Computer Science, BCA, B.Sc., BBA, and Commerce streams**. Our students are well-trained in **technical skills, programming languages, and soft skills**, making them industry-ready.

We would be honored to collaborate with your esteemed organization, **XYZ Software Pvt. Ltd.**, for a **Campus Recruitment Drive** to provide our students with exciting career opportunities in your company. Our campus has successfully hosted recruitment drives for reputed firms in the past, and we ensure full cooperation in organizing pre-placement talks, online/offline assessments, interviews, and other recruitment processes as per your requirements.

We kindly request you to consider our college as one of your recruitment partners and provide us with an opportunity to host your recruitment team at our campus during the upcoming **placement season (October/November 2025)**.

We look forward to hearing from you at your earliest convenience. Please feel free to contact us for any further details or clarifications.

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**Thank you.**

Warm regards,  
Dr. A. Kumar  
Placement Coordinator  
Government College (Autonomous), Rajahmundry  
Mobile: 9876543210  
Email: placement.gcrjy@gmail.com

\*\*\*

## PROFESSIONAL SKILLS

### 4. Curriculum Vitae (CV) and Resume

#### What is a Curriculum Vitae (CV)?

- A **Curriculum Vitae (CV)** is a **detailed document** that gives information about a person's **educational background, work experience, achievements, and skills**.
- It is mainly used for **academic jobs, teaching posts, research, and higher education opportunities**.

#### What is a Resume?

- A **Resume** is a **short and precise document** about a person's **skills, education, and work experience**.
- It is usually sent when **applying for a job** in a **company or private organization**.

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#### Difference Between CV and Resume:

Feature	Curriculum Vitae (CV)	Resume
Length	Detailed (2 to 4 pages or more)	Short (1 to 2 pages)
Purpose	Academic purposes, research, teaching	Jobs in companies (private/government)
Content	Complete history of education, research, publications	Relevant skills and experience for the job
Focus	Academics	Skills and job experience

#### Format of a CV:

1. Personal Information
  - Name
  - Address
  - Phone number
  - Email ID
2. Career Objective
  - A short statement about your career goals.
3. Educational Qualifications
  - Degree, Year, Institution, Percentage/CGPA.
4. Work Experience
  - Job roles, companies, duration.

5. Research/Publications (If applicable)
  6. Skills
    - Languages known, computer skills, technical skills.
  7. Achievements and Awards
    - Academic awards, certificates, etc.
  8. Extracurricular Activities
    - Sports, NSS, NCC, cultural activities.
  9. References
    - Names of professors/employers who can recommend you.
- 

### **Format of a Resume:**

1. Personal Details
  - Name
  - Contact details (Phone number and email)
2. Career Objective
  - Short statement about the job role you are applying for.
3. Educational Background
  - Degree, Year, University/College, Percentage.
4. Skills
  - Technical skills (Computer, languages), soft skills (Communication, teamwork).
5. Work Experience (if any)
  - Job role, company name, time period.
6. Achievements
  - Awards, certificates, etc.
7. Hobbies/Interests
  - Reading, sports, etc.

\*\*\*

## Sample Resume:

RAVI KUMAR  
S/o Srinivas Rao  
Rajahmundry, Andhra Pradesh  
Phone: 9876543210  
Email: ravikumar@gmail.com

### Career Objective

To work in a reputed organization where I can use my skills for the growth of the company and myself.

### Educational Qualification

- B.A. English (2023), Govt. College (A), Rajahmundry – 75%
- Intermediate (2020), AP Board – 80%
- SSC (2018), AP Board – 85%

### Skills

- MS Office, Internet Browsing
- Communication Skills

### Achievements

- Winner in Essay Writing, Youth Festival 2022

### Hobbies

- Reading Books
- Playing Cricket

---

### Tips for Writing a Good CV/Resume:

- Keep it **short and clear**.
- Use **simple language** and **formal tone**.
- Highlight **skills and achievements** that match the job.
- Check for **spelling and grammar mistakes**.
- Use **bullet points** for clarity.

---

### Professional Skills Developed:

- Self-Presentation
- Communication
- Planning and Organizing
- Job Application Skills
- Career Development

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## SOME MODELS OF RESUMES

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### 1. Resume for the post of a **Communication Skills Teacher** in a reputed **Corporate School** in **Rajahmundry**.

