



Department of English
Mahatma Gandhi University

Course Structure under the Reorganized CBCS (with effect from AY 2019-20)

Subject: English (First Language)

B.A./ B.Sc./B.Com. and other UG Courses

Course Objectives

The 20-credit, six-semester course seeks to enhance the English language skills of undergraduate students by

- Strengthening their grammar and vocabulary
- Improving their reading and writing skills
- Enhancing their listening and speaking skills
- Imparting to them important life skills and human values
- Encouraging them to think creatively and critically
- Exposing them to a variety of content-rich texts
- Expanding their emotional intelligence
- Developing gender sensitivity among them.

Course Outcomes

On successful completion of the 20-credit, six-semester course, an undergraduate student will be able to

- Read, understand, interpret a variety of written texts
- Undertake guided and extended writing using appropriate vocabulary and correct grammar
- Listen with comprehension and speak with confidence in both formal and informal contexts with reasonable fluency and acceptable pronunciation
- Become employable with requisite professional skills, ethics and values.

Credits, Syllabus, and Instructional Hours

Semester	Number of Credits	Number of Units	Instruction (Clock hours per week)
I	4	4	4
II	4	4	4
III	3	3	3
IV	3	3	3
V	3	3	3
VI	3	3	3
Total	20	20	20



**Reorganized CBCS
(With effect from AY 2019-20)**

Subject: English (First Language)

Semesters I & II

Course Code:

Instruction: 4 clock hours per week

Credits: 4

Continuous Assessment: 20 Marks

University Examination: 80 Marks

Duration of University Examination: 3 Hours

Course Structure

Four equal units per semester integrating English language learning with ethics, values, and skill development.

The syllabus will include, but is not limited to, the following components:

Units	Components
I	Reading and Vocabulary Passages for language enrichment and personality development (including comprehension, interpretation, creative critical thinking, and empathy)
II	
III	Writing and Grammar (including Spelling and Punctuation) Guided writing, Sequencing, Paragraph, Descriptive writing, Dialogue writing, Note taking, Note making, Letter writing; Parts of speech, Tenses, Articles
IV	
V	
VI	Listening and Speaking (including Conversation and Pronunciation) Self-introduction, Situation and Function-based conversations; English Speech Sounds (Vowels and Consonants)
VII	
VIII	Soft Skills and Values Inculcating self-confidence, and effecting desirable attitudinal and behavioural changes.



Semesters III - VI

Course Code:

Credits: 3 per semester

Instruction: 3 clock hours per week

Continuous Assessment: 20 Marks

University Examination: 80 Marks

Duration of University Examination: 3 Hours

Course Structure

Three equal units per semester integrating English language learning with ethics, values, and skill development.

Two units (one each in Sem V and VI) will be designed to inculcate gender sensitivity. Appropriate course material will be prepared.

The syllabus will include, but is not limited to, the following components:

Unit	Components
I	Reading: Fictional and Non-Fictional Prose, Poetry, and Drama for Comprehension, Interpretation, Literary Appreciation, Societal Awareness, Gender Sensitivity, Ecological Awareness, Constitutional Values.
II	
III	
IV	Writing: Process writing, Script writing, Personal Diary/journal writing, Essay Writing (different kinds), Report Writing (different kinds), CV Writing, Review/ Article Writing.
V	
VI	
VII	Grammar: Prepositions, Voice, Connectives, Reported Speech, Conditionals, Common Errors, Concord, Determiners, Degrees of comparison, Relative clauses, Framing questions, Transformation of sentences.
VIII	
IX	
X	Vocabulary: Synonyms, Antonyms, Anagrams, Acronyms, Rhyming words, Picture vocabulary, Indianisms, British-American English, Phrasal Verbs, Idioms, Technical Vocabulary, Commonly Confused Words.
XI	
XII	

In addition, the proposed syllabus of Semesters III-VI will impart, as in Semesters I and II, either directly or through the use of authentic materials, **communication skills** (formal and informal conversation skills, debating skills, interview skills etc), **study skills** (reference skills, library skills etc), **social skills** (politeness, patience, participation, cooperation, sharing etc), **soft skills** (such as negotiation, team work, decision making, beating the odds, dealing with failure etc), and **values** (such as honesty, empathy, fortitude, selflessness etc).



**DEPARTMENT OF ENGLISH
MAHATMA GANDHI UNIVERSITY
NALGONDA**

CBCS GENERAL ENGLISH SYLLABUS STRUCTURE FOR U.G. I YEAR

Prescribed General English Text Book for I Year (Sem -I & Sem -II) for B.A /B. Sc /B.Com and all other U.G. Courses

Title: English for Enhanced Competence Published by Orient Black swan

Editors: Prof. Sumita Roy, Prof. A. Karunakar and K. ArunaPriya

SEMESTER - I

UNIT - I(SHORT FICTION)	TEXT	The Eyes are not Here - by Ruskin Bond
	Pronunciation	Consonant Sounds
	Grammar	Nouns
	Vocabulary	Roots
	Spelling	Pick out the words which are wrongly spelt and correct them.
	Punctuation	Capitalization
	Conversation + Role Play	Introducing yourself in a formal or social context to the strangers
	Reading Passage	Historical place: Chayasomeshwaralayam (Nalgonda)
	Writing	Guided writing/expansion
	Soft Skills	Motivation and goal setting
	Value Orientation	Well begun is half done
UNIT - II (PROSE)	Text	“Work Brings Solace” -Wings Of Fire - A.P.J. Abdul Kalam
	Pronunciation	Vowel :Monophthongs
	Grammar	Pronoun
	Vocabulary	Prefix and suffix
	Spelling	Use ‘Un’ or ‘dis’ to complete the antonyms
	Punctuation	Capitalization
	Conversation + Role play	Starting a conversation/controlling a conversation
	Reading Passage	An important event of Telangana history: Telangana Formation Day
	Writing	Sequencing
	Soft skills	Self confidence
	Value Orientation	Doubt is the beginning of wisdom

UNIT - III (POETRY)	Text	Bangle Sellers – Sarojini Naidu
	Pronunciation	Vowel Diphthongs
	Grammar	Helping verbs
	Vocabulary	Homophones, homonyms, homographs
	Spelling	Complete the words using 'tion' on 'sion'
	Punctuation	Comma and full stop
	Conversation + role play	Describing your college and course of study
	Reading passage	A popular Telangana festival: Bathukamma Festival
	Writing	Paragraph/descriptive writing
	Soft skills	Body language/nonverbal communication
	Value orientation	Actions speak louder than words
UNIT - IV (DRAMA)	Text	Merchant of Venice Act IV Scene –I William Shakespeare
	Pronunciation	Varied pronunciation of some letters of the Alphabet
	Grammar	Main verbs and tenses
	Vocabulary	Collocation
	Spelling	Complete the following spellings using 'tion' or 'ment'
	Punctuation	Question mark and exclamation mark
	Conversation + Role play	Leaving a message on the answering machine/ making an appointment on telephone
	Reading Passage	A famous tourist attraction in Nalgonda :Nagarjunsagar, Nalgonda
	Writing	Dialogue
	Soft skills	Inter personal skills
	Value Orientation	Faith will move mountains
SEMESTER - II		
UNIT - I (FICTION AND SHORT FICTION)	Text	The Open Window – H.H.Munro (saki)
	Pronunciation	Plosives
	Grammar	Nonfinite verbs
	Vocabulary	Simile and metaphor
	Spelling	Complete the following using 'ei' or 'ie'
	Punctuation	Semi colon
	Conversation + Role play	Asking for advice/ asking for information

	Reading Passage	Yagagirigutta: famous pilgrim place in Nalgonda				
	Writing	Note Taking and Note Making				
	Soft skills	Time Management				
	Value Orientation	Time and tide wait for no one				
UNIT - II (PROSE)	Text	The voice of Humanity – Rabindranath Tagore				
	Pronunciation	Fricatives				
	Grammar	Adjectives				
	Vocabulary	Oxymoron and Hyperbole				
	Spelling	Complete the following with ‘able’ or ‘ible’				
	Punctuation	Colon and Long dash				
	Conversation + Role play	Making a request/ accepting or refusing the request				
	Reading Passage	Rural Telangana: Devarakonda Fort history				
	Writing	Informal letter				
	Soft skills	Leadership skills				
	Value Orientation	‘The pen is mightier than the sword’				
UNIT - III (POETRY)	Text	If- by Rudyard Kipling				
	Pronunciation	Affricates and Nasals				
	Grammar	Articles				
	Vocabulary	Portmanteau words and loan words				
	Spelling	Complete the following spellings using one of the following suffixes: ‘-ic’, ‘-ive’, ‘-ity’, ‘-al’, ‘-ance’, ‘-ence’				
	Punctuation	Hyphen and Long dash				
	Conversation + Role play	Conducting a meeting/seeking opinion of the team members				
	Reading Passage	Cultural Identity of Telangana:Telangana Ballads				
	Writing	Formal letter				
	Soft skills	Stress management				
	Value Orientation	Practice makes one perfect				
UNIT - IV (DRAMA)	Text	Riders to the Sea by J.M.Synge				
	Pronunciation	Lateral, frictionless continuants, semi vowels				
	Grammar	Adverbs				
	Vocabulary	palindromes				
	Spelling	Complete the spellings in the following table <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Noun</td> <td>Verb</td> <td>Adjective</td> <td>Adverb</td> </tr> </table>	Noun	Verb	Adjective	Adverb
Noun	Verb	Adjective	Adverb			
	Punctuation	Inverted commas				

	Conversation + Role play	Appearing for a job interview/conducting a job interview
	Reading Passage	Handicrafts of Telangana : Pochampally
	Writing	Business letter
	Soft skills	Etiquette and Grooming
	Value Orientation	Necessarily is the Mother of invention



**Testing Pattern in the Reorganized CBCS
(With effect from AY 2019-20)**

Subject: English (First Language)

B.A. /B.Sc. /B.Com. and other U.G. Courses

Semesters I & II

I Internal Assessment: 20 marks

II End-Semester Exam: 80 marks

- Section I: 6 short answer Qs to be set. 4 to be answered.
4 x 5 marks each = 20 marks
- Section II: 4 long answer Qs with internal choice to be set.
4 x 15 marks each = 60 marks

Note: Questions should cover all units:

- In Section I, Q 1 to be based on Unit I, Q 2 on Unit II and so on.

In Section II, Q 7 A & B to be based on Unit I, Q 8 A & B to be based on Unit II and so on.



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Mahatma Gandhi University**

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**Department of English
Mahatma Gandhi University
Semesters III & IV**

Course Code:

Instruction: 3 clock hours per week

Credits: 3

Continuous Assessment: 20 Marks

University Examination: 80 Marks

Duration of University Examination: 3 Hours

Course Structure:

Three equal units per semester integrating English language learning with ethics, values, and skill development.

