

Name:

Enrolment No:



**UNIVERSITY OF PETROLEUM AND ENERGY STUDIES**

**End Semester Examination, May 2019**

**Course: General English II**

**Program: BBA LL.B (Hons.) with specialization in Corporate Laws**

**Course code: CLNL 1011**

**Instructions: All Questions are compulsory.**

**Semester: II**

**Time: 03 Hours**

**Max. Marks: 100**

**SECTION A [10]**

| Q1 | Answer the following questions objectively   | Marks    | CO         |
|----|--|----------|------------|
|    | <p>1. Which of the following is <i>not</i> the example of best practices of netiquette?</p> <ul style="list-style-type: none"><li>a. You must refrain from personal abuse online.</li><li>b. You must never say it online if you wouldn't say it to someone's face.</li><li>c. You can occasionally use terms such as FYI, ASAP etc.</li><li>d. You may post copyrighted material online even if you do not own the rights.</li></ul> <p>2. You have received a mail in the inbox. You must reply because you are marked in:</p> <ul style="list-style-type: none"><li>a. To</li><li>b. cc</li><li>c. Bcc</li><li>d. Both a and c</li></ul> <p>3. You have been booked by the DSA for indiscipline issues in the university, you must:</p> <ul style="list-style-type: none"><li>a. Mark all involved parties in To</li><li>b. Mark all involved parties in cc</li><li>c. Mark all supervisors in cc</li><li>d. Both a and c</li></ul> <p>4. You return office after 25 days and have received 345 mails in your inbox. Which is the best way to avoid with this situation?</p> <ul style="list-style-type: none"><li>a. Send an email to all correspondents apologizing for not replying.</li><li>b. Send an email to all correspondents asking them to resend important email.</li><li>c. Create folders to categorise these as per your priority.</li><li>d. Both a and b</li></ul> <p>5. Which of the following statements about an email is not true?</p> <ul style="list-style-type: none"><li>a. "New Update" is a perfectly fine example of a subject line.</li><li>b. "URGENT" should be avoided in the subject line.</li><li>c. An email signature is a reflection of your personality. Adding a life quote, all your social media links and emoticons to pep it up is not fine.</li></ul> | <b>5</b> | <b>CO1</b> |

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|                       | d. You just received a life-changing chain email titled “10 ways to transform your life.” You should forward it to everyone in office.   |             |            |
| Q2.                   | <p>Fill in blanks choosing the appropriate words from the list<br/> <b>[climax, Connect, reading, audience, comedy, impact, lifting, relate, connection, soliloquy, colour, variety, denouement, aside, farce, catharsis, morality, mystery, miracle]</b></p> <p>i. When a character speaks something to the audience which is not meant to be heard by the other characters on stage, the literary device used is _____.</p> <p>ii. The highest peak in the structure of the drama is _____.</p> <p>iii. While delivering the presentation one must avoid _____ from the paper or screen as it prevents you to make _____ with the audience.</p> <p>iv. Short humorous play that is nonsensical _____..</p> | 5           | CO1        |
| <b>SECTION B [20]</b> |  |             |            |
| Q3                    | <p>Answer the following questions with reference to the following lines<br/> <i>A Daniel come to judgement! Yea a Daniel!</i><br/> <i>O wise young judge, how I do honour thee!</i></p> <p>i. Who is the speaker of these lines and who is being referred to?</p> <p>ii. In what context are these lines spoken?</p> <p>iii. Explain the meaning of the above quoted lines</p>   | 2<br>2<br>4 | CO2        |
| Q4.                   | <p>A subject faculty has complained that you are running short of attendance and you might be debarred in the subject. However, this problem is being faced owing to issues with the new online portal. The faculty advises you get in touch with the course coordinator. You decide to write an email, ensuring to let the Head of the Department know the issue as well. Mention the following for the email:</p> <p>a. To (01 mark)</p> <p>b. cc (01 mark)</p> <p>c. Subject (02 marks)</p>   | 4           | CO1        |
| Q5                    | <p>Identify who or what is being referred to in <b>any two</b> of the following conversations.</p> <p>a. “Oh you can’t think of a question that’s easy enough. You were always a numskull.”</p> <p>b. “Seven meters. I know it lasted that long.”</p>  | 2           | CO3<br>CO2 |

