



MS – 081

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IV Semester B.A. Examination, May/June 2014  
(2012-13 Onwards) (Fresh + Repeaters)  
OPTIONAL ENGLISH (Paper – IV)  
American Literature and Facets of Language

Time : 3 Hours

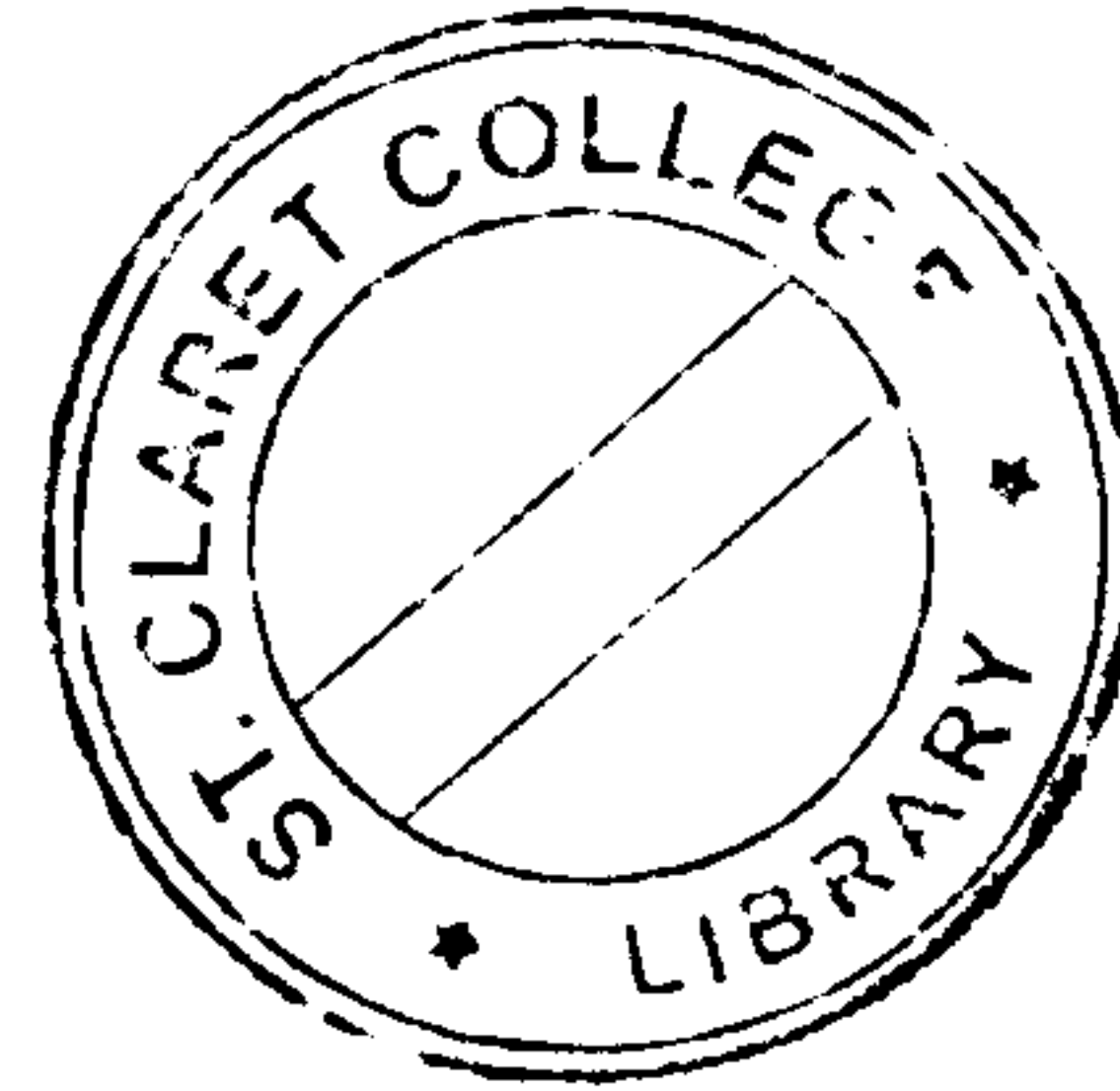
Max. Marks : 100

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

SECTION – A

I. Annotate **any three** of the following : (3×5=15)

- a) And I say to mankind. Be not curious about God,  
For I who am curious about each am not curious about God,  
(Nor array of terms say how much I am peace with God and about death)
- b) The Grieved-are many-I am told  
There is the various Cause-  
Death-is but one- and comes but once-  
And only nails the eyes-
- c) It must  
Be the finding of a satisfaction, and may  
Be of a man skating, a woman dancing, a woman  
Combing. The poem of the act of mind.
- d) The Birmingham station's marked COLORED and WHITE  
The white folks go left'  
The colored go right.  
They even got a segregated lane.  
Is that the way to get aboard the Freedom Train ?



