

1.DETERMINERS

1. Determiner:

'Determiner' is a word used before a noun to indicate which things or people we are talking about. The words 'a', 'the', 'my', 'this', 'some', 'many', etc. are called determiners:

- He is a good boy.
- The boy you met is my friend.
- This novel is very interesting.
- I have some information about the accident.
- There were many people at the station.

All the italicised words are determiners and they limit the meaning of the nouns that follow them.

2. Kinds of Determiners:

3. Pre-determiners:

Pre-determiners are the words which occur before a determiner to limit the meaning of a noun:

4. Articles:

The article system in English consists of the definite article 'the' and the indefinite article 'a' or 'an'. We can think of nouns in a specific or general way. When we refer to particular people or things or something that has already been mentioned or can be understood, we use the definite article 'the'. When we refer to singular nouns for the first time, or refer to things in a general way, we use the indefinite article 'a' or 'an'.

➤ The Definite Article 'The':

- We can use the definite article before any common noun:
He threw the ball into the river.
The boys were not in the class.
- We use the definite article to refer to specific persons or things:
I want to meet the principal in the school.
The tourists crossed the river in a boat.
- The definite article is used to refer to the things that are only one in the world:
The moon and stars were shining in the sky.
The sun sets in the west.
The earth revolves round the sun.
- We use the definite article with the words such as school, university, prison, when we are referring to a particular building:
They will visit the school on Monday.
I met him in the university.
- The definite article may be used with the countable nouns that are used in the singular to refer to things more general:
If you break the law, you will be punished.
He played the violin for half an hour.
- The definite article is used to refer to the parts of the body:
Smoking is harmful for the lungs.
He caught him by the neck.
There was an injury in the right eye.
- The definite article is used with time expressions:
I met her in the evening.
She came here in the morning.
- We use the definite article before something that has already been mentioned.
I met a man at the station.
The man belonged to Tamil Nadu.

- The definite article is used before a noun that is followed by a relative clause or a prepositional phrase:
The man I met at the station belonged to Haryana.
He put the sweater on the table.
- The definite article is used to refer to familiar things we use regularly:
She looked at the ceiling.
Suddenly the lights went out.
- The definite article is used before dates or periods of time:
We met on the 15th of October.
It is a popular music of the 1940s.
- The definite article is generally used before a noun which is followed by 'of':
This led to the destruction of the whole village.
The burning of houses rendered people homeless.
- The definite article is used before the names of seas, rivers, deserts, mountains,
The ship crossed the Pacific Ocean.
Delhi stands on the banks of the Yamuna.
The Sahara is a famous desert.
They came across the Himalayas.
- The definite article is used before the names of large public buildings:
They visited the Taj Mahal.
They went to the Town Hall.
- The definite article is used before the superlative adjectives:
He is the- best boy in the class.
She is the most beautiful girl in the school.
- The definite article is used before adjectives such as rich, poor, deaf, dumb, blind, to use them as nouns:
The rich and the poor went to the fair.
We should help the blind.
- We use the definite article before the nationals of a country or continent:
The Indians are very religious.
Some of the Europeans live here.
- We use the definite article before the names of trains and ships:
The Rajdhani Express is a very fast train.
The Queen Elizabeth is a famous ship.

➤ The Indefinite Articles-‘a’, ‘an’:

- When we use ‘a’ before ‘little’ and ‘few’, there is a change in the meaning of these words. ‘A Jew’ is used with plural countable nouns, and ‘a little’ with uncountable nouns. ‘Few’ means not many, while ‘a few’ means a small number. ‘Little’ means not much, while ‘a little’ means some:

Few people visit this temple now.

I know a few students of this school.

There is little water in the bucket.

There is a little milk in the bottle.

- We use ‘a’, ‘an’ before an adjective in a noun phrase:

She is a good girl.

She told me an interesting story.

- We use ‘an’ with abbreviations beginning with the following letters: A, F, H, I, L, M, N, O, R, S, X (They should have vowel sounds).

For example:

His father is an M.P.

He is an N.R.I.

She got an X-Ray done.

- We use the indefinite article before certain nouns considered as a single unit:

She bought a **knife** and **fork**.

The old lady had a cup and saucer in her hand.

5. Demonstratives: This, These, That, Those

The demonstrative determiners are used to talk about persons or things that have already been mentioned.

This and These refer to the things that are near and can be seen. ‘That’ and ‘Those’ are used to refer to the things that are at a distance but can be seen.

- We lived in this house for four years.
- She bought these books.
- Those boys are very mischievous.
- I like this school.
- I met her this week.

‘This’ and ‘that’ are used for singular nouns and ‘these’ and ‘those’ for plural nouns.

- Can you lift that box?
- Would you like to buy those books?
- These boys have done their work.
- I have already met that man.

6. Possessives: My, our, your, his, her, its, their. The possessives are used to show possession.

- He is my uncle.
- Our neighbour is a rich man.
- Your daughter is beautiful.
- What is her age?
- What is his name?
- Do you know its value?
- Their house is very big.

7. Ordinals: first, second, next, last, etc.

- The ordinals show what position something has in a series:
- He is the first boy who has joined this school.
- I shall meet him the next week.
- He is the last man to help you.

8. Cardinals: one, two, three, hundred, etc.

Cardinals are ordinary numbers like one, two, three, etc. They show how many of something there are:

- There were only ten boys in the class.
- She lived for eighty years.
- He has two daughters.
- I met three young men at the station.
- He balanced himself on one foot.

The quantifiers refer to the quantity of things or amount of something.

10. Distributives: each, every, either, neither.

Either is used to talk about two things, but usually indicates that only one of the two is involved.

11. Interrogatives: what, which, whose, etc.

Fill in the blanks with suitable determiners.

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- (iv) The calves were grazing in the field with..... mothers for many years, (that, their)
 (v) answer is correct. (Neither, Either)
 (vi) I shall meet him week, (next, last)
 (vii) Did you see..... persons at the dinner? (much, many)
 (viii) I have watched..... movie of late B.R. Chopra, (every, many)
 (ix)shop should we go in? (Which, Whose)
 (x) Given me..... advice on how to improve my writing skills, (some, many)

2.TENSES

Tenses in English grammar express the time of an **action or event**.

They are divided into three main categories:

Present, Past, and Future.

Each category has four forms:

Simple, Continuous (Progressive) Perfect, and Perfect Continuous.

1. Present Tenses

a. Present Simple

Use: For regular actions, facts, habits, general truths.

Structure: [Subject] + [Base form of verb] (for "I, you, we, they") / [Verb + s/es] (for "he, she, it")

Example:

She works at a hospital.

I play football every weekend.

b. Present Continuous (Progressive)

Use: For actions happening right now or around the present time.

Structure: [Subject] + [am/is/are] + [verb + ing]

Example:

I am studying for my exam.

They are watching TV right now.

c. Present Perfect

Use: For actions that happened at an unspecified time but have relevance to the present.

Structure: [Subject] + [have/has] + [past participle]

Example:

She has lived here for 10 years.

I have finished my homework.

d. Present Perfect Continuous

Use: For actions that started in the past and are still continuing or have just stopped, with emphasis on the duration.

Structure: [Subject] + [have/has] + [been] + [verb + ing]

Example:

They have been working for 3 hours.

I have been waiting for you since 5 PM.

2. Past Tenses

a. Past Simple

Use: For actions completed in the past at a specific time.

Structure: [Subject] + [past form of verb]

Example:

He watched a movie yesterday.

I visited Paris last summer.

b. Past Continuous (Progressive)

Use: For actions that were happening at a specific time in the past.

Structure: [Subject] + [was/were] + [verb + ing]

Example:

She was reading a book when I called her.

We were playing football at 7 PM yesterday.

c. Past Perfect

Use: For actions that happened before another action in the past.

Structure: [Subject] + [had] + [past participle]

Example:

He had finished his homework before he went out.

By the time I arrived, they had left.

d. Past Perfect Continuous

Use: For actions that were ongoing in the past before another past action, with an emphasis on duration.

Structure: [Subject] + [had] + [been] + [verb + ing]

Example:

She had been studying for hours before the exam.

They had been waiting for over an hour when I arrived.

3. Future Tenses

a. Future Simple

Use: For actions that will happen in the future.

Structure: [Subject] + [will] + [base form of verb]

Example:

I will go to the party tomorrow.

She will visit us next week.

b. Future Continuous (Progressive)

Use: For actions that will be in progress at a certain point in the future.

Structure: [Subject] + [will] + [be] + [verb + ing]

Example:

I will be studying at 8 PM tonight.

They will be traveling next month.

c. Future Perfect

Use: For actions that will be completed before a certain point in the future.

Structure: [Subject] + [will] + [have] + [past participle]

Example:

By next year, I will have graduated.

She will have finished the project by 5 PM.

d. Future Perfect Continuous

Use: For actions that will be ongoing before a point in the future, emphasizing the duration.

Structure: [Subject] + [will] + [have] + [been] + [verb + ing]

Example:

By next month, I will have been working here for 5 years.

By the time you arrive, we will have been waiting for an hour.

Exercises

Exercise 1: Choose the correct form of the verb

1. By next year, I _____ (complete) my studies.

- a) will complete
- b) will have completed
- c) will be completing

2. She _____ (work) at the moment.

- a) works
- b) is working
- c) was working

3. They _____ (not, arrive) by the time we finish the meeting.

- a) will not arrive
- b) will not have arrived
- c) will be arriving

Exercise 2: Fill in the blanks with the correct form

1. By the time you arrive, we _____ (wait) for two hours.
2. She _____ (never, see) such a beautiful sunset before.
3. I _____ (study) for the exam right now.

Answers

Exercise 1

- b) will have completed
- b) is working
- b) will not have arrived

Exercise 2

- have been waiting
- has never seen
- am studying

Exercise 3: Choose the correct tense

1. By the time I get there, they _____ (leave).

- a) will leave
- b) have left
- c) will have left

2. She _____ (work) on this project for three months now.

- a) works
- b) has worked
- c) has been working

3. I _____ (eat) lunch when you called me.

- a) ate
- b) was eating
- c) had eaten

4. We _____ (not, travel) next summer.

- a) do not travel
- b) will not travel
- c) are not traveling

5. They _____ (study) for their exams this time tomorrow.

- a) study
- b) will study
- c) will be studying

Exercise 4: Fill in the blanks with the correct form of the verb

1. When I was a child, I _____ (play) outside every day.
2. By the time we arrive, the concert _____ (start).
3. We _____ (wait) for over an hour when the bus finally came.
4. She _____ (already, read) the book before I suggested it.
5. They _____ (learn) English for five years now.