The syllabus will include, but is not limited to, the following components:

Unit	Components
I	Reading: Fictional and Non-Fictional Prose, Poetry, and Drama for Comprehension, Interpretation, Literary Appreciation, and Awareness about Contemporary Issues.
II	Writing: Essay Writing (different kinds), Report Writing (different kinds), CV Writing, Review/Article Writing.
III	
IV	Grammar: Prepositions, Voice, Connectives, Reported Speech, Conditionals, Common Errors.
V	Vocabulary: Phrasal Verbs, Idioms, Technical Vocabulary, Commonly Confused Words.
VI	



**Department of English
Mahatma Gandhi University
CBCS General English Syllabus**

**Semesters III & IV
(2020-21)**

***Prescribed General English Text Book for II Year (Semester -III & Semester-IV)
Title: English for Enhanced Competence-II Published by Orient Black Swan
Editors: Prof. A. Karunakar and K. Aruna Priya***

Semester III

3 Credits

3 hrs. of Instruction per week

Unit- I Short Fiction

Text	The Man Who Saved Pumpelsdrop by W. J. Turner
Pronunciation	Plural endings and past tense endings
Grammar	Preposition
Vocabulary	Anagrams
Spelling	Difficult words
Punctuation	Capitalization
Conversation	An argument between two/three people about the right way to approach life
Reading	Kasoj Srikanta Chary – Telangana Martyr
Writing	Narrative writing/narrative essay
Soft Skills	Negotiation
Value Education	Hope for the best, but prepare for the worst

Unit-II Prose

Text	On the Pleasures of No Longer Being Very Young by G.K. Chesterton
Pronunciation	Syllable
Grammar	Conjunction
Vocabulary	Phrasal verbs
Spelling	Irregular verbs
Punctuation	Comma
Conversation	Friends sharing the experience of being caught in embarrassing situations
Reading	Raavi Narayana Reddy - Freedom Fighter- Son of Nalgonda
Writing	Debate writing/ argumentative essay
Soft Skills	Decision making
Value Education	Better late than never

Unit – III Poetry

Text	An Irish Airman Foresees his Death by W.B Yeats
Pronunciation	Consonant cluster
Grammar	Active and passive voice
Vocabulary	Idioms
Spelling	Irregular verbs past tense
Punctuation	Full stop
Conversation	Learning to open an account in a bank and net banking
Reading	Munagala Kondala Rao - "Deverakonda Gandhi"
Writing	Rhyming couplets
Soft Skills	Problem solving
Value Education	Early bird catches the worm

Semester IV

3 Credits

3 hrs. of Instruction per week

UNIT I (DRAMA)

Text **With the Photographer by Stephen Leacock**

Pronunciation	Word stress—Prefix
Grammar	Direct and Indirect speech
Vocabulary	Eponyms
Spelling	Words commonly used in cinema, TV, media
Punctuation	15 lines of drama/dialogue for punctuation
Conversation	5 friends discussing their unique hobbies
Reading	Aarutla Kamala Devi –Women Freedom fighter
Writing	Personal Diary/journal writing
Soft Skills	Team work
Value Education	God helps those who help themselves

UNIT II (letter)

Text **Letter from a Father to a Daughter by Jawaharlal Nehru**

Pronunciation	Word stress—suffix
Grammar	Change of degrees of comparison
Vocabulary	Words often confused
Spelling	Silent letter words
Punctuation	Short fiction passage with mistakes in punctuation for correction/editing
Conversation	How people behave when unexpected/unwelcome guests arrive
Reading	Uppala Malsoor – A Man of Soil
Writing	Expository essay
Soft Skills	Emotional intelligence
Value Education	Actions speak louder than words

UNIT III (SHORT FICTION)

Text **How Wealth Accumulates and Men Decay by G.B. Shaw**

Pronunciation	Contractions
Grammar	7 types/ structures of sentences
Vocabulary	Alliteration, rhyming words
Spelling	Doubling of consonants
Punctuation	Short prose passage with mistakes in punctuation for correction/editing
Conversation vacation	A group of students share the experience of visiting different places during their
Reading	Fluorosis – A curse to Nalgonda
Writing	Article for a magazine/newspaper
Soft Skills	Critical thinking
Value Education	There is no time like the present



**Department of English
Mahatma Gandhi University
Testing Pattern in the Revised CBCS
Subject: English (First Language)
(With effect from AY 2020-21)**

B.A. / B.Sc. / B. Com. and other U. G. Courses

Semesters III and IV

I - Internal Assessment: 20 marks

II End-Semester Exam: 80 marks

Note: The Question Paper Pattern will be uploaded a little later



**Department of English
Mahatma Gandhi University**

**Course Structure under the Reorganized CBCS
(With effect from AY 2021-22)**

Subject: English (First Language)

B.A. / B.Sc. / B. Com./ B.B.A. and other U.G. Courses

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VI	3	3	3
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Department of English
Mahatma Gandhi University

Semesters V & VI

Instruction: **3 clock hours per week**

Credits: **3**

Continuous Assessment: **20 Marks**

University Examination: **80 Marks**

Duration of University Examination: **3 Hours**

Course Structure:

Three equal units per semester integrating English language learning with ethics, values, and skill development.

The syllabus will include, but is not limited to, the following components:

Unit	Components
I	Reading: Fictional and Non-Fictional Prose, Poetry, and Drama for Comprehension, Interpretation, Literary Appreciation, and Awareness about Contemporary Issues.
II	Writing: Essay Writing (different kinds), Report Writing (different kinds), CV Writing, Review/Article Writing.
III	Grammar: Prepositions, Voice, Connectives, Reported Speech, Conditionals, Common Errors.
IV	Vocabulary: Phrasal Verbs, Idioms, Technical Vocabulary, Commonly Confused Words.
V	Gender Sensitization



Department of English
Mahatma Gandhi University
CBCS General English Syllabus
Semesters V & VI (2021-22)

Prescribed General English Text Book for II Year (Semester -V & Semester-VI)
Title: English for Enhanced Competence-II Published by Orient Black Swan
Editors: Prof. A. Karunakar and K. Aruna Priya

Semester V

3 Credits

3 hrs. of Instruction per week

UNIT 1

Prose: *Playing the English Gentleman: M.K. Gandhi*

Pronunciation: strong and weak forms

Grammar: Simple, compound and complex sentences

Vocabulary: vocabulary—science& technology

Spelling: commonly misspellings

Punctuation: Short poetry passage with mistakes in punctuation for correction Rewriting

Conversation: Conversation among the members of the Ecological Club of the college plan how to save plants

Reading Passage: Bhoodanpochampally- Its Nomenclature History

Writing: Process writing

Soft Skills: Presentation skills

Value Education: A penny saved is a penny earned

UNIT 2

Poem: *Work: D.H. Lawrence*

Pronunciation: Intonation **Grammar:** transformation of sentences

Vocabulary: Picture vocabulary

Spelling: Academic Vocabulary

Punctuation: Short dialogue with mistakes in punctuation for Correction/Editing

Conversation: Tell one another how you felt when you lost something precious

Reading Passage: Mellacheruvu – Place of cultural Richness

Writing: Script writing

Soft Skills: Social Intelligence

Value Education: You cannot judge a book by its cover

UNIT 3

Short stories: *The Girl Who Asked Why? : Shon Mehta* (Part One)

Pronunciation: Sentence stress

Grammar: Question Tags

Vocabulary: Gendered Nouns

Spelling: Verbal Ability (Competitive exams perspective)

Punctuation: Apostrophe

Conversation: Conversation about a job interview

Reading Passage: Mallu Swarajyam

Writing: Creative Writing

Soft Skills: Work Ethics

Value Education: A Journey of Thousand miles begins with a Single Step

Unit III (Semester V)

The Girl Who Asked Why?

Shon Mehta

Sheetal (Shon) Mehta is an author and entrepreneur. She started writing at a very early age at seven, becoming a column writer/editor for a daily newspaper at the age of fourteen. Her short stories have been widely admired internationally, and have appeared in school textbooks across India, Philippines, and Kenya. *The Girl Who asked why?* Is one of the stories from her book named “A Tale of a Fairy Tale and Other Stories” Her debut novel "The Timingila" has gathered rave reviews, and her quotes regularly appear in the social and print media.

Pre-reading Activity

1. Can you name any prominent women in history?
2. Do you think that woman have equal rights in our country?
3. What does it mean by gender equality?
4. Why is gender equality important?
5. Is there gender equality in education?

This story happened really long time back, but it is still very relevant.

Girls were taught to cook, to take care of the family, and then married off. Studying was off-limits to girls.

In those times, there lived a girl. She was a little different. She always had lots of questions in her mind.

When she was little, her mother wanted her to learn cooking.

The girl asked her mother, “Why should I learn to cook?”

Mother said, “So that you can feed yourself when required.”

The girl said “Fair enough”, and learned to cook.

After some time, her mother wanted to teach her household work.

The girl again asked, “Why?”

Mother said “So that you can be self-dependent.”

The girl said “Fair enough!”, and she learned the household chores.

Then one day, her parents told her that they will be marrying her off soon. She asked, “Why?”

“Because all girls get married at this age.” Said the parents

“Everyone does, and so should I? That's not a good reason. I am not going to get married.”

The girl’s determination surprised her parents. Other parents could have forced the girl into marriage, but her parents didn’t.

So, now the girl had enough time in hands. As her father was a teacher, she joined her father's academy. There she learned several hymns and their meanings. She asked her questions and learned even more. Soon, she surpassed her father in knowledge.

One day, an invitation arrived. It was from the king. The invitation was for the brightest scholar in the academy. As it happened, the king wanted to compile all the knowledge in the universe into books. To get the inputs, he had invited scholars and philosophers from all over the world.

There was a discussion in the academy about who to send for this conference. After a lot of thought, they all agreed that the girl is the brightest scholar in the academy. So, the girl was sent to the conference.

When the girl reached the conference venue, she was taken aback by the grandeur. She noticed a large number of men, but hardly any woman among the delegates.

She climbed the Dias to take her seat. Suddenly, there was huge uproar — people in the audience were staring at her.

“A woman, who thinks she can sit on the scholars’ panel?”

The King

“Preposterous!” Screamed someone.

“Look at her clothes, so provoking. I don't think she is female of good reputation." declared another.

“Stop her! It's a sin against god.”

Everybody looked at the king for a solution.

The king pondered for a moment.

“Girl, there is some misunderstanding. A woman can’t sit on the scholars’ panel, unless she is accompanied by a man.”

“Pardon me, Your Grace! But I was invited to join the discussion.” Said the Girl.

“I don't remember inviting you.” said the King.

“You sent the invitation for the brightest scholar in my academy. I am the brightest in my academy. On the invite there was nothing about only male scholars being allowed.” Answered the girl.

The king gave little chuckle.

“You have made a good point. I have no objection.” Said the king.

“But I don't think a woman can join the discussion.” Murmured one of the women in the audience.

“Why?” Asked the girl.

“You will not feel comfortable around so many men” answered another woman.

“I have no problem — my focus is on my work, not men”.

“You don't have to do this. You are not bad looking, you can marry some wealthy gentleman.” advised one elderly.

The girl ignored him.

“Let us have a discussion. If the scholars have objections, they can debate with her. If she wins, she can join the panel.” Said the king.

Several liked the solution. They were sure that the girl will be humiliated by scholars.

The scholars on the Dias discussed among themselves, and selected an elderly scholar as their representative.

“So, by joining the discussion, what you want to prove? That woman are better than men?” Asked the elderly scholar.

“No, sir. I don't want to prove anything. I am here to join the discussion, to quench my thirst for the knowledge. Like all of you.” Said the girl, fearlessly.

“But greater knowledge is not for women.” Said the elderly scholar.

“I beg your pardon, sir, but why?” Asked the girl.

“Because female intellect is weaker than men.” Said the elderly scholar.

“Says who, sir?”

“It is written in the hymns.”

“May I ask, who wrote those hymns?” Asked the girl.

“The hymns were written by our forefathers.” Said the elderly scholar.

“By forefathers you mean, our male ancestors?” Asked the girl, again.

“Yes, of course. By our male ancestors.” Said the elderly scholar.

“How did our forefathers know that women have weaker intellect?”

“They noticed” said the elderly scholar, irritated.

“But how, my lord? Give me an example, how did they notice?” asked the girl again.

“I don't remember.” Said the elderly scholar.

“Doesn't matter. Why don't any of you scholars ask me questions to prove my weaker intellect.”

Many scholars thought of asking her questions, but feared seeing her immense confidence.

“You ask too many questions, girl!” shouted the elderly scholar. He was furious. The atmosphere was tense.

“Sir, answer her. Why is a female's intellect weaker than a male's?” said the king.

“I need to study, Your Grace, to come up with an example.” Said the elderly scholar.

“Then I can't stop her from joining the scholars' panel. She has come here on her own merit. I will allow her to sit on the panel until you come up with a convincing example” said the king.

People were still doubtful about girl's worthiness. But as the discussion progressed, all doubts vanished.

Days passed. The girl took part in several discussions, asked many questions and answered many others. Other scholars were astonished by her brilliance.

When the final draft of the book was compiled, many hymns which were composed by the girl were included.

Nobody knows for sure what happened to the girl thereafter.

Some say, she constructed a book of her own hymns. Some say, she opened an academy for girls. Different people, different stories. But everybody agrees that the girl “who asked why” became the first female scholar.

