

ENGLISH – AEC 251



CAREER STUDY
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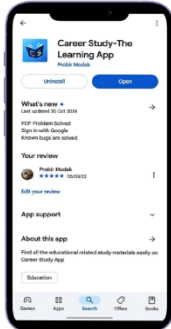


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ABOUT CAREER STUDY:

Career Study is a forward-thinking educational platform designed to empower students across India, with a special focus on the Northeast region. Recognized as a "**Startup**" under the Assam Startup Policy 2016 by the Government of Assam and officially registered under the MSME, Government of India.



At Career Study, we believe in creating opportunities, fostering growth, and inspiring success—one student at a time.

ABOUT THE FOUNDER:

Probir Modak, the founder of Career Study, is an educator and entrepreneur from Silcoorie Camp and currently residing in Silchar, Kathal Road, Probir brings over 8 years of teaching experience and a deep passion for empowering students. His journey began at Assam University, Silchar.

Probir's achievements are deeply rooted in the unwavering support of his family, especially his mother (MAA), whose encouragement and guidance have been pivotal in his journey. Armed with a Master's degree in Economics from Assam University, Silchar.



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ENGAEC-251

Grammar, Comprehension and Composition

Unit I:

Article, Prepositions, Verbs, Tenses, Subject – Verb agreement (Concord), Voice

Unit II:

Direct/Indirect Speech, Tag Questions, Sentence Structure (Simple, Complex, Compound),
Synthesis, Splitting up of Sentence

Unit III:

Correction of Sentences, Distinction between pair of words, Idioms and Phrases, Punctuation

Unit IV:

Reading Comprehension

Unit V:

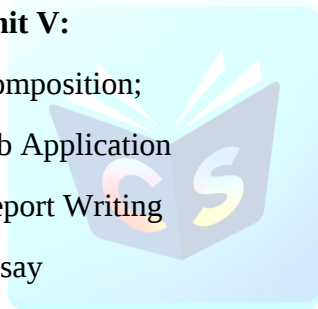
Composition;

Job Application

Report Writing

Essay

Paragraph Writing



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UNIT – 1

Article:

An article is a word that comes before a noun to specify if the noun is general or specific. The three articles in English are "a", "an", and "the".

Examples:

A/an

Used with singular countable nouns when the noun is non-specific or generic. For example, "I do not own a car".

The

Used with both singular and plural nouns and with both countable and uncountable nouns when the noun is specific. For example, "The book that I read last night was great".

Explanation:

"A" and "an" are called indefinite articles. They show that a noun is general, or non-specific.

"The" is called the definite article. It shows that a noun is specific.

"The" can also be used if an adjective, clause, or phrase already describes or restricts the noun's identity.

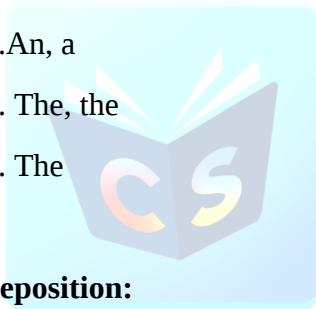
a. Fill in the blanks:

1. _____ Himalayas are _____ majestic mountain range.
2. She has _____ Master's degree in _____ psychology.
3. _____ honesty is _____ virtue valued by many.
4. He is _____ heir to _____ vast fortune.
5. _____ Amazon River is _____ second-longest river in _____ world.
6. _____ Arctic Circle is located within _____ polar region.
7. I can't believe I met _____ actor from _____ famous movie!
8. _____ courage she displayed during _____ crisis was commendable.
9. _____ Renaissance was _____ period of great cultural revival.
10. Have you ever visited _____ Louvre in _____ Paris?
11. He gave _____ outstanding performance in _____ Shakespearean play.
12. _____ Statue of Liberty is located on _____ Liberty Island.

13. _____ universe is filled with countless galaxies.

Answers:

1. The, a
2. A, the
3. The, a
4. The, a
5. The, the
6. The, the
7. An, a
8. The, the
9. The, a
10. The, the
11. An, a
12. The, the
13. The



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Preposition:

A preposition is a word or group of words that shows the relationship between a noun, pronoun, or phrase and another word in a sentence. Prepositions can indicate time, place, or direction.

Examples

Time prepositions: Indicate when something happens, such as "before", "after", "during", and "until"

Place prepositions: Indicate where something is, such as "around", "between", and "against"

Direction prepositions: Indicate where something is going, such as "across", "up", and "down"

Location: The keys are on the kitchen counter.

Time: She will arrive at 6 PM.

Direction: They walked towards the beach.

Means: He sent the package by express mail.

Manner: She danced with grace and elegance.

Place: The cat hid under the bed.

Purpose: This gift is for you.

Comparison: Her dress is different from mine.

Agency: The novel was written by the author.

Possession: This is the house of my grandparents

1.They are satisfied ____ your work.

Answer: with

2. Man doesn't live ____ bread alone.

Answer:

3.Rita excels ____ dancing.

Answer: in

4.He is looking ____ a domestic help.

Answer: for

5.The old man died ____ Covid-19.

Answer: of

6.Death is preferable ____ dishonour.

Answer: to

7. Mina comes ____ a rich family.

Answer: of

8. Butter is made ____ milk.

Answer: from

9.They are sitting ____ the dining table.

Answer: at

10. Ravi is senior ____ me by two years.

Answer: to

11. He was prevented ____ going to Delhi.

Answer: from

12. Flour is made ____ wheat.

Answer: from

13. Put the cup ____ the dish. (at/in/on/over)

Answer: on

14. The cows are ____ the field. (in/on/to/by)

Answer: in

15. Lila lives ____ her parents. (by/with/upon/at)

Answer: with

16. He is fond ____ reading novels.

Answer: of

17. This shop deals ____ stationery.

Answer: in

18. The train will stop ____ many stations.

Answer: at

Verbs:

A verb is a word that describes an action, state, or occurrence in a sentence. Verbs are essential to sentences and are often used with nouns or pronouns.