Exercise 5: Correct the mistakes

- He will be studying at this time yesterday.
- I have been worked here since 2010.
- They has completed their homework.
- We will going to the cinema tomorrow.

She had been traveling around the world for two years before she settled down.

Answers

Exercise 3

- 1.c) will have left
- 2.c) has been working
- 3.b) was eating
- 4.b) will not travel
- 5.c) will be studying

Exercise 4

- 1.played
- 2.will have started
- 3.had been waiting
- 4.had already read
- 5.have been learning

Exercise 5

- 1.He will be studying at this time tomorrow.
- 2.I have been working here since 2010.
- 3.They have completed their homework.
- 4.We will be going to the cinema tomorrow.

3.Modals

Modals are auxiliary verbs used to form the tenses, moods, voices, etc. of other verbs. They are helping verbs that cannot be used on their own but to be used along with other main verbs mainly to express attitudes.

1. When something happens, they form a tense of the main verb.

Examples:

- I shall go.
- He was going

2. They express permission, necessity, or possibility to do something.

Examples:

- They may go.
- You must go.
- I can't go.
- I might go.
- She would go if she could.

Observe the highlighted words in these sentences.

- We can make our nation a superpower by the year 2020.
- Kalam says that we need to do things ourselves. We must not import equipment from other nations.
- In twenty years, each one of us ought to have our destiny worked out.

All the highlighted words are Modal Auxiliaries that are used with another verb, and express the mood of the speaker.

- The main MODALS are: can, could; may, might; shall, should; will, would; must; ought to; need to; have to.
- The negative modals are: couldn't, wouldn't, shouldn't, mustn't, needn't, oughtn't.

- 1.Must and have to:

- Must is used for all persons in the present and the future tenses.
- The negative is must not (mustn't).
- The interrogative form is, must I?
- Must has no infinitive and no past tense. It is followed by the infinitive without "to".

- (i) Must is used to express obligation:

- You must obey your parents.

- You must go to school in time.
- (ii) It is used to express compulsion, e. ordering someone to do something because it is necessary or important to do so:
- You must answer all questions.
 - You must return by the evening.
- (iii) It is used for saying that something is probably true because nothing else seems possible:
- You must be tired after your long journey (inference).
 - There must be some mistakes.
- (iv) The negative form of must (must not) is used for prohibition:
- You must not come here.
 - You must not use the office phone for private calls.
- (v) It is used to give emphatic advice:
- She must consult a doctor at once.
 - You must work hard if you want to get good marks.

Must and have to:

Have to, like must, expresses obligation in the present while had to does so in the past.

Must expresses an obligation imposed by the speaker. Have to/Had to expresses external obligations—an obligation by some authority or circumstances.

- I must reach there in time (the speaker himself feels so).
- You must reach in time (ordered to do so by some external authority).

Had to is used when describing something belonging to the past.

- He had to go early to catch the train.

These two verbs have the following forms:

Have to and had to have alternative negative and interrogative forms:

For example:

Have you to obey his orders?

or

Do you have to obey his orders?

Had you to work on

Sundays?

or

Did you have to work on Sundays?

Do you have to mind your

watch every day?

Did you have to pay customs duty on your watch?

You can master in English Grammar of various classes by our articles like Tenses, Clauses, Prepositions, Story writing, Unseen Passage, Notice Writing etc.2. Have to/Had to:

(i) Have to express obligation and necessity in the present. Had to does so in the past:

- She has to look after her mother.
- He had to finish his work before 5 p.m.

(ii) Have to and had to are used for giving advice:

- First you have to mix the water and the sugar.
- She had to take those pills to get better.

(iii) Have to and had to are used to draw a logical conclusion:

- There has to be some reason for his mischief.
- This has to be a part of the whole plan.

(iv) Have to is used for supposition or to describe something based on possible ideas or situations:

- You will have to work very hard to stand first.
- If she has to choose, she won't marry him.

(v) Have to is used to indicate that something is very important or necessary:

- We have to be more careful in the future.
- They will have to clear all their debts before December.

3. Should:

(i) Should is the past tense of shall. In the indirect form of speech 'shall' changes into should:

- I said, "I shall go to school tomorrow."
- I said that I should go to school the next day.

(ii) Should is used to express obligation, duty, etc.

- You should look after your old parents.
- You should pay all your taxes.

(iii) Should is used to give advice or suggestion:

- You should consult a doctor.
- She should do yoga exercises daily.
- He should learn English if he wants to get a good job.

(iv) Should is used to express purpose:

- Mohan walked fast so that he should catch the train.
- Satish worked hard so that he should stand first in the class.

(v) Should is used to state imaginary results:

- He should get angry if he had come to know about it.

(vi) Should is used to express polite requests:

- I should be thankful if you give me some money.

4. Need:

As a modal verb, need is usually followed by an infinitive without 'to':

The modal verb need is mainly used in questions and negatives, which are formed without 'do':

Need I go now? You need not go.

The negative need not is often shortened to needn't in the conversation and informal writing. Need does not change its form, so the third person singular of the present tense does not end in '—s' :

He need not go there.

The modal verb need has no past tense. But it can be used in the pattern followed by a past participle:

Need not have/needn't have

You needn't have waited for me.

The negative and interrogative forms of the past tense are:

Did not (didn't) need and did I need?

In the present and future tenses, the negative and interrogative can be formed in either of the two ways:

(i) The negative need expresses absence of obligation:

- They need not send the letter now.
- You need not go. (i.e., It is not necessary for you to go).
- He need not come now.

(ii) Need is used to express obligation or necessity:

- Need I attend the class today?
- Need he solve all the sums?

(iii) Need not + perfect infinitive is used to express an unnecessary action which was performed:

- You needn't have gone to see the doctor. He was on leave today.
- You needn't have carried an umbrella as it was not raining.

5. Ought

Ought is usually followed by 'to' and an infinitive:

- You ought to tell the truth.

It does not change its form so that the third person singular form does not end in '-s':

- She ought to work a little harder.

It can be used as a present, past, or future tense.

The negative is ought not (oughtn't) and the interrogative is ought I?, Ought you?, Ought he?, etc:

- Ought I do it at once?
- He ought not disobey his teachers.

(i) Ought to is used for expressing what is the right or sensible thing to do, or the right way to behave:

- You ought to get up earlier.
- We ought to exercise daily.
- Teachers ought not smoke before students.

(ii) Ought to is used when we believe strongly or expect that something will happen:

- The Indian team ought to win.
- Satish ought to pass.
- The meeting ought to have finished by 2 o'clock.

(iii) Ought to see/hear/meet, is used for emphasising how good, impressive or unusual something or someone is:

- You ought to see their new house.
- You ought to meet his elder brother.

(iv) Ought to have is used when we realise that we did not do the right thing in the past:

- You ought to have listened to my advice.
- She ought to have taken the money.

Ought, must, have to, and should

Note: Ought is used to express the subject's obligation or duty. But it indicates neither the speaker's authority as with must nor an outside authority as with have to. The speaker is only reminding the subject of his duty. Besides this, he is giving advice or indicating a correct or sensible action.

Ought can be used in exactly the same way as should:

- You ought to/should obey your parents.
- Have to and must:
- You have to be regular. (These are the rules.)
- You must obey your teachers. (The speaker insists on it.)
- You have to take this medicine. (The doctor insists on it.)
- You must take this medicine. (The speaker insists on it or It is the speaker's emphatic advice.)
- You mustn't drink this, it is poison, (prohibition)
- You oughtn't to smoke so much. (It is not right or sensible.)

Exercise

Fill in the blanks with appropriate modals:

1. We..... obey our teachers, (have to, must)
2. She..... pass this time, (ought to, has to)
3. He..... not buy a car. (has to, need)
4. He works hard lest he..... fail, (should, must)
5. Do you..... cook your own meal? (should, have to)
6. The villagers..... use kerosene lamps a few years ago. (must, had to)
7. The old lady..... take a bath every day before taking meals, (ought to, should)
8. She..... finish this work before I go. (has to, must)
9. Ramesh said that they..... report for duty on Monday, (should, ought to)

10. We..... prepare our lessons well before the examination. (ought to, must)

Answer:

1. must
2. ought to
3. need
4. should
5. have to
6. had to
7. should
8. must
9. should
10. ought to

Exercise (Unsolved)

Fill in the blanks with appropriate modals:

1. We..... pay attention to our studies, (ought to, should)
2. You..... not litter the classroom, (should, could)
3. I talk to you immediately, (need to, ought to)
4. They will..... clear all the doubts before the starting of meeting, (have to, had to)
5. He..... take those medicines to get better, (has to, had to)
6. You..... consult a physician, (should, ought to)
7. You..... exercise daily, (ought to, need)
8. They..... not send the letter now. (need, would)
9. Sahil ran fast so that he..... catch the train, (should, needs)
10. You..... not use the office phone for private calls, (must, have to)

4. Reported Speech

What is Reported Speech?

Reported speech, also known as **indirect speech**, is a way to convey what someone else has said without directly quoting their exact words. Instead of using quotation marks, the speaker paraphrases or summarizes the original statement.

Purpose of Using Reported Speech:

- **Conveying Information:** Reported speech is often used to convey information from one person to another, especially when the exact words are not crucial.
- **Avoiding Direct Quotes:** It can be used to avoid direct quotes, which can sometimes sound stilted or formal, especially in informal conversations.
- **Summarizing Conversations:** Reported speech is useful for summarizing longer conversations or speeches in a concise and informative way.
- **Maintaining Neutrality:** By not directly quoting someone, reported speech can help to maintain a more neutral or objective tone.

Reported speech- Play of the tenses:

Direct speech tense	Indirect/Reported speech tense
Simple present	simple past
present continuous	past continuous
simple past	past perfect
past continuous	past perfect continuous
present perfect tense	past perfect tense
past perfect tense	past perfect tense

Tense	Direct speech	Reported speech	Changed tense
Simple present	I like to swim in the ocean	She said she liked to swim in the ocean	Simple past
Simple present	I live in New Orleans	He said he lived in New Orleans	Simple past
Past simple	I went to school in the morning	She said she had gone to school that morning	Past perfect
Present continuous	I was going to the Himalayas	He said he was going to the Himalayas	Past continuous
Past continuous	I was walking near the beach	She said that she had been walking near the beach	past perfect continuous
Present perfect	I have caught a few fishes	She said she had caught a few fishes	past perfect
Past perfect	I had trekked the Himalayas this time last year	He said he had trekked the Himalayas this time last year	Past perfect

Key Changes in Reported Speech

When converting direct speech to reported speech, several key changes occur:

1. Tense Changes

When converting direct speech to reported speech, the tense of the verb usually shifts back in time. Here's a breakdown of the common changes:

- **Simple Present to Simple Past:**
 - **Direct Speech:** "I eat an apple every day."
 - **Reported Speech:** He said that he **ate** an apple every day.

