

SPECTRUM – IV

An Anthology of Prose, Poetry, Fiction and Language Exercises

For IV Semester BA, BSc, B.Com, BBA, BHM & BCA

Additional English Text



Prasaranga, Bangalore University

Bangalore - 560056

Foreword

Spectrum-IV is the Additional English text that is prescribed for the Fourth Semester undergraduate students, with the revised syllabus. I have gone through the new text which comprises two sections, Literature and Grammar. The selections in Prose, Fiction and Poetry are interesting and relevant to the present times and I am sure that the text will be well- received by the students and teachers.

I congratulate the members of the textbook committee for their efforts in bringing out the text and preparing the exercises that go along with them. I wish to express my thanks to the Vice Chancellor and the Registrar, Bangalore University, for their continued support.

I would like to thank the Director of Prasaranga for getting the text printed on time.

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ACKNOWLEDGEMENTS

The Members of the Text Book committee of the Additional English Text '**Spectrum IV**' would like to thank the following for their support and cooperation in publishing this Text Book:

- Dr. Geetha Bhasker, Chairperson, Board of Studies and Head, Department of English for her support and Guidance.
- The Director, Prasaranga, Bangalore University.

General Introduction

‘**SPECTRUM – IV**’, an Anthology of Prose, Poetry, Fiction and Grammar is the revised new text for IV-Semester Additional English under graduate students of Bangalore University. The Text is divided into two sections: Literature and Composition. The Literature Component has a one act play and Poems by well-known writers, known for their sterling use of language which is unique, with relevant themes. The Composition exercises are designed to cultivate creative talents of the students. Teachers may supplement the exercises with more examples and make learning more enjoyable and meaningful.

BANGALORE UNIVERSITY
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UG SYLLABUS FOR ADDITIONAL ENGLISH (for BA, B.Sc.,
B.Com., BBA, BHM) 2019-2020 onwards

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Literature Component

Unit - 1

A Character

William Wordsworth



A note on the poet:

*William Wordsworth was one of the founders of English Romanticism and one of its most central figures and important intellects. He is remembered as a poet of spiritual and epistemological speculation, a poet concerned with the human relationship to nature and a fierce advocate of using the vocabulary and speech patterns of common people in poetry. He went on a walking tour of Europe, which deepened his love for nature and his sympathy for the common man: both major themes in his poetry. Wordsworth is best known for *Lyrical Ballads*, co-written with Samuel Taylor Coleridge, and *The Prelude*, a Romantic epic poem chronicling the “growth of a poet’s mind.”*

‘A Character’ by William Wordsworth speaks about the moral character of a segment of mankind in relation to the feelings he has for the intended listener. Humanity has a vast spectrum of emotion and thought. Our strength can provide peace and calm when bad things inevitably overwhelm us. Yet the poet pays too much attention to them. Man has freedom but sometimes acts as though unaware of this fact. Many call themselves virtuous when no one is truly worthy of a title suggesting perfection. We can still fall in love with each other, despite how flawed and contradictory we are. The poet is happy to be a Human.

A Character

I marvel how Nature could ever find space
For so many strange contrasts in one human face:
There's thought and no thought, and there's paleness and bloom
And bustle and sluggishness, pleasure and gloom.

There's weakness, and strength both redundant and vain;
Such strength as, if ever affliction and pain
Could pierce through a temper that's soft to disease,
Would be rational peace--a philosopher's ease.

There's indifference, alike when he fails or succeeds,
And attention full ten times as much as there needs;
Pride where there's no envy, there's so much of joy;
And mildness, and spirit both forward and coy.

There's freedom, and sometimes a diffident stare
Of shame scarcely seeming to know that she's there,
There's virtue, the title it surely may claim,
Yet wants heaven knows what to be worthy the name.

This picture from nature may seem to depart,
Yet the Man would at once run away with your heart;
And I for five centuries right gladly would be
Such an odd such a kind happy creature as he.

Glossary:

Marvel: be filled with wonder or astonishment.

Sluggishness: slow, inactive, lacking energy.

Indifference: lack of interest, concern.

Pride: deep pleasure or satisfaction of one's own achievement

Mildness: not severe, gentle, tranquil.

Diffident: shy, lack of confidence, meek.

Comprehension

I Answer the following in two or three sentences each:

1. What are the strange contrasts in one human face?
2. Due to the strength a person has he would always be _____
3. When is the indifference always seen?

II Answer the following in a paragraph each:

1. How does the poem speak on the moral character of mankind?
2. When does the human face express the depth of human expression and complications?
3. “Nothing could change the Philosopher’s ease”. Explain this with reference to the second stanza of the poem.
4. What does the poet mean when he says “at once run away with your heart.”?

III. Answer the following in a page or two:

1. The poem “A Character” brings out the dynamics of contrasting personality between man, listener and himself. Explain.
2. How does the poem suggest that “Humanity has a vast spectrum of emotions and thoughts.”?

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Unit - 2

The Unknown Citizen

W.H. Auden - 1907-1973



About the Poet

Wystan Hugh Auden (1907-1973) was born at New York and was educated at Christ Church, Oxford. He is one of the distinguished poets of the post-war period. In 1946 he left England and adopted American citizenship. He wrote both poem and plays. Auden's works show his deep concern for the poor and the suffering section of humanity. He criticised the modern, standardized modes of assessing individuals.

W. H. Auden was admired for his unsurpassed technical virtuosity and ability to write poems in nearly every imaginable verse form; his incorporation of popular culture, current events, and vernacular speech in his work; and also for the vast range of his intellect, which drew easily from an extraordinary variety of literatures, art forms, social and political theories, and scientific and technical information.

The poem *The Unknown Citizen* is a model of conformity in a society where everyone must follow the rules if things are to run smoothly. The poem is a satire on the total lack of individuality in a state - controlled society.

The Unknown Citizen

(To JS/07 M 378

This Marble Monument

Is Erected by the State)

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word, he was a saint,
For in everything he did he served the Greater Community.
Except for the War till the day he retired
He worked in a factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was popular with his mates and liked a drink.
The Press are convinced that he bought a paper every day
And that his reactions to advertisements were normal in every way.
Policies taken out in his name prove that he was fully insured,
And his Health-card shows he was once in hospital but left it cured.
Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Instalment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car and a frigidaire.
Our researchers into Public Opinion are content
That he held the proper opinions for the time of year;
When there was peace, he was for peace: when there was war, he
went.
He was married and added five children to the population, which
our Eugenist says was the right number for a parent of his

generation, And our teachers report he never interfered with their education.

Was he free? Was he happy? The question is absurd: Had anything been wrong, we should certainly have heard.

Glossary:

Bureau of Statistics: department which keeps a record of information shown in numbers

Fired : dismissed

Scab : a worker who refuses to join a trade union

Someone who could be easily fired or done away with like the scab on the wound

Social- psychology workers: department which studies people's
behaviour in society

Producers Research and High grade living: department which finds out citizens' opinion of products in the market

Phonograph: record player

Frigidaire: refrigerator- fridge

Eugenist: One who wants to improve the quality of human race.

Comprehension

I Answer the following in two or three sentences each:

1. Who does the word 'he' in the first line refer to?
2. The poet calls the unknown citizen saint in 'the modern sense' because
 - a) there was an official complaint against him
 - b) He was a very good man

- c) he always served the State
 - d) He offered prayers everyday
3. Name the factory the unknown citizen worked for?
 4. Why was he never 'fired' from the work?
 5. Do we get any information about the unknown citizen from himself?
 6. He didn't interfere with his children's education because
 - a) He was not interested in their education
 - b) He let the state take care of it
 - c) The state did not give the individual the freedom to decide it

II Answer the following in a paragraph each:

1. List all the information you can gather about the unknown citizen. What impression does it create about him?
2. What meaning do the questions 'was he free? Was he happy?' assume in the context of the poem? Do you find the questions absurd?
3. Peacetime has its victims just as wartime- Explain this with reference to the title of the poem.

III. Answer the following in a page or two:

1. This poem reads rather like prose. How does it reflect the treatment of the life of the unknown citizen?
2. Pick out some details in the poem which point out that the citizen is not free to be himself.
3. The unknown citizen is the product of a certain kind of society. What are the features of such a society which make him more and more anonymous and less and less an individual?

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Unit – 3

Invictus

(William Earnest Henley)



About the Author:

William Ernest Henley, born on 23 August 1849 at Gloucester, United Kingdom, was an influential poet, critic and editor of the late Victorian era. Though he wrote several poems, he is known to the world by his 1875 poem ‘Invictus’. At the age of 12 Henley was diagnosed with tuberculosis of the bone, which led to the amputation of his left leg below the knee a few years later. In 1873, his other leg was also affected by tuberculosis, but the innovative treatment at the Edinburgh Royal Infirmary saved him from amputation. Henley stayed almost two years there.

During his long stay in the hospital, he began to write poetry which reflected his traumatic experiences as a patient. The famous critic Leslie Stephen (1832-1904) published some of them in the Cornhill Magazine. It was Leslie Stephen who launched Henley as a poet when he published 18 of Henley’s hospital poems in the Cornhill.

