

# **INSIGHTS-IV**

## **General English Text Book**

### **IV Semester**

**B.Com (CBCS)**

**B.Com (Business Data Analytics) Semester Scheme**

**Editor**

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**PRASARANGA**

**BENGALURU CITY UNIVERSITY (BCU)**

**BENGALURU**

## FOREWORD

**INSIGHTS-IV** General English Text Book for IV Semester B.Com./BBA and other courses coming under Faculty of Commerce, 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 having two separate texts. This is the fourth General English Text Book for Undergraduate students of BCU, Bengaluru, prepared by the Members of the Text Book 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  
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## PREFACE

The General English Text book for IV Semester B.Com and BBA, **INSIGHTS-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 sensitize them to social concerns. It is assumed that the thinking practices and extended activities incorporated as part of every lesson 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 the students would make 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 the concerned Chairperson and her team of teachers who have put in all their time and effort into the realization of this textbook. I thank the Vice Chancellor and the Registrar of Bengaluru City University, for their consistent support. I also thank the publisher, who helped us bring out the book on time.

**Dr. Chitra Panikkar**

Chairperson

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## A Note to the Teacher

**INSIGHTS-IV**, the new General English Text Book for the fourth semester undergraduate Commerce Course under Bengaluru City University aims to develop literary sensibilities and language competence in under graduate students. The Course material has two parts – Literature - to stimulate their literary sensibilities and Language - to help them cultivate language skills. The language skills section of the book intends to develop language competence in students and help them acquire the skills necessary for employment in the global job scenario.

The Literature Component comprises of poetry written in twentieth century on themes like, Oppression, Racism, Culture and Ethnicity, Social Upheavals and Hunger. Selections have been made on the basis of novelty and relevance. It includes a Three Act Play ‘All My Sons’ by the American Playwright Arthur Miller. The text also provides summary and insightful questions to facilitate comprehension and analysis of the play. The inclusion of the play is done with the intention of providing exposure to literature that can shape their thinking and create social awareness. The teacher needs to foreground the topic and elicit responses from students and facilitate interactive learning to make it an enjoyable activity. The weightage for the literary component is 40 marks and for the language component, it is 30 marks. 30 marks for Internal Assessment can be allotted as follows.

|                             |          |
|-----------------------------|----------|
| Assignments/Projects        | -15      |
| Test                        | -10      |
| Attendance                  | -05      |
| Internal Assessment         | -30      |
| End Semester Exam (written) | -70      |
| <br>Total                   | <br>-100 |

The Language Component focuses on the basic skills expected of an under graduate in the competitive global job scenario. It attempts to stimulate their analytical thinking and help them practise organized writing. Language and presentation become extremely important in the present age of Information, Communication and Technology. The exercises are meant to be worked out in the classroom and generate meaningful discussion that can lead to proper learning. Integrated approach will facilitate the learning of four basic skills of

language (LSRW). The teacher can guide and facilitate learning by providing more exercises from other sources including online resources.

Extended Activity is meant to provide opportunities for the students to go beyond the text and gain better insight into the world. The teachers can also use these activities for project work.

The Committee expresses its sincere thanks to Dr. Chitra Panikkar, Chairperson, Bengaluru City University for her constant support and guidance. The Committee also thanks Prof. Lingaraja Gandhi, the Honourable Vice-Chancellor of Bengaluru City University for his support in bringing out the new text book.

**Dr. R.V. SHEELA  
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## TO MY VALENTINE

- OGDEN NASH

### Approach to the Poem:

- Love is more than longing gazes, dancing in the rain and candle light dinners... Discuss.
- What is your understanding of Valentine's Day?
- Love is lost once you profess it... is it true?

### About the Poet:



**Ogden Nash** [1902-1971] is an amazing humourist whose short pithy poems entered the realm as an American Literature treasure. With more than twenty 20 books to his credit he is a versatile writer for children of all ages.

**About the poem**-The title of a poem usually provides a clue to the content and so the reader expects that this poem to be romantic in tone. But Ogden Nash has rejected the usual cliché which is so often used to convey love and,

unconventionally, he compares the emotion of love with hatred, irritation, and pain; thus confounding readers' expectations brought about by the title of the poem. The poem abounds with references to and comparisons with unpleasant bodily sensations and emotions. For example - the sting of a wasp, the jerk of a subway train, hatred etc.

Nash consciously de-familiarises our familiarity with perceptions of what constitutes love and how love is described. But love can arouse similar sensations to those experiences referred to in the poem. Nash explores themes of love and dedication through hyperbolic statements that testify to his devotion. The mood and tone are both joyous and optimistic throughout the poem.

\*\*\*

## To My Valentine

More than a catbird hates a cat,  
 Or a criminal hates a clue,  
 Or the Axis hates the United States,  
 That's how much I love you.

I love you more than a duck canswim,  
 And more than a grapefruit squirts,  
 I love you more than a gin rummy is a bore,  
 And more than a toothache hurts.

As a shipwrecked sailor hates the sea,  
 Or a juggler hates a shove,  
 As a hostess detests unexpected guests,  
 That's how much you I love.

I love you more than a wasp can sting,  
 And more than the subway jerks,  
 I love you as much as a beggar needs acrutch,  
 And more than a hangnail irks.

I swear to you by the stars above,  
 And below, if such there be,  
 As the High Court loathes perjurious oathes,  
 That's how you're loved by me.

\*\*\*\*\*

### Glossary:

**Catbird:** any of several American or Australian birds having catlike cries

**Axis :** here it refers to the three powers, namely Germany, Italy and Japan, that signed the Tripartite pact in 1939 to fight against allied forces during the war

**Squirts:** to eject liquid in a jet from a narrow orifice:

**Gin rummy:** a card game

**Juggler:** person who performs juggling feats, as with balls or knives.

**Shove:** to push by force from behind

**Hangnail:** a small piece of partly detached skin at the side or base of the fingernail.

**Irks:** to irritate, annoy

**Loathes:** to feel disgust, intense aversion

**Perjurious:** the willful giving of false testimony under oath or affirmation, before a competent tribunal, upon a point material to a legal inquiry

### **Comprehension:**

#### **I. Answer the following questions in a page each:**

1. Mention two comparisons made by the poet in the first stanza to express his love.
2. Why does the sailor hate the sea?
3. How would the hostess react when unexpected guests visit?
4. Why does the poet compare his love to the beggar's crutch?
5. What does the line "High Court loathes perjurious oaths"-mean?

#### **II. Answer the following questions in two pages each:**

1. How does the poet use unusual comparisons to express his love?
2. Explain the various figures of speech employed by the poet?
3. How does the poet bring out the negative comparisons to describe his love?
4. Do you think the poem is different from the usual love poems? Why?
5. The poet rejects the conventional mode of expressing love. Explain.
6. Do you think, the title of the poem lets down the readers' expectations? Elaborate.
7. Ogden Nash plays with words in the poem. Pick ideas that contribute to the reverse mode of declaring his intense love.
8. The poet uses negative feeling to express positive feelings. What type of effect does the author create by expressing his love to his valentine in this way?
9. Each of the comparisons though negative, brings out the intensity of the positive emotion of love. Discuss.

## Suggested Reading

- **How do I Love Thee?- Elizabeth Barrett Browning**
- **Since There's No Help- Michael Drayton**

## Extended Reading:

- **Figures of Speech and Literary Devices:**

A **figure of speech** is a word or phrase that possesses a separate meaning from its literal definition. It can be a metaphor or simile, designed to make a comparison. It can be the repetition of alliteration or the exaggeration of hyperbole to provide a dramatic effect.

## Examples of figures of speech:

- **Anaphora**-Repetition of a word or expression at the beginning of successive phrases, clauses, sentences or verses is used to create poetical or rhetorical effect. In the given poem the word **or** is repeated.
- **Alliteration**-The repetition of usually initial consonant sounds in two or more neighbouring words or syllables- E.g. criminal/clues, sailor/sea/swear/ star
- **Personification**-The attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form. E.g. a subway jerks/highcourt loathes/ catbird hates a cat
- **Simile**- a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. *as brave as a lion* ).Here- “as a shipwrecked sailor hates the sea”/ “as a hostess detests unexpected guests”
- **Assonance**-Resemblance of sound between syllables of nearby words, arising particularly from the rhyming of two or more stressed vowels, but not consonants (e.g. *sonnet, porridge* ), but also from the use of identical consonants with different vowels (e.g. *killed, cold, culled* ).Here-“ a car”/”jerks irks”/”squirts hurts”

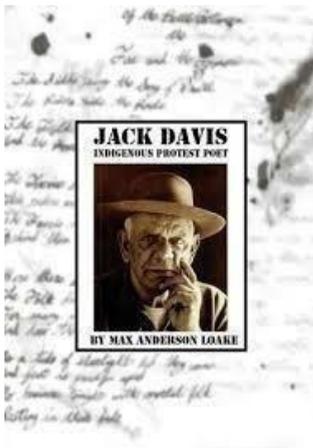
## 2. TO THE OTHERS

- JACK DAVIS

### Approach to the poem:

- Who were the foreign invaders to India?
- How did the life of Indians change by the invasion of foreigners?
- The invaders arrived to the country for trade but invaded the culture.

Discuss.



### About the Poet:

Jack Davis was an Australian indigenous playwright, poet and indigenous rights' activist. He was born in Western Australia in 1917 and passed away in 2000. His poems and plays often focus on Aboriginal life. Primarily they focus on indigenous interaction with European Australians.

The original title of the poem 'To The Others' is 'Aboriginal Australia'. The poem focuses on the European

influences upon Aboriginal life, as well as the oppression and death that the European population brought with them. Davis uses an openly depressed tone to display the

hardship that his ancestors faced dealing with the arrival of the European settlers.

The poem focuses on the European influence on the life of Aboriginal people. The poet uses an openly depressed tone to display the hardship that his ancestors faced. It displays a race's inability to comprehend the culture of another, resulting in violence and a sense of mutual disrespect that has lasted for over 200 years.

Multiple historical references are used in the poem. They are extremely obscure to all but the most knowledgeable historian. He mentions the Yirrakala people, creator of the 'back petition' for Aboriginal land rights, the Lake George hills incident, a battle with the Aboriginal people over a fresh water lake, and McLarty's run, a reference to the massacre of an Aboriginal tribe as they fled from battle.

Davis also uses the juxtaposition of certain lines to create clear contrast in how the indigenous Australians initially felt about the European settlers to how the

settlers treated the Aboriginals. Davis uses the lines 'Became to me a brother' and 'Took my children from my side' to display the quick change in the European relations of the Aboriginals after they established dominance over Australia going from relying on the Aboriginals to survive, to choose how they lived their lives.

Australia is an amazing country, but we cannot cover up our bloody past, reconciliation is necessary to keep moving forward.

\*\*\*

### **To The Others**

You once smiled a friendly smile,  
Said we were kin to one another,  
Thus with guile for a short while  
Became to me a brother.

Then you swamped my way of gladness,  
Took my children from my side,  
Snapped shut the law book, oh my sadness  
At Yirrakalas' plea denied.

So, I remember Lake George hills,  
The thin stick bones of people.  
Sudden death, and greed that kills,  
That gave you church and steeple.

I cry again for Warrarra men,  
Gone from kith and kin,  
And I wondered when I would find a pen  
To probe your freckled mind.