- **Present Continuous to Past Continuous:**
 - **Direct Speech:** "I am watching TV."
 - **Reported Speech:** He said that he **was watching** TV.
- **Present Perfect to Past Perfect:**
 - **Direct Speech:** "I have finished my homework."
 - **Reported Speech:** He said that he **had finished** his homework.
- **Simple Past to Past Perfect:**
 - **Direct Speech:** "I went to the store yesterday."
 - **Reported Speech:** He said that he **had gone** to the store the previous day.

2. Pronoun Changes:

- **I:** Changes to **he/she/they** depending on the subject of the direct speech.
- **We:** Changes to **they**
- **You:** Changes to **me/him/her/us/them** depending on the context.
- **This:** Changes to **that**
- **These:** Changes to **those**
- **Here:** Changes to **there**

3. Time and Place Adverbials:

- **Now:** Changes to **then**
- **Today:** Changes to **that day**
- **Yesterday:** Changes to **the previous day**
- **Tomorrow:** Changes to **the next day**
- **Here:** Changes to **there**
- **This:** Changes to **that**

4. Modals:

- **Can:** Changes to **could**
 - **Direct Speech:** "I can swim."
 - **Reported Speech:** He said that he **could** swim.
- **May:** Changes to **might**
 - **Direct Speech:** "I may go to the party."
 - **Reported Speech:** He said that he **might** go to the party.
- **Will:** Changes to **would**
 - **Direct Speech:** "I will go to the park tomorrow."
 - **Reported Speech:** He said that he **would** go to the park the next day.
- **Must:** Often remains the same, but can sometimes change to **had to**
 - **Direct Speech:** "I must finish my work."
 - **Reported Speech:** He said that he **must** finish his work. (Often remains the same)
 - or
 - **Reported Speech:** He said that he **had to** finish his work.

Example:

- **Direct Speech:** "I am going to the market now," she said.
- **Reported Speech:** She said that she was going to the market then.

Important Notes:

- **No Change:** If the reported speech expresses a general truth, a habitual action, or something that is still true at the time of reporting, the tense may not change.
 - **Example:** "The sun rises in the east." (Direct Speech) "He said that the sun rises in the east." (Reported Speech)
- **Reporting Verb:** The tense of the reporting verb (e.g., "said," "told," "declared") also influences the tense in reported speech.

Types of Reported Speech

1. Statements

- **Direct Speech:** "I love to play football," he said.
- **Reported Speech:** He said that he loved to play football.
- **Key Changes:**
 - **Tense:** Present Simple ("love") changes to Past Simple ("loved").
 - **Pronouns:** "I" changes to "he" to match the subject of the direct speech.

2. Questions

- **Yes/No Questions:**
 - **Direct Speech:** "Are you going to the party?" she asked.
 - **Reported Speech:** She asked **if/whether** I was going to the party.
- **Wh-Questions:**
 - **Direct Speech:** "Where do you live?" he inquired.
 - **Reported Speech:** He inquired **where** I lived.
- **Key Changes:**
 - **Question Mark Removed:** Reported speech is not a question, so the question mark is removed.
 - **Word Order:** In reported yes/no questions, use "if" or "whether" followed by the subject and verb. In reported wh-questions, use the wh-word followed by the subject and verb.
 - **Tense Changes:** Similar to statements, tenses usually shift back one step.

3. Commands and Requests

- **Direct Speech:** "Stop talking!" the teacher said.
- **Reported Speech:** The teacher **told** us to stop talking.
- **Direct Speech:** "Please help me," she requested.
- **Reported Speech:** She **requested** me to help her.
- **Key Changes:**
 - **Reporting Verbs:** Use verbs like "told," "ordered," "requested," "advised," "commanded," "suggested," etc., depending on the tone of the original command or request.
 - **Structure:** Use the infinitive form of the verb after the reporting verb (e.g., "to stop," "to help").

4. Exclamations

- **Direct Speech:** "What a beautiful day!" she exclaimed.
- **Reported Speech:** She **exclaimed** that it was a beautiful day.
- **Direct Speech:** "Help!" she cried.
- **Reported Speech:** She **cried** for help.
- **Key Changes:**
 - **Reporting Verbs:** Use verbs like "exclaimed," "cried," "shouted," "wondered," etc., to reflect the emotion of the original utterance.
 - **Structure:** The structure may vary depending on the specific exclamation.

Practice Exercises

Exercise 1: Multiple Choice

1. **Direct Speech:** "I am going to the market," she said.
Reported Speech: She said that she ____ going to the market.
a) am going b) is going c) was going d) will go

2. **Direct Speech:** "Can you help me?" he asked.
Reported Speech: He asked me if I ____ help him.
a) can b) could c) may d) might
3. **Direct Speech:** "I have finished my homework," she said.
Reported Speech: She said that she ____ finished her homework.
a) has b) have c) had d) will have
4. **Direct Speech:** "I will visit my grandparents tomorrow," she said.
Reported Speech: She said that she ____ visit her grandparents the next day.
a) will b) would c) can d) could
5. **Direct Speech:** "Where do you live?" he asked.
Reported Speech: He asked me ____ I lived.
a) where b) when c) why d) how
6. **Direct Speech:** "Don't make a noise," the librarian said.
Reported Speech: The librarian ____ us not to make a noise.
a) told b) asked c) requested d) suggested
7. **Direct Speech:** "I may go for a walk later," she said.
Reported Speech: She said that she ____ go for a walk later.
a) may b) might c) can d) could

Ans.

1. c) was going
2. b) could
3. c) had
4. b) would
5. a) where
6. a) told
7. b) might

Exercise 2: Fill in the Blanks

1. "I **will visit** my friends tomorrow," she said.
She said that she ... visit her friends the next day.
2. "We **are going** to the park," they said.
They said that they ... to the park.
3. "I **have finished** my homework," he said.
He said that he ... his homework.
4. "She **can play** the piano," he said.
He said that she ... play the piano.
5. "I **may go** to the cinema tonight," she said.
She said that she ... go to the cinema that night.
6. "**Do you like** ice cream?" she asked him.
She asked him ... he liked ice cream.
7. "**Where do you live?**" he inquired.
He inquired ... I lived.
8. "**Please help me with this bag,**" she requested.
She requested me ... her with the bag.
9. "**Don't forget to lock the door,**" she reminded him.
She reminded him ... to lock the door.

10. **"What a beautiful day!"** she exclaimed.
She exclaimed that it ... a beautiful day.

Exercise 3: Sentence Transformation

1. **Direct Speech:** "I am watching TV," he said.
Reported Speech: _____
2. **Direct Speech:** "I have never been to Paris," she said.
Reported Speech: _____
3. **Direct Speech:** "Can you open the window?" she asked.
Reported Speech: _____
4. **Direct Speech:** "Don't forget to lock the door," she said.
Reported Speech: _____

Ans.

1. He said that he was watching TV.
2. She said that she had never been to Paris.
3. She asked me, "Can you open the window?"
4. She told me not to forget to lock the door.

Commands and Requests

1. Read Sana's reply to her team leader, regarding the preparation of an important presentation.

I'm sorry I forgot ma'am. I'll have the presentation ready for you very soon today.

Report Sana's reply by completing the following sentence correctly.

Sana apologised for having forgotten and said....

Ans. Sana apologized for having forgotten and said that she would have the presentation ready for her very soon that day.

Statements

1. Read the given conversation between two friends.

Sumit: What do you plan to do after your graduation?

Rahul: I have processed my admission at Harvard Business School. Very soon, I shall be leaving for London.

Report what Rahul told his friend, by completing the following sentence.

Rahul replied that _____.

Ans. Rahul replied that he **had processed** his admission at Harvard Business School and added that very soon, he **would** be leaving for London.

Explanation:

The verb "have processed" is changed to "had processed" to maintain the past tense in reported speech.

The modal "shall" is changed to "would" in reported speech, as per the rules of indirect speech.

The addition of "added that" helps in smoothly connecting the two parts of Rahul's statement.

2. Complete the sentence by correctly reporting Jagdeep's advice to Gopi.

If I were you, I would go now and apologise to Mrs. Kumar and offer to pay for the shattered glass.

Jagdeep said that if he were in Gopi's position _____

Ans. Jagdeep said that if he were in Gopi's position, he would go then and apologise to Mrs. Kumar and offer to pay for the shattered glass.

Explanation:

"Now" is changed to "then" to reflect the shift in time when reporting speech.

The rest of the sentence is retained as it already follows the rules of reported speech accurately.

3. Read the conversation about social media, between a teacher and a student

Teacher: How do you think social media influences our perceptions of reality?

Jagrit: I believe it distorts our perception of reality by only showing the highlight reels of people's lives.

Report the student's response by completing the following.

The student remarked ____ by only showing the highlight reels of people's lives.

Ans. The student remarked that social media distorts our perception of reality by only showing the highlight reels of people's lives.

4. Report the dialogue between a vendor and his customer, by completing the sentence:

Vendor: It is nice to see you, Sir!

Customer: Yes, indeed! Unlike last month, I have been away for quite some time this month.

The vendor greeted his customer respectfully and mentioned that he was pleased to see him. The customer answered in the affirmative and explained that _____

Ans.unlike the previous month, he had been away for quite some time that month.

5. Report the dialogue between a grandson and his grandfather, by completing the sentence:

Grandson: Grandpa, who are your superheroes

Grandpa: Anyone who shows kindness and compassion to others.

In response to the question about his superheroes, grandfather says that_____.

Ans. it is anyone who shows kindness and compassion to others

6. Select the correct option to complete the narration of the dialogue between Latha and her father.

Father: Why ask so many questions, Latha?

Latha: I believe that if you don't know the answer, keep asking till you do!

Father asked Latha the reason for the many questions she was asking. Latha exclaimed good-humouredly that in event of not knowing the answer one should_____.

A. keep asking till one does.

B. kept asking till one does.

C. keep asking till one do.

D. kept on to ask till one do.

Ans. A. keep asking till one does.