Henley published several books of poetry, but he is best remembered for the poem ‘Invictus’ (1875), which reflects his resilient struggle with the deadly disease. Henley wrote more poems about his hospital experiences, but their stark realism was too difficult to accept by many Victorian readers.

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

Glossary

Invictus: unconquerable, undefeatable.

Clutch: hold

Wince: gasp

Bludgeon: strike, hit

Wrath: anger

Comprehension

I Answer the following in two or three sentences each:

1. How is resilience depicted in the poem?
2. Give the meaning of *Looms but the horror of the shade*.
3. What is the central theme of the poem?

II Answer the following in a paragraph each:

1. How is courage 'in the face of death' discussed in the poem?
2. *I am the captain of my fate/I am the captain of my soul*, elucidate with reference to the poem.
3. What picture of the poet is conveyed in the poem?

III. Answer the following in a page or two:

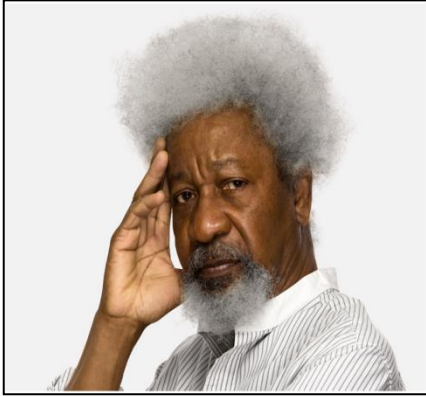
1. Briefly explain how the trauma faced by William Ernest Henley has taken a toll on his life. How has he overcome the situation?
2. Comment on the theme of fortitude in the face of adversity in the poem.

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Unit – 4

Telephone Conversation

(Wole Soyinka)



About the Poet

Wole Soyinka, the Nigerian Poet, novelist and critic was awarded the Nobel Prize for literature in 1986. He was educated in Ibadan and the University of Leeds, England. Upon his return to Nigeria in 1960, he founded the National theatre. His plays include 'A Dance of the Forests', 'Kongi's Harvest', 'The Road' and 'The Trails of Brother Jero'. His volumes of poetry include 'Poems from Prison' and 'the shuttle from the Crypt'. Soyinka was the first Black writer to be awarded the Nobel Prize for literature.

This poem deals with the theme of segregation and the manner in which it is subtly practised in countries where a majority of the people are white. The telephone conversation between a white landlady and a prospective tenant who is black is replete with echoes of racial warfare as the landlady's concern is primarily with the colour of his skin. It is evident that the young man is intelligent and educated but the barbs hidden in the queries bring out a transformation in him. The short crisp sentences of the repartee capture the volatile nature of the conversation.

Telephone Conversation

The price seemed reasonable, location
Indifferent. The landlady swore she lived
Off premises. Nothing remained
But self-confession. "Madam," I warned,
"I hate a wasted journey--I am African."
Silence. Silenced transmission of
Pressurized good-breeding. Voice, when it came,
Lipstick coated, long gold-rolled

Cigarette-holder pipped. Caught I was foully.
 "HOW DARK?" . . . I had not misheard . . . "ARE YOU LIGHT
 OR VERY DARK?" Button B, Button A.* Stench
 Of rancid breath of public hide-and-speak.
 Red booth. Red pillar box. Red double-tiered
 Omnibus squelching tar. It *was* real! Shamed
 By ill-mannered silence, surrender
 Pushed dumbfounded to beg simplification.
 Considerate she was, varying the emphasis--
 "ARE YOU DARK? OR VERY LIGHT?" Revelation came.
 "You mean--like plain or milk chocolate?"
 Her assent was clinical, crushing in its light
 Impersonality. Rapidly, wave-length adjusted,
 I chose. "West African sepia"--and as afterthought,
 "Down in my passport." Silence for spectroscopic
 Flight of fancy, till truthfulness clanged her accent
 Hard on the mouthpiece. "WHAT'S THAT?" conceding
 "DON'T KNOW WHAT THAT IS." "Like brunette."
 "THAT'S DARK, ISN'T IT?" "Not altogether.
 Facially, I am brunette, but, madam, you should see
 The rest of me. Palm of my hand, soles of my feet
 Are a peroxide blond. Friction, caused--
 Foolishly, madam--by sitting down, has turned
 My bottom raven black--One moment, madam!"--sensing
 Her receiver rearing on the thunderclap
 About my ears--"Madam," I pleaded, "wouldn't you rather
 See for yourself?"

Glossary

Off premises: away from the accommodation

Foully: unfairly

Button B ... Button A : button one pressed in old style telephone boxes, to
 connect the call, or to get one's back.

Rancid: stale

Pillar box : public post box

clinical: (here) unemotional, unfeeling

sepia: dark-brown

Paroxide blond-yellow hair: colour as a result of chemical dye

Comprehension

I Answer the following in two or three sentences each:

1. Where did the landlady live?
2. What was the self-confession made by the poet?
3. How did the landlady respond to it?
4. What is the colour of the skin compared to?
5. Identity the tone of the poem in the end?

II. Answer the following in a paragraph each:

1. How does the conversation take place in the beginning of the poem?
2. Why is the landlady reluctant to rent out the accommodation to the prospective tenant?
3. Comment on the sudden change in the tone towards the end of the poem.
4. Discuss the use of irony in the poem.

III. Answer the following in a page or two:

1. How is racial discrimination presented in the 'Telephone Conversation'.
2. Comment on the telephone conversation between the landlady and the prospective tenant.
3. How does the humour in the poem help the reader to explore the poem's themes?

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Unit – 5

White Paper

(Sharan Kumar Limbale)

Translated by Priya Adarkar



About the Poet:

Sharankumar Limbale was born on 1 June 1956. He is a well-known Marathi writer, poet and a literary critic. Limbale has authored 40 books, *Akkarmashi* is his well-known autobiographical novel, it is translated in several other Indian Languages and in English (*The Outcaste*).

White paper highlights the atrocities faced by the Dalits. The poem facilitates the reader to comprehend the exploitative situation. It is a call for simple human rights, which the Dalits were deprived off in the caste-ridden Indian society. The poem throws light on the outrageous act of humans against other human in the name of caste.

I do not ask
For the sun and moon from your sky
Your farm, your land,
Your high houses or mansions
I do not ask for gods or rituals,
Castes or sects
Or even for your mother, sisters, daughters.
I ask for
My rights as a man.
Each breath from my lungs
Sets off a violent trembling
In your texts and traditions
Your hells and heavens
Fearing pollution.
Your arms leapt together
To bring to ruin our dwelling places.
You'll beat me, break me,
Loot and burn my habitation
But my friends!
How will you tear down my words

Planted like a sun in the east?
My rights: contagious caste riots
Festering city by city, village by village,
Man by man
For that's what my rights are-
Sealed off, outcast, road-blocked, exiled.
I want my rights, give me my rights.
Will you deny this incendiary state of things?
I'll uproot the scriptures like railway tracks.
Burn like a city bus your lawless laws
My friends!
My rights are rising like the sun.
Will you deny this sunrise?

Glossary:

Mansion: A large attractive house.

Sect: a group of people with somewhat different religious beliefs (typically regarded as heretical) from those of a larger group to which they belong

Trembling: Shaking or quivering

Contagious: A disease spread from one person to other.

Festering: Forming pus or septic

Incendiary: Inflammable or which can cause fire.

Comprehension

I. Answer the following in two or three sentences each:

1. What does the poet ask for in the beginning of the poem?
2. What does his speech set off?
3. Who is he addressing in the poem?
4. Who is he referring to as 'My Friends' in the poem?

II. Answer the following in a paragraph each:

1. How does the poet vent out his anger in the poem?
2. What does he seek? Is it peace of mind or material pleasure?
3. Bring out the references of agitation in the poem.
4. What does he try to uproot?

III. Answer the following in a page or two:

1. Comment on the poet's desire for freedom in the poem.
2. Explain the strategy he plans to encounter the problem, is he successful?
3. Discuss the social issues addressed by the poet and their redressal.

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Unit – 6

Punishment in Kindergarten

(Kamala Das)



About the Poet:

Kamala Das was born in Punnayurkulam, Kerala in 1934. She spent several years in Calcutta where she went to Catholic schools. Her short stories and poems are written in Malayalam and in English. She began writing early and published the first volume of her 'Collected Poems' in 1984, and this won her the Sahitya Academy

award in 1985.

"Punishment in Kindergarten" is an autobiographical poem, where she recalls one of her childhood experiences that was quite painful for her. Now in adulthood, she can look back on the day of punishment, detaching herself from the pain - she is not part of it anymore. She has found an adult peace with which she can speak about the incident without becoming upset.