I mourned again for the Murray tribe,  
Gone too without a trace.

I thought of the soldier's diatribe,  
The smile on the governor's face.

You murdered me with rope, with gun  
 The massacre of my enclave,  
 You buried me deep on McLarty's run  
 Flung into a common grave.  
 You propped me up with Christ, red tape,  
 Tobacco, grog and fears,  
 Then disease and lordly rape  
 Through the brutish years.  
 Now you primly say you're justified,  
 And sing of a nation's glory,  
 But I think of a people crucified-  
 The real Australian story.

\*\*\*\*\*

### **Glossary:**

**Guile:** deceit, treachery, cunning or sly behavior.

**Swamp:** a piece of waterlogged ground, a bog or marsh or soak with water.

**Probe:** penetrate investigation, any small device, esp. an electrode, for measuring, testing etc.

**Prop:** rigid support, a person who supplies support, assistance, comfort etc.

**Grog:** drink of spirit (originally rum).

**Prim:** stiffly formal and precise.

**Snap:** break suddenly or with a snap.

**Diatribes:** a forceful verbal attack, a bit of bitter criticism.

**Steeple:** tall tower, esp. one surrounded by a spire.

**Yirrakalas:** Aboriginal people have inhabited this region for more than 40,000 years. The Methodist church of Australia established a mission at Yirrakala in 1935. Over the following decades, the members of the 13 clans that owned land in the surrounding area were gradually drawn into the mission.

**Warrarra and Murray:** both are Aboriginal tribes of Australia

**McLarty:** Edward McLarty (1 December 1848-13 August 1917) was an Australian Pastoralist and Politician who was a member of the Legislative Council of Western from 1894 to 1916, representing South-West province.

He managed a run at Mandurah for a period in the 1960s and later had his own stud in Pinjarra, on a property of 16,000 acres (65kms).

**Lake George hills:** known as the 'Queen of the American Lakes,' with its 109 miles of shoreline and 300+ islands, Lake George has been a vacation paradise for almost two centuries.

## **Comprehension:**

### **I. Answer the following questions in a page each:**

1. What do the illustrations in the poem indicate?
2. What does the repetition of 'I' represent in the poem?
3. Why does the poet use the expression 'depressed tone' in the poem?
4. What made the Aboriginal Australia depressed?
5. What is the significance of the expression, 'You once smiled a friendly smile'? How did such a friendly smile change gradually?
6. What are the effects of the entry of the European settlers into the Aboriginal Australia?
7. Why do the European settlers primly say, 'They're justified and they sing nation's glory'? How was it different to the poet?
8. Mention the multiple historical references that the poet uses in the poem.

### **II. Answer the following questions in two pages each:**

1. Discuss the title of the poem, 'To the Others'.
2. How do the European settlers get entry to the Aboriginal Australia and destroy the peaceful life of the native people gradually?
3. Do you think the poem is representative of all the countries colonized by the British?
4. Compare the influence of the British on Indian culture and the aboriginal culture of Australia.

**Suggested Reading:**

1. Things Fall Apart – by Chinua Achebe.
2. The Gentlemen of the Jungle – by Jomo Kenyatta.

**Extended Activity:**

- Collect information about foreigners who invaded India and how they exploited the natives.

### 3. THE TIMES THEY ARE A-CHANGIN'

-BOB DYLAN

#### Approach to the poem:

- Resistance and Revolution have opened a space for those who have historically been subordinate to begin to theorize their invisibility.  
Discuss
- “Everyone thinks of changing the world, but no one thinks of changing himself.” – Leo Tolstoy.

#### About the Poet:



Bob Dylan was born as Robert Zimmerman on 24 May, 1941 in Duluth, Minnesota. But in Jewish generation, his name was Shabtai Zisel Ben Avraham, many people called him Bobby or Bob. He played the guitar as a child and learned the harmonica at the age of 15. His chief models were Huddie Ledbetter (better known as Leadbelly), an African- American folk singer and guitarist, and Woody Guthrie, a white folksinger, guitarist, and harmonica player. Dylan’s music ranges from folk to folk-rock to country blues, but perhaps his most influential songs were those of social protest, such as “*Blowin’ in the Wind*” and “*The Times They Are A- Changin’*.” He has written an autobiography, *Bob Dylan: Self-Portrait* (1970). He was conferred with the Nobel Prize in Literature 2016 for having created new poetic expressions within the great American song tradition. His writings reflect his own life, relationships and religious beliefs.

*The Times They Are A-Changin’* was released in 1963, taken from the album of the same name by folk singer-songwriter Bob Dylan. By the mid 1960’s, Dylan attempted to capture the spirit of the social and political upheaval that characterized the 1960s so well, especially in America. He had influenced others within and outside his genre of folk whilst simultaneously reflecting wider cultural and social developments of not only the 20<sup>th</sup> century but transcending it to reach future generations. The poem can also be interpreted as more of a warning of inevitability of social and political mobility and on a wider scale, the general meaning of change beyond our control.

## **The Times They Are A-Changin'**

Come gather 'round people  
Wherever you roam  
And admit that the waters  
Around you have grown  
And accept it that soon  
You'll be drenched to the bone  
If your time to you is worth savin'  
Then you better start swimmin' or you'll sink  
like a stone  
For the times they are a-changin'.

Come writers and critics  
Who prophesize with yourpen  
And keep your eyes wide  
The chance won't come again  
And don't speak too soon  
For the wheel's still in spin  
And there's no tellin' who that it's namin'  
For the loser now will be later to win  
For the times they are a-changin'

Come senators, congressmen  
Please heed the call  
Don't stand in the doorway  
Don't block up the hall  
For he that gets hurt  
Will be he who has stalled  
There's a battle outside and it is ragin'  
It'll soon shake your windows and rattle  
your walls  
For the times they are a-changin'

Come mothers and fathers  
Throughout the land  
And don't criticize  
What you can't understand  
Your sons and your daughters  
Are beyond your command

Your old road is rapidly agin'  
 Please get out of the new one if you can't lend  
 your hand  
 For the times they are a-changin'

The line it is drawn  
 The curse it is cast  
 The slow one now  
 Will later be fast  
 As the present now  
 Will later be past  
 The order is rapidly fadin'  
 And the first one now will later be last  
 For the times they are a-changin'

\*\*\*\*\*

### **Glossary:**

**Prophecy:** to speak or write with divine inspiration

**Stalled:** to stop

**Senators:** the members, normally elected, in the house or chamber of a legislature called a senate

### **I. Answer the following questions in a page:**

1. What should the people do when they find that the waters around them have grown?
2. 'For the wheel's still in spin', what does the poet mean by the image here?
3. Why does the poet implore the parents not to criticize their children?
4. What is poet's advice to the people who cannot adapt to changes?
5. How does the poet depict the idea of change as an uncontrollable force of nature?
6. What message does the speaker give to the writers and critics?
7. Discuss the relationship of parents and children as portrayed in the poem?
8. The poem is a piece of advice for the politicians or power mongers. Substantiate.

9. 'Change is an inevitable aspect of life.' Elucidate

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

1. *The Times They Are A-Changin'* is instrumental in expressing people's opinion. Explain.
2. How does the poet dwell on the lasting message of change in the poem?
3. Do you think the poem implies that acceptance is the best way to deal with a change?
4. Explicate the cultural and social upheavals at which the poem is insinuating.
5. The poem not only attempts to make us aware of class and race in our own life but also highlights the political dynamics and the inevitable change. Discuss.

### Suggested Reading:

- "A Far Cry from Africa" by Derek Walcott
- *A Doll's House* by Henrik Ibsen

### Extended Activity:

- Identify and collect information about the Social Movements which tried to eradicate Casteism in India.
- Prepare a project or write a research article on a variety of Social and Cultural Reformation Movements like Laws against Apartheid, Anti-dowry laws in India etc.
- Make an assessment of the diverse revolutions of the last century to identify the element of conflict behind the revolutions and the radical changes in the totality of social and cultural systems.

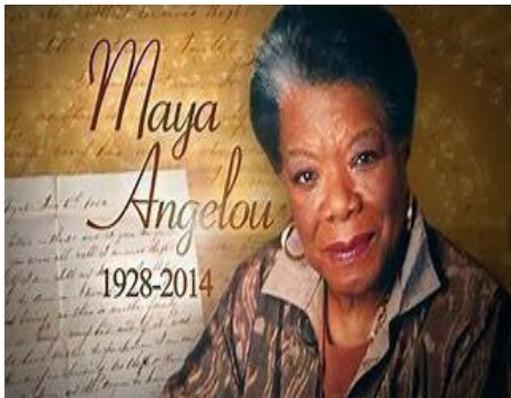
## 4. STILL I RISE

- MAYA ANGELOU

### Approach to the poem:

- How do we face criticism and continuous failure in our everyday life?
- ‘She remembered who she was and the game changed’ – Lalah Deliah

### About the Poet:



Maya Angelou was born on April 4<sup>th</sup>, 1928 in St. Louis Missouri, United States of America to Afro-American parents. She is an acclaimed author, poet, story-teller and a civil rights activist. She published seven autobiographies, three books of essays and several volumes of poetry. She has received dozens of awards and more than 50 honorary degrees. Maya is known for her series of seven autobiographies, which

focus on her childhood and early adult experiences. Maya had the experience of getting humiliated in her life and her autobiography records her experiences. Her best autobiography is ‘I Know why the cage bird sings’, for which she received the National Book Award. She is regarded as the spokesperson of the Black People. All her literary works are praise worthy and bought her name, fame and recognition from 1974-2000. Maya Angelou passed away on May 28<sup>th</sup> 2014.

\*\*\*

You may write me down in history  
 With your bitter, twisted lies,  
 You may tread me in the very dirt  
 But still, like dust, I’ll rise.

Does my sassiness upset you?  
 Why are you beset with gloom?  
 ‘Cause I walk like I’ve got oil wells  
 Pumping in my living room.

Just like moons and like suns,  
 With the certainty of tides,

Just like hopes springing high,  
Still I'll rise

Did you want to see me broken?  
Bowed head and lower eyes?  
Shoulders falling down like the teardrops,  
Weakened by my soulful cries.

Does my haughtiness offend you?  
Don't you take it awful hard?  
'Cause I laugh like I've got gold mines  
Diggin' in my own backyard.

You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise

Does my sexiness upset you?  
Does it come as a surprise  
That I dance like I've got diamonds  
At the meeting of my thighs?

Out of the huts of history's shame  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm a black ocean, leaping and wide,  
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear  
I rise  
Into a daybreak that's wondrously clear  
I rise  
Bringing the gifts that my ancestors gave,  
I am the dream and hope of the slave.  
I rise  
I rise  
I rise

\*\*\*\*\*

## Glossary

|              |  |
|--------------|--|
| Opressors:   | a group that oppresses people, dominates over them |
| Sassiness:   | rude and disrespectful                             |
| Trod:        | to step or walk on or cruelty                      |
| Beset:       | troubled, be covered with                          |
| Tides:       | movement, direction                                |
| Pumping:     | force to move or spurt                             |
| Spring:      | leap, jump   |
| Haughtiness: | arrogant and disdain                               |

### I. Answer the following question in a page each.

1. How do her oppressors treat her?
2. What does the word 'rise' mean in the poem?
3. Is the tone of the speaker that of confidence and resistance? Discuss.
4. In what way is the speaker like the Sun, Moon or the tide?
5. Why does the speaker say her past is rooted in pain?
6. What does 'huts of history's shame' mean in the poem?
7. How does the speaker become 'the hope and dream of the slave'?
8. Pick out the similies and metaphors in the poem 'Still I Rise'?
9. What is the theme of the poem?
10. Who want to see the speaker shattered and why?
11. What does the repetition of the phrase 'I rise' convey?
12. The speaker uses questions as a device in the poem. What is the impact of this device?
13. 'The poem brings out the speaker's sense of confidence and pride in being what she is'. Substantiate
14. What elements of the poem make it an inspiring and timeless poem?
15. How does the poet succeed in challenging her oppressors?

