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BENGALURU
CITY UNIVERSITY

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BE BOUNDLESS

Resonance-IV

IV Semester B.A./ B.S.W./ B.A.(Music)



Editor :

Dr. Chitra Panikkar

PRASARANGA
BENGALURU CITY UNIVERSITY
Bengaluru

Resonance- IV

IV Semester B.A. / B.S.W. / B. A. (Music)

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BENGALURU CITY UNIVERSITY (BCU)
BENGALURU

RESONANCE–IV: General English Text Book for IV Semester B.A/B.S.W/B.A (Music) and other courses coming under Faculty of Arts, is prepared by the Members of the Textbook Committee, Bengaluru City University (BCU).

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FOREWORD

RESONANCE–IV General English Text Book for IV Semester B.A/B.S.W/B.A (Music) and other courses coming under Faculty of Arts, Bengaluru City University (BCU) has been designed with the dual-objective of inducing literary sensibility and developing linguistic skills in students. Both of these have been combined in a single text instead of two separate texts. This is the fourth General English Text Book for Undergraduate students of BCU, Bengaluru, prepared by the Members of the Textbook Committee.

I congratulate the Text Book Committee on its efforts in the preparation of the material, which includes a variety of literary pieces and workbook for honing language skills. I thank the Director of Bengaluru City University Press and their personnel for bringing out the textbook neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it and develop literary sensibility as well as linguistic skills.

Prof. Lingaraja Gandhi
Vice-Chancellor
Bengaluru City University
Bengaluru-560001.

PREFACE

The General English Course book for IV Semester B.A, RESONANCE-IV, introduces undergraduate students to a spectacular kaleidoscope of literary selections that cover a wide range of subjects and issues. These model pieces of writing cast in different genres and forms are meant not only to cultivate literary sensibilities in students but also to sensitise them to social concerns. It is assumed that the thinking practices and extended activities incorporated as part of every lesson-plan would help students interpret literature as a form of cultural expression.

The Course book has two parts: Part I comprises the literary component; Part II concentrates on language. The language section is designed to perfect and hone the soft skills of students pertaining to effective verbal expression and communication.

It is hoped that students would make the best use of the present anthology and understand the importance of acquiring fine language skills while engaging with a verbal medium like literature.

I would like to thank Poornima. P.S, the Chairperson and her team of teachers, who have put in all their time and effort into the realisation of this textbook. I thank the Vice Chancellor, Bengaluru City University for his consistent support. I also thank the publisher, who helped us bring out the book on time.

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NOTE TO THE TEACHER

The General English Textbook Resonance -IV prescribed for the courses coming under the faculty of Arts focuses on some of the genres which are at the advanced level. A few of the selections demand a background knowledge of the earlier classics and age, viz, the poem, ‘Hamlet’ and ‘Pig Tail’ etc. The students can fine tune their writing skill in this semester since they will focus on their core subjects in the ensuing semesters. The stakeholders can discern the complexity of literary pieces selected here. However the committee hopes they deserve such texts and will enjoy the selections.

The Grammar section trains the students to have hands on experience, in the sense the components are on those aspects which will mould them and prepare them to be prospective employees: Report Writing, Interview to name a few. Ted Talks and Reading skills are prescribed to improve students’ skills but are not assessed.

The novella selected, lends itself to various interpretations and reflects the American spirit of inquisitiveness and sincere efforts, irrespective of the outcome. The students can derive inspiration from Santiago, the protagonist, and discern a sincere pursuit of spirituality . The other motive behind the prescription of the novella is to make the students understand symbolism, enjoy the longer narrative, the rich vocabulary and to have a broader perspective about the text.

Poornima.P.S.

Chairperson,
Text Book Committee
BCU, Bengaluru.

CONTENTS

PART I – LITERARY SECTION

1. Hamlet	- <i>Wole Soyinka</i>	11
2. Pig Tail	- <i>Tadeusz Rozewicz</i>	16
3. I Still Matter	- <i>Pat A Fleming</i>	21
4. On Shakespeare	- <i>John Milton</i>	26
5. Cinderella	- <i>Roald Dahl</i>	30
6. TED Talk (Non-Assessment)		38

NOVELLA

The Old Man and the Sea	- <i>Ernest Hemingway</i>	45
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PART II- GRAMMAR SECTION

1. PRESENTATION SKILLS	48
2. RESUME WRITING	55
3. CURRICULUM VITAE	61
4. INTERVIEW	68
5. REPORT WRITING	75
6. READING SKILL	83
7. BOOK REVIEW (Non-Assessment)	92
QUESTION PAPER PATTERN	98
MODEL QUESTION PAPER	100

1. HAMLET

- *Wole Soyinka*

Pre-reading Activity:

- *Grief and anger unfold differently for each person. Discuss the ways you overcame such distressing moments.*
- *Forgiveness is the attribute of the strong. Discuss*
- *Discuss an incident of a well thought action versus a hasty action.*

Note on the Author:



Akinwande Oluwole Soyinka (b. 1934) was born into a Yoruba family in Abeokuta, Nigeria. After completing his BA in English from University of Leeds in London, Soyinka worked at the Royal Court Theatre, London, as a script-reader, actor and director. He decided to write in English, unlike most of the other African writers who regarded it as a language of colonial power, to reach out to an international audience. On his return to Nigeria

in 1960, Soyinka founded the 1960 *Masks*, a theatre company that produced his first major play, *A Dance of the Forests*. He took an active role in Nigeria's political history and its struggle for independence from Great Britain. Soyinka's major plays include *Kongi's Harvest*, *The Lion and the Jewel*, *The Trails of Brother Jero*, *The Bacchae of Euripides*, *Opera Wonyosi*, *A Play of Giants*, *Requiem for a Futurologist* and *Beautification of the Area Boy*. He was awarded Nobel Prize for Literature in 1986.

'**Hamlet**' written in sonnet form shows the poet's empathy with Shakespeare's most famous character. 'Hamlet' contains many references to the play itself, yet many of the images and lines could be applied to Soyinka's own life in prison. The poem emphasises the link between Dane and himself. *Hamlet* reflects Nigeria's sickness and its infection, which permeates through Soyinka. The confusion and horrors of Denmark have their modern-day counterpart in Nigeria, and, more specifically, in the literal and mental imprisonment of Soyinka.

He stilled his doubts, they rose to halt and lame
 A resolution of the rack. Passion's flame
 Was doused in fear of error; his mind's unease
 Bred indulgence to the state's disease
 Ghosts embowelled his earth; he clung to rails
 In a gallery of abstractions, dissecting tales
 As 'told by an idiot'. Passionless he set a stage
 Of passion for the guilt he would engage.
 Justice despaired. The turn and turn abouts
 Of reason danced default to duty's counterpoint
 Till treachery scratched the slate of primal clay
 Then metaphysics waived a thought's delay--
 It took the salt in the wound, the 'point
 Envenom'd too' to steal the prince of doubts.

P.S: Hamlet

Hamlet has fascinated audiences and readers for centuries, and the first thing to point out about him is that he is enigmatic. There is always more to him than the other characters in the play can figure out; even the most careful and clever readers come away with the sense that they don't know everything there is to know about this character. Hamlet actually tells other characters that there is more to him than meets the eye—notably, his mother, and Rosencrantz and Guildenstern—but his fascination involves much more than this. When he speaks, he sounds as if there's something important he's not saying, maybe something even he is not aware of. The ability to write soliloquies and dialogues that create this effect is one of Shakespeare's most impressive achievements.

A university student whose studies are interrupted by his father's death, Hamlet is extremely philosophical and contemplative. He is particularly drawn to difficult questions or questions that cannot be answered with any certainty. Faced with evidence that his uncle murdered his father, evidence that any other character in a play would believe, Hamlet becomes obsessed with proving his uncle's guilt before trying to act. The standard of "beyond a reasonable doubt" is simply unacceptable to him. He is equally plagued with questions about the afterlife, about the wisdom of suicide, about what happens to bodies after they die—the list is extensive.

But even though he is thoughtful to the point of obsession, Hamlet also behaves rashly and impulsively. When he does act, it is with surprising swiftness and little or no premeditation, as when he stabs Polonius through a curtain without even checking to see who he is. He seems to step very easily into the role of a madman, behaving erratically and upsetting the other characters with his wild speech and pointed innuendos.

It is also important to note that Hamlet is extremely melancholy and discontented with the state of affairs in Denmark and in his own family—indeed, in the world at large. He is extremely disappointed with his mother for marrying his uncle so quickly, and he repudiates Ophelia, a woman he once claimed to love, in the harshest terms. His words often indicate his disgust with and distrust of women in general. At a number of points in the play, he contemplates his own death and even the option of suicide.

But, despite all of the things with which Hamlet professes dissatisfaction, it is remarkable that the prince and heir apparent of Denmark should think about these problems only in personal and philosophical terms. He spends relatively little time thinking about the threats to Denmark’s national security from without or the threats to its stability from within (some of which he helps to create through his own carelessness).

Glossary:

stilled	: make or become still
passion’s flame	: Hamlet’s desire and zeal
doused	: pour a liquid over; drench
embowelled	: to bury or embed deeply
dissecting	: to cut open something
despaired	: lose or be without hope
treachery	: betrayal of trust
envenom’d	: to make poisonous or noxious

Comprehension Questions:

I. Answer the following questions in a sentence or two each:

1. Who does ‘he’ refer to in the poem?
2. What was the strategy adopted by Hamlet to find out the guilty?
3. Why does Wole Soyinka identify himself with Hamlet?
4. What does “the state’s disease” imply?

5. What was the filial duty expected of Hamlet?

II. Answer the following questions in about a page each:

1. How does Hamlet try to find out the cause of his father's killing?
2. How does Wole Soyinka draw parallel between Hamlet and his own predicament?
3. Describe the emotional turmoil of Hamlet and the poet.
4. Give an account of Hamlet's inner strife.

III. Answer the following questions in about two pages each:

1. The emotional upheavals of the poet are the reflections of the political scenario of his country. Justify.
2. The indecisiveness of Hamlet finds an echo in the modern day. Elucidate.
3. The poem a reflection of the corrupted state of affairs in Nigeria. Validate the statement.
4. The character Hamlet reflects a unique prototype. Discuss.

Suggested Reading:

- ◆ *The Black Prince*- Iris Murdoch
- ◆ *To Be or Not To Be*- Ryan North
- ◆ *Oedipus Rex*- Sophocles

Extended Activity:

- ◆ Watch the Hindi movie, *Haider*
- ◆ Enact the "Grave digger's scene"- *Hamlet*, for your college cultural fest and dedicate the amount collected for the underprivileged.

2. PIG TAIL

- *Tadeusz Rozewicz*

Pre -reading Activity:

- *Have a group discussion on holocaust.*
- *Have you read short stories/poems on war? Share your views.*
- *Enlist the discriminations across the world.*

Note on the Author:



Tadeusz Rózewicz (9 October 1921 - 24 April 2014) was a Polish poet, dramatist and writer. Rózewicz belonged to the first generation of Polish writers born after Poland regained its independence. During the Second World War, he was a soldier of the Polish underground Home Army. His literary debut as a highly innovative playwright began in 1960 with *The Card Index (Kartoteka)*. He had written several plays and screenplays.

He was involved in the Polish Resistance during the war, and he went on to have his work translated into many languages, and in 1966 won Poland's most prestigious literary award. Like many of his generation, Tadeusz Rózewicz was deeply traumatized by World War II and the atrocities of the Holocaust. This led him to develop a new aesthetic that questioned and even outrightly rejected traditional concepts of beauty and lyricism, in favour of a deeply searching quest for the meaning of human suffering.

'Pigtail' describes women being taken presumably to the concentration camps, getting their hair cut off. The hair is symbolic of things that they have lost and experiences that they are cut off from. The poet's attention, as if it were "a beam of light," illuminates a child's pigtail from a heap of hair, from the remains of Holocaust victims. Rózewicz supposedly had written "Pigtail" after visiting the museum in Auschwitz. In this poem, instead of describing the emotions, he focuses solely on a single braid of hair—which his eyes pick out from the mass of hair. Yet, perhaps ironically, it is on this braid of hair that the power of the poem lies.

P.S : The term ‘**Dark tourism**’ was introduced in 2000 by John Lennon and Malcolm Foley and described the growing interest of the tourists in visiting sites of recent death and disaster. An abundance of terms has been used to describe these more ‘alternative’ or ‘niche’ markets of tourism that have increased in popularity over the past couple of decades. Nevertheless it is the term ‘dark tourism’ that has captured the public’s imagination and attention, and has therefore filtered down from academic use to public consciousness. ‘Dark tourism’ is “the act of travel to sites associated with death, suffering and the seemingly macabre”. Literature in the area has focused on a number of forms of dark tourism from visits to battlefields, assassination sites, disaster sites, sites of former prisons and asylums, and sites of genocide. According to this spectrum, ‘dark camps of genocide’ represent both the most ‘authentic’ and the ‘darkest’ form of dark tourism.

When all the women
 from the transport had their heads shaved
 four workers
 with brooms made from linden twigs
 swept and gathered up the hair

Behind the clean glass
 lies the stiff hair of those gassed
 in the gas chambers
 there are pins and bone combs
 in this hair

No light shines through it
 no breeze parts it
 no hand touches it
 nor rain nor lips

In giant chests
 clusters the dried-out hair
 of those gassed
 and an ashen pigtail
 with a little ribbon
 pulled on at school by
 naughty boys

The Auschwitz Museum, 1948

(Translated from Polish by Joanna Trzeciak)

Glossary:

Pigtail	: a length of hair that is tied at the back of the head or at each side of the head, sometimes in a plait (twist)
linden	: a large tree with leaves shaped like a heart and pale yellow flowers
twigs	: branch of a tree or bush
plait	: a braid of material (such as hair or straw)

Comprehension Questions:

I Answer the following questions in a sentence or two each:

1. Whose hair does the speaker talk about?
2. Who gathered up the hair? How was the hair gathered up?
3. What does the speaker see behind the clean glass?
4. How were the women killed?
5. Why was the hair ‘not parted’ by the breeze?
6. What was the condition of the plaits?
7. What does the phrase “In huge chest/ clouds of dry hair” suggest?
8. What catches the attention of the poet in ‘clouds of dry hair’?

II Answer the following questions in a page each:

1. Write briefly about how discrimination leads to loss of innocent lives.
2. The poet expresses his anguish and protest against tyranny and prejudice. Discuss.
3. How is the commercialization of grief infused subtly into the poem?
4. ‘Pigtail’ invites the reader to remember, to grieve, to understand and to empathize. Discuss.