7. Which option displays the correct change of the following to reported speech?

She said, "I told Damanjit to send you an e-mail three days ago."

A. She told that Damanjit had mailed you three days then.

B. She informed me that Damanjit has mailed me three days before.

C. She says that she has told Damanjit to send me an e-mail three days then.

D. She said that she had told Damanjit to send an e-mail to me three days before.

Ans. (D) She said that she had told Damanjit to send an e-mail to me three days before.

8. Report the dialogue between a vendor and his customer, by completing the sentence:

Vendor: You look a little different today!

Customer: Yes, I just got a new haircut.

The vendor noticed that his customer's appearance had changed and asked him about it.

The customer admitted this, citing the fact that ____.

Ans. The vendor noticed that his customer's appearance had changed and asked him about it. The customer admitted this, citing the fact that **he had just got a new haircut.**

9. Read the conversation between a doctor and his patient. Complete the sentence by reporting the patient's reply correctly.

Doctor: Do you feel down from time-to-time Mr. Gopalan?

Patient: Yes, I do not stay in a good mood.

The doctor, while trying to figure out his patient's ailment, asked about his well-being, to which, the patient affirmed ____.

Ans. that he did not stay in a good mood. (Addition of sometimes/time to time acceptable)

Questions

1. Report the given question Kanthi asked her teacher.

Can we attempt this project as a group of four, rather than that of six members, Sir?

Ans. Kanthi asked her teacher if/whether they could attempt the project as a group of four instead of six members.

Explanation:

"Can" is changed to "could" to match the tense in reported speech.

Using "if" or "whether" is appropriate to report a yes/no question.

2. Rhea asked the following question to her colleague, Deepak.

Have you finalised the magazine content to be submitted tomorrow?

Report Rhea's question correctly.

Ans. Rhea asked Deepak if he had finalized the magazine content to be submitted the next day.

3. Identify and correct the error in the given line taken from an online news report:
Nearly most shop was closed for the public holiday.

Option No.	Error	Correction
A	most	every
B	shop	shops
C	was	were
D	the	that

Ans. Nearly most shops were closed for the public holiday.

4. Report the dialogue between a teacher and a student, by completing sentence.

Teacher: Did everyone understand the new assignment?

Students: Yes, we all got it, thank you!

The teacher asked if everyone had understood the new assignment, to which the students____, expressing their gratitude.

Ans. responded affirmatively

- For a positive response, "responded affirmatively" or "agreed" works well.
- For a negative response, you can use "responded negatively" or "disagreed."

5. Abhilash and Neha had a conversation about the inauguration of Neha's Dance Academy.

Report Abhilash's question.

Is your best friend helping you in this venture?

Ans. Abhilash asked Neha whether/if her best friend was helping her in that venture.

6. Read the dialogue between Shabnam and her mentor, Sara, regarding her summer internship programme.

Sara: Why did you choose to participate in this internship programme?

Shabnam: Ah! I am convinced this programme has the potential to enhance my abilities.

Select the correct option to complete the reporting of the above dialogue.

Sara asked Shabnam_____ in that internship programme. Shabnam sighed and exclaimed that she was convinced that programme had the potential to enhance her abilities.

- A. why to choose to participate**
- B. to choose participation**
- C. why he had chosen to participate**
- D. with her choice in participating**

Ans. C. why he had chosen to participate

7. Sunil shared some information, with Tariq, about a holiday at sea. Report Tariq's question.

Did you enjoy travelling by sea?

Ans. Tariq asked Sunil if/whether he had enjoyed travelling by sea.

8. Which option displays the correct change of the following to reported speech?

Sunitha asked Venkat, "How much is the rent for your flat?"

- A. Sunitha asked Venkat how much was his rent for flat.
B. Sunitha asked Venkat how much the rent for his flat was.
C. Sunita enquires from Venkat that how much rent he pays.
D. Sunita told Venkat how much the rent for his flat was.
Ans. (B) Sunitha asked Venkat how much the rent for his flat was.

5.SUBJECT- VERB AGREEMENT

Subject-verb agreement (also referred to as **subject-verb concord**) is a fundamental grammatical rule in English. It dictates that the verb in a sentence must match its subject in terms of number.

- **Singular Subject:** If the subject of the sentence is singular (referring to one person, place, thing, or idea), the verb must also be singular.
 - Example: "The **dog barks** loudly."
- **Plural Subject:** If the subject of the sentence is plural (referring to more than one), the verb must also be plural.
 - Example: "The **dogs bark** loudly."

Subject-Verb Agreement: Rules and Exceptions

1. Singular Subjects and Singular Verbs

- **Rule:** When the subject of the sentence is singular, the verb must also be singular.
- **Examples:**
 - The **cat sleeps** on the rug.
 - **He enjoys** playing the guitar.
 - **My friend lives** in a small town.

2. Plural Subjects and Plural Verbs

- **Rule:** When the subject of the sentence is plural, the verb must also be plural.
- **Examples:**
 - The **cats sleep** on the rug.
 - **They enjoy** playing the guitar.
 - **My friends live** in different cities.

3. Compound Subjects Joined by "and"

- **Rule:** When two or more subjects are joined by "and," the verb is usually plural.
- **Examples:**
 - **John and Mary are** going to the movies.
 - **The dog and the cat play** together.

4. Compound Subjects Joined by "or" or "nor"

- **Rule:** When two or more subjects are joined by "or" or "nor," the verb agrees with the subject closest to it.
- **Examples:**
 - **Neither the teacher nor the students are** present.
 - **Either the boy or the girls have** the ball.

5. Indefinite Pronouns

- **Singular:** Each, every, neither, either, one, nobody, somebody, etc., take singular verbs.
- **Examples:**
 - ***Each** student **has** a book.
 - ***Neither** of the options **is** correct.

- **Plural:** Both, few, many, several take plural verbs.
 - **Examples:**
 - ***Many** students **have** passed the exam.
 - ***Few** people **know** the answer.
- **Singular or Plural:** Some, all, most, none - the verb depends on the noun they refer to.
 - **Examples:**
 - ***Some** of the cake **is** missing. (referring to a portion of the cake)
 - ***Some** of the cakes **are** missing. (referring to multiple cakes)

6. Collective Nouns

- **Rule:**
 - When referring to the group as a single unit, use a singular verb.
 - When referring to individual members of the group, use a plural verb.
- **Examples:**
 - The **team wins** the championship. (The team as a whole)
 - The **team are** discussing their strategies. (Individual members of the team)

7. Phrases Between Subject and Verb

- **Rule:** Phrases or clauses coming between the subject and the verb do not affect the number of the subject.
- **Example:** "The **dog, who was sleeping on the porch, wakes** up suddenly."
 - "The dog" is the subject, and it's singular, so the verb should be "wakes."

8. Words That End in "-s"

- **Rule:** Some words that end in "-s" are actually singular (e.g., news, mathematics, physics, politics).
- **Example:** "**Mathematics is** my favorite subject."

9. Titles of Books, Movies, etc.

- **Rule:** Titles of books, movies, and other works of art are usually treated as singular.
- **Example:** "**The Lord of the Rings is** a famous trilogy."

10. "There is" and "There are"

- **Rule:** The verb in these constructions agrees with the noun that follows "there."
- **Examples:**
 - "**There is** a book on the table."
 - "**There are** many books on the table."

Common Subject-Verb Agreement Rules

Rule	Explanation	Example
Singular Subjects	Singular subjects take singular verbs.	<i>The dog barks loudly.</i>
Plural Subjects	Plural subjects take plural verbs.	<i>The dogs bark loudly.</i>
Compound Subjects Joined by "and"	Usually take a plural verb.	<i>John and Mary are going to the park.</i>
Compound Subjects Joined by "or" or "nor"	The verb agrees with the subject closest to it.	<i>Neither the teacher nor the students are present.</i>

Indefinite Pronouns (Singular)	Each, every, neither, either, one, nobody, somebody, etc., take singular verbs.	<i>Each student has a book.</i>
Indefinite Pronouns (Plural)	Both, few, many, several take plural verbs.	<i>Many students have books.</i>
Indefinite Pronouns (Singular or Plural)	Some, all, most, none - the verb depends on the noun they refer to.	<i>Some of the cake is missing. / Some of the cakes are missing.</i>
Collective Nouns	When referring to the group as a unit, use a singular verb. When referring to individual members, use a plural verb.	<i>The team wins the championship. / The team are discussing their strategies.</i>

Exercises

1. Multiple-Choice Questions

- Choose the correct verb:**
 - The boy (a) run (b) runs very fast.
- Select the appropriate verb:**
 - My friends (a) enjoy (b) enjoys playing basketball.
- Which verb agrees with the subject?**
 - Neither the teacher nor the students (a) is (b) are present.
- Choose the correct verb form:**
 - Each student (a) has (b) have a unique talent.
- Select the verb that correctly completes the sentence:**
 - The team (a) work (b) works hard to win the match.

Ans.

- (b) runs
- (a) enjoy
- (b) are
- (a) has
- (b) works

2. Fill-in-the-Blanks

- The children _____ playing in the park. (is/are)
- My brother and I _____ going to the movies. (is/are)
- Neither the cat nor the dog _____ sleeping on the bed. (is/are)
- Each of the participants _____ received a prize. (has/have)
- The news _____ shocking. (is/are)

Ans.

- are
- are
- is
- has
- is

3. Sentence Correction

- The team win the championship every year.
- My friends enjoys playing video games.
- Neither of the options are correct.
- Mathematics are a difficult subject for some students.

Ans.

1. **Correct:** The team **wins** the championship every year.
2. **Correct:** My friends **enjoy** playing video games.
3. **Correct:** Neither of the options **is** correct.
4. **Correct:** Mathematics **is** a difficult subject for some students.

1. Complete the exclamation of a storekeeper by filling the blank with the correct form of the word in brackets.

One of the bundles of paper ____ (be) missing from the stock again, today!

Ans. One of the bundles of paper is missing from the stock again, today!

Here, "is" is the correct form because "one" is singular, so the verb must agree with it in number.

The verb "**be**" has different forms depending on the subject and tense. Here are the forms of "**be**":

Present Tense:

- **Am** (used with "I")
 - Example: I **am** happy.
- **Is** (used with singular subjects: he, she, it, or singular nouns)
 - Example: She **is** tired.
- **Are** (used with plural subjects: we, you, they, or plural nouns)
 - Example: They **are** playing.

Past Tense:

- **Was** (used with singular subjects: I, he, she, it, or singular nouns)
 - Example: I **was** at the park.
- **Were** (used with plural subjects: we, you, they, or plural nouns)
 - Example: We **were** late yesterday.

