

3 (Sem-1/CBCS) ENG-HG/RC

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(Held in 2022)

ENGLISH

Paper : ENG-HG/RC-1016/1026

Full Marks : 80

Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

Answer from *any one* Option

OPTION—A

Paper : ENG-HG/RC-1016

(Individual and Society)

1. Answer the following as directed : $1 \times 10 = 10$

(a) Who is the host of the Tabard Inn?

(b) What is the name of the Prioress?

(c) "The winter evening settles down
With smell of _____ in passageways."

(Fill in the blank)

- (d) Who is called the Artful Dodger in *Oliver Twist* ?
- (e) Who is Kakasaheb in Vijay Tendulkar's *Kamala* ?
- (f) How many sections are there in T. S. Eliot's *Preludes*?
- (g) To which group of American writers is the poem, *Howl* associated with?
- (h) Who is the author of *Ragtime*?
- (i) Who is Mr. Bumble?
- (j) What is the subtitle of Pope's *An Essay on Man*, Epistle 3?

2. Answer the following in *one* or *two* short sentence(s) : 2×5=10

- (a) What happens when Oliver asks for more?
- (b) What does T. S. Eliot mean by "The burnt-out ends of smoky days"?

- (c) What does the title of the novel, *Ragtime* mean?
- (d) Mention two characteristic traits of the wife of Bath.
- (e) What is the central theme of the play, *Kamala*?

3. Answer any *four* of the following : 5×4=20

- (a) How do characters in *Ragtime* react to change in environment?
- (b) How did Fagin train the boy in the game of pickpocket?
- (c) Write briefly on the character of the mother in *Ragtime*.
- (d) Comment on the theme of alienation of modern man in T. S. Eliot's *Preludes*.
- (e) How does Chaucer present the hypocrisy of the Church in his *Prologue to the Canterbury Tales*?
- (f) What does the poem, *Howl* suggest about society in the 1950s?

4. Answer any *four* of the following questions :

10×4=40

- (a) Explore the theme of displacement and home in the novel, *Burnt Shadows*. Do the characters in the novel ever find a country to call their own?
- (b) Comment on the position of women in a patriarchal society in Vijay Tendulkar's play, *Kamala*.
- (c) Consider *Oliver Twist* as a social document of its times.
- (d) Discuss T. S. Eliot's *Preludes* as a series of vignettes of alienated and desperate life in the modern city.
- (e) Show how Epistle 3 of Pope's *An Essay on Man* represents man's relation to society.
- (f) What picture of Fourteenth Century English society do you get in *Prologue to the Canterbury Tales*? Discuss.
- (g) Discuss Ginsberg's *Howl* as a poem of protest.
- (h) How are the lives of families and individuals interwoven in the course of the narrative in *Ragtime*?

OPTION—B

Paper : ENG—HG—1026

(**Academic Writing and Composition**)

1. Answer the following as directed : $1 \times 10 = 10$

(a) Academic writing is clear, precise structured and backed up with evidence.

(Write True or False)

(b) In place of a comma or a coordinating conjunction (or, but, and, so, etc.) we can use a _____ to join two related independent clauses.

(Fill in the blank)

(c) Is coherence an important feature for building a good paragraph?

(d) The process of judging someone based on a set of standards is called _____.

(Fill in the blank)

- (e) Is the method of fragmenting a concept into more micro-sections in order to comprehend it an analysis or synthesis approach in academic writing?
- (f) Is an essay that depends on logic and reason argumentative or persuasive?
- (g) Is an essay which demands the writer to explicate a place, thing or person a type of narrative or descriptive essay?
- (h) In academic writing which tone is given more emphasis, formal or informal?
- (i) Rewrite the following as direct speech :
The director remarked with appreciation that Geeta had danced well and declared that she had won the contest.
- (j) Rewrite the following as indirect speech :
The boy said to the teacher, "I am weak in English and seek your advice." "Read the text thoroughly and try to express your ideas in simple correct English," said the teacher.

2. Write a sentence or two on the following :
2×5=10

- (a) Narrative essay
- (b) Interjection
- (c) Dialect
- (d) Homonyms
- (e) Slang

3. Rewrite any *four* of the following passages correctly, paying attention to the spellings, grammatical forms and punctuation : 5×4=20

- (a) my next-door neighbours are a young couple. The husband's name is Bipul and the wife's name is Ranjana Bipul is the younger son of Mr Goswami. They has two daughters Tanya and Aditi.
- (b) Riya also have a choice to study in china. Even the college there offer the kind of coarses she would liked to study.
- (c) I went to Pizza Hut on saturday. There I had a vegetarinian pizza and a masala lemonade. The pizza has a interesting topping. It had extra cheese mixed with very aromatic herbs!

- (d) it was my first visit to Pune and, I immediately feels in love with the city. To this day it remain dear to me. I feel as much at home in Pune as I do in Hubli my hometown.
- (e) My friend speaks to me last monday and said, it's my wedding anniversary today. I know you can not come to my party tomorrow, so would you like to join me for a drink now.
- (f) Back than cyclones had no names and yet these nameless forces were quiet serious in their business of taming the shrews. Even now, several years later with fancy names of their own their is still nothing 'Fani' about it.

4. Answer any *four* of the following : $10 \times 4 = 40$

- (a) Write a brief essay on any *one* of the following using the three-part structure of introduction, main body and conclusion :
- (i) A memorable moment of failure or success
- (ii) An experience of how technology is more trouble than it's worth

- (b) What is the type of the essay that is asked to write in 4(a)? Elaborately discuss the different features which are used while writing the above essay or any other essay that you have written.
- (c) There are mainly four types of academic writing. Name any two of them and write a short paragraph discussing the features and purposes of any one.
- (d) Read the following passage carefully and answer the questions (each of these carries 2 marks) given below in *one* or *two* sentence(s) each :

“Separating the sexes, Just for the Tough Years.”