III Answer the following questions in two pages each:

1. How does the poet bring out the poignancy of the time?
2. The poem is a caustic comment on ethnic cleansing. Substantiate.
3. Dark tourism is an important part of the modern world victimized by discrimination. Discuss.

Suggested Reading:

- ◆ *Shema* - Primo Levi
- ◆ *Never Shall I Forget (Holocaust poem)* - Elie Wiesel
- ◆ *Holocaust VIII, Children (Holocaust poem)* - Charles Reznikoff

Extended Activity:

- ◆ Watch the movies, *Night and Fog* and *The Schindler’s List*
- ◆ Collect information on *Holocaust Literature* and make presentation.

Short note/ Gist of the poem:

3. I STILL MATTER

-Pat A. Fleming

Pre-reading Activity:

- *Do you have your grandparents at home? If yes, can you relate to their thoughts?*
- *What are your perspectives on the rise in old-age homes?*
- *Have you heard of senior citizen homes?*

Note on the Author:



Pat A. Fleming (1949) was born and raised in the Trenton, NJ area, one of three children of Irish descent. She discovered her calling to be a Psychiatric Social Worker after doing volunteer work at the local state hospital during high school. After graduating from College, She joined Volunteers in Service to America (now AmeriCorps) and was sent to work in a school for juveniles called Samarkand Manor in North Carolina. After one year of service, she returned home and was hired at the Trenton Psychiatric Hospital as a social worker. She always enjoyed writing from the time she was young, and pursued her passion fervently.

‘**I Still Matter**’ details the dilemma of the old age. The poet reflects the transformation in the physical appearance and the weakening memory. The poem essentially captures the emotions of the speaker specifically about growing old and being disregarded; nevertheless, the speaker believes in the inherent potential that has not withered despite the old age. It ends on a positive affirmation of one’s existence.

My looks are nothing special,
 My face reveals my age,
 My body shows some wear and tear,
 And my energy’s not the same.
 Too often my memory fails me,

And I lose things all the time.
One minute I know what I plan to do,
And the next it may just slip my mind.

I try hard to avoid my mirror.
There are things I would rather not see,
And even those times when I just catch a glimpse,
I can no longer recognize me.

The things I used to do with ease
Can now cause aches and pains,
And the quality of the things I do
Will never be quite the same.

I always compare my older self
To those younger versions of me,
And I know I'm wasting too much time
Missing who I used to be.

But the thing that really makes me sad
Is despite what people see,
Underneath my tattered, worn out shell,
I'm still the same old me.

My heart can still feel endless love,
And at times it still can ache.
My heart can fill with so much joy,
And then it can suddenly break.

My soul can still feel sympathy
And longs for forgiveness and peace,

And there are times its light shines boldly through,
And times when it longs for release.

It's true, maybe now that I'm older,
Feeling lonely may be status quo,
But it also has made me more willing
To forgive and let past conflicts go.

So maybe to some I look ugly and old,
A person who barely exists.
I'm still quite aware of the beauty inside,
And my value should not be dismissed.

So although not as strong and no beauty, it's true,
I'm still here and want so much to live,
And I know that there's no one in this world quite like me,
And no one who has more to give.

Glossary:

reveals	: make (previously unknown or secret information) known to others
glimpse	: a momentary or partial view
aches	: a continuous or prolonged dull pain in a part of one's body
tattered	: old and torn; in poor condition
status quo	: the existing state of affairs
conflicts	: a fight, battle, or struggle, especially a prolonged struggle; strife
barely	: in a simple and sparse way

Comprehension Questions:

I. Answer the following questions in a sentence or two each:

1. Who is the speaker in the poem? Mention any two changes which the poet draws our attention to?

2. What are the reasons for the decline in energy, according to the speaker?
3. Why does the speaker lose things often?
4. Why does the speaker try to avoid the mirror?
5. Who is the speaker comparing herself to? Why does she find it futile?
6. What do the words, ‘tattered, worn out shell’ imply?
7. What makes the speaker really sad?
8. What is the truth which the speaker realizes on growing older?
9. Why should the speaker’s value ‘not be dismissed’?
10. Does the elderly woman in the poem regret her existence? Support your answer.
11. What change has age brought in the speaker’s heart ?

II. Answer the following questions in about a page each:

1. What are the physical changes that the speaker experiences in the old age?
2. What are the pleasant memories the speaker has of her younger self?
3. The speaker suggests that the passage of time has helped mature as a person. Elaborate.
4. How does the poet convey the attitude of the world towards the elderly in the society?
5. How does the poem convey the message that she is the same old self?
6. What are the things that the speaker finds depressing about old age?

III. Answer the following questions in about two pages each:

1. The poem depicts the conflicting emotions of the elderly. Discuss.
2. It is said that one can be young at heart. Justify.
3. The poem restores the belief in the importance one’s own existence. Substantiate.

Suggested Reading:

- ◆ *On Aging* - Maya Angelou
- ◆ *Maya Devi’s London Yatra* - Bulbul Sharma
- ◆ *The Woodrose* - Abburi Chaaya Devi
- ◆ *King Lear* - William Shakespeare

Extended Activity:

- ◆ Pay a visit to an old age home and a self-financed senior citizens' retirement home and analyze the difference.
- ◆ Examine the perspectives of the old; and question popular notions about what it means to be old.

Short note/ Gist of the biographical sketch:

4. ON SHAKESPEARE

-John Milton

Pre -reading Activity:

- *Do you feel proud of your peers' achievements? Have they been a source of inspiration to you?*
- *Have you ever read any Shakespearean texts? How relevant are they in today's world?*

Note on the Author:



John Milton (9 December 1608 – 8 November 1674) was an English poet, polemicist, a scholarly man of letters, and a civil servant for the Commonwealth of England under Oliver Cromwell. He wrote at a time of religious flux and political upheaval, and is best known for his epic poem *Paradise Lost*. Milton's poetry and prose reflect deep personal convictions, a passion for freedom and self-determination, and the urgent issues and political turbulence of his day. Writing in English, Latin, and Italian, he achieved international renown within his lifetime, and his celebrated *Areopagitica* (written in condemnation of pre-publication censorship) is

among history's most influential and impassioned defences of free speech and freedom of the press.

‘**On Shakespeare**’ also known as Song on Shakespeare, was written in 1630. There is also a revised version of the poem written two years later which is entirely different. The 1632 version was written more as an epitaph and sometimes called “On the University Carrier” In the poem, the speaker focuses on eulogizing the life and work of William Shakespeare, thereby making this piece an epitaph. This genre of poem is often short and witty, they generally focus on the death of a specific person. Milton was seeking to honour Shakespeare the man, but more importantly his literary contribution.

WHAT needs my Shakespeare, for his honoured bones,
 The labour of an age in pilèd stones?
 Or that his hallowed relics should be hid
 Under a star-y pointing pyramid?
 Dear son of Memory, great heir of Fame,
 What need'st thou such weak witness of thy name?
 Thou, in our wonder and astonishment,
 Hast built thyself a livelong monument.
 For whilst, to the shame of slow-endeavouring art,
 Thy easy numbers flow, and that each heart
 Hath, from the leaves of thy unvalued book,
 Those Delphic lines with deep impression took;
 Then thou, our fancy of itself bereaving,
 Dost make us marble, with too much conceiving;
 And, so sepulchred, in such pomp dost lie,
 That kings for such a tomb would wish to die.

Glossary:

- labour** : work, especially physical work
piled : place (things) one on top of the other
hallowed : sacred
relics : an object surviving from an earlier time, especially one of historical interest
astonishment : great surprise
Delphic : relating to the ancient Greek oracle at Delphi. Deliberately obscure or ambiguous
bereaving : be deprived of a close relation or friend through their death
sepulchred : a small room or monument, cut in rock or built of stone, in which a dead person is laid or buried

Comprehension Questions:**I Answer the following questions in a sentence or two each:**

1. Why does the poet state that Shakespeare does not need an epitaph?
2. What does ‘hallowed relics’ mean? What does it refer to?
3. Mention the two phrases used to eulogize Shakespeare.
4. How has Shakespeare built the monument of the self, according to Milton?
5. What are the ‘easy numbers’ compared to?
6. How does Shakespeare have a long-lasting effect on the readers?
7. What do you understand by the ‘Delphic lines’?
8. How has Shakespeare stood the test of time, according to Milton?
9. Why do Kings wish to have Shakespeare’s sepulchre?

II Answer the following questions in a page each:

1. Discuss the use of rich imagery in the sonnet.
2. How does the sonnet pay tribute to Shakespeare’s genius?
3. Why does Milton call Shakespeare, “Dear son of Memory, great heir of Fame”?

III Answer the following questions in two pages each:

1. The best way to become immortal is to live in the hearts of people. Delineate.
2. ‘Art is immortal’. Discuss the statement with reference to the sonnet.
3. The sonnet moves from redundancy of building a tombstone to the tombstone vied by the kings. Justify.

Suggested Reading:

- ◆ *Preface to Shakespeare* - Dr. Samuel Johnson (Essay)

Extended Activity:

- ◆ Make a list of all Shakespearean Plays and categorize them.
- ◆ Identify the unique qualities of Shakespearean works and compare and contrast them with the other authors.

Short note/ Gist of the poem:

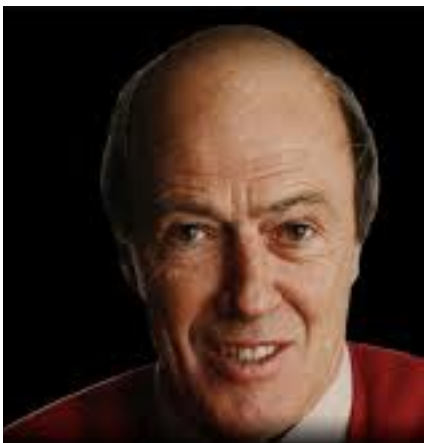
5. CINDERELLA

-Roald Dahl

Pre-reading Activity:

- *What are the genres of poems you have studied? What are the features of a ballad?*
- *What are your views on fairy tales?*
- *What are the elements that make a fairy tale?*
- *Have you heard of revisionist literature? Discuss in groups.*

Note on the Author:



Roald Dahl, A British novelist, short story writer, fighter pilot and screen writer, was born on 13th September, 1916 in Llandaff, South Wales. When Dahl was thirteen his family moved to Kent in England, and he was sent to Repton Public School. Sadly, Repton was even harsher than his old school. The headmaster enjoyed beating children and the older students used the younger ones as servants. However, there was one good thing about the school. Every few months, the chocolate company, Cadburys, sent boxes of chocolates to Repton for the students. This happy memory gave Dahl the idea for his most

famous novel, *Charlie and the Chocolate Factory*.

In 1939, World War II started, Dahl joined the RAF (Royal Air Force) and learned to fly warplanes. Unfortunately, on his first flight into enemy territory he ran out of fuel and crashed in the Libyan desert. He fractured his skull. He almost died in the burning plane. Dahl started writing in the 1940s. In 1945 he moved to America, where he met his first wife, the actress Patricia Neal. They had five children together but got divorced in 1983. Dahl remarried soon after. The last years of his life were very happy and he wrote some of his best books during this period: *The BFG*, *The Witches* and *Matilda*. Roald Dahl died on 23rd November 1990 in Oxford, England.

‘**Cinderella**’, a ballad was published in 1982 in his collection *Revolting Rhymes*. It is a satire based book of poems for children, and was, as many of his works were, illustrated amusingly. The poem belongs to the genre of revisionist literature and has some gory twists and turns. Cinderella evolves as a rational, mature young girl who does not get carried away by the looks or wealth, instead she prioritizes the character and chooses a ‘decent’ man, thereby asserting herself.

I guess you think you know this story.
 You don't. The real one's much more gory.
 The phoney one, the one you know,
 Was cooked up years and years ago,
 And made to sound all soft and sappy
 just to keep the children happy.
 Mind you, they got the first bit right,
 The bit where, in the dead of night,
 The Ugly Sisters, jewels and all,
 Departed for the Palace Ball,
 While darling little Cinderella
 Was locked up in a slimy cellar,
 Where rats who wanted things to eat,
 Began to nibble at her feet.

She bellowed ‘Help!’ and ‘Let me out!’
 The Magic Fairy heard her shout.
 Appearing in a blaze of light,
 She said: ‘My dear, are you all right?’
 ‘All right?’ cried Cindy. ‘Can't you see?’
 ‘I feel as rotten as can be!’
 She beat her fist against the wall,
 And shouted, ‘Get me to the Ball!’
 There is a Disco at the Palace!
 The rest have gone and I am jealous!
 I want a dress! I want a coach!
 And earrings and a diamond brooch!
 And silver slippers, two of those!
 And lovely nylon panty hose!
 Done up like that I'll guarantee
 ‘The handsome Prince will fall for me!’

The Fairy said, ‘Hang on a tick.’
 She gave her wand a mighty flick
 And quickly, in no time at all,
 Cindy was at the Palace Ball!

It made the Ugly Sisters wince
 To see her dancing with the Prince.
 She held him very tight and pressed
 herself against his manly chest.
 The Prince himself was turned to pulp,
 All he could do was gasp and gulp.
 Then midnight struck. She shouted, ‘Heck!
 I’ve got to run to save my neck!’
 The Prince cried, ‘No! Alas! Alack!’
 He grabbed her dress to hold her back.
 As Cindy shouted, ‘Let me go!’
 The dress was ripped from head to toe.

She ran out in her underwear,
 And lost one slipper on the stair.
 The Prince was on it like a dart,
 He pressed it to his pounding heart,
 ‘The girl this slipper fits,’ he cried,
 ‘Tomorrow morn shall be my bride!
 I’ll visit every house in town
 ‘Until I’ve tracked the maiden down!’
 Then rather carelessly, I fear,
 He placed it on a crate of beer.

At once, one of the Ugly Sisters,
 (The one whose face was blotched with blisters)
 Sneaked up and grabbed the dainty shoe,
 And quickly flushed it down the loo.
 Then in its place she calmly put
 The slipper from her own left foot.
 Ah ha, you see, the plot grows thicker,
 And Cindy’s luck starts looking sicker.

Next day, the Prince went charging down
 To knock on all the doors in town.