Definition:

A verb is a word that describes what the subject of a sentence is doing.

Verbs can indicate actions, occurrences, or states of being.

The basic form of a verb is called the infinitive.

Examples "Jeffrey builds a house, "Anita is thinking about horses, "True love exists, "Elizabeth walked home from school, and "I will mark the paper tomorrow.

Types of verbs:

Action verbs: Verbs that convey an action

Linking verbs: Verbs that describe a state of being

Transitive verbs: Verbs that have a direct or indirect object

Intransitive verbs: Verbs that do not have a direct or indirect object

Helping verbs: Verbs that provide more information about the main verb

Tenses:

Tense is a grammatical term that indicates the time of a verb's action or state of being. The three main tenses are present, past, and future.

There are 3 types of tenses:

Present tense:

Used to describe actions or events that are happening right now. For example, "I walk to school every day".

There are 4 types of present tense:

Simple present tense: "I go to school every day". This tense is used to describe habits, repeated actions, or unchanging situations.

Present continuous tense: "Tharun is watching a movie". This tense is used to describe actions that are happening now, frequently, or may continue into the future.

Present perfect tense: "Venu has left the hall". This tense is used to describe an action that just happened in the recent past and still has its effect in the present.

Present perfect continuous tense: "They have been waiting for you for a long time".

Past tense:

Used to describe actions or events that happened in the past. For example, "I walked".

There are 4 types of past tense:

Simple past tense

Used to describe an action or state that happened at a specific time in the past. For example, "Phoebe entered a Hula Hoop contest last Saturday".

Past continuous tense

Used to describe an action that happened over a period of time. For example, "He was singing".

Past perfect tense

Used to describe an action that happened before another action in the past. For example, "I had arrived".

Past perfect continuous tense

Used to describe an action that happened before another action in the past and over a period of time. For example, "They had been driving

Future tense:

Used to describe actions or events that will happen in the future. For example, "I will walk

There are 4 types of future tense:

Simple future tense

Used to describe a simple action that will happen in the future. For example, "I will bake a cake".

Future continuous tense

Used to describe an action or state that will be in progress at a specific time in the future. For example, "By the time you read this letter, I will be boarding my train".

Future perfect tense

Used to describe an action that will have been completed at some point in the future. For example, "You will have run".

Future perfect continuous tense

Used to describe an ongoing action that will be completed at a specified time in the future.

Example

1. He (leave) for Europe last Friday.

Answer: He left for Europe last Friday.

2. You (learn) English for six years now.

Answer: You have been learning English for six years now.

3. He went out after he (lock) the door.

Answer: He went out after he had locked the door.

4. I (write) this letter since morning.

Answer: I have been writing this letter since morning.

5. You (fail) unless you work harder.

Answer: You will fail unless you work harder.

6. I have not seen him since we (leave) school.

Answer: I have not seen him since we left school.

7. If you (neglect) your studies, you will fail.

Answer: If you neglect your studies, you will fail.

8. I (not meet) him for a week.

Answer: I have not met him for a week.

9. The bus usually (arrive) here at 6 o'clock.

Answer: The bus usually arrives here at 6 o'clock.

10. When he entered my room, I (write) a letter.

Answer: When he entered my room, I was writing a letter.

11. The match (start) before we reached the field.

Answer: The match had started before we reached the field.

12. It is time you (go) home.

Answer: It is time you went home.

Subject verb agreement:

Subject-verb agreement" means that the verb in a sentence must match the number (singular or plural) of the subject; if the subject is singular, the verb must also be singular, and if the subject is plural, the verb must be plural too.

Example: "The dog walks in the park." (Here, "dog" is a singular subject, so the verb is "walks" which is singular).

Another example: "The dogs walk in the park." (Here, "dogs" is a plural subject, so the verb is "walk" which is plural).

Key points about subject-verb agreement:

Identify the subject: Always find the main subject of the sentence before deciding on the verb form.

Singular verbs usually end with an "s": "The cat sleeps."

Plural verbs do not end with an "s": "The cats sleep"

Example:

Each of the girls has her own dress. (has/have)

Five miles is a long distance. (is/are)

Many a man has tried hard to climb the treacherous mountain range. (have/has)

The furniture of the house is quite impressive. (is/are)

Few students are coming to the party. (is, are)

Uma, my childhood friend, is leaving for Delhi next month. (is/are)

Most of my friends are government employees. (is/are)

The level of pain tolerance varies from person to person. (vary/varies)

Either Tina or Rohit is telling lies. (is, are)

A number of people were reported to have fallen sick after drinking the water from the tubewell. (was/were)

The government was criticised by the Supreme Court for their actions. (was/were)

No one has a greater collection of books than my friend Reeshav. (has/have)

Somebody is waiting at the door for you. (is/are)

Two years ago, this was the place where the accident took place. (year/years)

Fast food, like burgers and street food, is harmful for our health. (is/are)

All the students are excited to visit the museum after school. (is/are)

Neither Joseph nor his family speaks French. (speaks/speak)

Either Ross or Joey has broken the glass. (has/have)

If anybody calls for me, do let me know. (calls/call)

The plumber, along with his helper, is expected to come soon. (is/are)

Several neighbours have complained about the loud sound coming from that house. (has/have)

Neither Penny nor Amy has gone to work. (has/have)

The Olympics is held every four years. (is/are)

The people have lived without electricity for many years. (has/have)

The dog is chasing the cat. (is/are)

Voice:

A "voice change" in basic terms means altering the structure of a sentence to switch the subject from the performer of an action (active voice) to the receiver of the action (passive voice), essentially changing who is emphasized in the sentence; a common example is: "The dog chased the cat" (active) to "The cat was chased by the dog" (passive).

Key points about voice change:

Active voice: The subject performs the action.