Punishment in kindergarten

Today the world is a little more my own.
No need to remember the pain
A blue-frosted woman caused, throwing
Words at me like pots and pans, to drain
That honey-coloured day of peace,
"Why don't you join the others, what
A peculiar child you are!"
On the lawn, in clusters, sat my schoolmates sipping
Sugarcane, they turned and laughed;
Children are funny things, they laugh
In mirth at other's tears, I buried
My face in the sun-warmed hedge
And smelt the flowers and the pain.

The words are muffled now, the laughing
Faces only a blur. The years have
Sped along, stopping briefly
At beloved halts and moving
Sadly on. My mind has found
An adult peace. No need to remember
That picnic day when I lay hidden
By a hedge, watching the steel-white sun
Standing lonely in the sky.

Glossary:

More my own: in control of her own life

To drain: To empty

Peculiar: Odd, strange

Lawns: Grass

Clusters: Groups

Mirth: Laughter merriment

Buried: Hid

Muffled: Not loud or clear, vague

Steel-white sun: The shiny sun

Comprehension

I. Answer the following in two or three sentences each:

1. Who had caused pain to the poet? / Who was the blue-frocked woman?
Why does the poet remember her?
2. Why did the blue-frocked woman, get angry with the poet? / Why did the teacher scold the child?
3. What drained the peace of the 'honey-coloured day'?
4. What are the teacher's scolding words compared to?
5. Why did the other children laugh at the poet?
6. Why do you think the words of the blue-frocked woman are muffled now?

7. What did the poet do when the children laughed at her?
8. How different is the world today to the poet?
9. How was the child different from her schoolmates?
10. What do you understand by the phrase 'adult peace'?
11. What did the child do to cover her hurt and pain?
12. What added to the hurt inflicted by the teacher?
13. Why is the sun described as steel white?

II Answer the following in a paragraph each:

1. What does the line "Today ... more my own" mean?
2. How does the poet describe the happiness she had on that day before it was drained by the blue-frocked woman?
3. Why does the poet say that children are funny things?
4. How did the poet's life and world change since that picnic day?
5. What does the poet mean by 'beloved halts'? Why are they beloved?

III. Answer the following in a page or two:

1. Describe the painful incident that the child experienced in kindergarten.
2. What do you understand about the process of change and growth in the poem?

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Unit - 7
Never Never Nest
(Cedric Mount)



About the Playwright

Cedric Mount is a playwright of considerable distinction. During her brief literary career (1932-1946) she produced some very thought provoking plays, which include “Dirge without Dole”, “To Cut a Long Story Short”, “Nature Abhors a Vacuum and 20th century Lullaby”. Mount's one act plays are satirical, witty and insightful. These one act plays expose the shams of the contemporary society besides delicately admonishing the guilty.

This short and simple one act play centers on the popular modern practice of living through hire-purchase scheme. It has only four characters namely Jack, Jill, Aunt Jane and a nurse. The dialogues are very simple but they reflect the psyche of her characters perfectly. The satire is clear when Jill says to Jack that just one more installment and the baby is really ours. The playwright wants to show that this new fashion has grabbed us so much that even babies can be owned on installments.

The Never-Never Nest

List of Characters

JACK,

Jill, his wife

Aunt Jane

Nurse

Scene: The lounge of JACK and JILL'S Villa at New Hampstead The essential furniture consists of a table, on which are writing materials, and two chairs. As the curtain rises the lounge is empty, but JACK and JILL come immediately, followed by AUNT JANE.

JILL : And this is the lounge.

AUNT JANE : Charming! Charming! Such a cozy little room! and such pretty furniture.

JACK (*modestly*) : We like it, you know, handy place to sit in and listen to the radiogram.

AUNT JANE : Oh, have you got a radiogram as well as a car and a piano?

JACK : Why, of course, Aunt Jane. You simply must have a radio set nowadays.

JILL : And it's so nice for me when Jack's away at business. I even make him move it into the kitchen, so that I can listen to it while I cook.

JACK : Sit down, Aunt Jane, You must be tired—and we've shown you everything now.

JILL : What do you think of our little nest, Aunt Jane?

AUNT JANE : I think it's wonderful, my dears. The furniture—and the car—and the piano—and the refrigerator and the radio-what's it— it's wonderful, really wonderful!

JACK : And we owe it all to you.

AUNT JANE : Yes, Jack, that's what's worrying me.

JACK : Worrying you, Aunt Jane?

AUNT JANE : Yes. That cheque I gave you for your wedding present—it was only two hundred pounds, wasn't it? I— didn't put two thousand by mistake?

JILL : Why no, Aunt Jane. What on earth made you think that

AUNT JANE (*relieved*): Well, that's all right. But I still don't altogether understand. This house—it's very lovely—but doesn't it cost a great deal for rent?

JACK : Rent? Oh, no, we don't pay rent.

AUNT JANE : But, Jack, if you don't pay rent, you'll get turned out—into the street. And that would never do. You've Jill and the baby to think of now, you know.

Jack: No, no, Aunt Jane. You misunderstood me. We don't pay rent because the house is ours.

AUNT JANE : YOURS?

JILL : Why, yes; you just pay ten pounds and it's yours.

JACK : You see, Aunt Jane, we realized how uneconomic it is to go on paying rent year after year, when you can buy and enjoy a home of your own for ten pounds—and a few quarterly payments, of course. Why be Mr. Tenant when you can be Mr. Owner?

AUNT JANE : I see. Yes, there's something in that. Even so, you must be getting on very well to keep up a place like this.

JILL : Oh, he is, Aunt Jane. Why, only last year he had a five shilling rise—didn't you, Jack?

JACK (*modestly*): Of course that was nothing, really. I'm expecting ten this Christmas.

AUNT JANE (*suddenly*): Jack ! I've just thought of something. That car—is it yours?

JILL : Of course it's ours.

AUNT JANE : All yours?

JACK : Well, no. Not exactly all.

AUNT JANE : How much of it?

JILL : Oh, I should say the steering wheel—and one of the tyres -- and about two of the cylinders. But don't you see, that's the wonderful thing about it.

AUNT JANE : I don't see anything wonderful about it.

JILL : But there is, Aunt Jane. You see, although we could never buy a car outright, we can enjoy all the pleasures of motoring for a mere five pounds down.

AUNT JANE : And the rest by easy instalments, I suppose.

JILL : Exactly.

AUNT JANE : Exactly. And what about the radio-what's it?

JACK : Well, that's the—

AUNT JANE : And the piano?

JILL : Well, of course—

AUNT JANE : And the furniture?

JACK : I—I'm afraid so—

AUNT JANE : I suppose all you own is this leg. (*She points to one*)

JILL : Well, no, as a matter of fact, it's that one. (*She points to another.*)

AUNT JANE : And the rest belongs to Mr Sage, I suppose?

JILL : Er—Yes.

AUNT JANE : Well. I'm not going to sit on—Mr Sage's part for any one. (*She stands up.*) Now, tell me, how much do all these instalments come to?

JACK : Well, actually—(*He takes out his pocket-book and consults it.*)—actually, to seven pounds eight and eight pence a week.

AUNT JANE : Good heavens! And how much do you earn?

JACK : As a matter of fact—er—that is—six pounds.

AUNT JANE : But that's absurd! How can you pay seven pounds eight and eight pence out of six pounds?

JACK : Oh, that's easy. You see, all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation.

JILL : They're only too glad to loan you any amount you like, on note of hand alone.

AUNT JANE : And how do you propose to pay that back?

JACK : Oh, that's easy, too. You just pay it back in instalments.

AUNT JANE : Instalments! (*She claps her hand to her forehead and sinks back weakly into the chair. Then realises that she is sitting on Mr. Sage's piece and leaps to her feet again with a little shriek.*)

JACK : Aunt Jane! Is anything the matter? Would you like to lie down?

AUNT JANE : Lie down? Do you suppose I'm going to trust myself in a bed that belongs to Mr Sage, or Marks and Spencer, or somebody?

No, I am going home.

JILL : Oh, must you really go?

AUNT JANE : I think I'd better.

JACK : I'll drive you to the station.

AUNT JANE : What! Travel in a car that has only one tyre and two thingummies! No thank you—I'll take the bus.

JACK : Well, of course, if you feel like that about it....

AUNT JANE (*relenting a little*): Now, I'm sorry if I sounded rude, but really I'm shocked to find the way you're living. I've never owdd a penny in my life—cash down, that's my motto and I want you to do the same. (*She opens her handbag.*) Now look, here's a little cheque I was meaning to give you, anyway. (*She hands it to JILL.*) Suppose you take it and pay off just one of your bills—so that you can say one thing at least really belongs to you.

JILL (*awkwardly*): Er—thank you. Aunt Jane. It's very nice of you.

AUNT JANE (*patting her arm*): There! Now I must be going.

JACK : I'll see you to the bus. anyway.

JILL : Good-bye, Aunt Jane—and thanks so much for the present.

AUNT JANE (*kissing her*): Good-bye, my dear. (*She and JACK go out. JILL looks at the cheque and exclaims 'Ten pounds!' Then she hurries to the table, addresses an envelope, endorses the cheque and slips it inside with a bill which she takes from the bag and seals the envelope. Then she rings the bell. In a moment the*

NURSE comes in with the baby in her arms.)

