



SA – 453

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IV Semester B.A. Examination, April/May 2015  
(2012-13 and Onwards) (Freshers + Repeaters)  
OPTIONAL ENGLISH (Paper – IV)  
American Literature and Facets of Language

Time : 3 Hours

Max. Marks : 100

- Instructions :** i) Answer *all* the questions.  
ii) Mention the question numbers **correctly**.

SECTION – A

- I. Annotate **any three** of the following : (3×5=15)
- a) I have said that the soul is not more than the body,  
And I have said that the body is not more than the soul,  
And nothing, not God, is greater to one than one's self is.
- b) I wonder if it hurts to live –  
And if They have to try –  
And whether – could They choose between –  
It would not be – to die –
- c) I cannot rub the strangeness from my sight  
I got from looking through a pane of glass  
I skimmed this morning from the drinking trough  
And held against the world of hoary grass.
- d) I read in the papers about the Freedom Train  
I heard on the radio about the Freedom Train  
I seen folks talking about the Freedom Train  
Lord, I've been a-waiting for the Freedom Train.

P.T.O.



- e) Did you want to see me broken ?  
Bowed head and lowered eyes ?  
Shoulders falling down like teardrops,  
Weakened by my soulful cries.

SECTION – B  
(Poetry)

- II. A) Answer **any one** of the following : 15
- a) Comment on the notion of God as presented by Walt Whitman.
  - b) How, according to Wallace Stevens, can modern poetry become meaningful and contemporary ?
- B) Write a short note on **any one** of the following : 5
- a) Emily Dickinson's depiction of grief.
  - b) Symbolism in "After Apple Picking".
  - c) "Freedom Train" as a protest poem.

SECTION – C  
(Drama)

- III. A) Answer **any one** of the following : 15
- a) Comment on the depiction of Laura as a delicate, fragile and alienated person.
  - b) Bring out the tragic element in the play.
- B) Write short notes on **any two** of the following : (2×5=10)
- a) Tom's attitude to his father.
  - b) Amanda's efforts to make Laura self-reliant.
  - c) Amanda and the Blue Mountains.
  - d) Tom's frequent visit to the movies.



SECTION – D  
(Short Stories and Essays)

- IV. A) Answer **any one** of the following : 15
- a) Discuss the relevance of the title “The Minister’s Black Veil” to the story.
  - b) Elaborate on the Red Man’s relationship with his environment as brought out in “Chief Seattle’s Speech”.
- B) Write a short note on **any one** of the following : 5
- a) Thoreau’s ideal government.
  - b) Captain Barrett’s admiration of Marx in “Defender of Faith”.
  - c) The difference between a city slave and a slave in plantations, according to Frederick Douglass.

SECTION – E  
(Facets of Language)

- V. Read the poetry and prose passages and answer the questions set them : (2×10=20)
- A) Victorious men of earth, no more  
Proclaim how wide your empires are;  
Though you bind-in every shore  
And your triumphs reach as far  
As night or day,  
Yet you, proud monarchs, must obey  
And mingle with forgotten ashes, when  
Death calls ye to the crowd of common men.



Devouring Famine, Plague, and War,  
Death's servile emissaries are;  
Nor to these alone confined,  
He hath at will  
More quaint and subtle ways to kill;  
A smile or kiss, as he will use the art,  
Shall have the cunning skill to break a heart.

- 1) What is the theme of the poem ? 2
- 2) Who is the "you" referred to in the first stanza of the poem ? 2
- 3) Identify two instances of archaism. 2
- 4) Identify two examples of personification. 2
- 5) Identify the "you" in the second stanza of the poem. 2

OR

Grey wispy hair pokes through her hat  
Waddling homeward on worn down heels  
Carrying bags that hit and bump  
On legs as they hurry through city streets.  
Sitting alone in her cold flat  
She dreams by the fire of days long gone  
When she was looked at not just seen  
When she was pretty and young and strong.  
Once she wore silk against her skin  
Heads would turn as she walked in  
Her opinion was sought and acted upon  
Her smile could cause a soul to yearn.



