

# **English Algorithm: Basic Skills for Personal and Social Communication**

## **Workbook**

**Semester I**

*Prepared by*

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**Telangana Council of Higher Education  
(TGCHHE), Hyderabad**

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Basic Skills for Personal and Social Communication  
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**Learning Material for First Year Degree Students  
Semester I**

## Table of Contents

<b>INTRODUCTION .....</b>	<b>1</b>
<b>Unit - 1.....</b>	<b>2</b>
Foundations of English Communication Skills.....	2
1.1 Listening and Speaking Tasks .....	2
1.2 Reading.....	6
1.3 Grammar and Vocabulary .....	12
1.4 Writing Tasks .....	14
<b>Unit-2 .....</b>	<b>16</b>
The Art of Clear Instructions and Directions .....	16
2.1 Listening and Speaking Tasks .....	16
2.2 Reading.....	20
2.3 Grammar and Vocabulary .....	26
<b>Unit-3 .....</b>	<b>29</b>
Talking About Habitual Actions and Past Events.....	29
3.1 Listening and Speaking .....	29
3.2 Reading.....	33
3.3 Vocabulary and Grammar .....	38
3.4 Writing .....	40
<b>Unit-4 .....</b>	<b>41</b>
Crafting Descriptive Language .....	41
4.1 Listening and Speaking .....	41
4.2 Reading.....	45
4.3 Grammar and Vocabulary .....	49

<b>Unit 5 .....</b>	<b>54</b>
Weaving Personal Narratives, Events and Biographies .....	54
5. 1 Listening and Speaking .....	54
5.2 Reading .....	57
5.3 Vocabulary and Grammar .....	63
5.4 Writing .....	65
<b>Unit 6 .....</b>	<b>67</b>
From Sensation to Sentence: Descriptive Essays and Event Accounts .....	67
6.1 Listening and Speaking .....	67
6.2 Reading .....	71
6.3 Vocabulary and Grammar .....	75
<b>Appendix.....</b>	<b>79</b>
Further Reading .....	79



# INTRODUCTION

This *Workbook* has been prepared to extend the learning experience of the Learning Material *English Algorithm: Basic Skills for Personal and Social Communication*. It guides students towards an active and thoughtful engagement with the English language. Each unit includes tasks in listening, speaking, reading, and writing—skills that are best strengthened through regular practice and careful attention. By working through these exercises, students begin to notice patterns in English expression and can apply them naturally in academic life as well as everyday situations.

The *Workbook* is more than a set of questions. It is a companion that encourages steady progress through conversation tasks, reading passages, comprehension checks, and written assignments. The variety of activities allows students to practise fluency, accuracy, and confidence in equal measure. When students attempt the exercises with diligence and then compare their responses with peers during class discussion, they gain not only language practice but also a sense of shared exploration.

The most effective use of this book lies in consistent effort. Each exercise should be attempted with patience, and each passage should be studied with care. Through consistent practice the *Workbook* can serve as a dependable companion for students eager to improve their English skills and strengthen their ability for purposeful communication.

## UNIT - 1

### Foundations of English Communication Skills

#### 1.1 Listening and Speaking Tasks



##### 1.1.1 Audio-1

Unit I\_A1.mp3

#### Introducing Oneself in an Interview.

Good morning, Honorable Members of the UPSC Selection Board. I am Sara Anjum, a 23-year-old IAS aspirant. I completed my post-graduation in Economics from Osmania University, Hyderabad. I hail from a small village in Telangana. I cleared my 12th class with 98% marks. My graduation from Government City College was also outstanding, with a CGPA of 8.6. I worked as a part-time employee in a few government organisations. These experiences gave me rich insights into the administrative system. I am well acquainted with the current affairs in India. I have a keen interest in politics. All of this sparked the IAS dream in me at a young age and I have worked relentlessly over the years to achieve it. I believe that IAS would give me a great platform to serve the nation and bring about a positive change in society. I am confident that I will be able to make an effective contribution towards the development of the country.

##### 1.1.2.1 Listening Comprehension

#### a. Answer the following questions:

1. What kind of work experience gave Sara insights into the administrative system?
2. What motivates Sara to join the IAS?
3. What are some of the positive qualities that Sara recognises in herself?
4. What do you aspire to be in life? What are some of the strengths that you can build in yourself to achieve your goal?
5. Imagine you are attending an Interview. How would you introduce yourself? Mention the post for which you are appearing for the interview and then introduce yourself to your peers.

#### b. Prepare a SWOT analysis

1. Based on Sara's self-introduction, conduct a SWOT analysis identifying her strengths, weaknesses, opportunities and challenges.

<b>Strengths</b> 1. Confidence in communication  2.  3.	<b>Weaknesses</b> 1. No full-time work experience  2.  3.
<b>Opportunities</b> 1. UPSCs focus on diverse backgrounds  2.  3.	<b>Challenges</b> 1. Highly competitive UPSC exam  2.  3.

### c. Speaking Task

Now, students need to form groups. Develop your own SWOT analysis in a similar format. Identify your strengths, areas for improvement, opportunities for growth and possible challenges. Fill in each category with personal, specific examples (e.g., “strong academic records or “weak in handling group conflicts”). Introduce yourself and share your SWOT analysis with your peer group.



#### 1.1.2 Audio-2 Unit I\_A2.mp3

### Introducing Oneself in a Group Discussion

On the eve of World Environment Day, Mrunalini, Saatvik, Swathi, Christopher, Rumaan, and Sandeep are participating in a group discussion at Environment Protection Training and Research Institute (EPTRI) on the topic of deforestation. Observe how each of them introduces themselves to the group.

Mrunalini: Good morning. My name is Mrunalini Varma. I am a final-year M.A. Earth Sciences student at the University of Hyderabad. I think that deforestation is one of the most critical problems we face in the present-day world. We need to discuss and find solutions for this pertinent problem. I want to talk about deforestation and its ecological aspects. I am looking forward to contributing my perspectives regarding these two points in this conversation. I am also eager to listen to all the other participants in this discussion.

Saatvik: Hello, everyone. That was a good beginning, Mrunalini. I am Saatvik Suresh. I completed my B.A. from St. Francis Degree College, Hyderabad. I want to mention that the topic of today's discussion is related to my final-year project. To be more precise, I worked on the effects of deforestation based on the Wayanad landslide in Kerala. In my project, I identified financial reasons and unsustainable development as the hidden motives for deforestation in Wayanad. This ultimately resulted in the natural calamity. I will talk about the need to find a balance between protecting the environment and development.

Swathi: Good morning. Thank you, Mrunalini and Saatvik, for your brief introductions. Both of you are closely associated with the topic of discussion. I, too, am interested in working towards a solution for this problem. My name is Swathi Reddy and I am studying M.Sc. in Environmental Science at Bangalore University. I also work for a non-profit organisation that helps in afforestation. I'm interested in the key policies that govern Indian forests and, in this talk, I would like to explain how deforestation affects ecosystems. I would also like to talk about forest laws in India, including the Forest Rights Act and conservation policies and their impact on tribals and biodiversity.

Christopher: Hello, everyone. My name is Christopher and I am studying Mechanical Engineering in NIT Warangal. As a technical student, I want to bring forward the message that no matter what we study, we should be environmentally conscious. All our work should be ecologically sustainable. In my future, I will be working on technology in my field that is more ecologically sustainable. Here I am to talk about how technology is helping combat deforestation.

Rumaan: Hello. My name is Rumaan. I study Sociology at Maulana Azad National Urdu University. I am curious about how deforestation affects indigenous communities. We must understand that the effects of deforestation on India's tribal communities are far-reaching. I want to talk about this in detail during our conversation.

Sandeep: Hey, everyone. It was great listening to all of you. My name is Sandeep. I live in a village near Chevella in Telangana. In Chevella, the age-old Banyan trees are under the threat of being cut down due to road widening and other developmental works. People have been staging protests against this. I am also one of the volunteers of Save Chevella Banyan Group, actively participating in many awareness programmes. Today, I would like to share my thoughts regarding deforestation and reforestation. I would also like to learn more about the subject from your point of view.

### 1.1.1.1 Listening Comprehension.

#### a. Complete the sentences below using information from the listening:

1. Mrunalini is in her final year studying at the \_\_\_\_\_.
2. Saatvik has worked on \_\_\_\_\_.
3. Swathi is studying a master's degree in Environmental Science. She is also involved with a \_\_\_\_\_.
4. Christopher is interested in how \_\_\_\_\_ can be used to help monitor forests.
5. Rumaan studies how deforestation impact \_\_\_\_\_.
6. Sandeep comes from a village and works as a volunteer \_\_\_\_\_.

#### b. Answer the following questions:

1. How did the participants introduce themselves? What greetings and introductory phrases were used in the above conversation?
2. How would you formally introduce yourself if you were one of the participants in the discussion? Express your views on the topic of debate in a couple of sentences.
3. What specific questions would you like to ask the other participants based on their areas of expertise?

#### c. Speaking Task

Form groups of at least six members, allocate roles and choose a topic for discussion. Let the students introduce themselves and speak a couple of sentences expressing their point of view on the selected topic. Sum up the points discussed and present them before the class.

#### Here are a few topics for discussion:

- The importance of reading books
- Is social media a boon or a bane for students?

- Should students wear uniforms to college?
- Which one do you prefer – Online Classes or Classroom Learning?
- How to balance studies and hobbies?
- What is the role of sports in student life?
- Are Mobile Phones useful or distracting in college classrooms?
- Healthy Eating vs Junk Food– which one do you prefer? Why?
- The importance of time management for students
- Friendship and teamwork in college life

**Cues:**

Greeting-Introduction-Why is the topic important? -personal connection-your opinion.

## 1.2 Reading

### 1.2.1 Passage-1

At the India Today Environment Conclave 2025, held in Bengaluru, Harsha Tej, director of GreenGarage and Padmashree Balaram, a solid waste management practitioner and climate actioner, shared their insights on waste management, sustainability and policy interventions. Padmashree Balaram recalled an initiative at Madiwala Market in Bengaluru, where sanitation workers initially showed little interest in waste segregation. However, after being taken to a cow shelter and seeing how organic waste could benefit cattle, their mindset shifted. While sustainability has become a buzzword, implementing greener alternatives remains a challenge.

Harsha Tej, whose organisation GreenGarage is involved in CSR-funded projects, highlighted financial and infrastructural barriers. “We created a lake inside the Army campus at Trinity Circle on MG Road. Scaling such efforts is difficult due to costs and space constraints. Still, by combining traditional knowledge with technology, we can create low-cost water bodies in urban areas,” he noted, emphasising the growing urgency of water scarcity. Addressing behavioural change in waste management, Balaram said that most people don’t consider waste their responsibility. “We found students to be the best ambassadors. Conducting awareness programmes in schools created a ripple effect.” “When children are told about landfill sites and how other kids living in those areas survive, they develop empathy for them and become strong advocates for responsible waste management at home.” “Penalties also played a crucial role. I’m not proud of this, but I have placed garbage in front of the houses of those who refused to pay fines. When they see the direct impact, they start segregating waste,” she admitted. When asked whether penalisation is a sustainable

solution, she compared it to helmet laws. “People start wearing helmets because of fines but eventually realise it’s for their safety.”

Tej echoed the sentiment that sustainability needs to be made appealing. “We need to make conservation cool. In the West, fines for breaking environmental laws are huge. We need a mix of enforcement and engagement. At one plantation drive, we had a rapper and singer perform. Volunteers had fun while contributing to nature,” he said, stressing the importance of making environmental responsibility enjoyable... Balaram suggested integrating waste management into institutional accreditation. “NAAC accreditation for colleges should include points for zero-waste campuses that ban plastic and practise segregation rules.”

Tej suggested that solving Bengaluru’s water crisis requires stricter enforcement of rainwater recharge pits. “We haven’t tapped into rainwater harvesting enough. If we mandate recharge pits in both private and public spaces, we can become a model city for water conservation.” When asked about advice for young environmental entrepreneurs, Balaram humbly stated, “I’m not an eco-entrepreneur; I’m just a citizen doing my part. But there’s huge potential in waste management for those looking to make an impact.” Tej encouraged the younger generation to blend traditional wisdom with modern technology. “We are the only generation that has seen both pre-tech and deep-tech eras. The future depends on combining age-old knowledge with innovation. This is the only home we have, let’s make it better.”

Source:

<https://www.indiatoday.in/environment/story/speakers-at-india-todays-environment-conclave-highlight-youth-and-local-action-in-sustainability-2674597-2025-02-04>

### 1.1.1.1 Reading Comprehension

#### a. Answer the following Questions:

1. What combination is needed to create low-cost water bodies in urban areas, according to Harsha Tej?
2. Why did Padmashree Balaram compare waste management penalties to helmet laws? What does she say about imposing penalties?
3. What suggestion did Balaram make regarding NAAC accreditation and sustainability?
4. How did Padmashree Balaram describe herself when asked about eco-entrepreneurship?



5. What advice did Tej give to young environmental entrepreneurs about balancing tradition and technology?

**b. Complete the sentences below with words from the passage.**

1. At Madiwala Market, sanitation workers became motivated to segregate waste only after visiting a \_\_\_\_\_.
2. Harsha Tej explained that combining \_\_\_\_\_ with technology can help create affordable water bodies in cities.
3. Balaram noted that \_\_\_\_\_ are the best ambassadors for spreading waste management awareness.
4. To make people start segregating waste, Balaram admitted to placing \_\_\_\_\_ in front of their houses.
5. Tej argued that sustainability should be made \_\_\_\_\_ so people feel excited to participate.
6. According to Balaram, NAAC accreditation should give credit to \_\_\_\_\_ campuses.
7. To address Bengaluru's water crisis, Tej proposed stricter enforcement of \_\_\_\_\_

**c. Reread the passage and create a flow chart showing the steps and strategies used to promote waste management and sustainability.**

1. Identify the key interventions used by Padmashree Balaram and Harsha Tej.
2. Organise these interventions into a step-by-step flow chart showing how awareness, enforcement, engagement and policy work together.



### 1.2.2 Passage-2

Amidst the bustling metropolis of Hyderabad, where urbanisation often tugs at the threads of environmental and ecological balance, one determined woman has made it her mission to preserve and rejuvenate the city's natural beauty—IAS Officer Harichandana. Her transformative efforts, particularly in lake restoration, step-wells revival and urban sustainability, have not only revived Hyderabad's deteriorating lakes but also empowered communities to engage in environmental stewardship. Her journey towards this impactful role is one marked by dedication, perseverance, and a profoundly personal inspiration to give back to society and country.

Harichandana's journey began in Hyderabad, where she completed her schooling and developed a strong foundation of values. She attended St. Ann's for both her high school and undergraduate studies, followed by postgraduate work at the University of Hyderabad. Driven by a passion for higher learning, she went on to complete her MSc in Environmental Economics from the prestigious London School of Economics (LSE). This international exposure sharpened her understanding of global environmental challenges and equipped her with the cutting-edge skills needed to tackle them. After graduating from LSE, she began working with the World Bank, followed by a lucrative role at BP Shell in London. Despite her flourishing career in London, Harichandana's sense of purpose was deeply influenced by a sense of patriotism and a calling from the homeland.

Realising the importance of contributing to her homeland, she made a pivotal decision—to become a civil servant. In 2010, Harichandana cleared the UPSC exam in her second attempt, earning her rightful place in the Telangana cadre as an IAS officer. She is the District Collector of Hyderabad. She has also made significant contributions in various roles, including her stint in GHMC as Zonal Commissioner in multiple zones for over five years, Collector Nalgonda and Narayanpet and State Nodal Officer Prajavani. These tenures earned her recognition, including the Best DM Award and the Most Influential Alumni Award from LSE.

Her passion for environmental rejuvenation is deeply rooted in her understanding of the ecological and cultural significance of Hyderabad's lakes. Leading as the Zonal Commissioner of the Greater Hyderabad Municipal Corporation (GHMC), she saw beyond mere restoration and rejuvenation. Her vision extended to creating ecosystems that could thrive long after the initial rejuvenation efforts had been made. The crown jewel of her work is the restoration of Durgam Cheruvu, and she also played a pivotal role in the installation of the cable bridge. Durgam Cheruvu, a lake once plagued by pollution and neglect, is now one of the tourist hubs of TG. Through her leadership, the lake has been transformed into a flourishing water body, teeming with biodiversity and serving as a serene retreat for locals. This project laid the foundation for her holistic approach—one that blends cutting-edge technology with traditional environmental wisdom.