## II. Answer the following question in about two pages.

1. The poem 'Still I Rise' upholds the spirit of retaliation and demand for equality and justice. Do you agree?
2. 'The speaker weaves history, culture, race and gender issues emphatically to express herself'. Discuss
3. Comment on the figurative devices used in the poem.
4. Trace the feelings of the speaker as reflected in the poem.
5. How does 'Still I rise' represent the genre of Black Poetry?

### Suggested Reading:

- On the pulse of the Morning      Maya Angelou
- Life doesn't frighten me      Maya Angelou
- Prayer of a Black Boy      Guy Tirolien

### Extended Activity:

- Visit an orphanage and talk to the children about their life's experiences
- Visit NGOs which help derelict women and collect information about the way their lives have been changed

## 5. KALKI

### - KUVEMPU

(Translated by Dr. P.S)

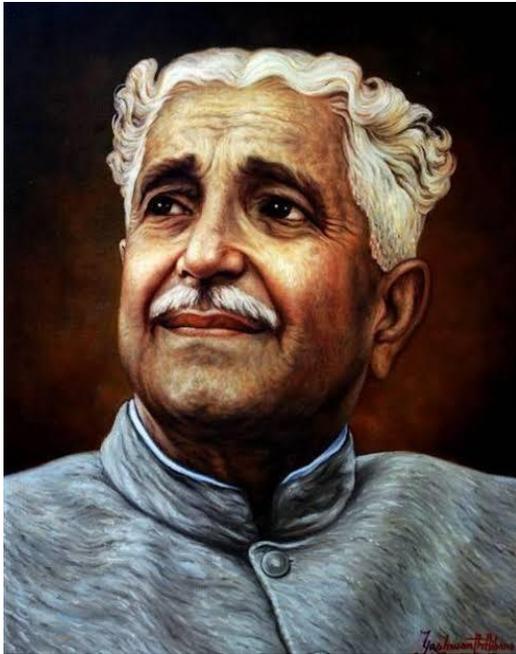
#### Approach to the poem:

- The greatest enemy of humanity is poverty. Discuss.
- 'Poverty can be eradicated only through education'. Do you agree?

#### About the Poet:

Kuvempu is Kuppalli Venkatappa Puttappa, the most renowned writer in Kannada. He was born in Kuppalli a picturesque village in Malnad region of Karnataka.

Kuvempu has written two novels *Kanooru Subbamma Heggadathi* and *Malegalalli Madumagalu*. He has composed several plays, short stories and poems. Some of his works include plays like *Shudra Thapaswi*, *Kindarijogi*,



poems 'Barisu Kannada Dimdimava', and the state anthem of Karnataka, 'Jai Bharatha Jananiya Tanujathe'. His master piece *Ramayana Darshanam* won him the prestigious title Jnanapeeta and he became the first writer in Kannada to have won the award. He was awarded the title Rashtrakavi. The beauty of the nature in Malnad region is described vividly by Kuvempu in his literary pieces and he is rightly called the Wordsworth of Kannada.

(Kuvempu's poem, Kalki depicts the wrath and the anguish of the poor and the downtrodden. The poem presents the horrors of the poverty ridden society. The

poem elaborately brings out the disparity between the deprived and the privileged. The poem delivers the message that the wrath of the poor if ignored leads to the catastrophe. Hunger can lead to revolutions as history has proved it. The poem is rich in imagery and the use of metaphors.

\*\*\*

**KALKI**

The dream-street in the world of sleep:  
I trudged and toiled, but I lost my way!  
There, before me, was unrolled  
A primal forest, dense, immense,  
With gigantic trees untold,  
And creepers close entwined.  
There were bushes full of thorns,  
Creepers with saw-toothed leaves  
And prickly pears looming like specters!  
I picked my way through the forest,  
    Through that vast forest of my dream,  
There I saw a weird half light  
    Which was neither light nor darkness!  
Was it light or darkness? The lord alone knows!  
The lord alone knows!  
Phantoms of fear slunk and stalked  
In that horrible forest!  
I walked and walked, still walked and walked,  
    Without abandoning the adventure,  
Without losing my heart.  
Silence all around,  
The silence of the grave!  
I crossed the forest; before me was a mountain,  
    Its summit rose, touching the very clouds!  
I climbed and climbed, still climbed and climbed,  
    A last I came upon its crest

I beheld there,  
There on the summit's crest!-  
What was that city-that city yonder?  
It was a city of sheer enchantment!

The mansions of the rich rose on one side,  
The hutments of the poor stood on the other side;  
Blazing crystal lamps there,  
Darkness, pitch darkness here!  
The soft voice of song on that side, The  
long scream of lament on this side!

From pride their food they threw away there,  
For want of food they pined away here!

There you saw a park,And  
here you saw a grave!

In silks they paraded themselves there, not a rag to cover their  
loins here!

I looked and looked, still looked and looked;  
And, as I was looking, I started out of fright;

From the bellies of the poor  
Rose the fire of hunger,  
The hutments themselves first caught the fire,

Dhag, dhag, dhag, it blazed,  
Bhugil, bhugil, bhugil, it closed in!

Upto the clouds, up to the skies,  
Upto the tufts of all the quarters,  
The fire of the poor man's hunger

Shot out its tongues and drew the rich in

And enfolded them in its arms!

What a devil is the anger of the poor!

The ocean-fire, feeling ashamed,

Hung down its head!

The fire of the poor man's hunger blazing

Singed the crests of the mansions of the rich.

Standing on the peak of a far-off mountain

I too felt the heat of the flames of that fire!

Instantly I heard "Woe, woe, woe is me!"

And I heard the screamings of babes and children.

Mothers expecting child, and mothers in child-bed

Newly-wed brides, and long-married ladies,

The young and the old, the lame and the deaf,

'specially those who were dead to the wails of the poor,

And those who had donned the ochre robes of the monk

Just for the sake of filling their big bellies,

Who, by feeding the poor with ignorant superstition

Had bought themselves a life of wealth and comfort,

And touched not anything but rich, luxurious fare;

Priests and their votaries, dwellings and monasteries,

All, all were burned up by that devastating fire,

The hungry, hungry fire burning in the bowels of the poor.

The fire rising in the poor man's belly!

Is, verily, the fire of the ocean's belly!

And it is indeed the poor man himself

That comes as the Kalki of the Kali age!

I was gazing  
And still gazing  
When the dread spectacle vanished from sight,  
But what was this new spectacle?  
Falls of blood!  
Stink of human flesh!  
Plunging, plunging, did the blood roar,  
Springing from it was the people's anguished scream!  
The heavens were all blood, the earth was all blood!  
Look everywhere, it was blood, it was blood!  
Woe and alas! It was blood  
In the plunging red blood-fall  
Human skulls,  
Human trunks,  
Were plunging down  
As the hail-stones roll down  
In the Monsoon's swollen stream!  
Rising up was the spray of hot blood!  
The head of beauties,  
Marrow-balls of the rich,  
Bodies of vice  
Bodies of virtue,  
Towers of temples, houses of religion,  
Floating, floating, floating and floating,  
Were driving down like straw!  
Who was he that in the distance  
Was charging on ward ruthlessly?

Mounted on a skeleton-horse,  
Shaking his hoary white beard,  
    The skeleton-man,  
    The very spectre of a man!  
In his right hand a sword flashing like lightening,  
And in his left, lightening itself!  
A skeleton-horse! A skeleton rider!  
Was this the self-same Kalki-  
    The Skeleton-man,  
    The very spectre of a man!  
In his right hand a sword flashing like lightening,  
And in his left, lightening itself!  
A skeleton-horse! A skeleton rider!  
Was this the self-same Kalki-  
    The life of the poor incarnate,  
    And the grief of the poor incarnate?  
I gazed, and kept gazing,  
I listed and kept listing!  
"Hungry, O the hunger!  
Thirsty, O the thirst!" he cried  
"Blood, blood, blood! I want blood!" he shrieked,  
And plunged into the flood of blood,  
    Plunged, along with his horse!  
He dipped, and dipped his hands in the blood,  
And drank, and drank palmfuls of the blood!  
He picked up the heads bobbing up for the blood,  
And head after head he gobbled.

The skeleton-horse neighed and neighed,  
 The great din seemed to shatter the world,  
 The skeleton-figure guffawed and guffawed,  
 Raising peal after peal of thunder!  
 The horse drank, the rider drank,  
 And both crunched the dead bones and ate;  
 The flood of blood dried up, still they were thirsty!  
 The corpses had all been swallowed, still they were hungry!  
 O the quenchless thirst of the throats of the poor!  
 O the quenchless hunger of bellies of the poor!  
     Never, never, is that belly filled!  
     Never, never, is that belly filled!  
     "Lost! I am lost!  
     Woe is me, I am lost!  
     He has sighted me  
     On this mountain-peak!  
 O he is coming!  
     I won't! I won't! I screamed.  
     I stood gazing!  
     I shuddered and dropped!  
 "Kalki, O it's Kalki!" Iscreamed.  
     The dream was broken,  
 And I was awake!  
 How could there be any more sleep?

(Translated from Kannada by Dr. P.S)

\*\*\*\*\*

**Glossary:**

|                  |   |
|------------------|---|
| <b>Primal</b>    | : primitive                                 |
| <b>Phantom</b>   | : a ghost, a figment of imagination         |
| <b>Crest</b>     | : top                                       |
| <b>Yonder</b>    | : over there                                |
| <b>Woe</b>       | : sadness, misery                           |
| <b>Wail</b>      | : cry of sadness                            |
| <b>Ochre</b>     | : yellowish orange                          |
| <b>Votary</b>    | : disciple, a staunch believer              |
| <b>Devastate</b> | : destroy, cause great damage               |
| <b>Verily</b>    | : actually, truly                           |
| <b>Spectre</b>   | : mental image of something unpleasant      |
| <b>Incarnate</b> | : in human form                             |
| <b>Guffaw</b>    | : loud laugh                                |
| <b>Peal</b>      | : sound as of bells, long sound of laughter |
| <b>Quench</b>    | : satisfy the feeling of thirst             |

**Comprehension:****I. Answer the following questions in a page each:**

1. What did the speaker see upon reaching the summit?
2. For what purpose did the monks don the ochre robes as depicted in the poem?
3. How is Kalki visualized in the poem?
4. What does Kalki symbolize?
5. What does the poet compare the anger of the poor to?
6. What replaced the 'dreadful spectacle of hunger and disparity'?
7. 'How could there be any more sleep'. What does 'sleep' mean here?
8. Describe the forest as experienced in the narrator's dream.
9. How does the fire reflect the anger of the poor?