In every house, the tension grew.
 Who was the owner of the shoe?
 The shoe was long and very wide.
 (A normal foot got lost inside.)
 Also it smelled a wee bit icky.
 (The owner's feet were hot and sticky.)
 Thousands of eager people came
 To try it on, but all in vain.
 Now came the Ugly Sisters' go.
 One tried it on. The Prince screamed, 'No!'
 But she screamed, 'Yes! It fits! Whoopee!
 'So now you've got to marry me!'
 The Prince went white from ear to ear.
 He muttered, 'Let me out of here.'
 'Oh no you don't! You made a vow!
 'There's no way you can back out now!'
 'Off with her head!' The Prince roared back.
 They chopped it off with one big whack.
 This pleased the Prince. He smiled and said,
 'She's prettier without her head.'
 Then up came Sister Number Two,
 Who yelled, 'Now I will try the shoe!'
 'Try this instead!' the Prince yelled back.
 He swung his trusty sword and smack
 Her head went crashing to the ground.
 It bounced a bit and rolled around.
 In the kitchen, peeling spuds,
 Cinderella heard the thuds
 Of bouncing heads upon the floor,
 And poked her own head round the door.
 'What's all the racket?' Cindy cried.
 'Mind your own bizz,' the Prince replied.
 Poor Cindy's heart was torn to shreds.
 My Prince! she thought. He chops off heads!
 How could I marry anyone
 Who does that sort of thing for fun?

The Prince cried, 'Who's this dirty slut?
 'Off with her nut! Off with her nut!'
 Just then, all in a blaze of light,

The Magic Fairy hove in sight,
 Her Magic Wand went swoosh and swish!
 'Cindy! 'she cried, 'come make a wish!
 'Wish anything and have no doubt
 'That I will make it come about!
 Cindy answered, 'Oh kind Fairy,
 'This time I shall be more wary.
 'No more Princes, no more money.
 'I have had my taste of honey.
 I'm wishing for a decent man.
 'They're hard to find. D'you think you can?'
 Within a minute, Cinderella
 Was married to a lovely feller,
 A simple jam maker by trade,
 Who sold good home-made marmalade.
 Their house was filled with smiles and laughter
 And they were happy ever after.

Glossary:

gory	: full of blood
phoney	: false person, someone who lies
to cook up	: to make
sappy	: full of life
nibble	: make little bites
bellow	: scream
wince	: make an angry face
pulp	: something soft
gulp	: to swallow loudly
Loo	: toilet
icky	: not nice
spud	: edible tuber – potato
thud	: the low sound that is made when a heavy object hits something else

Comprehension Questions:**I. Answer the following questions in a sentence or two each:**

1. Where was Cinderella made to live? How was the situation?
2. Who did she call out for help? How did she reach the palace ball?
3. How did the Prince react to Cinderella's arrival? Why did she leave early?
4. What did Cinderella lose on her way home? What did the Prince decide?
5. How did the Prince plan to find the girl who fits the slipper? Where did he keep it?
6. What did one of the ugly sisters do to Cindy's shoe? What did she replace it with?
7. How did the Prince find out the maiden he was in search of? Who turned out to be the owner of the shoe?
8. What did the girl who fits the slipper demand from the Prince? What was the reaction of the Prince?
9. What did Sister Number Two want to do? What was the consequence?
10. Why was Cindy heartbroken?
11. What are the two wishes Cinderella makes in the poem?
12. Why did Cinderella prefer decency to richness?
13. Who did Cinderella marry? What did he do for his livelihood?

II. Answer the following questions in about a page each:

1. How did Cinderella dress up for the palace ball? How did the fairy fulfil her wish?
2. How did the ugly sister deceive the prince? What was the consequence?
3. Why does Cinderella decide to marry the 'decent man' instead of the Prince?
4. Give an account of the Magic Fairy's role in changing Cinderella's destiny.

III . Answer the following questions in about two pages each:

1. Cinderella represents the women who assert their individuality. Discuss.
2. Ballads retain their relevance in the present age. Elucidate.
3. Revisionist literature is gaining popularity. Explain with reference to 'Cinderella'.
4. The poem traces the remarkable transformation of the young woman, Cinderella. Delineate.
5. 'Cinderella' catches the imagination of the readers. Discuss.

Suggested Reading:

- ◆ *Cinderella -Wilhem Grimm, Daisy Fisher*
- ◆ *Snow White and The Seven Dwarfs Story - Fairy Tale*
- ◆ *Aesop's Fables*

Extended Activity:

- ◆ Make a list of your favourite fairy tales, books and films.
- ◆ Read a few matrimonial advertisements and observe the expectations mentioned.
- ◆ Using the list below create your own fairy tale, you can choose at least one item from each column and use them to write your own tale:

Elements of a fairy tale			
Heroes/Heroines	Villains/Monsters	Settings	Magic Objects
Cinderella	Evil Stepmother	Forest	Magic Bean
Handsome Prince	Giant	Castle	Magic Wand
Snow white	Wizard	Beanstalk	Magic Book
Dwarves	Witch	Cottage	Glass Slipper
Fairy Godmother	Evil Queen	Beach	Red Cloak
Jack	Huntsman	Disco	Axe
Three Little Pigs	Wolf	City	Sword
Fairy	Dragon		Cow
Rapunzel	Ogre		Magic Mirror
	Troll		

Short note/ Gist of the poem:

6. TED TALK

LLC is an American media organization that posts talks online for free distribution under the slogan "ideas worth spreading". **TED (Technology, Entertainment, Design)** was conceived by Richard Saul Wurman, who co-founded it with Harry Marks in February 1984 as a conference; it has been held annually since 1990. TED's early emphasis was on technology and design, consistent with its Silicon Valley origins. It has since broadened its perspective to include talks on many scientific, cultural, political, humanitarian and academic topics. It is curated by Chris Anderson, a British-American businessman, through the non-profit TED Foundation since July 1, 2019 (originally by the non-profit Sapling Foundation). A TED Talk is 18 minutes long based both on neuroscience and strategy.

Qualities of Successful TED Talks:

- **Focus on one major idea**

Focus on the single idea you're most passionate about, and give yourself a chance to explain it properly.

- **Give people a reason to care**

Stir the audience's curiosity. Use intriguing, provocative questions. Reveal *a disconnection in someone's worldview*.

- **Build your idea with familiar concepts**

Build your idea gradually, out of *concepts that the audience already understand comprising of a vivid explanation*.

8-Step process for Creating TED Talk

Step 1. Find an idea you want to share

To hone in on your idea worth sharing, it can be useful to ask yourself things like:

- What's one assumption I'd like to challenge?
- What's a belief of mine that has changed, and why?
- What does everyone miss when they think about my area of interest or expertise?

And remember, you're looking for an *idea*. An idea is not a theme, a general truth, a platitude or a big goal. "Everyone wants to feel included" is not an idea, it's a general truth. "Empowering women" is not an idea, it's a topic.

Step 2. Develop an unexpected and/or catchy way to state your idea

If the idea is stated in a catchy way, listeners will pay more attention and remember it more easily. E.g.

- **We can solve malnutrition now** (vs. Malnutrition is a problem that is finally, in our day and age, able to be resolved by advances in science.)
- **Never, ever give up** (vs. Cultivate the ability to commit without wavering; it’s an essential component of your lifelong success.)

Step 3. Collect anything and everything that relates to your idea

To re-create your idea in the minds of the listeners, use vivid *examples, illustrations, stories, facts, questions, comments, etc.*

Examples of things you might collect include:

- a story that relates to your idea
- a fact, or cluster of data that supports it
- a metaphor or analogy that helps explain it
- a personal moment in your relationship with the idea

Step 4. Start imagining how you might open and end your talk

An effective way to begin any speech (not just a TED talk) is to **grab your audience’s attention** by providing an interesting story, a surprising statistic, an unexpected observation, or a thought-provoking question. This can be flagged as a possible **opening** for your talk.

As for the **close**, you’ll probably want to **end your talk in a positive, forward-looking way**. This is often done by:

- painting a hopeful picture of the future; and/or
- “paying off” (finishing, resolving) a story or discussion that has run through your talk, so that listeners get a sense of closure.

Step 5. Put the rest of your materials in a reasonable order

Compile the materials you’ve collected and shuffle them until you find a good arrangement. To do this, you can:

- Create an **outline**
- Write each element (story, comment, observation, fact)
- Speaking out loud instead of writing to put your talk elements into different sequences
- Try any other method that works for you.

Step 6. Talk your way to a rough draft of your script

This is where your “speaking plan” becomes a “speech.” Take your outline or list of ordered elements and **talk about** each item in turn.

As you do this step, pay particular attention to the way different elements (materials) that you've used in your talk are connected.

If, for example, you tell me that:

1. The river flooded, and Some people moved out of the neighbourhood...

I'll want to know: Did people move *because* the river flooded? Did most people stay *even though* the river flooded? Did the river flood *after* people had already moved?

Step 7. Try out your Ted talk draft on a volunteer listener

The point of this step is to get feedback on how to improve the structure and clarity of your draft.

Ask someone you trust to listen to your talk.

Read it to them, and then ask them:

- Did I explain my idea clearly?
- Was there anything in my talk that you didn't follow?
- Did I lose your interest anywhere?

The point is not to *change* your talk. The point is to *improve* it's effectiveness.

Step 8. Repeat the following steps as needed

1. Based on your listener's feedback, **make changes** that will improve your draft.
2. Practice delivering your new draft out loud.
3. Try out your new draft on a volunteer listener, get their **feedback**, and **repeat these steps as often as needed** until your talk has taken a satisfying shape.

And finally...

Try these tips to deliver your message like a TED Talk presenter:

1. Know your audience.

Know your target audience.

2. Keep it simple, especially if you're going to give a talk to a general audience.

Give a talk that makes people feel like they're smart and they want to learn more about the topic.

3. Emphasize connection over content.

Build your speech from an emotional perspective rather than from the content. Talk to persuade, not just to inform.

4. Be authentic.

Try avoiding imitation, sound yourself and use everyday language which is key to getting your message across to an audience.

5. Diversify your delivery.

Use visual tools (such as slides or a video), incorporate research and tell stories. Anecdotes can be a particularly effective way to connect with an audience.

6. Shake it up.

To make the talk more dynamic and compelling, use mixed media which creates energy and vibrancy. E.g.: Use slides, video, audio, handouts, props and even spontaneous smartphone polls to engage your audience.

7. Stick to your points.

Determine your main points and outline them. Slides should be used for emphasis.

8. Know the setup.

Have a run-through in the space you'll be speaking. Test the paraphernalia.

9. Don't lecture the whole time.

Keep in mind the short attention span of the audience. If you need to explore a topic deeply, use humour, an engaging video or other media to present various aspects of the topic.

10. Leave time for questions.

Talking until the last minute is a common mistake many speakers make. Reserve some time for the interaction.

The following is an impressive TED talk by an Indian celebrity:



PRIYANKA CHOPRA

Full Power of Women

https://www.youtube.com/watch?v=_POoaOQ2Xuc

Good afternoon, and thank you and, wow. I am so privileged and so honored to be sharing this afternoon with all of you and these incredibly amazing women that are being honored today.

I'd like to extend my congratulations to each one of you, Octavia, Michelle, Kelly, Patty, and all fifty women that have been included in the impact report.

Your achievements not just inspire me but also so many others to work harder to be better and to make a dent wherever we can.

So, I'm very, very proud to be standing alongside you.

So, in life you know there are moments when you stop and ask yourself: "How did I get here?" Like: "Why am I standing here?"

Well, this is definitely one of those moments for me and I find myself going back to the beginning, back to my roots.

I was born to incredible parents, amazing parents who served as doctors in the Indian Army.

I was the first born and as far back as I can remember I made my parents very proud and happy 99% of the time.

Okay, slight exaggerations of personal achievements are allowed from time to time, don't you think? My brother was born a few years later and even then, nothing changed for me.

We were both given equal opportunities, and I want to emphasize this, I want to really emphasize this for you because I don't think a lot of people might understand that being equal might seem very normal but where I come from India and a lot of developing countries around the world more of not this is an exception.

It's actually a privilege.

My first experience of the glaring disparity between boys and girls came at a very, very young age.

I grew up in a middle-class family with extremely philanthropic parents who constantly reminded me and my brother how lucky we were and how giving back to those who were less fortunate was not a choice it was a way of life.

Simple.

I was seven or eight years old when my parents started taking me on these visits in a traveling clinic to developing communities around and villages around the city that we lived in called Bareilly.

We were packed into this ambulance and would my parents would provide free medical care to people who couldn't afford it.

My job at the age of eight was an assistant pharmacist.

I would count all the medicines put them in an envelope and give it out to patients, and I really took my job very seriously, very seriously.

But the more I went on these expeditions, the more I began to notice the simplest things that distinguished a boy from a girl or a man from a woman.

For example, girls were pulled out of school when they hit puberty because they were considered ready for marriage and babies.

That's 12 and 13 while boys still enjoyed their childhood.

Or basic human rights such as health care were denied just because they were women. Let this, let's call this whole experience trigger number one for me.

Fast-forward a few years and many, many triggers in between.

Like a producer-director for example early on in my career, I must have been about 18 or 19, telling me that if I didn't agree to the ridiculous terms or painfully low salary in his movie that he would just replace me because girls are replaceable in the entertainment business.

That was a memorable one.

Made me decide to make myself irreplaceable.

But I think what really moved the needle for me and ultimately led me to create the Priyanka Chopra foundation for health and education and around the same time partner with UNICEF was an encounter with my housekeeper's daughter.

About 12 years ago I came home from set early one day and she was sitting in my library reading a book and she must have been eight or nine years old and I knew she loved reading.

So, I asked her, I was like, this is, I mean, it's a weekday why aren't you in school? And she said: "Oh, I don't go to school anymore."

So, I went and asked her mother and I said, you know: "Why isn't she in school?"

And her mom said that her family couldn't afford to send her and her brother's to school, so they chose the boys.

The reason, she would eventually get married and it would be a waste of money. I was completely blown, and it shook me to my core.

Eventually, I decided to cover the cost of her education so that she could continue to learn because education is a basic human right. And a huge necessity especially today.

From that point on I was determined to make a difference and as many children's lives as I could. In whatever big or small way that I could contribute.

There's a really, really beautiful quote that I read recently, and I think it's absolutely appropriate to say, to explain what I'm trying to say today.

"The hand that rocks the cradle, the procreator, the mother of tomorrow; a woman shapes the destiny of civilization. Such is the tragic irony of fate, that a beautiful creation such as a girl child is today one of the gravest concerns facing humanity."

Girls have the power to change the world. It is a fact and yet today girls are more likely than boys never to set foot in a classroom.

Despite all the efforts and progress made over the last two decades. More than, I'm just gonna give you a stat, more than 15 million girls of primary school age will never learn how to read or write compared to 10 million boys.

Primary school it's the beginning of our future.

Over the last 11 years, I have witnessed first-hand the incredible work that UNICEF does for children around the world. Especially victims and survivors of child marriage, displacement, war, sexual violence. But there is still so much work to do. And for me, that is the fuel to my fire.

The reason I'm so committed to this cause and that is where my passion stems from because I know that a girl's education not just empowers families but communities and economies.

A result of her education we all do better. It's just as simple as that.