- (i) The middle school years (grade 7 and 8) are known to be the ‘tough years’. These are the years when the uneven pace of girls’ and boys’ physical, emotional and cognitive development is more noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students’ academic performance. Separate classes are now prohibited in public

schools that receive funds from the government, but a change in the law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

- (ii) Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes ("Study"). However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (Blum). More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes toward Math and Science, for example ("Study"). These are results that cannot be

calculated by a test but that will help adolescents become successful adults long after the difficult years of middle years are past. New York University professor Carol Gilligan is certain that girls are more likely to be "creative thinkers and risk takers as adults if educated apart from boys in middle school" (Gross). Boys, too gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally 'out think' them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross).

(iii) Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the workforce, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools denies them the opportunity to

(Turn Over)

learn how to do so ("North"). However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores and privileges with their opposite-sex parent, children learn and practise on a daily basis the skills they will need in their future workplace.

- (iv) The final argument advanced by opponents of same-sex education is that it is discriminatory and therefore, unconstitutional. However, research supports exactly the opposite conclusion : that discrimination is wide-spread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands ("North"). Clearly this is discriminatory.

(v) It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez). As teacher noted, "girls are more relaxed and ask more questions; boys are less disruptive and more focused" ("North"). Girls are less fearful of making mistakes and asking questions in Math and Science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, school-children are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

1. Why are middle school years known to be 'tough years'?

2. What is the issue that is being discussed in the essay? In which paragraph does the writer give background information about the issue?
 3. State the final argument that has been given by the people who do not support same-sex education.
 4. Where does the writer counter the opposite arguments—in one paragraph or in separate paragraphs?
 5. What is the writer's position on this issue?
- (e) Read the passage given in Q. No. 4(d) carefully and identify its key points and write a summary in your own words.
- (f) Read the paragraphs carefully of the passage given in Q. No. 4(d) and identify what are the ideas used by the writer to make it effective. Discuss at least five features for structuring and writing a good paragraph.

- (g) The issue which is troubling the watch designers and manufacturers is the trend among youth to reject watches in favour of getting time updates from cell phones. One company that is trying a unique approach to attract the fashion conscious youth element is Xezo. This company specialises in solid silver watches, writing instruments and eyewear.

Assume that your advertising agency has just been hired by Xezo to develop a 'new media' campaign that will extend beyond present media choices (e.g., magazines, and Web sites). Review the 'new media' options and recommend a 'new media' plan for the company. Describe the target market that is the focus of your plan.

- (h) Read the following passages and provide paraphrases of any *two* : 5×2=10

- (i) In American society, introverts are outnumbered about three to one. As a result, they must develop extra coping skills early in life because there will be an inordinate amount of pressure on them to 'shape up' to act like the rest of the world. The introvert is pressured daily, almost

from the moment of awakening, to respond and conform to the outer world. Classroom teachers unwillingly pressure introverted students by announcing that "one-third of your grade will be based on classroom participation". —From Otto Kroeger and Janet M. Thuesen, *Type Talk : The 16 Personality Types that Determine How We Live, Love and Work*. New York : Well Publishing, 1989.

- (ii) By mid-December, 1914 British troops had been fighting on the continent for over five months. Casualties had been shocking, positions had settled into self-destructive stalemate, and sensitive people now perceived that the war, far from promising to be 'over by Christmas', was going to extend itself to hitherto in unimagined reaches of suffering and irony.

—From Paul Fussell, *The Great War and Modern Memory*. London : Oxford University Press, 1977.

(iii) It has never been denied that Dante, the political philosopher as well as Dante the poet assimilated to the full the political doctrines by which his century was moved. In fact, Dante held a key-position in the political and intellectual discussions around 1300, and if in a superficial manner he has often been labelled reactionary, it is simply the prevalence of the imperial idea in Dante's works—different though it was from that of the preceding centuries—which obscured the overwhelmingly unconventional features of his moral-political outlook.

—From Ernst H. Kantorowicz, *The King's Two Bodies*. Princeton : Princeton University Press, 1981.

(iv) "Michelangelo was a man of tenacious and profound memory," Vasari says, "so that, on seeing the works of others only once, he remembered them perfectly and could avail himself to them in such a manner that scarcely anyone has ever noticed it." That "scarcely anyone has ever noticed it," is easy

to understand. For Michelangelo when exploiting the 'works of others', classical or modern, subjected them to a transformation so radical, that the result appear no less 'Michelangelesque' than his independent creations.

—From Erwin Panofsky, *Studies in Iconography*. New York : Harper and Row, 1971.

- (v) It is natural and in so rapid and superficial review as this inevitable, to consider the criticism of Wordsworth and Coleridge together. But we must keep in mind how very different were not only the men themselves, but the circumstances and motives of the composition of their principal critical statements. Wordsworth's *Preface to Lyrical Ballads* was written while he was still in his youth, and while his poetic genius still had much to do; Coleridge wrote the *Biographia Literaria* much later in life, when poetry, except for that one brief and touching lament for lost youth, had deserted him and when the

disastrous effects of long dissipation and stupefaction of his powers in transcendental metaphysics were bringing him to a state of lethargy.

Use of Poetry and Use of Criticism : Studies in the Relation of Criticism to Poetry in England. Cambridge : Harvard University Press, 1961.

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