10. Discuss the dreaded spectacle visualized by the narrator?

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

1. How does the speaker establish that Kalki represents the poor man?
2. Do you agree that the revolt of the poor against the system serves as a warning to the mankind? Discuss.
3. The poem is rich in imagery and the use of metaphors. Elucidate.
4. Do you think, the poem sounds a caution against capitalism
5. How does the poet use his vision of Kalki to express a hope for change?
6. ‘The horror of the spectacles presented in the poem heighten the emphasis on the message of the poem’, Substantiate.
7. Comment on the narrative technique employed by the poet.

**Suggested Reading:**

- *The Second Coming* by W. B. Yeats (Poem)
- *Brecht and the Buddha* by K. Satchidanandan (Poem)
- *Gandhi versus Sir M.V.* (Play)

**Suggested Activity:**

- Watch the movie, Joker.
- Conduct Group discussions on the economic inequality prevalent in the society.
- Prepare a report on the impact of Novel Corona Virus on the lives of the poor.

## 6. ALL MY SONS

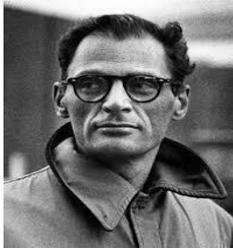
(A Three-Act Play)      - ARTHUR MILLER

### Approach to the text:

- Are the terms morality, compassion, conscience, sin and confession relevant in present times? Share your views.
- Business decisions must be taken sans humanity and subtle feelings. Do you agree?
- Is ethics in business practically possible? Discuss.

### About the Author:

**Arthur Miller** (1915-2005) was an American playwright and essayist. He was born in Manhattan, New York City. Noted for his strong social and political commitments, he wrote his plays **All My Sons** and **Death of a Salesman**,



which showcased his true spirit of life and convictions as a man and as a dramatist. While **All My Sons**, his first commercially successful play, was staged in 1947 and won the New York Drama Critics Circle Award, his most celebrated play **Death of a Salesman** (1948) recorded 742 performances on Broadway and got him the most coveted Pulitzer Prize for theatre. **The Crucible**, **A View from the**

**Bridge**, **After the Fall**, **Incident at Vichy** and **The Price** were some of his other plays. His only novel, **Focus**, was published in 1945. He has produced outstanding essays and short stories as well.

The three acts of **All My Sons** portray events that take place from a Sunday morning to the early hours of Monday, roughly eighteen hours. The central event of the play is an Industrialist's evasion of responsibility for a decision in wartime which led to the loss of twenty-one lives. Joe Keller, who has a contract for the manufacture of airplane cylinder heads, had supplied defective cylinder heads, so that he doesn't suffer loss in business but later feels guilty. His family members know that he has committed a grave sin by supplying faulty cylinders but he delays the inevitable. He later ends his life unable to bear the burden of sin. All the characters are bound by this plot and Miller's concern for larger social issues comes about predominantly in the play. It is necessary to place the play in the context of personal profit and ruthless business as seen in the society today. It raises moral and ethical questions for us to ponder over.

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**Glossary:**

|                 |   |
|-----------------|---|
| Poplar          | : a tall, fast growing tree                           |
| Porch           | : vestibule, veranda, entrance                        |
| Sod             | : green turf  |
| Trellised arbor | : a wooden framework around a grassy seat             |
| Stolid mind     | : unimaginative mind                                  |
| Self-effacing   | : one who avoids being noticed                        |
| Peevishness     | : foolishness or irritation                           |
| Don Ameche      | : famous film actor of the 1930s and 40s              |
| Warner Brothers | : film company in Hollywood                           |
| Scrawny         | : thin  |
| Parsley         | : green herb used in cooking                          |
| Robust          | : strong, dynamic and energetic                       |
| Oilstone        | : a stone on which a knife or blade is sharpened      |
| I betcha        | : I bet you   |
| Gimme           | : give me   |
| Eyes peeled     | : eyes wide open, keen on noticing                    |
| Goddam          | : god-damned  |
| Throws a fit    | : (colloquial) is outraged, hysterical                |
| Gotta           | : got to  |
| Fella           | : fellow  |
| Sucker          | : fool; person easily deceived                        |
| Scoured         | : washed thoroughly                                   |
| Crabbing about  | : complaining about                                   |
| Dast            | : dares to  |
| Hammock         | : cloth or netting hung by the ends, for use as a bed |
| Mother McKeller | : means he was motherly and took care of everyone     |
| Helluva time    | : hell of a time means very enjoyable time            |
| Gee whiz!       | : an expression of surprised admiration               |

- Haberdashering : selling small articles of dress, ribbons, etc.
- Parole : conditional release of a prisoner
- Poker : card game for two or more players
- Exonerated : declared guiltless in court of the charge made against him
- Joe McGuts : a made-up name suggestive of being gutsy and courageous
- Kinda : kind of
- Swanson's : an expensive restaurant
- Casanova : Venetian writer and adventurer whose name is associated with effortless conquest of women
- Hot dogs : hot sausage sandwiches
- G B Shaw : a witty Irish playwright, who worked smooth and fast
- Columbus : the city where Ann's father is jailed
- Tuxedos : dinner-jackets worn on formal occasions
- Dumb : slow to understand
- All nerved up : tense, excited
- Phoney idealism : false idealism, hypocritical
- Hair-shirt....broadcloth.. : to wear a hair-shirt is to punish oneself for a sin and to wear a broadcloth is to wear a fine garment in enjoyment and celebration
- Playland : a permanent fairground near New York City
- The great roué : roué (a French word for a man with loose sexual habits) but here an affectionate term used by Chris to his father
- Zeppelin : a cigar-shaped airship used in early thirties, named after its designer Count Ferdinand von Zeppelin
- Bulling : behaving like a bull, advancing forcefully
- Patsy : one who is duped or victimized
- Rot : nonsense
- Mouse : timid person
- Unabashed : unembarrassed

- Avocado : pear-shaped fruit with good pulp
- Russian wolfhound: expensive pet dog
- Reprimand : to scold
- Eagle Scouts : highest rank in the Boy Scouts of America. A very upright and kind boy
- Andy Gump : popular comic strip between 1920 and 1940
- Warts : small, hard growths on the skin
- So-so : not good
- General Motors : it has one of the largest factories in the world
- Swindler : a cheat
- Earn his keep : earn his living
- I'm yellow : I am a coward
- Nickels and dimes : money (US) five-cent coin and coin worth one-tenth of a dollar respectively
- The whole crap Story : the whole dirty story
- Sure...all my sons : the major insight of the play Keller realizes that all those who died in the war were, in a sense, his sons
- You can be better...: the final statement of the playwright's motive in writing All My Sons. Every individual's social responsibility towards humanity is the core idea brought out.

### **DRAMATIS PERSONAE:**

- JOE KELLER (60)** : An industrialist/ a businessman
- KATE (Above 50)** : Joe's wife
- CHRIS (32)** : their son
- ANN DEEVER (26)** : Chris' lady love
- GEORGE (32)** : Ann's brother

**Dr. JIM BAYLISS (40)** : Neighbour  
**SUE (40)** : Jim's wife  
**FRANK LUBEY(32)** : Neighbour  
**LYDIA (27)** : Frank's wife  
**BERT (8)** : Son of JIM and SUE

## **PLOT**

Arthur Miller is usually regarded as an intellectual dramatist. He is a strong critic of contemporary American society and its values. He argues strongly in favour of a certain positive relationship between the individual and society, against injustice, exploitation, competition and vested interest. This play exposes the human tendency to put one's self above all else, which causes confusion and suffering. In the play, we see a plausible defence of a false position by one of the characters (Joe) is followed at some point by an attack on it, by another character (Chris), and the attack is in terms of social responsibility and ethical uprightness. Chris is the spokesman of Miller and expresses Miller's point of view.

Joe Keller, an industrialist, lives with his wife Kate and son Chris in the outskirts of an American town. Their neighbours are two couples Dr. Jim Bayliss and Sue as well as Frank Lubey and Lydia. Jim and Sue have a son named Bert. They also happen to be family friends. In the Keller home when the play begins is Ann Deever who was engaged to Larry Keller, Chris' brother. Larry fought as a pilot in the Second World War and was reported missing. It is presumed by everyone that he is dead, except by his mother, Kate, who insists on believing that Larry will someday return. The complex psychological motives at the root of this illusion play a major role in the development of the plot. Chris and Ann intend to marry but Kate objects on the ground that it would mean Larry is dead.

Ann's father, Steve, was Joe Keller's business partner in making cylinder heads for the Army Air Force during the war. A batch of these proved to be defectively manufactured but they were passed by the factory, and caused the death of twenty-one American pilots. There was a court case against the partners and both were convicted, but in the appeal that followed Keller was apparently given the benefit of the doubt. At any rate, he was allowed to go while Steve, his partner, was sent to jail where he is at the time the play opens. Steve held that Keller had been told of the defective cylinder heads and had

approved of passing them on for use. Keller had denied this in court. The neighbours were inclined to believe that he was guilty, but Keller built up his business again and is on good terms with them. He tries to persuade himself that they have forgotten the story, but they haven't.

Ann believes and so does her brother George that their father “**knowingly shipped out the parts that would crash the aircraft**”. Angry and ashamed, they abandon their father in jail. Keller attempts to explain to Ann the conditions in which wartime production was done and defends Steve. Chris describes to Ann, in discussing their proposed marriage, his frustration on finding that life after the war was the same as it had been before—“**that rat race again... nobody was changed at all**”. It meant that those killed in war had sacrificed themselves in vain. The values of cooperation and mutual responsibility which they had built up by their actions had been lost, and people behaved as if the war had been something like a “**bus accident**”.

When Chris and Ann formally announce their intention of getting married, there is a trunk-call from George, Ann's brother, now a lawyer. The call is from Columbus (Ohio) where their father is serving his sentence in jail. Keller shows his nervousness at this and so does his wife. From their conversation we suspect that both have an inkling of what is about to happen: the exposure of Keller's complicity in the crime for which his partner is in jail.

Before George appears on the scene, in the second act, Ann learns from Sue that the neighbours still believe Keller to be guilty. Chris says: “**Do you think I could forgive him if he'd done that thing?**” George comes to try to break up the marriage between Chris and Ann. He angrily tells them the story of the time when the defective cylinder heads were noticed by his father. George heard the story from his father whom he had visited in jail, to let him know about the marriage of Ann and Chris. George believes his father's story: that Keller had been informed about faulty cylinder heads and had instructed Steve on the phone “**to weld, cover up the cracks in any way he could, and ship them out**”. Keller had promised to take the responsibility.

Keller had not gone to the factory on that day on the pretext that he had a cold. In the court case, his alibi was not believed but in the appeal it was; so Steve was sentenced and Keller set free. There is a confrontation with Keller, and for a time George's faith in his father's version of the event is shaken by Keller's sympathetic and plausible interpretation of it. But the truth comes out eventually. Keller justifies his criminal conduct and says his subsequent lies were for the sake of Chris. Chris rejects that way of seeing it.