P.T.O.



- e) One can see what trouble  
This sleep of mine, whatever sleep it is.  
Were he not gone,  
The woodchuck could say whether it 's like his  
Long sleep, as I describe its coming on,  
Or just some human sleep.

SECTION – B  
(Poetry)

- II. A) Answer **any one** of the following : 15
- a) Langston Hughes' poem expresses the profound doubts that African Americans had about the Freedom Train. Substantiate.
  - b) Examine Wallace Stevens' views on the demands made on modern poetry.
- B) Write a short note on **any one** of the following : 5
- a) Intensity of grief brought out in Emily Dickenson's poem.
  - b) The refrain in Maya Angelou's poem.
  - c) Humanism in Whitman's poem 'I have said that the soul is not more than the body'.

SECTION – C  
(Drama)

- III. A) Answer **any one** of the following : 15
- a) Discuss the role of Jim O'Connor in the play 'The Glass Menagerie'.
  - b) Discuss 'The Glass Menagerie' as a Memory Play.
- B) Write a short note on **any two** of the following : (2x5=10)
- a) The escapism of Tom.
  - b) Laura's disability.
  - c) Blue Mountains Versus the Wingfield apartment.
  - d) Tom's father.



SECTION – D

**(Essays and Short Stories)**

- IV. A) Answer **any one** of the following : 15
- a) How does Rev. Hooper's decision to wear a veil isolate him from his people in Hawthorne's story ?
  - b) Discuss Chief Seattle's speech as a plea to respect the Native American Indians' identity.
- B) Write a short note on **any one** of the following : 5
- a) Halpern and Fishbein
  - b) Mister Auld's views against educating the Blacks
  - c) Thoreau's advice to the Abolitionists.

SECTION – E

**(Facets of Language)**

- V. Read the **poetry** and **prose** passages and answer the questions on it : (2×10=20)

A) Gather ye rosebuds while ye may,  
Old time is still a-flying  
And this same flower that smiles today  
Tomorrow will be dying.

The glorious lamp of heaven, the sun,  
The higher he's a-getting,  
The sooner will his race be run,  
And nearer he's to setting.

That age is best which is first,  
When youth and blood are warmer;  
But being spent, the worse, and worst  
Time still succeed the former.



Then be not coy, but use your time,  
And, while ye may, go marry;  
For, having lost but once your prime,  
You may forever tarry.

- 1) Identify the archaisms in the poem. 2
- 2) Give examples of personification used in the poem. 2
- 3) Identify the metaphor used in the poem. 2
- 4) Identify the cohesive devices used in the poem. 2
- 5) What is the theme of the poem ? 2

OR

When I taught you  
at eight to ride  
a bicycle, loping along  
beside you  
as you wobbled away  
on two round wheels,  
my mouth rounding  
in surprise when you pulled ahead down the curved  
path of the park,  
I kept waiting  
for the thud  
of your crash as I  
sprinted to catch up, .  
while you grew  
smaller, more breakable  
with distance.





pumping, pumping  
for your life, screaming  
with laughter  
the hair flapping  
behind you like a  
handkerchief waving  
good bye.

- 1) Who is the 'I' in the poem ? 2
- 2) Identify the refrain in the poem. 2
- 3) Identify Onomatopoeic words in the poem. 2
- 4) Identify an example of simile in the poem. 2
- 5) Identify an example of synecdoche. 2

B) He never cut an album. He never wrote a best seller. He never won a Nobel. He never won a war. He never was a President. He never was a movie star. He never made it big in industry.

He never even made money. Still, every poll across the globe, names him as the Man of the Century. So what is it that makes this frail man from Porbander, such a towering Titan ? Is it his ideas ? Probably not. Ahimsa and Satyagraha are age-old concepts. There have been many apostles of peace before. But none enjoyed as much adulation as this humble person. If not ideas, then what is it ? Well, we think, the key lies in the very qualities that made Mohandas, a Mahatma. The sheer capacity to translate abstract concepts into tangible actions. The incredible ability to connect with millions. The genius to unify them into a mass movement. And the gift to weave a silent revolution through simple instruments like the Charkha and Salt. These are the qualities that made history. These are the very traits that inspire us to shape India's future.



- 1) What is the passage about ? 2
- 2) How is the central idea conveyed in this passage ? 2
- 3) Comment on the cohesive device employed in the passage. 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

From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child ; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue.

The process was continued for several years ; for the deaf child does not learn in a month, or even two or three years, the numberless idioms and expressions used in the simplest daily intercourse. The little hearing child learns these from constant repetition and imitation. The conversation he hears in his home stimulates his mind and suggests topics and calls forth the spontaneous, expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher, realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, verbatim, what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative, and still longer before I could find something appropriate to say at the right time. The deaf and the blind find it very difficult to acquire the amenities



of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind ! They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that significance to words ; nor can they watch the expression of the speaker's face and a look is often the very soul of what one says.

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