That was in the long ago when friends

Were plenty and troubles few.

Now people look but never see

The person that she used to be.

- 1) Identify the theme of the poem. 3
- 2) Comment on the use of contrasts in the poem. 2
- 3) What is the tone of the poet ? 2
- 4) Comment on the last two lines of the poem. 3

B) It is rare to find a book written for one city that can be used as a ready reckoner for several others ! But that's the case with "Just Look Up", a very handy booklet written by Sadhana Ramachander, and published by Blue Pencil Creative. The book may be aimed at children, but it is very useful for adults too, who would like to look at the common trees around them. The book starts with a foreword by Bittu Sahgal, the editor of 'Sanctuary Asia', which makes the very important point that trees are not "things" but a form of life.

A list of 22 trees with scientific names, and lovely clear photographs, not only of the trees themselves, but of the leaves, the flowers and sometimes the objects and jewellery made from them, makes very interesting reading indeed. There is the fiery Gulmohar, the golden Indian Laburnum, the rain tree, the coral bead tree, the sandalwood tree, the banyan tree, the badminton ball tree, the pink trumpet tree, the tree of gold, the jacaranda, among others, in this collection. Although Sadhana has referred to the trees in Hyderabad and Bangalore, most of these trees are found in almost all cities. Children do love to create things with their own hands, and suggestions as diverse as little models made from Gulmohar buds, and broomsticks or a mustard sprout



'smiley', are given with clear "how-to" instructions in the 'Poetry and Craft' section. Towards the end of the book is yet another unusual page, which says, "Before you look up, you actually look down" and shows photographs of the petals of various flowers from the trees that spread out in a carpet on the ground, prompting you to look up at the trees themselves. There is a very good bibliography - a 'Further Reading' section and a "Things to do" section too, for those who would like to take their interest further. The book ends with a graphic 'calendar' of the flowering trees. This particularly resonated with me as I live in Bangalore where the 'serial flowering' of the trees, planted with forethought by the Dewan of Mysore State, Sir Mirza Ismail, Gustave Krumbiegel and Marigowda, is a great feature of the city. The book is priced at Rs. 175. This is a small price to pay for a book that will awaken the interest of children and adults alike in the wonderful beings, who, as Sadhana says, "Give us something or the other all the time but ask for nothing in return."

- 1) What is the passage about ? 2
- 2) How is the central idea conveyed in the passage ? 2
- 3) Comment on the cohesive devices used in the passage. 2
- 4) What kind of sentence structures is used in the passage ? 2
- 5) Is the relationship between the addressor and addressee formal or informal ? 2  
Give reasons.

OR

On the sunny slopes of Mount Albano, between Florence and Pisa, the town of Vinci lay among the rocks that crowned the steep hillside. It was a little town. Only a few houses crowded together with an old castle in their midst and it looked like a Swallow's nest clinging to the bare, steep rocks. Here in the year 1452, Leonardo, son of SerPiero da Vinci, was born. Leonardo was



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always a strange child. Even his beauty was not like that of other children. He had the most wonderful waving hair, falling in ripples, like the waters of a fountain, the colour of bright gold and soft as spun silk. His eyes were blue and clear, with a mysterious light in them. They were happy eyes too, when he laughed, but underneath they always had a strange cold look. There was a charm about his smile which no one could resist, and he was a favourite with all.

His father, SerPiero, was a lawyer and spent most of his time in Florence, but when he returned to the old castle of Vinci, he began to give Leonardo lessons and tried to find out what the boy was fit for. But Leonardo detested those lessons and refused to learn, so when he was seven years old he was sent to school. He despised school too, for he could not understand the rough play of the boys. When he saw them tear the wings off butterflies or torture any animal that fell into their hands, his face grew white with pain and he would never take part in their games. The Latin grammar was also a dreadful task, while the many things he longed to learn no one taught him.

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  - 5) Is the relationship between the addressor and addressee formal or informal ? Give reasons. 2
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