In Act three, we learn that Chris had driven away after the argument with his father and the collapse of his world. Kate wants Keller to admit to Chris that he had done a **“terrible thing”** and was ready to pay for it. She thinks that alone would bring Chris back to them. Keller feels that is outrageous, since everything he had done was for the family, or so he imagines. Kate points out that for Chris there is something larger than the family. Ann enters when this argument is going on, and asks Kate to accept Larry’s death so that Chris won’t feel guilty about marrying her. Kate refuses. She insists that Larry may still be alive. Chris returns and announces his intention of going away for ever, without Ann. It is clear to Keller that his wife and son wish him to go to jail. Keller protests: **“Half the goddam country is gotta go if I go.”** The implication is that criminal acts of the sort he had committed were quite common during the war, and were done for money. Ann hands over a letter Larry had written her on the day he died. Larry had read in the newspapers about Keller and Steve being convicted. **“I can’t bear to live anymore,”** he had written, **“...I’m going out on a mission in a few minutes. They’ll probably report me missing”**.

Keller hears Chris read out the letter and makes a move that suggests he wants to give himself up and confess his guilt. Kate tries to dissuade him. **“Larry was your son too, wasn’t he? You know he’d never tell you to do this”**. Keller’s reply is the major insight of the play and gives it its title. **“Sure he was my son. But I think to him they were all my sons. And I guess, they were, I guess they were”**. He goes into the house and a shot is heard (shoots himself). Kate says to Chris, **“Don’t take it on yourself, Forget now. Live.”**

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

1. Describe the relationship of the Kellers with their neighbours.
2. Why does Kate object to the marriage of Chris and Ann?
3. How does Keller explain Ann about the conditions of wartime production of cylinders?
4. Why does Steve, Ann’s father, get arrested and convicted? Was he really guilty?
5. What was the turn-around when Chris and Ann formally announce their intentions to get married?

6. George's trunk-call from Columbus creates turmoil in the minds of Kate and Keller. Explain.
7. Who is Larry? Why is he considered 'missing'?
8. What does Kate think about Larry's disappearance?
9. How does Kate advise Joe Keller about winning back the trust and love of their son, Chris?
10. Write a note on Ann, who was engaged to Larry to get married and the lady love of Chris later.
11. Chris rejects Joe Keller's defence/justification of criminal conduct. Why?
12. Describe Kate as a mother caught between two sons- one 'missing' and the other alive.
13. How does the play bring out the conflict between being a good husband or a good son and the deeper loyalty to one's self and conviction?
14. Describe the relationship between Chris and Ann.
15. Write a note on Joe Keller as
  - a husband
  - a father
  - a businessman/ an industrialist
16. Why doesn't Chris pardon/forgive his father, Joe Keller for his unethical conduct?

## **II. Answer the following in about two pages each:**

1. Arthur Miller argues strongly in favour of a positive relationship between the individual and society and decries injustice, competition and vested interests. Explain with reference to the play.
2. How does the play bring out the facets of the contemporary American Society and its values?
3. The play is a classic example of virtue and vice as well as sin and confession. Discuss.

4. *“Sure he was my son. But I think to him they were all my sons”*. Explain the aptness of the title ‘All My Sons’ with reference to these parting words of Keller.
5. How does Chris bring about transformation in the mind of Joe Keller?
6. George’s visit to Columbus Jail to meet his father is a crucial event in the play. Elaborate.
7. Do you think Kate all through knew about Larry’s death and was indulging in deceit or not believing it?
8. In ‘All My Sons’, Chris condemns not only his father but the short-sightedness of the typical businessman’s creed. Substantiate.
9. Through Chris, Miller throws light on the importance of human values over dubious business decisions. Do you agree? Give reasons.
10. Keller’s suicide at the end brings a tragic note to the play. Is Joe Keller, a tragic hero, who understood the need to sacrifice his life? Discuss.
11. ‘Miller’s characters are not merely characters but they come alive’. Discuss.
12. ‘Kate Keller balances her role as an ideal wife and an ideal mother too’. Do you agree?
13. ‘All My Sons’ is Miller’s critique on social responsibility and ethical uprightness. Elaborate.
14. Comment on the symbols in the play.
15. Do you think there is some legitimacy in Joe Keller’s argument that certain wrongs are excusable in the name of the family?
16. Compare Chris and George reactions as the sons of two businessmen indulging in unethical conduct.
17. Discuss the turn of events which make Joe Keller realise the truth of Larry’s words.
18. Discuss the conflict in the relationship of Joe Keller and Chris

19. Pick out the most poignant scenes in the play and comment on the insights they provide to the readers.

### **Suggested Reading**

- Death of a Salesman - Arthur Miller
- Where there is a Will - Mahesh Dattani

### **Extended Activity**

- Enact the Play for College Day

**LANGUAGE**

|                                 |             |
|---------------------------------|-------------|
| <b>1. Jumbled Sentences</b>     | <b>- 46</b> |
| <b>2. Formal e-mail Writing</b> | <b>- 50</b> |
| <b>3. Resume</b>                | <b>- 58</b> |
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## 1. JUMBLED SENTENCES

### Objective:

- To train the students to enhance their competency to face competitive examinations.

Clarity, logical thinking and command over language are the key factors required to arrange the jumbled sentences in the proper sequence. Here are a few pointers. (It is not only re-arrangement of sentences)

### Clarity and logical thinking:

- The first sentence must not begin abruptly.
- Smooth transition is required between consecutive/successive sentences. Every sentence should lead to the next sentence.

### Taking cue from grammar:

- The pronoun offers cue to connect it to the right noun/noun phrase.
- Adverbs and conjunctions of time often hint at the chronology of events.
- Conjunctions of time such as before, after, while, as, since etc., help to track the sequence of events. They also help to understand the cause-effect relationship between events, thus making logical arrangement of sentences easier.
- Adverbial conjunctions such as hence, therefore, accordingly, consequently are generally used to conclude the argument.

There is no shortcut to success. Regular Practice is required to gain command over the task. It is suggested that students try their hands at rearranging jumbled sentences on a daily basis.

### EXERCISES:

In each of the given questions, six sentences are given, out of which the first statement is fixed and the rest are jumbled. Rearrange the sentences in the right order and LEAVE THE ODD ONE OUT.

1. The World Health Organization has declared India as polio-free since no new polio case has been reported in the country in the last couple of years.

- A. It also gives an idea regarding the effective implementation of the government schemes in the country so that they give the desired result.
  - B. Without participation from the general public, it would not have been possible to achieve this tremendous feat with the government schemes only.
  - C. India can take heart from this success and can replicate the same model for eradication of other diseases also from the country.
  - D. This underlines the efforts by the Ministry of Health and Family Welfare along with the staff members at the ground level.
  - E. The thrust should be on educating the mass regarding the harmful effects of insects and the reasons for the growth of such insects.
  - F. Eradication of Polio has been one of the great achievements of Independent India
2. Providing benefits for women and children is a societal responsibility which can be funded in a large country through a combination of general taxation and contributory payments.
- A. This should not further lead to closer scrutiny of the difficulties faced by unorganised workers who fall beyond the scope of any worthwhile labour welfare measures.
  - B. The enhancement of paid maternity leave for women in the organised sector to 26 weeks from 12 is a progressive step.
  - C. The reported move to restrict even this meagre benefit to the first child for budgetary reasons is retrograde and must be given up.
  - D. Positive though it is, the amended law is expected to cover only 1.8 million women, a small subset of women in the workforce.
  - E. For many poor millions in the unorganised sector, the only support available is a small conditional cash benefit of Rs. 6,000 during pregnancy and lactation offered under the Maternity Benefit Programme.
  - F. It is indeed great that such a benefit is being introduced with an amendment to the Maternity Benefit Act, 1961.

3. Traditionally, a heart attack is treated by two strategies of re-perfusion.
  - A. The landmark study reduces the symptom-to-door time by effective, early and rapid reperfusion - restoring blood flow through blocked arteries, typical after a heart attack.
  - B. In the new model, STEMI India, a not-for-profit organisation, uses the pharmacoinvasive strategy, which can be administered in any small hospital or even in the ambulance.
  - C. If a patient arrives at a hospital equipped with a catheterisation laboratory or 'Cath lab', a procedure known as Primary PCI is performed - an urgent balloon angioplasty.
  - D. The patient is then 'Thrombolysed' - treated to dissolve clots in blood vessels, improve blood flow, and prevent damage to tissues and organs before being discharged.
  - E. The year-long study has been funded by the Indian Council of Medical Research and the results were published online in the latest issue of an International Journal.
  - F. A unique model of heart attack care has brought down the time taken to respond to cardiac episodes from 900 minutes to 170 minutes in Tamil Nadu.
  
4. The richest 1% of Indians hold as much wealth as that held by 58% of the Indian population.
  - A. By this measure, a poor Indian farmer with little debt and little assets can end up "richer" than a Wall Street banker with little assets and a large student loan.
  - B. In 2015, when the report was issued, there was criticism of the report's methodology.
  - C. In India, as per that report, things are just as stark.
  - D. The critics argued that the report assumes wealth is assets minus debt.

E. From a recently released report by Oxfam, the global charity organisation, we learn that eight rich people own as much wealth as half the world's population in 2016.

F. As provocative as these numbers are about the top 1%, the lived reality in societies is often determined by the interaction between those who earn 70-99% of income and those further below.

5. Young Adult literature assures teens that the world is capable of understanding and sympathizing and it can provide a safe space to explore the unknown, including the unknown parts of one self.

A. Teen stories have always held the power to guide and influence their listeners

B. In this context, young adult novels can play a special role, with stories crafted specifically to validate their emotions and speak about young women's concerns.

C. Teen aged girls as it can be noticed, are particularly vulnerable to self-doubt and self-esteem problems.

D. Moreover, teens often lack the tools or the cultural context to view the works in a critical light.

E. Such literature can have an impact on the teens and therefore need not be encouraged.

F. Young Adult literature can help in building the teen confidence

**Points to be remembered:**

- Logical thinking and clarity go hand in hand
- Look for cues from grammar
- Locate the indicators of time if any(adverbs or conjunctions)

## 2. FORMAL E-MAIL WRITING

### Objective:

- To enable the students to write proper formal e-mails in various situations

Internet has transformed the way business functions and communications happen. Today, most organizations use the electronic mail, popularly called email, as a means of communication both within the organization as well as outside it. It means email has become the dominant form of communication. Being able to write a polished, professional e-mail is now a critical skill both in college and at the work place.

E-mail or electronic mail is a system of sending messages across a computer network. This procedure eliminates cost of paper, envelopes, postages as well as the delay in delivery of the message. It is designed in such a way that the sender can send messages at any time and the receiver can view them at a convenient time.

E-mail has many advantages. Low cost, speed and convenience have made e-mail the most powerful tool of internet, requiring no paper or printing. This tool allows one to correspond with family, friends and business associates anywhere in the world at any time at very low cost with very fast delivery. It is the quickest means of transmitting messages. Many companies use e-mail for readily disseminated information, e.g, company newsletters, product updates etc. Mailing list usage is an increasingly popular form of e-mail.

### Formal e-mail writing:

1. Written to a professor in the college, a superior, a businessmail etc.
2. Must always be professional.
3. Grammatical accuracy, punctuation, and spelling are important.

### E-mail format:

1. **Salutation:** The salutation of a formal e-mail is similar to the salutation of a letter.