Glossary

Determination :The ability to continue trying to do something, although it is very difficult

Hymns:A song of praise, especially to God

Invitation:The act of inviting someone to go to an event

Compile : To collect information from different places and arrange it in a book, report, or list

Grandeur:The quality of being very large and special or beautiful

Uproar:A situation in which a lot of people complain about something angrily

Preposterous :Very silly or stupid

Reputation: The opinion that people in general have about someone or something

Pondered : To think carefully about something, especially for a noticeable length of time

Accompanied : To go along with someone (or something)

Murmured: To speak or say something very quietly

Humiliated : Make (someone) feel ashamed and foolish by injuring their dignity and pride

Quench : To drink liquid so that you stop being thirsty

Furious: Extremely angry

Convincing: Able to make you believe that something is true or right

Worthiness : How suitable someone or something is

Vanished : Not now present or existing

Comprehension

1. Why did the academy send the girl to the conference?
2. Why did the King invite scholars and philosophers from all over the world?
3. How did the girl justify her presence in the auditorium?
4. What made the king support the girl in the end?
5. “Women have weaker intellect,” say the hymns. Do you agree/disagree with this view? Give reason(s).
6. What’s the discussion between the girl and her mother?
7. “Women are better than men,” comment, discussing your lesson.
8. “The Girl Who Asked Why?” Explain the title.
9. Why were the scholars surprised by the girl?
10. What happened to the girl at the end of the story?

Pronunciation

Sentence Stress:

We have seen that every word of two or more syllables, when said alone, has a stress on one of its syllables. This is called word-stress. But in connected speech we do not hear a stress on every word. Some words lose their stresses, especially when we talk quickly, other words keep their stresses and these stressed syllables form what is called sentence stress. Words bearing high stress appear to be easier to process during sentence comprehension. Since sentence stress typically falls on content

words this suggests that comprehension is organized according to a form class bias: process stressed items as content words.

Functions of sentence stress

Sentence stress has two main functions: Its first function is to indicate the important words in the sentence (from the point of view of grammar, meaning or the speaker's attitude). For example:

I could `hardly `believe my `eyes.

In this sentence the words “hardly”, “believe” and “eyes” are stressed because they are important in meaning.

The second function of sentence stress is to serve as the basis for the rhythmical structure of the sentence. The rhythm of English speech is formed by the recurrence of stressed syllables at more or less regular intervals of time and by the alternation of stressed and unstressed syllables. Under the influence of the latter peculiarity of the rhythm of English speech, important words in meaning which are usually stressed may be pronounced without sentence stress. For example:

Very good.

Not very good.

[`veri `gud]

[`not veri `gud]

Sentence stress occurs when we say certain words more loudly and with more emphasis than others. In English, we stress content words because they are essential to the meaning of the sentence. In general, shorter words or words that are clear from the context don't get stressed.

Words to be stressed in a sentence:

Content words include nouns, verbs, adjectives, and adverbs. Negative words such as not or never also get stressed because they affect the meaning of the sentence. Modals, too, can change the meaning of a sentence. Here is a list of words to stress in an English sentence:

- nouns (people, places, things)
- verbs (actions, states)
- adjectives (words that modify nouns)
- adverbs (words that modify verbs, adjectives, other adverbs, or entire sentences)
- negative words (*not, never, neither, etc.*)

- modals (*should, could, might*, etc., but not *will* or *can*)
- *yes, no*, and auxiliary verbs in short answers (e.g., **Yes, she does.**)
- quantifiers (*some, many, no, all, one, two, three*, etc.)
- Wh-Question words (*what, where, when, why, how*, etc.—note that *what* is often unstressed when speaking quickly because it's so common)

Words not to be stressed in a sentence:

Structural words usually don't take stress (Structural words) such as articles, prepositions, and conjunctions don't take stress. Pronouns don't usually get stressed either because the context often makes it clear who we're talking about. All auxiliary verbs don't carry much meaning—as the main verb does. Here is a list of words that shouldn't be stressed in an English sentence:

- articles (*a, an, the*)
- prepositions (*to, in, at, on, for, from*, etc.)
- conjunctions (*and, or, so, but*, etc.)
- personal pronouns (*I, you, he, she*, etc.)
- possessive adjectives (*my, your, his, her*, etc.)
- Be verb (*am, is, are, was, were*, etc.)
- auxiliary verbs (*be, have, do* in two-part verbs or questions)
- the modals *will* and *be going to* (because they're common, and the future tense is often clear from context)
- the modal *can* (because it's so common)

Examples:

Model the following examples for your students and have them repeat after you. The words (or syllables when the word has more than one) that should be stressed are in bold.

- The **kids** are at the **park**.
- Do you **have** any **brothers** or **sisters**?
- **Why aren't** you **doing** your **homework**?
- He **bought** a **red car** for his **daughter**.
- I am **Brazilian**.
- We are **not** familiar with this **new computer program**.
- The **athlete ran quickly** and **won** the **competition**.
- She does **not know** the **answer**.
- I **don't know** the **answer**, **either**.
- We **aren't** **sure**.
- I've **never heard** of **that** before, but it **makes sense**.
- They'll **ask** the **teacher** for **help**.
- **Some people prefer Macs**, but **many others prefer PCs**.
- She is going to **study tonight**.
- I can **speak French**.

- I can't speak Japanese.
- Yes, I can. / No, I can't.

Grammar:

Question Tags

Question tags are short questions used at the end of the statements to confirm if the statement is true or not. They are formed with the auxiliary verbs or modal verbs from the statement and the appropriate subject.

Usually if the main clause is **positive**, the question tag is **negative**, and if the main clause is **negative**, the question tag is positive.

A positive statement is followed by a negative question tag.

Example:

Robert is from Australia, isn't he?
Harry can speak English, can't he?

A negative statement is followed by a positive question tag.

Example:

They are not happy, are they?
He will not do it, will he?

If the main clause has an auxiliary verb in it, you use the same verb in the tag question. If there is no auxiliary verb (in the present simple and past simple) use do / does / did (just like when you make a normal question).

I play chess, don't I?
Raju loves music, doesn't he?
She hated me, didn't she?

Exceptions:

Some verbs or expressions have different question tags.

1. Statements begin with I'm, we use the verb form 'aren't' I when the subject is the first person singular.

I am happy, aren't I?
I am coming now, aren't I?

2. when the statement contains a word with a 'negative meaning', then the question tags needs to be 'positive'.

I hardly speak in English Do I?
They rarely visit their parents. Do they?

3. When the statement starts with 'let's' then we should add 'shall we' as question tag.

Let's go to college,
Let's play the game, shall we?

4. In imperative sentences like (commands and requests) then the question tag is 'will you'

Switch off the TV, will you?
Shut the door,
Mind the traffic,

Activity:

I. Complete the sentences with the correct question tags.

1. He went to the market yesterday ...didn't he.....?
2. They couldn't recognize me,?
3. The trip is very expensive,.....?
4. Rahul won't tell her,.....?
5. Sahasra is collecting stickers,?
6. He has cleaned his bike,?
7. Ram and Laxman don't like Physics,.....?
8. Ronaldo played football yesterday,..... ?
9. They are going home from school,..... ?
10. I'm clever,.....?
11. Let's start the preparation,?
12. Open the window,.....?

Vocabulary

Gendered Nouns:

A gendered noun specifies sex of the noun whether male or female. Generally people use neutral forms while using language.

Types of gender nouns

There are four types of gender nouns which will be explained below:

1. Masculine gender

We say a noun is a masculine gender if a noun refers to a male character or member of species.

King, horse, actor, man, lion, hero, boy etc. are nouns of the masculine gender.

Examples

A King rules his empire.

The hero in the movie looks good.

That little boy is so cute.

The words king, hero and boy are masculine gender nouns.

2. *Feminine gender*

We say a noun is a feminine gender if a noun refers to a female character or member of species. Empress, cow, actress, woman, lioness, heroine, girl, mare, niece etc. are nouns of feminine gender.

Examples

The actress in Raees movie hails from Pakistan.

The woman wearing a pink dress, is my friend.

Do you want to see my niece?

The words actress, woman and niece are feminine gender nouns.

3. *Common gender*

We say a noun is a common gender if a noun refers to a member of species which can be a male or a female.

Servant, member, parliamentarian, leader, friend, applicant, candidate, child, student etc. are nouns of common gender.

Examples

Every leader must know what to say and what not to say.

Shruti, meet my new college friend.

That child is very bright in academics.

The words leader, friend and child are common gender nouns.

4. *Neuter gender*

We say a noun is a neuter gender if it refers to a member species which is neither a male or a female. street, book, car, school, chair, table, tree, paper, pencil, computer, star, mountain etc. are nouns of neuter gender.

Examples

I enjoying driving a car.

The computer is faster than human.

Have you ever counted stars in the sky?

The words car, computer, stars are neuter gender nouns.

Below are some masculine genders and their respective feminine genders:

Bullock – Heifer

Drone – Bee

Horse – Mare

Jew – Jewess

Benefactor – Benefactress

Duck – Duchess

Masculine Noun

Feminine Noun

Neutral Noun

Host

Hostess

Host

Chairman

Chairwomen

Chair/ Chairperson

Policeman

Policewoman

Police officer

Dog

Bitch

Dog

Bull

Cow

Cow

Activity: Change the words in bold from feminine to masculine.

1. The girl looks very much like her mother.
2. The mistress gave her maidservant a present.
3. The nun is talking to my grandmother.
4. My aunt was an airplane stewardess once.
5. The cow was chased by the vixen.
6. My maternal aunt is a spinster.
7. My niece has a pet tabby-cat.
8. This actress played the part of the heroine in the movie.

9. This girl is the bride.

10. Ms. Lee is our headmistress.

Spelling:

Verbal Ability (Competitive exams perspective)

Verbal ability is an important section of most of the competitive exams. It contains different types of questions which are intended to judge abilities in word power, sentence correction, and spotting-errors and verbal reasoning.

So, to score good marks in verbal ability, the candidates need to have a good vocabulary and a strong command of English like in-depth knowledge of grammar, adjectives, tenses, articles and more.

Let us see, understand and practice the most important verbal ability topics or chapters with most frequently asked verbal ability solved questions.

Listed below are the steps to solve Verbal Ability questions:

1. Read the question carefully and do not mark the answers in haste
2. Do not guess the answers as the options given are similar and candidates may get confused and lose marks
3. In case of confusion, candidates can start eliminating the incorrect options and this may help them reach the correct answer easily
4. Do not over complicate the questions and do not panic just by seeing the length of the question asked.

Spellings

In this type of verbal ability questions, a question offers four words out of which only one is spelled correctly, and you are required to find that correctly spelled word.

Examples:

1) Find the correctly spelled word':

- A) Foreign
- B) Forain
- C) Foraign
- D) Forgin

Answer :

2) Find the correctly spelled word':

- A) Acomodation
- B) Acommodation

- C) Accomodation
- D) Accommodation

Answer:

3) Find the correctly spelled word':

- A)Occasion
- B)Occassion
- C)Ocassion
- D)Occasioan

Answer:

II. Sentence Correction

In this type of verbal ability questions, there will be a grammatically incorrect sentence. You are required to replace the underlined grammatically incorrect part of the sentence with one of the given options to make it grammatically correct.

Examples;

1) He was very tired as he is working since 6 O' clock in the morning.

- A) He was working
- B) He had been working
- C) He has been working
- D) He will be working

2) Jeans was not allowed in Maria's college.

- A) is
- B) had
- C) were
- D) will

3) The teacher told Alice to skim the chapter one more time.

- A) invited Alice
- B) asked Alice
- C) ordered Alice
- D) said to Alice

III. Spotting Errors

In spotting error verbal ability questions, there will be a sentence broken into two or more parts. There will be an error in the sentence, which you are required to find out. The questions can be asked in different ways, but the concept remains the same.

Examples;

1) A team of doctors has been (1) trying to develop (2) a vaccine (3) for last five years. (4) No errors (5)

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5

Answer:

2) Either Tom (1) or Peter forgot (2) to take (3) their pen. (4) No error (5)

- A) 1
- B) 2
- C) 3
- D) 4

Answer:

3) Children generally (1) fight above (2) petty issues. (3) No error. (4)

- A) 1
- B) 2
- C) 3
- D) 4

Answer:

IV. Verbal Analogies

In "Verbal Analogies" type of verbal ability questions. A question has two words with a certain relationship to each other, and it is followed by four pairs of words. You are required to choose one pair in which the words have the same relationship.

Solve Verbal Analogies Questions:**1. Liquid: Liter**

- A. Hot: Cold
- B. Weight: Kilogram
- C. Movie: Entertainment
- D. Winter: Cold

Answer:

2) If Dusk: Evening, Dawn: ?