JILL : Oh, nurse. I want you to run and post this for me. I'll look after baby while you're gone.

NURSE : Certainly, madam. (*She hands the baby to JILL, takes the letter, and goes.*)

(*A second later JACK comes in again.*)

JACK : Well, she's gone! What a tartar!1 Still, she did leave us a bit on account—how much was it?

JILL : Ten pounds.

JACK (*with a whistle*): Phew! That's great! We can pay off the next two months on the car with that.

JILL : I—I'm afraid we can't—

JACK : Why ever not?

JILL : You see, I—I've already sent it off for something else. Nurse has just gone to post it.

JACK : Well that's all right. Who have you sent it to?

JILL : Dr. Martin.

JACK : Dr Martin! What on earth possessed you to do that?

JILL (*nearly in tears*): There! Now you're going to be angry with me.

JACK : I'm not angry! But why waste good money on the doctor?

Doctors don't expect to get paid anyway.

JILL (*sobbing a little*): Bu—but 'you don't understand —

JACK : Understand what?

JILL : Why; just one more instalment and **BABY'S REALLY OURS!** (*She is holding out the infant, a little pathetically, as we black out.*)

Glossary

Villa: small house standing in its own garden

cozy: warm and comfortable

absurd: very foolish, unreasonable

shriek: give a high loud cry

exclaims: speak with strong feelings

tartar: an irritable, hard to cope with person

phew: expressing tiredness, shock or relief

Comprehension:

I Answer the following in two or three sentences each:

1. Who is Aunt Jane?
2. List the things that Jack and Jill have purchased.
3. Aunt Jane gave Jack a cheque of _____ pounds as a wedding gift.
4. Why does Aunt Jane refuse to sit on Jack's chair?
5. How much was Jack's weekly installment?
6. Name the doctor who was responsible for delivering the baby of Jack and Jill.

II Answer the following in a paragraph each:

1. What was Jack's justification for buying a house on installments? Do you agree?
2. What worried Aunt Jane regarding Jack and Jill?
3. What was unusual about Jack owning his car.
4. Sketch the character of Aunt Jane.

III. Answer the following in a page or two:

1. Have you purchased things on installments? Narrate your experiences.
2. Justify the title of the play "Never Never Nest"
3. Do you think it is a good habit to buy things on installments? Discuss.

%%%%%%%%%

Language Component

Unit – 8

Summary Writing

Summarising a given Paragraph

What is summary?

A summary is a short and concise rephrasing of a paragraph or a text, where only the main points or essential information of the given text are stated and the less important or redundant information is excluded. Basically it reproduces the main points of a speech, article, section, chapter or a book. There is a difference between a summary and a paraphrase. While the summary attempts to state only the main points of the given text, a paraphrase is a retelling of the entire passage or text in a different style.

How to summarise:

- ***Read the given text:*** Read the given text, pausing at the appropriate places and pay attention to all the punctuation marks. Good reading skill helps the reader to understand and segregate essential points and redundant points.
- ***Highlight or underline the important points:*** As you read the passage it is helpful if you underline the points you select to rewrite in the summary.
- ***Write the first draft:*** After reading and highlighting the points write the summary. Frame simple sentences using the underlined sentences. Try to use linking words and cohesive devices to combine sentences thus avoiding repetition and redundant lines. Examples and anecdotes may be avoided.
- ***Polish the written draft and write the final summary:*** After writing the first draft, read the written draft again and polish the passage. Arrange the sentences in chronological order. Avoid repeating the words used in the original. Using appropriate cohesive devices helps in reducing the length of the passage. Limit the summary to 1/3 of the original text.

Three Essential Summarization Techniques

- **Selection:** Selection is a technique where you choose the points that you think is necessary from the given passage. Choose the appropriate words, and important ideas, phrases and keywords used in the original text.
- **Elimination:** Elimination is an important summarization technique. It is a process of removing excessive data. As mentioned earlier, try to discard repetitions, instances, pictures, narratives, redundant terms, tables and statistical data. Elimination mainly helps to organize a perfect summary.
- **Substitution:** Substitution is also an important summarization technique. Basically it includes amalgamation. It is a method of merging several sentences into one sentence. It is suggested to replace lengthy sentences with short sentences. It is advisable to use one word substitutions to replace lengthy phrase thus reducing the size of the passage.

Guidelines - To Summarize Any Given Passage

Identify the theme of the passage or text.

1. Avoid repeating words and phrases used in the original text.
2. Avoid uncertain or ambiguous ideas.
3. Make sure that no major idea is left out.
4. Be objective and write summary in third person.
5. Exclude unimportant and redundant facts or statements.
6. Don't introduce your ideas.
7. Don't analyse the source.
8. Present facts and ideas in the chronological order of the source text.

Example of a summary

Passage 1 Original

There are times when the night sky glows with bands of colour. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times, people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

Passage 1 Summary with title

“The Northern Lights”

The Aurora Borealis, or Northern Lights, are bands of colour in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

Passage 2 Original

A research organization in Australia conducted a comprehensive research on three cars. Drivers were asked to keep logs on how they felt and reacted to the lush interiors of their cars. The researchers also carried out observations on the reactions of the drivers and at the same time interviewed them.

Anecdotal evidence was therefore carefully gathered and analysed. The results revealed that the very smell of a new car that enthrals the new owner contains high levels of toxic emissions. What is even more alarming is the fact that these toxic emissions are present in cars even after 6 months or longer of leaving the showroom. Anecdotal evidence during the study revealed that drivers were becoming ill when they drove their new cars. A lawyer reported being ill with headaches, lung irritation, and swellings for several days after collecting a new car and driving it for only 10 minutes.

Passage 2 Summary with Title

Toxins in a New Car

Australian scientists have warned that the reassuring new smell of a new car actually contains high levels of toxic air emissions that can make the driver ill. Commonwealth Scientific and Industrial Research Organization (CSIRO), revealed that high levels of toxic emissions are found in new cars for up to six months or more after leaving the showroom. The toxic emissions are cancer-causing, a mucosal irritant, a systemic toxic agent and a foetal development toxic agent. The remedy is to make sure that for six months, plenty of fresh air enters the vehicle while driving.

Exercises

Read the following passages and summarise them, giving a suitable Title

Passage 1

Jane's first encounter with a chimpanzee was at the age of one, when her father gave a toy chimpanzee that she named Jubilee. Jubilee was Jane's constant companion, and she still has her today. She's bald from over seven decades of hugs, but she sits in a place of pride on Jane's dresser in her bedroom. Jane was every bit as fascinated by real animals. One of her earliest animal memories is of hiding in the henhouse to see how a hen laid an egg. She spent five hours in this activity; her parents were frantic and had even called the police. But they couldn't be upset with her when she finally came back in from the henhouse excited to share her discovery of how a hen lays an egg. Her first animal companion was her dog, Rusty. From Rusty, Jane learned early that animals have minds, personalities and feelings.

Jane loved the book *The Story of Dr Do little*, by Hugh Lofting, and it inspired her to want to travel to Africa. She also liked the Tarzan books set in Africa, though Jane believed she would have been a much more sensible "Jane" than the Jane in the books! From a young age Jane's dream was to live in Africa, and to watch and write about animals. This was not a thing that most girls wanted back then; it wasn't even a thing that most girls might imagine they could even do. But Jane's mother encouraged her. She told Jane that if she worked hard and

believed in herself, her dreams could come true. Not long after she finished high school, Jane was invited to visit a friend's farm in Kenya. On this, her first trip to Africa, Jane was 23 years old. It was here that she met the famous anthropologist and palaeontologist Dr Louis S. B. Leakey. Leakey hired Jane to be his assistant and soon Jane was digging up fossils with Dr. and Mrs. Leakey. Dr. Leakey wanted someone to go to Tanzania to study the chimpanzees, as people didn't know much about wild chimpanzees back then. Dr. Leakey was impressed with Jane's energy and character, and he knew she was interested in wild animals. He chooses Jane to study the chimpanzees, and that is how Jane got started on the work that made her famous.

Passage 2

Bullying is when one is mean to another kid and troubles that person again and again. Bullying can take many forms. It can be teasing; threatening to hurt someone, telling lies about someone, not including others in order to make them feel bad, or it can be actually yelling at or hitting someone. Bullying can also take place over through text messages or emails, or by posting rumors on sites like Facebook, passing around embarrassing pictures or videos.

Being bullied makes kids feel different, powerless, unpopular and alone. It can be difficult to stand up for yourself when you are being bullied. The bully seems more powerful than you are. Being bullied can lead to feeling sick or having problems at school. It can even lead some kids to want to be a bully themselves.

