



**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

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



Department of English
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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

b.

8 Marks

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

a.

OR

b.

8 Marks

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

a.

OR

b.

8 Marks

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