Future Tense:

- **Will be** (used with all subjects)
 - Example: He **will be** here soon.

Present Perfect Tense:

- **Has been** (used with singular subjects: he, she, it)
 - Example: She **has been** to the store.
- **Have been** (used with plural subjects: we, you, they)
 - Example: They **have been** working hard.

Past Perfect Tense:

- **Had been** (used with all subjects)
 - Example: I **had been** waiting for an hour before he arrived.

Other Forms:

- **Being** (present participle, used in continuous tenses)
 - Example: She is **being** helpful.
- **Been** (past participle, used in perfect tenses)
 - Example: They have **been** here all day.

2. Identify the error in the given opinion below and supply the correction.

The rise or control of artificial intelligence (AI) is impacting society, as a whole.

Error - _____; Correction - _____

Ans. Error - "The rise or control of artificial intelligence (AI) is impacting society, as a whole."

Correction - "The rise and control of artificial intelligence (AI) is impacting society as a whole."

Explanation: "or" should be replaced with "and" because the sentence implies both the rise and control of AI are impacting society, rather than one or the other.

3. Fill the blank with the correct option, about Girish's habit.

Girish, along with his father, ____ every official meeting.

A. attend

B. are attending

C. have attended

D. attends

Ans. The correct option is D. attends.

The sentence would read: "Girish, along with his father, attends every official meeting."

Explanation:

"Girish" is the subject of the sentence, and "along with his father" is a prepositional phrase that does not affect the verb. Since "Girish" is singular, the verb must also be singular, which is "attends."

4. Complete the given sentence about the reaction of some friends, by selecting the correct option:

The group of friends ____ excited at the prospect of their upcoming adventure.

A. are

B. has

C. is

D. were

Ans. C. is

"Group" is a collective noun, and collective nouns are treated as singular when they refer to the group as a single entity. Therefore, the correct verb is "is".

5. Fill in the blank by using the correct form of the word in the bracket, for the given portion of a letter:

Dear Sir

This is with reference to committee's letter of recommendation that __ (highlight) the nominations for 'Safe Residential Area' award for this current year.

Ans. highlights

Explanation: The sentence maintains proper subject-verb agreement, as "committee's letter" is singular.

6. Complete the line from a self- awareness song, by filling the blank with the correct option.

The river runs through your veins
The trees and mountains ____ your name
The moon and stars watch over

**You're guiding your way back home
To dream the night away.**

- A. will call**
- B. call**
- C. had called**
- D. calls**

Ans. B. call

7. Identify the error and supply correction for the given sentence from an e-commerce website's return policy.

We offers a 30-day return policy on all unopened products purchased from our websites. Use the given format for your response:

	Error:	Correction:
Ans.	Offers	offer

WRITING SKILLS

LETTER WRITING

A letter is a written form of communication used to deliver messages or information remotely, either in physical form (written on paper and sent via post) or digitally (via email).

English letter writing is the process of composing a piece of required information in a structured and organized way. A letter can be one-way or two-way communication (sender → receiver or sender ↔ receiver) and can vary in type depending on the kind of message and the receiving authorities.

Elements in Letter Writing

A letter can be meant for different purposes and might follow different structures, but some basic elements are often used during letter writing.

Sender's Address

The sender's address is usually written at the top left-hand corner of the page and extends across various lines. Each part should be written in a separate line for clarity. No comma is required to separate the various parts of the address.

Write your complete address at the top-left corner.

Example:

123, XYZ Colony
New Delhi – 110001

Date

You can write the date in any official format. Do not use any abbreviations while writing the date in a formal letter. The date can be mentioned in the following format.

Leave a line after the sender's address and write the date in this format:

DD Month YYYY.

Example:

25 January 2025

September 6, 2023
6th September 2023

Sender's Address

Write the designation and address of the recipient.

Example:

The Principal
ABC Public School
Mumbai – 400012

Salutation

This is a greeting to the person to whom the letter is addressed. If the gender of the recipient is specified in the question, we can use a salutation accordingly. But if it is not specified, we need to keep it gender-neutral.

If you know the recipient's name: "*Dear [Recipient's Name],*"

If you don't know the recipient's name: "*Dear Sir/Madam,*"

Use a respectful greeting like: "*Respected Sir/Madam*"

Body

This is the meatiest part of the letter, as it contains all the information that the writer wants to convey. The body includes three main parts.

- **Introductory Paragraph/Sentence:** It states the purpose of writing the letter.
- **Informative Paragraph:** Give details of the problem, its causes, effects, possible solutions, etc.
- **Concluding Paragraph/Sentence:** It states your hopes, comments, requests, suggestions, etc.

Complimentary Close

Use polite phrases like:

- If you **know** the recipient's name/title/role/position: "Yours sincerely,"
- If you **don't know** the recipient's name/title/role/position: "Yours faithfully,"

Signature

This refers to the details of the sender—name and designation, if provided.

Types of Letter Writing

The letters are divided into two main categories that later get divided into subcategories.

1. FORMAL LETTER

- a. Complaint
- b. Enquiry
- c. Editor
- d. Placing/Cancelling order

2. INFORMAL LETTER

Formal Letter Writing

What is it?

These kinds of letters are also labelled as business letters, as they are often used for official purposes like job applications, resignations, inquiries, and complaints to an authority. These are written in a formal tone with a structured format. The content must be clear and to the point.

Structure

Types of Formal Letter writing

S.No.	Formal Letter Writing in English
1.	Letters of Complaint a. Write a letter in 120 words as John voicing your dissatisfaction with the services of Decent Packers, 1424, Ramanujam Street, Chennai. b. Write a letter to the dealer complaining about the new VIP Washing Machine and requesting him to change the machine as early as possible.
2.	Letters of Enquiry a. Write to the National Institute of Acting, Mumbai, seeking information about their course, admission procedure, eligibility criteria, and other necessary details. b. Write a letter seeking information about a course in Computer Hardware in response to an advertisement you have read in the newspaper
3.	Letters of Placing/Canceling Orders a. Write a letter to M/s Singh & Bros. Booksellers, Lucknow, placing an order for the books to be supplied immediately b. Write a letter and place an order with Sunrise Stationery Mart, 12 Mall Road, Indore mentioning the terms of payment, discount asked by you, and delivery date. You require 4 registers, blue and red ballpoint pens (50 each).
4.	Letter to the Editor a. Write a letter in 120 words to the editor of a national daily drawing the attention of the authorities towards the need for a Natural Calamity Fund. Give suggestions on how funds for the same must be collected and how they must be utilized during natural calamities. b. Write a letter to the editor of Hindustan Times in about 120 words expressing your concern on the increasing craze of social networking sites having a very bad impact on youngsters.

Letter of Complaint

These letters are written to bring attention to the problems and find an appropriate solution for them. The problem can be related to any product, service, or company.

Techniques

- The language should be polite, and the tone should be neutral.
- Mention the details of the faulty products or services.
- Nature of the complaint (replacement or refund).
- Payment information (through a bill or cash memo).
- In cases of grievances, corrective action to be taken must be mentioned.

Example

1. John had employed the services of Decent Packers, 1424, Ramanujam Street, Chennai to pack and transport household goods and a car to H. No. 1657, Borivali, Mumbai. He is dissatisfied with the services and decides to complain to the manager of the company. Write a letter in 120 words as John voicing your displeasure.

1657, Borivali

Mumbai – 26th April, 20XX

The Manager

Decent Packers

1424, Ramanujam Street

Chennai

Subject: Complaint Regarding Poor Packing and Transport Services

Dear Sir/Madam,

I am writing to express my dissatisfaction with the packing and transport services provided by your company. I had engaged your services to pack and transport my household goods and car from Chennai to Mumbai, but I am extremely disappointed with the quality of service.

I had specifically mentioned the fragile items that required careful handling. However, my fine crockery and decorative pieces were poorly packed, resulting in the majority of them being damaged. Additionally, the furniture and my car were delivered with noticeable scratches. According to the contract, your workers were supposed to unpack and set up my house, but instead, all the packages were simply left in my flat without any further assistance.

I am deeply disheartened by the substandard services and request compensation for the damages incurred. If this matter is not resolved promptly, I will have no choice but to approach the consumer court. I trust you will take immediate action, as such a level of service is not expected from a reputed company like yours.

I look forward to your prompt resolution of this issue.

Yours faithfully

John

2. You are Keerti/Krishna of 56, Indrapuram, Bangalore. You bought a new VIP Washing Machine from M/S Rama Electronic, Commercial Street, Bangalore last week. Later, you find that the machine makes an unbearable noise, and the motor tears away delicate fabrics. Write a letter to the dealer complaining about the same and requesting him to change the machine as early as possible.

56, Indrapuram

Bangalore – 5th January, 20XX

M/S Rama Electronics

Commercial Street

Bangalore

Subject: Complaint Regarding VIP Automatic Washing Machine

Respected Sir/Madam,

I regret to inform you that the VIP Automatic Washing Machine I purchased from your store (Cash Memo No. 200, dated 28th December 20XX) has stopped functioning correctly, just a week after the purchase. Despite the two-year warranty period, the machine has been causing multiple issues.

It produces an unbearable noise, and the motor damages delicate fabrics.

Additionally, the machine heats up quickly, and the dryer is not functioning as expected.

I kindly request that you arrange for the necessary repairs so that I can continue using the machine. If possible, I would appreciate it if you could replace the faulty unit with a new one, as it is still within the warranty period. For your reference, I am also sending a copy of this letter to the company's higher authorities to ensure that the manufacturing defects are addressed promptly.

I hope you will take swift action in resolving this matter.

Thank you for your attention to this issue.

Yours faithfully

Keerti/Krishna

Letter of Enquiry

These letters are written to inquire about or get information about a product, service, or company.

Techniques

- Briefly introduce yourself or your company.
- The tone must be very polite, as information needs to be extracted from the recipient of the letter.
- It is important to mention all the details that you require about the product or the service.
- Clarify the end date by which you'd want a reply if there is urgency.

Example

1. You are Manika/Sanjib Saha, a student of class XII and a resident of 44, Park Street, Kolkata. You want to be an actor. Write to the National Institute of Acting, Mumbai, seeking information about their course, admission procedure, eligibility criteria, and other necessary details.

44, Park Street,

Kolkata - 119900
26th March, 20XX
The Director,
National Institute of Acting
Santa Cruz, Andheri (West)
Mumbai - 400021

Subject: Inquiry regarding courses in acting.