|                       |   |             |     |
|-----------------------|---|-------------|-----|
|                       | <p>c. "It's cold in here. My whole body is trembling as if I were going to take an exam."</p> <p>d. "He's pure bred, firm on his feet, has well-sprung ribs."</p>   |             |     |
| Q6.                   | <p>Compile the following references as per The Blue Book of citations:</p> <p>i. Latoya Lee, Appellant VERSUS State of Indian, Appellee. The case was decided by the Supreme Court of Indiana on November 5, 2015. It appears on volume 43, page 1271, of North Eastern Reporter, Third Series.</p> <p>ii. You wish to cite section 501 of Title 17 of the US Code. It appears in the main volume published in 2012.</p>  | 6           | CO2 |
| <b>SECTION-C [20]</b> |   |             |     |
| Q 7.                  | <p>Answer any <i>two</i> questions</p> <ol style="list-style-type: none"> <li>1. Discuss the play "the Marriage Proposal" with reference to the social structure in nineteenth century Russia.</li> <li>2. Fritz Karinthy targets the modern education system for not preparing the students for life. Discuss.</li> <li>3. Discuss the status of Jews in Venice as represented in the Trial scene of <i>The Merchant of Venice</i>.</li> </ol>   | 12          | CO3 |
| Q8.                   | <p>You are a deputy manager of a law firm. You have been directed by your manager to communicate to an employee regarding laying off on the grounds of non-performance. Remember to keep the manager of the HR informed about this. Draft an email by including all the elements of an email.</p>   | 8           | CO4 |
|                       |   |             |     |
| <b>SECTION-D [50]</b> |   |             |     |
| Q 9.                  | <p><b>Read the research excerpt given below and answer the questions that follow:</b></p> <p>Many women who are actually harassed by their husbands and in-laws files case under 498A. Lots of them live in rural areas, unaware of law or lack of necessary economic and moral support from their natal families. Going by the conviction rate reported by several judges and the Centre for Social Research the proportion of women who have genuine case is 2%. 98% of the women who file 498A cases are from urban background, and are either capable of finding themselves or have enough family support to fall back on. In every instance that one daughter-in-law files a false</p> | 20<br>6+6+8 | CO4 |

|                     |   |                  |                   |
|---------------------|---|------------------|-------------------|
|                     | <p>complaint, at least two women (an innocent sister-in-law and mother-in-law) are arrested and undergo stress, humiliation and harassment in the hands of exploitative police, lawyers, staff and officials in Indian courts before being acquitted several years later. So in every 100 cases 2 women genuinely and 98 women get away with perjury and extortion and many women suffer needlessly.</p> <p>Every year there is a rising number of cases fabricated by wives only to threaten, extort money from and wreak revenges from husbands and their in-laws, in case of marital discord. There are also false cases of sexual harassment, molestation and rape by women employees in order to threaten their males' colleagues of bosses and to extort money from them and to defame them. According to data obtained (using RTI) from the Ministry of Home Affairs, in the year 2005 alone, 58,319 cases were registered under charges of cruelty by husband and relatives (IPC 498A) and resulted in the arrest of 127,560 individuals including 339 children and 4512 adults over the age of 60. Less than 10% of the cases resulted in conviction of the accused. In the same year 15,409 individuals were arrested in Andhra Pradesh, including 417 senior citizens and 14 children. The Supreme Court of India has labeled the misuse of section 498A as "legal terrorism" and stated that "many instances have come to light where complaints are not bona fide and have been filed with an oblique motive. In such cases acquittal of the accused does not wipe out the ignominy suffered during and prior to the trial. Sometimes adverse media coverage adds to the misery." The Delhi High Court recently stated that, "Provisions under Domestic Violence Act should not go the IPC'S section 498A way (anti-dowry law), which, to our view is the most abused provision."</p> <ol style="list-style-type: none"> <li>1. Based on the given excerpt, identify the purpose of the study and data collection techniques.</li> <li>2. Point out at least <b>Two findings</b> stated by the author. State an example where the Act has been misused.</li> <li>3. If you had to conduct a follow up research, based on the findings of this one, what would be your tentative area? State the purpose of study and proposed methodology for the follow op research.</li> </ol> |                  |                   |
| <p><b>Q 10.</b></p> | <p><b>Based on the passage given below, frame an abstract. Do not exceed 200 words.</b></p> <p>The education of women in India plays a significant role in improving livings standards in the country. A higher women literacy rate improves the quality of life both at home and outside the home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household. Women's lower educational level is also shown to adversely affect the health and living conditions of children. A survey that was conducted in India showed results which</p>   | <p><b>16</b></p> | <p><b>CO4</b></p> |