E.g.: 'To whom it may concern'

'Dear Hiring manager'

'Dear Mr/Ms.Smith'. etc.

For a formal salutation, do not use the recipient's first name.

2. **Body:** It is important to remember that an e-mail needs to be concise. The opening sentence can be greeting if the situation allows it.

E.g.: ‘I hope all is well with you’  
 ‘Thank you for your prompt response etc.’

For most formal e-mails it is best to get straight to the point. At the end of your last paragraph you should provide a ‘Thank you’ or ‘Call to action’ depending on the subject of your e-mail.

3. **Closing:** The closing of a formal e-mail can be the same as the closing to a letter. There are more options for a closing.
  - Best regards
  - Thank you
  - Sincerely
  - Faithfully
  - Sincerely yours

### Examples:

1.

Dear professor Morrison,

I was not able to attend class today due to a doctor’s appointment. When you have a moment, could you please let me know what I missed and what homework I need to have completed for Friday.

Thank you,

Stanley.

2.

To all conference call participants,

This is a reminder to everyone about the upcoming conference call, this Wednesday, July 17 at 9:15 a.m. Please make a note of the date and time and be a few minutes early so that we can make sure everyone is available. Conference call details are listed below.

Meeting time: 9:15 a.m.

Call number:(323)555-0173

Call code: 3845085

Attending:

John Smith

Gary Riley

If you have any further questions, please contact my executive assistant, Terry Jones, at (534)666-0076.

Thank you,

John Smith.

3.

Dear Mr. Gallagher,

We were delighted to receive your e-mail concerning to the recent discussions sent on the 22<sup>nd</sup> of June, and will be happy to help you with your request.

It was great to hear from you and hear about your request, so we would like to take you up on your offer and arrange a meeting on 30<sup>th</sup> June at our offices.

If you have any more questions or doubts, please feel free to contact us. We will be awaiting your confirmation to our meeting.

Kind regards,

Darren.

4.

Dear Mr.Spencer,

- I am writing to inform you about a meeting that will be held at the office next week. It is vital that you attend this meeting because it will decide whether you will continue working with the company or not. If you cannot attend the meeting, please contact me by e-mail ASAP.

Yours sincerely,

Harry Oxley.

### **Dos and don'ts while drafting an effective email message:**

#### **Dos**

- Subject line must be short and self – explanatory.
- Font size should be uniform throughout the message unless necessary.
- Provide all relevant information when you are not sure if the receiver might be aware of it.
- Remember to write your name at the end.











### 3. RESUME

- A resume is a tool for marketing oneself for jobs
- A document that outlines education, skills and other attributes
- A potential employer can easily/quickly access information
- Enables the employer to choose the right candidate

There are several steps an individual needs to take to get his or her dream job. The process starts with the preparation of a good resume or curriculum vitae (CV). After identifying potential employers and job openings, the applicant must prepare and submit his or her resume. Ideally, this will result in an invitation to an interview and /or a group discussion, upon which the final hiring decisions are taken place. Since there are multiple complex steps to the job application process, it is important to adopt good written communication skills as a preliminary step.

A Resume (pronounced rez-oom-ay) is a record of one's personal and professional details. It is enclosed with a cover letter/application for a job. Words like Bio-data, Curriculum Vitae or data sheet are also used to describe documents through which one may provide information about themselves- mainly their education and work experience.

#### **Appropriate Length:**

The resume of a fresh graduate should neither be too brief nor too long. One page is the ideal length. Experienced candidates have more information under each category. Hence, their CVs can be two or three pages in length. The resumes of highly experienced individuals may run into several pages, even up to 15 to 20 pages.

#### **Steps involved in drafting a resume**

##### **❖ Heading**

The heading should include the applicant's name, address, telephone number and e-mail address.

##### **❖ Job objective**

In this section, the applicant should mention the specific, desired position that suits his or her educational qualifications and experience. The objective should be stated in practical terms, not in a vague manner such as "I am

anxious to join a challenging position in a renowned organization where I can prove my ability.” Employers want to know practical objectives, not the ambitions of the applicant.

### ❖ **Education**

The chronological order from school level to graduate or post graduate qualification may not be very impressive, the highest qualification is generally the most important and relevant. It should therefore be emphasized by placing it first and listing the degrees in reverse chronological order.

It is especially important to specifically mention those courses or skills that are particularly important for the kind of position the applicant is applying for. Over all grades, along with marks scored in different subjects, should be listed. Any distinctions should also be listed under a separate heading, along with other details of educational degrees, such as year of graduation, name of university or college, and subjects taken.

### ❖ **Work Experience**

Relevant work experience should be listed in reverse chronological order. The following details must be provided: the job title, the company’s name, the location, and the duration of the employment. Applicants should remember that potential employers are not interested in simply reading a list of positions they have held. They want to know the specific methods, techniques and processes used in different positions as well as any concrete accomplishments.

Applicants should never write that they have no work experience. Fresh graduates can gain some experience organizing functions, managing events, undertaking industrial visits, summer projects, accomplishments of their student careers, etc. In addition, some students earn money working – part - time jobs. All such exposure forms a fresh graduate’s experience. So the fresh graduates, while explaining their experiences, they should emphasize how these experiences qualify them for their job.

### ❖ **Awards and Honours**

A mention of all scholarships, prizes and awards won in the college should be included. Professional prizes can also be mentioned.

### ❖ **Activities**

In this section, the applicant should mention his or her college activities. For instance, he or she can highlight a position as president, secretary or coordinator in a student organization. The applicant can also mention any significant hobbies such as playing musical instrument or being an accomplished athlete.

### ❖ **References**

Under references, the applicant should list the names of two or three persons who know that they are being listed as references. The full name, address and contact details have to be mentioned. They should be familiar with the applicant and his or her work and are usually professors or previous employers.

### **A Sample Resume of a fresh graduate:**

#### **AKSHITA MEHRA**

21/A, Amrita Shergil, New Delhi-110 003

Phone: (011) 24620980

Email: akshit81 @yahoo.com

### **Job Objective**

To acquire a challenging management trainee position in an environment where I can best utilize my skills and education, with the opportunity to eventually be a senior executive in marketing

### **Education**

- Post-Graduate Diploma in Business management from Amity Business School, Noida: 2004
- Bachelor of Arts, Sociology (Hons), Lady Shri Ram College, New Delhi-2002
- Senior Secondary (XII), CBSE Humanities, Sardar Patel Vidyalaya, New Delhi:1999
- Higher Secondary (X), CBSE, Sardar Patel Vidyalaya, New Delhi:1997

### **Specialization**

- Marketing and Sales
- Human Resource Management

**Scholarships/ Awards**

- Shri Ram Swaroop Ahuja Award for outstanding performance insports (1998)
- Govt of India Sports Talent Search Scholarship Scheme (1994-95)

**Achievements**

- President of National Sports Organization 2001-02 at Lady ShriRam college
- Awarded certificate of merit for contribution to sports
- Organized a cross-country run for 'Green & Clean Delhi' on 24<sup>th</sup> August 2001, and other events at LSR as the president of the National Sports Organization

**Work Experience**

- Worked as a Trainee in Enterprise Nexus Ad Agency in the research and Planning department
- Conducted research for General Motors as part of EnterpriseNexus

**References**

- Dr. Nagesh,  
The Head of the Management Department  
LSR College, Delhi  
Mob no. 886754309  
Email- [nagesh25@gmail.com](mailto:nagesh25@gmail.com)

Dr. Usha Ganesh  
Nexus Ad Agency  
Manyata Tech Park  
Bengaluru  
Mob: 8676453626  
Email- [ushag@gmail.com](mailto:ushag@gmail.com)

**Declaration:** I hereby declare that all the information provided is correct and accurate.

**Signature**

(Full Name)

Enclosures:

## COVER LETTER

- To introduce oneself to an organisation
- To demonstrate one's interest in the company or specific vacancy
- To draw attention to your job application/cover letter
- To motivate the reader to interview you
- To make an impressive presentation (as this is the first contact with the prospective employer)

An application/cover letter is designed to gain attention and interest and asks for action. The cover letter demonstrates the applicant's communication skills and functions as an interview request when it impresses the potential employer with the applicant's abilities and education. It needs to be written very skilfully.

### **The first Paragraph**

The first paragraph identifies the objective exactly. In the first paragraph, the applicant should specifically state the position/job he or she is applying for and how he or she came to know about it- usually through an advertisement or a contact. Sometimes, an applicant may apply without knowing that a position exists or is available. He/she can use the opening paragraph to show what kind of position he or she is qualified for and also state the reasons for his/her interest in that particular company.

### **The Second paragraph**

The second paragraph gives evidence of the applicant's ability/qualifications. In the second paragraph, the applicant should explain that he or she is qualified for the position. It is important not to repeat what has been written in the resume'. Instead, the application points out the particular facts relevant to the position applied for. It can highlight important courses or special projects that have enriched the applicant's preparation and enhanced his or her suitability for the position. It can also describe any extracurricular activities that show leadership or the ability to organize and co-ordinate. Lastly, it can also show how the various projects, industrial visits and work experiences listed in the resume are related to the position.

### **The Third paragraph**

The third paragraph asks for an interview. At the end of the letter, the applicant can suggest that he or she would come for an interview at the employer's

convenience. The purpose of the letter is to convince the prospective employer to interview the applicant.

**Cover Letter Template and Sample:**

Arnav Chandra  
6/102 East End Apts  
Mayur Vihar phase-1  
Delhi 110096

Shri K.N. Varma  
Sales and Marketing  
LG Electronics India Pvt. Ltd.  
Surajpur- Kasna Road  
Greater Noida (UP)

18<sup>th</sup> October 2020

Dear Sir,

**Application for the post of Assistant Marketing Manager**

In response to your advertisement in The Times of India on 16<sup>th</sup> October 2020 looking for the position of Assistant Marketing Manager for your company. The position is especially attractive to me because I feel that my education and work experience have prepared me to work with a company like LG, which offers a wide variety of household durables.

As my resume' shows, I have passed my MBA with Marketing as an elective from Bombay University in 2018. During my final term, I performed various duties in the marketing department of Samsung, including consumer research for new products. In June 2019, I joined Samsung as a Management trainee. While at Samsung, I gained a great deal of experience in marketing research and product design under excellent supervision.

I am a hard working person who enjoys the challenges of marketing. I love travelling. My resume' is enclosed for your consideration. I do hope that I shall have an opportunity to appear for an interview for the position of Assistant Manager Marketing, at LG Electronics, India.

I look forward to hearing from you.

