



III Semester B.A. Examination, Nov./Dec. 2017

(CBCS) (F + R) (2012-13 and Onwards)

OPTIONAL ENGLISH – III

British Literature (Victorian and Modern) and Facets of Language

Time : 3 Hours

Max. Marks : 100

- Instructions :** 1) Answer **all** the questions.
2) Mention the question numbers **correctly**.

SECTION – A

I. Answer **any three** of the following :

(3×5=15)

a) Ring out the old, ring in the new

Ring, happy bells, across the snow:

The year is going, let him go :

Ring out the false, ring in the true.

b) The rain set early in tonight,

The sullen wind was soon awake,

It tore the elm-tops down for spite,

and did its worst to vex the lake :

I listened with heart fit to break.

c) ... See, banks and brakes

Now leaved how thick ! laced they are again

With fretty chervil, look, and fresh wind shakes

Them ; birds build-but not I build ; no but strain,

d) How but in custom and in ceremony

Are innocence and beauty born ?

Ceremony's a name for the rich horn,

And custom for the spreading laurel tree.

e) But there on the shining metal

His hands had put instead

An artificial wilderness

And a sky like lead.



SECTION - B

(Poetry)

II. A) Answer **any one** of the following : (1×15=15)

- i) Trace Hopkins's movement from despair to reconciliation in the sonnet 'Thou Art Indeed . . .'
- ii) How does the poem 'A prayer for my Daughter' bring out Yeats' vision/wish for a better society ?

B) Write short notes on **any one** of the following : (1×5=5)

- a) Tennyson's hopes in the new year.
- b) Romney in 'Aurora Leigh'.
- c) Scenes of the grim present on the Shield in Auden's poem 'The Shield of Achilles'.

SECTION - C

(Novel-Hard Times)

III. A) Answer **any one** of the following : (1×15=15)

- i) Comment on Dickens' "Hard Times" as a satire on the education system, in England.
- ii) Discuss the negative influence of Mrs. Blackpool and Mrs. Sparsit on the moral life of Coketown society.

B) Write short notes on **any two** of the following : (2×5=10)

- i) The 'hands'.
- ii) Sissy's and Bitzer's performance in the classroom.
- iii) James Harthouse.
- iv) The bank robbery.

SECTION - D

(Essays and Short Stories)

IV. A) Answer **any one** of the following : (1×15=15)

- a) What realizations does Elizabeth come to about her marriage and her husband after the death of Walter Bates in 'Odour of Chrysanthemums' ?
- b) Why does R.L. Stevenson consider 'Extreme busyness' as a symptom of deficient vitality in 'An Apology for Idlers' ?



B) Write short note on **any one** of the following :

(1×5=5)

- a) Benefits of being idle in 'An Apology for Idlers'.
- b) Eliot's criticism of Arnold.
- c) Judith in Virginia Woolf's essay 'A Room of One's Own'.

SECTION – E
(Facets of Language)

V. Answer **all** the questions :

- 1) What is discourse analysis ? 2
- 2) How is social context important in discourse ? Give an example. 3
- 3) Explain the Referential function of language. Give an example. 3
- 4) Mention any three features of the spoken mode of language. 2
- 5) Read the following passage and answer the question :

My dear students, if you'd like to improve your English, one thing you can do is to build up your vocabulary. In order to do this, you have to practice a lot. I'm afraid there is not a short cut for this. But there are many effective ways. First of all, you should read a lot. You can read short stories, comics, newspapers, magazines etc. depending on your English level. As you read, you can try to guess the meanings of unknown words from the context of the sentence. If you cannot, then look up the definition in a dictionary. English to English dictionary should be your first choice and keep the translator as last. Another way of building vocabulary is to watch movies in English which will also help with pronunciation. Try to be involved with the language as much as you can. Keep a vocabulary notebook and write down a few words each day. Keep in mind that you have to revise them regularly.

- 1) What is the mode of the passage ? Give an example. 2
- 2) What is the domain of the passage ? 2
- 3) Identify the macro function of the passage. 2
- 4) Comment on the sentence structures of the passage. 2
- 5) Identify an example of 2
 - i) Conative function
 - ii) Directive function

OR



Teacher : Okay girls. That's it for the day. Rita please stay back for a while because we need to talk.

Rita : What is it Ma'am ? Is it . . . uh . . . about my attendance.

Teacher : Exactly ! You have less than 75% of attendance in English.

Rita : Sorry Ma'am . . . Because of my involvement in cultural activities I have poor attendance.

Teacher : Hmmmm... You need to attend classes regularly here afterwards to make up for the classes lost.

Rita : Surely Ma'am... Thanks a lot for your concern and I shall be regular henceforth.

- 1) What is the mode of the passage ? Give an example. 2
- 2) What is the domain of the passage ? 2
- 3) Highlight the monitoring and interactional features of the passage. 2
- 4) Is the tenor of the passage formal or informal ? Give an example. 2
- 5) Identify an example of : 2
 - i) Phatic function
 - ii) Directive function.