1. Night
2. Light
3. Fog
4. Morning

Answer:

3) Ducks: Quack

1. Bears: Grunt
2. Cat: Roar
3. Dogs: Bark
4. Lion: Predator

Answer:

Punctuation

Apostrophe: **Apostrophe** is a punctuation mark used in two situations. It is used to describe possessiveness when Noun owns / belongs / connected to something and it is used for contractions.

Apostrophe is used to create Possessive Noun.

The bike belongs to Advith.

We could say

It is Advith's bike

Use Apostrophe ' After S when It is Plural Noun to form Possessive Noun

The quizzes' difficulty must be solved.

Students' grades are not satisfied.

Eggs' colour is white.

Use Apostrophe ' After S/ Before S When It is Singular Noun--- to form Possessive Noun

Johns' book store/ John's book store.

My brothers' house is big. /My brother's house is big.

The cats' tail is short. / The cat's tail is short.

Contractions are formed by combining two words by omitting some letters. The omission is indicated by apostrophe ' . In general the two words are Pronoun and Verb & Verb and Not.

Contractions – Formed by Pronoun and Verb

It's

That's

We're

I'm

I've

Contractions – Formed by Verb and Not

Aren't

Haven't

Didn't

Won't

Couldn't

Other Contractions

Let's

What's

Activity: Rewrite the below sentences by using apostrophe in required places.

1. Charvi has not participated in the seminar.
2. It is yours choice
3. He is not adventurous.
4. Tenants furniture is hurled.
5. Puneeths eyes are donated.

Conversation:

Conversation about a job interview

You are going to have job interviews. Maybe that won't be for a while, maybe you are preparing for one right now. Your next interview might be for an external job, about a promotion, with a recruiter or in a new country. Whenever and however that interview happens, it's unlikely that you are looking forward to it. That feeling of being bombarded with questions, of being the suspect in a ruthless interrogation, can feel like a nightmare in waiting – so here are a few simple tips to put together to make sure you don't dread the experience or become unstuck during the interview – hopefully you may even start to look forward to it, here are a few ways you can ensure the interview flows well.

- **Research the interviewer before the interview:** As a minimum, find out their name, and address them by this at the beginning and throughout the interview.
- **Relax and calm your interview nerves:** Leading on from my point around the importance of feeling relaxed, before the interview, take active steps to reduce any lingering pre-interview anxiety in readiness for the big day.
- **During the interview, be mindful of your non-verbal communication:** The facial expressions and body language account for as much as 55 per cent of our communication. Simple things, like sitting up properly in your chair, maintaining good eye contact and concluding the interview with a handshake and a smile, can make a big difference.
- **Start the conversation by giving a strong introduction to yourself:** Combination of confident posture and positive, articulate story-telling is the perfect blend of verbal and non-verbal communication
- **Don't interrupt the interviewer:** when the interviewer is speaking, apologise and wait for them to conclude whatever they're saying.
- **Start your answers with a positive affirmation or agreement**
- **Answer interview questions with more than one line:** Answering each of the interviewer's questions in full, and not just with one line answers might seem obvious.
- **Be genuine when answering the interviewer's questions**

Job interview conversation

Mike: Good Morning, John. I am Mike.

John: Good Morning.

Mike: How are you doing?

John: I am doing fine. Thank you.

Mike: How was the traffic coming over here?

John: I am so glad that the traffic was light this morning. No traffic jam and no accidents.

Mike: That is good. John, let's start the interview. Are you ready?

John: Yes, I am.

Mike: First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible.

John: Please, tell me a little bit about the position.

Mike: It is an entry-level position. The new employee will have to work closely with the Accounting department. He will also have to deal with the bank on a daily basis.

John: What type of qualifications do you require?

Mike: I require a four-year college degree in Finance. Some working experience would be helpful.

John: What kind of experience are you looking for?

Mike: Doing office work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.

John: That is great!

Mike: John, tell me a little bit about yourself.

John: I was a student at West Coast University, and I just graduated with a Bachelor degree in Finance. I have been working part-time as a payroll clerk for the last two years.

Mike: What are you looking for in a job?

John: The job should help me see what Finance is all about. I have learned a lot of Finance theories at school, and now it is time for me to put them into practice.

Mike: Anything else?

John: I also hope that it will help me grow in my field.

Mike: What are your strengths? Why should I hire you?

John: I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.

Mike: OK. Now, let me ask you a few quick questions. You do not mind working long hours, do you?

John: No, I do not.

Mike: Can you handle pressure?

John: Yes, I can. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

Mike: Do you still have any questions for me?

John: No, I think I have a pretty good understanding of the job. I believe that I can handle it with ease, and I hope to have the opportunity to work for you.

Mike: John, nice meeting you. Thank you for coming.

John: Nice meeting you too. Thank you for seeing me.

Expressions used in the conversation

I am so glad

Let's start the interview

First of all:

As soon as possible

Entry-level position

On a daily basis

I am willing to

That is great!

Work part-time

What are you looking for in a job?

Put into practice

Hard-working person

Fast learner

I get along fine with everybody

I do not mind

Work long hours

I can handle the situation

Have an opportunity

Nice meeting you

Activity

1. Using the above clues write an imaginary interview conversation.
2. Write a mock interview conversation assuming which you are going to face in future.

Reading Passage

Mallu Swarajyam



The Telangana armed struggle is a crucial chapter in contemporary history. But, the heroic role played by some of its commanders, including a woman who carried a prize of Rs.10,000 on her head, remains unsung. The woman commander's name is **Mallu Swarajyam**.

Born in 1931, into a semi-feudal family in karvirala-kothagudem village, Thungathurthy mandal, Suryapet, Nalgonda (district). She transformed herself into a revolutionary, mobilising people against the Nizams Razakars. At the age of 10, she happened to read Maxim Gorkys Mother, and that proved to be a source of inspiration. Reading was part of a tradition in Nalgonda. Brahmins and other educated people used to read the Ramayana and other epics for the women in their homes. This is how she and a few others in the village came across Mother, says Swarajyam, whose family adhered to all Hindu traditions. Excerpts of the novel were imported into the district by the Andhra Mahasabha. She was named Swarajyam in deference to the wishes of several of her relatives who participated in satyagraha in response to a call given by Mahatma Gandhi as part of the struggle to attain swaraj (self-rule, or independence).

Her husband Mallu Venkata Narasimha Reddy and her brother Bhimreddy Narsimha Reddy, who died in 2008 (both members of the communist movement in the State), both doyens of the communist movement in the State, had a profound influence on her life. They were called Krishna-Arjuna in their prime. While her brother was a military commander who was instrumental in promoting the concept of *dalam* (a basic unit of fighters) to carry out a war against feudal lords as well as the Razakars of the Nizam empire, her husband, who was underground most of the time, was the brain behind expanding the scope of the armed struggle from being a means to free bonded labour to one that would take land from the zamindars and distribute it among the poor.

Her stint in public life began at the age of 11 when, in response to a call given by the Andhra Mahasabha to end bonded labour, she defied the family norm and distributed rice to bonded labourers hailing from different castes and communities. Her uncles were against my giving rice to bonded labourers. But, she was firm that they deserved their share. And her gesture set a precedent in the entire area where bonded labourers started demanding pay for their work. She, however, makes light of her fame as a leader of the Telangana armed struggle. It was a movement of the people, and she was only leading them. She later actively participated in the welfare of the local peasants and was also a major leader in the Communist party of India. She was elected to the parliament for the Nalgonda Constituency.

Answer the following questions.

1. Who is Mallu Swarajyam?
2. Why was she named as 'Swarajyam'?
3. What was her contribution to the society?
4. Who are called as 'Krishna-Arjuna' in the above passage?
5. Discuss her birth details?

Writing

Creative Writing:

Creative writing is all about using your imagination and creativity to express ideas and thoughts in a way which is personal to you. Quite simply, it's about adding your own 'flair' to writing, going beyond the traditional boundaries of academic or other technical forms of literature. As the name suggests, creative writing is a form of writing that goes beyond the traditional realms of normal, professional, academic or technical forms of writing.

In an academic setting, creative writing is typically divided into fiction, poetry, or scriptwriting classes, with a focus on writing in an original style, not defined by pre-existing structures and genres.

Different types of creative writing?

There are lots of different types of creative writing, which can be categorized as fiction or non-fiction. Some of the most popular being:

- Biographies
- Fiction: novels, novellas, short stories, etc.
- Speeches
- Poetry and spoken word
- Playwriting/scriptwriting
- Personal essays
- Speeches

Features of a good piece of creative writing?

As the very name suggests, creative writing is an imaginative process, created by the individual with all their quirks and personalities.

- **Know your audience** – All great stories begin with a target audience in mind – because it’s exactly what you need to know in order to really tailor your writing and connect with them. Therefore, any creative writer should begin their writing by plotting out exactly *who* they want to read their work. Once you have this in mind, your writing will naturally begin to take direction and flow in a way that seems appropriate to your audience.
- **Write what you know** – Quite often, the best stories are those which we can connect to and relate in one or another way to our own lives. Or, they’re stories which seem so authentic that you could imagine it to be about the writer’s own life. Now, this doesn’t mean that you quite *literally* have to write about your life, but drawing on knowledge you have about different elements of our lives to give your story some authenticity and more believability.
- **Creativity is key** – Creativity is one of the most important elements of creative writing. It’s what sets you apart from other pieces of writing in your genre, but simply use your creativity to think a little outside the box and put a unique twist on things; using literary devices like metaphors, alliteration, and varied sentence structure to make your work unique and interesting.

Techniques used in creative writing.

To make their writing stand out, writers often employ several creative writing techniques and literary devices, including:

- Setting
- Character development
- Plot development
- Point of view
- Dialogue
- Conflict
- Theme
- Literary devices.

How to start creative writing?

- Read as much as you can
- Start journaling
- Write, write, and write!
- Sum up

Activity:

1. *Imagine that you are given the power to make any one of your dreams come true. Which dream would you choose? Write about the dream that is most important to you and why you would most want it to come true.*
2. *Where do you like to go when you need some time to be alone? What makes this place ideal for thinking and relaxing yourself?*

Soft Skills***Work Ethics:***

Work ethic can be strong (good) or poor (bad), it depends on personal views of employees, their motivation, and overall company culture. The meaning of work ethic refers to a set of behavioral rules that create a positive environment at work. A strong work ethic can lead to employees being fairly treated, which in turn motivates them and develops a sense of loyalty towards the organization. In organizations where a strong work ethic is missing, employees may find it difficult and uncomfortable to survive and work for the long term. Let's take a detailed look at the meaning and definition

Meaning of Work Ethic:

An ethical worker is loyal and committed to the goals of his organization by putting in their best efforts. Genuine effort and dedication towards company goals is appreciated and rewarded with remunerative and hierarchical growth by organizations that have a strong work ethic.

Few Strong work ethic skills we should develop:

Hard work - hard workers don't give up when a task is difficult. These individuals show their work ethic in their persistence.

Dedication - means that an employee always sees their commitments through. They keep their deadlines and complete tasks to the fullest.

Discipline -Workers that show discipline aren't swayed by what they want to do. Instead, they continue doing what they should until it's complete.

Productivity -Individuals with a strong work ethic often have high productivity and keep themselves busy completing assignments and meeting their goals.

Teamwork- Team players are individuals that demonstrate work ethic through teamwork. They know their company works when everyone does their part, and they're always willing to help a co-worker.

Integrity- is a strong indicator of a good work ethic. It guides individuals to make choices that are morally sound, and that are ethically balanced.

Responsibility-Individuals with a strong work ethic are known to be responsible. Being consistent and reliable shows professionalism and respect for their work.

Determination - Employees can show a strong work ethic by being determined to meet or exceed goals. Even if they're not familiar with the task, they will look for resources to help them successfully achieve their goals.

Professionalism -It can be difficult to do the best work on the hardest days; however, individuals with a strong work ethic persevere and create high-quality work nonetheless.

Importance of work ethic for business:

A strong work ethic is very important for any modern business organization. There are a number of advantages of adopting an ethical approach at work:

Superior Asset Management- in a company that has an ethical work environment; workers remain committed to the organization's growth. In such a scenario, the employees behave responsibly towards company infrastructure and equipment to enable the best possible outcome.

Superior Productivity- The emphasis on ethics and giving due importance to the work assigned to them push employees to work more efficiently. They won't be merely interested in finishing their quota of eight hours a day and leaving the premises.