#### RESUME

##### **K. Ravi Kumar**

D.No: 4-10-12

Danavaipeta, Rajahmundry – 533105

Andhra Pradesh

Mobile: 98765 43210

Email: ravikumar@gmail.com

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#### **Career Objective**

To work as a **Communication Skills Teacher** in a reputed corporate school, where I can utilize my **communication skills**, **soft skills**, and **teaching experience** to help students of elementary and high school levels develop effective language abilities and personality traits.

---

#### **Educational Qualifications**

<b>Qualification</b>	<b>Institution</b>	<b>Year</b>	<b>Percentage</b>
Bachelor of Arts (B.A.) in English	Govt. College (Autonomous), Rajahmundry	2020	75%
B.Ed. (English & Social Studies)	St. Mary's College of Education, Kakinada	2021	80%
Diploma in Communication Skills (DCS)	Andhra Pradesh State Skill Development	2022	85%

#### **Work Experience**

##### **Communication Skills Trainer**

ABC International School, Rajahmundry

*June 2022 – August 2024 (2 years)*

- ✓ Conducted **spoken English** and **soft skills** classes for elementary and high school students
- ✓ Designed and implemented **interactive activities**, group discussions, role plays, and **public speaking** tasks
- ✓ Mentored students for **debate competitions**, **elocution**, and **anchoring events**
- ✓ Collaborated with other teachers to **integrate communication skills** into regular subjects
- ✓ Provided **individual attention** to students requiring additional support in communication

### **Key Skills**

- ✓ Excellent **Communication Skills**
- ✓ Good **Soft Skills** and **Interpersonal Skills**
- ✓ Ability to **handle elementary and high school children**
- ✓ Fluency in **English** and **Telugu**
- ✓ Classroom Management & Student Motivation
- ✓ Public Speaking and Presentation Skills
- ✓ Leadership and Team Collaboration

### **Languages Known**

- ✓ English (Fluent)
- ✓ Telugu (Fluent)
- ✓ Hindi (Basic)

### **Achievements**

- ✓ Awarded **Best Teacher Trainer** at ABC International School (2023)
- ✓ Trained high school students for **State-Level Elocution Competitions**
- ✓ Organized **Communication Workshops** for Grade 6-10 students

### **Hobbies and Interests**

- ✓ Reading Books on Communication and Personality Development
- ✓ Public Speaking
- ✓ Creative Writing
- ✓ Organizing Student Activities

---

### **Declaration**

I hereby declare that the above information is true to the best of my knowledge and belief.

---

**Date:** 06/09/2025

**Place:** Rajahmundry

(Signature)

**K. Ravi Kumar**

## 2. Resume for the position of **Front Office Executive** in a reputed **Corporate Hospital**

### RESUME

#### **B. Ananya Reddy**

D.No: 5-14-22

Tyagaraja Nagar, Rajahmundry – 533103

Andhra Pradesh

Mobile: 98765 43210

Email: ananyareddy@gmail.com

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#### **Career Objective**

To obtain the position of **Front Office Executive** in a reputed corporate hospital where I can use my **communication skills, service orientation, and friendly nature** to ensure smooth front desk operations and provide excellent patient service.

---

#### **Educational Qualifications**

<b>Qualification</b>	<b>Institution</b>	<b>Year</b>	<b>Percentage</b>
Bachelor of Arts (B.A.)	Govt. College (Autonomous), Rajahmundry	2021	72%
Certificate in Front Office Management	Andhra Pradesh State Skill Development	2022	80%

#### **Work Experience**

##### **Front Office Assistant**

Sunshine Multi-Specialty Hospital, Rajahmundry

*April 2022 – August 2024 (2 years 4 months)*

- ✓ Welcomed patients and visitors with a **cheerful and friendly attitude**
- ✓ Handled **patient registrations, appointment scheduling, and billing coordination**
- ✓ Managed **telephone calls and email inquiries** professionally
- ✓ Provided **information about hospital services, departments, and doctors**
- ✓ Coordinated with the **medical team** to ensure smooth patient flow
- ✓ Worked efficiently under pressure, especially during peak OPD hours
- ✓ Maintained **patient records** with accuracy and confidentiality