There are a lot of reasons why kids bully other kids. Some want to copy their friends. Some think that being a bully will make them respected by other kids, or make them popular. Sometimes bullies think that they are better than their victims, and so they bully other kids to prove it. No matter what the reasons behind it, or what form it takes, bullying is wrong. Bullies use power to hurt people. Bullies might use physical strength. They might use popularity or being smart. Or they may use secrets that they know about to hurt other kids. And bullying isn't just bad for the kid being bullied. It's bad for the bully too. Kids who are bullies often grow up to have problems like using alcohol and drugs, getting into fights and dropping out of school. You may not know what to do if you witness bullying. It may make you feel depressed or worried. You may not

feel safe. These feelings may make you want to join in the bullying, or be silent, so as not to get bullied yourself. Or maybe the bullying makes you so angry that you stand up to the bully yourself. The best and the safest thing to do is always to bring the bullying to the attention of an adult, who will put a stop to it.

Passage 3

A new form of lie detector that works by voice analysis and which can be used without a subject's knowledge has been introduced in Britain. The unit is already widely employed by the police and private industry in the US, and some of its applications there raise serious worries about its potential here. The Dektor psychological stress analyser (PSE) is used by private industry for pre-employment screening, investigating thefts, and even periodic staff checks. Although at least 600 of the devices are used in the US, there are apparently only three in Britain. Burns International Security Services showed its PSE at the International Fire and Security Exhibition in London last week. Philip Hicks, assistant manager of Burns' Electron Division and the Burns official trained to use the PSE, said that one of the other two units was being employed by a private firm for pre-employment checks.

In addition to the normally understood voice generation mechanisms - vibrations of the vocal chords and resonance of cavities inside the head there is a third component caused by vibration of the muscles inside the mouth and throat. Normally, but not under stress, these voluntary muscles vibrate at 8-12 Hz, and this adds a clearly noticeable frequency modulated component to the voice. The PSE works by analysing this infrasonic FM component. Dektor claims that the muscle tightening occurs very quickly, and can change from one word to the next, so that it is possible to pick out a word or phrase that caused stress.

Dektor emphasises that the device shows only stress, not dishonesty. Three steps are suggested to overcome this difficulty. First, the subject is supposed to see a full list of the questions in advance. Second, there are 'neutral' questions and one to which the subject is specifically asked to lie. Third, if an individual shows stress on a vital question (such as Have you stolen more than £100 in the last six months?), then additional questions must be asked to ensure that this

does not reflect an earlier theft or the subject's knowledge of someone else responsible.

The standard report recommended by Dektor is simply the statement 'After careful analysis, it is the opinion of this Examiner that the Subject's chart did contain specific reaction, indicative of deception, to the relevant questions listed below.' And Hicks admitted that if a person showed stress and Hicks was unable to ascertain just what caused the stress, he would assume that the stress was 'indicative of deception'.

In the US, the device is used for pre-employment interviews, with questions such as 'Have you used marihuana?' and for monthly checks with branch managers, asking questions like 'Do you suspect any present employees of cheating the company?' - Which, at least prevents a manager from setting his own pace to investigate possibly suspicious behaviour. Finally, US insurance investigators are now using the PSE. They need not carry it with them - only tape record the interview, usually with the permission of the unsuspecting claimant. Not only does an assessor go through the claim form to look for false claims (a questionable practice, because a person is just as likely to stress over being reminded of a lost or damaged object as to lying), but he also offers less money than requested. The claimant's response can, apparently, be analysed to show if he is, in fact, likely to eventually accept.

The potential application of the PSE in Britain is extremely disquieting, especially as there seems no law to prevent its use. The most serious problem is that its primary application will be in situations where people may not object - such as pre-employment interviews. But it can also be used to probe a whole range of personal issues totally unrelated to job - union and political affiliations, for example. And, of course, the PSE can be used without the subject even knowing; its inventors analysed the televised Watergate hearings and told the press who they thought was lying. Finally, the device is not fool proof but depends on the skill of the investigator, who receives only a one-week course from Dektor.

In the US, where lie detectors of all sorts are much more widely used, Senator Sam J. Ervin has introduced a bill to virtually prohibit their use by private companies. There may be a privacy bill from the UK government this summer, and hopefully it will include the use of lie detectors. In the interim, trade unions and consumer groups should prevent their use before they become widespread.

Unit - 9

Note Making/Taking

Introduction

Extensive reading and Note making are part of a student's life. A student has to make notes to record or jot down the information that he reads or hears in a descriptive form. The process of note making involves various skills like

- Reviewing the information read or heard
- Synthesising the information
- Linking facts from the lectures he listens to
- Reading and presenting the information in a clear, innovative way which does not fade from ones memory

A student should always know

- What he/she wants to note down
- The method to be used to make notes
- The purpose of making notes
- When, where and how the notes will be used

Benefits of Note making

- Notes help students organise the information read or heard
- Follow and interpret the ideas at a later date
- Refer to the gathered information when required
- Recall and use the ideas and the necessary information

Characteristics of effective Note-Making

- Notes bear essential information
- The information should be accurate
- Ideas and information are progressive and in a chronological order
- Contains note maker's remarks
- Notes are the summary of the text and not a paraphrase.
- Main points and supporting points should be distinctive.
- Structure of the original text does not change.

Different Styles/Methods of Note Making

1. Structured Notes
 - Linear Method/Outline Method
 - Cornell Method
2. Diagram Method
 - Tree Diagram
 - Spider Diagram
 - Flow Chart

Linear/Outline Method of taking notes

This is a simple form of Note Making and since one jots down the outline of the information it's also known as the outline Method. This method helps in organising notes in a structured form. As the name suggests these notes are written in the linear format i.e., notes are written down the page one line after the other. The notes are written in the outline form where in one chooses the Topic of the text and four or five important points as the sub topics. Under each sub topics, in depth sub points are written. Usually Sub Topics are numbered and the sub points are numbered in the Decimal format (1.1,1.2,2.1,2.2) or in the lower case Roman Numerals. (i, ii, iii, iv)

Various Listing Systems

| | | |
|---|---------------------------------------|--|
| 1 | Sub Topics: Arabic Numerals | 1,2,3,4,5 |
| | Sub points: Decimal System | 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 1.1.1, 1.1.2, 1.2.1, 1.2.2 |
| 2 | Sub Topics: Upper Case Roman Numerals | I, II, III, IV |
| | Sub points: Upper Case Roman Numerals | (i), (ii), (iii), (iv) (v) (vi) |
| 3 | Capital Letters | A,B,C,D,E,F |
| | Small Letters | (a), (b). (c). (d). (e). (f). |

Cornell Method

This is a unique note taking method with a very distinctive page layout. The page is divided into four sections.

| | |
|--|--|
| <h3>Title</h3> | |
| Key Words Hints Questions Remarks | <ol style="list-style-type: none">1. Sub Topic I<ul style="list-style-type: none">* Sub point 1* Sub Point 22. Sub Topic II<ul style="list-style-type: none">• Sub point 1▪ Sub Point 2 |
| <h3>Summary</h3> | |

Sample Passage for Note making

Pollution refers to the introduction of toxic substances into the environment. Majority of pollutants are produced by human activities; though, some of the natural causes are also responsible for environmental pollution.

Natural air and water pollution is caused by natural events, either temporary or continuous. The pollution brought by the natural causes is negligible as compared to human generated causes. Some natural causes of air pollution are volcanic eruptions and fog. Some isolated areas may have the seepage of some toxic gases like Radon or CO₂ etc. leading to air pollution.

Natural water pollution is mainly caused due to surface run off, having insoluble and impure substances and also from the soil in proximity having naturally occurring toxic substances.

Pollution is a serious threat concerning the health of not only humans but also of plants, birds, animals and marine species. Studies reveal that pollution considerably reduces the life expectancy of an individual. 90% of people worldwide are breathing polluted air and pollution claims Millions of lives globally. In India alone, an estimated 7 lakh people die every year due to various pollution generated ailments. Not to mention the famine and draughts as results of pollution; subsequently, resulting in large migrations of humans and animals.

If pollution continued at the same rate as of today, the day is not far, when the sky will become foggier and breathing difficult due to scarcity of oxygen. Incessant water pollution will lead to water scarcity, famine, drought and ecological imbalance. All the living species and resources will gradually perish leaving earth as a barren and lifeless ball of mud and smoke.

Some of the best ways of controlling pollution are – making eco-friendly transportation choice, efficient waste collection and disposal, non-use of plastic products, controlled human population, forest plantation and a global policy governing the establishment of industries and regulating their carbon foot print. Most important of it all – the awareness of general public needs to be raised on issue concerning pollution.

People should acknowledge the fact that, finding a solution to pollution and saving life of the planet and its entire living species, ultimately rests with humans. Also, it would be a mistake not to work on it together. Pollution at one

place threatens the life at some distant place; therefore, pollution should be dealt with globally, together.

Linear Notes

Pollution

Pollution refers to the introduction of toxic substances into the environment.