Ethic Breeds Team Spirit- Work ethic also helps to cultivate a healthy, collaborative and pleasant company culture. When employees feel valued, respected and inclusive, they focus on being active contributors to the organization's success.

Brand Value and Public Perception - It goes without saying that ethical work culture will help in boosting the company's public image and the market value of the brand.

Embracing Change- One of the most important aspects of ethical work practices is that employees become adaptive to changes. They don't remain confined to conventions and develop out-of-the-box thinking.

Smooth Implementation of Decisions and Policies- Major decisions in ethical companies are usually taken after consultation with employees and taking into account their benefits and well-being. This leads to employees respecting and welcoming decisions wholeheartedly.

Friction-Less Working -in organizations where employees work in isolation or focus only on their individual goals, there is always a chance of clashes, office politics and bitterness.

Greater Success for the Business - The biggest importance of work ethic is reflected by the success a company achieves due to it. Ethical companies are great places to work at. They take care of their employees' needs and concerns and provide them all opportunities to excel at work. Moreover, there is scope for future growth at such places.

Activities:

1. *A coworker is consistently late, and you know it's because of their home situation; however, they continue to slide into work unnoticed. Do you say something or not?*
2. *In this activity, employees have an opportunity to work through various ethical dilemmas and decide the best route to take. In order to reinforce the decision, a leader should discuss what the best route to take is. Give some example will you?*

Value Education***A Journey of Thousand miles begins with a Single Step***

Meaning: The proverb ‘a journey of thousand miles begins with a single step’ means that big achievements are made through small but concrete resolves. Dreams and life goals are achieved by making a path plan and taking the first step towards it. The first step is most important because you may have big plans, but they will not materialize if you don’t take that first step. Therefore, it is true that a journey that might last for a thousand steps actually begins with a single step.

Origin: The proverb ‘A journey of a thousand miles begins with a single step’ originated in China during the 6th century. A phrase similar appears in a Chinese religious text ‘Tao Te Ching’ composed by saint Laozi. The original text reads – “A journey of a thousand li, starts beneath one’s feet.” ‘Li’ in Chinese means mile.

Since then the proverb has been transformed into different languages by sages, saints, and others. Today, it is popularly used by motivational speakers across the globe.

Expansion of the Proverb:

The proverb ‘a journey of thousand miles begins with a small step’ means that a long journey starts by taking a very small step towards the destination. The proverb signifies the first step as it indicates that the journey, however, long, has already begun.

On the contrary, if the first step is not taken then the journey will remain only a dream and will never be realized. However long the journey is, it only materializes with the first step you take, that indicates your resolve. The ‘journey’ here doesn’t specifically mean a journey or distance covered between two points, but also something as meaningful as a journey of life. To put it in simple words – If you have a

dream and you want it to come true then you must chart out a plan and take that very important first step!

Example Story:

Once there lived a boy who was not very good in studies but he had big dreams. He wanted to do something in life but was always fearful and hesitant. He would fear the consequences and outcomes and kill his dreams every day. He was exceptionally good in painting but would fear to talk about it. He wanted to pursue it as a career option but was afraid to ask his father for the same.

His mother knew about her son's dream and asked him to talk to his father openly about it. She told him that unless he asks his father to send him to some professional drawing class, the answer would always be 'no'. He has to ask first to make things work out for him.

However, the boy gathered courage and asked his father to send him to a special drawing class. The father first gazed in surprise then allowed the boy to join a class. The boy was elated that day. Years after that incident the boy successfully runs an exhibition of his own paintings.

When he looks back, he feels glad that he took that first step of asking his father that would embark him on a journey of his dreams. If he hadn't taken that first step, things would have been pretty different today. Indeed it is true that a journey of a thousand miles begins with a single step, the man thought to himself.

Activity:

1. A Journey of Thousand miles begins with a Single Step; expand in your own words drawing an example from the freedom struggle.

2. Narrate your own life experience using the proverb A Journey of Thousand miles begins with a Single Step.

English (First Language)
B.A. / B.Sc. /B.Com./B.B.A. All UG Courses
Semester V(QUESTION PAPER PATTERN) 2021-22

SEMESTER –V

Time: 3 hrs.

Max.Marks:80

PART-A

I. Answer the following

One essay question from Unit -I (1 out of 2) 1x12=12

II. Answer the following

One essay question from Unit II (1 out of 2) 1x12=12

III. Answer the following

One essay question from Unit -III (1 out of 2) 1x12=12

IV. Language Exercise

A) PRONUNCIATION

3x1=3

1. Strong forms & Weak forms
2. Intonation
3. Sentence stress

B) Grammar

3x1=3

1. Simple, Compound & Complex sentences
2. Transformation of sentences
3. Question Tags

C) Vocabulary

3x1=3

1. Vocabulary related to Science & Technology
2. Picture Vocabulary
3. Gender Nouns

D) Spellings

3x1=3

1. Common misspellings
2. Academic Vocabulary
3. Verbal Ability

E) Punctuation

3x1=3

1. Short poetry passage with mistakes in punctuation of correction
2. Short Dialogue passage with mistakes in punctuation of correction
3. Apostrophes

IV. READING PASSAGE (from Unit-I/II/III)

5 Marks

- a. Read the following passage and answer the questions given below

OR

- b. Summarizing the given passage

V. WRITING SKILL (from Unit-I/II/III)

a.

OR

8 Marks

b.

VI. SOFT SKILL(from Unit-I/II/III)

a.

OR

8 Marks

b.

VII. Value Education (from Unit-I/II/III)

a.

OR

8 Marks

b.

Semester VI

3 Credits

3 hrs. of Instruction per week

UNIT I

Drama: *Before Breakfast*: Eugene O'Neill

Pronunciation: Assimilation

Grammar: Conditionals

Vocabulary: Situational Vocabulary

Spelling: Abbreviations

Punctuation: Exclamation marks

Conversation: Sharing their best moments

Reading Passage: Lateef Saheb Dargah- Unity in Diversity

Writing: CV writing

Soft Skills: Interpersonal Skills

Value Education: Good things come to those who wait

UNIT II

Biography: *India Through a Traveller's Eyes*: Pearl Buck

Pronunciation: Elision

Grammar: Common Errors in grammar

Vocabulary: Acronyms

Spelling: British & American Spelling

Punctuation: Question mark

Conversation: Importance of English

Reading Passage: Peddagattu Jathara – Lingamathula Jathara

Writing: Report Writing

Soft Skills: Time Management

Value Education: No man is an island

UNIT 3

Poem: *I am Every Woman*- Rakhi Nariani Shirke

Pronunciation: Connected Speech

Grammar: Para jumbles (Competitive exams perspective)

Vocabulary: One word Substitutes

Spelling: Word Scrambles (Arrange the word in the correct order)

Punctuation: Parenthesis

Conversation: Dos and Don'ts in an Interview

Reading Passage: Chakali Ilamma

Writing: Letter Writing (Official Letter)

Soft Skills: Positive Thinking

Value Education: A picture is worth a thousand words



**Department of English
Mahatma Gandhi University
Testing Pattern in the Revised CBCS
Subject: English (First Language)
(With effect from AY 2021-22)**

B.A. / B.Sc. / B. Com. and other U. G. Courses

Semesters V and VI

I - Internal Assessment: 20 marks

II End-Semester Exam: 80 marks

Note: The Question Paper Pattern will be uploaded a little later

Unit III (Semester VI)

I am Every Woman

Rakhi Nariani Shirke

Rakhi Nariani Shirke is an academican with a passion for writing poems as a medium of self-expression. She is a post graduate, with a Bachelor's degree in Education. She graduated from Jai Hind College, Mumbai and lives in Navi Mumbai. She is a teacher at Ryan International School at Raigarh, Maharashtra, India.

Pre-reading Activity:

1. What do you think of the present day women?
2. Can you name few successful women?
3. What qualities do you think that women should possess to be successful?
4. What does it mean by women empowerment?
5. New Judicial laws to protect the women.

A woman is beauty innate,

A symbol of power and strength.

She puts her life at stake,

She's real, she's not fake!

The summer of life she's ready to see in spring.

She says, "Spring will come again, my dear.

Let me care for the ones who're near."

She's The Woman – she has no fear!

Strong is she in her faith and beliefs.

"Persistence is the key to everything,"

says she. Despite the sighs and groans and moans,

She's strong in her faith, firm in her belief!

She's a lioness; don't mess with her.

She'll not spare you if you're a prankster.

Don't ever try to saw her pride, her self-respect.

She knows how to thaw you, saw you – so beware!

She's today's woman. Today's woman, dear.

Love her, respect her, keep her near....

Glossary:

Innate: An innate quality or ability is one that you were born with, not one you have learned

Symbol: A sign, shape, or object that is used to represent something else

Stake: A share or a financial involvement in something such as a business

Fake: An object that is made to look real or valuable in order to deceive people

Spring: Something's ability to return to its usual shape after it has been pressed

Faith: Great trust or confidence in something or someone

Persistence: The fact that someone or something persists

Despite: Without taking any notice of or being influenced by; not prevented by

Sighs: To breathe out slowly and noisily, expressing tiredness, sadness, pleasure, etc.

Groans: A deep, long sound showing great pain or unhappiness

Moans: To make a long, low sound of pain, suffering, or another strong emotion

Spare: If something is spare, it is available to use because it is extra

Prankster: Behavior that involves playing tricks that are intended to be funny but not to cause harm or damage; someone who plays pranks on people

Self-respect: A feeling of respect for yourself that shows that you value yourself

Beware: Used to warn someone to be very careful about something or someone

Comprehension

1. How are today's women portrayed by the poet?
2. What qualities have made women powerful?
3. What does the word summer mean here?
4. What does she mean by “spring will come again”?
5. How does she deal with the adversities in life?
6. Is she complaining about the problems of life?

7. Pick out the words that show her grit.
8. What do the words thaw and saw mean?
9. How should a woman be treated?
10. What is the tone of the poem?
11. Briefly describe the view of a woman in the poem.

Pronunciation: Connected Speech

Connected speech is spoken language in a continuous sequence, as in normal conversation. It is also called connected discourse. There is often a significant difference between the way words are pronounced in isolation and the way they are pronounced in the context of connected speech. When we speak a language, words have some effect on each other. We do not always pronounce words completely separately with a neat pause in between. In fact, many words affect each other when you put them into phrases and sentences. The end sound of one word often affects the beginning of the next word.

There are five different kinds of connected speech: catenation or linking, intrusion, elision, assimilation and geminates.

CATENATION OR LINKING

Catenation, or Linking is probably what most people think of first when they think of connected speech. Linking happens when the end of one word blends into another. When the last sound of a word is a consonant and the first sound of the next word is a vowel, you get linking.

For example:

I want this orange →thisorange

I want that orange →thadorange

This afternoon →thisafternoon

Is he busy? → Isi busy?

Cats or dogs? →Catserdogs?

INTRUSION

Intrusion means an additional sound “intrudes” or inserts itself between others. It is often is a /j/ or /w/ or /r/ sound between two other vowel sounds.

For example:

He asked →Heyasked

She answered –? Sheyanswered

Do it →Dewit

Go out → Gowout

Shoe on → Shoewon

ELISION

Elision means when a sound disappears. Basically, a sound is eaten by other stronger or similar sounds next to it. This often happens with a /t/ or /d/ sound.

For example:

Next door → Nexdoor

Dad take → Datake

Most common → Moscommon

ASSIMILATION

Assimilation means two sounds blend together, forming a new sound altogether. This often happens with /t/ and /j/ which make /tʃ/ and with /d/ and /j/ which make /dʒ/.

For example:

Don't you — dontʃu

Won't you — wontʃu

Meet you — meetʃu

Did you — didʒu

Would you — wudʒu

GEMINATES

Finally, geminates are like twins — two same sounds back-to-back. Often when one word ends with the same letter as the beginning of the next word, you should connect the two words in your speech.

For example:

Social life → socialife

Pet turtle → Peturtle

Activity: SPEAKING Part 1: Use connected speech to make the below dialogue more efficient. Then practice it with your partner and then read it to another group. They will listen and write in the missing words.

A: What are you doing?

B: Studying. I have a lot of homework. I hate math. I wish I could drop out of school.

A: Well, you have to go because you need to get your diploma.

B: I guess so. Hey, have you seen Benjamin?

A: No. If he's not in his room, then he must have gone out. He could have gone to the park to play basketball. It is a nice day.