## Key Skills

- ✓ **Fluent Communication** in English, Telugu, and Hindi
- ✓ Excellent **Customer Service and Interpersonal Skills**
- ✓ Ability to **work under pressure** and handle stressful situations calmly
- ✓ Proficient in **Front Desk Management Software** (Hospital Information Systems)
- ✓ **Problem-solving** and **Multitasking Abilities**
- ✓ Friendly, Cheerful, and Positive Personality
- ✓ Basic knowledge of **MS Office** (Word, Excel)
- ✓ Good **Telephone Etiquette** and **Professional Appearance**

## Languages Known

- ✓ English (Fluent)
- ✓ Telugu (Fluent)
- ✓ Hindi (Fluent)

## Achievements

- ✓ Awarded **Best Employee of the Month** (March 2024) at Sunshine Hospital
- ✓ Successfully trained two new front desk assistants
- ✓ Appreciated for maintaining **zero complaints** from patients regarding front office services

## Hobbies and Interests

- ✓ Reading Books on Positive Thinking and Customer Service
- ✓ Organizing Social Welfare Camps
- ✓ Listening to Music
- ✓ Yoga and Meditation for Stress Management

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## Declaration

I hereby declare that all the information provided above is true and correct to the best of my knowledge.

---

**Date:** 06/09/2025

**Place:** Rajahmundry

(Signature)

**B. Ananya Reddy**

--:O:--

**Department of English**  
**General English for B.A., B.Com., B.Sc.,B.Sc (Voc),B.Com (Voc): 2021-2022**  
**SEMESTER –II (W.E.F 2023-24)**  
**A Course in Reading & Writing Skills**  
**Model Question Paper**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

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**SECTION – A (Knowledge & Understanding)**

**1. Answer any SIX of the following in one or two sentences. 6X1=6**

- a. Recall how much amount was stolen in ‘The Best Investment I Ever Made’.
- b. Where is the narrator travelling to in the *Night Train at Deoli*?
- c. Who was bitten by the scorpion?
- d. What is the claim of the mountain?
- e. Name the son of Ulysses.
- f. Who is greater between the mountain and the squirrel?
- g. What according to Vivekananda is the secret of work?
- h. Who woke up the narrator at midnight in *The Best Investment.....?*
- i. Who can perform work as love?
- j. What is *Three Days to See* about?

**2. Answer any FOUR of the following in 50 words. 4X2=8**

- a. Outline the job volunteered by the young couple in *The Best Investment....*
- b. Describe how the young man was disappointed in *The Night Train at Deoli*.
- c. Explain the message of the poem “The Mountain and the Squirrel.”
- d. Demonstrate the significance of the mother’s words in *Night of the Scorpion*.
- e. Summarize the qualities of Ulysses.
- f. Mention the way work should be done according to Swami Vivekananda?
- g. What does Mrs. Keller desires to see on the first day?

**SECTION –B (Application & Analysis)**

**3. Convert the words in brackets into their suitable forms to match the context.**

**4X1=4**

- a. We should live each day with \_\_\_\_\_(gentle). (*Three Days to See*)
- b. Helping man ..... (spiritual) is the highest help that can be given to him.  
(*Secret of Work*)
- c. The squirrel thinks it is not \_\_\_\_\_(shame) to occupy its place. (*The Mountain and the Squirrel*)
- d. The Scorpion’s .....(poisonous) moved in mother’s blood... (*Night of the Scorpion*)

**4. Substitute the underlined expressions with an appropriate words from choice. 4X1=4**  
**(platform, darkness, complexion, hearth)**

- a. The Youngman had a fair facial appearance. (The Best Investment....)
- b. Ulysses does not like sitting by the still fireplace. (Ulysses)
- c. Total absence of light makes us more appreciative of sight. (Three Days to See)
- d. Deoli had only one raised surface to board/alight from trains. (Night Train...)

**5. Choose the right word that collocates with the underlined words. 4X1=4**

- a. Ulysses claimed to have moved earth and ..... (sky, clouds, heaven).
- b. At midnight my temporary ..... from blindness would cease (view, respite, insight).
- c. We must all work ..... (incessantly, hardly, rarely) according to Vivekananda.
- d. She was pleased that I..... (forget, memory, remembered) her.