1. Natural Causes of Pollution

Pollution due to natural causes is negligible

1.1 Air Pollution

1.1.1 Pollution due to Volcanic Eruption

1.1.2 Seepage of toxic gases like Radon or CO₂

1.2 Water Pollution

1.2.1 Water contamination due to surface runoff

1.2.2 Water in proximity to naturally occurring toxic substance

2. Effects of Pollution on Humans

2.1 Threat to Human Life

2.2 Reduction of Life expectancy

2.3 Migration of Humans due to draught

3. Consequences of unchecked pollution

3.1 Scarcity of Oxygen

3.2 Scarcity of potable Water

3.3 Ecological imbalance

4. Methods to control pollution

4.1 Eco friendly Transportation

4.2 Effective waste management

4.2.1 Banning the use of plastic

4.2.2 Regulating toxic industrial waste

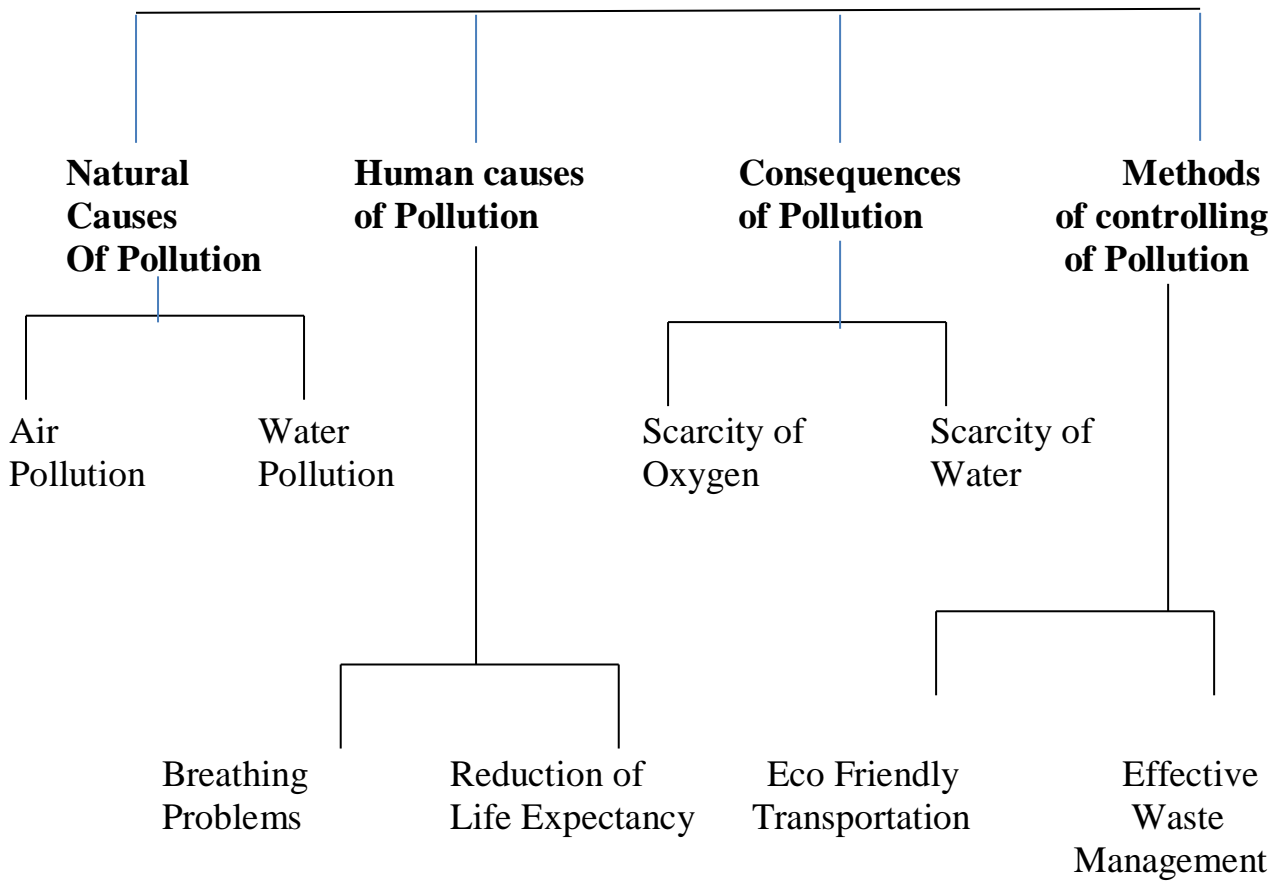
4.3 Generating awareness among general public

Cornell Method

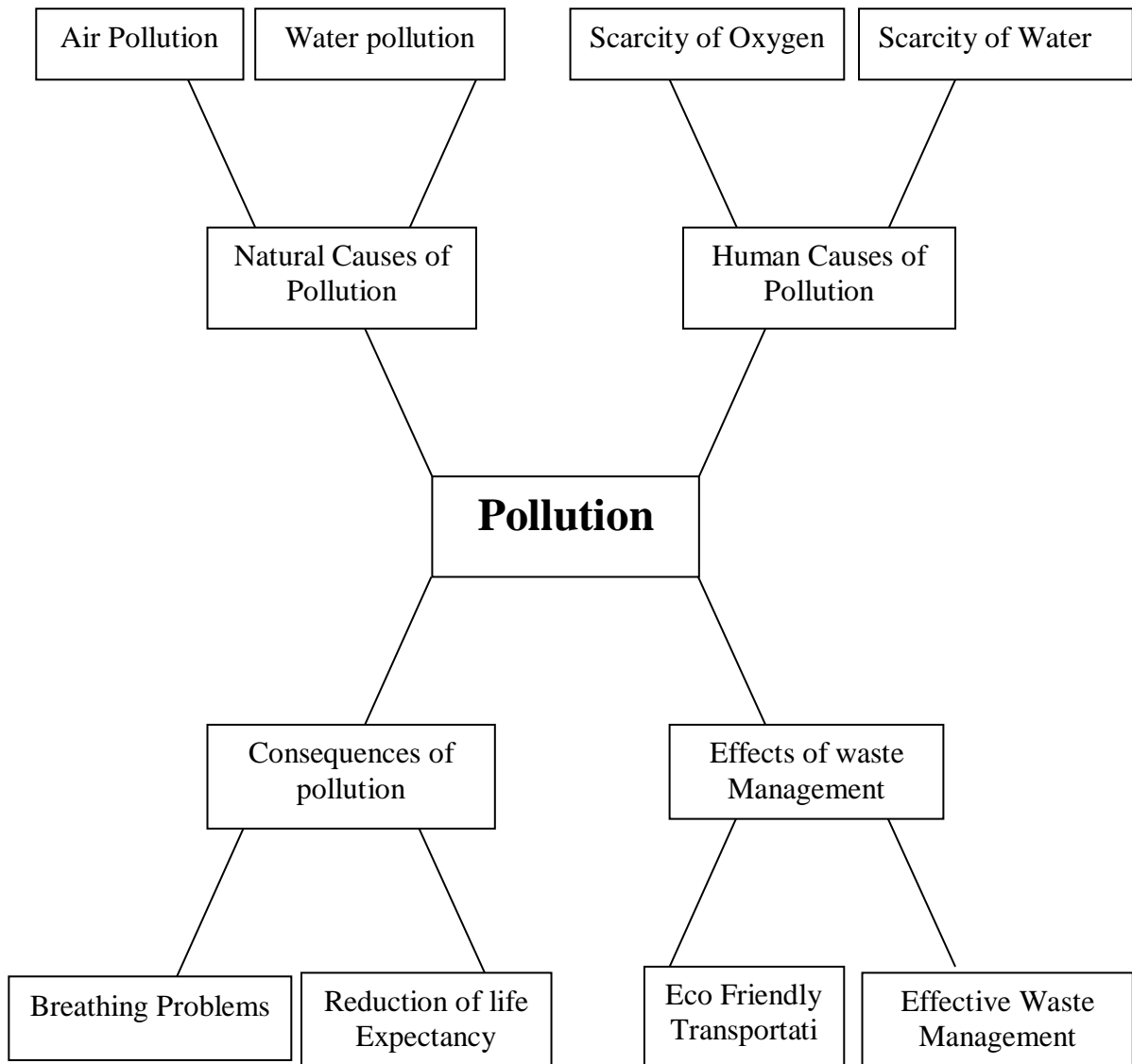
| | POLLUTION |
|--|---|
| Natural Causes | <ol style="list-style-type: none">1. Air Pollution2. Water Pollution |
| Effects on Humans | <ol style="list-style-type: none">1. Breathing Problems2. Reduction of life expectancy |
| Consequences | <ol style="list-style-type: none">1. Scarcity of Oxygen2. Scarcity of water |
| Methods of Controlling | <ol style="list-style-type: none">1. Eco friendly transportation2. Waste Management |
| <p style="text-align: center;">Summary</p> <p>Natural causes and Humans are responsible for pollution resulting in Scarcity of water and oxygen . Can be rectified by managing waste.</p> | |