B: Okay. I'll look for him there. Later.

LISTENING Part 2: Listen to your partner's dialogue. Write down the words you hear.

A: Hey Jake. _____ ?

B: I'm _____ upset.

A: Why? _____ ?

B: I lent _____ bucks to my friend last week. But he still hasn't paid me back.

A: You _____ lent money to him. It's not good when money gets between friends.

B: I know. He was _____ yesterday, but he didn't. He didn't even mention it.

A: I _____ about it. Why _____ remind him?

B: I guess I _____.

Connected Speech Practice — Pair B

SPEAKING Part 1: Use connected speech to make the below dialogue more efficient. Then practice it with your partner and then read it to another group. They will listen and write in the missing words.

A: Hey Jake. How are you?

B: I'm kind of upset.

A: Why? What's the matter?

B: I lent 100 bucks to my friend last week. But he still hasn't paid me back.

A: You shouldn't have lent money to him. It's not good when money gets between friends.

B: I know. He was supposed to pay me back yesterday, but he didn't. He didn't even mention it.

A: I bet you he has forgotten about it. Why don't you remind him?

B: I guess I have to.

LISTENING Part 2: Listen to your partner's dialogue. Write down the words you hear.

A: _____ doing?

B: Studying. I have _____ homework. I hate math. I wish I could drop out of school.

A: Well, you _____ go _____ you need to get your diploma.

B: I guess so. Hey, _____ seen Benjamin?

A: No. If he's not in his room, then he _____ out. He _____ to the park to play basketball. It is a nice day.

B: Okay. I'll look for him there. Later.

Grammar: Para jumbles (Competitive exams perspective):

Para jumbles are jumbled paragraphs. Basically, you are given a paragraph but the sentences are not in the right order. The candidate is expected to rearrange the sentences in a logical order such that they make sense.

Here are few Handy Tips and Rules to solve it.

- Identify Opening and Closing Statement. Identifying the opening and closing statements is crucial. ...
- Identify Linked/Connected Sentences. ...
- Find transitional words. ...
- Identify the Pronouns. ...
- Identify the Adjectives. ...
- Eliminate your options.
- Identify the Sentence Construction. ...
- Read all the options thoroughly. ...
- Look for the concluding sentence.

Strategies to Solve Para jumbles Questions

There are several approaches which a test-taker can follow while solving Parajumble questions.

The key strategies are as follows:

Identify the Opening Sentence: After reading all the sentences, it would be easy to find out the first and opening sentence. Once the first or opening sentence is identified, it would be easy to arrange the other sentences sequentially.

Identify the Closing Sentence: It is relatively easy to find out the closing or last sentence in a Parajumble. The last sentence will have a conclusive tone to it, which will make it easier to identify the final sentence.

Usage of Pronouns and Acronyms: The sentences, which would have pronouns or acronyms would be the middle sentences since a paragraph's first sentence will carry proper nouns and full forms. Hence, any sentence of the Parajumble would be one of the middle sentences.

Note the Transitional Words: Test takers should look for transitional words such as 'also', 'as well', 'furthermore', etc. The transition words act as a bridge between one sentence to another, rather one idea to another in a paragraph. Observing the transition words can lead to the connecting sentence.

Examples of Para jumbles:

Sample the following Parajumbles questions to get an idea about the type of questions to expect in the Verbal Ability section of MBA entrance and other competitive exams:

- A. But in the industrial era destroying the enemy's productive capacity means bombing the factories which are located in the cities.
- B. So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to do is bum his fields, or if you're really vicious, salt them.
- C. Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.
- D. How do you do battle with your enemy?
- E. The idea is to destroy the enemy's productive capacity, and depending upon the economic foundation, that productive capacity is different in each case F. With regard to defence, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.

Answer Options:

- a. FDEBAC
- b. FCABED
- c. DEBACF
- d. DFEBAC

Or

A. The situations in which violence occurs and the nature of that violence tends to be clearly defined at least in theory, as in the proverbial Irishman's question: "Is this a private fight or can anyone join in?"

B. So the actual risk to outsiders, though no doubt higher than our societies, is calculable.

C. Probably the only uncontrolled applications of force are those of social superiors to social inferiors and even here there are probably some rules.

D. However binding the obligation to kill, members of feuding families engaged in mutual massacre will be genuinely appalled if by some mischance a bystander or outsider is killed.

Answer Options

a. DABC

b. ACDB

c. CBAD

d. DBAC

The above questions were asked in CAT.

Activity:

Q1: A. With that, I swallowed the shampoo, and obtained the most realistic results almost on the spot.

B. The man shuffled away into the back regions to make up a prescription, and after a moment I got through on the shop-telephone to the Consulate, intimating my location.

C. Then, while the pharmacist was wrapping up a six-ounce bottle of the mixture, I groaned and inquired whether he could give me something for acute gastric cramp.

D. I intended to stage a sharp gastric attack, and entering an old-fashioned pharmacy, I asked for a popular shampoo mixture, consisting of olive oil and flaked soap.

A:(a) DCBA

(b) DACB

(c) BDAC

(d) BCDA

The above question appeared in CAT 1999

Q2: A. If caught in the act, they were punished, not for the crime, but for allowing them to be caught another lash of the whip.

B. The bellicose Spartans sacrificed all the finer things in life for military expertise.

C. Those fortunate enough to survive babyhood were taken away from their mothers at the age of seven to undergo rigorous military training.

D. This consisted mainly of beatings and deprivations of all kinds like going around barefoot

in winter, and worse, starvation so that they would be forced to steal food to survive.

E. Male children were examined at birth by the city council and those deemed too weak to become soldiers were left to die of exposure.

A: (a) BECDA

(b) ECADB

(c) BCDAE

(d) ECDAB

The above question appeared in CAT 2000

(Answer/solution for the above activity- Q1: (a) Q2: (a))

Vocabulary: One word Substitutes:

One Word Substitution simply means using a specific word replacing a wordy phrase or sentence and making it shorter, concise and clearer to understand. This way, the word becomes identical with the sentence thus providing the same meaning as the wordy sentence. The best way to master this concept is to learn their meanings by putting them in a particular sentence or visualising them through an interesting story. One word substitution questions frequently occur in many national-level exams such as SBI PO, UPSC, CAPF, CDS, RRB, SSC etc.

The one word substitutes can be solved by identifying its ‘root word’ or core meaning and then identifying the prefix and suffix. Many words like Anthropology come from the root word *anthrōpos* which means humans (Here ‘Anthro’ is the prefix and ‘ology’ is the suffix). Hence anthropology means the study of humanity. To gain mastery in understanding root words, you should be familiar with the etymology and linguistic of the words. One word substitutions are important as they make communication of the English language much more concise, lucid, and easy. People can remember words and communicate bigger meanings through a simple word. They make our sentences more precise and reduce complexity. These substitutions also help us to classify words based on the suffix which makes it easy to categorize them and put similar words together.

For Example:

- A government by the people – Democracy
- one, too strong to be overcome – Invincible
- One who is present everywhere – Omnipresent
- A book published after the death of its author – Posthumous
- A list of books – Catalogue
- A person who all ways thinks of himself – Egoist
- A place where weapons and ammunitions are stored – Arsenal
- A sentence whose meaning is unclear- Ambiguous
- A speech which is delivered without previous preparation- Extempore
- A study of Man- Anthropology

Activity:

1. A person who thinks only of himself
(A) Egoist
(B) Eccentric
(C) Proud
(D) Boaster

2. A life history written by somebody else
(A) Biography
(B) Autobiography
(C) Anthropology
(D) Ornithology

3. That which cannot be corrected
(A) Unintelligible
(B) Indelible
(C) Illegible
(D) Incurable

3. A person of good understanding knowledge and reasoning power
(A) Expert
(B) Intellectual
(C) Snob
(D) Literate

4. List of the business or subjects to be considered at a meeting
(A) Schedule
(B) Time Table
(C) Agenda
(D) Plan

(Answer for the above activity: 1-A, 2-A, 3-D, 4-B 5-C)

Spelling: Word Scrambles (Arrange the word in the correct order):

A word scramble is nothing but rearranging a set of letters to form a real word. For example, if you have the letters ERHE, you can use those letters to make the word “HERE.” For more of a challenge, you might work on unscrambling RLAIKDSZ into “LIZARDS.”

Word scrambles are been in used for decades. In fact, they’re even older than word search puzzles! Comic book writer and artist Martin Naydel created one of the first word scrambles in 1954. It originally appeared as “Scramble” before it was retitled as “Jumble.”

Almost all the competitive examinations like SSC, Bank Exams ectthe word scrambles/Jumbles appear in the reasoning section.

- EE CFRPT – PERFECT
- AU BDHNS – HUSBAND
- AEE CHTR – TEACHER
- EEI CCNS – SCIENCE
- AEI CCLPS – SPECIAL
- AOU LPPR – POPULAR
- AE PRE MD – PREMADE
- ING O NSW – SNOWING
- RE EO DNZ – REZONED
- AOE SMEW - AWESOME

For Example: Unscramble the letters in the words given in these questions and find the odd one out.

1. (A) Oiqsmtou
 (B) Lionstevie
 (C) Tan
 (D) Emitter

Ans: B

Termite, Television, Ant, Mosquito
 All except TELEVISION are names of insects.

2. (A) Harci
 (B) Eanogr
 (C) Abnnaa
 (D) Ealpp

Ans: A

Chair, Orange, Banana, Apple
 All Except CHAIR are names of fruits.

3. (A) Lahew
 (B) Ocrw
 (C) Leega
 (D) Warpsor

Ans: A

Whale, Crow, Eagle, Sparrow
 All except WHALE are birds.

Activity:

1. What word can you get by unscrambling "rcsupaeicsoip"?

- A. Contumacious
 B. Perspicacious
 C. Cachinnation

D. PERSPICUOUS

2. What word can you get by unscrambling "aerc"?

- A. Care
- B. Cark
- C. Carp
- D. Fawn

3. What word can you get by unscrambling "irclonla"?

- A. Narration
- B. Marathon
- C. Carillon
- D. Cavalier

4. What word can you get by unscrambling "elaaplr1"?

- A. Parallel
- B. Paralyze
- C. Graylag
- D. Marathon

5. What word can you get by unscrambling "etimdnes"?

- A. Regiment
- B. Sediment
- C. Medicine
- D. Redcoats

(Answers: 1. B, 2.A, 3. C, 4. A, 5. B)

Punctuation: Parenthesis

The symbols () that are put around a word, phrase, or sentence in a piece of writing to show that what is inside them should be considered as separate from the main part

Example:

1. I am making dinner (pot roast with potatoes and carrots) in the slow cooker.
2. The President (and his assistant) travelled by private Jet.
3. Please submit the following four items with your application: (1) a cover letter, (2) a resume, (3) a college transcript, and (4) a list of professional references.
4. The conference call will be held at 9:00 a.m. (EST).

Activity: Use parentheses where needed in these sentences.

1. I'll get back to you tomorrow Friday.

2. *If you want to be healthy, you must 1 eat good food, 2 get sufficient exercise, and 3 get adequate sleep.*
3. *That movie reminded me I remember it well about the adventure we had.*
4. Even though he was not qualified according to his transcripts, he knew more than most of the others.
5. Another possibility the possibilities seem endless was suggested by a person at the back of the room.
6. Before you turn in your paper, check 1 spelling, 2 punctuation, 3 capitalization, and 4 footnotes.

Conversation: Dos and Don'ts in an Interview

Interview is an important selection technique where there is two-way exchange of information either on one-to-one basis or by an interview panel. The interview gets important information from the candidates and can also judge whether or not they can fit into the organisation culture.

Interview is a two-way conversation. It is a personal form of communication between two people. It is a beneficial process for both the interviewer and the interviewee. The interviewer tells the applicant about the job preview and helps the interviewee make his mind about whether or not he wants to take that job. Though conducting interviews is not based on fixed rules, certain guidelines for the interviewer and interviewee can make interview an effective process.

When preparing for your interview and considering all the aspects where your behavior can affect your chances of receiving a job offer, follow these interview tips or Dos and Don'ts before and also in the interview:

- Interview preparation
- Appearance and deportment
- Interview questions
- Questions for the interviewer

1. Interview preparation

Do's

Do: prepare for the interview no later than the night before.

Do: make a checklist of what you'll need to take with you.

Do: ensure you have directions to the interview site and time out how long it will take you to get there.