As entertainers and influencers sitting in this room I feel that is our social responsibility to be a voice for the voiceless, which is why I applaud each and every woman in this room for being such a badass.

For using your platform and your voice to contribute to change and for ensuring that there is not even one lost generation as long as we are alive.

I'd like to thank variety and all of you for encouraging me and all of us in this room to keep going and fighting on.

Thank you so much.

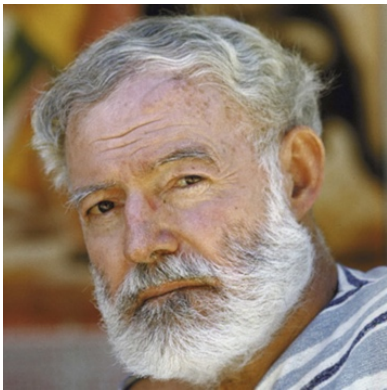
Short note/ Gist of the Talk:

NOVELLA

THE OLD MAN AND THE SEA

-Ernest Hemingway

Note on the Author:



Ernest Miller Hemingway (July 21, 1899 – July 2, 1961) was an American novelist, short-story writer, journalist, and sportsman. His military experience in the World War I, his witnesses of a few civil wars and his work as a reporter affected his literary writing style. He was famous for novels such as *The Sun Also Rises* (1927), *A Farewell to Arms* (1929), *For Whom the Bell Tolls* (1940) and *The Old Man and the Sea* (1951), which later won both Pulitzer Prize for Fiction in 1953 and Nobel Prize in Literature in 1954. He died on July 2, 1961 in Ketchum,

Idaho. Many of his works are considered classics of American literature.

‘**The Old Man and the Sea**’ depicts the theme of the relationship between man and nature. Even though at the beginning Santiago is represented like a man who is defeated in life and has no strength, with time we find that he is the real hero characterized by strength and faith.

P.S: The “**Hemingway Code**” of manhood does not involve mere physical strength, sexual potency, or ability to accumulate (or spend) wealth. According to this code, a man is defined by will, pride and endurance: the endurance to accept pain, even loss-when the loss cannot be avoided; the pride of knowing that one has done one’s best, with the courage to act truly according to one’s own nature; and the will to face defeat or victory without whining on one hand or boasting on the other.

Santiago the fisherman certainly does embody this code, which is essentially one of *dignity* rather than “success” of any sort. Santiago, indeed, despite his age and poverty, is a “man” in the fullest sense of the word. Although his strength is gone (he is no longer “the Champion” who defeated the Negro in the “hand game”), his endurance and willed courage permit him to conquer the marlin. Even faced with defeat, he

does not quit; knowing that he has no chance against them. “A man may be destroyed, but not defeated”, says Santiago; and this in spiritual terms – is the essential truth of the “Hemingway Code”.

Comprehension Questions:

I. Answer the following questions in about a page each:

1. Briefly discuss the values Santiago imbibes throughout his life.
2. On what basis does Santiago associate himself with the great DiMaggio?
3. Why does Manolin insist that Santiago had not been “beaten”?
4. What meaning do you attach to the “young lions” of Santiago’s dream?
5. “Everything about him was old except his eyes”. Discuss the significance of the line.
6. What impression do you have about the fellow fishermen?
7. Write a short note on the young boy, Manolin.

II. Answer the following questions in about two pages each:

1. “A man can be destroyed, but not defeated” says Santiago. Discuss the statement from a spiritual perspective.
2. Discuss the novella as a work of literary symbolism.
3. ‘The Old Man and the Sea’ is defined by qualities of will, pride and endurance which made up the “Hemingway Code”. Elaborate.
4. Bring out the “cinematic prose”, precise observation of physical surfaces in the novella.
5. Santiago-solution is more allegorical than possible. Justify.
6. Santiago represents the Christ-like essence of willed suffering. Discuss.
7. Means are more important than the end. Analyze the statement with reference to Santiago’s struggle/steadfastness.
8. The hardships of spiritual pursuit are strewn throughout the novella. Elaborate.
9. How does the novella bring out the spirit of Americans?
10. Elaborate Hemingway’s depiction of the distractions of the material world in the life of Santiago?

PART II- GRAMMAR SECTION

1. PRESENTATION SKILLS	48
2. RESUME WRITING	55
3. CURRICULUM VITAE	61
4. INTERVIEW	68
5. REPORT WRITING	75
6. READING SKILL	83
7. BOOK REVIEW (Non-assessment)	92

1. PRESENTATION SKILLS

Presentation skills can be defined as a set of abilities that enable an individual to interact with the audience; transmit the messages with clarity; engage the audience in the presentation; and interpret and understand the mindsets of the listeners. These skills refine the way one put forward the messages and enhance his/her persuasive powers.

Purpose of Presentations

Advocacy/persuasion: This presentation usually involves persuading members of the audience to take some action or make a decision. For Example: support a cause; buy a product, etc. This kind of presentation requires a combination of relevant factual content delivered in a convincing and confident style.

Training: This kind of presentation includes examples where students may demonstrate their skills in the use of equipment and also their skills as a trainer or teacher. These kinds of presentations may be used to practise, demonstrate and eventually assess the level of these skills and techniques. Examples include: demonstrating the use of a piece of equipment and demonstrating a medical procedure and the like.

Teaching and learning: Almost all presentations should have some elements of teaching and learning as part of their purpose. It is useful to develop a deeper understanding of a topic or text; cover specific areas of the curriculum in more detail; explain an experiment or cooking process or as a technical aid of an invited subject expert to speak on a given topic.

Information Dispensation: In some circumstances this could be seen as similar to teaching but the aim of this type of presentation could be to communicate as much information as possible in the time available. The purpose of the presentation may be to describe a new policy; outline a set of instructions and give a progress report on some research or development. This type of presentation is used in many organizations where students or employees are expected to report progress at key stages of a project. For a student situation, a Colloquium could have this purpose where he/she presents his/her research aims and results then answer questions posed by the audience.

Assessment: Student presentations are frequently assessed and may be awarded a percentage of the marks that contribute to the overall module mark and credits. Use of assessment can have a positive advantage. For some students, presentations offer opportunities to earn a higher grade or marks. They may evolve as better communicators and presenters with their use of speech, visuals or technology.

Structure

A presentation consists of an introduction, content and a conclusion.

Introduction

- **A formal beginning**– “Welcome! My name is...”, “I’m so happy that you took the time to...”
- **A plot / teaser** –To stir the interest in the audience for the rest of the presentation.
- **Subject description and agenda**
- **Mission Statement** – Define the goal of the presentation. Should be personal and specific. “My goal with this presentation is that you will...”.
- **Speaker’s introduction** – This is often done at the very beginning of the introduction
- **Practical information** – When questions should be asked, timeframe, distributed material, mobile phones turned off, etc.

Content

The content section of the presentation contains the four steps listed below:

- **Background**
- **Subject** – The actual content of the presentation
- **Counter arguments** – Anticipating counterarguments and addressing them allows us to be in control and gives increased credibility.
- **Summary** – Should contain main arguments.

Conclusion

The last part of the presentation is the conclusion. It consists of four points as listed below:

- **Open up for questions** –This is the part of the presentation where we should inform the audience of any questions and their references for more information.
- **Summary** – Summarize the most important things from the presentation.
- **Mission confirmation** – Refer back to the mission statement and describe how the presentation have fulfilled the goals described there. “Today, we have learned that...”.
- **Finale** – A closing crescendo. State something that will stick with the audience afterwards. This should be something that you want spinning in the mind of each attendant after the presentation.

Examples of finales and plots/teasers

Two especially important but tricky parts described above is the plot/teaser in the introduction and the finale in the finish. This is where you really want to stir the interest of the audience. For instance,

- **Ask a question**
- **Tell a story**

- **Play a film**
- **Arithmetic example** – “I want you all to think about how many hours you spend doing... and multiply that with...”
- **Describe a situation**
- **Gallup poll** – Ask people to raise their hands.
- **Ask a question and provide an answer**
- **Quotes and proverbs**
- **Time/statistics** – Remain quiet for five seconds, then describe how many children died of hunger or how much money the audience’s company lost during that time
- **Cliff hanger** – State something in the introduction that you go back to in the finale
- **Make a suggestion** – finale only
- **Giveaways** – finale only

BODY LANGUAGE

Throughout human history body language has been the dominant part of our communication. It is also key when giving a presentation. There are a number of things to think about:

- **Open body language** – Signal openness with body language. Hands should hang freely or be used for gestures.
- **Match the subject** – The body language should match the subject. Joyfully jumping around on a stage while describing how important it is that the audience makes donations to fight world hunger isn’t a good idea.
- **Position** – Face the audience. Don’t angle the body away from the audience. Don’t stand leaning against a wall or a podium.
- **Match the target audience** – Use mirroring to change audiences’ position. If they are leaned back with arms crossed we can sit down in a chair ourselves and lean back, but not crossing our arms. We then gradually change position to a slightly more active position. If this is done, the audience will mirror us and change their body positions to ones where they are more actively listening to the presentation.

VOCAL EFFORT

There are a number of means related to the manner we speak. We should be aware of how we use the following variants of vocal efforts.

Tempo

Talking in a fast tempo signals that what we're saying is of low importance. Talking in a slow tempo makes what we're saying seem more important. **It's important to vary the tempo.** Start with a slow tempo to suppress nervousness. Use a high tempo for less important things and slow down for important points and arguments.

Volume

Speaking with a high volume draws attention. Raise the volume for important things. However, lowering the volume suddenly can also be very effective to make what we're saying seem important. Begin presentations with a high volume.

Pause

There are three types of pauses: pauses for effect, pause for thought and pause for breathing. Use pauses here and there in presentations. Put a pause for thought after all key points. Plan pauses for effect.

Emphasis

Determines the value of what we're saying. A good way to practice emphasizing is to read children's books out loud.

PowerPoint usage

- **The presenter should be in focus** – Don't be afraid to stand in front of the screen.
- **98% of the presenter's eye contact should be with the audience** – Don't look at the screen.
- **Keep the lights turned on** – The audience can still see the screen and avoid falling asleep.
- **Laser pointer** – Use it when necessary.

Design Tips

- **Have a message per slide.**

- **No running text** – The Human working memory is limited and we can only handle input from one channel at a time. **Bullet points** on the other hand are preferred, so replace running text with bullet points.
- **Colour the information** – Use colour to clarify and emphasize.
- **Use dark backgrounds to avoid being blinded** – By using dark backgrounds the presenter can stand in front of the projector and take centre stage without being blinded by the bright light from the projector.
- **Use contrast to focus** – Remove contrast from words or bullet points and use high contrast to make the audience focus on what is currently being talked about.
- **Size** –The thing that’s most important should also be the biggest thing on the slide.
- **Have a maximum of six slides** – The human perceptive capability is drastically decreased when it sees more objects. Use six slides with points highlighted.
- **Images** – Symbolism is key for us to remember things. Use images with high symbolic value. Images with colour is better than black and white images.
- **Positioning** – Emotionally stimulating things such as images should be located to the left and logical things should be to the right in order to suite the wiring in our brains.
- **Animations** – Use animations when they actually are relevant.
- **Font** - Use similar font size and style for headings.

Rules to prepare Visual/ PowerPoint presentation:

- a) **Opening slide:** all presentations should begin with an opening slide which generally includes:
 - The title of the Presentation
 - Single description of the presentation
 - Name of the presenter
- b) **Slides for the body of the presentation**
 - Prepare one slide for each idea you want to convey
 - Use appropriate headings/subheadings for each slide
- c) **Concluding slide**
 - The last slide is the ‘Thank You’ slide

Example:

1. Prepare five slides for a PowerPoint presentation on ‘Yoga and its benefits’. Each slide should have a title followed by sub points.

Slide 1 (Opening Slide)

Yoga and its benefits
A presentation on Yoga and its Benefits
By
Ramya Aravind

Slide2

The three main benefits of Yoga
Complete Health
Improved Immunity
Stress Release

Slide 3

Complete Health
Spiritual health
Physical health

Slide 4

Improved Immunity
Various asanas
pranayama

Slide 5

Stress Release

Holistic knowledge of mind/body
meditation

Last Slide

THANK YOU

Exercise:

1. Prepare five slides for a PowerPoint presentation on ‘Healthy Eating’. Each slide should have a title followed by sub points.
2. Prepare five slides for a PowerPoint presentation on ‘Child Labor’. Each slide should have a title followed by sub points.

2. RESUME

A **Resume** is a document created and used by a person to present his/her background, skills, and accomplishments. Résumés can be used for a variety of reasons, but most often they are used to be employed.

The word *résumé* comes from the French word *résumé* meaning ‘summary’. A typical résumé contains a ‘summary’ of relevant job experience and education. The résumé is usually sent along with a cover letter which a prospective employer uses to screen applicants after an interview. A cover letter, as the name suggests, shows the applicant’s skills and accomplishments in the letter form.

American employers insist that a resume should be only one or two pages in length. British job applicants traditionally are expected to produce a somewhat more detailed document, called a CV (curriculum vitae)

Resume formatting tips

- Set one-inch margins on each side of the page.
- Go for single or 1.15 line spacing.
- Use the officially accepted font for a resume and keep it 11 or 12pt.
- Present your contact information in a separate resume header.
- Divide your document into easy-to-navigate resume sections.
- Describe your experience in the form of bullet points.
- Leave enough space for a balanced resume layout.

The standard resume formats

1. **Reverse-chronological resume:** a classic format known to most recruiters and the best choice in most situations. It puts the recent or current experience upfront and promotes the proudest achievements going back in time.
2. **Functional resume:** focus is on skills rather than work history. It’s ideal for career changers and those with gaps in employment.
3. **Combination resume:** a hybrid of both chronological and functional resume formats. Begins with a summary of skills, then proceeds to the most relevant experience moments—the most flexible format.

What to include in a Resume?

1. **Contact information:** your name, phone number, email address. Relevant social media handles, such as your LinkedIn profile (optional).
2. **Resume profile:** a short summary of skills and proud accomplishments enhances the applicant’s profile.

3. **Work experience:** the highlight of any job application. Here the applicant states career history, job titles, company names, duties, and years worked.
4. **Education on a resume:** school/college name, degrees acquired, GPA and other relevant coursework.
5. **Resume skills:** job-related skills that may be of value to the prospective employer. According to statistics, a well-crafted key skills section can boost the chances of employment by 59%. Include soft skills and hard skills.

Consider adding these to your resume:

- Certifications and licenses
- Languages Spoken
- Awards and honours
- Volunteer work
- Hobbies and interests
- Conferences attended/organised
- Publications
- Projects
- Freelance work experience

The ideal resume length

It's best to aim for a single-page resume if you have less than 5 years of relevant job experience. For senior candidates, up to two-pages resumes are acceptable.