**Section – C (Evaluation & Creativity)**

**6. Answer any FOUR of the following 4X6=24**

**a. Compile a note on the following passage. (unseen)**

Technology has transformed every aspect of modern life, from how we communicate to how we work, learn, and interact with the world. The rise of the internet and mobile devices has made information accessible at the touch of a button, revolutionizing industries and creating new opportunities. However, with these advancements come challenges. Privacy concerns, cyber security threats, and the digital divide between those with access to technology and those without are significant issues that need to be addressed. As technology continues to evolve, there is a growing need for policies that protect individuals' rights and ensure equitable access to these innovations. Moreover, the rapid pace of technological change calls for education systems that can prepare future generations for jobs that may not even exist today.

**b. Choose appropriate answers to the questions from the passage below. (Text based)**

Liberation means entire freedom — freedom from the bondage of good, as well as from the bondage of evil. A golden chain is as much a chain as an iron one. There is a thorn in my finger, and I use another to take the first one out; and when I have taken it out, I throw both of them aside; I have no necessity for keeping the second thorn, because both are thorns after all. So the bad tendencies are to be counteracted by the good ones, and the bad impressions on the mind should be removed by the fresh waves of good ones, until all that is evil almost disappears, or is subdued and held in control in a corner of the mind; but after that, the good tendencies have also to be conquered. Thus the “attached” becomes the “unattached”. Work, but let not the action or the thought produce a deep impression on the mind.

1. What does liberation mean?
2. Identify the word which means ‘an opinion about something or someone’.
3. Write the antonym of ‘bondage’.
4. How are the bad tendencies counteracted?

5. Identify the writer of the above paragraph.
  6. Write the message of the paragraph.
- c. Develop the idea “Everyone has unique strength and value.” (The Mountain and the Squirrel)
  - d. As a student representative, write a notice on ‘Teachers Day’ celebrations.
  - e. Write a letter to the editor of *The Hindu* on the importance of wearing helmets.
  - f. Compose an e-mail demanding for immediate replacement of the mobile purchased.
  - g. Prepare a resume to the post advertised in the following notification.

**A REPUTED BUSINESS GROUP URGENTLY REQUIRES**  
**SALES ASSISTANTS**

**The right candidate should have:**

- 2-3 years experience as Sales Assistant, preferably in Bookstores
- Graduate or minimum Secondary School
- Experience in sales, merchandising, customer service preferred
- Good written and spoken communication skills in English, knowledge of Arabic is an added advantage
- Knowledge of basic computer skills
- Ability to work well in a team
- Presentable, proactive and willing to accept shift duties.

## ANSWERS TO MODEL QUESTION PAPER

### SECTION – A (Knowledge & Understanding)

Answer any **SIX** of the following in one or two sentences. **6 X 1 = 6 Marks**

**a. Recall how much amount was stolen in ‘The Best Investment I Ever Made’.**

**Answer:** The boy stole **seven pounds and ten shillings** from his office safe.

**b. Where is the narrator travelling to in the Night Train at Deoli?**

**Answer:** The narrator is travelling to **his grandmother’s house in Dehra.**

**c. Who was bitten by the scorpion?**

**Answer:** The narrator’s **mother** was bitten by the scorpion.

**d. What is the claim of the mountain?**

**Answer:** The mountain claims that it is **big and strong** and can **carry forests on its back.**

**e. Name the son of Ulysses.**

**Answer:** The son of Ulysses is **Telemachus.**

**f. Who is greater between the mountain and the squirrel?**

**Answer:** **Both are great** in their own way because they have **different talents and duties.**

**g. What according to Vivekananda is the secret of work?**

**Answer:** The secret of work is **selflessness and non-attachment** to the results.

**h. Who woke up the narrator at midnight in The Best Investment.....?**

**Answer:** The **ship’s steward** woke up the narrator at midnight.

**i. Who can perform work as love?**

**Answer:** According to Vivekananda, only a **selfless person** can perform work as **an act of love.**

**j. What is Three Days to See about?**

**Answer:** It is about **how Helen Keller imagines experiencing life** if she were given **three days of sight.**

## SECTION – B (Comprehension & Expression)

Answer any **FOUR** of the following in about **50** words each.