Harichandana's lake restoration projects are remarkable not only for their environmental impact but also for the innovative techniques she employed. She introduced desilting and interceptor lines

to divert sewage from the lakes and used drone technology to monitor water quality and ensure the lakes' long-term health. Her commitment to sustainability extended to enhancing biodiversity by reintroducing native plant species, thus ensuring that the lakes were more than just visually appealing—they became self-sustaining ecosystems. She encountered and overcame all obstacles with steely and steadfast determination to make a difference and light up lives. Her efforts have been recognised nationally, with the Indian Green Building Council praising her work in water body protection and sustainability practices.

Source:

<https://www.indiatoday.in/education-today/news/story/meet-ias-harichandana-who-left-her-london-job-to-become-an-eco-warrior-in-hyderabad-2613213-2024-10-08>

### **1.2.2.2 Reading Comprehension**

**a. Match the sentence beginnings (1–6) with the correct endings (A–H).**

#### **Sentence Beginnings:**

1. Harichandana pursued her MSc in Environmental Economics...
2. Despite a flourishing international career, she decided...
3. Her tenure in GHMC as Zonal Commissioner...
4. The restoration of Durgam Cheruvu is considered...
5. She introduced advanced techniques such as drone monitoring...
6. Her work in lake rejuvenation has been recognised...

#### **Sentence Endings:**

- A. by the London School of Economics (LSE).
- B. one of her most celebrated environmental achievements.
- C. which made Hyderabad a leading financial hub.
- D. by the Indian Green Building Council.

E. to monitor biodiversity in forests.

F. gave her a platform to restore water bodies and promote urban sustainability.

G. to return to India and serve through the civil services.

H. to ensure the long-term ecological health of lakes.

**b. Complete the profile of IAS Officer Harichandana using the words/phrases from the passage.**

1. Early Education: Harichandana completed both her high school and undergraduate studies at \_\_\_\_\_.
2. Postgraduate Studies in India: She pursued higher studies at the \_\_\_\_\_.
3. International Qualification: She obtained an MSc in Environmental Economics from the \_\_\_\_\_.
4. International Career: Worked at the World Bank and later at \_\_\_\_\_ in London.
5. Civil Services Entry: Cleared the UPSC exam in her \_\_\_\_\_ attempt in 2010.
6. Cadre: Joined the \_\_\_\_\_ cadre as an IAS officer.
7. Key Role in Hyderabad: Played a crucial role in restoring \_\_\_\_\_, now a major tourist hub.
8. Recognition: Received praise from the \_\_\_\_\_ for her sustainability efforts.

**c. Poster Making**

Design a poster to encourage people to protect and restore lakes. Include visual elements, slogans, and short messages you want to convey to society.

## 1.3 Grammar and Vocabulary

### 1.3.1 Parts of Speech

#### a. Identify the Parts of Speech of the underlined words in the following Paragraph.

1. Amidst the bustling metropolis of Hyderabad, where urbanisation often tugs at the threads of environmental and ecological balance, one determined woman has made it her mission to preserve and rejuvenate the city's natural beauty—IAS Officer Harichandana. Her transformative efforts, particularly in lake restoration, step-wells revival and urban sustainability, have not only revived Hyderabad's deteriorating lakes but also empowered communities to engage in environmental stewardship. Her journey towards this impactful role is one marked by dedication, perseverance, and a profoundly personal inspiration to give back to society and country.
2. At the India Today Environment Conclave 2025, held in Bengaluru, Harsha Tej, director of GreenGarage, and Padmashree Balam, a solid waste management practitioner and climate actioner, shared their insights on waste management, sustainability, and policy interventions. Padmashree Balam recalled an initiative at Madiwala Market in Bengaluru, where sanitation workers initially showed little interest in waste segregation. However, after being taken to a cow shelter and seeing how organic waste could benefit cattle, their mindset shifted. While sustainability has become a buzzword, implementing greener alternatives remains a challenge.

#### b. Frame wh-questions, yes/no questions and do/does/did questions.

What are some informal questions you can ask to get to know a classmate better during an introduction or casual conversation? These are friendly and not too personal, making them great for building comfort and connection.

For example:

1. What is one thing you can't live without?
2. Did you go through any embarrassing moments in school?
3. Are you self-motivated?

#### Question tags

1. She worked with the World Bank before joining BP Shell in London, \_\_\_\_\_?
2. Her efforts have been recognised nationally, \_\_\_\_\_?

3. Durgam Cheruvu was once polluted and neglected, \_\_\_\_\_?
4. She plays a vital role in urban sustainability projects, \_\_\_\_\_?
5. Let's join her in her efforts to restore lakes, \_\_\_\_\_?

### **1.3.2 Synonyms and Antonyms**

#### **a. Find two synonyms and antonyms for the following words:**

1. effective

Synonyms: successful, persuasive

Antonyms: fruitless, helpless

2. community
3. essential
4. emergency
5. responsible
6. accurate
7. powerful
8. critical
9. timely
10. preventive
11. negative
12. idealised
13. young

14. low
15. poor
16. unrealistic
17. material
18. compulsive
19. financial
20. unhealthy

## 1.4 Writing Tasks

### 1.4.1 Simple, Complex and Compound Sentences

#### **a. Identify whether the sentences are simple, complex, or compound.**

1. I did not have breakfast because I was late.
2. The children demanded an ice-cream party.
3. If you perform well, you are sure to get a seat.
4. It was late at night, but she continued using the mobile.
5. The small birds chirp in the early hours.

#### **b. Combine the simple sentences into complex/compound.**

Example: Shakespeare is a playwright. He is also a poet.

Shakespeare is not only a playwright, but is also a poet.

1. Jwala broke the vase. She accepted the punishment.

\_\_\_\_\_ (use 'so' to combine)

2. The bell rang. The students left for their homes. \_\_\_\_\_

(use 'when' to combine)

3. The student explained the delay. It did not satisfy the teacher.

\_\_\_\_\_ (use 'although' to combine)

4. We can go to the theatre. We can visit our friends.

\_\_\_\_\_ (use 'either... or' to combine)

5. Suma doesn't like coffee. She doesn't like tea either.

\_\_\_\_\_ (use "neither...nor" to combine)

### **c. Introducing Others?**

You have been asked to write a short profile of a classmate for your college newsletter. Write about a fellow student who has recently joined your course.

#### **Cues:**

Introduce the person (name, background, etc.)-mention any relevant work experience, describe their academic and professional strengths, mention their goals or what they hope to achieve through the programme, explain why he / she joined the training and what they hope to gain from it.

## UNIT-2

### The Art of Clear Instructions and Directions

#### 2.1 Listening and Speaking Tasks



##### 2.1.1 Audio 1 Unit II\_ A1.mp3

#### Instructions for writing an assignment

Good morning, students. Note your assignment for this semester. The title of your assignment is “The Ethical Use of Artificial Intelligence in English Language and Communication.” It is a relevant topic in the contemporary scenario. First, read about the subject. Gather points to work on and then prepare an outline for the assignment. Record essential points for your assignment as you read. To outline a framework of the assignment, analyse the ethical applications of AI in education, particularly in writing, research and academics. Examine topics such as plagiarism and the impact of AI on human communication and creativity. Limit your writing to between 1000 and 1200 words. Don’t go overboard—use of a Times New Roman font size 12, with 1.5 line spacing and regular margins. Provide a succinct introduction explaining Artificial Intelligence and making your viewpoint apparent. Discuss the use of AI in English language acquisition and communication in the body of the write-up. Explain moral issues, such as the dissemination of false information, excessive use of AI, and classroom abuse. Cite a case study to support your claims. Provide a summary of your thoughts along with suggestions for the ethical application of AI. Employ formal, scholarly English. Verify the sentence structure and grammar. Steer clear of informal or casual language. Avoid plagiarism. Add citations to your sources at the conclusion, whether they are websites or Artificial Intelligence systems. Follow the APA or MLA citation style. Send the file as a PDF document. Submit your assignment by September 9th. It carries five marks. Ensure organisation, conceptual clarity, ethical awareness, and linguistic precision. You can contact me during college hours for any questions regarding your assignment.

#### 2.1.1.1 Listening Comprehension

##### a. Fill in the blanks with suitable answers.

1. Topic: \_\_\_\_\_

2. Word limit: \_\_\_\_\_

3. Font size: \_\_\_\_\_

4. Spacing: \_\_\_\_\_



5. Citation styles: \_\_\_\_\_

6. File submission type: \_\_\_\_\_

7. The framework needs to include:

\_\_\_\_\_

\_\_\_\_\_

8. The appropriate tone for this assignment: \_\_\_\_\_

9. Evaluation criteria: \_\_\_\_\_

10. Last date for assignment submission: \_\_\_\_\_

**b. List Imperative Verbs from the passage.**

**c. Speaking Task**

You are a senior student who has successfully presented in several English seminars. Your junior students are preparing for their seminar presentation. They have asked you for practical advice to help them perform well. Play the role of senior and junior, ask questions, give explanations and request clarifications using the cues given below.

**Cues:**

Research advice and topic selection, content organisation (introduction, main points, conclusion)  
- rehearsal and practice tips, use of AI tools, Tone, body language, time management, handling Q&A.



**2.1.2 Audio 2** Unit II\_A2.mp3

**Directions to reach the Humanities and Social Sciences Block from the main gate of NIT, Warangal**

Imagine that you are selected for a summer course at NIT Warangal. Your friend is already studying Engineering there and she is giving you directions to reach the Humanities and Social Sciences Block on the Campus.

“Hi, Sayonara. First, enter the campus through the Main Gate, pass the Administrative Building behind the Kakatiya Thoranam gateway, and go directly down the middle driveway. You can see

the lush lawns on your way. There you have the library. Proceed past the Academic Block, which consists of the Departments of Science, Electrical, Mechanical, and Civil Engineering. Then, you will reach the New Academic Building. From there, you continue straight and you reach the Department of Humanities & Social Sciences. It is close to the Academic Complex, which has the Seminar rooms or Lecture halls like Abdul Kalam Hall. The Humanities Block conducts classes in Public Policy, English Language and Literature, Media and related fields.”

### **2.1.2.1 Listening Comprehension**

#### **a. Answer the following:**

1. After passing through the Main Gate, what is the first landmark you see?
2. What departments can you find in the Academic Block?
3. Where is the Department of Humanities located?
4. Which building is next to the Humanities Block?

#### **b. Label the following buildings in the correct order according to the directions given in the audio.**

Academic Block -Departments of Science, Electrical, Mechanical, and Civil Engineering

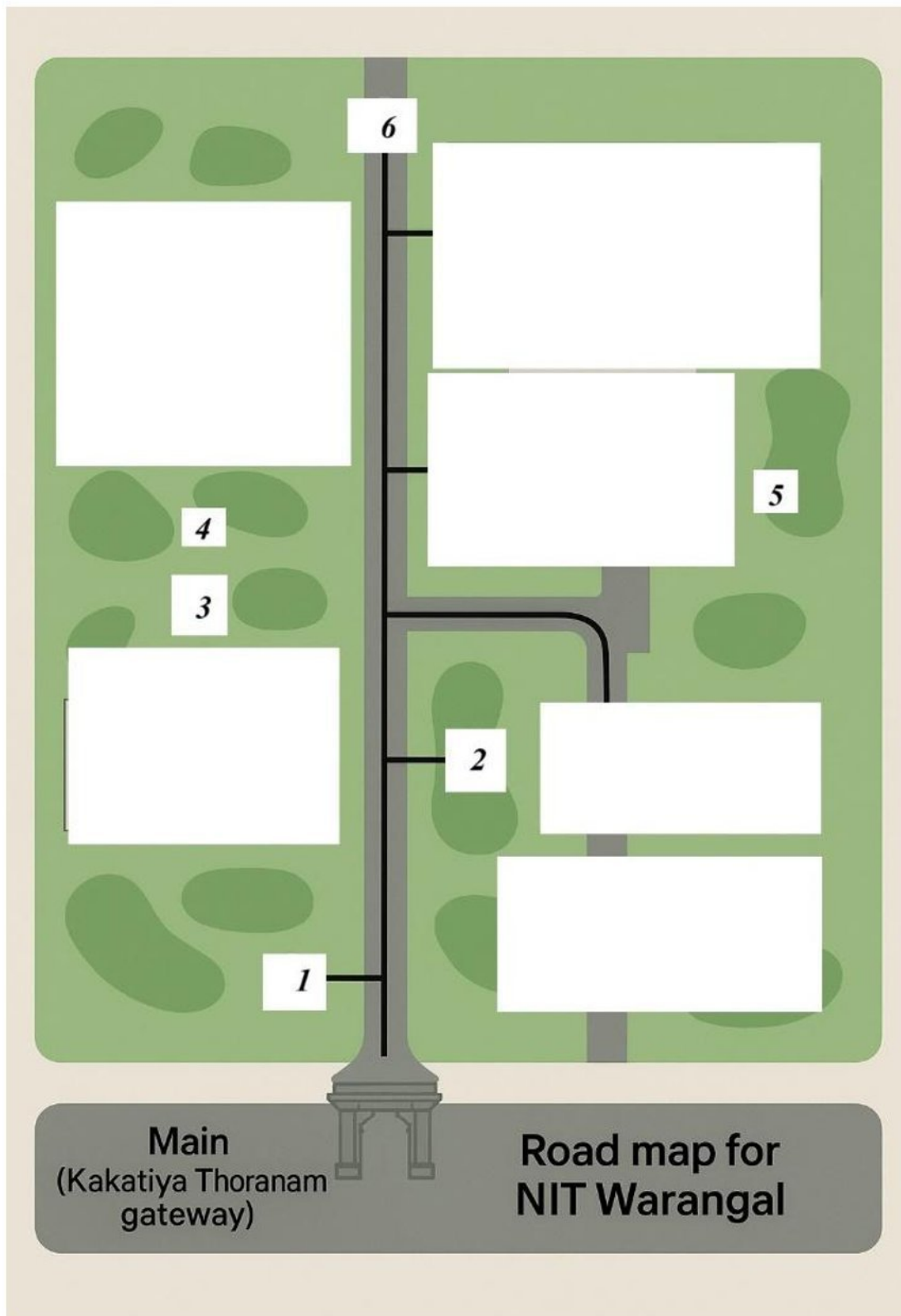
The New Academic Building

Library

Department of Humanities and Social Sciences

Lecture Halls/Seminar Halls/Academic Complex

Administrative Building



Picture 2.1 showing the directions to reach the H&SS block, NIT Warangal



investing in girls' education directly correlates with improving a nation's Human Development Index, signifying that societal advancement hinges on recognising and elevating women's status.

Despite progress, women's education has not received adequate attention from policymakers. The National Commission for Women highlights that even after decades of independence, women remain one of the most disadvantaged groups in India. This neglect has profound implications for eradicating poverty and inequality nationally. Cultural norms, negative attitudes towards girls' education, early marriage, and financial constraints contribute to their limited participation in education.

However, initiatives like the Panchayati Raj Act of 1993 have empowered women politically by ensuring their representation in local governance. Establishing the National Commission for Women in 1992 also represents a step towards addressing women's issues. To strengthen gender equality, the educational system must challenge the entrenched biases that diminish women's roles in society. It should promote values of equality and empowerment, making education a transformative instrument for human resource development. Ensuring women's education is essential for building a just, inclusive, and progressive society.

### **2.2.1.1 Reading Comprehension**

#### **a. Answer the following questions:**

1. Why is women's education essential for societal progress?
2. What significant barriers do women face regarding education?
3. When was the Panchayati Raj Act enacted?
4. How does investing in girls' education affect a nation's Human Development Index?
5. What organisation was established in 1992 to address women's issues?
6. What cultural factors contribute to limiting girls' education?
7. In what ways can educational policies be reformed to better support women's access to education and promote gender equality in society?
8. What are some local initiatives or programs in your community that support women's education and empowerment? Share any experiences or suggestions you have!

9. What do you know about the 73rd Constitutional Amendment Act, 1992, in India?

10. What is proxy leadership?

**b. Complete the following sentences using the words from the passage.**

1. A significant reason for the ongoing discrimination against women is the \_\_\_\_\_ among them.

2. Educating girls is not just a noble act, but a way to boost \_\_\_\_\_.

3. According to the World Bank, girls' education positively affects a country's \_\_\_\_\_.

4. Even after independence, women in India are still among the most \_\_\_\_\_.

5. Early marriage and \_\_\_\_\_ are some of the barriers to girls' education.

6. The Panchayati Raj Act of 1993 helped to increase women's \_\_\_\_\_ in local governance.

7. The purpose of the educational system should be to challenge \_\_\_\_\_ against women.

8. A just and progressive society can only be built by ensuring \_\_\_\_\_.

**d. Speaking Task**

Students can sit in groups. The students, one after the other, recall the key ideas from the passage, "Empowering Women through Education," by using clues. When one student is giving clues, the others need to guess the concept.