An ATS Friendly Resume

The applicant tracking system (ATS) scans, sorts or ranks the resume for recruiters who receive hundreds of job applications. It eases their job and selects the resume on behalf of them, which matches their current openings. Now in this digital era, many reputed companies use this system to ease the selection process of job applications.

Points to keep in mind while formatting an ATS friendly resume:

- **Include the keywords used in job postings:** You should use the same set of keywords used in the job posting/ advertisement as it increases the probability of matching the job opening. This practice should be carefully undertaken because it should make sense and represent you.
- **Avoid using graphics:** Many ATS software are not eligible to scan and process the graphics. So, it is recommended to use minimum graphics in your resume.

- **Keep it simple:** Use simple formats like the chronological or hybrid format for building an ATS friendly resume. Use bullet points to highlight your accomplishments.
- **Choose the correct file format:** It is preferable to use PDF file format unless the other format is specified.
- **Importance of ATS:** Ensure your resume is ATS-scannable since all big companies use bots to scan resumes

Important things you need to know about resumes:

- should be brief and targeted at a specific job offer.
- the length should be generally restricted to one-page. If your experience warrants, go for a second page

Difference between Resume, Curriculum Vitae (CV) and Biodata

Resumes, CV and Biodata are very similar in nature and are used to present personal-professional information about a person. They are usually used in job applications, academic applications, and similar documentation. The primary differences between the three are:

- Biodata is a very short document with basic factual information .Curriculum Vitae contains information in detail while resumes have information in brief.
- Biodata formats are single page while resume formats can extend to two pages and CV formats can be even longer owing to the details mentioned. However, it is not recommended to have a CV longer than 3-pages unless you are highly experienced.
- Biodata is used widely and may be required for documentation other than jobs or academic purposes. Resumes and CVs are mainly used for job applications and academic applications or similar professional use.
- Biodata follows the format of a functional resume while CVs can be made with either combination resume or chronological resume.

Example:**1. Prepare a cover letter for the post of a teacher**

Name Mobile:-----, E-Mail:-----
Dated: DD/MM/YY Dear Sir/ Madam, It is with great interest that I am applying for the position of ABC (mention position) as advertised on XYZ(mention the source ;e.g. name of the newspaper, website). I have over 21 years of experience which includes responsibilities such as teaching, Student and Curriculum Management, Process Enhancement and Educational Leadership. As TGT Language Teacher with rich experience, I believe I meet all the essential criteria for the position. A summary of my experience and key accomplishments includes the following: <ul style="list-style-type: none"> • Merit of working as language teacher and preparing the charts and display boards under the activity of the department of English • Successfully taught students as per the syllabus of All India Secondary School Examination • An oriented professional with excellent people management skills and capability to manage change with ease I am now looking to take up roles in teaching English across Educational Institutions . I am open to assignments across locations. I am keen to join your institute due to its leading position, great organizational culture, spirit of innovation, professionalism that characterises your institution and its employees. I am attracted to this role of XY (mention certain key areas that has attracted you to this position- organizational performance, values, challenges, etc.) that it offers. I appreciate your efforts in taking the time to review my credentials and experience. Looking forward to a positive response. Thanking you Yours Sincerely XYZ Enclosure: Resume

2. Prepare a resume for the post of a management trainee

Murthy Kumar
2361, Sector V, Rajajinagar
Bangalore -110002

Objective

- To secure a part-time position as management trainee that will enable me to use my analytical, interpersonal and communication skills

Education

- Bachelor of Business Administration, (month, year)
(Name of University, Place)
(Class/division, percentage)

Computer Skills

- Windows XP Professional
- Microsoft Word
- Microsoft PowerPoint
- Excel

Honours

- Best outgoing student award (year)
- ‘Mr. Drucker’ award for All Round Performance in ‘Kaleidoscope’, All India Management Festival

Activities

- President, Student Cultural Association
- Leadership Programme, Rotaract Club
- Volunteer, National Social Service
- Member, Adventure Club

Experience

- Summer Internship, Kershaw Products Inc.
- Trained in all aspects of customer care

Exercise:

1. Satya degree College, Jayanagar, Bengaluru is looking for eligible candidates for the post of Science Lecturers. They need young and competent candidates for this post. Candidates with M.Sc in relevant field with excellent communication skills and knowledge of Computer skills are preferred. Prepare a suitable resume responding to the advertisement for the post, published in The Deccan Herald newspaper on 15th March 2021.
2. S.M technical Institute, 6th Phase, Indiranagar, Bangalore is looking for eligible candidates for the post of content developers for their online training projects. They need experienced and competent candidates for this post. Candidates with excellent writing and computer skills are preferred. Prepare a suitable resume responding to the advertisement for the post.

3. CURRICULUM VITAE

Curriculum Vitae is a Latin term that translates as, ‘the course of one’s life’. A **curriculum vitae**, often abbreviated as **CV**, is a document that job applicants use to showcase their academic and professional accomplishments. It is used to apply for positions where a person’s specific knowledge or expertise is required.

A curriculum vitae is usually longer than a resume and must include the information that the recruiter needs to verify such as skills, experience, and educational qualifications of an applicant.

General Guidelines:

- Should provide clarity
- Use professional fonts, Arial or Times New Roman. Ensure all fonts and font sizes are consistent throughout.
- Section headings are a good way to break up the CV. Ensure they stand out by making them large and bold.
- List everything (Educational Qualification and Work Experience) in reverse chronological order
- Explain gaps in your career or educational history if any
- Use active verbs. For example, include words like ‘created’, ‘analyzed’ and ‘devised’ to present yourself as a person who shows initiative.
- Check grammar and punctuations
- If you’re posting your CV, print it on white A4 paper

What to include in a CV/The Sequence:

1. Name and Contact details

Full name (First name, Last name) postal address, mobile number and email address. Mention them in a prominent and clear manner.

2. Career history/Work experience

List your prior job/work experience in reverse chronological order- with your most recent position at the top. Ensure to include your employer, department and role. Dates are best tabulated on the left hand side. Use bullet points to detail your relevant responsibilities.

3. Education

List your formal educational history in reverse chronological order, including name of the institution, academic qualification, year and grades obtained and your unique professional skills.

4. Languages

List languages spoken/written and level of ability.

5. Skills and achievements

The key skills / training listed should be relevant to the job. Don't exaggerate your abilities as you'll need to back up your claims at interview.

6. Interests

Relevant interests can provide a more complete picture of the candidate. Examples include writing your own blog if you want to be a journalist, or being part of a drama troupe if you're looking to get into acting, etc.

7. Others

List any other activities such as voluntary or charity work, or positions of responsibility, which particularly demonstrates leadership, initiative or extraordinary commitment.

8. References

Reference may be a friend or professional connection with whom you have worked. It can also be a colleague or someone from a different firm / organization with whom you have had close association.

Sample:

Mary Davis, Flat 2, #13, Cambridge Road, Bangalore

abc@xyz.com

Education:**Ph.D.**

Bangalore University (2015-2018)

University funded research titled ‘The role of parents and schools in the nutritional choices made by children aged 10-14’.

B.Sc. Nutrition and Food Science

University of Mysore (2008-2011)

Modules included nutrition and the health of populations, trends in food research and nutrition, metabolism and disease. Final-year project on ‘Food flavourings - physical and psychological effects on children’ based on research carried out through a Nutrition Society Summer Internship.

Greenwood High School (2006-2008)

A-levels: chemistry, biology, geography. AS level maths.

8 GCSEs including English language and English literature.

Teaching / Supervising Experience**Teaching Assistant, Bangalore University (2017-present)**

- Supervising undergraduate dissertations
- Delivering teaching sessions on B.Sc. Nutrition and Nutrition and Public Health
- Guest lecturer, B.Sc. Nutrition and Food Science, University of Delhi (2016)
- Delivered five lectures on invitation
- Supervised and assessed student presentations
- Summer school lecturer, Liverpool University (2016-2017)

Publications

- ‘Apple or Biscuit: Children’s food choices’ (2017) Journal of Child Nutrition 20:934-939
- ‘Mum, can I have something to eat: parents’ role in children’s eating patterns’ Journal of Child Nutrition (2016) 16:723-728

Research skills

- Interpreting food diaries
- Qualitative interviewing

Conferences and presentations

- British Nutrition Foundation Child Health Conference 2017 Workshop on ‘The influence of parents in children’s food choices’
- Bangalore University Child Nutrition Symposium 2016 ‘How and why do children choose what they eat?’

Awards

- Nutrition Society Summer Studentship 2010
- Nutrition Society Student Award 2011 for BSc final-year dissertation

Professional associations

3. Registered Associate Nutritionist (ANutr), working towards Registered Nutritionist (RNutr)
4. Nutrition Society Student Member and Member of Student Council

Others

- Devising workshops for parents and young people
- Supervising placement, students Project assistant, The Food Project, Bangalore
- STEM ambassador (2011-2013)

References

Professor Ali Ahmed– Bangalore University, abc@xyz1.com

Dr Hari Prakash- Manipal Hospital, abc@xyz2.com

Cover Letter

A cover letter is a letter of introduction attached to or accompanying another document such as a résumé or a curriculum vitae. A good cover letter complements the resume or a CV and explains why the candidate is ideal for the job.

A good Cover Letter

- Highlights the key aspects of the Resume / CV
- Reflects the writing skills of the applicant
- Convinces the reader that the applicant is better suited for the job

Cover Letter Template

- Candidate's Address
- Date
- Employer's Address
- Salutation
- Body of Cover Letter
- Complimentary Close
- Signature

Sample;

Mary Davis,
Flat 2, #13, Cambridge Road,
Bangalore

14th March 2021

Mr Samuel
University of Nottingham
Nottingham, UK

Dear Mr Samuel

I am a registered nutrition professional with a solid research background, industry experience and research. My interest is public engagement with nutrition and the wider STEM field hence I seek the Senior Academic Advisor position in the Advising Services department at Nottingham University.

For the past 3 years I am working as a Teaching Assistant, Bangalore University (2017-present), supervising undergraduate dissertations, student presentations and Summer school lecturer.

Besides these I am interested in devising workshops for students, supervising placements, students project assistant and was STEM ambassador (2011-2013).

In addition to this, I have research work completed on the topic ‘The role of parents and schools in the nutritional choices made by children aged 10-14’. I played a key part in organizing and conducting regular orientation and individual follow-up sessions for BSc students. It was during this time I discovered my advisory skills and I derived a sense of fulfilment from solving their problems. So I am really excited to apply for the position of a Senior Academic Advisor at the University.

Kindly find enclosed my CV. I would be extremely glad to attend an interview at your convenience.

Thank you for your time and consideration.

Sincerely,
Mary Davis

Exercise:

1. Mahindra Travels Company requires a Manager for its Bengaluru based company. Candidates should possess a bachelor's degree in Travel & Tourism. They should be fluent in at least three languages and should have good communication skills. They should have extensive knowledge of tourist destinations in Karnataka and should be able to converse with clients persuasively and convincingly. Application should be addressed to Travel Consultant, Mahindra Travels Company, Rajaji Nagar, Bengaluru.

Write a cover Letter for the above-mentioned post.

2. Daffodils PU College, 2nd Cross, 3rd Main, Basaweshwar Nagar, Bengaluru is looking for eligible candidates for the post of Economics Lecturers. They need young and competent candidates for this post. Candidates with MA in Economics with excellent communication skills and knowledge of Computer skills are preferred. Prepare a suitable CV responding to the advertisement for the post, published in the Deccan Herald newspaper on 15th March 2021.

4. INTERVIEW

The term ‘interview’ has been derived from the French word ‘entre voir’ that means ‘to glimpse’ or ‘to see each other’

An interview is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee.

Interviews are held for various purposes. The following are the main purposes of interviews:

1. **Selection:** Interview helps to select a right person for a right job. Through an interview, the potentialities of interested recruits are assessed.
2. **Promotion:** For assuming capabilities and competencies required for higher positions, interview is the most potent tool.
3. **Performance appraisal:** Through interviews, performance is appraised. Feedback regarding performance may be communicated through interviews.
4. **Exit opinions:** When a person leaves, the exit opinions are invited through exit interviews to determine a person’s reasons for leaving the organization. This helps the organization to build a better work climate.
5. **Counselling:** Interviews help individuals to develop themselves through counselling. For counselling, useful information is extracted and requisite feedback data is also transmitted back.

The Structure of an Interview

Like every communication event, an interview has a rather well-defined structure. Each of these stages requires effective communication skills as stated below:

1. Opening/Start
 - a) Introduction
 - b) Statement of the purpose of the meeting.
 - c) Making the other person comfortable.
 - d) Creating an atmosphere of relaxed open-minded approach, commitment to the purpose stated above, and preparing to start discussing things frankly.
2. Middle/Main Body
 - a) Aim at exchange of information.
 - b) Keep the discussion to the point.
 - c) Listen attentively and patiently.
 - d) Keep eye-to-eye contact.

- e) Give carefully thought out answers.
- f) Make sure to cover the agenda.
- g) Take care that interruptions, if any, are polite.
- h) Seek clarification, if needed.

3. Closing

- a) Summing up the discussion/exchange of information.
- b) Describing the action decided upon.
- c) Avoiding a hurried or abrupt ending.
- d) Closing on a positive note.

Few types of Interviews

- Employment/Job Interview
- Promotion Interview
- Appraisal Interview
- Exit Interview
- Panel Interview
- Screening Interview
- Walk-in-Interview
- Mock Interview

Preparation for Interviews

Follow the protocols:

1. **Self-assessment:** When one is unemployed or fearing lay-off, the time is right for reassessing current skills, talents, abilities, strengths, weaknesses, interests, and work values. In addition, it is advisable to re-examine accomplishments and achievements, particularly those that may be relevant to a prospective employer.
2. **Track and leverage your accomplishments:** You have been instructed to list your career accomplishments. You can leverage your accomplishments for job search at all stages of the process: resume, cover letter, and interview. Be able to answer the following basic questions:
 - a) Why are you interested in this field?
 - b) Why are you interested in this company?
 - c) Why are you interested in this position?

Be prepared to discuss anything on your resume and be prepared to answer questions/issues you really do not want to answer. For example:

- a) your greatest weakness
- b) your lack of related experience
- c) your lack of leadership experiences
- d) your record of job-hopping.