**4 X 2 = 8** Marks

**a. Outline the job volunteered by the young couple in *The Best Investment I Ever Made*.**

**Answer:** Mr. and Mrs. John S. work for a **charitable organization** that helps **reform young offenders** from slum areas. They **visit juvenile homes**, provide **education and skills training**, and help the children **lead respectable lives**. Their service helps transform **misguided youth** into good citizens.

**b. Describe how the young man was disappointed in *The Night Train at Deoli*.**

**Answer:** During his next summer visit, the young man searched for the **basket-selling girl** at Deoli station, but she was **not there**. No one knew where she had gone. He felt **sad and heartbroken** as he could not **find her again**, despite passing Deoli many times later.

**c. Explain the message of the poem *The Mountain and the Squirrel*.**

**Answer:** The poem teaches that **everyone has different abilities and strengths**. The **Mountain** is big and strong, while the **Squirrel** is small and quick. Both are important in their own ways. We should **respect others**, no matter how **big or small**, because everyone has a **purpose**.

**d. Demonstrate the significance of the mother's words in *Night of the Scorpion*.**

**Answer:** After suffering from the scorpion sting for **twenty hours**, the mother says, "Thank God the scorpion picked on me and spared my children." Her words show **selfless love**, care, and **sacrifice** of a mother. She was happy to **bear the pain** herself rather than see her children suffer.

**e. Summarize the qualities of Ulysses.**

**Answer:** Ulysses is **brave, adventurous, and restless**. He always seeks **knowledge** and **new experiences**, even in his old age. He inspires his men to **strive, seek, and not yield**. Ulysses believes life should be **lived fully** and **actively**, always working for **progress and discovery**.

**f. Mention the way work should be done according to Swami Vivekananda.**

**Answer:** Swami Vivekananda says that **work should be done selflessly**, without expecting **rewards** or **results**. We should **love the work**, be **dedicated**, and have **no attachment**. Work is **worship**, and it should be done with **purity, honesty**, and a **spirit of service** to humanity.

**g. What does Mrs. Keller desire to see on the first day?**

Answer: On the first day, Helen Keller wishes to see her **teacher Anne Sullivan**, her **family**, and her **friends**. She wants to **look into their faces**, especially the **loving face** of her teacher. She desires to see the people who made her life **happy and meaningful**.

-----  
**SECTION – B (Application & Analysis)**

**Convert the words in brackets into their suitable forms to match the context.  $4 \times 1 = 4$**

- We should live each day with **gentleness**. (*Three Days to See*)
- Helping man **spiritually** is the highest help that can be given to him. (*Secret of Work*)
- The squirrel thinks it is not **shameful** to occupy its place. (*The Mountain and the Squirrel*)
- The Scorpion's **poison** moved in mother's blood. (*Night of the Scorpion*)

-----  
**4. Substitute the underlined expressions with an appropriate word from the choices.**

**$4 \times 1 = 4$**

**(platform, darkness, complexion, hearth)**

- The young man had a fair **complexion**. (*The Best Investment...*)
- Ulysses does not like sitting by the still **hearth**. (*Ulysses*)
- Total absence of light makes us more appreciative of sight is **darkness**. (*Three Days to See*)
- Deoli had only one **platform** to board/alight from trains. (*Night Train at Deoli*)

-----  
**5. Choose the right word that collocates with the underlined words.**

**$4 \times 1 = 4$**

- Ulysses claimed to have moved earth and **heaven**. (*Ulysses*)
- At midnight my temporary **respite** from blindness would cease. (*Three Days to See*)
- We must all work **incessantly** according to Vivekananda. (*The Secret of Work*)
- She was pleased that I **remembered** her. (*The Night Train at Deoli*)

## Section – C (Evaluation & Creativity)

1. Answer any FOUR of the following 4X6=24

a. Compile a note on the following passage. (unseen) (Note Making)

### Note Making

Title: **Impact of Technology on Modern Life**

#### Main Points

1. **Transformation by Technology**
  - Changed communication, work, learning, interaction
  - Internet & mobile devices make information accessible
  - Revolutionized industries
  - Created new opportunities
2. **Challenges Due to Technology**
  - Privacy concerns
  - Cyber security threats
  - Digital divide (access vs. no access)
3. **Need for Policies**
  - Protect individuals' rights
  - Ensure equitable access
4. **Impact on Education**
  - Rapid tech changes need adaptable education
  - Prepare for future jobs (yet to exist)