Do: choose your interview outfit in advance and make sure it is clean and ironed, if necessary.

Do: get plenty of rest the night before to ensure you are alert and focused.

Do: research the company's history, mission and recent developments.

Do: outline your answers to common interview questions.

Do: print out at least five hard copies of your resume in case your interviewers don't have their own.

Do: know the format of your interview and ask the hiring manager beforehand, so you can prepare.

Don'ts

Don't: wait until the morning of an interview to gather your materials. Unexpected difficulties could easily make you late for your interview, which could impact the hiring manager's first impression of you.

Don't: be late. You should plan enough time to arrive at the interview location at least 10 minutes early.

Don't: try to memorize your answers to interview questions. Instead, remember key points you want to convey.

2. Appearance and demeanor

Do's

Do: present a tidy and confident appearance.

Do: wear a simple, comfortable outfit that allows you and the hiring manager to remain focused on the interview.

Do: sit up straight with your shoulders back to display confidence.

Do: maintain eye contact and smile let the interviewer know you're interested in the conversation.

Don'ts

Don't: wear bold clothing or strong perfume, as they can be distracting.

Don't: fidget or make nervous movements with your hands.

Don't: dress down or casually in an effort to fit with the culture. It's always better to dress more professionally than not professional enough.

Don't: cross your arms or use body language that could make you seem closed off.

3. Interview questions

Do's

Do: prepare for typical interview questions by practicing your answers.

Do: practice in front of a mirror will help you be more aware of your facial expressions and body language, both of which are very important for a successful interview.

Do: ask a trusted friend or colleague to act as your interviewer. They should be able to offer you constructive feedback about your answers.

Do: smile as you listen to the interviewer's questions.

Do: take your time to process their questions prior to responding. If you need more time to think it through, say, "That's a great question. Let me consider that for a minute."

Do: highlight the skills and experience you have to offer that make you a great fit for the position. If applicable, try to work examples of these into your answers to most of their questions.

Do: always answer with a positive and professional demeanor. If the interviewer asks you about your experience with a former employer or why you want to leave your current position, it's important to offer positive explanations. Be polite and professional when talking about past positions.

Do: be honest about all aspects of your employment history. For example, if you have gaps in your employment or experienced a layoff or dismissal, be ready to discuss why but how you have used this experience to grow.

Don'ts

Don't: offer unnecessary details. The interviewer wants to get to know you, but sharing long stories or irrelevant information can distract from your qualifications. Offer concise answers that relate to the role and company.

*Don't: ramble. Preparing ahead of time what details to include in your answers should help you avoid extra language and info that could occur when you're nervous.

Don't: forget to listen and stay focused on the information your interviewer is providing you, and use this information to answer their questions more specifically.

Don't: interrupt your interviewer when you have a question or need clarification but do wait for a pause in the conversation to ask short questions. Asking questions specific to what they are saying or asking of you is important to show that you understand and are engaged in the conversation.

4. Questions for the interviewer**Do's**

Do: ask questions about the company. Coming prepared with your own questions shows you're interested in the company and you performed research before the interview.

Do: ask questions that are well-informed and specific to the information that your interviewer has presented to you.

Do: take notes when they answer your questions, as it shows that you are interested in the answers and want to review the conversation later.

Don'ts

Don't: come unprepared. Even if you do not have questions after researching the company beforehand, you should have noted questions during the interview. Having questions shows that you're interested in the company and what they do.

Don't: ask simple questions. Your questions should encourage the interviewer to discuss the functions of the position for which you are applying. For example, you could ask questions about how reporting works or which departments you might work with. You can also ask about the interviewer's role and their favorite part about working there.

Don't: ask about salary in your interview. The interviewer may ask what your salary expectations are—in which case, you can offer a range you are comfortable with—however, asking about salary prematurely may make you seem like you are interviewing with them solely based on salary.

Activity:

1. *What is the best way to make a good impression during an interview? With few examples.*
2. *What are the best ways to improve your interview skills?*

Reading Passage: Chakali Iamma



Chityala Iamma, commonly known as Chakali Iamma, was born into a Bahujan family whose caste was Rajaka. They were known as Chakali in the Telangana region. This valiant freedom fighter was born on September 10, 1919 in Krishnapuram Village of Warangal District. Her family earned their daily bread only through their occupation assigned by the caste structure.

They served the upper caste feudal lords by washing their clothes. Her caste has become her surname as an empowering assertion. Carrying the caste in her surname is carrying her history of slavery which always indicated a history of bravery and celebration of her intolerance for upper caste feudalism. She thus asserted the history of violence that her community had to face by upper castes. Chakali Iamma was married off as a child to Chityala Narasaiah. They had five children. Iamma's fight was not exclusive of feudalism but it is of gender equality and equality within women. She questioned and stood against upper caste women who equally perpetuated caste and class slavery by commanding the lower caste women to address them as *Dora*.

She was one of the first to question upper caste women's supremacy and identified that caste and class plays a major role in every frame of life within gender. It is safe to consider Chakali Iamma's struggle as a study of intersectional feminism as well. Chakali Iamma fought for land and food is a common notion, but she also fought for women. Not only did her struggle target upper caste feudal lords, but also masculinities that are ingrained in the mechanisms of violence. She has been constantly challenging the toxic masculinity of upper caste feudalism. She fought against mobs of men who always tried to assault her when trying to grab land from her.

The landlords grabbed lands from the lower strata of people. This had even lead to many struggles by the exploited. Bloodshed, gang rapes, sexual assault and institutional harassment were common then. Iamma was determined to take 40 acres and started cultivation this, shock the upper caste feudal landlords and the *Nizam* Government they tried to grab her land through persistent physical attacks and trying to cut her crop away. Iamma told them, "*This is my land. This is my crop. Who is this Dora to take away my land and crop? It is only possible for you when I die*".

With Iamma's sheer courage and fight, CPI was able to attack the landlords and they redistributed the crop and wealth to the oppressed. It is Chakali Iamma who made this happen. Her constructive struggle and idea of anti-slavery paved the path for justice. She lost her husband, who was brutally attacked by *Dora*.

She has been one of the greatest and most inspiring leaders of *The Telangana Armed Rebellion* in 1947. She took up arms to dismantle the atrocities of the then *Nizam* Government in connivance with British Imperialism. Chakali Iamma's rebellion inspired many women to stand strong to protect their lands from the *Nizam's* Army and landlords while still facing threats of sexual assault and their husbands being killed. Paving the way for the next generation and creating revolutionary communities, Chakali Iamma passed away on September 10, 1985.

Answer the following questions.

1. What is the real name of Chakali Iamma and why was she called so?
2. Whom did she fight against?
3. What was her contribution towards gender equality?
4. How Iamma inspired other woman?
5. She was part of which organization and why?

Writing: Letter Writing (Official Letter)

Formal Letters, also called Business Letters or Professional Letters, are letters that are written in a strict and specific format. Formal letters are naturally much more formal in style than informal/friendly letters. Formal letters can be written for a number of reasons such as,

- to express your concerns in the professional setup
- to provide official information across your workspace
- to order goods, to apply for employment
- to the Editor of a newspaper addressing the problems faced by various groups of people in different areas, etc.

Structure of a Formal Letter

In order to be able to write a formal letter, you have to first understand the reason behind the letter. As far as formal letters are concerned, the structure of the letter changes depending on the type of letter. There are certain rules to be followed to be able to draft a formal letter. Every sentence should be well thought out and laid down in such a way that the message you want to convey should be precise and clear to the reader.

Types of Formal Letters

There are different types of formal letters, as discussed, and they can generally be labelled under the following terms:

- Business Letters
- Letters of Application
- Letters to Newspapers

Business Letters

Business letters should be terse, clear and to the point. There is no room for any kind of stories in a business letter. Before you start to write a business letter, there are a few things you should keep in mind.

- Use simple, everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
- Never use jargon that is commonly used in business when you write a business letter.
- Avoid using abbreviations as much as possible.
- The modes of address vary according to the type of letter and the receiver.
- Clear and exact descriptions of the articles necessary with the expected quality and quantity should be listed with utmost care when you write a letter to order goods.
- When replying to a business letter, always quote the date of the letter you are responding to and the number of references (if any).

Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

Letters of Application

Letters of Application usually consist of letters applying for employment. Before and after you write a letter of application, make sure you check for the following:

- Always start with a short introduction stating whether the applicant is writing in response to a reference from an advertisement found online or in the newspaper.
- State the age, education and experience of the applicant.
- Provide the employer with a genuine expression of the applicant's earnestness in taking up the job in the respective company.
- Also, furnish references so that the employer can gather an idea of the kind of employee you would be.

Letters of Application should follow the format of formal/business letters.

Letters to Newspapers

Always address these letters to 'The Editor' and end with 'Yours faithfully'. Letters to the Editor are letters that express concerns that should be addressed to the higher authorities. These letters should be professional and authentic. No newspaper would publish anonymous letters, so make sure you are writing the letter for a cause and provide your name and address correctly.

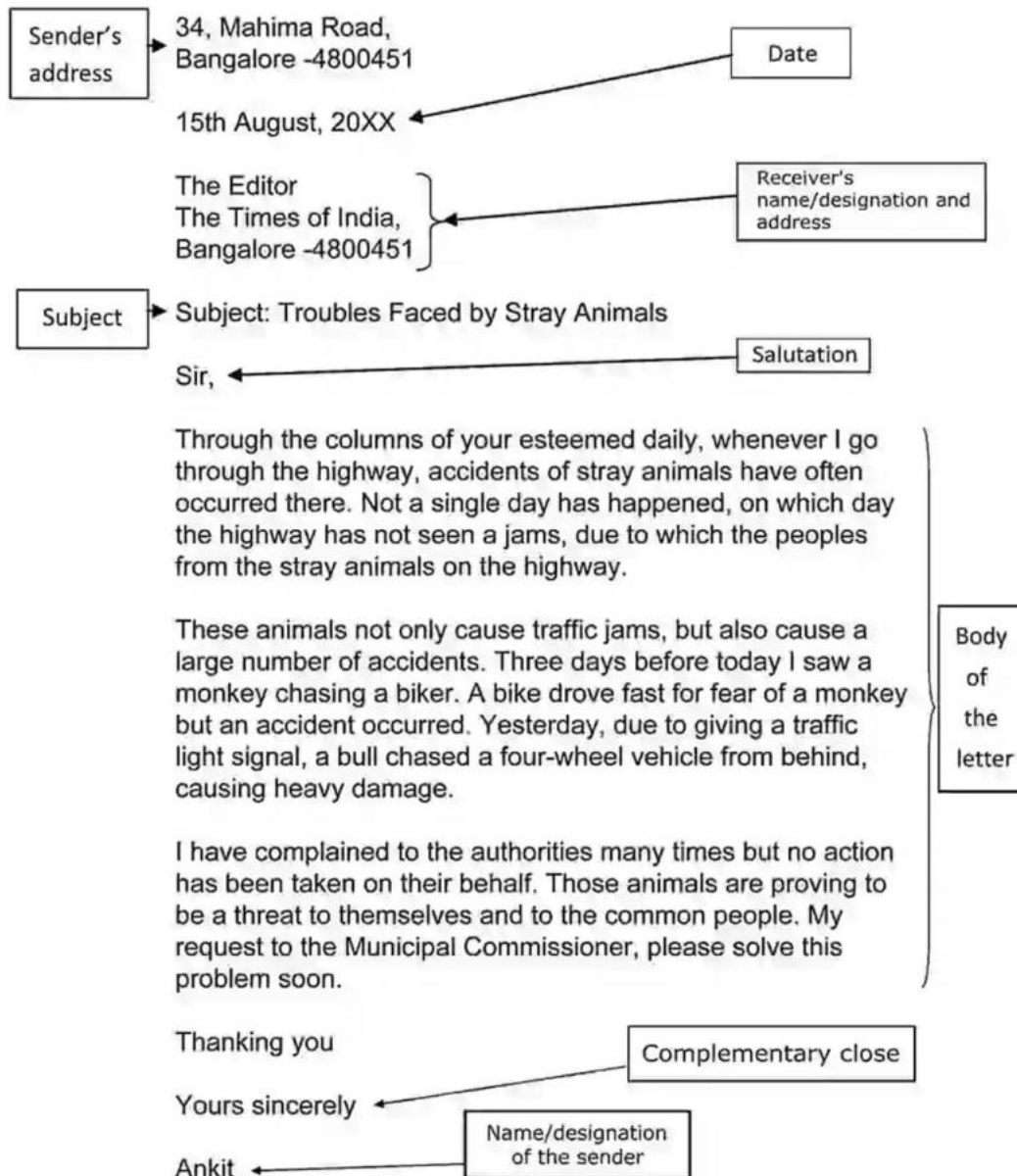
Writing a Formal Letter – Parts of a Formal Letter

When writing a formal letter, always be respectful and conscious of your language, no matter what the subject of the letter might be. To write a formal letter, there are some points to be remembered.