|                     |   |                  |                   |
|---------------------|---|------------------|-------------------|
|                     | <p>support the fact that infant mortality rate was inversely related to female literacy rate and educational level. The survey also suggests a correlation between education and economic growth. In India, it was found that there is a large disparity between female literacy rates in different states. For example, while Kerala actually has a female literacy rate of about 86 percent, Bihar and Uttar Pradesh have female literacy rates around 55-60 percent. These values are further correlated with health levels of the Indians, where it was found that Kerala was the state with the lowest infant mortality rate while Bihar and Uttar Pradesh are the states with the lowest life expectancies in India. Furthermore, the disparity of female literacy rates across rural and urban areas is also significant in India. Out of the 24 states in India, 6 of them have female literacy rates of below 60 percent. The rural state Rajasthan has a female literacy rate of less than 12 percent. In India, higher education is defined as the education of an age group between 18 and 24, and is largely funded by the government. Despite women making up 24-50% of higher education enrollment, there is still a gender imbalance within higher education. Only one third of science students and 7% of engineering students are women. In comparison however, over half the students studying education are women. The number of literate women among the female population of India was between 2-6% from the British Raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India. Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level.</p> |                  |                   |
| <p><b>Q 11.</b></p> | <p>Identify 7 faults in the following slide</p>   | <p><b>14</b></p> | <p><b>CO2</b></p> |

## Nelson Mandela

Rolihlahla Mandela was BORN INTO the Madiba clan in the village of Mvezo in Cape, on July 1918. His mother was Nonqaphi Nosekeni and his father was Nkosi Mphahlele. He was the principal counsellor to the **Acting King of the Thembu** in the village of Quthuba.

### Dalindyebo.

In 1930, when he was 12 years old, his father died and the young Mandela moved to the Great Place in Mqhekezweni<sup>1</sup>.



*Some famous quotes by Mandela are*

- *It always seems impossible until it's done.*
- *Education is the most powerful weapon which you can use to change the world.*
- *There is no passion to be found playing small - in settling for a life that is less than the one you are capable of living.*

**William Jefferson Clinton** - an American politician, served as the 42nd [president of the United States](#)

- Member of A Democratic Party
- A New Democrat.
- Aaorney General of Arkansas.



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**End Semester Examination, May 2019**

