

19U142

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Name: .....

Reg. No.....

**FIRST SEMESTER B.A. DEGREE EXAMINATION, NOVEMBER 2019**

(CBCSS UG)

**CC19U ENG1 B01/CC19U DMENG1 B01 - INTRODUCING LITERATURE**

(Core Course – English)

(2019 Admissions Regular)

Time: 2 ½ Hours

Maximum : 80 Marks

Credit: 5

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

1. Complete the given sentences with verb phrases that answer the question what or whom. Ram \_\_\_\_\_ Meera \_\_\_\_\_
2. Let me look keenly into the matter – Identify the phrasal verb.
3. Identify the paratactic and hypotactic sentences from the given passage.  
He washed his hands and face, changed the messy dress, packed his things as quick as he could. He, then lingered for a moment, looked around the room and wondered how he lived here for so many years. While deeply thinking about his sleeping kids, he was quickly walking away from them.
4. Replace the mono transitive verb with a di transitive verb. Sekhar bought a car.
5. Locate metaphors and similes in the following stanza.  
Courage is a moonlit night when one walks  
with precision through swarming streets.  
A hard tread, a vertical mount  
to the monasteries of hush.  
Courage is like a keen bird - eyeing its prey  
and winging to win.  
Courage is a meek sage.
6. Mark the syllabic units in the following lines of poetry  
'My name is Ozymandias, king of kings;  
Look on my works, ye Mighty, and despair!'
7. What is the point of view in this passage? Identify any two markers  
They all walked in utter silence. Their breath mingled with the night air and their wounds stood open to biting cold than pain. Their guns hung down from their drooping shoulders. The anguish of retreat was so unbearable. Their faces reflected defeat and death. But none spoke of it any more since they were retreating to life.
8. Love entered the lone room  
like the blush of a flower's dream.  
Identify the figures of speech and state how it enhances meaning.

22. Identify the point of view in the passage given. Substantiate your views with two examples from the text.

He and his friends always made fun of me whenever I walked into the ground. They would use all sorts of foul words to taunt me. Though I sat in a corner of the ground watching them play, they continued jeering me with abuses and insults. At last they might have felt sympathy towards me, or for my silence that they asked me to join the game. I was asked to bowl. Ranga was batting who was known among the boys as 'Sixer Ranga' as he was the firmest hitter of the ball. He stood in the crease with a confident stance and an even more confident bat that was ready to strike. The scheme that they have laid for me was loud and clear- they wanted to mock me now, with Ranga's sixers.

23. Do you find viewpoints, silences, or gaps that are unfair to a person or a group in the text below?

Whose point of view is represented in this text?

Father had his spectacles on the edge of his nose and I could see his eyes glaring. My progress report quivered in his hands.

"Are you happy with this"- he thundered. "Shame on you, you good for nothing. Waste of money and nothing else."

"No, dad..I.."

"Shut up you idiot, with such a show in exams how dare you speak to me..."

I may cry at any moment from now. I wanted to say so many things. But...

"Why should you go to school? You play and play as much as you like. Don't make me feel embarrassed in front of my colleagues".

"Dad, ...." words failed and I stuttered. The sky was preparing to pour in outside. Which means no play today. I was so sad.

**(Ceiling 35 Marks)**

III. Answer any *two* out of the four questions in a short essay of 150 words:

24. How does 'Shakespeare in the Bush' demonstrate a totally different perspective and point of view?

25. Based on your reading of 'A Hanging', explain how George Orwell narrates the operation of power.

26. Examine how 'No Name Woman' depicts the stereotyped version of women.

27. Describe how 'The Letter Q' illustrates the fact that sexuality is more than a biological fact.

**(2 x 10 = 20 Marks)**

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9. Mark the sense groups in the following passage:

When a group of young, educated folks who were graduated from a prestigious institution gathered around for their graduation ceremony their teacher stood up to address them. His age spoke of his experience and his face reflected his immense knowledge. There was complete silence prevailing in the hall. Everyone remained unmoving in their chair to listen to the teacher.