1. Always start with the **sender's address**
2. This is followed by the **date**.
3. The **receiver's address** comes next. The receiver can be the name of the firm or the one who represents the firm.
4. The **subject of the letter** is very important. It is a statement of the purpose of the letter. It should be written in a single line.
5. The **salutation** can be *Dear Sir/Ma'am*. If it is a person you know well, you can address them by their name, *'Dear Shrinath'*.
6. The **body of the letter** can be written in 3 paragraphs.
 - The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
 - The second paragraph should furnish all the information about the matter.
 - The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.
7. To **close the letter**, you can use a complimentary closing like *'Yours faithfully'*, *'Yours sincerely'* etc.

8. Unlike informal letters, the **signature** should include your name (in block letters) and designation below your signature.

Formal Letter Writing Samples



Formal Letter Sample 1 – Letter to the publisher ordering books for your store

Javed
24, Crosby Lane

Bangalore 600045

20th August 2019

The Manager
Zack Publishing House
Mumbai 400012

Subject: Requirement of new books for the store – reg.

Dear Sir,

I have received the books that you had sent last week. The books are in perfect condition, and they were delivered on time. Owing to the great service rendered, I would like to order more books that would be a great addition to the wide range of books available at my store. Given below is a list of books that I would like to purchase:

Title of the Book	Author	No. of Copies
David Copperfield	Charles Dickens	3
Treasure Island	R L Stevenson	2
A Brief History of Time	Stephen Hawking	4
Surely You're Joking, Mr. Feynman!	Richard Feynman	2

I shall be grateful if you could send me copies of these books as mentioned by VPP as early as possible to the address given.

Thank you in advance.

Yours faithfully,

Signature
JAVED

Formal Letter Sample 2 – Letter to the Editor about a road that needs repair

Ganesh
25, SS Street
Chernan Nagar
Coimbatore 641023

8th September 2019

The Editor
The Hindu
Coimbatore

Subject: Repair of the road in Cheran Nagar

Sir,

I would like to bring to your notice that the people in and around Cheran Nagar have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any development on the issue so far.

As private appeals to their office have had no effect, perhaps a little publicity will do no harm. For the last month, the roads in Cheran Nagar have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night it is positively dangerous for motors or carriages to pass that way. Moreover, there are heaps of road metal on both sides of the road, which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks.

The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be put in thorough repair without further delay.

Thanking You

Yours sincerely,

Signature
GANESH
Resident

Activity:

1. *Write a letter to the Highway Authorities; many stray animals are seen on the highway during the day's busy times. These animals are becoming very fast, causing accidents with traffic jams. Earlier, you have written to the authorities concerned, but no action has been taken so far.*
2. *Think that you have lost your library card. Write a letter to the librarian of your college requesting him/her to issue a duplicate card in your favour.*
3. *Write an application to head of the administrative department of the college requesting your transfer certificate.*

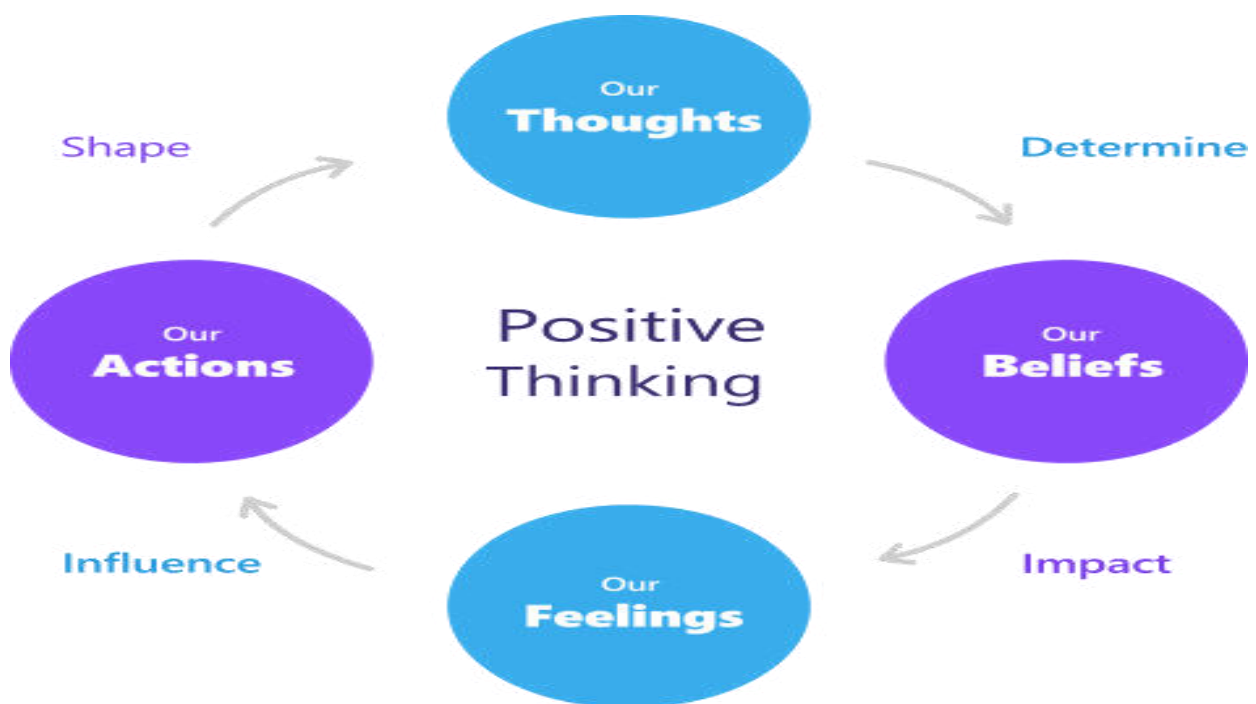
Soft Skills: Positive Thinking

Positive thinking is an emotional and mental attitude that focuses on the good and expects results that will benefit you. It's about anticipating happiness, health and success instead of expecting the worst. Leveraging the law of attraction this mind-set creates a positive feedback loop that brings even better into your life.

The Power of Positive Thinking:

You hold an incredible power to truly change your life. Here is the process to think more positive and to be mindful in your approach.

1. If you change the way you **think**, you will change the way you feel.
2. If you change how you **feel** you will change your behaviour.
3. If your **behaviour** changes, so do your actions!
4. If you change your actions, you change your **outcome!**



The Benefits of Positive Thinking:

Many studies have looked at the role of optimism and positive thinking in mental and physical health. It's not always clear which comes first: the mind-set or these benefits. But there is no downside to staying upbeat.

Some physical benefits may include:

- Longer life span
- Lower chance of having a heart attack
- Better physical health
- Greater resistance to illness such as the common cold
- Lower blood pressure
- Better stress management
- Better pain tolerance

The mental benefits may include:

- More creativity
- Greater problem-solving skill
- Clearer thinking
- Better mood
- Better coping skills
- Less depression

How to Benefit From Positive Thinking:**Empower Yourself**

You didn't get the promotion you worked so hard for. You've been let go from your job. Your partner broke up with you. You have chronic health issues that hold you back. These are all difficult situations that many of us will face at some point in our lives.

Take Control of Your State

Positive thinking is as much about your body as it is about your brain. Take control of your physiology by taking pride in how you present yourself. Work on your posture to give those around you nonverbal cues that you are feeling strong and positive, and are ready to listen to them. Stop nervous habits like fidgeting or twirling your hair. This technique requires you to observe yourself; as soon as you catch yourself giving in to a nervous tic or starting to slump, straighten up. As you hold your body in a power pose, a more positive mindset will naturally follow.

Adjust Your Mind-set

Adjusting your physiology is only one part of the puzzle; it's critical to catch the other negativity trigger in its opening stages as well. Your mindset governs what thoughts flow through your head and how you feel and react to each one. If your mindset is poor, everything around you is going to seem all the worse.

Study Your Habits and form new Ones

Perhaps you become agitated whenever you start thinking about going after a promotion at work. Your thoughts take you to a dark place and positive thinking goes out the window. You calculate how long you've been with the company and start thinking about why you haven't been promoted already. Do your bosses know something you don't? Maybe they don't think you're capable of doing the job. You begin to question your skill set, and then you wonder if you'll ever move up in your field. Maybe you'll just quit.

Choose Your Words Carefully

One habit that is essential to positive thinking is to transform your vocabulary. The words you choose – both in conversation and in your own mind – have a deep impact on your mindset. Studies have found that positive self-talk improves psychological states, helps people

regulate their emotions and more. Your conversation affects how others respond to you, again creating a feedback loop that can be either positive or negative.

Identify Those You Admire

Think of someone who's had a profound impact on your life. It can be a close friend, family member or someone you've never met, like a celebrity, professional athlete or renowned entrepreneur. The person you admire doesn't have to be famous.

Activity:

1. *Positive Thinking is a key to success; Explain with the experiences that you have come across.*
2. *Do you think positive thinking can help you to overcome all of your problems in life?*

Value Education: A picture is worth a thousand words

The origin of the phrase:

This phrase originated in America in the early 1900s. Its introduction is widely attributed to Frederick R. Barnard, an advertising executive. However, other references to its origin also exist.

Henrik Ibsen first said:

“A thousand words leave not the same deep impression as does a single deed.”

After he died in 1906 the phrase was plagiarised and rephrased into the present form we know today.

In March 1911, the Syracuse Advertising Men's Club held a banquet to discuss journalism and advertising. In an article on The Post-Standard covering this event, the author mentioned Tess Flanders as saying: “Use a picture. It's worth a thousand words.”

Meaning

- ☞ A picture conveys information more effectively than words
- ☞ A picture can tell a story just as well as many words
- ☞ Using graphics can convey ideas more effectively than a large number of words
- ☞ Graphic illustration conveys stronger messages than words

The proverb a 'picture is worth a thousand words' is probably not as old as you think. A proverb is a short, common saying or phrase. It particularly gives advice or shares a universal truth while words convey one idea, the use of images has the capacity to convey multiple at the same time while also engaging the viewer on a different level. The phrase is sometimes used in journalism when someone wants to convey meaning through a cover photo.

The phrase a picture is worth a thousand words means a picture may convey an idea more quickly and effectively than the written word. Writers of texts that describe concepts involving imagery or abstract thoughts need many words to get their points across. A photograph, artwork, drawing or graphics can often demonstrate an idea with one look, much more quickly than a narrative can explain things. A photograph or artwork may depict emotion, enabling the viewer to perceive the essence of the story without a word being written or spoken. Readers of articles or books must engage in a large amount of effort to mentally process the words in order to understand what the writer is trying to convey. Someone who simply views an image can capture the essence of the meaning of that image without a lot of explaining. The viewer may gain some insight from an image; however, even photographs are open to interpretation. A photographer may crop the picture, leaving out a factor that may be of some importance. He may highlight a point of view that does not tell the whole story.

Activity:

1. “Human beings are by nature, more visual learners than anything else”.
What do you think about the saying?

2.



Can you comment on the above picture?

General English III,IV,V,VI-Sem QP Pattern**Section-A**

6-Questions - Answer any 4 - 4x8=32 Marks

Q.No. 1 - Unit-I

Q.No. 2 - Unit-I

Q.No. 3 - Unit-II

Q.No. 4 - Unit-II

Q.No. 5 - Unit III

Q.No. 6 - Unit-III

Section-B

6-Questions - Answer any 3 - 3x16=48 Marks

Q.No.7 A (8M) & B (8M) - Unit-I


Q.No.8 A (8M) & B (8M) - Unit-I

Q.No.9 A (8M) & B (8M) - Unit-II

Q.No.10 A (8M) & B (8M) - Unit-II

Q.No.11 A (8M) & B (8M) - Unit-III

Q.No.12 A (8M) & B (8M) - Unit-III

 5/3/2022