

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

2019

ENGLISH

Paper : Eng-RC/HG-1016

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-1016

(Academic Writing and Composition)

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

(a) Academic writing and journalistic writing are basically the same.

(Write True or False)

(b) An explanation or an afterthought usually marked off with brackets is a

_____.

(Fill in the blank)

- (c) Is a paragraph a constituent of or equivalent to an essay?
- (d) Is examination of the elements or structure of a piece of writing *analysis* or *synthesis*?
- (e) Is a summary nearly the same as an *abstract* or a *synopsis*?
- (f) Is an essay that is written in the form of a story a *descriptive essay* or a *narrative essay*?
- (g) In academic writing which form is more acceptable 'won't' or 'will not'?
- (h) Rewrite the sentence in indirect speech :
"No school today," declared the stranger with emphasis, and added passionately, "one of the greatest sons of the motherland has been sent to gaol."
- (i) Rewrite the following as direct speech :
Rajam told Swami that he must get back to the class. He rose and sprinted towards the school while urging Swami as he ran, to come to the field early, since he was now free.
- (j) An abrupt remark, especially as an aside or an interruption is an _____.

(Fill in the blank)

2. Write a sentence or two on the following :

2×5=10

- (a) Introduction to an essay
- (b) Conclusion of an essay
- (c) Slang
- (d) Et cetera
- (e) Synonyms

3. Rewrite any four of the following passages correctly, paying attention to case (upper or lower), spellings, grammatical forms and punctuation :

5×4=20

- (a) The bermuda triangle region have some unusual fetures Its one of only two place on earth where true north and magnatic north line up.
- (b) why do the discourses of environment seems more crucial today then they did to welty in the 1940's the most obvious answer is that during the last third of the twentieth century "the environment" became front page news
- (c) she repeated more than once I simply cannot believe it! it seems quite incredible that Mr Morley should do such a thing !

- (d) In his book the fourth dimension of a poem M. H. Abrams has written about Wordsworths Tintern Abbey and many of Keats poetry
- (e) She said I would now like to go home her friend nodded his head went out and got his car from the garage and drove her to home.
- (f) The attorney general exploded into peels of laughter uncontrollable and beerbellied. Through it he repeated again and again whenever he could thats a good one your excellency thats a good one.

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) Your favourite film or book
- (ii) Your hometown or village
- (b) How would you plan a writing task like the essay in 4(a)? Discuss stepwise using the above essay or any other essay you have written.

- (c) What are the main types of academic writing? Name them and write a short paragraph on any one.
- (d) Read the following story carefully and answer the *five* questions (each of these carries 2 marks) given below in *one* or *two* sentences :

The Gulls of Salt Lake (661 words)

At last, they were safe. A brave little company of pioneers from the Atlantic coast crossed the Mississippi River. They finally succeeded in climbing to the top of the great Rockies and down again into a valley in the very midst of the mountains. It was a valley of brown, bare, desert soil, in a climate where almost no rainfalls.

But the snow on the mountain-tops sent down little streams of pure water; the winds were gentle. Like a blue jewel at the foot of the western hills was a marvellous lake of salt water, an inland sea. Some wanted to keep going, but most said, this is where we should live—the journey is accomplished. So the pioneers settled there and built themselves huts and cabins so they could survive the first winter.

They were used to challenges. It had taken them many months to make the terrible trip.

Many had died of illness on the way; then many died of hardship during the winter. The supplies they had brought in their wagons were so nearly gone that, by spring, they were living partly on roots, dug from the ground. All their lives now depended on the crops they could raise in the valley.

They made the barren land fertile bringing mud from the river to the dry land, and creating irrigation channels. They planted corn and grain and vegetables, and everyone collaborated. Then it was an anxious time as they watched for the plants to grow, with hopes, and prayers,
and

careful eyes.

In good time the brown earth was covered with a carpet of tender, green, growing things. No farmer's garden could have looked better than the great garden of the desert valley. And from day to day the little plants grew and flourished till they were all well above the ground—they had

succeeded. James, who was the head of the group, said, "We finally will have all the food we need.

We have achieved our goal."

Then a terrible thing happened. One day, the men who were watering the crops saw a great number of crickets swarming over the ground at the edge of the gardens nearest the mountains. They were hopping from the barren places into the young, green crops, and as they settled down

they ate the tiny shoots and leaves to the ground. More came, and more, and ever more, and as they came they spread out till they covered a big corner of the grain field. Yet still more and more,

till it was like an army of black, hopping, crawling crickets, streaming down the side of the mountain. James said, "Watch out, they're going to eat our food. We will be ruined."

Everyone tried to kill the crickets by beating them down, but the numbers were so great that it was like beating at the sea. Suddenly, from far off in the air toward the great salt lake, there was the sound of flapping wings. It grew louder. It looked like a white cloud rising from the lake, a flock

of sea gulls flying toward them. Hundreds of gulls rose and circled and came on. "The gulls! The gulls!" James cried. "They will rescue us. It is a miracle." The gulls flew overhead, with a

shrill chorus of whimpering cries, and then, in a marvellous white cloud of outspread wings and hovering

breasts, they settled down over the field. "Look, look," James said. "See! They are eating the crickets! They are saving our crop. We are restored."

It was true. The gulls ate the crickets, and when at last they finished, they had stripped the fields of that pest. The pioneers had moved to the right place after all. It had taken a lot of work, great determination, and courage. They had met and overcome obstacles, solved problems, and would survive. Without the gulls, what might have happened is not certain, but the future was secure, the pioneers were confident.