**Course: General English II**

**Semester: II**

**Program: BBA LL.B (Hons.) with specialization in Corporate Laws**

**Time 3 Hrs.**

**Course code: CLNL 1011**

**Max. Marks: 100**

**Instructions: All Questions are compulsory.**

**SECTION A [10]**

| Q1 | Answer the following questions objectively   | Marks | CO  |
|----|--|-------|-----|
|    | <ol style="list-style-type: none"> <li>1. Smart subject lines should be _____ and _____.</li> <li>2. Recruiters look for _____ to validate the claims made in the CVs.</li> <li>3. If you know the recipient is often in a hurry, the best way to send a supporting document is:               <ol style="list-style-type: none"> <li>i. Put it directly in the body of the message.</li> <li>ii. Attach it as a separate document.</li> <li>iii. Type slowly.</li> <li>iv. Have it delivered by carrier pigeon</li> </ol> </li> <li>4. Which of the following is the best               <ol style="list-style-type: none"> <li>a. You must refrain from personal abuse online.</li> <li>b. You may say it online if you wouldn't say it to someone's face.</li> <li>c. You must avoid use of terms such as FYI,</li> <li>d. You may post copyrighted material online even if you do not own the rights.</li> </ol> </li> <li>5. You have received a mail in the inbox. You must reply because you are marked in:               <ol style="list-style-type: none"> <li>a. To</li> <li>b. cc</li> <li>c. Bcc</li> <li>d. Both a and c</li> </ol> </li> <li>6. You have been booked by the DSA for indiscipline issues in the university, you must:               <ol style="list-style-type: none"> <li>a. Mark all involved parties in To</li> <li>b. Mark all involved parties in cc</li> </ol> </li> </ol> | 10    | CO1 |

|                       |   |                |            |
|-----------------------|---|----------------|------------|
|                       | <p>c. Mark all supervisors in cc<br/>d. Both a and c</p> <p>7. You return office after 25 days and have received 345 mails in your inbox. Which is the best way to avoid with this situation?</p> <p>a. Send an email to all correspondents apologizing for not replying.<br/>b. Send an email to all correspondents asking them to resend important email.<br/>c. Create folders to categorise these as per your priority.<br/>d. Both a and b</p> <p>8. Correct the error in the given questions:</p> <p>a. Date: 2016, 1<sup>st</sup> May<br/>b. Thanking and regards<br/>c. Ramesh has passed out from Harvard.</p> |                |            |
| <b>SECTION B [20]</b> |   |                |            |
| Q2                    | <p>Answer the following questions with reference to the following lines</p> <p><i>Thou almost makest me waver in my faith,<br/>To hold opinion with Pythagoras,<br/>That souls of animals infuse themselves<br/>Into the trunks of men: thy currish spirit<br/>Govern'd wolf, who hang'd for human slaughter,</i></p> <p><i>Even from the gallows, did his fell soul fleet<br/>And whilst thou lay'st in thy unhallowe'd dam,<br/>Infused itself in thee.</i></p> <p>I. Who is the speaker of these lines and who is being addressed?<br/>II. Explain the above quoted lines with reference to context.</p>             | <p>2<br/>7</p> | <b>CO3</b> |
| Q3.                   | <p>Fill in blanks choosing the appropriate words from the list<br/><b>[Shakespeare, climax, Connect, reading, Anton Chekov, audience, impact, lifting, relate, connection, colour, variety, rising action]</b></p> <p>1. Visual aids must be used to add _____ and strengthen _____ involvement during presentation.<br/>2. <i>A Marriage Proposal</i> is a one act play by _____<br/>3. The highest peak in the structure of the drama is _____<br/>4. While delivering the presentation one must avoid _____ from the paper or screen.</p>  | <b>5</b>       | <b>CO2</b> |