Yours Faithfully,

Signature  
(Full Name)

Enclosure:

1. Resume
2. Advertisement copy
3. Copies of Marks Cards

### **Dos and Don'ts while writing a Resume and Cover Letter**

| <b>Dos</b>   | <b>Don'ts</b>  |
|--|--|
| <b>Should be brief</b>   | <b>Don't be unduly humble</b>                                  |
| <b>Spotless, free of errors</b>  | <b>Don't boast</b>   |
| <b>Use Standard format</b>   | <b>Don't just say you are qualified<br/>give evidence</b>      |
| <b>Applicant should sign</b>   | <b>Don't copy a letter written by<br/>another applicant</b>    |
| <b>Use formal language</b>   | <b>Don't use hackneyed and worn- out<br/>expressions</b>       |
| <b>Check the following:<br/>Proper subject line<br/>Precise and appropriate use of<br/>grammatically correct sentences</b> | <b>Don't repeat information that is<br/>already in resume'</b> |

### **Exercises:**

#### **Draft a resume and a cover letter in reply to the following advertisements:**

1. Haryana National Bank wants an efficient cashier, quick at figures and with computer skills. Apply in strict confidence to P.O. Box No. 123, New Delhi.
2. CISCO Computers Ltd., India's leading Systems and Integration and Networking Company requires freshers to work at their Whitefield, Bangalore branch under its training-cum-recruitment program. Draft a resume and a cover letter for the above advertisement given in 'The Times of India' of 20 October 2019.
3. Global Business Solutions requires smart, young graduates with good communication skills in English for their Customer Support Team. Aspiring candidates must be willing to work in night shifts. Previous work experience is not mandatory.

4. Corporation bank requires Manager for its Malleswaram branch, Bangalore. Candidates with 8 years of experience in the banking sector and with ability to implement, plan and execute overall bank strategic goals, can apply.
  
5. TATA Motors Company Ltd., Bangalore-Mysore Road, Bangalore, is inviting applications for the post of Marketing Executives. Candidates must preferably be graduates from a recognized University, age not above 35 years and should have prior experience at least one year in Marketing field and excellent communication skills. Local candidates are preferred.

## 4. INTERVIEW SKILLS

### Objective:

- To help the learner to cultivate effective communication and presentation skills

### I Types of Interview

- 1) **Conventional Interview:** In a conventional interview the interviewer plays a vital role because he/she will obtain first-hand information from the candidate through a series of questions. Based on the performance of the candidate he/she is selected for the next level of interview with the superiors.

*Example: Face to Face Interview.*

- 2) **Group Interview:** It helps examine multiple candidates at the same time. The main aim of the Group interview is to see how candidates work with others. Thus Group interview creates a situation to help and identify candidates' behaviour pattern, attitude and compatibility etc. The advantage is individual talent identification happens.

*Example: Campus selection*

- 3) **Competency Interview:** This interview tests one or multiple skills of candidates, related to specific field. The questions of competency interviews are open ended with the goal of having the interviewee explaining a relevant situation. Hence it's called as a Situational interview. This kind of interview will assess the strengths and weakness of the candidate

- 4) **Assessment Interview:** Highlights the personal and professional background of an employee for the sake of promotion and higher ranking within the organization. Hence the employee should be skilled in Aptitude, responsibility, loyalty, passion and knowledge what he/she has gained through experience.

*Example: Getting promoted from Middle level management to Senior level management*

## II Group Discussion:

Group discussion is popularly known as GD. It is a common methodology used by many companies and organizations to gauge the candidate's personality traits such as interpersonal skills, confidence in public speaking, team spirit, leadership abilities, social behaviour and problem-solving ability. It is an important part of the short-listing process for recruitment of candidates.

As in a football game, where a player plays as a member of the team, passes the ball to others but still aims for a common goal, GD is also based on Teamwork. So a group discussion allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem or an issue among the members of a group who share common goals. Therefore the interviewer evaluates both the individual qualities and the team behaviour/group skills of the candidates.

Tips for GD:

- a. Improve your knowledge of current affairs, by reading on various topics.
- b. Build a good vocabulary and be a good listener
- c. Good communication skills and body language are important
- d. Present your ideas with clarity
- e. Be confident but not aggressive in speech

Ponder over a few topics for GD.

1. English must remain the official language of India
2. Love marriage is better than an arranged marriage
3. Joint family and Nuclear family- their advantages/disadvantages
4. Social Media is killing the social behaviour of people
5. Stringent Road Traffic rules to ensure Road safety
6. Democracy is a better political system than Capitalism

A candidate has to equip himself/herself with the required skills to be successful in facing a job interview. Tips to succeed in an interview in realistic terms are listed below to help a job aspirant.

1. **Research the company:** one must have good knowledge of the company for which one is being interviewed. Look for important

- information about the company-vision, mission, key personnel and recent milestones and latest developments.
2. **Brush up the basics:** One must have good subject knowledge with an impressive personality. A fresher can revise the subject fundamentals and an experienced candidate needs to organize and present his information appropriately.
  3. **Prepare for tests:** Prepare well for the written tests, activities and presentations mentioned in the job posting.
  4. **Prepare for potential interview questions:** Questions like, ‘Tell us about yourself’, ‘Why do you think you are the right person for the job?’ ‘Where do you find yourself in the next five years? etc. are some common questions. Make a list of questions pertaining to job profile, background, company and prepare in advance
  5. **Punctuality and Discipline:** Reach in time for the interview, be attentive, listen carefully and respond confidently
  6. **Communication skills and body language:** Communicate with confidence and clarity. Do not be too excited or nervous. Be honest about an answer which you do not know. Do not slouch on the seat or fidget. Keep upright, have a smile on the face and talk to the interviewer by making eye contact.
  7. **Rehearse explaining the Resume:** While explaining, elaborate on your accomplishments, challenges faced and tasks accomplished without exaggeration.
  8. **Mention your strengths and weaknesses:** Talk about your ability to deal with challenges, personal qualities like, determination, patience, goal oriented thinking etc. Weaknesses like lax attitude, impatience can be underplayed.

9. **Define your career goal:** Be mentally prepared about the short term and long term goals you would like to accomplish in your career. Do not be vague or too general. Goals need to be specific and clearly stated.

**10. Stay motivated and patient through the interview**

***Sample-1 General Interview***

Interviewer: Good Morning

Rishab: Good Morning, Sir

Interviewer: Tell me about yourself

Rishab: I am an MBA graduate, with work experience of 2 years.

Interviewer: What are your strengths and weakness?

Rishab: Strengths are Adaptability and Communication, flexibility is my weakness

Interviewer: Are you willing to relocate

Rishab: Yes sir.

Interviewer: What is your salary expectation?

Rishab: As per industry standards.

Interviewer: Thanks, My HR will be in touch with you

Rishab: Thank you.

***Sample 2 – Assessment Interview***

HR: Good Morning

Esha: Good Morning madam.

HR: Congratulations for getting selected for Assessment

Esha: Thanks, looking forward to accept the new challenges.

HR: What changes do you think you will be able to bring in to the system?

Esha: Upgradation of accounting package and budget system.

HR: What challenges would you expect from your subordinates?

Esha: Less accountability in work and extended deadlines.

HR: How do you think you can do resolve these issues?

Esha: By adopting strict rules and being friendly to get things done

## Exercises

**The following exercises are meant to enhance the learners' imagination, thinking and communication skills required for a job interview.**

1) Nitish, with 2 years of experience in the field of Sales in Dabur Paste attends an interview for the post of Senior Sales Officer in Colgate Company. Fill in the interview in detail.

Interviewer: \_\_\_\_\_

Nitish: \_\_\_\_\_

Interviewer \_\_\_\_\_

Nitish: \_\_\_\_\_

Interviewer \_\_\_\_\_

Nitish: \_\_\_\_\_

Interviewer \_\_\_\_\_

Nitish: \_\_\_\_\_

2) Ravish is working as a Manager, in Accounts Department, Dunlop Tyres for last 5 years and he has been called for an interview for the post of Senior Accounts Manager, in the same company. Interviewer is the Accounts Head.

Accounts Head \_\_\_\_\_

Ravish \_\_\_\_\_

3) Kiran, a student who is a fresher attends an interview, conducted by the HR from Honeywell, for the post of a front office Executive.

HR: \_\_\_\_\_

Kiran \_\_\_\_\_

HR \_\_\_\_\_

Kiran \_\_\_\_\_

HR \_\_\_\_\_

Kiran \_\_\_\_\_

HR \_\_\_\_\_

Kiran \_\_\_\_\_

4) Chetan, a candidate with 3 years of experience in Sales has applied for an administrative job within the same company

HR: \_\_\_\_\_

Chetan: \_\_\_\_\_

## 5. BOOK REVIEW WRITING

### Objectives:

- To assess the students' comprehension skill
- To help students develop habits of analytical reading and writing
- To train students to integrate the study material and the reading skills

Writing a book review shall not only give insights about a book but even paves away to form an opinion on the author's views and the context in which the book was written. Usually, Book Reviews are given to develop and practise careful analytical reading. A reviewer's task is to bring together certain features such as accuracy, analytical reading and strong response which would indicate, what the book is about and what it might mean to a reader. In other words, a reviewer will not only highlight the '5Ws and 1H' about a book but even combine the skills of describing what is on the page, analyzing how the book tried to achieve its purpose, and expressing your own responses and reactions. Some readers confuse book reviews with book reports, yet writing a book review is a very different process from writing a book report. Book reports focus on the plot of the book. Frequently, the aim of book reports is to demonstrate that the books are read, and they are often done for an assignment. A book review is a completely different task. A book review's purpose is to help people decide whether or not the book would interest them enough to read it.

A good review is more than just a summary of the contents. It should include your view on what the purpose of the book is and who it is intended for, and it should address the context (time and place) in which the book has been written, an evaluation of the author's arguments for strengths and weaknesses, and your identification of any bias in their perspective on the topic. The writers of book reviews have a certain freedom in the content and organization of their reviews, because, in the end, they are expressions of their own perspective or view point.

Some points and questions which are important in writing a book review are as follows:

- The **Title** catches readers' attention and stimulates their interest, so that they'll continue reading the review. It can be a provocative statement or even a question.
  
- Prepare a **Synopsis** of the plot so that a reader gets the gist of the storyline. You need to keep a question in mind: Anyone can summarize a plot, but what is your unique take on this book? Simply saying a book was "good" or "bad", or that you liked it or didn't, isn't helpful. Let your reader know '*why*' you think it is a great read, or why you found it disappointing. Let your reader know your rationale for choosing a particular rating. These details will help the readers to form their own opinion. A good summary has three principal requirements:
  1. It should be focused on the aspects of the source text or texts that are relevant for your purpose.
  2. It should represent the source material in accurately.
  3. It should be condensed source material and be presented in your own words. Summaries that consist of directly copied portions of the original rarely succeed. Such a summary may suggest that you can find potentially important information but will likely fail to reveal the extent to which you have understood it.
  
- **Significant Questions** to be focused:
  - Who is the author? What is his/her disciplinary background?
  - What have they published before? Is this building on their previous research or entering a new field?
  - When was the book written?
  - How might that affect the perspective taken? Is there, for example, a political, social or economic context that would impact on the writing?
  - What is the main argument in the book? Is it well argued? Are the author's assumptions valid? Is there any obvious bias in the source of evidence they use?
  - Mention if the book is a part of any series and whether it is necessary to have read other books in the series before this book.

➤ **Evaluative Language:**

- Carefully chosen language can contribute to the reader's willingness to accept your claims. Writing a good review requires an awareness of evaluative language.
- Authors can indicate their attitudes toward a proposition or idea by indicating surprise, disbelief, understanding, and interest.
- Authors may also attempt to establish a connection with their readers and bring them into the text through the use of engagement markers. Engagement markers can take a variety of forms including personal pronouns (e.g., we and you), questions, commands, or directly addressing the reader or readers.
- What is the Style of writing:
  - a) the intellectual qualities e.g., simplicity, clarity
  - b) the "emotional qualities" of the writing e.g., humour, wit, satire
  - c) the "aesthetic qualities" of the writing e.g., harmony, rhythm
  - d) the stylistic devices are employed e.g., symbolism, motifs, parody, allegory
- How effective is dialogue?