For example:

Clues:

Introduced in 1993 to increase women's representation.

It deals with local governance.

It gave women political empowerment at the grassroots level.

Answer: *Panchayati Raj Act*

### 2.2.2 Passage-2

In the pristine hills of the Tawang district in Arunachal Pradesh, a small village smiles with the hope of a better future. And a Padma Shri awardee has been a pioneer in bringing that hope. From constructing to running a special residential school and orphanage for the children of the district, Lama Thupten Phuntsok is ensuring a home for the kids. What started in a small, shed-like school with only 17 students is a flourishing temple of education today. "Students from the school have become lawyers, engineers and IAS officers too. It was my hometown and I felt responsible to do something for the children here," he says in a conversation with The Better India.

Lama Thupthen recalls, "It all started on October 30, 1998, with 17 very needy and poor children. The establishment of such an institution in this area was necessary due to the dire conditions and lack of resources." Born in the same area, he went to Mysuru in Karnataka for higher education. "I was born and raised in Tawang district, in a remote border area in Arunachal Pradesh. My early education was at a local monastery before moving to South India for higher studies," he says. While he was completing his graduation there, he spent 12 years in Mysore. "I studied Buddhist philosophy and Tibetan language, ultimately earning my PhD in the same," he shares. Upon returning, I witnessed many challenges in the local community, such as the absence of gynecologists, leading to maternal deaths. Numerous road accidents were leaving children orphaned here. The village facilities were inferior, and malnutrition was rampant. These issues led to a significant number of orphans in the area with nowhere to go," he says. The children would often end up living with their relatives who lacked the means to raise them, he explains. In an effort to address this dire situation, he decided to establish an orphanage and a school. At that time, he was working as a teacher in a school in the area. "I worked for around seven years while nurturing this dream and saving for it. I used my personal savings from working at Tawang Public School for seven years," he says. He continues, "I purchased a piece of land from local owners, and with the help of the local army authority, we levelled the ground and constructed small huts using mud, stone, and tin sheets. We started with eight rooms and employed three teaching staff, including myself. We taught every day, covering subjects like Buddhist philosophy and the local language." These kids who stayed with their relatives often lived as housemaids or caretakers for their cousins. "Initially, we faced difficulties in convincing them to send their orphaned children

to us. However, these children were in a deplorable condition, suffering from malnutrition and neglect,” he says. Despite these challenges, Lama Thupthen managed to gather 17 children by 1998. “The awareness about our orphanage grew, and more people started sending their children to us. Despite no government support until 2015-16, we managed to raise funds through foreign sponsorships and my personal travels for fundraising. By 2010, we had around 57 children,” he says. He adds, “Our perseverance paid off and now we have over 300 children, separate dormitories for boys and girls, an academic block, and around 37 staff members.” He shares how even the Dalai Lama visited them twice, once in 2003 and again in 2009, appreciating their efforts. The children that the school takes in come from various age groups and backgrounds, often with no prior education. “We provide them with vocational training in fields like tailoring, wood carving, plumbing, and hotel management, helping them secure employment,” he adds. The residential school provides free education, shelter and a chance for a better future to underprivileged children.

Over 300 children thrive in the school! Talking about the various hurdles and challenges he faced running the school, Lama Thupthen shares, “The local army station provided additional support with dry rations and clothing. We had no electricity, no drinking water, and no proper roads. We fetched water from a nearby stream, boiled it for drinking and cooking, and used firewood for it. Life was tough, but we persevered.” He adds, “In 2003, the Dalai Lama visited our place and generously supported us financially, covering teacher salaries for five years. Gradually, we requested and received electricity from the government.” The changemaker and the school have received several awards for their social work, including the Perry Award and a gold medal from the state government. The national government also recognised their efforts in child and women’s welfare and awarded them the Padma Shri in 2007. The school teaches all the subjects and is affiliated to CBSE up to class 10. The school even has computer courses to help students with vocational training. “Many of our former students have now grown up and are working in various fields, including medical, banking, and government sectors,” he informs. He shares, “After completing their schooling, we help our students pursue higher education in various colleges. Some of them study in Delhi, Mangaluru, and other places, specialising in fields like nursing, engineering, and hotel management. In recent years, the infrastructure in our remote area has improved significantly, and we are better off than we were when we started, he shares.”

There are 300 children residing with Lama Thupten currently. Currently, the school cares for children from 34 districts, including Tawang, West Kameng, and East Kameng districts, providing them with education and a brighter future.

Source:

<https://thebetterindia.com/356643/free-residential-school-for-orphans-in-tawang-arunachal-pradesh-founder-lama-thupten/>



### 2.2.2.1 Reading Comprehension

#### a.Q1-Q3: Complete the table below.

Year/Period	Event/Development
1998	School started with (1) _____ children in a shed-like structure.
2003	(2) _____ visited the school and supported it financially.
By 2010	Number of children increased to (3) _____.

#### Q4-Q6: Complete the notes.

##### Challenges in Tawang at the time of establishment:

- Lack of (4) \_\_\_\_\_, leading to maternal deaths.
- Children orphaned by (5) \_\_\_\_\_.
- Severe (6) \_\_\_\_\_ and poverty among villagers.

#### Q7-Q8: Complete the flowchart.

##### Lama Thupten's Journey

Born in Tawang → Early studies at a local monastery → Higher education in (7) \_\_\_\_\_ →  
 Earned a (8) \_\_\_\_\_ in Buddhist philosophy and Tibetan language → Returned home to serve  
 community.

#### b. Fill in the blanks.

The residential school now houses over 300 children and is affiliated to (9) \_\_\_\_\_ up to class  
 10. Apart from regular subjects, children also receive (10) \_\_\_\_\_ training in areas such as  
 tailoring, wood carving, and hotel management.

#### c. Write a summary of the passage you read.

## 2.3 Grammar and Vocabulary

### a. Underline Imperative Verbs in the following Sentences

1. Support orphanages in providing education to vulnerable children.
2. Ensure that children receive regular healthcare and vaccinations.
3. Offer emotional support through counselling and therapy.
4. Engage children in community activities to build social skills.
5. Safeguard children's rights and dignity at all times.
6. Promote vocational training to prepare children for independent living.
7. Provide a safe and nurturing environment for orphaned children.
8. Collaborate with non-profit organisations to improve orphanage facilities.
9. Enhance oversight to prevent exploitation and abuse.
10. Improve funding to ensure comprehensive care.
11. Combat stigma associated with orphanages and orphaned children.
12. Facilitate family reunification whenever possible.
13. Challenge cultural attitudes that limit support for vulnerable children.
14. Foster peer bonding through group projects and sports.
15. Promote family-based care alternatives for better long-term outcomes.

### b. Identify the stress. The stressed syllables are marked in bold. Practice.

1. 'Orphanage
2. Edu'cation
3. 'Healthcare
4. E'motional

5. Sociali'sation
6. 'Funding
7. Col'laborate
8. Vo'cational
9. Com'munity
10. Reunifi'cation

**c. Identify silent letters**

1. Psalm
2. Debris
3. know
4. Psychology
5. pneumonia
6. mortgagee
7. Gnosticism
8. Align
9. Island
10. Handkerchief

**d. Ordinal and cardinal numbers**

Read the sentences below and identify if the numbers mentioned are cardinal or ordinal.

1. The school celebrated its 50th anniversary.
2. A total of 300 students participated in the sports day.
3. The first event was the 100-metre race.
4. Our team finished in third place.
5. The fifth event was a relay race with four teams.
6. We scored 25 points in the quiz competition.
7. The last event was the tug-of-war.
8. Only 12 students from our class participated.

9. It was his 5th death anniversary.
10. He was the fifth student to enrol for the course.

## **2.4 Writing**

### **2.4.1 Instructions**

**a. Compile detailed instructions on the preparation of sandwiches using the newly purchased sandwich maker.**

**Cues:** plugging the sandwich maker – taking two slices of bread - applying butter to fresh bread slices on the inside – adding vegetables and other ingredients between the slices - Place them in the machine, switch it on, and set the timer. Open and remove them.

**b. Construct a step-by-step procedure to write and send an email with attachments.**

**Cues:** mail id of the recipient - subject - greetings - introduction – purpose – details – ask the recipient what should be done – closing – attachments – sending.

### **2.4.2 Directions**

**a. Your cousin is new to Hyderabad. He/she wants to visit Ramoji Film City. Give him directions from your house, using one or two specific landmarks, to reach the destination in the fastest mode of transport.**

Mode of transport could be MMTS, Metro rail, RTC bus, Cab, Auto, Bike, etc.

Landmarks could be big markets, bakeries, parks, metro/railway stations, bus stops, shopping malls, etc.

**b. Give directions to reach the affiliated university from your college. Present the directions in both written form and as a visual route chart.**

## UNIT-3

### Talking About Habitual Actions and Past Events

#### 3.1 Listening and Speaking



##### 3.1.1 Audio 1 Unit III\_A1.mp3

#### An Indian Student's Journey of Pursuing Dreams Abroad

Aria Saxena is an Indian student currently studying at the University of Chicago. In a conversation with The Times of India, she reveals that studying abroad was not just about academics to her. It was about discovering independence, embracing challenges, and building connections across cultures. Her journey at the University of Chicago demonstrates how studying abroad can be a memorable experience that extends beyond academics. Aria's focus was on freedom, both academic and personal. She aimed to design a journey that suited her aspirations. The University of Chicago provided her with an opportunity for self-exploration and self-directed growth. Moving to a new country, she faced the challenges of navigating campus life, adjusting to diverse cultures, and building a sense of independence. Over time, these experiences helped her develop resilience and cultural intelligence, qualities that shaped her personal growth. Aria also emphasised the importance of academic flexibility in the U.S. system, which enabled her to explore various subjects and discover new interests. Actively participating in extracurricular activities and campus organisations, she built strong networks and gained valuable leadership and teamwork skills. Making use of university resources, she was able to manage challenges effectively and focus on her long-term goals. Her story reflects the broader journey of many international students, where education is combined with self-discovery, cultural exchange, and professional growth. Education abroad is multidimensional—academic flexibility, interdisciplinary learning, and extracurricular engagement all work together to cultivate curiosity, initiative and confidence. Students can take away that immersive campus experiences help develop social skills, cultural intelligence, and friendships that often last a lifetime. Choosing to live on campus can accelerate integration and exposure to diverse perspectives. For students considering this path, her experience is a reminder that studying abroad is as much about cultivating character, confidence and perspective as it is about earning a diploma.

Source:

[http://timesofindia.indiatimes.com/articleshow/123360994.cms?utm\\_source=contentofinterest&utm\\_medium=text&utm\\_campaign=cppst](http://timesofindia.indiatimes.com/articleshow/123360994.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

### 3.1.1.1 Listening Comprehension

#### a. Answer the following questions:

1. Where did Aria Saxena pursue her higher education abroad?
2. According to Aria, what was one of the main challenges she faced initially?
3. What did the academic flexibility in the U.S. system allow her to do?
4. How did extracurricular activities contribute to Aria's growth?
5. What broader lesson does Aria's story represent for international students?
6. Identify the Verbs in Simple Present Tense.
7. Identify the Verbs in Simple Past Tense.

#### b. Complete the table below using the words from the passage.

Aspect	Aria's Experience / Lesson Learned
Challenges faced	
Skills developed	
Academic opportunities	
Extracurricular benefits	
Overall outcome	

**Table 3.1 showing aspects and lessons learned.**

#### c. Speaking Task

**Discuss with your peer the possible challenges and opportunities you may encounter when planning to study abroad.**

- What are the advantages of studying abroad?
- Do you think adapting to a new culture is always difficult? Why or why not?

- How important is it for universities to provide support for international students?



### 3.1.2 Audio 2 Unit III\_A2.mp3

#### **Virat Kohli's Diet and Fitness Routine**

Virat Kohli starts his day with hydration, often opting for lemon water or coconut water. This helps kickstart his metabolism and replenish electrolytes. His morning also includes a protein-rich breakfast featuring egg whites and oatmeal, providing essential nutrients to fuel his active lifestyle.

In Virat Kohli's diet, protein plays a crucial role. He includes lean meats, fish, nut butter and plant-based protein sources to aid muscle recovery. This focus on protein helps him maintain his energy levels during long matches and intense training sessions.

Throughout the day, Kohli chooses healthy snacks, such as fruits, nuts, and protein bars. These snacks are not only nutritious but also keep his energy levels up, ensuring he stays alert and ready for action on the field.

Virat Kohli emphasises hydration, drinking plenty of water and electrolyte drinks. Staying hydrated is vital for his performance and recovery, allowing him to maintain peak energy levels during rigorous workouts and matches.

Kohli's lunch typically includes whole grains, lean proteins, and a variety of vegetables. This balanced meal provides essential vitamins and minerals, ensuring he has the necessary nutrients to sustain his high-energy lifestyle and support muscle recovery.

Virat Kohli incorporates strength training into his evening workouts. His regimen focuses on weightlifting, core exercises and agility drills. This commitment to fitness enhances his performance on the cricket field, ensuring he stays competitive.

In addition to strength training, Virat includes cardiovascular exercises like running and cycling. These activities build endurance and improve his stamina, which are crucial for maintaining peak performance during long matches.

Even with a disciplined diet, Virat Kohli believes in enjoying cheat meals occasionally. He indulges in his favourite foods, like pizzas and desserts, without guilt. This balanced approach to nutrition allows him to satisfy cravings while maintaining a healthy lifestyle.

Rest is a crucial element of Virat Kohli's fitness routine. He prioritizes adequate sleep and recovery days, allowing his body the necessary time to heal and replenish its energy. This commitment to recovery enhances his performance during intense matches, ensuring he stays at peak condition and reduces the risk of injury, ultimately extending his cricketing career.

Kohli also practices mindfulness and mental fitness, including meditation and yoga, to maintain a positive mindset. His mental strength complements his physical training, making him a well-rounded athlete.

Virat Kohli's dedication to his diet and fitness routine sets him apart as one of the fittest athletes in the world. By focusing on nutrition, strength training, and mental wellness, he exemplifies how a disciplined lifestyle can lead to remarkable success. Following his example can inspire anyone looking to improve their health and fitness journey.

Source:

<https://blog.myfitness.in/virat-kohli-fitness-regimen>

### **3.1.2.1 Listening Comprehension**

**a. Read the passage and decide whether the following statements are True or False**

1. Virat Kohli begins his day with a high-protein meal of meat and eggs.
2. Hydration is an essential part of Kohli's daily routine.
3. Kohli completely avoids eating fast food and desserts.
4. Kohli includes both strength and cardiovascular training in his fitness regimen.
5. Kohli meditates to improve focus and mental well-being.



**b. Match the word to its correct meaning.**

**Word/Phrase Meaning**

Metabolism    A. Food high in nutrients and energy

Electrolytes    B. The process your body uses to create energy

Lean proteins    C. Nutrient elements like sodium and potassium

Endurance    D. The ability to sustain activity for extended periods

Nutritious    E. Protein sources low in fat

**c. Speaking Task**

What lessons can we learn from Virat Kohli's approach to fitness and diet? Form groups, discuss with your peers, find out their opinions, and give suggestions to your friends to follow a proper diet and fitness routine.

## 3.2 Reading

### 3.2.1 Passage 1

From Barack Obama to Elon Musk, many of the world's most influential individuals claim they enjoy reading. Could an hour each day be the secret to success?

In February 2018, when Elon Musk's Falcon Heavy rocket launched from Earth, it carried an unlikely payload. Instead of equipment or astronauts, the SpaceX entrepreneur famously loaded it with his car – a cherry-red Tesla Roadster. A mannequin dressed in a spacesuit occupied the driver's seat.

But the real surprise was in the glovebox. There, immortalised in etched glass, was a copy of Isaac Asimov's Foundation series of books. Set in a crumbling galactic empire some 50,000 years in the future, the science fiction saga ignited Musk's interest in space travel when he was a teenager. Now it is set to float around our solar system for the next 10 million years or so.

Such is the power of books. From the fictional "Earth" software developed in the novel Snow Crash that foreshadowed Google Earth to a short story about sentient telephones that might've led to the creation of the internet, reading has planted seeds in the heads of countless innovators.

Former US President Barack Obama has said that reading taught him who he is and what he believes in.

Even if you don't have such grand ambitions, reading books might well give your career a boost; the habit has been shown to reduce stress, boost brain functioning and even improve empathy. That's not to mention the obvious benefits of all the information trapped in their pages. So here's your guide to the proven upsides of reading books – and how to join the exclusive club of people who do it for at least an hour every single day.