#### Key Terms

- Digital divide = gap in access to technology
- Cyber security = protecting data online
- Equitable = fair and equal

-----

b. Choose appropriate answers to the questions from the passage below. (Text based)

1. What does liberation mean?

**Answer:** Liberation means entire freedom — freedom from the bondage of both good and evil.

2. Identify the word which means ‘an opinion about something or someone’.

**Answer:** The word is **impression**.

**3. Write the antonym of ‘bondage’.**

**Answer:** The antonym is **freedom** or **liberation**.

**4. How are the bad tendencies counteracted?**

**Answer:** Bad tendencies are counteracted by good ones. The bad impressions on the mind should be removed by fresh waves of good impressions until all that is evil disappears or is subdued.

**5. Identify the writer of the above paragraph.**

**Answer:** The writer is **Swami Vivekananda**.

**6. Write the message of the paragraph.**

**Answer:** The message is that true liberation lies in becoming unattached, where both good and bad tendencies are transcended. One must work without letting actions or thoughts leave deep impressions on the mind.

-----

**c. Develop the idea “Everyone has unique strength and value.” (The Mountain and the Squirrel)**

**Topic: Everyone Has Unique Strength and Value**

(Inspired by “The Mountain and the Squirrel” by Ralph Waldo Emerson)

In the poem *The Mountain and the Squirrel*, Emerson shows that every being, no matter how big or small, has its own unique strength and value. The mountain is large, strong, and can carry forests on its back. But the squirrel, though small, is quick, lively, and clever. It can climb trees, gather nuts, and move fast—things the mountain cannot do.

This teaches us that we should respect the talents and abilities of everyone. No one is useless. Each person has a role to play in life. Just as the squirrel cannot carry forests, the mountain cannot crack a nut. In the same way, every human has special skills. Some are good leaders, some are artists, some are teachers, and some are helpers.

We should celebrate our differences. Working together, we can make the world better. Everyone has worth and can contribute to society in their own way.

-----

d. As a student representative, write a notice on 'Teachers Day' celebrations.

**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**  
**Students' Union**

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**NOTICE**

**Date:** 28th August 2025

*Teachers' Day Celebrations*

All the students of **Government College (Autonomous), Rajahmundry** are hereby informed that the **Teachers' Day** celebrations will be held on **5th September 2025 (Thursday)** in the **College Seminar Hall** from **10:00 AM onwards**.

The program will include:

- ✓ Felicitations of our respected teachers
- ✓ Cultural events by students
- ✓ Speeches on the role of teachers in nation-building
- ✓ Refreshments

All class representatives (CRs) are requested to coordinate with their classmates and participate actively. Interested students can give their names for cultural programs to the undersigned on or before **2nd September 2025**.

*Venue: Seminar Hall*

*Date & Time: 5th September 2025, 10:00 AM onwards*

Let's make this event a grand success!

**(Signature)**

**[Your Name]**

Student Representative

Government College (Autonomous), Rajahmundry

\*\*\*

**e. Write a letter to the editor of ‘The Hindu’ (Daily News Paper) on the importance of wearing helmets.**

**From:**

[Your Name]  
Student Representative  
Government College (Autonomous)  
Rajahmundry – 533105  
Andhra Pradesh

**Date:** 10<sup>th</sup> March 2025

**To**

The Editor  
The Hindu  
Hyderabad – 500001

Subject: The Importance of Wearing Helmets

**Respected Sir/Madam,**

I am writing this letter to bring attention to the importance of wearing helmets while riding two-wheelers. Nowadays, we see many young people riding bikes without wearing helmets. This careless attitude leads to severe head injuries and even loss of life in road accidents.

Wearing a helmet not only ensures safety but also sets a good example for others. According to traffic reports, a majority of road fatalities can be reduced if riders and pillion riders wear helmets regularly. It is not just a rule; it is a life-saving habit.