Passive voice: The subject receives the action.

Example sentences:

Active: "The artist painted the portrait."

Passive: "The portrait was painted by the artist."

Example:

1. The Principal presided over the meeting.

Answer: The meeting was presided over by the Principal.

2.The prizes were given away by the Chief Guest.

Answer: The Chief Guest gave away the prizes.

3. They asked the boy many questions.

Answer: The boy was asked many questions (by them).

4.The policeman will catch the thief.

Answer: The thief will be caught by the policeman.

5.I know your father very well.

Answer: Your father is known to me very well.

6.The poem was written by my sister.

Answer: My sister wrote the poem.

7. We have completed the arrangements for the fair.

Answer: The arrangements for the fair have been completed (by us).

8.The patient is being examined by a doctor.

Answer: A doctor is examining the patient.

9.This dog bites strangers.

Answer: Strangers are bitten by this dog.

10.He was taken to hospital.

Answer: Someone took him to the hospital.

11.You should not raise this question now.

Answer: This question should not be raised now (by you).

12. The bridge was completed in record time.

Answer: They completed the bridge in record time.

13. They say that he is a saint.

Answer: It is said that he is a saint.

14. Was a tiger killed by the hunter?

Answer: Did the hunter kill a tiger?

15. People speak English all over the world.

Answer: English is spoken all over the world.

16. The stage was decorated by the students.

Answer: The students decorated the stage.

17. A doctor is examining the patients.

Answer: The patients are being examined by a doctor.

18. The tiger was killed by the hunter.

Answer: The hunter killed the tiger.

19. Some boys broke the window panes.

Answer: The window panes were broken by some boys.

20. They have completed the work.

Answer: The work has been completed (by them).

21. The teacher is correcting our copies.

Answer: Our copies are being corrected by the teacher.

22. My book has been stolen.

Answer: Someone has stolen my book.



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UNIT – 2

Direct indirect speech:

Direct speech is when you repeat what someone said using quotation marks, while indirect speech is when you report what someone said without quotation marks.

Direct speech:

1. Use quotation marks to enclose the spoken words
2. Include the speaker's name before or after the speech
3. Use proper punctuation inside the quotation marks
4. Capitalize the first letter of each new sentence inside the quotation marks

Indirect speech:

1. Also known as reported speech
2. Summarize what someone said using your own words
3. Don't use quotation marks
4. Often use a tense that is further back in the past than the original tense

Examples:

Direct speech: "Paul came in and said, 'I'm really hungry'"

Indirect speech: "Paul said he was really hungry"

Example:

1. The man said to me, 'Are you a regular student?'

Answer: The man asked me if I was a regular student.

2. I replied that I was not.

Answer: I replied, 'I am not.'

3. He said to me, 'Where is your book?'

Answer: He asked me where my book was.

4. I replied that I had lost that.

Answer: I replied, 'I have lost it.'

5. He said to me, 'I know you.'

Answer: He told me that he knew me.

6. He asked me if I could help him.

Answer: He said to me, 'Can you help me?'

7. He said, 'I shall post the letter tomorrow.'

Answer: He said that he would post the letter the next day.

8. The boy asked me if I knew him.

Answer: The boy said to me, 'Do you know me?'

9. 'I made some money yesterday,' said Anil.

Answer: Anil said that he had made some money the previous day.

10. Raju told me that he would meet me the next day.

Answer: Raju said to me, 'I will meet you tomorrow.'

11. Anita said to Ravi, 'Please lend me your book.'

Answer: Anita requested Ravi to lend her his book.

12. The boy told me that his father would meet me soon.

Answer: The boy said to me, 'My father will meet you soon.'

13. He said to me, 'Lend me your book for today.'

Answer: He asked me to lend him my book for that day.

14. He said to me, 'You will be tired before you arrive.'

Answer: He told me that I would be tired before I arrived.

15. Ram asked me if I had a car.

Answer: Ram said to me, 'Do you have a car?'

16. The old man wished that I might be happy.

Answer: The old man said, 'May you be happy.'

17. He said to me, 'When did you buy this book?'

Answer: He asked me when I had bought that book.

18. I said, 'I bought it yesterday.'

Answer: I said that I had bought it the previous day.

19. The old man prayed that God might help me.

Answer: The old man said, 'May God help you.'

Tag Questions:

The question tag is also known as Note of interrogation(?)

The question tag is used at the end of an interrogative sentence.

Rule: 1.

If the given sentence is affirmative, the rule for adding question tag is as follows:

auxiliary verb + n't + subject pronoun

e.g. (i) Sarita is fair – Sarita is fair, isn't she?

(ii) It is raining – It is raining, isn't it?

(iii) Mohan can swim well – Mohan can swim well. can't he?

Rule: 2.

If the given sentence is negative, the rule for adding a question tag is as follows:

auxiliary verb + subject pronoun

e.g. (i) Sarita is not fair – Sarita is not fair, is she?

(ii) It is not raining – It is not raining, is it?

(iii) I am not well – I am not well, am I?

Auxiliary verbs:

For present tense the auxiliary verbs are – am, is, are, do, does etc. Whenever the auxiliary verb is not given, the understood auxiliary verbs are Does and Do. For past tense whenever the auxiliary verb is not given, the understood verb is Did.

e.g. (i) Sita sings well- Sita sings well, doesn't she?

(ii) Mohan speaks English- Mohan speaks English, doesn't he?

(iii) Sita sang well – Sita sang well, didn't she?

Example:

(i) Mr Sangma went home yesterday, didn't he?

(ii) Sita will perform one item, won't she?

(iii) The boys are going home, aren't they?

(iv) The sky is not black, is it?

(v) The teacher does not teach us well, does he?

(vi) Abdul spoke little, didn't he?

(vii) Everyone speaks English, don't they?

(viii) I am not well, am I?