Dear Sir/Ma'am,

This is concerning your advertisement in the Kolkata Daily dated February 15th, 20XX regarding the acting courses that are offered by your reputed institute. I am currently studying in Grade 12 and awaiting the results of my board examinations. I am passionate about acting and want to take it up as a career. The first step towards this would be to enrol me in the course offered by your institute.

Please send me the prospectus containing information regarding the course and the application form. I would be highly grateful if you could provide information about the following:

- The department and programme faculty
- Scholarships available
- Admission procedure
- Eligibility criteria
- Hostel facilities

Kindly send me the latest brochure with the above details along with the enrolment form as soon as possible so that I can register for the course.

Yours faithfully,

Manika/Sanjib Saha

2. You are Mamta/Manish of Class X living at 141, Hilton Apartments, Delhi. You are interested in pursuing a course in Computer Hardware. Write a letter seeking information about the same. This is in response to an advertisement you have read in the newspaper.

141, Hilton Apartments
Delhi

Date: 14th Nov, XXXX

Ocean Institute for Computer Technology
Delhi

Subject: Inquiry about Computer Hardware course.

Sir/Madam,

This is in response to your advertisement inserted in the Hindustan Times (dated November 14th, XXXX) about the courses offered by your institute.

I am interested in pursuing a course in computer hardware. Please send me the information as per the following heads:

- Duration of the course
- Admission procedure
- Criteria for eligibility
- Fee structure and mode of payment
- Placement opportunities

- Timings for classes

Kindly send me the information at your earliest convenience and oblige.

I look forward to hearing from you soon.

Thank you.

Yours truly,

Manish

Letter of Placing/Canceling Orders

Letters for placing or cancelling orders are written to concerned companies, firms, and organisations when bulk orders are to be placed for a particular product.

Techniques

- Always specify the exact requirement (product needed, quantity or service needed, cancellation of the order, etc.).
- The complete details of the payment mode (any terms), delivery date, and time must be mentioned clearly.
- Asking for a discount on products is optional.

Example

1. As the manager of Niti Institute of Excellence, Prabhuji Marg, New Delhi, you need to order books in bulk. Write a letter to M/s Singh & Bros. Booksellers, Lucknow, placing an order for the books to be supplied immediately. Sign yourself as Saurabh/Sujata. Write this letter in about 100-120 words.

Niti Institute of Excellence

Prabhuji Marg,

New Delhi

24th January, 20XX

M/s Singh & Bros. Booksellers

Lucknow

Subject: Supply of books for the institution.

Dear Sir/Madam,

We want to place a bulk order for our institution's library. We request that you reconsider the 10% discount proposed earlier. Since we are your regular clients and institutional buyers, kindly agree to a 15% discount. It is understood that the dispatch, delivery, and other expenses will be borne by your organisation.

The list of books with their particulars is attached herewith.

List of Books		Quantity
1.	Principles of Management Paperback – 2010 by James A.F. Stoner	12
2.	The Ecology of Commerce by Paul Hawken	12
3.	A Theory of Justice by John Rawls	10
4.	The One Minute Manager by Kenneth H. Blanchard	15

List of Books		Quantity
5.	Financial Statements by Thomas Ittelson	20

Yours sincerely,
Saurabh/Sujata

2.You are Vaibhavi Sinha, examination in charge, Goodway Public School, Aurobindo Road, Indore. You require 4 registers, blue and red ballpoint pens (50 each). You saw an advertisement for Sunrise Stationary Mart that is given below:

Sunrise Stationary Mart
We offer the best quality stationary items at the best prices. Contact us for more details and offers. Hurry Up !!

3.Place an order with Sunrise Stationary Mart, 12 Mall Road, Indore mentioning the terms of payment, discount asked by you, and delivery date (120 words).

Goodway Public School

Aurobindo Road,

Indore - 110096

03rd April, 20XX

The Manager

Sunrise Stationary Mart

12, Mall Road,

Indore - 110067

Subject: Supply of stationary for the institution.

Respected Sir/Ma'am,

This has reference to the quotation dated December 19, 20XX. Kindly send the following items to the above-mentioned address:.

S. No.	List of Items	Quantity
1.	White Paper	4 reams
2.	Carbon Paper	2 packets
3.	Registers	12
4	Blue ballpoint pens	50 each

The payment will be made in cash once the items reach us. I hope we are eligible for a 15% institutional discount. The goods have always reached us well on time and in excellent condition as per our specifications; we do expect the

same delivery this time as well. Kindly notify us of the delivery date at your earliest convenience.

Yours faithfully,

Vaibhavi Sinha

Examination Incharge

Letter to the Editor

A letter to the editor is written to the editor of a leading newspaper to draw the attention of the authorities and the public to a particular problem or grievance in an area or a pressing issue in general.

Techniques

- The subject should clearly state the end goal.
- Establish the topic or issue at the start.
- Provide justifications, points, or issues related to the topic.
- Action item or steps to be taken.
- Conclude with a hopeful and timely action on the above request.

Example

1. The recent cyclone in the states of West Bengal and Odisha highlights the need for India to have dedicated funds that can be used to rebuild areas destroyed during natural calamities. As Devesh/Devika, write a letter in 120 words to the editor of a national daily drawing the attention of the authorities towards the need for a Natural Calamity Fund. Give suggestions on how funds for the same must be collected and how they must be utilized during natural calamities.

25, XYZ Enclave,

Kolkata

22nd May, 20XX

The Editor

Times of India

Kolkata

Subject: Need for National Calamity Fund.

Dear Sir/Ma'am,

Through the columns of your esteemed daily, I wish to draw the attention of the government and the authorities to the urgent need for a National Calamity Fund. The recent cyclone has proved that if the country has funds available, they can be used to help people immediately rather than waiting for a ministerial visit for help. The government must have a separate minister who should be responsible for managing funds and also for the immediate disbursement of funds to people directly. Most of the time, money does not reach people because it is taken by middlemen.

The NCF ministry must frame a plan so that money can be transferred into the accounts of people. The minister must oversee the rebuilding work and ensure that there is no misappropriation of funds. It must be made compulsory for all business houses to put a certain percentage of their income into this fund. A record of such contributions must be maintained, and action must be taken against those who fail to contribute.

The PM must oversee the rebuilding work personally to ensure that there is no misappropriation of funds. I hope the concerned authorities will take note and do the needful to ensure that people get immediate help in times of calamities without being left at the mercy of unscrupulous officials.

Yours sincerely,
Devesh/Devika

2.123/8, Sant Nagar, **Social networking sites have become the latest fad among school-going children. The craze has a very bad impact on youngsters. Considering its gravity, you want to express your concern by writing a letter to the editor of Hindustan Times in about 120 words. You are Nitin/Nutan of H. No. 123/8, Sant Nagar, New Delhi – 110065.**

New Delhi - 110065

20th March, 20XX

The Editor

The Hindustan Times

New Delhi

Subject: Craze for social networking sites among youngsters.

Dear Sir/Madam,

Through the columns of your prestigious newspaper, I want to highlight my concern about teenagers and their growing interest in social networking. Social media is the rage today; you are bullied if you can't keep up with it. From pings and chat windows to pokes and emoticons, everything exists to bring people closer. It helps to learn new things, exchange ideas, hone networking skills, and develop new perspectives.

As dark and light, yin and yang, there is also a flip side to social media. Its vastness defies control over the scope of the information. Such a situation can lead to children reaching dangerous or graphic websites. Cyberbullying is another growing trend. It can have dangerous and potentially fatal effects. Australia suffers from a large number of suicides caused by cyberbullying. Similarly, spending too much time on it can often lead to social media addiction, which can affect the ability to develop strong interpersonal relationships. Teenagers are at a vulnerable age, and the avalanche of information can be overwhelming. The only solution to this is vigilant parents who must ensure moderate use of social media, ensuring that it is a boon and not a bane.

Yours faithfully,
Nitin / Nutan

ANALYTICAL PARAGRAPH

An **analytical paragraph** is a concise piece of writing that requires analyzing and interpreting information presented in the form of data, such as charts, graphs, tables, or maps. It involves identifying key trends, making comparisons, and summarizing insights in a clear and structured manner without adding personal opinions.

Key Guidelines for Analytical Paragraph Writing

Analytical paragraph writing is often misunderstood as simply describing the given data or summarizing it. However, it involves much more than that. Here's how it stands apart:

1. **What It Is NOT:**
 - It is **NOT a description** of the elements (e.g., describing the pie chart or graph without analysis).
 - It is **NOT a summary** of the entire data provided.
2. **What It Requires:**
 - Analytical paragraph writing requires **closely examining the given elements**, such as graphs, charts, or tables.
 - The focus is on **drawing insights, trends, and comparisons** based on the given stimulus.
 - The analysis must be objective and precise, sticking only to the provided data.
3. **Key Features:**
 - **No Title or Heading:** Analytical paragraphs are written without any title or heading.
 - **Single-Paragraph Structure:** All points and insights are presented in one cohesive paragraph.

Marking Criteria

1. **Content (2 Marks):**
 - Include at least **four well-developed points or trends**.
 - Ensure sustained clarity and logical progression in the analysis.
2. **Organization of Ideas (2 Marks):**
 - Maintain an **effective style** with a formal tone and functional vocabulary.
 - Present information in an **orderly sequence** within a single paragraph.
3. **Accuracy (1 Mark):**
 - Ensure correct **spelling, grammar, and punctuation** throughout.
4. **Total** = 05 Marks

By adhering to these principles, students can craft analytical paragraphs that are precise, logical, and score full marks.