3. **Prepare questions to ask:** These questions should reflect your research on the company and position, and should never include questions whose answers are readily available in company literature or website. Do not ask about salary or benefits.
4. **Follow-up:**
 - a) Send a thank-you note within 24-48 hours of your interview.
 - b) E-mail is acceptable, but follow protocols for formal business correspondence, which is always more formal than typical e-mail.
5. **Dressing for the interview:** Appearance is very important and good grooming is essential. Your hair should be neat . Your nails should be well manicured and clean.
6. **Establishing rapport:** Since the interviewer’s job is to make sure that not only your skill, but your personality as well is a good match. You must establish rapport with the person interviewing you which begins the instant you walk in to the room.
7. **Body language:** Body language reflects our personality better than the speech. Eye contact is very important, but make sure it looks natural. A smiling, relaxed face impresses the interviewer. Hands resting casually in your lap rather than arms folded across your chest also are more appealing.
8. **Answering questions:** Speak slowly and clearly, pause before you answer a question because your answers will seem less rehearsed and it will give you a chance to collect your thoughts.

Important non-verbal aspects at the time of interview

Many interviewees fail because of lack of proper communication.. Often it is the non-verbal communication that we are least aware of, yet it speaks the loudest. Following are the top five non-verbal signals, ranked in order of importance:

Eye Contact

1. If you have a habit of looking away while listening, it shows lack of interest.
2. Maintain eye contact while speaking .A failure shows lack of confidence in what you are saying. So ask, watch then practice.
3. Ask others if you ever lack proper eye contact. If they respond that they have noticed, ask if it was during speaking or listening. Take note. Then sit down with a friend and practice until you are comfortable maintaining sincere, continuous eye contact.

Facial Expressions

1. Take a good, long, and hard look at yourself in the mirror.
2. Look at yourself as others would. Then modify your facial expressions.
3. Eliminate any negative overall characteristics that might exist, and then add a simple expression—a smile, a true and genuine smile .This reflects you are a happy person and delighted to be interviewed by the company.

Posture

1. Posture sends the signal of your confidence.
2. When you are seated, make sure you sit at the front edge of the chair, slightly leaning forward, intent on the subject at hand.

Gestures

1. Contrary to popular belief, gestures should be very limited during an interview.
2. Do not use artificial gestures.
3. Ensure your gestures are sincere and meaningful.

Space

1. The personal space generally ranges between 30 and 36 inches.
2. If you have a smaller than average personal space, make sure you keep your distance .

Attending an interview:

- Reach the venue in time and wait patiently for your turn. Be brief and spontaneous in your responses.
- Present the relevant matter in an organized way. Use humor in your answers, if possible.
- Be honest in referring to events, situations and experiences.
- Be your usual self to feel at ease with the situation.
- Listen carefully to the interviewer's questions, statements and comments.
- Be perceptive of the signals that the body language of the interviewer may give.
- Speak in a conversational style, avoiding pedantic verbosity.

Ensure that your body language does not show any oddities such as blinking of the eyes, raising the eyebrows, playing with the keys or pen in your pocket, putting the fingers in front of your mouth, etc. Exhibit utmost courtesy both in manners and speech.

Types of questions asked by interviewers

Open-ended questions

Open-ended questions allow the interviewee much freedom to answer. An open question is broad in scope and usually requires more than a few words in response. When one asks an open question, he is specifying the topic to be elaborated.

The following questions are open-ended:

1. Introduction about yourself.
2. What are you seeking for in a career?
3. What do you like in your present job?
4. Why did you apply for this job?

Advantages of Open-ended questions

1. Provides the interviewer greater opportunity to observe.
2. Considered non-threatening because they are usually easy to answer.
3. Reflect the interviewer's interest.

Disadvantages of Open-ended questions

1. Take more time.
2. More difficult to record or the information is difficult to qualify.
3. Make controlling the duration of the interview more difficult.

Close-ended questions

These questions are somewhat restrictive in nature and generally call for a brief and limited response. The following questions are moderately close-ended because they call for only a brief information:

1. Who is Dr. Manmohan Singh?
2. How many papers one has studied in the MBA programme?
3. Why does he wish to leave?
4. How would he rate the present government in terms of concern for the unemployed: very concerned, neutral, or unconcerned?

Advantages of Close-ended questions

1. Require minimal preparation.
2. Take lesser time to frame questions.
3. Make it easier for the interviewer to exert control.
4. Make tabulation of the answers easier.

Disadvantages of Close-ended questions

1. Provide very little information. Sometimes inhibit communication.
2. Provide little opportunity for the interviewee to offer additional information.
3. Choice may be vague.

Neutral and Leading Questions

Neutral questions are phrased where in possible responses are not indicated and alternatives are presented in a balanced fashion. When one asks a neutral question, he makes no attempt to direct the interviewee's response. Because neutral questions do not exert any pressure, they may elicit more accurate responses.

Why is he leaving the company? Whom does he think responsible for the problem? Which one of the following sports does he enjoy in his participation the most—baseball, basketball, and tennis? They are especially useful to verify factual information. Leading questions are sometimes regarded negative because, when used carelessly, they may result in biased responses.

Example:

Whether he has a driving license or not? Does he possess a telephone or not? Does he believe that most students are overworked?

Expected questions commonly asked in an interview

1. Tell me about yourself.
2. Why did you leave your last job?
3. What experience do you have in this field?
4. What do co-workers say about you?
5. What have you done to improve your knowledge in the last year?
6. Why do you want to work for this organization?
7. How long would you expect to work for us if hired?
8. What is your philosophy towards work?
9. Explain how you would be an asset to this organization.
10. What is your greatest strength?
11. What would your previous supervisor say your strongest point is?
12. Tell me about your ability to work under pressure.

Exercise:

Answer the following questions:

1. What is an interview?
2. What are the purposes of holding interviews?
3. What is the structure of an interview?
4. Name the different types of interviews.
5. Mention any two non-verbal aspects at the time of interview.
6. What are the points to keep in mind while attending an interview?
7. What are the three types of questions asked by interviewers? Give examples to illustrate your answer.
8. Mention any two questions commonly asked by the interviewers

5. REPORT WRITING

A report is a spoken/written account of an event, situation or occurrence, usually as a result of observation or inquiry. It is a formal document that is written for a specific purpose, presented through an unbiased and objective form of writing. It presents facts and information logically in a structured format.

Purpose:

The purpose of a report is to:

- Record an event.
- Investigate, present and analyze information thoroughly and logically.
- Recommend action to solve a problem.
- Make proposals.
- Review performance.
- Provide feedback.
- Check on a continuing activity, plan for the future etc.
- Evaluate the progress of a project.
- Persuade someone about the need for a certain action.

Style of a Report

An appropriate style and convention must be used to write a report. Style establishes the readability of reports.

Style includes-

- Formal language
- Impersonal style
- Structure
- Objectivity
- Use of Passive Voice

Besides, a **good report** must be

- Concise
- Accurate
- Organized
- Professional
- Factual
- Relevant
- Focused
- Complete

Tips for writing a Report:

- Analyse the task carefully by asking questions like: To whom is the report written/addressed? Why do they want it? What do they need to know?
- Structure the report in two sections using numbering and headings.
- Use passive voice in sentence construction, as it makes the report more impersonal.
- Write in a formal, objective and professional style.
- Be clear and precise; avoid redundancy and repetition.
- Various numbering systems can be used while writing reports. Arabic numerals, Decimal system, Upper or lower case Roman numerals, Capital or small letters usually in brackets can be used. For example:

I	1
II.A	2 (a)
II.B	2 (b)
II.B.1	2.b.1
II.B.2	2.b.2

Read the following excerpts from reports on different subjects and find their respective labels.

- “In Ahmedabad, several low-lying areas were flooded, and people had to abandon their vehicles. Most of the schools and educational institutions were closed and attendance in office was thin.”
 - “However, few know that John F Kennedy Jr. - the scion of a family recognized by most Americans as the closest thing they have had to royalty- spent sixty quiet days in the dingy by lanes of Delhi’s Paharganj in 1982. He remained holed up in a hotel without a phone, unshaven and clad in a pair of battered jeans quiet like most 20-somethings.”
 - “The scientists set up two conditions for the monkeys; one where they gazed at the same button while reaching for the other buttons and one where they reached for the same button over and over while shifting their gaze to the other buttons. They found that when the monkeys’ gaze was fixed, the arm movements had no effect on neural activity. But when it was the gaze that moved, the neurons fired at a faster rate.”
 - “At the regulation time, while State Bank and ICF were locked goalless JOB and Southern Railway shared two goals in the tie-breaker.
 - “Addressing a press conference, the Finance Minister assured tax-payers that the government was not considering any further increase in the tax structure already announced. He added that the grant of subsidies to some sectors was under consideration”.
- A report on floods -Event or informative report
 - A report on an individual -a human interest report
 - A report on a scientific experiment - a scientific report
 - A report on football match -a sports report
 - A report on a press conference -a report of press meet

Types of Reports

- Long Reports and Short Reports
- Internal and External Reports
- Vertical and Lateral Reports
- Periodic Reports
- Formal and Informal Reports
- Informational and Analytical Reports
- Proposals
- Events
- Status reports - ongoing projects
- Reports on projects completed (work done)

In this section we are going to look mainly at how to write a report on

1. **Events**
2. **Status reports** (ongoing projects)
3. **Reports on projects completed** (work done)

Event Report

Reporting an event may be done in a formal or semi - formal style. An informal (or even a semi - formal) event does not follow the structure of a formal report, like distinct introduction, subject, conclusion etc. However, the body of an informal report should present a detailed account of the work or activity being reported. Any conclusions and recommendations the writer wishes to offer should close the report, but not necessarily under a specific heading.

Example:

Independence Day was celebrated in your college. District Magistrate, Ms. Indu Sharma was the Chief Guest. Write a report on the function in 150-200 words describing all the activities that took place. You are a corporal, NCC.

B.T Government College, Bengaluru celebrated Independence Day with great enthusiasm and patriotic fervour. On August 14, 2020, our students presented hand-made greeting cards and tri-colour flag badges to the senior management functionaries of the college.

The cultural program commenced with everyone singing ‘Vande Mataram’ followed by flag hoisting by the chief guest, Ms. Indu Sharma, the District Magistrate.

The spirit of freedom and nationalism was well exhibited by the students as well as the professors through a spectrum of patriotic poems, songs, dance, speeches and quiz on freedom fighters,.

Committed to the task of nation-building, both faculty and students pledged to serve their motherland through spreading education and serving the community. A presentation on the historical evolution of the national flag of India was shown.

A documentary on the contribution of unsung heroes of Indian freedom struggle like Abbakka, Sangolli Rayanna and Rani Chennamma enlightened the audience.

Status / Progress Report

A Status / Progress report will need to have the following information:

- How much of the work is complete?
- What work remains to be done?
- What problems of unexpected hurdles, if any, have caused the delay?
- Possible date for the completion of work.
- How is the project going on in general?

Format for status or progress report.

1. Title
2. Terms of reference
3. Work completed to date
4. Work in progress
5. Work to be completed
6. Anticipated problems

Name:

Position:

Date:

Example:**A Status /Progress report on a civil engineering project:****To:**

The Chief Engineer
Bellary Nala Project
No. 01, Ansari Road
Bangalore - 560079

Title: Status of construction of Bellary Nala Project at Bellary

Terms of Reference:

On October 10, 2015, Isha International Construction Company entered into a contract with the Assistance from KARNATKA NEERAVRI NIGAM LIMITED Government of Karnataka to construct a dam across the Bellary nala which is a main tributary to Markendaya River. The Bellary Nala irrigation project envisages irrigating 8,200 Ha of land in Belagavi, Gokak, Saundatti & Bailahongal taluks of Belagavi districts by constructing a dam across Bellary Nala.

Dam foundation in block 1 to 6 and 8 to 18 has to be completed at cost of Rs.110 crores. Total length of main canal is 106 km; works in reach from km 44 to 106 are under progress (Construction was to begin on 1st December 2015 and to be completed by January 2018. It was agreed that the government would provide interim progress reports on 10th March, 15th October and 15th December 2017.

Work Completed to date:

The construction company has completed the following jobs:

1. Survey and planning completed on 13th January.
2. The foundation work started on 16th February.
3. 250 meters of earth work completed by 10th March.

Work in Progress:

Digging the foundation started on 22nd February and work has been going on as per schedule.

Work to be completed:

The Company has assured us that they would complete the following works by 31st October:

1. Laying the concrete bed.
2. Earth work for 250 meters.

Anticipated problems

As a result of the nationwide lorry strike which is a week old, the construction company anticipates problems in procuring steel in time. But efforts are being made to use their Lorries overtime and get the work done in time.

But for this problem, there does not seem to be any other hitch in getting the work completed on schedule.

Name:

Position:

Date:

Report on Completed Project (work done)

When an assigned project is completed, the report is prepared providing the details of the work completed. A work done report can have the following structure.

1. Title
2. Terms of Reference
3. Procedure
4. Findings
5. Conclusion
6. Recommendations

Name:

Position:

Date:

Here is a brief description of each of the above sub-headings.

1. **Title:** A report must always have a title indicating the subject of the study, the period and the location and the study.
2. **Terms of reference:** It gives details of the assignments and mentions purpose as well the scope of the study
3. **Procedure:** In this section, the writer explains the procedures used or the processes involved. For example, visits to places/sites, interviews with people and so on.
4. **Findings:** This section, which contains the presentation of findings, is the main part of the report. The collected facts and information have to be organized into a presentable form with headings and sub-headings.
5. **Conclusion:** The inferences drawn from what is mentioned in the previous section are presented here. This and the following section will have to be brief.
6. **Recommendations:** This section is optional.

Name:

Position:

Date:

Example:

Report on Completed Project on Market Survey

To: Sunlight Soaps Pvt. Ltd

Title: Report on Market survey conducted

Terms of Reference

1. To find out the prospects of making two existing brands of soap more popular to attract better sales.
2. To identify the popularity of the brand of soap pumped into the market by the other company.
3. To consider the feasibility of manufacturing a new brand of soap.

Procedure

1. A survey was conducted among consumers in the four states of south India.
2. A questionnaire was used for the purpose among a few householders in the four capital cities. The Consumers chosen belonged to different occupations, education level, age group, various strata of society and income groups.
3. A few retailers and women's organizations were also chosen as respondents and were interviewed.
4. The state wise break-up of respondents/opinion poll is given below:

States	No. of Respondents
Karnataka	500
Kerala	450
Tamil Nadu	610
Andhra Pradesh	580

Findings

Sunlight Soaps: The brand of soap has been very popular among 58% of respondents. This was because of its quality. However because it is expensive, only the rich can afford it.

Neem Care: 64% of the people (middle and lower middle class) use only Neem Care, 38% say that they find it more expensive than the new brand pumped into the market by the other company.

The study also brought to light the fact that our soaps are in short supply in the market. The lack of supply at certain points is found to be on account of improper distribution and late arrival of stocks at the retailers.