Sentences structure:

1. A simple sentence is a sentence that contains only one independent clause, meaning it has a single subject and a single verb, expressing a complete thought without any dependent clauses; examples include: "The dog barked," "She eats breakfast," or "The sun is shining."

Key points about simple sentences:

One independent clause: This is the defining characteristic of a simple sentence.

Subject and verb: Every simple sentence must have a subject (the person or thing performing the action) and a verb (the action itself).

Can be short or long: While simple sentences can be very brief, they can also include modifiers and descriptive details while still only having one clause.

2.A complex sentence is a sentence that contains one independent clause (a complete thought) and at least one dependent clause (a clause that cannot stand alone), joined together using a subordinating conjunction; essentially, it's a sentence where one clause relies on the other to fully convey meaning.

Key points about complex sentences:

Structure: Independent clause + dependent clause (using a subordinating conjunction like "because", "although", "when", "if").

Example: "Because it was raining, we decided to stay inside."

Dependent clause can be placed: At the beginning, middle, or end of the sentence.

3.A compound sentence is a sentence that joins two or more independent clauses together using a coordinating conjunction like "and," "but," "or," "so," "yet," or "for," essentially combining two complete thoughts into one sentence.

Basic examples of compound sentences:

"The sun is shining, and the birds are singing."

"She wanted to go to the beach, but it was raining."

"He studied hard for the test, so he passed with flying colors."

"I love pizza, or I could eat pasta."

"They finished their work early, for they had planned a surprise party."

Example:

1. I did not know that this food was meant only for the staff.

Sentence Type – Complex sentence

Main Clause – I did not know

Subordinate Clause – That this food was meant only for the staff

2. She is innocent, so she has appealed to the court.

Sentence Type – Compound sentence

Main Clause – She is innocent

Main Clause – She has appealed to the court

3. If you are not ready with the song, it is better to let them know.

Sentence Type – Complex Sentence

Main Clause – It is better to let them know

Subordinate Clause – If you are not ready with the song

4. She will come home or I will stay back at her place.

Sentence Type – Compound Sentence

Main Clause – She will come home

Main Clause – I will stay back at her place

5. In the evening, I am going to the park.

Sentence Type – Simple Sentence

Main Clause – I am going to the park

6. The sun looks amazing today.

Sentence Type – Simple Sentence

Main Clause – The sun looks amazing today

7. I remember the day that we met very well.

Sentence Type – Complex Sentence

Main Clause – I remember the day very well

Subordinate Clause – That we met

8. Nithi is not keeping well, yet she decided to go to work.

Sentence Type – Compound Sentence

Main Clause – Nithi is not keeping well

Main Clause – She decided to go to work

9. After they reach the hotel, they will inform us.

Sentence Type – Complex Sentence

Main Clause – They will inform us

Subordinate Clause – After they reach the hotel

10. We are going to the park.

Sentence Type – Simple Sentence

Main Clause – We are going to the park

Synthesis of sentences:

"Synthesis of sentences" means combining multiple simple sentences into one new, more complex sentence, often by using participles, prepositional phrases, or other grammatical structures to connect ideas; a passive example would be "The report was carefully reviewed by the committee before it was submitted.".

Key points about sentence synthesis:

Purpose:

To create a more concise and cohesive writing style by avoiding repetitive information.

Methods:

Participial phrases: "Seeing the approaching storm, she hurried home."

Prepositional phrases: "After finishing her work, she left the office."

Appositive phrases: "The new CEO, a seasoned business leader, addressed the company."

Relative clauses: "The book, which was written by a renowned author, became a bestseller"

Example:

1. She sang a song. Everybody liked it.

Ans- Everybody liked the song she sang.

Or: She sang a song which everybody liked.

2. He is hardworking. He is also intelligent.

Ans- He is both hardworking and intelligent.

3. He died young. It was unfortunate.

Ans- It was unfortunate that he died young.

4. She will do well. I have no doubt about it.

Ans- I have no doubt that she will do well.

5. Robin is my friend. He is a journalist.

Ans- Robin, who is a journalist, is my friend.

6. You insulted him. That is his complaint.

Ans- His complaint is that you insulted him.

7. Where has he gone? Do you know it?

Ans- Do you know where he has gone?

8. A boy said this. I know the boy.

Ans- I know the boy who said this.

9. What are you making? Let me see.

Ans- Let me see what you are making.

10. Don't overeat. You will be ill.

Ans- Don't overeat otherwise you will be ill.

11.He was ignorant of the matter. His ignorance was complete.

Ans- He was completely ignorant of the matter.

12. The man created the trouble. He was arrested by the police.

Ans- The man who created the trouble was arrested by the police.

13.He is very sincere. Everybody in the school says this.

Ans- Everybody in the school says that he is very sincere.

14. You can start the machine. You have to press this button.

Ans- By pressing this button, you can start the machine.

15.I have seen you somewhere. I can't remember where.

Ans- I can't remember where I have seen you.

16.You turn these knobs. You can then open the box.

Ans- You can open the box by turning these knobs.

17. She opened the cage. She let the bird fly away.

Ans- Opening the cage, she let the bird fly away.

18. I can't buy a car. I don't have the money.

Ans- I can't buy a car for lack of money.

19.The earth is round. We can prove it.

Ans- We can prove that the earth is round.

20. We should drop the plan. This is my suggestion.

Ans- My suggestion is that we should drop the plan.

Splitting up of sentences:

Splitting a sentence is the process of breaking it into multiple parts. Splitting sentences can make them easier to read, but it's important to balance readability with the sentence's flow.

Examples of sentence splitting:

Split order:

Separates the predicate into two parts with the subject in the middle. For example, "In California oranges grow".

Split infinitive

Separates the two parts of the infinitive, "to" and the base verb, with another word. For example, "to quickly go".

Split subject

Separates the subject of the sentence into two parts that are not next to each other. For example, "They didn't nobody like him".