10. The girl of thirteen is not the boy of thirteen. She has died drowning in nightmares until she forgot her butterflies. She has passed through caverns of darkness leaving the lullabies behind. The girl of thirteen is forty-three. She knows a bad touch from a good one She knows it's not wrong to tell a lie in order to survive. Locate how the poet breaks the stereotype of a thirteen year old girl?
11. When they returned from office they found the house in a mess. He was so tired and he fell to the sofa asking for tea. She, though terribly exhausted, went to the kitchen, washed the pan, put the milk to boil and thought about the new sari that Reeta was wearing. He switched the TV on to watch the match. It was delayed due to rain and he, irritated, followed the heated debate in news channel. How do gender prejudices work here? Pick out two expressions to justify your answer.
12. "You are 26, not a young girl any more"- mother yelled at me. "You can't prolong your marriage indefinitely. A man should come to your life, followed by happiness, children, then their children. Life's like that. It should flow on. But, remember, it starts from womb." What does the passage tell you about the perceptions of our society?
13. Comment on the subaltern perspectives in the given passage.  
When we went into the class, shivering and ashamed of our presence there as outcastes, everyone gazed at us as if they saw some alien beings. The teacher stopped the class and stared at us with frown and disbelief. He gestured us to go to the backside. The students who belonged to upper class, with red faces and pot bellies, sneered and made no place for us to sit. We stood, not knowing what to do next. The teacher took the cane from the table and motioned towards the floor. We sat on the dust like lizards crouching away from the tomcat.
14. Which sentences in the earlier passage suggests that this attitude is not the problem of an individual but a social evil?
15. Mark enjambment or caesura in the following stanza:  
Breaking a glass is as striking  
that it will shatter  
a thousand dreams and colours before you  
in unending silence  
after a sudden tinkle...  
Then you will not fail to notice  
a vague collage that it has carved for you...

(Ceiling 25 Marks)

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- II. Do as directed. Paragraph questions shall not exceed 75 words.

16. Do the contrasting images in the following passage speak of social injustice and marginalisation?  
They were all covered with mud. When they came near to collect the wage, the rude stench of sweat rippled in. "Move, don't come near"- Motilal, with thick brimmed spectacle and the air of aristocratic refinement, shouted. They curled to the wall like meek shadows, their skin merging into the darkness of the corner. He counted the coins and threw them in bunches to the dingy palms that stood extended in front of him like an earthenware. He was irritated because of the smell and their proximity. They inhaled the fresh smell of talcum powder and cologne that lingered to his body.
17. Explain the term 'stereotypes' with adequate examples.
18. Fill in the blanks with the right collocations. Choose from the words given in the brackets.  
(find, brave, deep, strong, big, ease, come, turn, save, open)  
I knew that it was not a \_\_\_\_\_ deal. One has to be \_\_\_\_\_ minded to criticisms. Otherwise it will \_\_\_\_\_ out to be a matter of \_\_\_\_\_ trouble. I had a \_\_\_\_\_ sense of optimism in me.
19. Read the passage below.  
He came in late from the office. As I opened the door for him I could realise that he is not in his good self. He twitched his face and went in without a look or a word. I thought about the dishes that have turned cold. While he sat for dinner, I expected him to speak. But I knew that he was angry towards me for joining the driving class. The moment I served him curry he simply gave me a firm thrust that the bowl fell down. My eyes welled up but I controlled my emotions. This was not new for me. Now I can expect more blows and shouts. I waited, patiently.  
Imagine you are the wife. Describe your views on gender based marginalisation.
20. Like a bleak shadow  
you dump in and rest your arms  
on the Bible. It looks at your misery  
in utter disbelief. Tells you  
to flow like a piece of cloud in the river.  
It caresses the moist cheeks, wet like  
the sod after the summer shower.  
But you still remain a page  
unread and unseen.  
What are the figures of speech in the poem? How does the poet convey his meaning through them?
21. The possibility of multiple perspectives in 'Little Red Riding Hood'.

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Turn Over