Although the business world has traditionally sidelined emotional intelligence in favor of factors like confidence and the ability to make crucial decisions, it has been more widely regarded as an essential skill in recent years. According to a 2016 study by the human resources consulting firm Development Dimensions International, leaders who master empathy tend to outperform others by 40%.

In 2013, social psychologist David Kidd was pondering which activities might foster greater empathy. “And as a lifelong reader, it occurred to me that fiction is a place where we regularly get a lot of support in engaging with the unique experiences of other people,” he says.

The habit has been shown to reduce stress, boost brain functioning, and even improve empathy.

Together with a colleague from The New School for Social Research in New York, Kidd decided to investigate whether reading can improve our so-called theory of mind – broadly the ability to understand that other people have thoughts and desires, and that these might be different from one's own. It's not the same as empathy, but the two skills are thought to be closely linked.

To find out, they asked study participants to read excerpts of either award-winning, so-called “literary fiction” – such as Charles Dickens' *Great Expectations* – or popular “genre fiction”, such as crime thrillers and romance novels. Others were asked to read a nonfiction book or nothing at all. Then they were tested to see if their theory of mind had improved.

The idea was that really “good” writing, the kind shortlisted for prizes, tends to present a world of more realistic characters into whose heads the reader can clamber – like a training ground for honing your understanding of other people. On the other hand, the genre fiction was taken from an anthology, so it didn't have the same endorsement from critics. The researchers reasoned that this writing would likely be of lower quality and perhaps feature more one-dimensional characters who act predictably.

The results were striking: the readers of critic-endorsed literary fiction scored the highest scores on every single test, compared with those who read genre fiction, nonfiction or nothing. And though the researchers didn't directly measure how this improved theory of mind might play out in the real world, Kidd says it's a reasonably safe bet that regular readers will experience an empathy boost. “Most people, if they know how people are feeling, will use that information in prosocial ways.”

Source:

<https://www.bbc.com/worklife/article/20190225-how-to-cultivate-a-daily-reading-habit>

### **3.2.1.1 Reading Comprehension**

#### **a. Answer the following questions:**

1. What do you understand as the crux of the passage?
2. What was the unlikely payload when Elon Musk's Falcon Heavy rocket left Earth in a hurricane of smoke? Explain.
3. Who said that reading taught him who he is and what he believes in?
4. What are some of the benefits of reading as mentioned in the passage?
5. What did Kidd decide to investigate?

#### **b. Summarise the passage in your own words.**

#### **c. One-word substitutions**

Ability to understand others' feelings/thoughts → empathy

Fearless confidence in making decisions → decisiveness

Boosting brain functioning → stimulation

People who love reading → bibliophiles

A person who studies human society and behaviour → sociologist

The art of effective leadership over others → statesmanship

Strong uncontrolled emotion or excitement → hysteria

A person dressed to resemble a human for testing → mannequin

Scientific study of the human mind → psychology

The habit of continuous learning or reading → scholarship

### 3.2.2 Passage-2

Artificial intelligence is rapidly emerging as a key player in contemporary society. Financial organisations use AI to identify fraudulent transactions instantly. Meteorologists use AI models to predict extreme weather events with a high degree of accuracy. Nature conservationists also use drones with AI capabilities to keep an eye on threatened species. Nevertheless, despite these skills, many people remain hesitant to allow AI to make crucial decisions, preferring human judgment even when the data suggests that AI's superiority is evident. What keeps people from trusting AI is an essential question. We can also find a kind of **hesitancy** among the public, whether to use AI or not. How to use it ethically?

Take the example of a university hospital that used artificial intelligence (AI) to identify unusual diseases. The algorithm was able to identify subtle warning signs much earlier than most doctors, as it had been trained on millions of medical records and photographs. However, it was frequently written off as “just confirming” what the doctor already thought when the AI's recommendations aligned with their own **diagnosis**. Additionally, when it made a different suggestion, such as ordering an uncommon test, it was usually disregarded, in part because the AI was unable to provide a detailed justification for its logic. Many doctors felt concerned and refused to heed its advice because of this lack of transparency.

Medicine is not the only source of this reaction. Human trust is frequently based on recognising reliable patterns and comprehending how others think. However, AI systems are typically “black boxes” whose decision-making processes are often complicated, if not impossible, to fully understand in simple terms. Many people feel **apprehensive** when they interact with something they don't comprehend. Furthermore, while successful AI applications frequently work in the background without much notice, failures often garner media attention, which serves to reinforce the idea that the technology is harmful or faulty.

The media can also influence public perceptions of AI. In one study, participants viewed short videos and news segments that depicted AI in either a dystopian or utopian manner. Curiously, after viewing, people's preconceived notions grew more severe, whether the representation was favourable or unfavourable. A psychological phenomenon known as "confirmation bias" is demonstrated by this, when people interpret new information in a way that confirms their preexisting ideas. Such **polarisation** may eventually cause a split between **proponents** and **opponents** of AI, perhaps widening socioeconomic gaps.

It is possible to increase confidence in AI. Research indicates that firsthand encounters with AI can greatly enhance opinions on the technology. Regular users of AI-powered navigation apps or language translators are more likely to feel at ease depending on them. Increasing **transparency** is another strategy. Even while the specific technical aspects of an AI system are still complicated, describing its overall goals and the kinds of data it uses can help **demystify** how it operates.

Giving humans some influence over AI can potentially have an impact. According to workplace trials, workers who could modify specific AI scheduling software parameters expressed greater satisfaction with the program's judgments and were more likely to continue using it. According to these results, individuals only need to feel as though they have a say in how AI is used, not necessarily grasping every mathematical detail. We might be able to close the trust gap and realise the full potential of artificial intelligence if we can create AI systems that are strong and **cooperative**.

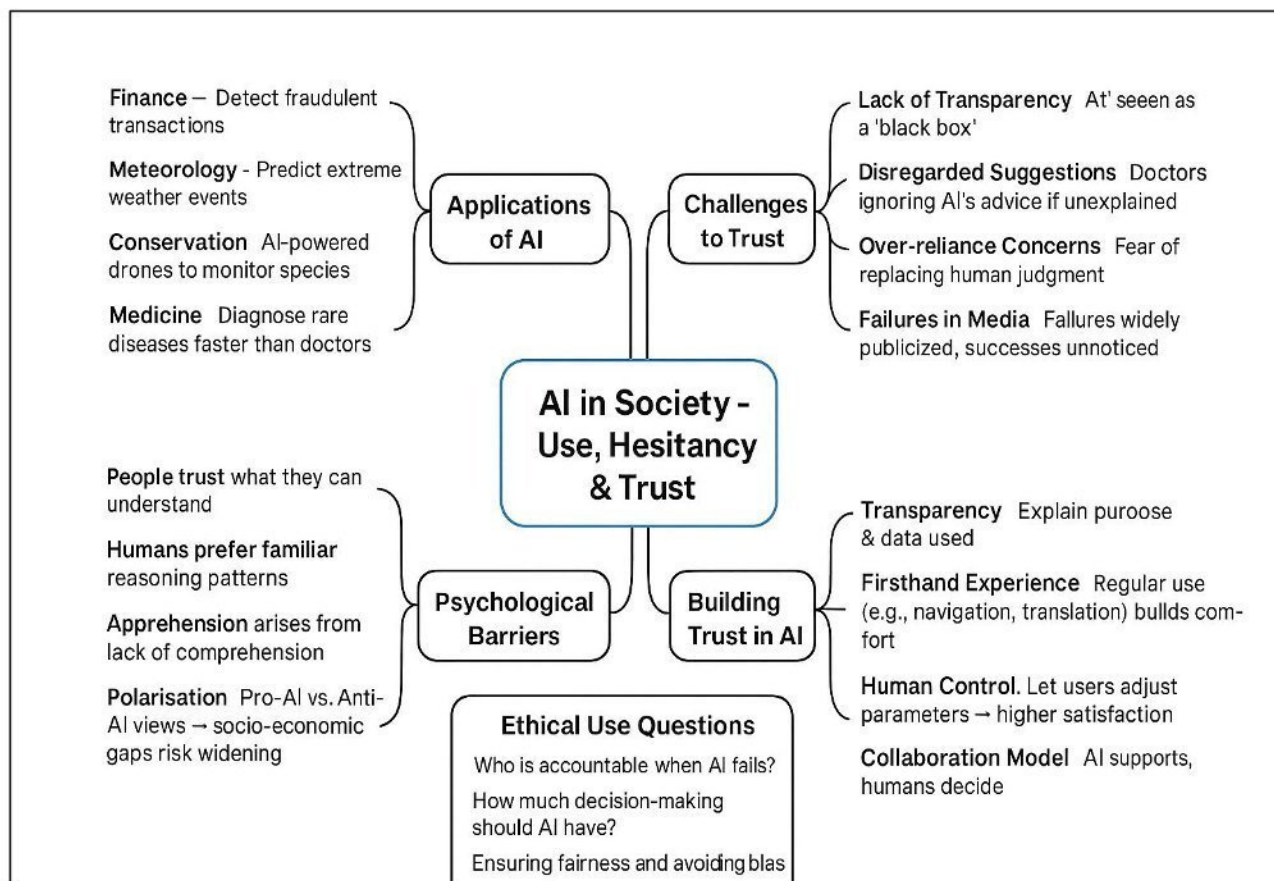
### 3.2.2.1 Reading Comprehension

**a. Do the following statements agree with the claims of the writer in the Reading Passage? Say Yes or No.**

1. AI systems in finance are capable of detecting fraudulent transactions in real time.
2. Doctors always trust AI suggestions if they match their initial diagnosis.
3. A significant reason people distrust AI is that its decision-making process is often unclear.
4. Media coverage of AI failures is more common than coverage of AI successes.
5. Exposure to both positive and negative portrayals of AI can make people's views more extreme.

6. Using AI tools regularly can make people more comfortable with the technology.
7. People must understand every mathematical detail of an AI system to trust it.
8. Allowing people some control over AI can improve their satisfaction with its decisions.

**b. Observe the mind map and write a summary of the passage using the points given in the mind map.**



**c. Write five sentences on the AI tools that you use in daily life and discuss their benefits with your peers.**

### 3.3 Vocabulary and Grammar

**a. Find the one-word substitutions from the passage given above. You may select the suitable words from those given in bold in the passage.**

1. \_\_\_\_\_ unwillingness or delay in making a decision or taking action.
2. \_\_\_\_\_ the identification of a disease or condition by examination.
3. \_\_\_\_\_ the quality of being open and easy to understand.
4. \_\_\_\_\_ feeling anxious or uneasy about something.
5. \_\_\_\_\_ division into sharply contrasting groups or opinions.
6. \_\_\_\_\_ people who support or advocate for something.
7. \_\_\_\_\_ people who are against or resist something.
8. \_\_\_\_\_ to make something more transparent and easier to understand.
9. \_\_\_\_\_ working together toward a common goal.

### **b. Simple Past Tense**

**Use the correct form of the verb in brackets.**

1. Yesterday, I \_\_\_\_\_ (wash) my hands several times.
2. The doctor \_\_\_\_\_ (explain) the importance of hygiene during the seminar.
3. Yesterday, we \_\_\_\_\_ (use) hand sanitizer when there was no soap available.
4. She \_\_\_\_\_ (forget) to brush her teeth before bed last day.
5. The school \_\_\_\_\_ (organise) a hygiene awareness campaign last week.
6. The hospital \_\_\_\_\_ (adopt) an AI system to detect rare diseases last year.
7. I saw the AI model \_\_\_\_\_ (predict) the storm with high accuracy.
8. Some doctors \_\_\_\_\_ (ignore) the AI's unusual test recommendation.

9. The media \_\_\_\_\_ (broadcast) a report about AI's potential risks last year.
10. Participants in the study \_\_\_\_\_ (watch) both positive and negative AI videos yesterday.

### c. Simple Present Tense

Read the transcript of Audio 2 (Virat Kohli's Fitness and Diet) and identify the **Main Verbs** in the passage. Do you agree that they are in the Simple Present Tense? Why?

## 3.4 Writing

### a. Compile a Diary entry of activities at the home front on your favourite festival day.

**Cues:** clean and wash premises the previous day – wake up early on the festival day – help mother to arrange things – take bath early – assist in cooking – puja – eat sweets and savouries - wear new clothes – go to temple in the evening – meet people – wish them – come back joyful – reminisce the moments of pleasure till next festival – conclude with thoughts of forthcoming year festival day.

### b. Construct a schedule for the preparation of the semester examination, daily for a week, before the examinations begin.

**Cues:** syllabus – question paper pattern – notes and books available – study space – study time for each subject – break the units into suitable chunks for learning – allot time based on easy and difficult – don't deviate from the schedule – active learning – revision – solve previous paper questions – time for personal works – time for relaxation - ready a week ahead of examinations.

### c. Describe the perfect daily schedule you can stick to accomplish your long-term objectives.

Explain how you would balance your personal and professional or academic obligations, manage your time, and maintain discipline.



## UNIT-4

### Crafting Descriptive Language

#### 4.1 Listening and Speaking



##### 4.1.1 Audio-1

Unit IV\_A1.mp3

##### Description of T-Hub

T-Hub embodies the fusion of academic quality and industrial prowess. It is a gigantic beacon of innovation and entrepreneurial zeal in India's emerging startup ecosystem. T-Hub, which was founded in 2015 as a result of a cooperative public-private partnership between the Government of Telangana and prestigious establishments like IIIT Hyderabad, the Indian School of Business (ISB) and the National Academy of Legal Studies and Research (NALSAR), has quickly grown to become the nation's largest innovation campus. Its expansive infrastructure, which spans more than 370,000 square feet, is meticulously planned to foster innovation, teamwork, and rapid growth among entrepreneurs across various industries, including biotechnology, fintech, agritech, and artificial intelligence. Beyond physical space, T-Hub offers an unmatched ecosystem that includes state-of-the-art technology resources, strategic mentoring, robust financial channels, and unparalleled access to domestic and international markets. India is positioned on the global innovation map as a result of this dynamic convergence, which speeds up the development of emerging concepts into scalable, marketable solutions. Furthermore, T-Hub's steadfast dedication to diversity ensures that it supports a wide range of business owners, regardless of their backgrounds, democratizing access to opportunities and spurring socioeconomic change. The organisation's diverse activities, which include corporate collaborations, angel investment facilitation, acceleration, and incubation, show a keen awareness of the intricate problems encountered by startups and a determined commitment to finding comprehensive solutions. In an era where technological advancements shape the trajectory of global economies, T-Hub serves as more than just an incubator; it is a furnace where innovative concepts are transformed into tangible realities, embodying the aspirations of a creative and technology-driven India.

##### 4.1.1.1 Listening Comprehension

**a. Do the following claims support the details in the passage? Write True or False.**

1. The Telangana government was the only entity to establish T-Hub.
2. T-Hub helps new businesses in industries like banking and agriculture.

3. To join T-Hub, startups must already have products that are ready for the market.
4. T-Hub offers more resources than just workspace.
5. T-Hub exclusively collaborates with business owners who have engineering degrees.