Questions:

1. Sentence: "After finishing his dinner, Tom decided to watch a movie."
2. Sentence: "The concert was fantastic, and everyone applauded loudly."
3. Sentence: "Sheila completed her project, and then she submitted it to her supervisor."
4. Sentence: "The cat curled up on the windowsill and watched the birds outside."
5. Sentence: "Running late, Sarah rushed to catch the bus."
6. Sentence: "Despite feeling tired, Jack continued to work on his assignment."
7. Sentence: "After the rain stopped, a rainbow appeared in the sky."
8. Sentence: "Daniel played the guitar while Emily sang along."
9. Sentence: "Having studied all night, Maria felt confident about the exam."
10. Sentence: "Mark finished his book and then started a new one."
11. Sentence: "The storm passed, and the sky cleared up."

12. Sentence: "Reading her favorite book, Anne forgot about the passing time."
13. Sentence: "Despite the delay, the train eventually arrived at the station."
14. Sentence: "Alex cooked dinner, and his sister set the table."
15. Sentence: "Rebecca danced gracefully, captivating the audience."
16. Sentence: "Exhausted from the long hike, they decided to rest by the river."
17. Sentence: "Attending the conference, James networked with industry professionals."
18. Sentence: "Once the fire alarm sounded, everyone evacuated the building."
19. Sentence: "Hannah completed her presentation, and then she answered questions from the audience."
20. Sentence: "Before leaving for the trip, Sarah packed her suitcase and double-checked her documents."

ANSWERS:

1. Tom finished his dinner. Tom decided to watch a movie.
2. The concert was fantastic. Everyone applauded loudly.
3. Sheila completed her project. Sheila submitted it to her supervisor.
4. The cat curled up on the windowsill. The cat watched the birds outside.
5. Sarah was running late. Sarah rushed to catch the bus.
6. Jack felt tired. Jack continued to work on his assignment.
7. The rain stopped. A rainbow appeared in the sky.
8. Daniel played the guitar. Emily sang along.
9. Maria studied all night. Maria felt confident about the exam.
10. Mark finished his book. Mark started a new one.
11. The storm passed. The sky cleared up.
12. Anne was reading her favorite book. Anne forgot about the passing time.
13. The train had a delay. The train eventually arrived at the station.
14. Alex cooked dinner. His sister set the table.
15. Rebecca danced gracefully. Rebecca captivated the audience.
16. They were exhausted from the long hike. They decided to rest by the river.
17. James attended the conference. James networked with industry professionals.
18. The fire alarm sounded. Everyone evacuated the building.

- 19.Hannah completed her presentation. Hannah answered questions from the audience.
- 20.Sarah packed her suitcase. Sarah double-checked her documents before leaving for the trip.



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UNIT – 3

Correction of sentences:

Sentence correction" means identifying and fixing grammatical errors within a sentence, ensuring proper subject-verb agreement, consistent verb tense, correct punctuation, and clear meaning, with basic rules including checking for capitalization, proper noun usage, and appropriate punctuation at the end of a sentence.

Key points about sentence correction:

Subject-verb agreement:

The subject of a sentence must match the verb in terms of singularity or plurality.

Tense consistency:

Use the same verb tense throughout a sentence unless there's a clear reason to change it.

Punctuation:

Use correct punctuation marks like periods, commas, and question marks depending on the sentence structure.

Capitalization:

Capitalize the first letter of a sentence and proper nouns.

Basic rules to follow for sentence correction:

Identify the subject and verb: Clearly identify the subject of the sentence to check if it agrees with the verb.

Check for pronoun agreement: Ensure pronouns match the nouns they refer to in terms of number and gender.

Use correct modifiers: Place modifiers close to the words they modify to avoid confusion.

Avoid run-on sentences: Separate independent clauses with proper conjunctions or punctuation.

Use active voice where appropriate: Generally, prefer active voice over passive voice for clearer writing.

1.I paid hundred rupees for this shirt.

Ans- I paid a hundred rupees for this shirt.

2.He insisted on me to accompany him.

Ans- He insisted on my accompanying him.

3.Let us hear his speech.

Ans- Let us listen to his speech.

4.I know him for a long time.

Ans- I have known him for a long time.

5.That boy does not even know the alphabets.

Ans- That boy does not even know the alphabet.

6. We reached the station timely.

Ans- We reached the station in time.

7.They left the hostel with bag and baggage.

Ans- They left the hostel bag and baggage.

8. If it will rain, we will not go out.

Ans- If it rains, we shall not go out.

9. He offered me a ten-rupees note.

Ans- He offered me a ten-rupee note.

10.One of his family members lives in Chennai.

Ans- One of the members of his family lives in Chennai.

11. Tell me where is the post office.

Ans- Tell me where the post office is.

12. I am going to school by bus everyday.

Ans- I go to school by bus everyday.

13. Oranges are good to be eaten.

Ans- Oranges are good to eat.

14. The matter was informed to the police.

Ans- The matter was reported to the police.

15. The train will leave in time.

Ans- The train will leave on time.

16. You have less books than I have.

Ans- You have less books than me.

17. Do you repent for your misdeed?

Ans- Do you repent of your misdeed?

18. You should not do such mistakes.

Ans- You should not make such mistakes.

19. I asked him how far was it to the nearest town.

Ans- I asked him how far it was to the nearest town.

20. In her first book she describes about her childhood.

Ans- In her first book she describes her childhood.

Distinction between pair of words:

A "pair of words" refers to two words that are often used together, sometimes with similar sounds but distinct meanings, creating a potential for confusion if not used correctly; examples include "affect" and "effect," "to" and "too," or "there" and "their."

Key points about word pairs:

Similar sounds, different meanings:

Many word pairs sound alike but have different meanings, like "hair" and "hare," "sale" and "sail," or "principal" and "principle."

Context matters:

To understand the correct usage, you need to consider the context of the sentence where the word pair is used.