Format of an Analytical Paragraph

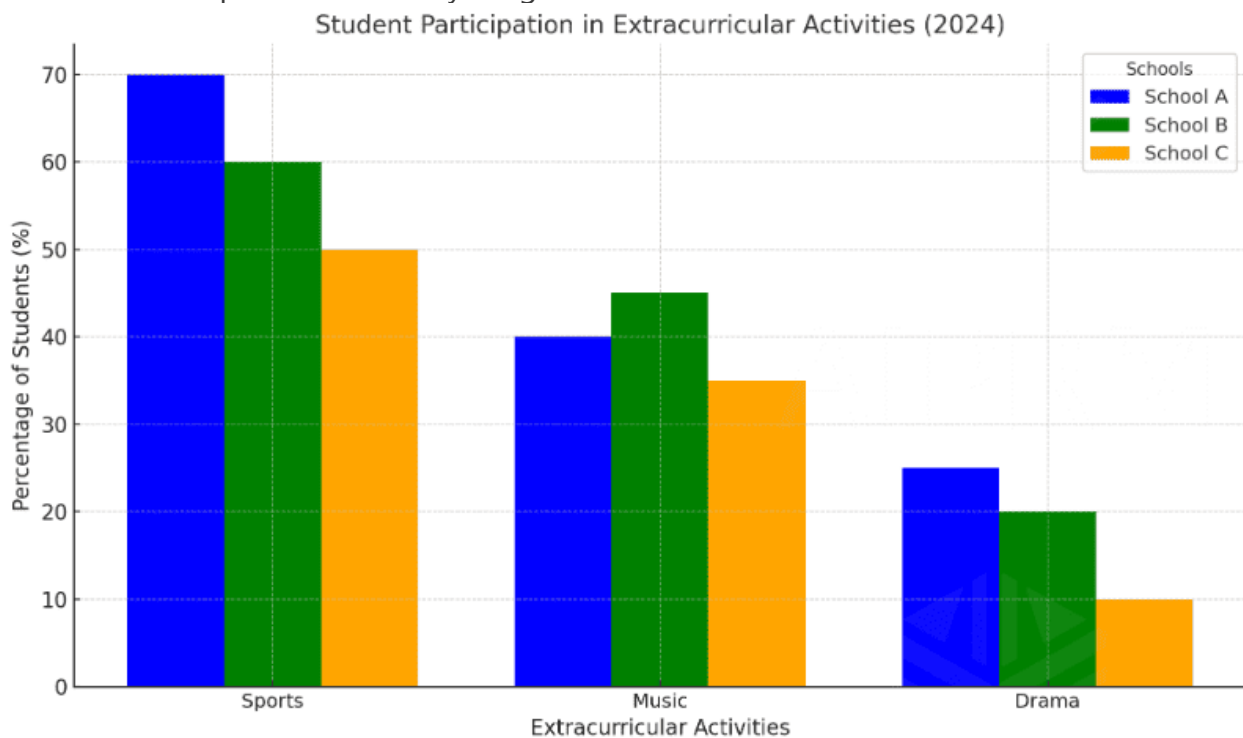
A well-structured analytical paragraph ensures clarity and coherence. Follow this format to create a high-scoring response:

1. Introduction

- Begin with an **overview of the data/chart/graph/table** provided.
- Mention what type of data is presented (e.g., a bar graph, pie chart, or table) and its purpose.
- Identify the key aspects or themes represented (e.g., time period, comparison of categories, or trends).

Sample Question:

1.The bar graph below shows the percentage of students participating in three extracurricular activities (sports, music, and drama) across three schools (A, B, and C) in 2024. Analyze the data and write an analytical paragraph in about 120 words, summarizing the trends, comparisons, and key insights.



Example:

Ans. The given bar graph illustrates the percentage of students participating in different extracurricular activities across three schools (A, B, and C) in 2024. It highlights key trends in sports, music, and drama among the students.

2. Body

- **Explain key trends:** Highlight significant increases, decreases, or notable values.
- **Make comparisons:** Compare data points across categories, groups, or time periods.
- **Focus on contrasts:** Point out differences or deviations.
- Use **facts and figures** from the data to back up your points. Avoid opinions or assumptions.
- Use linking words such as *similarly*, *however*, *in contrast*, *whereas*, *as compared to*, etc., for smooth transitions.

Example:

Sports has the highest participation rate in all three schools, with School A leading at 70%, followed by Schools B and C at 60% and 50%, respectively. Music shows a moderate participation rate, with 45% of students in School B participating, compared to 40% in School A and 35% in School C. Drama has the lowest engagement, particularly in School C, where only 10% of students participate, as opposed to 25% in School A and 20% in School B.

3. Conclusion

- Summarize the key insights in **1-2 sentences**.
- Highlight the **main trend or observation** without introducing new information.

Example:

In conclusion, the data clearly shows that sports are the most popular activity among students across all three schools, while drama remains the least favored. School A consistently leads in student participation across all activities.

Key Points to Remember for Analytical Paragraph Writing

1. **Stick to the Data:**
 - Base your writing solely on the given data or visuals (charts, graphs, tables, etc.).
 - Avoid adding personal opinions, assumptions, or unnecessary elaborations.
2. **Understand the Data**
 - Take time to carefully analyze the given data/chart/graph before beginning.
 - Identify what the data represents (e.g., trends over time, comparisons, or proportions).
 - Look for important details such as units, timeframes, and key labels.
3. **Highlight Key Features**
 - Focus on **major trends**, such as increases, decreases, or steady values.
 - Pinpoint the **highs and lows** in the data, as these are often critical observations.
 - Mention **interesting insights** or unusual patterns that stand out.
4. **Use Formal and Concise Language:**
 - Maintain a formal tone throughout the paragraph.
 - Be precise and to the point, avoiding repetitive or flowery expressions.
5. **Clear Structure:**
 - Organize your paragraph into three sections: introduction, body, and conclusion.
 - Ensure a logical flow of ideas, making it easy for the reader to follow your analysis.
6. **Linking Words and Phrases for Coherence:**
 - Use transition words to connect ideas and ensure a smooth flow between sentences.
 - Examples of linking words:
 - *To compare:* similarly, in contrast, whereas, as compared to
 - *To add information:* moreover, additionally, furthermore
 - *To highlight key points:* therefore, thus, consequently

Useful Phrases and Vocabulary for Analytical Paragraph Writing

Here's a list of polished phrases to make your analysis more effective and professional:

Introduction Phrases

- *The graph illustrates/shows/represents...*
- *The chart provides information about...*
- *The table depicts data related to...*
- *The pie chart compares...*
- *The bar graph highlights the distribution of...*
- *The given data focuses on...*

Body Phrases

- *It is evident from the chart that...*
- *A significant increase/decrease can be observed in...*
- *In comparison to the previous year...*
- *The highest/lowest percentage/value is recorded in...*
- *The data suggests that...*
- *A similar trend is observed in...*
- *In contrast to...*

- *An upward/downward trend can be noticed in...*
- *The most notable feature of the data is...*
- *On the other hand, ...*
- *While X shows an increase, Y demonstrates a decline.*

Conclusion Phrases

- *In conclusion, the data clearly indicates...*
 - *Overall, it can be summarized that...*
 - *The analysis highlights that...*
 - *The trend suggests that...*
 - *To sum up, the most significant observation is...*
-

Vocabulary for Analysis (Words to Use in Analytical Paragraph)

- *Significant, notable, dramatic, consistent, gradual, sharp, slight, steep, marginal*
- *Increase, decrease, fluctuation, stability, growth, decline, surge, drop*
- *Percentage, proportion, majority, minority, total, comparison, variation*

Using these phrases and vocabulary will not only enhance the quality of your analytical paragraph but also make your analysis sound polished and professional.

Ex. 2. A table showing the annual rainfall (in mm) in four cities—Mumbai, Delhi, Kolkata, and Chennai—from 2020 to 2023.

Year	Mumbai	Delhi	Kolkata	Chennai
2020	2000	800	1500	1200
2021	2100	850	1600	1250
2022	2200	900	1700	1300
2023	2300	950	1800	1350

Analyze the data and write a paragraph explaining the annual rainfall (in mm) trends.

Ans. **Introduction:** The table provides data on the annual rainfall (in mm) recorded in four cities—Mumbai, Delhi, Kolkata, and Chennai—over a period of four years (2020 to 2023).

Body: The data reveals that Mumbai consistently experienced the highest rainfall, increasing steadily from 2000 mm in 2020 to 2300 mm in 2023. Kolkata followed, with rainfall rising from 1500 mm in 2020 to 1800 mm in 2023. Chennai's rainfall also showed a gradual increase, ranging from 1200 mm in 2020 to 1350 mm in 2023. Delhi received the least rainfall, with figures growing from 800 mm in 2020 to 950 mm in 2023. Overall, all cities saw a consistent upward trend in rainfall over the four years.

Conclusion: In conclusion, Mumbai recorded the highest rainfall throughout the years, while Delhi received the least. The data indicates a consistent increase in rainfall across all four cities from 2020 to 2023.

Ex.3 Read the product details on a label for a school bag:

ECO-FRIENDLY SCHOOL BAG

1. Made from recycled materials
2. Ergonomic* design with padded shoulder straps and breathable mesh back panel

3. Spacious main compartment with multiple pockets and organisers
4. Reflective strips for visibility and safety
5. Water-resistant fabric
6. Available in various vibrant colours and patterns

Now, analyse why this school bag would be a beneficial purchase. Write the analytical paragraph in 120 words, considering factors such as its eco-friendliness, comfort features, functionality, safety aspects, and design options.

*Design that is intended to maximise comfort, efficiency, and safety for the user.

Ans. The Eco-Friendly School Bag stands out as an excellent purchase choice for several reasons. Firstly, its use of recycled materials demonstrates a commitment to environmental sustainability, making it an eco-conscious option. Additionally, the ergonomic design, featuring padded shoulder straps and a breathable mesh back panel, ensures maximum comfort during long school days. The spacious main compartment with multiple pockets and organisers offers ample storage space for textbooks, notebooks, and other essentials, promoting organisation and efficiency. Moreover, the inclusion of reflective strips enhances visibility and safety, especially during low light conditions. The water-resistant fabric further protects belongings from unexpected rain showers, adding durability and reliability to the bag. With its availability in various vibrant colours and patterns, this school bag not only meets functional needs but also allows for personal style expression, making it a versatile and appealing choice for students.

Q. No. 2) Read the given details of a playground intended for your resident area.

- A central climbing structure inspired by traditional Indian architecture, such as a miniature fort, with multiple levels and slides.
- Swings adorned with colorful Indian patterns, along with monkey bars and a zip line.
- A water play feature inspired by Indian fountains or rivers
- Shaded seating areas with benches and swings, resembling traditional chaupals or gazebos.
- Trees, shrubs, and flower beds
- Ample open space

Analyse the details and write an analytical paragraph in about 120 words about the suitability of this playground.