**b. Multiple-choice questions**

6. In relation to T-Hub, what does the phrase “crucible” mean?
  - A. A physical startup workspace
  - B. An environment where concepts are thoroughly explored
  - C. An investor legal platform
  - D. A data analytics lab
7. T-Hub’s infrastructure is especially made to:
  - A. Train software developers
  - B. Give entrepreneurs housing
  - C. Encourage cooperation and expansion
  - D. Take the place of conventional university systems.
8. Out of the following, which best sums up T-Hub’s overarching goal?
  - A. Encouragement of regional farming and rural growth
  - B. Only supporting tech-based businesses
  - C. Restricting foreign investment in Indian startups
  - D. Developing India’s role in global innovation

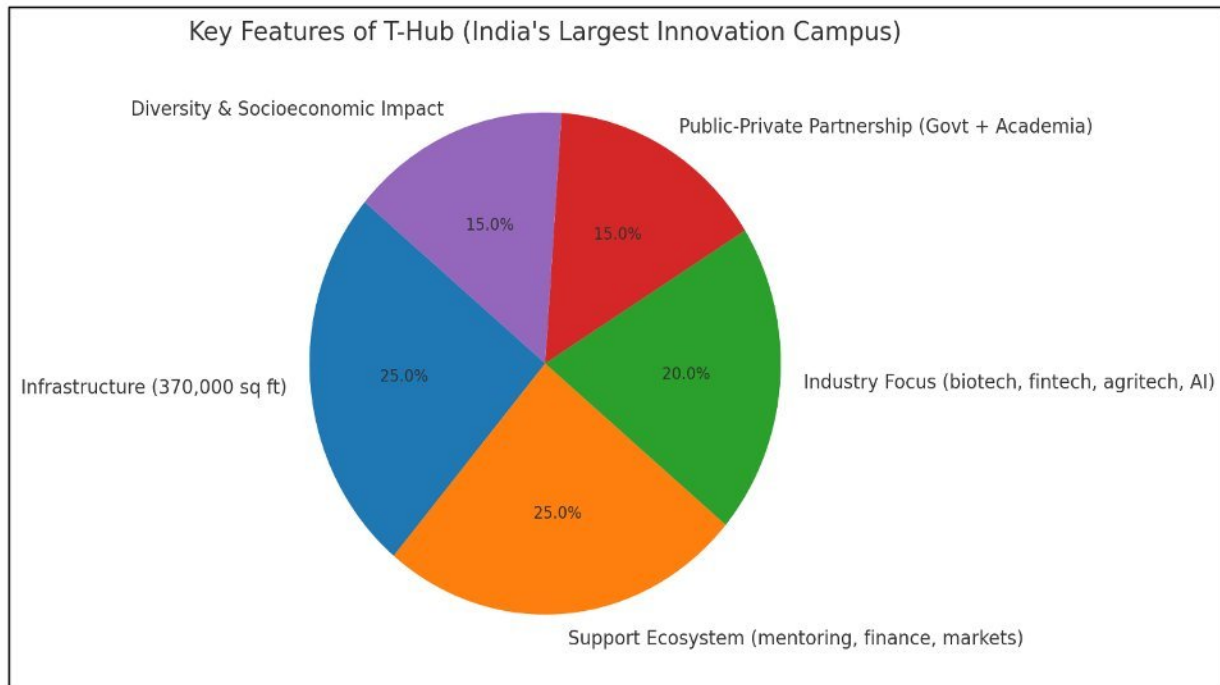
**c. Speaking task**

How does T-Hub’s model of combining infrastructure, ecosystem support, and inclusivity contribute to positioning India on the global innovation map? Discuss with your peers in groups and then share your group’s findings with the class. Refer to the pie chart when you talk.

**Cues:**

- a) Which two categories receive the most significant emphasis in T-Hub’s activities?

- b) What percentage is allocated to “Public-Private Partnership”?
- c) If “Diversity & Socioeconomic Impact” and “Public-Private Partnership” were combined, what total percentage would they represent?



#### 4.1.2 Audio 2

Unit IV\_A2.mp3

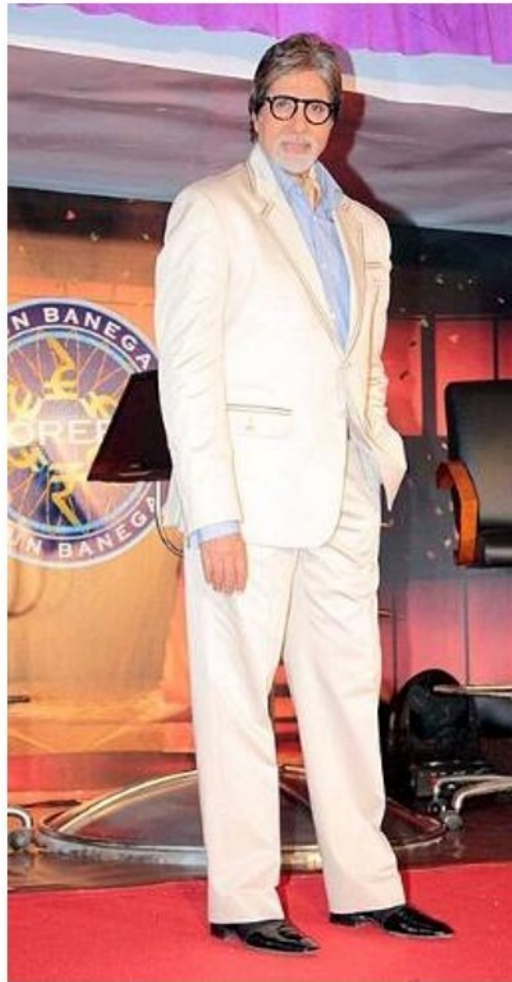
Amitabh Bachchan is one of the most versatile actors in the Bollywood film industry. Here are the times the actor went through a physical transformation for his characters. Amitabh Bachchan is one of the most loved actors in Bollywood. He made his debut in Bollywood in 1969 with *Saat Hindustani*. He won many hearts with iconic films like *Zanjeer*, *Agneepath*, *Sholay*, *Don* and more. To fit into his character, the actor went through a physical transformation multiple times. The transformation that he went through in *Paa* was one of the most rigid transformations witnessed on-screen. Amitabh Bachchan stunned the audience when he played the character of a 12-year-old Auro in the film. The kid suffered from a rare genetic disorder called Progeria. A team of international make-up artists was called in to perfect the look. Amitabh Bachchan's role in the film is small but prominent. His avatar from the film is a memorable one. He played the role of Gosaayi Venkanna, the guru of Narasimha Reddy. Amitabh is seen wearing a saffron shawl with a thick and long grey moustache and beard. Even though the film, *Thugs of Hindustan*, tanked at the box office, Amitabh Bachchan was appreciated for sporting a different look in the movie. He played

the commander for the Thugs, Khudabaksh Jhaazi, in the movie. The actor wore a heavy beard with long hair. In the film 102 Not Out, Amitabh Bachchan played the role of a much older character. To play Rishi Kapoor's father, he had to fashion a look that made him look 100-plus in the film. This look was perfected using a lot of makeup and prosthetics. Amitabh Bachchan is currently gearing up for several of his upcoming projects.

<https://www.republicworld.com/entertainment/bollywood/amitabh-bachchantimes-the-actor-sported-a-different-look-in-his-films>

#### 4.1.2.1 Listening Comprehension

- a. What is scanning in reading? Scan the passage and find descriptive adjectives. Use these adjectives to frame sentences.
- b. Describe Amitabh Bachchan as seen in the photograph using descriptive adjectives.



Picture 4.1 showing Amitabh Bachchan, an Indian Actor



### c. Speaking Task

Describe a person who is often in the news and who you would like to meet. Give a short description of the physical appearance of a famous person you admire (an actor, athlete, or public figure). Mention their height, build, facial features, hairstyle and overall impression.

## 4.2 Reading

### 4.2.1 Passage-1

Charlie Chaplin (1899-1977) was one of the most influential figures in the history of cinema. Best known for his role as *The Tramp*, he combined comedy with emotion, showing both the struggles and the hopes of ordinary people. His silent films, such as *The Kid* and *Modern Times*, not only made audiences laugh but also reflected deeper social issues. Even though critics often offered complex interpretations of his work, Chaplin himself stated that his aim was to make people laugh. Today, he is remembered as a pioneer of film and a global cultural icon.

Before Charlie Chaplin rose to fame as a silent film star, tramps and hobos had already appeared for many years of Anglo-American cartoons and comic strips. These figures were typically depicted as comic stereotypes, intended to amuse readers rather than evoke sympathy or reflection. Chaplin, however, transformed the tramp into something far greater. His famous Tramp character was not just a clownish wanderer but a fully developed human being—poor, unlucky, and down on his luck, yet still full of determination, humour and hope for a brighter future. This mix of hardship and optimism gave the character depth, allowing audiences to see parts of themselves in him. Chaplin's Tramp expressed secret emotions and struggles that many people felt but did not openly reveal in everyday life, which explains why the character became both universal and enduring.

Despite this richness, Chaplin himself later gave a surprisingly simple explanation of the Tramp's origins. In a 1957 interview, he revealed that the early British comic strips *Weary Willie* and *Tired Tim* had a strong influence on him. While critics had written at length about the supposed symbolic meaning of the Tramp—linking him to social class struggles, hidden psychological conflicts, and even themes of death and desire—Chaplin dismissed these interpretations. According to him, the truth was much less complicated: he created the Tramp mainly to make audiences laugh. The inspiration came from his own laughter as a child when he read those comic strips, and he carried that joy into his films. This combination of critical depth and Chaplin's own modest explanation reveals why the Tramp remains one of the most iconic figures in film history: he was at once deeply meaningful to audiences and, simultaneously, a product of pure, heartfelt comedy.

### 4.2.1.1 Reading Comprehension

#### a. Mention whether the statements are True/False

1. Before Chaplin, tramp characters were often portrayed as sympathetic and complex in cartoons.
2. Chaplin's Tramp character combines both hardship and optimism.
3. Many audiences could relate to the Tramp because he expressed emotions that they did not show publicly.
4. In a 1957 interview, Chaplin admitted that he had deliberately designed the Tramp to symbolise social struggles.
5. Chaplin said his childhood enjoyment of comic strips influenced the creation of the Tramp.

#### b. Prepare a collage poster about Charlie Chaplin and his screen persona.

Your poster can include:

- Pictures of Chaplin (especially his Tramp character)
- His movie posters (*The Kid*, *Modern Times*, *City Lights*)
- Quotes or captions about his work
- Key facts (birth year, significant achievements, influence on cinema)

After making your collage, present it to the class.

#### d. Speaking Task

"If you had to introduce Charlie Chaplin to someone who had never heard of him, what would you say about his life, his films and why he is still important today?"

### 4.1.3 Passage-2

#### The Lighting of the Statue of Liberty

Designed by French sculptor Frédéric Auguste Bartholdi, the Statue of Liberty began construction in the 1870s and was officially dedicated in New York Harbor on October 28, 1886. Though a fireworks display had been planned for the dedication, bad weather forced a postponement. The celebration was rescheduled for November 1, 1886, when the statue was lit up entirely for the very first time.

That evening, thousands of people gathered to witness the event. As night fell, boats crowded into the harbour, forming a lively flotilla of steam tugs, while warships like the *Yantic* and the *Kearsarge* stood anchored nearby. At half-past seven, the harbour came alive: from Liberty's raised torch burst a brilliant white light, shining at an incredible 30,000 candlepower. Cheers erupted from the crowd, steam whistles blared, and music filled the air as the statue illuminated the night for the first time.

The celebration was nothing short of spectacular. Rockets of every colour streaked into the sky, exploding above and around the statue, while fiery shapes twisted and disappeared into the water below. Smoke and sparks from the fireworks wrapped around Liberty's base, making her appear to rise above the clouds, glowing in majesty. Powerful lamps of 6,000 candlepower lit the pedestal, and inside, a dynamo capable of producing 120,000 candlepower kept the statue shining brightly.

All around the city, buildings such as the Field Building and the Produce Exchange joined the display, glowing with their own lights as thousands of spectators gathered on rooftops and in windows. At the Battery and on Governor's Island, additional fireworks entertained crowds of about 20,000 people. The night became an actual festival of light, blending electricity, fireworks, and patriotic celebration. The Statue of Liberty, gifted to the United States by France, had finally been crowned with illumination. This event symbolised not only technological progress but also the spirit of freedom shining over the harbour.

#### 4.2.2.1 Reading Comprehension

a. Complete the table using the correct information from the passage.

Event Details	Information
Designer of the Statue	1. _____
Year of official dedication	2. _____
The reason fireworks were delayed	3. _____
At the time, the torch was lit	4. _____

Event Details	Information
Brightness of the torch's first light	5. _____ candlepower
Warships present at the celebration	6. _____ and _____
Number of lamps at the pedestal base	7. _____
Brightness of each pedestal lamp	8. _____ candlepower
Crowd size at the Battery celebration	9. _____ people
Buildings illuminated in the city	10. _____ and the Produce Exchange

Table 4.1 showing the event details and information based on the given passage

**b. Mention whether the statements are True / False**

1. The Statue of Liberty was initially named "Liberty Enlightening the World."
2. The fireworks display at the dedication took place precisely on October 28, 1886.
3. The warships *Yantic* and *Kearsarge* were anchored near Liberty Island during the celebration.
4. A dynamo inside the pedestal could produce 200,000 candlepower of light.
5. Thousands of people watched the illumination from rooftops and windows in New York City.

**c. Answer the following questions:**

1. Why was the original fireworks display postponed?
2. What gave the statue the appearance of "rising above the clouds"?
3. Who donated the electrical machinery for the statue's illumination?



### 4.3 Grammar and Vocabulary

#### 4.3.1 Use of different types of Sensory Adjectives.

##### a. Identify the Sensory Adjective in the given sentences.

1. The soft fur of the pet animal was a pleasure to touch.
2. The blurred screen causes strain to the eyes.
3. The threatening roar of the tiger dispersed the crowd.
4. The hot and spicy soup damaged his tongue.
5. The warm water enabled easy gulping of the medicine.

##### b. Use a suitable Sensory Adjective about the senses given in the brackets.

1. \_\_\_\_\_ floor (touch)
2. \_\_\_\_\_ weather (feeling)
3. \_\_\_\_\_ fruit (taste)
4. \_\_\_\_\_ Rose (smell)
5. \_\_\_\_\_ building (see)

##### e. Describe a fireworks display in 3–4 sentences using at least five different colour adjectives.

#### 4.3.2 Homophones

The homophones are given for you. Frame sentences using the homophones.

1. **Blew** (past tense of blow) / **Blue** (colour) – “The wind blew / the sky is blue.”

2. **One** (number) / **Won** (past tense of win)
3. **Heel** (part of the foot) / **Heal** (to cure) –
4. **Mail** (letters, email) / **Male** (denoting a boy, man)
5. **Allowed** (permitted) / **Aloud** (spoken loudly)
6. **Sea** (ocean) / **See** (to look)
7. **Sun** (star) / **Son** (male child)
8. **Fare** (ticket cost) / **Fair** (market or just)
9. **Flower** (blossom) / **Flour** (powder for cooking)
10. **Knight** (warrior) / **Night** (time of day)
11. **Right** (correct, direction) / **Write** (to form letters, words)
12. **Plain** (simple or flat land) / **Plane** (aircraft)
13. **Stare** (look fixedly) / **Stair** (step)
14. **Made** (created) / **Maid** (house helper)
15. **Peace** (calm) / **Piece** (part of something)

#### 4.3.3 Homonyms

The homonyms are given for you. Frame sentences using the homonyms.

1. **Light** → (noun: brightness; adjective: not heavy)
2. **Watch** → (verb: to observe; noun: a timepiece)
3. **Match** → (verb: pair together; noun: stick for fire)

4. **Fair** → (adjective: just/equal; noun: a festival/market)
5. **Park** → (verb: to stop a vehicle; noun: green public area)
6. **Well** → (adverb: good/healthy; noun: water source)
7. **Bank** → (noun: financial institution; noun: river edge)
8. **Rock** → (noun: stone; verb: to move back and forth; noun: music genre)
9. **Spring** → (noun: a season; noun: a coil; verb: to jump)
10. **Bat** → (noun: flying mammal; noun: cricket/baseball stick)
11. **Bark** – (noun: tree covering; verb: sound of a dog)
12. **Tire** – (noun: rubber on a wheel; verb: to get exhausted)
13. **Row** – (noun: line; noun: fight/argument; verb: to propel a boat)
14. **Nail** – (noun: metal fastener; noun: part of a finger; verb: to fix)
15. **Current** – (noun: flow of water/electricity; adjective: present time)

#### 4.3.4 Tenses

**Part A: Fill in the blanks with the Present Continuous form of the verb in brackets.**

1. Charlie \_\_\_\_\_ (run) away from the policeman.
2. The crowd \_\_\_\_\_ (laugh) at his funny walk.
3. He \_\_\_\_\_ (carry) a heavy suitcase.
4. The policeman \_\_\_\_\_ (chase) him through the street.
5. Some people \_\_\_\_\_ (watch) from the windows.

6. Charlie \_\_\_\_\_ (try) to hide behind a lamp post.
7. A dog \_\_\_\_\_ (follow) him everywhere.
8. The factory workers \_\_\_\_\_ (eat) their lunch quickly.

### **Part B: Past Continuous Tense**

**Imagine you are describing a scene from a film you watched the day before. Complete the sentences with the Past Continuous form of the Verbs in brackets.**

1. Charlie \_\_\_\_\_ (eat) his shoe when the visitors arrived.
2. While the workers \_\_\_\_\_ (work) on the machines, Charlie \_\_\_\_\_ (tighten) the bolts too quickly.
3. The people \_\_\_\_\_ (wait) in line for food when Charlie came to help.
4. While he \_\_\_\_\_ (dance) with the girl, his trousers \_\_\_\_\_ (fall) down.
5. The police \_\_\_\_\_ (look) for him while he \_\_\_\_\_ (hide) under the table.
6. Everyone \_\_\_\_\_ (laugh) while Charlie \_\_\_\_\_ (slip) on the banana peel.
7. The child \_\_\_\_\_ (cry) when Charlie \_\_\_\_\_ (pick) him up.
8. While the boss \_\_\_\_\_ (watch) the workers, Charlie \_\_\_\_\_ (pretend) to be busy.