➤ **Praise and Critique:**

- What is your view on the book's strengths and weaknesses?
- Do you think it's a valuable contribution to the literature in the discipline? What is the book about?
- What is the main topic area and scope?
- How does it fit with other books that have been published in this area?
- What kind of evidence does the author use to prove his other points? Is the evidence convincing?
- Give examples of areas where the book did well and areas where it could be improved
- Discuss Strength and Weakness. Weakness are likely to be something the author omitted/did not address in sufficient detail
- Is the book well-structured and does it have lucidity?

- Is the writing style appropriate?
- Let your audience know your conclusions.

All of the above mentioned points and questions should be supported by reference to particular passages or chapters that provide evidence to support your views.

### **General Tips for Writing a Book Review**

- **Streamlining:** Pay attention to length and make every word count. Lengthy, incoherent reviews are puzzling and time-consuming to read.
- **Editing:** Make sure you **Proofread** spelling and grammar. Correct grammatical mistakes and punctuation as you find them. A review filled with errors may not be taken seriously
- **Honest and Impartial:** Express your honest opinion. Evaluate without any bias/prejudice.
- **Quotes/Phrases:** Use a few quotes or phrases (keep them short) from the book to illustrate the points you make about the book. They make your review authentic and emphatic.
- **Conclusion:** Make sure you include a conclusion to the review – don't leave it hanging. The conclusion can also be just one sentence.
- **Bibliographic Details:** Most reviews start off with a heading that includes all the bibliographic information about the book. The following format is preferred:

**Title, Author, Place of publication: publisher, date of publication, Number of pages.**

Example: *Taking Soaps Seriously: The World of Guiding Light*. Michael Intintoli. New York: Praeger, 1984. 248 pp

**Sample Book Review** (published in Deccan Herald):

*Panipat*. Vishwas Patil (Translated by Nadeem Khan) New Delhi: Westland Publications Pvt Ltd, 2019 (first published 1988). 650 pp.

**Handcuffed by history**

## **The author brings to life the trauma of war by employing an emotionally charged narrative**

Suhasini Srihari, MAR 15 2020, 01:44 IST.

The defeat of the Marathas at Panipat has gone down as a disastrous and a shameful event in the annals of Indian history. The publication of Vishwas Patil's Marathi novel Panipat (1988) and its subsequent translations into Hindi and other regional languages went a long way in changing the perspective of its readers towards this historical episode. Although the forces and allies of the Afghan ruler Ahmad Shah Abdali wangled victory, it was evident that the Afghan empire too was overwhelmed by the buoyant Maratha forces. Today, the Third Battle of Panipat is seen as an event that reminds us of the resilient and unyielding spirit of the Maratha soldiers. In a sense, it encapsulates an epoch of both belief and incredulity.

The first two battles of Panipat mark the beginning of the spread of the Mughals in India, but the third battle, which was fought between the Marathas and the Durrani empire, is etched as one of the biggest and most significant battles in India in the 18th century.

The battle is noteworthy in terms of the war strategies adapted. The Marathas, led by Sadashiv Rao Bhau and his ally Ibrahim Gardi, used European fighting tactics; Abdali's army made up for their lack of field artillery in brutally effective mobile artillery—the tough foot soldiers. The Maratha plan didn't work out well, and soon, the majority of the army was defeated by dwindling resources and grave hunger. The narrative effectively highlights certain aspects like the lack of the Marathas' ability to persuade the masses, the capability of the Afghans to lead from the front and the role of women and children in the entire ritual of war. It also narrates how the great battle changed the power equations in India. Though the Afghans emerged victorious in this war, they couldn't rule the country.

### Colour of bloodshed

The war was given a religious colour and the chants that reverberated on the grounds of Panipat embraced the gods in a manner that was more poisonous than spiritual. The distinction between right and wrong had vanished. Vilification campaigns were carried out on a great spree, and there was possibility

though several attempts were made, of arriving at a truce. The battle did not decide who was to rule India but rather who was not to. This furthered the already existing gaps between different sects and strong animosities were now built within the armies; and these internal squabbles, in a way, unintentionally paved a clear path for the rise of the British power in India in the late 18th century.

If the religious tinge smote hearts, the tales of betrayals deepened the wounds. Ultimately, this turned out to be the Marathas' biggest weakness. Patil strikingly describes how Nature itself seemed to be against the warriors. The Yamuna and her tides become symbolic of the horrific future of the Maratha empire. Not that the Afghans did not suffer because of the vagaries of nature — the scarcity of food and fodder and the depleting treasury of both empires only bore further testimony to the bravery of the soldiers.

The narrative is both authentic and emotionally charged; Patil manages to bring out the wisdom as well as the foolishness of war.

The unhurried and articulate storytelling style grips the attention of the readers. Nadeem Khan, the translator, has done a fine job of retaining the flavour of the original as much as possible. Panipat deserves a read for its meticulous retelling of history through fiction.

Read more at: <https://www.deccanherald.com/sunday-herald/sunday-herald-books/handcuffed-by-history-813286.html>

### **Exercise:**

#### **I. Write a Review on any of the following books:**

1. Moby Dick or The Whale by Herman Melville
2. Anne Frank: The Diary of a Young Girl by Anne Frank
3. The Kite Runner by Khaled Hosseini
4. The White Tiger by Aravind Adiga
5. Harry Potter and the Sorcerer's stone by J.K. Rowling
6. A Moveable Feast by Ernest Hemingway
7. Yayati by Girish Karnad
8. The Lion, the Witch, and the Wardrobe by C.S. Lewis
9. Murder on the Orient Express by Agatha Christie
10. Palace of Illusions by Chitra Banerjee Divakaruni







4. How does the title become important in a book?

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5. What do you understand by the 'style of writing'?

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6. Explain the significance of the evaluative language in the Review Writing?

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7. Why is it necessary to give the storyline in a book review?

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#### POINTS TO REMEMBER

- Do not give away the story.
- Pay attention to language and grammar usage
- Give a summary of the main points of the book, quoting and paraphrasing key phrases from the author
- Combine the skills of describing, analyzing and expressing your own reactions how the book tried to achieve its purpose
- In a critique, you may want to express criticism by saying what the author should have done but did not do.

**Question Paper Pattern**  
**IV Semester B.Com/B.B.A/B.H.M**  
**GENERAL ENGLISH**

**Time: 3 Hrs**

**Max Marks: 70**

**Section A (Language-30Marks)**

|                                     |           |
|-------------------------------------|-----------|
| <b>I. Jumbled Sentences</b>         | <b>05</b> |
| <b>II. Formal E-Mail Writing</b>    | <b>05</b> |
| <b>III. Resume and Cover Letter</b> | <b>10</b> |
| <b>IV. Interview Skills</b>         | <b>05</b> |
| <b>V. Book Review Writing</b>       | <b>05</b> |

**Section B (Literature-40Marks)**

**VI. Answer any FOUR of the following questions in about a page each:**

(4 out of 6 questions **from Poetry**) **4x5=20**

**VII. Answer any ONE of the following questions in about a two pages:**

(1 out of 3, **from Play**) **1x10=10**

**VIII. Answer any ONE of the following questions in about two pages each: (1**

out of 3 questions, **from poetry**) **1x10=10**

**Note: TEACHERS ARE REQUESTED TO FOLLOW THE PATTERN GIVEN BELOW FOR INTERNAL ASSESSMENT**

|                                  |                 |
|----------------------------------|-----------------|
| <b>INTERNAL ASSESSMENT TOTAL</b> | <b>30 MARKS</b> |
| <b>ASSIGNMENT/PROJECT</b>        | <b>15 MARKS</b> |
| <b>TEST</b>                      | <b>10 MARKS</b> |
| <b>ATTENDANCE</b>                | <b>05 MARKS</b> |

**Model Question Paper**  
**IV Semester B.Com/B.B.A/B.H.M**  
**GENERAL ENGLISH**

**Time: 3 hours**

**Max. Marks: 70**

**Section – A Language - 30 Marks**

**I. Six** sentences are given, out of which the first statement is fixed and the rest are jumbled. Rearrange the sentences in the right order and LEAVE THE ODD ONE OUT. **5**

1. For some time in his youth Abraham Lincoln was a manager for a shop
  - A. Then a chance customer would come.
  - B. Young Lincoln’s way of keeping shop was entirely unlike anyone else’s
  - C. Flames broke out here and there
  - D. Lincoln would jump up and attend to his needs and then revert to his reading.
  - E. He used to lie full length on the counter of the shop eagerly reading a book.
  - F. Never before had Lincoln had so much time for reading as he had then.

**II.** Imagine you own a partnership business and due to the recent pandemic you are compelled to make certain changes in your business. Write an e-mail to your business partner explaining about the challenges in your business in the times of crisis. **5**

**III.** Wanted Executives with two years of experience for Quality Direct Marketing Company. Minimum qualification required is B.Com and good communication skills are essential. Draft a resume and a cover letter in the appropriate format. **10**

**IV.** Arun, a fresh B.Com graduate has applied for a job of financial analyst at ANZ. Complete the dialogue that ensues between the HR and the candidate during the interview. **5**

Arun \_\_\_\_\_

HR \_\_\_\_\_

Arun \_\_\_\_\_

HR \_\_\_\_\_

Arun \_\_\_\_\_

HR \_\_\_\_\_  
 Arun \_\_\_\_\_  
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 HR \_\_\_\_\_

V. Answer the following questions in a sentence or two. **5**

- a. What is a book review?
- b. What is the task of a reviewer?
- c. What is the difference between a book report and a book review?
- d. Why do you think book review is important?
- e. Mention any two tips to be followed while reviewing a book.

### Section - B Literature - 40 Marks

VI. Answer any **FOUR** of the following questions in about a page each:

(4 out of 6 questions **from Poetry**) **4x5=20**

1. Write a note on the comparisons used by Nash to express his love, in the poem 'To My Valentine'?
2. Bring out the pain and agony of the aboriginals after the foreign invasion in the poem 'To the Others.'
3. Discuss the relationship between parents and children as portrayed in the poem 'The Times they Are A- Changin'.
4. In what way does the poem 'Still I Rise' bring out the poet's confidence and her sense of pride?
5. How is Kalki visualized in the poem 'Kalki'?
6. Discuss the contrasts built into the poem 'Kalki'?

VII. Answer any **ONE** of the following questions in about two pages:

(1 out of 3, **from Play**) **1x10=10**

1. What is Miller's criticism on American dream in 'All My Sons'?
2. Justify the title of the play 'All My Sons'?
3. How does Miller present Joe Keller as both a tragic hero and a villain in 'All My Sons'?

**VIII.** Answer any **ONE** of the following questions in about two pages each: (1 out of 3 questions, **from poetry**) **1x10=10**

1. 'Nash consciously works on our familiarity with perceptions of what constitutes love and how love is actually described, in the poem 'To My Valentine.' Discuss.
2. The poem 'Kalki' is rich in the use of imagery and the use of metaphors. Elucidate.
3. The poem 'Still I Rise' upholds the spirit of retaliation and demand for equality and justice. Justify.

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