Tree Diagram

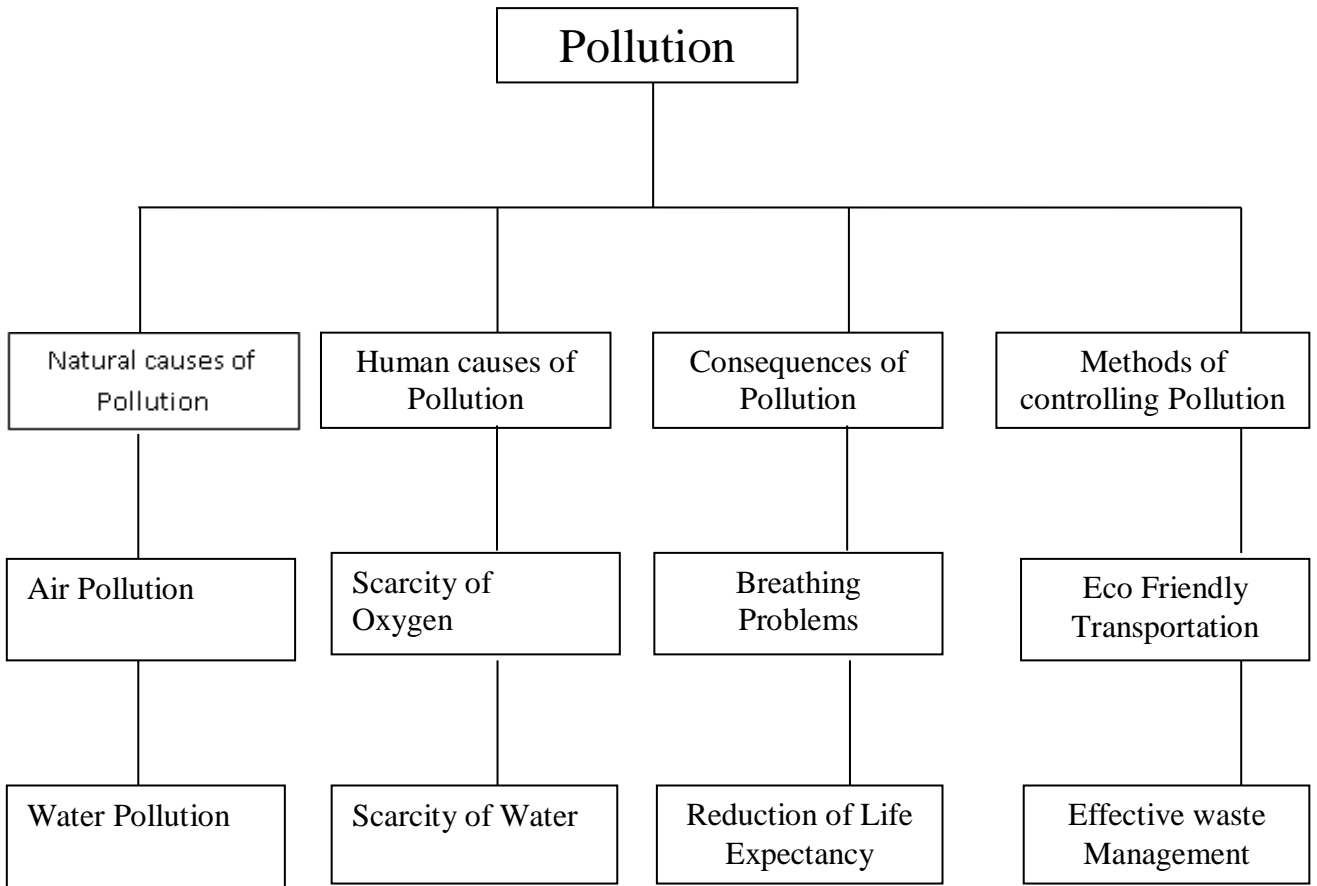
Pollution



Spider diagram



FLOW CHART



Read the following passages and make notes in either Linear or Diagram method

Passage 1:

One of the prime advantages of owning a good website is the big money it can generate. Believe me, there are so many people who become very rich with a website that they own.

Google Ad sense is the number one ad network. All you have to do is to have a good website, get a good traffic like 1000 visitors per day, apply to Google and get approved. Once you are approved by Google, you can create ads and place

codes on your site. It is very simple. It is very easy. The internet is really full of information.

When your website becomes more popular, say, 10000 visitors per day, people will approach you with their ads. You can display their advertisements on the top or on the sides of your site and charge them for a month or for a year. That's really big money.

Okay. Now, how to choose a niche for my site? A niche tells search engines (Google) and advertisers (AdSense) what your site is all about. Choosing a niche or genre or subject or theme is very important. Stick to just one because advertisers can see your presence. If you have a number of niches, like education, movies, property, business, loans, law, marriage, dating, etc. all thrown together, advertisers will not be able to see you. Which are the best niches? It is a little hard to decide that. Use your brain and calculate this way: What do people search on the site? How can I make them stay on the site for longer so that their focus will fall on the advertisements? How can I make them addicted to my site?

Now you should know about hosting. Hosting means you need a computer that will stay awake 24×365 days of the year! You will begin with a shared hosting. A shared hosting means you are sharing a super server with hundreds or thousands of websites. The only trouble is shared hosting is pretty slower than dedicated servers. In terms of cost, a shared hosting is very cheap. Well, let's think of dedicated hosting at an advanced point of time. There are number of hosting available. Among them net magic, blue host, e world, etc. are really cool. They give us the best services and timely response.

Next Level is analysing your site's growth. Using Google Analytics, you can see how many pages of your site are being views, how many visitors are online, where are they from, what are they searching for, etc. Based on this analytics report you can add or remove pages in tune with your viewers' interest.

Next level is to get connected to AdSense. Don't you want income? If you have some 1000 visitors per day or 3000 page views, you will get approved by Google's AdSense. In many cases, you can get approval earlier! Once you have been approved, proceed to the AdSense login page and sign in with your email account associated with your AdSense account. On the top of that page you can locate "my ads."

Click this and make as many ad units you want. Be careful not to create too many. For best results, create responsive ad units so that ads will automatically change size when your pages are viewed on smaller devices like mobile phones or tabs. Now the last step is to copy the code from the ad unit and paste it in your pages. You will get to know how and where to paste your pages.

Passage 2:

If you are not mistaken, you are writing the first paper of your class 12 Board exams at present. From this line onward you will be reading questions after questions that will test your reading, comprehending, and writing and grammar skills although there are no grammar related questions for CBSE Core students. These questions are very important for you because their answers will define you in the coming years in your academic time line and career. 3 hours that will now pass like three minutes. Feeling a little worried? Please relax and feel your pulses. Very high? Thank God for the pulse being active and let's begin the exam.

Now you have more than 3 hours still left owing to the additional 15 minutes prepended since 2009 for reading passages. However, you are not going to spend your bonus 15 minutes reading because the reading passages MAY put your confidence down and turn your excitement off. So, are we going to take a u turn and attempt the reading section at the end? Perfectly said. We will be following a C B A pattern, that's, Literature first, Writing second and Reading last. Let's be ready.

Moving to the writing section, the first is a 4 marker advertisement or invitation combo out of which only one needs be done. It is always like this although in the past notice writing was inseparable from the writing section. Make sure that you choose advertisement over invitation or notice over poster because of the simplicity of advertisement and notice. If you can help, avoid poster and display ads as they require you to dedicate more time than the others. Then there are the six six markers – formal letters of various kinds such as letter of inquiry, reply to inquiry, placing order, cancelling an order, complaint letter and job application letter. Again, let's not welcome thee job application as it takes more than 15 minutes in the least whereas letter placing order takes 5 minutes to complete. However, if you are a fast writer, you could sing a song with job application letters. That done, we have to deal with a few big guns: article, speech and debate. While speech weighs heavier than debate, article goes without a choice. Remember, a speech is a spicy article with as many as 10

questions and addressing the audience in person. Well, your audience is your teacher!

The final stage is literature section. You well know that there are answers that carry 1, 2, 3, 4 and 6 marks. There is nothing like word limit but there is line limit. For 1 marker questions you need to write in just 20 words or two lines. For questions that carry 2 marks, write as many as 5 lines. Simply put, multiply the mark with 2 to get the line limit. It is baseless that teachers deduct your marks if words happen to exceed or otherwise.

Another dear advise for most of you who think ‘checkers do not read the whole paper word by word’ is that it is not so. They, unfortunately, do read, especially if your presentation is eye catching. This might make you think of leaving your paper in a mess but that applies only to those who expect or need marks in 60s or less. If your handwriting is bad, say, the human teacher who will be so unfortunate to check your paper will get bored, angry and sometimes mad. He or she will not spend an hour checking your paper. All that such teachers often do is weigh the paper and mark you down by a multiplication called number of pages multiplied by the face value of the paper. The multiplied value in this case is never more than 70. If you are happy with such a low mark, there is no action required. So, keep in mind all that has been said about your exam. Now, pick your pen – the blue for writing and the black for drawing – and start with a prayer to the God’s above. If someone is reachable, you will be lucky.

Passage 3:

- Prepare a precise and comprehensive note for the article by splitting the relevant information into two or three segments.
- Prepare a summary in not more than 80 words.