- (i) What made the pioneers decide to settle in the valley?
- (ii) How did the pioneers make the barren land fertile?
- (iii) What are some of the words used to describe the place they had come to?
- (iv) How does the author describe the attack of the crop by the crickets?
- (v) What effect does the appearance of the gulls have on the pioneers?

- (e) Read the above story carefully once more, identify its key points and write a summary in your own words.
- (f) List the basic ideas of the above story, analyze how the author has connected one paragraph to the next to give continuity while developing these ideas, identify the conclusion provided and evaluate if it is appropriate for the story.
- (g) Write a brief review of any book you have read recently (from your 1st semester syllabus) in three or four paragraphs, providing a brief introduction to the author and the book, giving a brief summary of its contents, milieu and characters, evaluating its quality (is it well written or does it read badly, is it boring, is it humorous, etc.) and giving a few concluding remarks.
- (h) The following five passages are taken from some great literary works. Read them carefully and provide a paraphrase of any *two* : $5 \times 2 = 10$
- (i) "I must not fear. Fear is the mind-killer. Fear is the little-death that brings total obliteration. I will face my fear. I will permit it to pass over me and through me.

And when it has gone past I will turn the inner eye to see its path. Where the fear has gone there will be nothing. Only I will remain.”—Frank Herbert, *Dune*.

(ii) “Just remember that the things you put into your head are there forever, he said. You might want to think about that. You forget some things, don’t you? Yes. You forget what you want to remember and you remember what you want to forget.”—Cormac McCarthy, *The Road*.

(iii) “The only people for me are the mad ones, the ones who are mad to live, mad to talk, mad to be saved, desirous of everything at the same time, the ones who never yawn or say a commonplace thing, but burn, burn, burn like fabulous yellow roman candles exploding like spiders across the stars.”—Jack Kerouac, *On The Road*.

(iv) “He allowed himself to be swayed by his conviction that human beings are not born once and for all on the day their mothers give birth to them, but that life obliges them

over and over again to give birth to themselves.”—Gabriel García Márquez, *Love in the Time of Cholera*.

- (v) “Sometimes fate is like a small sandstorm that keeps changing directions. You change direction but the sandstorm chases you. You turn again, but the storm adjusts. Over and over you play this out, like some ominous dance with death just before dawn. Why? Because this storm isn’t something that blew in from far away, something that has nothing to do with you. This storm is you. Something inside of you. So all you can do is give in to it, step right inside the storm, closing your eyes and plugging up your ears so the sand doesn’t get in, and walk through it, step by step. There’s no sun there, no moon, no direction, no sense of time. Just fine white sand swirling up into the sky like pulverized bones. That’s the kind of sandstorm you need to imagine.”
—Haruki Murakami, *Kafka On The Shore*.

OPTION—B

Paper : Eng-RC-1016/HG-1026

(**The Individual and Society**)

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

(a) What is the name of the inn where the pilgrims gather in *The Canterbury Tales*?

(b) Was *Oliver Twist* published as a complete novel or in serial form?

(c) In which city is the novel, *Ragtime* set?

(d) What is the name of the journalist in *Kamala*?

(e) *Burnt Shadows* begins with the bombing of _____.

(Fill in the blank)

(f) Give the subtitle of Pope's *Essay on Man*, Epistle 3.

(g) How many Acts are there in Tendulkar's play, *Kamala*?

(h) Which famous magician appears as a character in *Ragtime*?

(i) Fill in the missing word in the following lines from *Howl*.

"I saw the best minds of my generation destroyed by _____."

(j) Which season is referred to in Eliot's poem, *Preludes*?

2. Answer the following in *one* or *two* short sentences : 2×5=10

(a) Why is Nancy murdered in *Oliver Twist*?

(b) What are the countries that *Burnt Shadow* traverses?

(c) What was the pardoner's job?

(d) What does the title of the novel, *Ragtime*, mean?

(e) How does Jadhav's wife Sarita react to her husband's actions?

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

(a) Write briefly on the character of Fagin.

(b) Identify images of loneliness in *Preludes*.

(c) Who is Coalhouse Walker and how is he central to the novel, *Ragtime*?

- (d) Mention some of the faults of American society referred to by Ginsberg in *Howl*.
- (e) How are changing times depicted by Chaucer through the father-son duo of the Knight and the Squire?
- (f) Briefly describe and comment on the central issue of the play, *Kamala*.

4. Answer any *four* of the following : 10×4=40

- (a) Show how Epistle 3 of Pope's *Essay on Man* represents man's relation to society.
- (b) What aspects of the city of London does Dickens point to as making it a dangerous and difficult place for the young children of *Oliver Twist*?
- (c) How are the lives of families and individuals interwoven in the course of the narrative in *Ragtime*?
- (d) Comment on the picture of patriarchal Indian Society presented by Tendulkar through the suffering of women in the play, *Kamala*.

- (e) What impression of the society-individual relationship do you get from Ginsberg's critique in *Howl*? Develop your argument with illustration from the text.
- (f) Critically comment on the images with which Eliot describes the winter evening in *Preludes I*.
- (g) What effect does the partition of India have on the lives of characters in *Burnt Shadows*? Discuss.
- (h) Discuss Chaucer's presentation of different members of the Church hierarchy. What is your conclusion about the nature of this institution during this period?

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