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GS-069

IV Semester B.A. Examination, May/June - 2019

OPTIONAL ENGLISH - IV
American Literature & Facets of Language
(CBCS) (F+R) (2012-13 & Onwards)



Time : 3 Hours

Max. Marks : 100

Instruction : Answer all Sections.

SECTION - A

I. Annotate any three of the following : **3x5=15**

- (a) I hear and behold God in every object, yet understand God in the least,
Nor do I understand who there can be more wonderful than myself.
- (b) I wonder if They bore it long -
Or did it just begin-
I could not tell the Date of Mine-
It feels so old a pain-
- (c) Then the theatre was changed
To something else. Its past was a souvenir.
- (d) Who is the engineer on the Freedom Train ?
Can a coal-black man drive the Freedom Train ?
Or am I still a porter on the Freedom Train ?
Is there ballot boxes on the Freedom Train ?
Do coloured folks vote on the Freedom Train ?
- (e) You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

SECTION - B

(Poetry)

II. (A) Answer any one of the following : **1x15=15**

- (i) For Whitman, God is knowable and unknowable at the same time.
Substantiate.
- (ii) The poem 'And Still I Rise' is an outcry against the prejudice,
humiliation and the demand for submission experienced by African
Americans. Explain.

P.T.O.



1x5=5

- (B) Write a short note on **any one** of the following :
- (i) Oppression of the blacks in 'Freedom Train'.
 - (ii) Universalization of grief in Dickenson's poem.
 - (iii) Challenges faced by Modern Poetry in the poem 'Of Modern Poetry'.

SECTION - C**(Drama)**

1x15=15

- III. (A) Answer **any one** of the following :
- (i) The symbol of the glass menagerie is central to the play 'The Glass Menagerie'.
 - (ii) Comment on Amanda's desperation to find a gentleman caller for Laura.

2x5=10

- (B) Write a short note on **any two** of the following :
- (i) Tom's father.
 - (ii) Laura's sense of inferiority.
 - (iii) Tom's final speech.
 - (iv) The autobiographical element in the play.

SECTION - D**(Essays and Short stories)**

1x15=15

- IV. (A) Answer **any one** of the following :
- (i) Bring out the dilemma of Sergeant Marx in reconciling the roles of a Jew, top sergeant and a human being in Philip Roth's story 'Defender of Faith'.
 - (ii) Comment on Douglass' attempts to educate himself.

1x5=5

- (B) Write a short note on **any one** of the following :
- (i) Elizabeth in 'The Minister's Black Veil'
 - (ii) Mrs. Thomas Hamilton's treatment of slaves in Douglass' narrative.
 - (iii) The Red Indian's bond with their ancestors.

SECTION - E**(Facets of Language)**

- V. (A) Read the poetry and prose passages and answer the questions set on them.

2x10=20

I went down to the river,
I set down on the bank.
I tried to think but couldn't,
So I jumped in and sank.

I came up once and hollered!
I came up twice and cried!
If that water hadn't a-been so cold
I might've sunk and died.
But it was Cold in that water! It was cold!



I took the elevator
Sixteen floors above the ground.
I thought about my baby
And thought I would jump down.

I stood there and I hollered!
I stood there and I cried!
If it hadn't a-been so high
I might've jumped and died.
But it was High up there! It was high!

So since I'm still here livin',
I guess I will live on.
I could've died for love-
But for livin' I was born

Though you may hear me holler,
And you may see me cry-
I'll be dogged, sweet baby,
If you gonna see me die.
Life is fine! Fine as wine! Life is fine!

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|---|---|
| (1) What is the theme of the poem ? | 2 |
| (2) Identify the repetition in the poem. | 2 |
| (3) What is the tone of the poet ? | 2 |
| (4) Identify the simile in the poem. | 2 |
| (5) Comment on the last line of the poem. | 2 |

OR

Do not stand at my grave and weep :
I am not there ; I do not sleep.
I am a thousand winds that blow,
I am the diamond glints on snow,
I am the sun on ripened grain,
I am the gentle autumn rain.
When you awaken in the morning's hush
I am the swift uplifting rush
Of quiet birds in circling flight.
I am the soft starshine at night.
Do not stand at my grave and cry :
I am not there ; I did not die.

- | | |
|---|---|
| (1) Comment on the theme of the poem. | 2 |
| (2) Identify any two metaphors in the poem. | 2 |
| (3) Identify the refrain in the poem. | 2 |
| (4) What is the tone of the poet ? | 2 |
| (5) Identify the alliteration in the poem. | 2 |



(B) Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

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|--|---|
| (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 poem. | 2 |
| (4) What kind of sentence structures are used in the passage ? | 2 |
| (5) Is the relationship between the addressor and addressee formal or informal ? Give reasons. | 2 |

OR

People use metal detectors devices to find metal. Metal detectors make magnetic waves. These waves go through the ground. The waves change when they hit metal. Then the device beeps. This lets the person with the device know that metal is close.

The first metal detectors were meant to help miners. They were big. They cost a lot of money. They used a lot of power. And worst of all, they didn't work well. People kept trying to make them better. Metal detectors got smaller. Now they are light and cheap. They also work better. That is why people bring them to the beach. They can look for rings in the water. They can look for phones in the sand. Metal detectors help them find these things. They usually just find junk though.

Metal detectors also protect people. They help to keep guns out of some places. They are in airports. They are in court houses. Some schools use them. They help guards look for weapons. Guards use special wands to find metal on a person.



These devices save lives in other ways too. During wars, people plant bombs in the ground. When the war ends, they don't clean up their messes. This is unsafe for the people who live in those places. Others use metal detectors to find bombs. They remove them and help the people. These devices also make clothes safer. It sounds funny, but it's true. Most clothes are made in big factories. There are lots of needles in these places. Needles break from time to time. They get stuck in clothes. They would poke people trying them on. They don't though. That's because our clothes are scanned for metal. Isn't that nice ? Let's hear it for metal detectors. They make the world a safer place.

- (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 poem. 2
- (4) What kind of sentence structures are used in the passage ? 2
- (5) Is the relationship between the addressor and addressee formal or informal ? Give reasons. 2

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