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Name:

Reg. No:

FIRST SEMESTER UG DEGREE EXAMINATION, NOVEMBER 2024

(FYUGP)

CC24U ENG1 FA101(1B) - ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES

(English - AEC)

(2024 Admission - Regular)

Time: 1.5 Hours

Maximum : 50 Marks

Credit: 3

Part A

Read the provided passage/poem and answer the following questions. Each question carries 2 marks.

From Alice Walker's Essay "In Search of Our Mother's Gardens":

And so, our mothers and grandmothers have, more often than not anonymously, handed on the creative spark, the seed of the flower they themselves never hoped to see: or like a sealed letter they could not plainly read. And so it is, certainly, with my own mother. Unlike "Ma" Rainey's songs, which retained their creator's name even while blasting forth from Bessie Smith's mouth, no song or poem will bear my mother's name. Yet so many of the stories that I write, that we all write, are my mother's stories. Only recently did I fully realize this: that through years of listening to my mother's stories of her life, I have absorbed not only the stories themselves, but something of the manner in which she spoke, something of the urgency that involves the knowledge that her stories-like her life-must be recorded. It is probably for this reason that so much of what I have written is about characters whose counterparts in real life are so much older than I am.

But the telling of these stories, which came from my mother's lips as naturally as breathing, was not the only way my mother showed herself as an artist. For stories, too, were subject to being distracted, to dying without conclusion. Dinners must be started, and cotton must be gathered before the big rains. The artist that was and is my mother showed itself to me only after many years. This is what I finally noticed:

Like Mem, a character in *The Third Life of Grange Copeland*, my mother adorned with flowers whatever shabby house we were forced to live in. And not just your typical straggly country-stand of zinnias, either. She planted ambitious gardens-and still does-with over fifty different varieties of plants that bloom profusely from early March until late November. Before she left home for the fields, she watered her flowers, chopped up the grass, and laid out new beds. When she returned from the fields she might divide clumps of bulbs, dig a cold pit, uproot and replant roses, or prune branches from her taller bushes or trees-until night came and it was too dark to see.

Whatever she planted grew as if by magic, and her fame as a grower of flowers spread over three counties. Because of her creativity with her flowers, even my memories of poverty are seen through a screen of blooms-sunflowers, petunias, roses, dahlias, forsythia, spirea, delphiniums, verbena ... and on and on. And I remember people coming to my mother's yard to be given cuttings from her flowers; I hear again the praise showered on her because whatever rocky soil she landed on, she turned into a garden. A garden so brilliant with colours, so original in its design, so magnificent with life and creativity, that to this day people drive by our house in Georgia-perfect strangers and imperfect strangers-and ask to stand or walk among my mother's art.

I notice that it is only when my mother is working in her flowers that she is radiant, almost to the point of being invisible-except as Creator: hand and eye. She is involved in work her soul must have. Ordering the universe in the image of her personal conception of Beauty. Her face, as she prepares the Art that is her gift, is a legacy of respect she leaves to me, for all that illuminates and cherishes life. She has handed down respect for the possibilities-and the will to grasp them.

For her, so hindered and intruded upon in so many ways, being an artist has still been a daily part of her life. This ability to hold on, even in very simple ways, is work black women have done for a very long time. [. . .]

Guided by my heritage of a love of beauty and a respect for strength-in search of my mother's garden, I found my own.

1. What metaphor does the author use to describe the creative spark passed down from mothers and grandmothers? [Level:2] [CO2]
2. How does the author relate her writing to her mother's stories? [Level:2] [CO2]
3. In what ways does the author suggest her mother's creativity manifests beyond storytelling? [Level:2] [CO2]
4. What specific types of flowers does the author mention in connection to her mother's gardening? [Level:2] [CO2]
5. How does the author describe her mother's gardening process? [Level:2] [CO2]
6. What impact did the mother's gardening have on the author's memories of poverty? [Level:2] [CO2]
7. How is the mother's work in the garden portrayed in terms of her personal identity? [Level:2] [CO2]
8. What does the author imply about the relationship between art and resilience in the lives of black women? [Level:2] [CO2, CO4]

9. Why does the author consider her mother's gardening to be a form of legacy? [Level:2] [CO2]
10. What qualities does the author associate with her mother's artistic expression in the garden? [Level:2] [CO2]

(Ceiling: 16 Marks)

Part B (Paragraph questions/Problem)

Answer *all* questions. Each question carries 6 marks.

11. Identify the key aspects of "appropriateness" that can help you become a good speaker. [Level:1] [CO1, CO3, CO4, CO5]
12. Explain Helen Keller's lines "Optimism that does not count the cost is like a house built on sand". [Level:2] [CO1, CO2, CO3, CO4]
13. State the benefits of freewriting and active reading on improving your writing skills. [Level:1] [CO1, CO5]
14. Identify the major social issues addressed in Martin Luther King Jr.'s speech "I Have a Dream." [Level:1] [CO1, CO2, CO3, CO4, CO5]
15. Analyse the character of the "Frog Prince" in Garner's Politically Correct Bedtime Stories. [Level:4] [CO2, CO3, CO4, CO5]

(Ceiling: 24 Marks)

Part C (Essay questions)

Answer any *one* question. The question carries 10 marks.

16. Describe the major themes in Leonard Cohen's "Anthem." [Level:2] [CO1, CO2, CO3, CO4, CO5]
17. Discuss caste system as a harmful institution based on your reading of Dr. B. R. Ambedkar's speech. [Level:2] [CO1, CO2, CO3, CO4]

(1 × 10 = 10 Marks)