Conclusion

1. Generally, all sections of people welcome both ‘Sunlight’ and ‘Neem Care’ for their quality.
2. The other soap gained popularity because it is slightly less expensive than the new brand pumped into the market by the other company.
3. The company’s distribution system has some shortcomings.

Recommendations

1. Sunlight soaps must have sales representatives in all districts of the four States.
2. Supply of soaps to retailers should be done more efficiently with the help of our own delivery vans at regular intervals at least twice a week.
3. Orders from retailers should be taken on the phone.
4. There is no need to produce a new brand of soap at present.

Name:

Position:

Date:

Exercise:

1. Write an event report to a newspaper on:
 - a) Frequent hikes in Petrol prices
 - b) Covid-19 Awareness: Students March
2. M .N .Rao circle underpass work is delayed. It is accentuating the stress of the pedestrians. The work was started six months ago. The Urban Development Minister asked the Commissioner of BBMP to submit progress report about it. Prepare a status report giving the details of
 - a) Work completed so far
 - b) Work yet to be completed
3. A well-known shoe manufacturing company wants to start marketing sports goods. As a free-lance market research analyst, you have been asked to study the market potential for their new products. Prepare a report on completed project.

6. READING SKILL

Reading skills are abilities that pertain to a person’s capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills are highly beneficial to assimilate and respond to written communications like emails, messages, letters and other written messages.

Reading Comprehension:

Reading comprehension is the ability to understand what we read. Strong reading comprehension typically encompasses a variety of literacy skills needed to interpret and identify meanings within a text. Several elements like fluency, ability to decode unfamiliar vocabulary and using clues in the context. Identifying key features of a text are the components of effective reading comprehension.

Essential skills needed for reading comprehension:

- Decoding
- Fluency
- Vocabulary
- Inference
- Retention

Decoding

Decoding is a skill that relies on phonemic awareness, which is the ability to hear individual sounds in words and connect those sounds to letters. Making the connection between a letter or group of letters, the sounds they make is a crucial step to ‘sounding out’ or decoding words.

Fluency

Fluency refers to a mix of different factors. First, it focuses on the ability to read clearly. Fluency also focuses on the ability to decode new vocabulary quickly while reading. Fluency can directly impact the ability to comprehend what is read.

Vocabulary

The ability to decode or determine the meaning of new words can also influence reading comprehension. When one can quickly interpret new meanings and identify relationships between new vocabulary and familiar terms, it increases the ability to make assumptions, form ideas and understand the texts well.

Inference

Inference is also a key element of reading comprehension. When we make inferences, we connect information from texts to our own ideas and opinions that help us identify the meaning of what we read. For instance, when reading an article about plastics in the oceans, an inference can be made to reduce the amount of plastic waste by recycling.

Retention

Reading comprehension is typically all about retaining what we read. Comprehension is based on the retention of information. By practicing the summarizing skills and remembering what is read, one can further strengthen one's reading comprehension skills.

Methods to improve reading skills:

There are a variety of ways to improve reading skills. One must practice quick reading to improve fluency or make notes each time they encounter unfamiliar vocabulary. The following steps also help to develop reading skills.

1. Set aside time to read each day
2. Set reading goals
3. Preview the texts which are read
4. Determine the purpose
5. Apply key reading strategies
6. Make notes while reading
7. Summarize

This section consists of comprehension based on prose and poetry. A comprehension exercise consists of an unseen passage and questions set on it.

A comprehension exercise is used to test the candidate's ability to understand the given text and to deduce information and meanings from it.

Types of questions asked

1. Facts or conclusion
2. Title or theme
3. Vocabulary
4. Grammar

Steps to answer a comprehension passage:

1. Read the passage quickly in the first attempt to get a general idea of the passage.
2. Next, read the passage slowly to know the details.
3. Later, study the questions thoroughly. Turn to the relevant part of the passage to get the answer to the questions.
4. If asked to give the meaning of any phrase or word from the passage, the answer should be based on the context of the passage.

Example:**Science Based comprehension passage:**

It is to progress in the Human Sciences that we must look to undo the evils which have resulted from knowledge of the physical world hastily and superficially acquired by populations unconscious of the changes in themselves that the new knowledge has made imperative.

The road to a happier world than any known in the past lies open before us if primitive destructive passions can be kept in leash while the necessary adaptations are made. Fears are inevitable in our time, but hopes are equally rational and far more likely to bear good fruit. We must learn to think rather less of the dangers to be avoided than of the good that will lie in our grasp if we can believe in it and let it dominate our thoughts.

Science, whatever unpleasant consequences it may have by the way, is in its very nature a liberator, a liberator of bondage to physical nature and in the times to come, a liberator from the weight of destructive passions. We are on the threshold of utter disaster or unprecedentedly glorious achievement. No previous age has been fraught with problems so momentous and it is to science that we must look to, for a happy future.

1. Science liberates us from
 - a) bondage to physical nature
 - b) fears and destructive passions
 - c) idealistic hopes of a bright future
 - d) slavery to physical nature and from passions

2. To carve out a bright future man should
 - a) try to avoid dangers
 - b) overcome fears and dangers
 - c) cultivate a positive outlook
 - d) analyze dangers that lie ahead

3. If man's bestial yearning is controlled
 - a) the present will be brighter than the future
 - b) the present will become tolerant
 - c) the future will be brighter than the present
 - d) the future will be tolerant

4. Fears and hopes, according to the author
 - a) can yield good results
 - b) can bear fruit

- c) are irrational
 - d) are closely linked with the life of modern man
5. Human sciences should be developed because they will
 - a) eliminate destruction caused by a superficial knowledge of the physical world
 - b) make us conscious of the changes in ourselves
 - c) make us conscious of the changing world
 - d) provide more knowledge of the physical world
 6. The word ‘imperative’ means
 - a) vital
 - b) threatening
 - c) trivial
 - d) Discrete
 7. Choose the word opposite in meaning to the word ‘superficially’
 - a) Gradually b) Legally c) Thoroughly d) Primarily
 8. ‘ To keep in leash’ means
 - a) to punish b) to control c) to observe d) to criticize
 9. Pick out a word from the passage that means ‘the point just before a new situation begins.’
 - a) Previous b) Rational c) Threshold d) Inevitable

Answers: 1)c 2)c 3)a 4)b 5)c 6) b 7)d 8)b 9) b

Biography based comprehension passage:

The mystery of Napoleon’s career was that under all difficulties and discouragements, he pressed on. It solves the problem of all heroes; it is the rule by which we weigh the right. All wonderful successes and triumphs marches to fortunate and genius. It should be the motto of all, old and young, high and low, rich and poor, fortunate and unfortunate. Never despair; never be discouraged however stormy the heavens; however dark the way; however great the difficulties and repeated the failures, ‘press on’. If your riches have taken wings and left you, do not weep your life away; but be up and doing and retrieve the loss by new energy and new action. Let the foolishness of yesterday make you wise today. If another has been false to you, do not increase the evil by being false to yourself.

1. What was the great mystery of Napoleon’s career?
 - a) that he was very discouraged
 - b) that he was adamant

- c) that he made compromise
- d) that he always ‘pressed on.’

Ans: d

2. “Never despair; never be discouraged”, the phrase instills in us:

- a) Courage b) cowardice c) honesty d) labour

Ans: a

3. The main motto of life should be:

- a) Press on b) Press off c) Press for d) Press in

Ans: a

4. What should the foolishness of yesterday make you today?

- a) intelligent b) Honest c) wise d) cunning

Ans: c

5. How can one decrease evil?

- a) by being false to oneself
- b) by being true to oneself
- c) by being cunning
- d) by adopting the way of the world

Ans: b

6. What is the suitable title to the passage?

- a) Be Wise
- b) Napoleon and the Mystery of His Career
- c) Some Tips
- d) Retrieve the Loss

Ans: b

7. What can be the synonym for ‘mystery’ here?

- a) Secret b) History c) Obscurity d) Ambiguity

Ans: a

8. Find a word similar to ‘Retrieve.’

- a) find b) regain c) search d) try

Ans: b

9. In the passage, find the word which means 'Maxim adopted by as rule of conduct.'

- a) retrieve b) dark the way c) motto d) weigh

Ans: c

10. The meaning of 'weigh' is

- a) Weight b) wait c) consider d) none

Ans: c

Exercise:

Poem

There was a time
When pain was my antonym
The storm of circumstances
Has made me his synonym

Now he is the only friend
Of mine in this world
Pain is pleasure, pleasure pain
And my pleasure lies in
Feeling the pain
Of others

I am proud
Of being selfish
In giving pain to none

The son of God
Embraced
Sin and pain
Of the world
I am His introvert follower
Following His path
But I am not
So pious, so innocent

The world encroached me
Through my near and dear
Forced me to be

A practical man

And it is pain

My reflection

My friend

Whoever consoles me

And makes me realize

My goal

Of sipping the bitter drink

Of other's cup

1. The opposite of antonym is
 - a) antagonist
 - b) grief
 - c) synonym
 - d) none

2. The poet has used the synonym
 - a) In sense of enmity with pain
 - b) In sense of friendship with pain
 - c) In sense of quarrelling with pain
 - d) In sense of struggling with pain

3. What has made the poet fall in love with pain?
 - a) Favorable circumstances
 - b) Adverse circumstances
 - c) Loving circumstances
 - d) None of the above

4. Which becomes a great factor in turning circumstances?
 - a) Time b) earth c) sky d) love

5. The line 'pain is pleasure, pleasure pain'. Connotes
 - a) Pun b) metonym c) paradox d) none

6. Is the poet really selfish?
 - a) No b) yes c) cannot say d) none

7. Why is he not selfish?
 - a) He cannot take or share others' pain but gives pain to others

- b) He can share or take others' pain but will never give pains.
 - c) He gives his sufferings to everyone who comes in his touch.
 - d) None of the above
8. Who is the son of God?
- a) Christ b) Satan c) Beelzebub d) none
9. Does the poet feel himself pious and innocent like Christ?
- a) No, because he thinks that he has now become a practical man
 - b) Yes, because he never hurts anyone
 - c) Yes, because he is practical man
 - d) None
10. Why has he become a practical man?
- a) Because of the selfishness
 - b) Because of the way of the world and the attachment of the near and dear
 - c) Because of the detachments
 - d) Because of his habit of giving pain to others

Story based comprehension passage:

‘Why did you keep away yesterday? Asked the Headmaster, looking up. Swaminathan’s first impulse was to protest that he had never been absent. But the attendance register was there. No-No-I was stoned. I tried to come, but they took away my cap and burnt it. Many strong men held me down when I tried to come...when a great man is sent goal...I am surprised to see you a slave of the Englishmen...Didn’t they cut off – Dacca Muslin... slaves of slaves...’

These were some of the disjointed explanations which streamed into his head and which, even at that moment, he was discreet enough not to express. He wanted to mention a headache, but he found to his distress that others beside him had one. The Headmaster shouted, ‘Won’t you open your mouth?’ He brought the cane sharply down on Swaminathan’s right shoulder. Swaminathan kept staring at the Headmaster with tearful eyes, massaging with his left hand and spot, where the cane was laid, ‘I will kill you if you keep on staring without answering my question,’ cried the Headmaster.

“I-I-couldn’t come,” stammered Swaminathan.

“Is that so? Asked the Headmaster and turning to a boy said, bring the peon.”

Swaminathan thought What! Is he going to ask the peon to thrash me? If he does any such thing, I will bite everybody dead. The peon came. The Headmaster said to him, ‘Now you say what you know about this rascal on the desk.’

The peon eyed Swaminathan with a sinister look, grunted and demanded, ‘Didn’t I see you break the panes?’ Of the ventilators in my room? Added the Headmaster with zest.

Here, there was no chance of escape. Swaminathan kept staring foolishly till he received another whack on the back. The Headmaster demanded what the young brigand had to say about it. The brigand had nothing to say. It was a fact that he had broken the panes. They had seen it. There was nothing more to it. He had unconsciously become defiant and did not care to deny the charge. When another whack came on his back, he exclaimed, ‘Don’t beat me, sir. It pains.’ This was an invitation to the Headmaster to bring down the cane four times again. He said, “Keep standing here, on his desk, staring like an idiot, till I announce your dismissal.”

1. The Headmaster’s reaction to Swami’s pleading is
 - a) to beat Swami more
 - b) to forgive Swami
 - c) to allow him to go
 - d) not to allow him to go

2. The title of the passage can be
 - a) the peon’s evidence
 - b) swami’s punishment
 - c) Swami’s excuses
 - d) Swami at school

3. In the end, Swami is
 - a) defiant b) submissive c) calm d) indifferent

4. According to the peon, Swami had
 - a) broken the panes
 - b) bitten someone
 - c) been rude
 - d) been absent from school

5. If Swami is not ‘discreet’, he would be
 - a) careless b) intelligent c) wise d) smart

6. The attitude of Headmaster’s attitude towards Swami is one of
 - a) kindness for Swami
 - b) pleasure in punishing him
 - c) pleasure in asking questions
 - d) hatred for Swami

7. BOOK REVIEW (Non-assessment)

A **book review** is a form of literary criticism where a book is analysed based on content, style, and merit. A book review can be a primary source, opinion, summary, a review or a scholarly review. Books can be reviewed for printed periodicals, magazines, newspapers, or for book websites on the Internet.

Steps to follow:

1. Write a statement giving essential information about the book: title, author, first copyright date, type of book, general subject matter, special features (maps, color plates, etc.), price and ISBN.
2. Mention the author's purpose in writing the book.
3. State the theme and the thesis of the book.
 - a. Theme: The theme is the subject or topic.
 - b. Thesis: The thesis is an author's generalization about the theme, the author's beliefs about something important, the book's philosophical conclusion, or the proposition the author means to prove. It must be expressed in one declarative sentence without using metaphor or other figurative language.

Example:

Title: We Had it Made

General Subject Matter: Religious Intolerance

Theme: The effects of religious intolerance in a small town

Thesis: Religious intolerance: the constricted minds taint an entire social group

4. Explain the method of development-the way the author supports the thesis. Illustrate the remarks with specific references and quotations.

In general, authors tend to use the following methods, exclusively or in combination.

- a. Description: The author presents pictures of scenes and events by giving specific details that appeal to the five senses, or to the reader's imagination. Description presents background and setting. Its primary purpose is to help the reader realize, through as many appealing details as possible, the way things (and people) are as described.
- b. Narration: The author narrates the story of a series of events, usually presented in chronological order. In a novel however, chronological order may be defied for the sake of the plot. The emphasis in narration, in both fiction and non-fiction, is on the events.