Common confusion:

Due to their similar sounds, word pairs are often mistakenly used interchangeably, leading to grammatical errors.

Examples of word pairs with explanations:

Affect vs. Effect:

"The weather affected my mood." (verb - to influence)

"The new policy had a significant effect on the company." (noun - result)

To vs. Too vs. Two:

"I went to the store." (preposition - direction)

"She ate too much cake." (adverb - excessively)

"There were two apples on the table." (number)

There vs. Their vs. They're:

"The book is there on the desk." (place)

"The students brought their notebooks." (possessive pronoun)

"They're going to the park." (contraction of "they are")

Its (show possession)

It's (It is)

Adjured (requested)

Abjure (renounce)

Accept (consent to receive)

Except (other than)

Access (approach or enter)

Excess (more than necessary)

Adopt (legally take)

Adapt (become adjusted)

Admit (confess to be true)

Confess (admit when something done wrong)

Advice (guidance)

Advise (offer recommendations)

Affection (love)

Affectation (pretention)

Enmity (feeling of active hostility)

Amity (Friendship)

Amoral (lack moral sense)

Immoral (sinful)

Appraise (assess or estimate)

Apprise (inform)

Accede (agree)

Exceeds (surpass)

Assent (permission)

Ascent (rising)

Aural (heard)

Oral (spoken)

Attention (action of dealing with)

Intention (an aim or plan)

Averse (strong dislike)

Adverse (harmful)

Avocation (hobby)

Vocation (trade or profession)

A lot (a large number)

Allot (give)

All ready (completely prepared)

Already (by now)

Allude (suggest)

Elude (evade or escape)

Award (prize to someone)

Reward (thing given in recognition of effort) Alternate (every other)

Alternative (another available possibility)

Affect (make a difference to)

Effect (bring about)

Idioms and phrases:

An idiom is a phrase with a figurative meaning, while a phrase is a group of words with a literal meaning.

Examples of idioms:

Break a leg: A way to wish someone good luck, especially before a performance

Spill the beans: To disclose a secret, either accidentally or imprudently

A piece of cake: Something that's simple to accomplish

Call it a day: To stop working on something

Steal someone's thunder: To take attention away from someone else's achievement

The ball is in your court: It's your turn to take action or make a decision

Throw in the towel: To give up

Under the weather: Feeling slightly ill

Speak of the devil: Said when someone appears just as you're talking about them

Once in a blue moon: Very rarely

It's raining cats and dogs: It's raining hard

Kill two birds with one stone: Get two things done with a single action

Let the cat out of the bag: Give away a secret

Tips for using idioms:

Make sure your meaning is clear

Make sure you have a purpose in its use

Make sure your audience is likely to understand what you mean

Make sure your idiom isn't offensive or biased

Punctuation:

Punctuation is the use of symbols to divide written words into sentences and clauses.

Examples of punctuation marks

Period: Also known as a full stop, this punctuation mark is represented by a dot (.)

Question mark: This punctuation mark is represented by a question mark (?) and is used to end questions

Exclamation point: This punctuation mark is represented by an exclamation point (!)

Comma: This punctuation mark is represented by a comma (,)

Apostrophe: This punctuation mark is represented by an apostrophe (') and is used to show possession or to indicate the omission of letters in a word

Ellipsis: This punctuation mark is represented by three periods (. . .) and is used to represent an omission of words or letters

Brackets: This punctuation mark is represented by curved lines () and is used to offer additional information within a sentence.

UNIT – 4

Reading comprehension:

Reading comprehension means the ability to understand the meaning of written text by processing and interpreting the words on a page, relying on both word recognition and language comprehension skills; examples of reading comprehension skills include summarizing, inferencing, identifying the main idea, drawing conclusions, and relating prior knowledge to the text.

Reading Comprehension Practice Questions:

Caffeine, the stimulant in coffee, has been called “the most widely used psychoactive substance on Earth.” Snyder, Daly and Bruns have recently proposed that caffeine affects behavior by countering the activity in the human brain of a naturally occurring chemical called adenosine. Adenosine normally depresses neuron firing in many areas of the brain. It apparently does this by inhibiting the release of neurotransmitters, chemicals that carry nerve impulses from one neuron to the next. Like many other agents that affect neuron firing, adenosine must first bind to specific receptors on neuronal membranes. There are at least two classes of these receptors, which have been designated A1 and A2.

Snyder et al propose that caffeine, which is structurally similar to adenosine, is able to bind to both types of receptors, which prevents adenosine from attaching there and allows the neurons to fire more readily than they otherwise would.

For many years, caffeine’s effects have been attributed to its inhibition of the production of phosphodiesterase, an enzyme that breaks down the chemical called cyclic AMP. A number of neurotransmitters exert their effects by first increasing cyclic AMP concentrations in target neurons. Therefore, prolonged periods at the elevated concentrations, as might be brought about by a phosphodiesterase inhibitor, could lead to a greater amount of neuron firing and, consequently, to behavioral stimulation. But Snyder et al point out that the caffeine concentrations needed to inhibit the production of phosphodiesterase in the brain are much higher than those that produce stimulation. Moreover, other compounds that block phosphodiesterase’s activity are not stimulants.

To buttress their case that caffeine acts instead by preventing adenosine binding, Snyder et al compared the stimulatory effects of a series of caffeine derivatives with their ability to dislodge adenosine from its receptors in the brains of mice. “In general,” they reported, “the ability of

the compounds to compete at the receptors correlates with their ability to stimulate locomotion in the mouse; i.e., the higher their capacity to bind at the receptors, the higher their ability to stimulate locomotion.” Theophylline, a close structural relative of caffeine and the major stimulant in tea, was one of the most effective compounds in both regards. There were some apparent exceptions to the general correlation observed between adenosine-receptor binding and stimulation. One of these was a compound called 3-isobutyl-1-methylxanthine (IBMX), which bound very well but actually depressed mouse locomotion. Snyder et al suggest that this is not a major stumbling block to their hypothesis. The problem is that the compound has mixed effects in the brain, a not unusual occurrence with psychoactive drugs. Even caffeine, which is generally known only for its stimulatory effects, displays this property, depressing mouse locomotion at very low concentrations and stimulating it at higher ones.