### **Part C: Practice (Choose Present or Past Continuous)**

1. Right now, Charlie \_\_\_\_\_ (try) to impress the girl with a funny dance.
2. Yesterday, while the girl \_\_\_\_\_ (cook), Charlie \_\_\_\_\_ (help) her in the kitchen.
3. Look! He \_\_\_\_\_ (balance) on the tightrope at this moment.
4. Last night, they \_\_\_\_\_ (watch) Charlie when the projector suddenly stopped.

## 4.4 Writing

### 4.4.1 Construct a descriptive paragraph

#### a. A Police Officer/ Army Officer.

**Cues:** physical appearance - voice – manners – character - integrity – professional ethics – team spirit – problem-solving abilities.

#### b. A Busy Railway Station

**Cues:** platforms – announcements – passengers – trains arriving and departing – vendors

**Question:** What sights and sounds make a railway station lively and crowded?

#### c. A Village Fair

**Cues:** rides – food stalls – music – lanterns – laughter – games

**Question:** What features of the fair create a festive and joyful atmosphere?

### 4.4.2 Compare and Contrast

#### a. A Day Scholar's life with a Hosteller's life.

**Cues:** Living far away from campus versus living within campus; limited supervision versus 24/7 supervision; the pleasure of living with family versus independent living skills; regular schedule versus a structured schedule; limited interaction with peers versus friendly interaction with peers.

#### b. Online Classes vs. Traditional Classroom Learning

**Cues:** flexibility – face-to-face interaction – use of technology – distractions – discipline – social bonding

#### c. Summer holidays vs. Holidays during the Rainy season

**Cues:** activities – weather – travel destinations – outdoor fun – clothing – festivals/celebrations-problems of the seasons-decide which is most suitable for you

## UNIT 5

### Weaving Personal Narratives, Events and Biographies

#### 5.1 Listening and Speaking



##### 5.1.1 Audio 1 Unit V\_A1.mp3

For more than forty years, Rabindranath Tagore and Mahatma Gandhi were very close friends. Gandhi called Tagore ‘Gurudev’ and Tagore called Gandhi ‘Mahatma.’ Even though they respected and admired each other, they regularly disagreed on crucial topics linked to India’s freedom. Gandhi strongly believed in self-sufficiency and told people to burn foreign cloth and spin their own yarn every day. Tagore, on the other hand, thought that refusing something just because it was foreign was narrow-minded and that making everyone spin wasted the talents of those who were better suited for other work. Tagore also thought that movements like non-cooperation, which would cut India off from the rest of the world, would be a bad idea. He believed India should share its message with the world while also learning from others. He believed that cultural exchange, rational thought, and science were essential for progress, and he was uncertain about Gandhi’s more restrictive ideals. But they both felt that absolute freedom also meant being disciplined and working on yourself. Tagore didn’t get involved in politics, but he and Gandhi maintained close relationship. Tagore regularly told Gandhi to end his fasts, reminding him that he could serve the country better alive than dead. Gandhi also got strength from knowing that his spiritual companion was there for him. So, even though they had different ideas about how to achieve freedom, they remained friends because they respected each other and shared a love for India.

##### 5.1.1.1 Listening Comprehension

###### a. Fill in the Blanks

1. Gandhi believed in \_\_\_\_\_ and advised people to burn foreign cloth.
2. Tagore believed that \_\_\_\_\_ was essential for progress.
3. Gandhi got \_\_\_\_\_ from knowing Tagore was his friend.
4. Tagore did not take part in \_\_\_\_\_, but still cared deeply for India.
5. Despite disagreements, the two men remained friends because of \_\_\_\_\_

**b. Complete the sentences in the table**

<b>Aspect</b>	<b>Gandhi</b>	<b>Tagore</b>
<b>Friendship</b>	called Tagore ‘ _____ ’	called Gandhi ‘ _____ ’
<b>Approach to foreign cloth</b>	told people to burn _____	believed rejecting things just because they were foreign was _____
<b>Spinning yarn</b>	wanted everyone to spin daily	thought it was a _____ of talent
<b>Non-cooperation movement</b>	supported it as part of the independence struggle	opposed it because it cut India off from the _____
<b>Progress &amp; development</b>	valued self-sufficiency	believed in _____, rational thought, and science
<b>Common belief about freedom</b>	True freedom meant _____	True freedom meant _____
<b>Personal relationship</b>	gained _____ from Tagore’s support	asked Gandhi to end _____
<b>Shared bond</b>	Both respected each other and loved _____	

**Table 5.1 showing the views of Gandhi and Tagore****c. Speaking Tasks**

**Describe two famous individuals who were close friends but held differing views.**

You should say:

- who they were
- what kind of relationship they had
- in what ways they disagreed
- and explain what we can learn from their friendship.

**5.1.2 Audio 2** Unit V\_A2.mp3

Jawaharlal Nehru's *Letters from a Father to His Daughter* is remarkable not only for its content but also for its engaging and straightforward language. Nehru writes these letters not as a lecturer but as a loving father who wishes to stimulate his daughter Indira's curiosity about the world. Instead of providing her with dry facts, he recalls their shared travels, refers to memorable sights such as Ashoka's pillar at Allahabad and weaves in contemporary references, like their meeting with Jagadish Chandra Bose or a vivid explanation of how the Mediterranean Sea was formed, so that Indira might think for herself and develop a habit of reflection. The letters cover a wide range of subjects, including astronomy, history, kingship, social justice, and the nature of the divine. They are always written in a conversational tone, as if he were sitting beside his daughter, talking to her. A central theme is Nehru's vision of global citizenship. He warns Indira against narrow nationalism, racial prejudice, or blind pride in one's country, urging her instead to see all people as part of a single human family. He cautions her about the destructiveness of arrogance and war, calling the First World War a tragedy that revealed the folly of nations. He consistently encourages a scientific and rational outlook, explaining how early humans, frightened by natural forces, began to deify and worship them. Nehru also offers a sharp critique of exploitation and inequality, showing how kings, princes, and the wealthy thrived by taxing or exploiting the poor. At the same time, those who worked hardest often remained unrewarded. These insights clearly left an imprint on young Indira, who, as Prime Minister later, abolished princely privileges, redistributed wealth, and nationalised banks to bring resources within the reach of ordinary people—policies that echoed her father's hope for fairness. Thus, in fewer than two hundred pages, Nehru managed to convey not only vast knowledge of history and science but also enduring lessons in rational thought, social justice, and human unity, making the book both a primer for young readers and a reflection of a father's dream for his daughter and for India's future.

**5.1.1.2 Listening Comprehension****a. Fill in the Blanks**

1. Nehru's letters covered subjects like astronomy, history, and \_\_\_\_\_.
2. He said the First World War was a \_\_\_\_\_ that showed the folly of nations.
3. Nehru explained that early humans deified natural forces because they were \_\_\_\_\_.
4. He criticised the \_\_\_\_\_ for taxing people while enjoying wealth.
5. Nehru's book is described as both a primer and a \_\_\_\_\_ of his dream for India.



**b. Complete the table below using suitable words or phrases.**

<b>Theme</b>	<b>Nehru's Message</b>
<b>Learning style</b>	Don't give dry facts; recall shared _____
<b>War</b>	First World War showed _____
<b>Religion</b>	Unsettled and afraid, early humans began to deify _____
<b>Social justice</b>	Kings and princes lived on people's _____
<b>Equality</b>	Rich thrive without work; poor suffer despite _____

**Table 5.2 showing the theme of Nehru's letters to Indira**

**c. Speaking Task**

Why do you think some historical figures become role models for future generations? Choose one role model from history and narrate how his or her ideas or actions still appear relevant to you even today.

**Cues:**

- who the person is
- what he or she achieved
- why you admire this person and explain how this person has influenced people's lives.
- how her/ his ideas/ideologies are relevant today

**5.2 Reading**

**5.2.1 Passage 1**

The following are the prepared words for President Barack Obama's Back-to-School speech, which will be given on Tuesday, September 8, 2009, in Arlington, Virginia:

Hello everyone, how are you all doing today? I'm at Wakefield High School in Arlington, Virginia, with a group of students. And children from throughout the United States, from kindergarten to twelfth grade, are watching. I'm glad that you could all be here today.

Today is the first day of school for a lot of you, I know. And if you're in kindergarten or starting middle or high school, it's your first day at a new school, so it's normal to be a bit worried. I bet there are some seniors out there who are feeling quite good right now, as they only have one more year to go. And no matter what grade you're in, some of you are undoubtedly wishing it was still summer and that you could have stayed in bed a little longer this morning.

I understand how you feel. My family lived in Indonesia for a few years when I was a kid, and my mom couldn't afford to send me to school with all the other American kids. So, mom decided to teach me extra lessons herself every day of the week at 4:30 in the morning.

I wasn't very delighted about having to get up so early. Many times, I would fall asleep at the kitchen table. But every time I complained, my mom would give me one of those glances and say, "This isn't easy for me either, buster."

I know that some of you are still getting used to being back in school. However, I'm here today because I need to discuss something vital with you. I'm here to discuss your schoolwork and outline the tasks you need to complete this year.

I've delivered several school talks now. And I've said a lot about being responsible.

I've said that it's your teachers' job to motivate you and make you want to learn.

I've talked about how your parents need to make sure you remain on track, finish your schoolwork, and don't waste all of your free time in front of the TV or playing Xbox.

I've said a lot about how your government needs to set high standards, help teachers and administrators, and fix schools that aren't operating where students aren't getting the chances they need.

But in the end, it doesn't matter how dedicated the teachers are, how helpful the parents are, or how good the schools are if you don't do your part. You won't succeed if you don't go to those schools, pay attention to those teachers, listen to your parents, grandparents, and other adults, and work hard.

That's what I want to talk about today: how every one of you is responsible for your own education. First, I want to talk about the duty you owe to yourself.

You all have something you're good at. You all have something to give. And you owe it to yourself to find out what it is. That's what an education can do for you.

### 5.2.1.1 Reading Comprehension

#### a. Answer the following questions:

1. Why does Obama begin his speech with a friendly greeting and references to different grade levels? What effect might this have on students?
2. How does Obama's story about studying at 4:30 in the morning illustrate his mother's values about education?
3. What does Obama suggest about the balance between teachers, parents, the government, and students in achieving success?
4. Why do you think Obama uses personal experiences instead of only giving advice?
5. What message does Obama want students to take from the fact that "everyone has something they are good at?"
6. If you were one of the students listening to this speech, what part would motivate you the most, and why?
7. Identify the sentences in the present perfect tense.
8. Convert those sentences into the past perfect tense.
9. When do we use the present and past perfect continuous tense?
10. What are the time markers in the present perfect continuous tense?

#### b. Note making

Prepare a key outline of the speech. You can use the cues as subheadings and add more points under each one. Give a title for the speech.

Cues: Introduction, personal experiences, shared responsibility for education, central message, conclusion.

**Title**

1. **Main Heading**
2. 1.1 Sub-heading
3. 1.2 Sub-heading
4. 1.2.1 Point
5. 1.2.2 Point
6. 1.3 Sub-heading
7. **Main Heading**
8. 2.1 Sub-heading
9. 2.2 Sub-heading
10. 2.2.1 Point

**c. Speaking Task**

Form groups, and in the group discuss the following and share your views.

Which point from President Obama's speech resonated with you the most, and why?

In your opinion, who plays the most significant role in a student's success: teachers, parents, the government, or the student? Why?

Can you share an example from your own life when hard work or responsibility helped you achieve something?

**5.2.2 Passage 2**

You might be a brilliant writer, maybe even good enough to write a book or articles for a newspaper. However, you may not realise this until you write a paper for your English class. You might be able to come up with the next iPhone, a new treatment, or a new vaccination. You might not realise this until you do a project for your science class. You could be a senator, a mayor, or

even a Supreme Court Justice, but you might not know that until you join the debate team or student government.

Kongu, a Telugu word used primarily in Telangana for Pallu, the loose end of the saree, is a poem by Joopaka Subhadra, a Dalit feminist poet from Telangana. It was written as a response to the poem Paitanu Thagileyali, which means burn the paita/kongu/pallu. This poem was written by Jayaprabha, another Telugu feminist poet and critic.

For Jayaprabha, who is from a higher caste, the kongu/paita is a reminder of the burden of chastity and patriarchy. For Subhadra, who has to deal with hunger, untouchability, abuse, and humiliation, it is a source of solace and protection. That both poets feel and view a piece of cloth in different ways speaks of the multitude of tales and histories in India.

But who is in charge of writing these histories? For a long time, the upper and dominant castes were the ones who had the voice, the chances and the resources. They expressed their tales without fear, and they found unique ways to show their happiness and sadness. On the other hand, Dalits were not given these. Subhadra's poem is less about denying Jayaprabha's experience and more about making her own known. She talks about how angry and tired she is at being left out of the 'mainstream' tale of Indian history all the time.

Maya Angelou, an African-American writer, writes in "I Know Why the Caged Bird Sings," "There is no greater agony than bearing an untold story inside you." For more than 2000 years, Dalit communities have had many untold stories locked inside them. As a Dalit, I am aware of the significant burden carried by my ancestors—my grandmother, grandfather, and their predecessors—along with the marginalised social, political, and economic history that shaped their existence. How can one take this weight off?

It's time to let these stories go.

It's crucial to write our own histories. Chinua Achebe, an African author, said, "Until the lions have their own historians, the history of the hunt will always glorify the hunter." This is important not only because it documents our social, cultural, and political realities, but also because it helps us understand our own identities.

Our histories are not one. They are a mix of several stories. The Mahad Satyagraha, the Namasudra movement in Bengal, the Dandora movement in Telangana and Andhra Pradesh, and the Maha Dalit identity emerging in Bihar and the Ad Dharm movement in Punjab are all examples of essential movements in our history. While oppression and untouchability are something that affect

all of us, our histories are also shaped by where we live, our neighbourhood, our faith, and other things.

As I put together the Dalit History month for BehanBox, I'm thrilled to see these different stories come together. We write down Dalit histories that have never been recounted before, such the Dalit Christian women lacemakers of Narsapur in Andhra Pradesh, the Dusadh Dalit women painters of Madhubani in Bihar, and the ladies in the Madiga Reservation Porata Samiti in Telangana and Andhra Pradesh.

We look into faith and religion and how they affect society, politics, and culture. We look at how inter-caste households work, as well as ideas about food, purity, and caste in fashion, via personal and family history. These stories are both a way for a community to remember its own culture and a record of the bigger social and political processes that made them happen.

It's a huge task to document and record a history that spans 2000 years. Comprehending the many types of underlying crossings in the histories is an even greater challenge.

Gopal Guru, a well-known scholar, claims that Dalits have written great poetry but have not been able to develop theories about their own lives. Writing these histories can be pretty emotional, and poetry is considered a better way to fight against the stories that are already out there.

I envision a future where every day serves as a day of remembrance, affirmation, and dignified existence for all Dalits. I want our histories and stories to go beyond just our survival, terror, and the same old story of what it means to be a Dalit. I picture a day when our stories—those of scavengers, tanners, cobblers, pig farmers, bonded workers, folk singers, donkey farmers, sewage cleaners, mourners, and enslaved people—become the norm.

Until then, we remember and write down whatever we can.

### **5.2.1.1 Reading Comprehension**

#### **a. Answer the following questions**

1. What symbolic meanings do Jayaprabha and Joopaka Subhadra attach to the kongu/pallu?
2. The passage raises the question, "Who is in charge of writing these histories?" What do you understand from this question?

3. Maya Angelou's words are quoted: "*There is no greater agony than bearing an untold story inside you.*" How does this idea apply to Dalit experiences in the passage?
4. Chinua Achebe's statement about the lion and the hunter is cited. Explain how it illustrates the importance of Dalits writing their own histories.
5. The author insists, "Our histories are not one. They are a mix of several stories." What examples from Indian Dalit history are provided to support this claim?
6. What are some lesser-known contributions of Dalit women highlighted in the passage, and why is it significant to recover and document these stories?
7. The passage mentions the difficulties of recording 2000 years of Dalit history and understanding "underlying crossings." What challenges might historians encounter when undertaking this work?
8. What is intensive reading? After an intensive reading of a passage, what should a reader do to ensure deep understanding and critical reflection?
9. In Dalit writings, how do personal life stories and lived experiences help readers understand the realities of discrimination?
10. Write a short note on what you have understood about Dalit writings from the passage.