|                       |  |    |     |
|-----------------------|--|----|-----|
| Q4                    | <p>Identify who is being referred to in any two of the following conversations.</p> <p>e. “He’s old and as ugly as a worn-out cab horse.”</p> <p>f. “He’s pure bred, firm on his feet, has well-sprung ribs.”</p> <p>g. “Do you know what we used to call you behind your back? We called you a cannibal.”</p> <p>h. “What have you got? You whiskered baboon.”</p>  | 2  | CO3 |
| Q5.                   | <p>Compile the following references as per The Blue Book of citations:</p> <ol style="list-style-type: none"> <li>1. Latoya Lee, Appellant VERSUS State of Indian, Appellee. The case was decided by the Supreme Court of Indiana on November 5, 2015. It appears on volume 43, page 1271, of North Eastern Reporter, Third Series.</li> <li>2. You wish to cite section 501 of Title 17 of the US Code. It appears in the main volume published in 2012.</li> </ol>   | 4  | CO2 |
| <b>SECTION-C [20]</b> |  |    |     |
| Q6                    | <p>Answer any <i>two</i> questions</p> <ol style="list-style-type: none"> <li>1. Discuss the play <i>A Marriage Proposal</i> with reference to the social structure in nineteenth century Russia.</li> <li>2. Fritz Karinthy in his play <i>The Refund</i> targets the modern education system for not preparing the students for life. Discuss.</li> <li>3. Discuss the status of Jews in Venice as is evident in the Trial scene of the <i>Merchant of Venice</i>.</li> </ol>  | 12 | CO3 |
| Q7.                   | <p>Identify any <b>eight</b> errors in the email based on the best email writing practices:</p> <p>To: <a href="mailto:rajesh123@gmail.com">rajesh123@gmail.com</a></p> <p>CC: everyone@gmail.com</p> <p>Subject: REMINDER!! SEMINAR ON SUSTANIBILE DEVELOPMENT</p> <p><b><u>THIS MAIL IS BEING SENT ON BEHALF OF DR. XYZ.</u></b></p> <p>Dear Faculty Colligues</p> <p>This is wid respect to the seminar on Sustainable Development 2019 for various UG &amp; PG Program under the DePartMEnT of SMS.</p> <p>In case, the coordinators who have not yet planned the same, pl do it at the earliest and update your status to HOD regarding the same in the attached sheet reflecting your planning of the seminar.</p> | 8  | CO2 |

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|--|---|--|--|
|  | <p>Ensure that all visits gets over by the end of February 2019. It is requested to fill the attached sheet and send it back to the undersigned.</p> <p>Please revert at the earliest. ☺</p> <p>Warm Regards,</p> <p>Reena Dhawan</p> |  |  |
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**SECTION-D [50]**

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| <p><b>Q 8.</b></p> | <p><b>Read the research excerpt given below and answer the questions that follow:</b></p> <p>The empirical literature on the impacts of labour laws has been shaped by theoretical perspectives, particularly those drawn from neoclassical labour economics where the conventional understanding has been that labour law rules operate as an exogenous intervention in, or interference with, the operation of market forces. This idea is vividly captured by Stigler’s analysis of the minimum wage (Stigler, 1946), which set the tone for much of the economic discussion of labour law regulation from the late 1940s onwards, and which directly inspired the economic analysis of labour law later carried out by Posner and other members of the Chicago school of law and economics (see Posner, 1984). In the neoclassical model, wages and employment are set by the interaction of supply and demand for labour. The market operates as an implicit regulator of decisions to trade, so that firms which underpay risk losing their workers to competitors just as workers who overbid for wages risk exclusion from employment as firms substitute capital for labour or cease to trade. The market also favours equality, in the sense of equal pay for work of equal value; the spontaneous movement of the market to equilibrium ensures that a single price or wage is set for labour of comparable productivity. Where inequalities or imperfections are observed, they are ascribed to non- or pre-market factors, such as differences in individuals’ endowments or preferences for work or leisure, or to employer’s ‘tastes’ for discrimination (Becker, 1957). Labour laws themselves are seen as an external source of imperfections; they originate in decisions made in the political sphere and reflect rent-seeking, or distributional demands, by collective groups. Rent-seeking, as it is aimed at redistribution rather than value creation, imposes a deadweight loss on the economy and so constitutes a source of inefficiencies. Further inefficiencies arise from distortions in the operation of the market which are induced by legal interferences with bargaining. Wage regulation (such as minimum wage or pay equity legislation, or the taking of wages out of competition through collective bargaining) depresses demand for labour. It thereby results in the exclusion from the market of those it is designed to help, that is, the low paid. Thus minimum wage laws, for example, are predicted to have particularly adverse effects for the young, workers without formal skills or</p> | <p style="text-align: center;"><b>20</b><br/><b>6+8+6</b></p> | <p style="text-align: center;"><b>CO4</b></p> |
|--------------------|--|---|---|