Based on the Passage, answer the following questions:

1. The primary purpose of the passage is to

- (A) discuss a plan for investigation of a phenomenon that is not yet fully understood
- (B) present two explanations of a phenomenon and reconcile the differences between them
- (C) summarize two theories and suggest a third theory that overcomes the problems encountered in the first two
- (D) describe an alternative hypothesis and provide evidence and arguments that support it
- (E) challenge the validity of a theory by exposing the inconsistencies and contradictions in it

2. According to Snyder et al, caffeine differs from adenosine in that caffeine

- (A) stimulates behavior in the mouse and in humans, whereas adenosine stimulates behavior in humans only
- (B) has mixed effects in the brain, whereas adenosine has only a stimulatory effect
- (C) increases cyclic AMP concentrations in target neurons, whereas adenosine decreases such concentrations
- (D) permits release of neurotransmitters when it is bound to adenosine receptors, whereas adenosine inhibits such release
- (E) inhibits both neuron firing and the production of phosphodiesterase when there is a sufficient concentration in the brain, whereas adenosine inhibits only neuron firing

3. In response to experimental results concerning IBMX, Snyder et al contended that it is not uncommon for psychoactive drugs to have

- (A) mixed effects in the brain

- (B) inhibitory effects on enzymes in the brain
- (C) close structural relationships with caffeine
- (D) depressive effects on mouse locomotion
- (E) the ability to dislodge caffeine from receptors in the brain

4. According to Snyder et al, all of the following compounds can bind to specific receptors in the brain EXCEPT

- (A) IBMX
- (B) caffeine
- (C) adenosine
- (D) theophylline
- (E) phosphodiesterase

5. Snyder et al suggest that caffeine's ability to bind to A1 and A2 receptors can be at least partially attributed to which of the following?

- (A) The chemical relationship between caffeine and phosphodiesterase
- (B) The structural relationship between caffeine and adenosine
- (C) The structural similarity between caffeine and neurotransmitters
- (D) The ability of caffeine to stimulate behavior
- (E) The natural occurrence of caffeine and adenosine in the brain

UNIT – 5

Job application:

Q1. Sunshine Public School, Pune requires a sports coach. You should be a degree holder in physical education as well as a SAI certified coach in athletics. You have seen their advertisement and you know that you have these qualifications. Write an application in 120 – 150 words along with your resumé. You are Praveen , M – 114, Najafarh, Delhi.

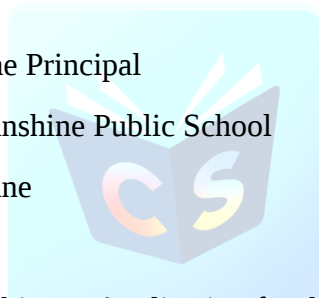
Ans.

M – 114, Najafarh,

Delhi

12 August, 20XX

The Principal
Sunshine Public School
Pune



CAREER STUDY
The Learning App

Subject – Application for the position of Sports Coach

Sir/Ma'am

This is with reference to the advertisement published in the esteemed daily, The Times of India, on 9 August, 20XX. I am Praveen. I find myself very suitable for the same as I have not only a degree in physical education but am also a certified coach in athletics from the Sports Authority of India (SAI) having an experience of 7 years.

I would like to bring into notice that I possess all the aforementioned qualities required for the job. I am enclosing a copy of my bio-data for your perusal and kind consideration.

I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication up to your satisfaction.

Looking forward to working for Sunshine Public School.

Yours faithfully

Praveen Kumar

Encl.: Bio data

Bio-data

NAME- Praveen Kumar

FATHER's NAME- Kamlesh Kumar

DATE OF BIRTH- 23 April, 1995

ADDRESS- M – 114, Najafarh, Delhi

PHONE- 98100XXXXX

E-MAIL-prav23@gmail.com

MARITAL STATUS- Unmarried

AGE- 27 years

NATIONALITY- Indian

ACADEMIC QUALIFICATIONS-

BA (physical education) and certified SM coach in athletics

HOBBIES- Reading, traveling, and net-surfing

STRENGTHS- Proficiency in English, Communication, Sports, Physical Education

EXPERIENCE- 5 years of experience as a sports coach in ABC Public School, Delhi

NAMES AND ADDRESSES OF REFERENCES-

i) Mr. Vijay Kumar, ABC Public School, New Delhi

ii) Mr. Jai Prakash

Q2. Write an application for the post of Assistant Professor in English in St Joseph and Mary College, New Delhi with a bio-data. You are Geeta Kumari.

Ans.

M-52, C Block

C R Park

New Delhi

07 November, 20XX

The Principal

St Joseph and Mary College

19, Saket Road

New Delhi

Subject – Application for the position of Assistant Professor in English

Sir/Ma'am,

This is with reference to the advertisement published in the esteemed daily, The Times of India, on November 02, 20XX. I am Geeta. I would like to bring into notice that I possess all the aforementioned qualities required for the job. I am enclosing a copy of my bio-data for your perusal and kind consideration.

I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication up to your satisfaction.