### 5.3 Vocabulary and Grammar

Words that talk about human traits

- **Resilience** – the ability to withstand oppression
- **Courageous** – brave in resisting caste injustice
- **Determined** – firm in fighting for equality

- **Assertive** – speaking up against discrimination
- **Dignified** – maintaining self-respect despite adversity
- **Empowered** – gaining strength through awareness & struggle
- **Rebellious** – challenging unjust systems
- **Tenacious** – holding onto hope despite challenges
- **Marginalised** – pushed to the edges of society
- **Vulnerable** – exposed to exploitation or injustice
- **Alienated** – feeling isolated or excluded
- **Exploited** – taken advantage of by dominant groups
- **Deprived** – denied access to resources, rights, or dignity
- **Hopeful** – looking towards a better future
- **Proud** – valuing one's heritage and culture
- **Creative** – expressing resistance through art and writing
- **Compassionate** – showing empathy despite suffering
- **Submissive** – forced compliance with hierarchy
- **Silent** – voiceless due to suppression
- **Powerless** – denied authority and recognition
- **Inferior** – socially constructed label, resisted by Dalit voices



**b. Fill in the blanks with the correct tense form of the verbs given in brackets.**

1. She \_\_\_\_\_ (complete) her project successfully just now.
2. We \_\_\_\_\_ (live) in Hyderabad for five years.
3. They \_\_\_\_\_ (not/see) the new movie yet.
4. By the time the teacher arrived, the students \_\_\_\_\_ (finish) their homework.
5. He \_\_\_\_\_ (leave) the office before I reached.
6. She told me she \_\_\_\_\_ (meet) the IAS officer earlier.
7. I \_\_\_\_\_ (wait) for you since morning.
8. They \_\_\_\_\_ (work) on the lake restoration project for two months.
9. She \_\_\_\_\_ (study) English all day.
10. He \_\_\_\_\_ (practice) football for hours before the rain started.

## **5.4 Writing**

### **5.4.1 A. Write five sentences about the good things of a businessman**

**Cues:** creative, good at communicating with others, social, well-planned, willing to take calculated risks, passionate, focused on generating income, always looking for growth opportunities, and eager to learn.

B. Look at the character you liked the most in the narrative you read and liked.

### **5.4.2 Write five sentences about how well a sportsman has done.**

**Cues:** love of sports, dedication to winning, regular practice of the sport, regular exercise for physical fitness, good team spirit, willingness to learn new skills, and a down-to-earth attitude.

### **5.4.3 Write a narrative paragraph on the following.**

- i) Traffic restrictions during peak hours

- ii) The digitalisation of movie production
- iii) Farming as a job
- iv) Yoga for health
- v) Reading—an enjoyable activity
- vi) a good diet for a healthy life;
- vii) Is distance learning a good thing or a bad thing?
- viii) Smart gadgets aren't always the best choice.
- ix) Buying things online vs. in person
- x) Any other topic you want to talk about

## UNIT 6

### From Sensation to Sentence: Descriptive Essays and Event Accounts

#### 6.1 Listening and Speaking



##### 6.1.1 Audio 1

Unit VI\_A1.mp3

##### Big, Fat Indian weddings

Destination weddings in India are quickly becoming one of the best ways to combine cultural richness, luxury, and personalisation. They provide couples a blank slate to create events that are both timeless and trendy. Each place has its own unique setting for receptions that tells a couple's tale. For example, Udaipur's palaces and Jaipur's heritage forts are grand and regal, while Goa's beaches are sunny and Kerala's backwaters are serene. Following the COVID-19 pandemic, there has been a significant increase in demand for immersive, multi-day events. Receptions are no longer just one night; they are now part of a planned journey that includes themed sangeets, wellness mornings, intimate mehndi luncheons, and gala nights under the stars. Couples today want more than just a place to get married; they want an experience that combines traditional ceremonies with modern design, gourmet food with wellness-inspired offerings, and big parties with eco-friendly practices like compostable decorations, locally sourced menus, and handmade wedding favours. Technology also plays a big part, as drone videography, projection-mapped decor and live-streaming bring family from all around the world together. India's destinations offer a wide range of options that are both emotionally resonant and modernly luxurious. These include the grandeur of a palace courtyard lit by hundreds of diyas, the breezy romance of a beachfront reception with barefoot dancing and the peaceful intimacy of a hillside resort lit by lanterns. Destination weddings in India have changed a lot over time. They're no longer simply about the show; they're now carefully planned, eco-friendly and very personal events that leave lasting memories for couples and guests alike.

##### 6.1.1.1 Listening Comprehension

**a. Match the Adjectives in the passage with the correct Indian wedding destination:**

1. \_\_\_\_ Udaipur palaces and Jaipur forts
2. \_\_\_\_ Goa's beaches

3. \_\_\_\_ Kerala's backwaters

**b. Complete the sentences using the words from the passage.**

4. Destination weddings combine cultural richness, luxury and \_\_\_\_\_.

5. Themed sangeets, mehndi luncheons, and gala nights are part of \_\_\_\_\_ events.

6. Couples now want weddings that are both \_\_\_\_\_ and trendy.

**c. Speaking Task**

a. Talk about a big Indian wedding or reception that you have attended or read about.

Imagine yourself at a fancy Indian wedding celebration, like one in Jaipur, Udaipur, or Goa. Discuss with your peers what you see, hear, taste, smell, and feel using the cues and descriptive words provided below.

**Cues**

Place and Mood

- a grand palace, a regal courtyard, brilliant lights, a floral mandap, crystal chandeliers, bright draperies, gold decorations, fancy arches, and sparkling fountains

Sounds

- rhythmic *dhol* beats, beautiful *sitar* music, energetic Bollywood music, happy laughter, echoing applause, clinking glasses, firecrackers going out, and soulful singing

Drinks and Food

- fragrant saffron, smoky tandoor, creamy kulfi, zesty chats, exotic drinks, rich spices, perfumed *biryani*, spicy *kebabs*, butter *naan*, and *gulab jamun*

Clothing and Guests

- beautiful sarees, embroidered sherwanis, brilliant lehengas, flowing silk, stunning jewellery, elaborate henna, warm handshakes, and pleasant hugs

Emotions

- overwhelming happiness, holiday cheer, warm welcome, romantic setting, brilliant party, royal style, heartfelt blessings, and an event that will stay with you forever



### 6.1.2 Audio 2

Unit VI\_A2.mp3

#### Hyderabad Film Festival

The Red Lorry Film Festival, which many people have been looking forward to, will shortly be held in Hyderabad. It will take place from March 21 to March 23, 2025, at Prasads Multiplex. BookMyShow organizes this world-class international film festival to provide movie fans with an experience that goes beyond simply watching films. They can meet some of the biggest celebrities in Indian cinema and more. The film festival is back for its second year, and it will be the main event to encourage young artists via the beauty of cinema. BookAChange and the BookMyShow Foundation organise it.

With over 120 films, panel discussions, and interactive sessions, guests will obtain in-depth insights into the world of film creation from producers, directors, screenwriters, composers, and actors. The star-studded lineup of speakers and significant events will include well-known industry professionals talking to each other about making films, telling stories, and the history of cinema.

The Red Lorry Film Festival will bring back Telugu movie masterpieces on the big screen in Hyderabad.

Ram Gopal Varma, a famous filmmaker, will talk to us about the future of films, and Sekhar Kammula will tell us about the adaptation approach.

There will also be at the festival:

Anjum Rajabali shares the secrets of crafting great screenplays.

Devi Sri Prasad has been making music for films for 25 years and shares stories about how he made some of his most famous songs.

Krishna Vamsi, Shiva Balaji, and Navadeep will talk about how directors and actors work together.

Venkat C. Dileep will discuss how films went from film reels to digital cameras.

Neelakanta will look at classic stories that can be told in new ways for today's audiences.

Tess Joseph will discuss the latest developments in global casting and talent representation.

Ramesh Prasad will also talk about why it is so important to keep the legacy of cinema alive. Shrikaran Beecharaju, a novice, will discuss the challenges of creating a first film from the inside. The Red Lorry Film Festival is not just a film festival; it is a celebration of cinema and its future. It honours the art and craft of films and looks forward to their future.

There will be inspiring talks, hands-on learning activities, and once-in-a-lifetime chances to meet some of the most important people in Indian film industry.

### **6.1.2.1 Listening Comprehension**

#### **a. Say whether the statements are True / False:**

1. The Red Lorry Film Festival will be held in Hyderabad for the first time.
2. Guests will have opportunities to interact with producers, directors, and composers.
3. Krishna Vamsi will explain how to adapt classic stories for modern audiences.
4. The event is designed to promote young artists and celebrate cinema.

The film festival honours the art and craft of films and looks forward to their future.

#### **b. Answer the following:**

1. Which Telugu filmmaker will talk about adapting stories?
2. Who will discuss the challenges of making a debut film?
3. What type of movie masterpieces will be shown again in Hyderabad?

#### **c. Speaking Task**

Describe a film festival you would like to host at your college.

You should say:

What the festival is -What activities happen during the festival-What kind of films can be chosen-Why it is essential -Explain why you would like to be part of it. (You can base your answer on celebrities, workshops, classic Telugu films, music sessions, etc.)

## 6.2 Reading

### 6.2.1 Passage 1

#### Hyderabad Literary Festival

The Hyderabad Literary Festival 2026 will be held at Sattva Knowledge City, HITEC City, Hyderabad, from January 24 to 26, 2026. This will be the new location for this lively cultural event.

The Hyderabad Literary Trust is hosting the festival, which will be held in partnership with various publishing houses, literary and cultural groups, and other organisations. It will still be free for everyone to enter, allowing book lovers, students, and casual people to check out what it has to offer.

During the three-day festival, a variety of activities will be available for everyone to enjoy, including interesting conversations, panel discussions, readings, workshops, cultural programs, movie screenings, and special events tailored for college students and children.

HLF 2026 will focus on Sindhi and Lithuanian literature, culture, and art through a variety of activities, including talks, panel discussions, movies, demonstrations, performances, and art installations. The actual schedule and roster of speakers will be released closer to the event, but earlier events have featured well-known people, from Nobel Prize winners to award-winning authors. This suggests that the lineup for 2026 will be just as remarkable.

#### 6.2.1.1. Reading Comprehension

**a. Fill in the gaps with the correct form of the future tense (will + verb):**

1. The festival **will happen** from January 24 to 26, 2026.
2. The venue \_\_\_\_\_ (move) to Sattva Knowledge City.
3. Organisers \_\_\_\_\_ (make sure) that people can still come to the event for free.
4. In 2026, the event \_\_\_\_\_ (showcase) art from Sindhi and Lithuania.
5. The full schedule \_\_\_\_\_ (be announced) at a later date.

**b. Based on the passage, say if the following claims are true or false:**

1. People who want to go to the Hyderabad Literary Festival 2026 will need to buy tickets.
2. There will be things for kids and young students to do at the festival.
3. France and Germany are likely to be the guest countries in 2026.
4. The list of speakers for 2026 is already set.
5. People who want to get updates on the festival can do so online.

**c. Read the passage attentively and fill in the blanks in the chart below with the missing information. Fill in each blank with no more than three words.**

Hyderabad Literary Festival 2026 Chart

Aspect Details

Dates \_\_\_\_\_

Place \_\_\_\_\_

People in charge \_\_\_\_\_

Entry \_\_\_\_\_

Special Focus (2026) \_\_\_\_\_ and \_\_\_\_\_

Types of Activities: Conversations, \_\_\_\_\_, seminars, \_\_\_\_\_, and movie screenings

Target Audiences: general visitors, \_\_\_\_\_ and kids

Future Announcement: \_\_\_\_\_ will be made public closer to the event.

Registration is open \_\_\_\_\_



## 6.2.2 Passage 2

### 2024 Paralympics

The Paralympics are held in the same city as the Olympics. They are for the best athletes with physical disabilities from all around the world. Don't get the Special Olympics mixed up with the Paralympics. The Special Olympics has athletes with intellectual disabilities. The 2024 Summer Paralympic Games took place in Paris, France, from August 28 to September 8, 2024. India sent 84 people from 12 different sports. It put the country in 18th rank, with its best medal count ever: 29 (7 Gold, 9 Silver, and 13 Bronze). This represents a significant improvement, surpassing India's previous best of 19 medals from the Tokyo 2020 Olympics.

### Upcoming Major Para-Sport Events

1. The Para Athletics World Championships will be held in India in 2025!

The 12th Para Athletics World Championships will take place at Jawaharlal Nehru Stadium in New Delhi, India, from September 26 to October 5, 2025.

This is the most significant international parasport competition ever held in India, with more than 1,000 athletes from over 100 countries taking part. From March 11 to 13, 2025, India will also have the World Para Athletics Grand Prix at the same place as the Olympics.

The competition is a key part of the Paralympic cycle, which ends with the 2028 Olympics in Los Angeles (Outlook India).

2. Thailand will host the ASEAN Para Games 2025 as a regional venue.

The 13th ASEAN Para Games will be in Nakhon Ratchasima, Thailand, from January 20 to 26, 2026. This regional multisport championship is for athletes with disabilities in Southeast Asia and has 536 events in 19 different sports.

3. The 5th Asian Para Games will be held in Nagoya, Japan, from October 18 to 24, 2026, at the same time as the Asian Games. There will be around 18 sports in 19 different categories at the Games.

### Famous Indian Para-Athletes to Watch

Mariyappan Thangavelu: earned gold in high leaping in Rio in 2016, silver in Tokyo in 2020, and bronze in Paris in 2024.

Sheetal Devi: The youngest Indian Paralympic medallist, Sheetal Devi, is a fantastic young para-archer who was born without arms. She won bronze in the mixed team compound at the 2024 Summer Olympics, got the Arjuna Award and was the best para-archer in the world in 2023.

Parajeet Kumar, a Punjabi Para powerlifter who competed in Paris 2024 and came in seventh in the men's up to 49 kg category, is the first Indian to win a medal at the World Para Powerlifting Championships.

Simran Sharma, a visually impaired sprinter who won a medal at the Paris Paralympics, won gold in the 200-meter T12 category in the 7th Indian Open Para Athletics International Championship in Bengaluru. She emphasized the need for additional domestic para-athletic championships to provide consistent competition and opportunities to qualify, unlike able-bodied sports.

**The best performance by India at the Paralympics ever was in Paris in 2024.**

The Para Athletics World Championships, a big event for the local parasport movement, will be held in India in 2025.

Athletes can look forward to the Asian Para Games in late 2026 and the ASEAN Para Games in early 2026, which will be held on a regional and continental level.

**Reading Comprehension**

**a. Answer the following questions:**

1. How many athletes did India send to the 2024 Paralympics?
2. What was India's overall rank at the 2024 Paralympics?
3. How many medals did India win in total at the Paris Paralympics?
4. Where will the 2025 Para Athletics World Championships be hosted?
5. Which country will host the 13th ASEAN Para Games?
6. In which sport does Parajeet Kumar compete?
7. Which athlete won gold in the 200-meter T12 category at the Indian Open Para Athletics?

8. What does Simran Sharma believe India needs more of to support para-athletes?
9. Why do you think the Paralympics are essential for both athletes and society?
10. Why is it important to read a passage critically, and how does it help in better understanding the text?

**b. Make a poster for any sports event.**

**c. Tell your peers about a sports event without telling them what it is, and let them guess what it is.**

Think of being at a thrilling sports event, like the Olympics, a football final, a cricket match, or a basketball championship. Use the clues and descriptive words below to talk about how you feel, the players, and the mood.

## 6.3 Vocabulary and Grammar

### 6.3.1 Sensory Words

Sight- colorful, sparkling, glowing, crowded, dazzling, vibrant, radiant, glittering, resplendent  
 Sound-booming, ringing, cheering, echoing, clamorous, thunderous, jubilant, reverberating, euphonious.

Smell- smoky, sweet, roasted, fragrant, pungent, aromatic, tantalizing, zesty, intoxicating Taste- sweet, sour, juicy, crunchy, savory, delectable, luscious, zesty, mouthwatering Touch- warm, soft, cold, rough, gentle, velvety, prickly, soothing, clammy, bristly.

**a. Fill in the blanks using the sensory words given above.**

- a. I could hear the \_\_\_\_\_ (sound) of fireworks exploding in the sky.
- b. The \_\_\_\_\_ (sight) of colorful lanterns lit up the streets of Beijing.
- c. In Spain, people eat twelve \_\_\_\_\_ (tasty) grapes at midnight.
- d. The \_\_\_\_\_ (smell) of roasted chestnuts filled the streets of Paris.