|                  |   |                  |                   |
|------------------|---|------------------|-------------------|
|                  | <p>qualifications, members of ethnic minority groups, and individuals seeking to return to the labour market after a spell of unemployment (Minford, 1985). From this point of view, labour legislation is not just inefficient, but discriminatory and unjust in its effects. For a long period after the publication of Stigler’s 1946 paper and the ensuing debate, the neoclassical model proved impervious to empirical challenge. This was in part because of the elegance and simplicity of the underlying theory, and the lack of consensus over alternatives; most economists took the view that ‘it takes a theory to beat a theory while facts only piece the theorist’s hide (Samuelson, 1951, cited in Kaufman, 2007: 8). In the early 1990s a challenge to the orthodox view emerged in the form of empirical studies apparently refuting the claim that minimum wage legislation caused higher unemployment. This work demonstrated that US states which raised their minimum wages experienced increases in both earnings and employment levels for younger workers (Card and Krueger, 1995), while Machin and Manning and their colleagues demonstrated that the abolition of minimum wage legislation in the UK had led to falling employment in the sectors affected (Machin and Manning, 1994; Dickens et al., 1993). These studies had a significant impact for a number of reasons. The empirical work was regarded as convincing in part because of the use of what were then relatively novel panel data techniques (including difference-in-differences analysis) to take advantage of the ‘natural experiment’ provided by variations in state-level provision (in the US) and sectoral regulation (in Britain). It also helped that, around this time, theory had developed to the point where a more systematic account could be given of labour market imperfections. The concepts of asymmetric information and ‘dynamic’ monopsony (Manning, 2003) were used to explain how imperfections could arise from the spontaneous operation of labour markets, without the need to invoke external interferences such as those derived from trade union activity or labour legislation. Meanwhile, transaction cost economics (Williamson et al., 1975) and behavioural economics (Fehr and Falk, 1999) were challenging the neoclassical assumption of perfect rationality on the part of labour market actors.</p> <ol style="list-style-type: none"> <li>1. Identify the purpose of study based on the given excerpt. What are the data collection techniques used?</li> <li>2. Discuss at least <i>three</i> major findings as stated by the researcher.</li> <li>3. Identify at least 6 key words in the given excerpt.</li> </ol> |                  |                   |
| <p><b>Q9</b></p> | <p><b>Based on the passage given below, frame an abstract. Do not exceed 200 words.</b></p> <p>The education of women in India plays a significant role in improving livings standards in the country. A higher women literacy rate improves the quality of life both at home and outside the home, by encouraging and promoting education of</p>   | <p><b>16</b></p> | <p><b>CO4</b></p> |

|                    |   |                  |                   |
|--------------------|---|------------------|-------------------|
|                    | <p>children, especially female children, and in reducing the infant mortality rate. Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household. Women's lower educational level is also shown to adversely affect the health and living conditions of children. A survey that was conducted in India showed results which support the fact that infant mortality rate was inversely related to female literacy rate and educational level. The survey also suggests a correlation between education and economic growth. In India, it was found that there is a large disparity between female literacy rates in different states. For example, while Kerala actually has a female literacy rate of about 86 percent, Bihar and Uttar Pradesh have female literacy rates around 55-60 percent. These values are further correlated with health levels of the Indians, where it was found that Kerala was the state with the lowest infant mortality rate while Bihar and Uttar Pradesh are the states with the lowest life expectancies in India. Furthermore, the disparity of female literacy rates across rural and urban areas is also significant in India. Out of the 24 states in India, 6 of them have female literacy rates of below 60 percent. The rural state Rajasthan has a female literacy rate of less than 12 percent. In India, higher education is defined as the education of an age group between 18 and 24, and is largely funded by the government. Despite women making up 24-50% of higher education enrollment, there is still a gender imbalance within higher education. Only one third of science students and 7% of engineering students are women. In comparison however, over half the students studying education are women. The number of literate women among the female population of India was between 2-6% from the British Raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India. Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level.</p> |                  |                   |
| <p><b>Q10.</b></p> | <p>Identify 7 faults in the following slide</p>   | <p><b>14</b></p> | <p><b>CO2</b></p> |

I AM REALLY IMPORTANT AND I HAVE A LOT TO SAY

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Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi. Copyright information that I completely ignore and don't care about. nesciunt. Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur,



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