Being in the business of fashion, one is aware of the unethical labour-practices being followed and the hazardous waste-products being dumped on land and in water in order to produce low cost products. Sadly, corporate social responsibility is being neglected. Our environment is getting destroyed, resulting in rampant global warming. Our skilled workers are ignored on one side while they are losing their jobs on the other.

It is quite sad that the streaks and lines handmade by our skilled artisans are now done by the tongs of a machine at the speed of lightning. In the fast paced world, art of heart finds no place and demand. In order to earn a living, our

traditional artists let go of their skills and take up menial jobs resulting in the death of art and culture.

The prime concern of governments should be a beautiful and safe environment alongside taking care of economical-empowerment of the skilled artisans. If India's heart lies in the villages, as long as India's identity is coloured by traditional art and crafts, it is evident that a new concept of fashionista – renewable luxury – should be the word of the century. Fashion @ cost of Zero means updating and excelling India's fashion sector – from earring to wearing. India has to mind the gap – the gap created between purely traditional and purely alien.

It is the duty of government and individual to find ways and means to promote environmental-friendly manufactured products by following waste management practices. Governments should, by all means, focus on renewing the community through local employment and providing villages with means of sustenance, promoting the art and cultural heritage of a country and save it from an untimely end.

With the help of qualitative methods, one can find out the factors that would affect the branding of a sustainable luxury product side by side with street brands. With skilled questioning, it can be found out how handloom products can be introduced and sustained in the market. This methodology aims to eliminate any kind of coercion, whatever of its kinds, upon the free thinking fashion-makers and blenders. It goes without saying that India's traditional fashion concepts need to be rendered new with that sort of blending where nothing is lost but much is added to the past's sheen.

Unit - 10

Spectrum IV

Question Paper Pattern

Marks: 70

- | | |
|---|--------------------|
| A. Summarising a given passage | 10 marks |
| B. Note Making | 10 marks |
| A. Answer any 5 questions (out of Seven) | $5 \times 2 = 10$ |
| B. Answer any 4 questions (out of Eight) | $4 \times 5 = 20$ |
| C. Answer any 2 question (out of Three) | $2 \times 10 = 20$ |

IV SEMESTER BA./B.Sc./B.Com./B.B.A./B.C.A/B.Sc. (FAD)
ADDITIONAL ENGLISH (CBCS)
MODEL QUESTION PAPER

Time: 3 hours

Max marks: 70

Instructions: *a. Answer all the questions.*
b. Write the question numbers correctly

I A) Summarise any one of the passages given below, give a suitable title and underline the topic sentence **10**

Electric trolley cars or trams were once the chief mode of public transportation in the United States. Though they required tracks and electric cables to run, these trolley cars were clean and comfortable. In 1922, auto manufacturer General Motors created a special unit to replace electric trolleys with cars, trucks, and buses. Over the next decade, this group successfully lobbied for laws and regulations that made operating trams more difficult and less profitable. In 1936 General Motors created several front companies for the purpose of purchasing and dismantling the trolley car system. They received substantial investments from Firestone Tire, Standard Oil of California, Phillips Petroleum, and other parties invested in the automotive industry. Some people suspect that these parties wanted to replace trolley cars with buses to make public transportation less desirable, which would then increase automobile sales. The decline of the tram system in North America could be attributed to many things—labor strikes, the Great Depression, regulations that were unfavourable to operators—but perhaps the primary cause was having a group of powerful men from rival sectors of the auto industry working together to ensure its destruction.

OR

In the Southwest during early half of the 1800s, cows were only worth 2 or 3 dollars apiece. They roamed wild, grazed off of the open range, and were abundant. Midway through the century though, railroads were built and the nation was connected. People could suddenly ship cows in freight trains to the Northeast, where the Yankees had a growing taste for beef. Out of the blue, the same cows that were once worth a couple of bucks were now worth between twenty and forty dollars each, if you could get them to the train station. It became pretty lucrative to wrangle up a drove of cattle and herd them to the nearest train town, but it was at least as dangerous as it was profitable. Cowboys were threatened at every turn. They faced cattle rustlers, stampedes and extreme weather, but kept pushing those steers to the train station. By the turn of the century, barbed wire killed the open range and some may say the cowboy too, but it was the train that birthed him.

B)

Make Notes for any one of the passages given below giving a suitable title using linear or diagram method **10**

The work of the heart can never be interrupted. The heart's job is to keep oxygen rich blood, flowing through the body. All the body's cells need a constant supply of Oxygen, especially those in the brain. The brain cells like only four to five minutes after their oxygen is cut off, and death comes to the entire body.

The heart is a specialized muscle that serves as a pump. This pump is divided into four chambers connected by tiny doors called valves. The chambers work to keep the blood flowing round the body in a circle.

At the end of each circuit, veins carry the blood to the right atrium, the first of the four chambers. $\frac{2}{5}$ oxygen by then is used up and it is on its way back to the lung to pick up a fresh supply and to give up the carbon dioxide it has accumulated. From the right atrium the blood flows through the tricuspid valve into the second chamber, the right ventricle. The right ventricle contracts when it is filled, pushing the blood through the pulmonary artery, which leads to the lungs – in the lungs the blood gives up its carbon dioxide and picks up fresh oxygen. Then it travels to the third chamber the left atrium. When this chamber is filled it forces the blood through the valve to the left ventricle. From here it is pushed into a big blood vessel called aorta and sent round the body by way of arteries.

Heart disease can result from any damage to the heart muscle, the valves or the Pacemaker. If the muscle is damaged, the heart is unable to pump properly. If the valves are damaged blood cannot flow normally and easily from one chamber to another, and if the pacemaker is defective, the contractions of the chambers will become un-coordinated.

Until the twentieth century, few doctors dared to touch the heart. In 1953 all this changed after twenty years of work, Dr. John Gibbon in the USA had developed a machine that could take over temporarily from the heart and lungs. Blood could be routed through the machine bypassing the heart so that surgeons could work inside it and see what they were doing. The era of open heart surgery had begun.

In the operating theatre, it gives surgeons the chance to repair or replace a defective heart. Many parties have had plastic valves inserted in their hearts when their own was faulty. Many people are being kept alive with tiny battery operated pacemakers; none of these repairs could have been made without the heart – lung machine. But valuable as it is to the surgeons, the heart lung machine has certain limitations. It can be used only for a few hours at a time because its pumping gradually damages the bloods cells.

OR

The food we eat seems to have profound effects on our health. Although science has made enormous steps in making food more fit to eat, it has, at the same time, made many foodstuffs unfit to eat. Some research has shown that perhaps eighty percent of all human illnesses are related to diet and forty percent of cancer is related to diet as well, especially cancer of the colon. People of different cultures are more prone to contract certain illnesses because of the characteristic food they consume.

That food is related to illness is not a new discovery. In 1945, Government researchers realized that nitrites and nitrates (commonly used to preserve colour in meat) as well as other food additives caused cancer. Yet these carcinogenic additives remain in our food and it becomes more difficult all the time to know which ingredients on the packaging labels of processed food are helpful or harmful.

The additives we eat are not at all so direct. Farmers often give Penicillin to cattle to poultry and because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are administered to animals not for medicinal purposes but for financial reasons. The farmers are simply trying to fatten the animals in order to get higher price on the market. In spite of the food and drug administration, the practices continue.

A healthy diet is directly related to good health. Often we are unaware of detrimental substances we ingest. Sometimes well-meaning of farmers or others do not realize the consequences add these substances to food without our knowledge.

II A. Answer any FIVE questions of the following: (2 x 5 = 10)

1. What are strange contrasts in one human face according to Wordsworth?
2. Name the factory the unknown citizen worked for?
3. What is the central theme of the poem '*Invictus*'?
4. What was the self-confession made by the poet Wole Soyinka?
5. Who is he referring to in the poem 'White Paper'?
6. What is the teacher's scolding words compared to by the poet Kamala Das?
7. List the things that Jack and Jill have purchased in the play '*Never Never Nest*'.

B.

Answer any FOUR questions of the following in a paragraph: (5 x 4 = 20)

1. “Nothing could change the Philosopher’s ease”. Explain this with reference to second stanza of the poem ‘*A Character*’
2. List all the information you can gather about the unknown citizen. What impression does it create about him?
3. How ‘courage in the face of death’ is discussed in the poem ‘*Invictus*’?
4. Why is the landlady averse to renting out the accommodation to the prospective tenant in the poem ‘*Telephone Conversation*’?
5. In the poem ‘*Punishment in Kindergarten*’ what does the poet mean by ‘beloved halts’? Why were they beloved?
6. What was Jack's justification for buying a house on installments? Do you agree?

**C. Answer any TWO questions of the following in about two pages:
(10 x 2 = 20)**

1. The poem “*A Character*” brings out the dynamics of contrasting personality between man, listener and himself. Explain.
2. Briefly explain how the trauma faced by William Ernest Henley has taken a toll on his life. How has he overcome the situation?
3. Write an essay on the racial discrimination as represented in the ‘*Telephone Conversation*’.
4. Justify the title of the play “*Never Never Nest*”

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