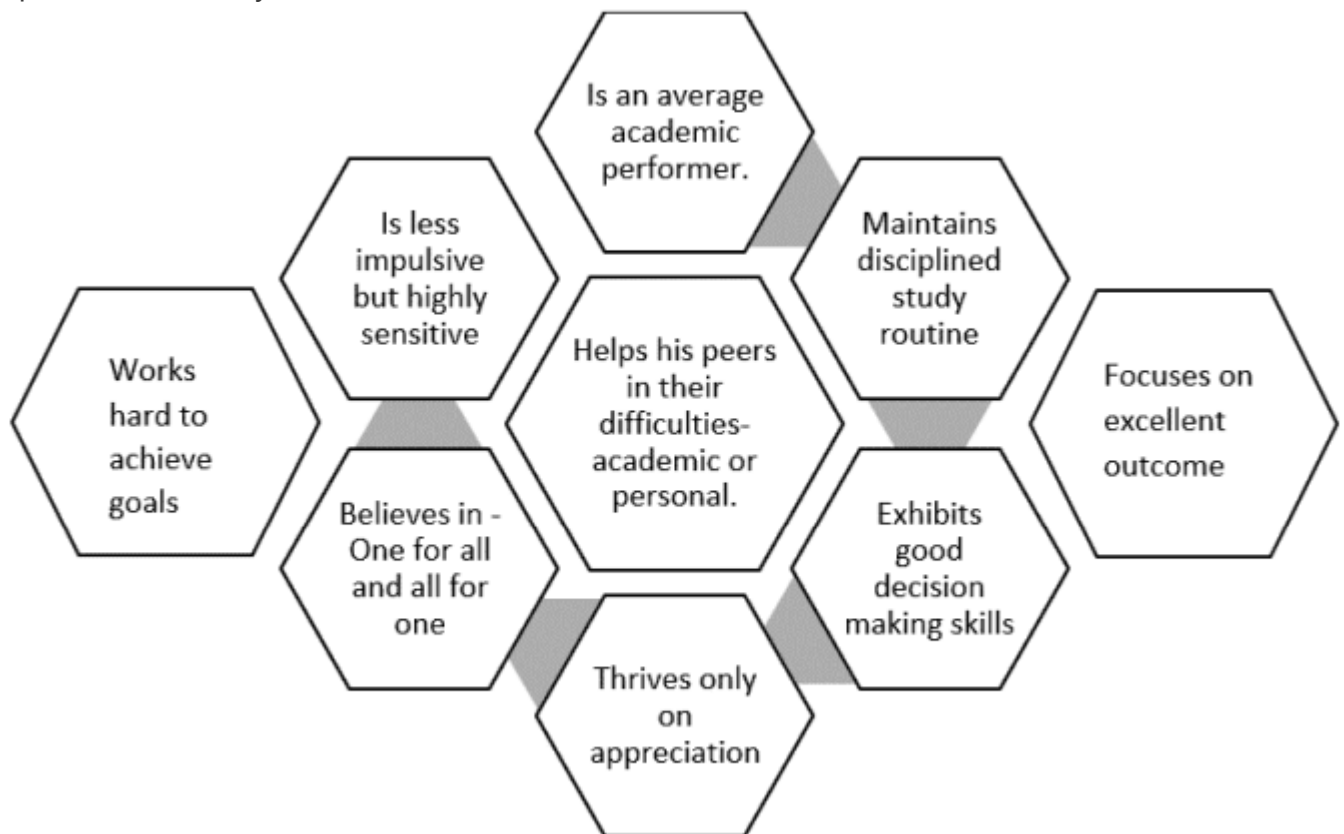
Focus on factors such as safety, inclusivity, fun features, suitability for different age groups, and overall experience.

Ans. The proposed playground design for the resident area embodies a thoughtful fusion of traditional Indian aesthetics and modern play elements. The central climbing structure, like a miniature fort, offers multifaceted play experiences, encouraging physical activity and imaginative exploration. The swings, decorated with vibrant Indian patterns, coupled with monkey bars and a zip line, add cultural flair as well as excitement to the playground. Additionally, the incorporation of a water play feature inspired by Indian fountains or rivers not only provides sensory stimulation but also offers a refreshing respite from the heat. Shaded seating areas, resembling traditional chaupals or gazebos, provide comfortable spaces for parents and caregivers to supervise and socialize. Furthermore, the presence of trees, shrubs, and flower beds, along with ample open space, enhances the overall aesthetic appeal and promotes environmental sustainability. This playground prioritizes safety, inclusivity, cultural enrichment, and environmental consciousness, ensuring an engaging and enriching experience for residents of all ages.

Or

The proposed playground design, inspired by traditional Indian architecture, offers a blend of cultural aesthetics and functionality. The central climbing structure, resembling a miniature fort, provides multiple levels and slides, ensuring fun and adventure for children of various age groups. The inclusion of swings with vibrant Indian patterns, monkey bars, and a zip line caters to different interests, encouraging physical activity and inclusivity. The water play feature inspired by Indian fountains adds an exciting, refreshing element. Shaded seating areas designed like traditional chaupals provide a safe and comfortable space for parents and caregivers to relax. Additionally, the presence of trees, shrubs, and flower beds enhances the environment, while the open space ensures safety and freedom of movement. Overall, the playground design is well-suited to offer a safe, inclusive, and enjoyable experience for all.

Q. No. 3) Tsering, of class X, is contesting for the post of the Junior School Captain, in the upcoming student council elections. Given below is her character traits' graphic, shared in the public domain, by the school counsellor, for the awareness of student voters, at school.



All Tsering's peers have been asked to write a paragraph in about 120 words, analysing these traits, to either support or oppose her candidature. As one of her peers, write this analytical paragraph, by selecting some of the traits that support your analysis.

You may begin like this :

As a responsible student voter, I believe Tsering possesses/does not possess the necessary traits to be a School Captain.

You may end like this:

For these reasons, I believe she has/does not have the potential to be a good School Captain and I support/oppose her candidature.

Ans. Supporting Tsering's candidature

As a responsible student voter, I believe Tsering possesses the necessary traits to be an excellent School Captain. Her disciplined study routine and hard work ethic indicate her ability to prioritize and manage her time effectively. Tsering is less impulsive but sensitive and focuses on the excellent outcome of tasks assigned to her demonstrating good decision-making skills. Additionally, her willingness to help peers in academic and personal difficulties highlights her empathetic and caring nature. Furthermore, Tsering believes in the "One for all and all for one" policy, which is pivotal in fostering a sense of community and promoting inclusivity in the school. While she may be an average academic performer, her positive attitude and desire for appreciation will motivate her in her pursuit of excellence. For these reasons, I believe she has the potential to be a good School Captain and I support her candidature.

Opposing Tsering's candidature

As a responsible student voter, I have reservations about Tsering's candidature for the School Captain's position. While she maintains a disciplined study routine, her average academic performance suggests a lack of academic discipline. Additionally, her quest for appreciation may cause her to prioritize recognition over the well-being of the school community. Moreover, Tsering's sensitivity, while admirable, may hinder her ability to make tough decisions and exercise effective leadership skills. While her willingness to help peers is commendable, it may also distract her from her responsibilities as the School Captain. Finally, Tsering's focus on the excellent outcome of tasks assigned to her may cause her to overlook the process and teamwork required to achieve those outcomes which are crucial for the school's smooth functioning. For these reasons, I believe she does not have the potential to be a good School Captain and I oppose her candidature.

4. As the Captain of the school's Cultural Club, you have been asked to study the given itinerary provided by a tour-organizing vendor.

A 3N/2D Educational Tour for the Senior School Students:

Jabalpur and Ranha National Park (Vandhya Pradesh)

- Tour Travel & sightseeing by bus.
- Accommodation on quad sharing basis.
- One staff complimentary for every 20 students.
- Bottled mineral water throughout the tour.

Day	Estimated time of departure from	Estimated time of arrival	Sight-seeing Destination/ Activity	Time spent at the destination
22 Nov. 2023	8:49 am (Nagpur Junction)-8 hrs. 30 min	5:23 pm	Reporting at the hotel	
23 Nov. 2023	9:00am (hotel)	10:00am	Bhawartal Garden	1 hr.
	11:00am (garden)	11:40am	Bhedaghat Dhuandhar Falls	1hr.
	12:40pm (falls)	1:00pm	Lunch (nearby restaurant)	1 hr.
	2:00pm (restaurant)	2:15pm	Marble Rocks Cable car tour	1hr. 30 mins
	3:45pm (Marble Rocks)	4:45 pm	Rani Durgavati Museum	1 hr. 30 mins
	6:15pm (museum)	7:00pm	Back to the hotel	
24 Nov. 2023	5:30am (hotel)- 170 kms- 4 hrs. drive	9:30am	Ranha Tiger Reserve	7hrs.
	4:30pm (Tiger Reserve)	9:00pm	Back to the hotel	
25 Nov. 2023	7:54 am (Jabalpur Railway station)- 8 hrs. 45 min	4:21 pm	Nagpur Railway Junction	

Analyse this itinerary to either approve or reject the tour proposal, while focusing on the students' safety, interest, and physical wellness. Write this analytical paragraph in about 120 words, by selecting features that support your analysis.

You may begin like this :

A thorough analysis of the itinerary provided by the tour organizing vendor reveals that the tour proposal should be accepted/rejected.

You may end like this:

Therefore, the tour proposal for the educational trip should be approved/rejected.

Ans. Accepting the proposal

A thorough analysis of the itinerary provided by the tour organizing vendor reveals that the tour proposal should be accepted. It is well-planned and includes an array of educational activities for the students. The inclusion of visit to Bhawartal Garden, Bhedaghat Dhuandhar Falls, Marble Rocks Cable car tour, and Rani Durgavati Museum offers an opportunity for the students to learn about nature, history, and art. The tour to Kanha Tiger Reserve adds an element of adventure and allows students to connect with wildlife. The provision of bottled mineral water, insurance policy, and tour manager's assistance ensures the safety and well-being of the students. Inclusion of a DJ party adds to the entertainment, enjoyment and enthusiasm quotient of the tour. The complimentary

staff provided for every twenty students further adds to the security of the students. Therefore, the tour proposal for the educational trip should be approved.

Rejecting analytical paragraph

A thorough analysis of the itinerary provided by the tour organizing vendor reveals that the tour proposal should be rejected. While the tour includes various educational activities, we have concerns about the safety and wellbeing of the students. The tour includes a long journey of nearly nine hours from Nagpur Junction to Jabalpur and vice versa. Also, it mentions an early morning departure at 5:30 am to the Kanha Tiger reserve and late evening arrival back to the hotel, on the last day. Long hours of travel and the hectic schedule may lead to physical exhaustion and hamper the learning experience of the students. Additionally, the inclusion of a DJ party may not be suitable for an educational tour. The tour-organizing vendor has not provided details on the quality of the hotel and the quad-sharing basis may not be comfortable for all students. Hence, considering the well-being of the students, the tour proposal for the educational trip, should be rejected.