- c. Exposition: The author uses explanation and analysis to present a subject or to clarify an idea. Exposition presents the facts about a subject or an issue as clearly and impartially as possible.
 - d. Argument: The author uses the techniques of persuasion to establish the truth of a statement or to convince the reader of its falsity. The purpose is to persuade the reader to believe something and perhaps to act on that belief.
5. Evaluate the book for interest, accuracy, objectivity, importance and usefulness to its intended audience. Illustrate whether or not any conclusions drawn are derived logically from the evidence. Compare it with other books on similar subjects or other books by the same as well as different authors. Is it only a reworking of earlier books? Highlight the points that offer literary merit to the book.
 6. Try to find further information about the author - reputation, qualifications, influences, biographical details, etc. - any information that is relevant to the book being reviewed and that would help to establish the author's authority. Can you discern any connections between the author's philosophy, life experience and the reviewed book?
 7. If relevant, make note of the book's format - layout, binding, typography, etc. Are there maps, illustrations? Are they appealing ?
 8. Check the index, pay attention to end notes or footnotes while reading. Do they provide important additional information? Do they clarify or extend points made in the body of the text? Check any bibliography the author may provide. What kinds of sources, primary or secondary, appear in the bibliography?
 9. Summarize (briefly), analyze, and comment on the content of the book. State your general conclusions. Pay particular attention to the author's concluding chapter. Is the conclusion convincing? List the principal topics, and briefly summarize the author's ideas about these topics, main points, and conclusions. Use specific references and quotations to support your statements.

Points to consider when reviewing specific genres:

Fiction

Characters

1. What sources are the characters drawn from?
2. What is the author's attitude toward his characters?

3. Does character development occur? Is character delineation direct or indirect?

Theme

1. What is the major theme? How are they revealed and developed?
2. Is the theme traditional and familiar, or new and original?
3. Is the theme didactic, psychological, social, entertaining, etc. in purpose or intent?

Plot

1. How are the various elements of plot (e.g., introduction, suspense, climax, conclusion) handled?
2. What is the relationship of plot to character delineation?
3. What are the elements of mystery and suspense?
4. What other devices of plot complication and resolution are employed?
5. Is there a sub-plot and how is it related to the main plot?

Style

1. What are the ‘intellectual qualities’ of the writing (e.g., clarity)?
2. What are the ‘emotional qualities’ of the writing (e.g., humor, wit, satire)?
3. What are the ‘aesthetic qualities’ of the writing (e.g., harmony, rhythm)?
4. What stylistic devices are employed (e.g., symbolism, motifs, parody, allegory)?
5. How effective is dialogue?

Setting

1. What is the setting, and does it play a significant role in the work?
2. Is a sense of atmosphere evoked, and how?
3. What scenic effects are used and how important and effective are they?
4. Does the setting influence or impinge on the characters/plot?

Biography

1. Does the book give a complete/partial picture of the subject?
2. What phases of the subject's life receive greatest treatment and is the treatment justified?
3. How are the significant stages organized: chronologically, retrospectively, etc.?
4. Is the treatment superficial or does the author show extensive study into the subject's life?
5. What source materials were used in the preparation of the biography? Is the work acknowledged?
6. What important new facts about the subject's life are revealed in the book?

(above all, do not give away the story while reviewing)

History and other Non-fiction

- What particular subject or period does the book deal with?
- Is the style a reportorial writing, or is there an effort at interpretive writing?
- What is the point of view or thesis of the author? Is the treatment superficial or profound?
- Are dates used extensively, and if so, are they used intelligently?
- Is the book a revision? How is it compared with the earlier editions?
- Are maps, illustrations, charts, etc. used and how are these to be evaluated?

Poetry

1. What kind of poetry is under review (epic, lyric, elegy, etc.)?
2. What poetic devices have been used (rhyme, rhythm, figures of speech, imagery, etc.), and to what effect?
3. What is the central concern of the poem? Is it effectively expressed?

Examples:

1. *The God of Small Things*

Arundhati Roy, Author Random House Inc \$23 (321p) ISBN 978-0-679-45731-2

With sensuous prose, a dreamlike style infused with breathtakingly beautiful images and keen insight into human nature, Roy's debut novel charts fresh territory in the genre of magical, prismatic literature. Set in Kerala, India, during the late 1960s when Communism rattled the age-old caste system, the story begins with the funeral of young Sophie Mol, the cousin of the novel's protagonists, Rahel and her fraternal twin brother, Estha. In a circuitous and suspenseful narrative, Roy reveals the family tensions that led to the twins' behaviour on the fateful night that Sophie drowned. Beneath the drama of a family tragedy lies a background of local politics, social taboos and the tide of history—all of which come together in a slip of fate, after which a family is irreparably shattered. Roy captures the children's candid observations but clouded understanding of adults' complex emotional lives. Rahel notices that "at times like these, only the Small Things are ever said. The Big Things lurk unsaid inside". Plangent with a sad wisdom, the children's view is never oversimplified, and the adult characters reveal their frailties—and in one case, a repulsively evil power—in subtle and complex ways. While Roy's powers of description are formidable, she sometimes succumbs to overwriting, forcing every minute detail to symbolize something bigger, and

the pace of the story slows. But these lapses are few, and her powers coalesce magnificently in the book's second half. Roy's clarity of vision is remarkable, her voice original, her story beautifully constructed and masterfully told.

2. *Unstoppable: My Life So Far*

Maria Sharapova. FSG/Crichton, \$28 (304p) ISBN 978-0-374-27979-0

In this insightful memoir, the 30-year-old tennis star Sharapova details her life from her earliest memories to the present day. Her father, Yuri, whisked six-year-old Maria from Russia to Florida because of her tennis skills, at tennis star Martina Navratilova's suggestion: "Your daughter can play; you need to get her out of the country to a place where she can develop her game." What ensued for Maria was a life lived on tennis courts—either playing in tournaments or toiling in academies—partially funded by whatever work Yuri could find. Maria excelled quickly, though at the cost of a typical childhood. After winning Wimbledon at 17, she entered another isolated sphere, one of celebrity and its trappings. In short, she writes, 'winning entralls'. She is blunt when discussing how to lose and her rivalry with Serena Williams, whom Sharapova discovered bawling after Sharapova beat her at Wimbledon in 2004 ("I think she hated me for seeing her at her lowest moment"). Sharapova's eloquent self-awareness provides a rare glimpse into the disorienting push and pull of a famous athlete's life. "I know you want us to love this game—us loving it makes it more fun to watch," she writes. "But we don't love it. And we don't hate it. It just is, and always has been."

3. *The Living Sea of Waking Dreams*

Richard Flanagan. Knopf, \$27.95 (288p) ISBN 978-0-593-31960-4

Man Booker winner Flanagan (*The Narrow Road to the Deep North*) shines in his fierce, surrealistic look at a family's dissolution in a recognizable if dystopian Australia that's ravaged by wildfires. Amid the fires, 56-year-old Anna, an award-winning Sydney architect, makes reluctant trips to Hobart, Tasmania, to check on her mother, Francie. After Francie suffers a catastrophic brain haemorrhage, Anna's older brother Tommy, an unsuccessful artist who has been shouldering Francie's care, hopes to let her die in peace. Guilt-ridden over her earlier neglect of her family and unprepared to face her mother's mortality, Anna instead sides with their younger brother, Terzo, and orders aggressive treatment. Francie begins hallucinating as the increasingly invasive interventions fail, and despite Francie's delusions, which come through when Francie musters the energy to speak, Anna finds new tenderness in her time with her mother.

Meanwhile, Anna’s left ring finger painlessly but inexplicably vanishes, soon followed by a kneecap. Though she sees the body parts of others disappearing, too (her 22-year-old son gradually fades away to a few fingers), no one comments or reports on the eerie phenomenon. Amid all of these loss, her complacency about her once rewarding life vanishes. Juxtaposing measured prose with passages that jolt and tumble, and realistic depictions of medical issues with Francie’s phantasmagorical visions (“the mountain plains outside her window full of fires and sandstorms where fleeing people turned into plants only to perish in flames”), Flanagan’s novel illuminates the dangers of taking the world and one another for granted. Its intensity, urgency, and insights are unforgettable.

Exercise:

1. Write a review of a biography that you have recently read.
2. Write a review of a book that you have recently read in about 250 - 300 words for your college magazine. Make use of the given points.

Name of the book – author – publisher – cover and illustrations – plot – characters – insight into some interesting incidents – message, if any – appeal the book holds for you

QUESTION PAPER PATTERN

Time: 3 Hours

Max.Marks:70

PART-I (Grammar Section: 30 Marks)

- | | |
|-------------------------------|----------------|
| I. PRESENTATION SKILLS | 5 marks |
| II. RESUME WRITING | 5 marks |
| III. CURRICULUM VITAE | 5 marks |
| IV. INTERVIEW | 5 marks |
| V. REPORT WRITING | 5 marks |
| VI. READING SKILL | 5 marks |

PART-II (Literary Section: 40 Marks)
[Poetry-25 marks, Novella-15 marks]

VII. Answer any FIVE of the following questions in one or two sentences each:

(Five out of eight questions)

(5x2=10Marks)

VIII. Answer any TWO of the following questions in about 80 to 100 words each: (choosing one from literary Section and one from Novella is compulsory) (Two out of five questions)

(2x5=10 Marks)

[Note: Questions to be framed- 3 questions from poetry section and 2 questions from Novella]

IX. Answer any TWO of the following questions in about 200 to 250 words/ two pages each: (choosing one from literary Section and one from Novella is compulsory) (Two out of five questions)

(2X10=20 Marks)

[Note: Questions to be framed- 2 questions from poetry section and 3 questions from Novella]

NOTE: TEACHERS ARE REQUESTED TO FOLLOW THE PATTERN GIVEN BELOW FOR INTERNAL ASSESSMENT.

INTERNAL ASSESSMENT TOTAL:	30 MARKS
ASSIGNMENT:	15 MARKS
TEST:	10 MARKS
ATTENDANCE:	05 MARKS

MODEL QUESTION PAPER

IV SEMESTER
B.A. /B.S.W/B. A. (Music)

Time: 3 Hours

Max. Marks: 70

Instructions:

1. Answer all the questions.
2. Write the question number correctly.

PART-I (Grammar Section)

30 marks

- I. Prepare five slides for a PowerPoint presentation on ‘Epidemic diseases’. Each slide should have a title followed by sub points. (5)**
- II. Prepare a cover letter and resume for the post of a teacher in Alvas PU College. (5)**
- III. Draft a letter responding to the following job advertisement published in Deccan Herald on 2 April, 2020, with a suitable CV. (5)**

Maheshwari Company requires an Automobile Engineer for its Bengaluru based company. Candidates applying should possess Bachelor’s Degree in Automobile Engineering. They should have extensive knowledge of design, servicing and manufacturing with good communication skill. Application should be addressed to, The Director, Maheshwari Company, Rajaji Nagar, Bengaluru.

IV. Answer the following questions in a sentence or two: (5)

1. Write any two purposes of an Interview?
2. Name two types of interviews. Mention their purposes.
3. How do you prepare yourself for a job interview?
4. What are the advantages of Open-ended questions?
5. Name any five non-verbal signals?

V. Write a report on the given topic using the hints given below:**(5)**

Uttarakhand glacier burst – a tranquil morning turned into tragedy-10th Feb,2021 - disaster struck Uttarakhand's Chamoli district- in the form of an avalanche and deluge-Nanda Devi Glacier broke off-sudden floods in all the tributary rivers of Ganga –large scale devastation on the high mountain areas-two power projects extensively damaged-scores of labourers trapped-At least 32 people are feared dead-over 190 missing --The forest area also suffered a great devastation- rescue operation around the Tapovan-aid from central and state governments-preventive measures required in future .

VI. Read the following passage and answer the following questions:**(5)**

The poet is ever present in every man but remain hidden and comes out only when the whirl of thorny circumstances makes him bleed from inside. It is the worldly world that provides a ground for the poetic seed to grow, the manure of joy helps him in its rapid growth, the shower of pain gives it a beating to its heart and finally, it sprouts. The seed turns into bud and bud into flower with leaves. The poet's mind becomes a sky where he paints a rainbow of life that appears with its seven colours. It consists of the bright colour of Love, the devotional colour of offerings to God, the green fertile colour of Relations, the background colour of Society, the patriotic colour of the Country, the sacrificing colour of Living for Others and finally the dull neurotic colour of Worldly temptation.

The poet is very sensitive and keen in his observation as a small pebble stirs the sea of his mind. The stir makes him explore the unexplored domain searching something new and unique with the light of concentration. His keen absorption and minute observation make him a poet. He is quite different from a practical man- a worldly man who keeps his eyes and ears closed to the inner voice of his heart. The poet feels the pain of others as his own and gives an outlet to their feelings through his pen. With his pen, he churns the sea of life and in consequence he gets sweet as well as poison. Now it becomes his moral duty to communicate to the poor world not to be tempted by the sweet satanic poison. He creates a parallel world with his pen and asks to take Nectar that promises Moksha or Nirvana.

1. How does a poet remain in every man?
2. What does the world of thorny circumstances make the poet?
3. The writer compares the mind of the poet to _____
4. What does pen give to a poet?
5. What does a poet try to create with his pen?

PART II –(Literary Section)**40 Marks****VII. Answer any FIVE of the following questions in a sentence or two each: (5X2= 10)**

1. What was the guilt of 'Hamlet'?
2. What is pig tail in the poem, 'Pig Tail'?
3. What is the change that age brought in the speaker's heart and soul in the poem, 'I still Matter'?
4. Why does the poet state that Shakespeare does not need an epitaph?
5. What are the wishes that Cinderella makes in the poem?
6. What does "the state's disease" imply in the poem 'Hamlet'?
7. What did Cinderella lose on her way home? What did the Prince decide?
8. How has the loneliness transformed the speaker in the poem, 'I Still Matter'?

**VIII. Answer any TWO the following questions in about a page each: (2 X 5 =10)
(Choosing one from literary section and one from Novella is compulsory)**

1. Describe the living conditions of people in Nigeria in the poem Hamlet.
2. Explain the main theme of the poem, 'Pigtail'.
3. Comment on the changes that the speaker experiences in the old age in the poem, 'I Still Matter'?
4. Describe Hemingway's portrayal of Santiago's relationship with the sea.
5. What is the role of the sea in 'Old Man and the Sea'?

**IX. Answer any TWO the following questions in about two pages each: (2 X 10 =20)
(Choosing one from literary Section and one from Novella is compulsory)**

1. Cinderella represents the women who assert their individuality. Discuss.
2. The best way to become immortal is to live in the hearts of people. Delineate with reference to the sonnet 'On Shakespeare'.
3. Santiago-solution is more allegorical than possible. Justify.
4. What is Santiago's view of his own sinfulness?
5. Describe the important aspects of Santiago's relationship with Manolin.