- e. As the clock struck twelve, I felt the \_\_\_\_\_ (touch) of confetti falling on my shoulders.
- f. The \_\_\_\_\_ (sound) of bells rang loudly in Japanese temples.
- g. The \_\_\_\_\_ (sight) of people dancing in Rio made the celebration joyful.
- h. The \_\_\_\_\_ (taste) of sweet rice cakes is traditional in Korea.
- i. In London, the \_\_\_\_\_ (smell) of hot chocolate mixes with the cold night air.
- j. The \_\_\_\_\_ - \_ (touch) of warm sparklers in my hand made the night exciting.

### **6.3.2 Technical Vocabulary for Events**

1. Ceremony – a formal event with set traditions.
2. Example: The award ceremony closed the film festival.
3. Delegates – official participants or representatives in a festival or conference.
4. Example: International delegates attended the literary festival.
5. Panel Discussion – a structured conversation with multiple speakers on stage.
6. Example: The literary fest featured a panel discussion on global publishing.
7. Spectators – the people who watch an event.
8. Example: Thousands of spectators filled the stadium.
9. Hospitality – services provided for guests (food, lodging, comfort).
10. Example: The organizers ensured excellent hospitality for the athletes.
11. Program Schedule / Itinerary – the official timetable of events.

12. Example: The itinerary included workshops, concerts, and film screenings.
13. Live Performance – organized music at cultural or wedding events.
14. Example: The orchestra played during the reception.
15. Premiere – the first showing of a film.
16. Example: The festival opened with the world premiere of a new documentary.
17. Procession – a ceremonial parade or movement of people.
18. Example: The wedding procession included dancers and decorated horses.
19. Valedictory – the official end of an event.
20. Example: The valedictory ceremony honoured the best performances.

### 6.2.3 Future Tense

a. Complete the sentences with the correct form of the verb in brackets. Use Simple Future (will + base), Future Continuous (will be + *ing*), or Future Perfect (will have + past participle)

1. The next Olympic Games \_\_\_\_ (take) place in Paris.
2. By 2028, the organizers \_\_\_\_ (finish) preparing all the new stadiums.
3. At this time tomorrow, athletes \_\_\_\_ (arrive) at the Olympic Village.
4. Many people think new world records \_\_\_\_ (be) set in swimming.
5. By the opening ceremony, thousands of volunteers \_\_\_\_ (train) for months.
6. During the marathon, spectators \_\_\_\_ (cheer) loudly in the streets.
7. By the end of the Games, some athletes \_\_\_\_ (win) several medals.
8. Next week, we \_\_\_\_ (watch) the gymnastics competition on TV.

9. The Olympic torch \_\_\_\_ (travel) through many cities before the Games begin.
10. By the time the Games start, the organizers \_\_\_\_ (check) all the facilities.
11. While one team is competing, the other teams \_\_\_\_ (wait) for their turn.
12. After the closing ceremony, athletes \_\_\_\_ (return) to their countries.
13. In a few days, millions of people around the world \_\_\_\_ (follow) the Games online.
14. By the end of the first week, the swimming events \_\_\_\_ (finish).
15. This time next month, the world \_\_\_\_ (celebrate) the Olympic spirit together.

### **6.3 Writing**

#### **6.3.1 Three-Paragraph Essays**

##### **a. Describe any public event of your choice.**

Cues: what the event was, when you attended it, with whom you went there, describe what you did at the event, when and where it took place, what the venue was like, how the events unfolded, and how it became pleasurable or disgusting to you.

##### **b. Describe the scene at the bus stop during peak hours.**

Cues: Busy place - people of all age groups - traffic disturbance with autos and cabs luring people to board – noise from road traffic – announcements – people boarding and getting down – overall dynamic and lively atmosphere with conversations

##### **c. Depict the scene of the aftermath of the Tsunami occurrence.**

Cues: What is tsunami- the 2004 Indian tsunami- other tsunami events in India- preparedness and measures- Advising people to stay alert for bulletins – prepare them to be ready for evacuation – announcements for consumption of safe water – helping people in distress – taking care of mental health due to trauma – medical assistance - distribution of food – work towards establishing things into regular order.

## APPENDIX

### Further Reading

#### Graphic Novel

1. Verghese, L., Ranjna, & Sundar, M. (2014). *Savitribai: Journey of a trailblazer*. Azim Premji University.

[https://publications.azimpremjiuniversity.edu.in/429/1/Savitribai%20Phule\\_English.pdf](https://publications.azimpremjiuniversity.edu.in/429/1/Savitribai%20Phule_English.pdf)

This book explores the life and achievements of Savitribai Phule, a pioneering social reformer and educationist in 19th-century India.

#### Speech

2. Rowling, J. K. (2008, June 5). *The fringe benefits of failure, and the importance of imagination*. Harvard Gazette. <https://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>

J.K. Rowling's Harvard speech emphasises that personal failure can lead to growth and self-discovery. She encourages graduates to use their talents and influence to make a positive impact in the world.

#### Extract from Personal Narratives

3. Bandopadhyay, M., & Pandey, J. M. (2017). *A Gift of Goddess Lakshmi: A Candid Biography of India's First Transgender Principal*. Penguin Books India.

<https://penguinindiablog.wordpress.com/2017/02/03/a-gift-of-goddess-lakshmi-an-extract/>

*A Gift of Goddess Lakshmi* tells the inspiring story of Manobi Bandopadhyay, India's first transgender college principal, highlighting her struggles, resilience and triumphs.

4. Chib, M. (2011). *One little finger*. Sage Publications.

[https://sk.sagepub.com/book/mono/preview/one-little-finger.pdf#\\_\\_](https://sk.sagepub.com/book/mono/preview/one-little-finger.pdf#__)

Malini Chib's autobiography, titled *One Little Finger* (2011), is a powerful story of her triumph over disability. Malini Chib has cerebral palsy, but she has never let her disability get in her way.

#### Self-help/Philosophy

5. García, H., & Miralles, F. (2017). *Ikigai: The Japanese secret to a long and happy life*. Penguin Books.

[https://ia801904.us.archive.org/32/items/ikigai-the-japanese-secret-to-a-long-and-happy-life-pdfdrive.com/Ikigai%20\\_%20the%20Japanese%20secret%20to%20a%20long%20and%20happy%20life%20%28%20PDFDrive.com%20%29.pdf](https://ia801904.us.archive.org/32/items/ikigai-the-japanese-secret-to-a-long-and-happy-life-pdfdrive.com/Ikigai%20_%20the%20Japanese%20secret%20to%20a%20long%20and%20happy%20life%20%28%20PDFDrive.com%20%29.pdf)

This book explores the Japanese concept of *ikigai* and shows how finding purpose can lead to a longer, more fulfilling life.

### Short Stories

6. Open Learning for All. (2019, September 22). *The Tiger in the Tunnel* by Ruskin Bond. Open Learning for All.

<https://openlearningforall.blogspot.com/2019/09/the-tiger-in-tunnel-by-ruskin-bond.html?m=1>

*The Tiger in the Tunnel* by Ruskin Bond is a short story about Baldeo, a watchman guarding a railway tunnel in a forest. One night, while ensuring the safety of passing trains, he bravely confronts a tiger.

7. Shyamala, G. (2008). *Tataki wins again & Braveheart Badeyya* (A. Suneetha, Trans.). D.C. Books.

[https://www.anveshi.org.in/wp-content/uploads/2017/06/Tataki\\_Badeyya\\_V6.pdf](https://www.anveshi.org.in/wp-content/uploads/2017/06/Tataki_Badeyya_V6.pdf)

*Tataki Wins Again & Braveheart Badeyya* says the stories of Dalit children facing social injustice and inequality. It highlights their courage, resilience and determination to overcome obstacles in a discriminatory society.

8. Mushtaq, B. (2025). *Heart lamp: Selected stories* (D. Bhasthi, Trans.). Penguin Random House India.

<https://www.andotherstories.org/wp-content/uploads/2024/09/Heart-Lamp-extract-for-website.pdf>

In the twelve stories of *Heart Lamp*, Banu Mushtaq exquisitely captures the everyday lives of women and girls in Muslim communities in southern India.

### Memoirs

9. Kuroyanagi, T. (1982). *Totto-chan: The little girl at the window* (D. Britton, Trans.). Kodansha International.

<https://www.arvindguptatoys.com/arvindgupta/Tottochan.pdf>

*Totto-chan: The Little Girl at the Window* by Tetsuko Kuroyanagi describes her childhood at an unconventional Japanese school run by Headmaster Kobayashi. The school nurtured creativity, individuality and kindness, allowing children to learn freely in train-car classrooms.



10. Kalam, A. P. J., & Tiwari, A. (2013). *My journey: Transforming dreams into actions*. Rupa Publications.

[https://crpf.gov.in/writereaddata/images/pdf/My\\_Journey\\_Transforming\\_Dreams\\_Into\\_Actions.pdf](https://crpf.gov.in/writereaddata/images/pdf/My_Journey_Transforming_Dreams_Into_Actions.pdf)

*My Journey: Transforming Dreams into Actions* shares Dr. A. P. J. Abdul Kalam's childhood memories and key life lessons. He reflects on moments that shaped his character, dreams, and passion for science.

11. Kamkwamba, W., & Mealer, B. (2009). *The boy who harnessed the wind: Creating currents of electricity and hope*. William Morrow (an imprint of HarperCollins Publishers).

<https://theboywhoharnessedthewind.wordpress.com/wp-content/uploads/2015/07/kamkwamba-william-the-boy-who-harnessed-the-wind.pdf>

William Kamkwamba was born in Malawi, a country where magic ruled and modern science was a mystery. With a small pile of once-forgotten science textbooks, some scrap metal, tractor parts, and bicycle halves, and an armoury of curiosity and determination, William creates a miracle that would change the lives around him.

12. Nezhukumatathil, A. (2020). *World of wonders: In praise of fireflies, whale sharks, and other astonishments*. Milkweed Editions.

<https://cdn.bookekey.app/files/pdf/book/en/world-of-wonders.pdf>

*World of Wonders* by Aimee Nezhukumatathil is a lyrical blend of memoir and nature writing that celebrates the beauty of the natural world. Through reflections on animals and plants, the author connects personal experiences with lessons of wonder, belonging and resilience.

## Novels

13. Yagisawa, S. (2023). *Days at the Morisaki Bookshop* (E. Koval, Trans.). HarperVia.

<https://fliphtml5.com/oydut/pipy/days-at-the-morisaki-bookshop/1/>

*Days at the Morisaki Bookshop* by Satoshi Yagisawa is a gentle, heartwarming story about a young woman who rediscovers herself while living above her uncle's cozy secondhand bookshop in Tokyo's Jimbocho district. It celebrates healing, new beginnings, and the quiet magic of books.

14. Coelho, P. (1993). *The alchemist* (A. R. Clarke, Trans.). HarperCollins.

[https://ia600907.us.archive.org/2/items/OceanofPDF.comTheAlchemist/\\_OceanofPDF.com/The\\_Alchemist.pdf](https://ia600907.us.archive.org/2/items/OceanofPDF.comTheAlchemist/_OceanofPDF.com/The_Alchemist.pdf)

*The Alchemist* by Paulo Coelho follows Santiago, a shepherd boy who journeys across deserts in search of treasure, only to discover that true riches lie in following one's personal legend. It's a timeless tale about dreams, destiny, and listening to the heart.

15. Mosionier, B. C. (1992). *April Raintree* (Rev. ed.). Peguis Publishers.

[https://dl1.cuni.cz/pluginfile.php/212176/mod\\_resource/content/0/Beatrice\\_Culleton\\_-\\_In\\_Search\\_of\\_April\\_Raintree.pdf](https://dl1.cuni.cz/pluginfile.php/212176/mod_resource/content/0/Beatrice_Culleton_-_In_Search_of_April_Raintree.pdf)

*April Raintree* by Beatrice Culleton Mosionier follows the lives of two Métis sisters, April and Cheryl, who are separated from their parents and raised in foster care. While Cheryl embraces her Indigenous identity, April struggles with shame and assimilation.

16. García Márquez, G. (1988). *Love in the time of cholera* (E. Grossman, Trans.). Alfred A. Knopf.

<https://giove.isti.cnr.it/demo/eread/Libri/sad/LoveInTheTimeOfCholera.pdf>

*Love in the Time of Cholera* by Gabriel García Márquez tells the story of Florentino Ariza and Fermina Daza, whose youthful romance is interrupted but rekindles in their old age. It is a sweeping meditation on love, passion and the passage of time.

### Autobiographies

17. Gandhi, M. K. (1993). *An autobiography: The story of my experiments with truth* (M. Desai, Trans.; S. Narayan, Ed.) [Audiobook]. Navajivan Publishing House.

<https://www.mkgandhi.org/gandhi-autobiography-audiobook.php>

*The Story of My Experiments with Truth* is Mahatma Gandhi's autobiography, where he narrates his childhood, education, and early struggles. He describes how his experiments with truth, nonviolence, and self-discipline guided his life.

18. Yousafzai, M., with Lamb, C. (2013). *I am Malala: The girl who stood up for education and was shot by the Taliban*. Little, Brown and Company.

[https://notability.com/g/download/pdf/2JeHqfoMSCGtUEkYP\\_I3Yt/I%20am%20Malala-Full%20Book.pdf](https://notability.com/g/download/pdf/2JeHqfoMSCGtUEkYP_I3Yt/I%20am%20Malala-Full%20Book.pdf)

Malala Yousafzai's autobiography *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* tells the story of her childhood in Pakistan's Swat Valley and her fight for girls' education. She describes surviving an assassination attempt by the Taliban for speaking out.

### Biographies

19. Bhimrao Ambedkar: *A Biography* [Audiobook]. Pocket FM.

<https://pocketfm.com/show/c9e08604d065220c2ec0e9b841d0fbb73075751e>

*Bhimrao Ambedkar: A Biography* explores the life of Dr. B. R. Ambedkar. It highlights his role in drafting the Indian Constitution and advocating for social justice. The biography portrays him as a symbol of equality, resilience and empowerment for marginalised communities.

20. Dangwal, P. (2001). *I dare! Kiran Bedi: A Biography*. Rupa Publications.

This is a biography of Kiran Bedi. She became internationally recognized after receiving the Ramon Magsaysay Award in Government Service, also considered the Asian Nobel Prize.

[https://reader.1lib.sk/read/051f8230ae3b195c00653ffc9b38724b81e9fd975ccf77f36cf27350db76cc61/19076587/712dfb/i-dare.html?client\\_key=1fFLi67gBrNRPlj1iPy1&extension=pdf&signature=f540641904a88f5cb5ac6d30749aab58986f88003327846ad55791e47ea9e616](https://reader.1lib.sk/read/051f8230ae3b195c00653ffc9b38724b81e9fd975ccf77f36cf27350db76cc61/19076587/712dfb/i-dare.html?client_key=1fFLi67gBrNRPlj1iPy1&extension=pdf&signature=f540641904a88f5cb5ac6d30749aab58986f88003327846ad55791e47ea9e616)

## English Algorithm: Basic Skills for Personal and Social Communication

This *Workbook* is designed as an indispensable companion to *English Algorithm: Basic Skills for Personal and Social Communication*. It extends the learning experience through systematic practice in the four core skills—listening, speaking, reading, and writing. Each unit contains carefully prepared audio materials, comprehension tasks, vocabulary activities, and writing assignments that reinforce the lessons from the main textbook in a practical and engaging manner. Students will work on exercises that combine usefulness with variety—role-plays, group discussions, descriptive tasks, and structured written work—all aimed at developing confidence in everyday communication. The activities move in a logical order, beginning with simple introductions and social exchanges before advancing towards more demanding tasks such as descriptive writing and accounts of events. This gradual development helps students to build both fluency and accuracy at a comfortable pace. Grammar receives close attention through focused sections on sentence building, tense usage, and question formation. Vocabulary work emphasises meaning in context rather than memorisation of isolated words, allowing learners to grasp how language is shaped in real situations. Each exercise is best attempted with patience and care, followed by comparison and discussion with peers. This habit not only deepens understanding but also nurtures a sense of collaborative learning. Used with consistency, the *Workbook* will help students achieve steady improvement in clarity, correctness, and confidence. It offers a path that links classroom learning to the wider demands of academic study and everyday life. It is thus a valuable resource for students who wish to strengthen their English communication and cultivate skills that support both personal growth and academic success.



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