Looking forward to working for St Joseph and Mary College

Yours faithfully

Geeta Kumari

Encl.: Bio-data

Bio-data:

NAME- Geeta Kumari

FATHER's NAME- Ramesh Kumar

DATE OF BIRTH- 23 April, 1995

ADDRESS- M-52, C Block, C R Park, New Delhi

PHONE- 98100XXXXX

E-MAIL-geeta23@gmail.com

MARITAL STATUS- Unmarried

AGE- 27 years

NATIONALITY- Indian

ACADEMIC QUALIFICATIONS-

i) BA (Hons) in English

ii) MBA in English

iii) UGC(NET)- 98%

HOBBIES- Reading, traveling, and net-surfing

STRENGTHS- Proficiency in English, Communication, Literature, Writing

EXPERIENCE- 5 years of experience as an assistant professor in Dyal Singh College, New Delhi

NAMES AND ADDRESSES OF REFERENCES-

i) Mr. Vijay Kumar, Dean, Dyal Singh College, New Delhi

ii) Mr. Jai Prakash, HOD English Department, Dyal Singh College, New Delhi

Q3. Bal Vidya Public School, Bhilai, urgently requires a post-graduate teacher to teach political science for which they have placed an advertisement in The Bhilai Express. You are Sanjay/Sanjana Sharma from 21, Vasant Marg, Bhilai. Draft a letter including a CV, applying for the advertised post.

Answer:

21, Vasant Marg

Bhilai

01 March, 20XX

The Principal

Bal Vidya Public School

Bhilai

Subject- Application for the post of a post-graduate teacher

Sir/Madam,

In response to your advertisement in The Bhilai Express, dated February 25, 20XX for the post of a political science teacher in your renowned school, I wish to offer my candidature.

I am enclosing a copy of my bio-data for your perusal and kind consideration.

I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication up to your satisfaction.

Thank you

Yours faithfully

Sanjay/Sanjana Sharma

Encl.: Bio-data

Bio- Data

NAME- Sanjay/Sanjana Sharma

FATHER's NAME- Mithun Sharma

DATE OF BIRTH- 25 July, 1984

ADDRESS- 21, Vasant Marg, Bhilai

PHONE-98100XXXXX

E-MAIL- sanjsharma@gmail.com

MARITAL STATUS- single

AGE- 28 years

NATIONALITY- Indian

ACADEMIC QUALIFICATIONS-

i. B.A. in Political Science

ii. M.A. Political Science

iii. B. Ed

HOBBIES- Trekking and reading

STRENGTHS- Good communication skills, computer literate, proficient in English, Hindi and German

NAMES AND ADDRESSES OF REFERENCES-

i) Mr. Vijay Mathur, Principal

D.A.V. School, Gurudwara Rd., Delhi

ii) Mr. Satish Ohri

Head of Commerce Department

Punjab University, Chandigarh

Report writing:

1. A newspaper reporter was sent to report on a road accident. Below you can see the page of his notebook. Use the information to complete the report.

6.35 P.M. 12.02.2005

Sonapur: 25 KMs away from Guwahati

Crash: Jeep in Ditch.

Local bus: high speed – middle of the road – jeep braked to avoid

collision – swerved – hit a tree and overturned. Jeep Driver Ananta Das (35 years) killed instantly – 3 injured – hospitalized.

A tragic road accident killed one in Guwahati, three injured

Sonapur: 13 Feb, A road accident occurred yesterday at 6.35 PM near Sonapur, 25 KMs away from Guwahati, when a jeep hit a tree while giving side to a high-speed local bus. According to eyewitnesses, the jeep braked in order to avoid collision with a local bus along the middle of the road which was coming at a very high speed from the opposite direction. The driver lost control of the jeep which swerved to the roadside and hit a tree. The jeep

driver died on the spot who was identified as Ananta Das aged 35 years. Three other passengers also severely injured and they were immediately rescued to a nearby hospital by the locals.

2. A press reporter was sent to Sonapur to report on a bank robbery. He made the following notes in his notepad. Using the information contained in his notes, write out a report for the newspaper.

11.30AM

8.02.2009

Sonapur – 25 km away from Guwahati-Robbery in United Bank Branch-Four armed robbers in jeep-Looted fifteen lakhs-Cashier resisted – was shot at-Police investigation is going on. No arrests so far.

Four Robbers looted Fifteen Lakhs from UBI, Sonapur Branch.

Sonapur, 9th Feb; A shocking bank robbery took place yesterday in United Bank Branch in Sonapur, 25 km away from Guwahati. According to eyewitnesses, at about 11.30 AM when bank had a rush of customers, four armed robbers entered the bank premise and hoisted the customers on gunpoint. One of them moved towards the cash counters and one into the manager's room. A cashier at the cash counter resisted to hand over cash to the robber and was shot to death. They made the manager to open the vaults and the lockers at the gunpoint and they succeeded in

robbing cash and other valuable worth Rupees fifteen lakhs. Before any preventive measure could be taken the robbers fled in a jeep. The bank authority has lodged an FIR with Sonapur Police Outpost. Reportedly investigation is going on, but no arrests so far.

3. Write a report for a newspaper on the basis of the information given below:

- i) 20-11-2015
- ii) Guwahati
- iii) The Guwahati book fair commenced.
- iv) Opened by the Governor of Assam.
- v) Publishers from the state and outside it participated.
- vi) Nice opening function – large gathering and good sale expected.

The glorious book fair of Guwahati began

Guwahati, 21st Nov; "Books are the mirrors of the society." said Hon'ble Governor XYZ inaugurating the glorious book fair of Guwahati which began yesterday with new glazing. According to the organizing committee, more than 164 Publishers from Assam and other states like West Bengal, Punjab, Delhi, and Chhattisgarh etc. are participating in the book fair. On the inaugural day, three books of three eminent writers were unveiled by the Governor. On the very first day there was a heavy rush of book lovers. To see

the response from the public, the organizing committee as well as the publishers were excited. Prominent author Dr. Saber Sharma commented that that was a good sign for the culture.

Essay:

An essay is a short piece of writing that conveys a writer's ideas or opinions on a topic. Essays can be formal or informal, and can be used to inform, persuade, or express personal views.

What is an essay?

A short piece of writing that expresses a writer's ideas or opinions on a topic

A non-fictional written work on a particular subject

A written conversation that explains ideas and supports them with examples or evidence

Paragraph writing:

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs.



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