I request you to publish this letter in your esteemed newspaper to create awareness among people, especially the youth, about the need for wearing helmets. A small step like wearing a helmet can save lives and prevent families from facing tragedy.

Thank you.

**Yours sincerely,**

[Your Name]  
Student Representative  
Government College (Autonomous), Rajahmundry

\*\*\*

f. Compose an e-mail demanding for immediate replacement of the mobile purchased.

**To:** customercare@mobilestore.com

**CC:** support@mobilestore.com

**Subject:** Request for Immediate Replacement of Defective Mobile Phone

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**Respected Sir/Madam,**

I am writing to bring to your attention an issue regarding the mobile phone I purchased from your store on **10th March 2025**. The details of the product are as follows:

◆ **Model:** XYZ Pro Max

◆ **Invoice Number:** INV-12345

◆ **Date of Purchase:** 10th March 2025

◆ **Order ID:** ORDR-67890

Within a few days of purchase, I noticed several issues with the device. It frequently shuts down on its own, the battery drains rapidly, and the touch screen is unresponsive at times. Despite restarting and updating the software, the problems persist.

As the product is under warranty, I request an immediate replacement of the defective mobile phone. I have attached a copy of the invoice and warranty card for your reference.

Kindly take prompt action and arrange for the replacement at the earliest. You may contact me at **98765-43210** for any further information.

Thank you for your attention. I look forward to a quick resolution.

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**a. Prepare a resume to the post advertised in the following notification.**

**K. RAVI KUMAR**

S/o K. Bhaskar

D.No: 4-10-12, Main Road

Rajahmundry, Andhra Pradesh - 533105

Phone: 98765 43210

Email: ravikumar@gmail.com

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**Career Objective:**

To obtain the position of **Sales Assistant** in a reputed business group where I can utilize my skills in customer service, merchandising, and communication to contribute to the growth of the organization.

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**Educational Qualifications:**

Qualification	Institution	Year	Percentage
B.A. (English)	Govt. College (Autonomous), Rajahmundry	2022	75%
Intermediate (MPC)	Govt. Junior College, Rajahmundry	2019	80%
SSC	ZP High School, Rajahmundry	2017	85%

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**Experience:**

**Sales Assistant** at ABC Bookstore, Rajahmundry

- Duration: June 2022 to August 2024
- Responsibilities:
  - Customer service and support
  - Handling merchandising and display
  - Managing sales and billing operations
  - Maintaining stock and inventory records

**Skills:**

- Excellent communication skills in English
- Basic knowledge of Arabic
- Good teamwork and customer relationship skills
- Proficient in sales techniques and merchandising
- Computer skills: MS Office, Billing Software

**Languages Known:**

- English (Fluent)
- Telugu (Native)
- Hindi (Basic)

**Hobbies and Interests:**

- Reading books
- Interaction with customers
- Team activities and coordination

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**Declaration:**

I hereby declare that the above-mentioned information is true to the best of my knowledge.

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**Date:** 02/09/2025

**Place:** Rajahmundry

(Signature)

**K. Ravi Kumar**

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## Cover Letter for Sales Assistant Position

K. Ravi Kumar  
S/o K. Bhaskar  
D.No: 4-10-12, Main Road  
Rajahmundry, Andhra Pradesh – 533105  
Mobile: 98765 43210  
Email: ravikumar@gmail.com

**Date:** 02/09/2025

To

The HR Manager  
Reputed Business Group  
Hyderabad

**Subject:** Application for the Post of Sales Assistant

**Respected Sir/Madam,**

I am writing to apply for the position of **Sales Assistant** as advertised. I have **over 2 years of experience** working as a Sales Assistant in a reputed bookstore in Rajahmundry. I am confident that my skills in **customer service, merchandising, and communication** make me a suitable candidate for this role.

I hold a **Bachelor's degree in English** and have good communication skills in English, with a basic knowledge of Arabic. I have been appreciated for my **teamwork, sales ability, and customer relations** in my previous job. I believe that I can contribute to your organization's sales team by providing excellent service and maintaining customer satisfaction.

Please find attached my **resume** for your kind consideration. I look forward to the opportunity to discuss how my skills and experience can benefit your organization.

Thank you for your time and consideration.

Yours sincerely,

(Signature)  
**K. Ravi Kumar**

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