

**I Semester B.A. / B.Sc. / B.Com. / B.C.A. B.Sc. (FAD)**  
**Examination, October/November 2012**  
**(Semester Scheme) (Repeaters) (Prior to 2010-11)**  
**LANGUAGE ENGLISH – I**

Time : 3 Hours

Max. Marks : 90

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

**SECTION – A**

- I. Answer any five of the following in two or three sentences : (5×2=10)
- 1) How did the family members treat the injured bird ?
  - 2) Who is "the great chief" in the lesson 'The End of Living and the beginning of Survival' ?
  - 3) Why did Damu's mother insist on him to meet Tau Master ?
  - 4) Mention two ways in which the man used the tree in the poem "Asleep".
  - 5) What did the boy dream of having in Ruskin Bond's story ?
  - 6) How much money did Jenks demand for his whiskers ?
  - 7) Who are the five men that drive the wagon in the 'Vachanas' of Allama Prabhu ?
- II. Answer any four of the following in about half a page each : (4×5=20)
- 1) Describe the appearance of Jenks.
  - 2) Explain man's ability for destruction as in the poem "Asleep".
  - 3) How according to the beggar, is one's dream achieved ?
  - 4) Mention any two examples to show how Indian society has become highly commercialized with reference to 'Money and Changing Life Styles'.
  - 5) Describe Red Indians' love for nature.
  - 6) Why did the poet regret his attempt to kill the snake ?
- III. Answer any two of the following in a page each : (2×10=20)
- 1) Describe in detail how Jenks loses his whiskers ?
  - 2) How does the poem 'Gull' capture the close bond between the world of nature and man ?
  - 3) Discuss the significance of the Mahars' struggle at Mahad.
  - 4) Narrate the philosophical aspects of life presented in 'Vachanas' of Allama Prabhu.

**SECTION – B**

- IV. a) Read the following passage and answer the questions given below :

It has been a matter of the greatest joy to me and consolation, in the face of many difficulties, to find that the student world throughout India has a warm



corner for me in their hearts. The students have lightened my burden to a very great extent. But I cannot suppress from me the feeling that in spite of this personal affection that the students have shown to me everywhere and even identification with the poorest of the land, the students yet to cover a vast amount of ground. For they are the hope of the future. They will be called upon, when they are discharged from their colleges and schools, to enter upon public life to lead the poor people of this country. I would therefore like the students, to have a sense of responsibility and show it in much more tangible manner. It is a remarkable fact and a regrettable fact that in the case of the vast majority of students, whilst they entertain noble impulses during their student days, these disappear when they finish their studies. The vast majority of them look out for loaves and fishes. Surely, there is something wrong in this. There is one reason which is obvious. Every educationist, everyone who has had anything to do with the students, has realized that our education system is faulty. It does not correspond to the requirements of the country, certainly not to the requirements of pauper India. There is no correspondence between the education that is given and the home life and the village life. But that is, I fear a larger question than you and I can deal with in a meeting of this character.

Taking things as they are, we have to consider what is possible for the students to do and what more we can do in order to serve the country. The answer that has come to me and to many who are eager to see that the student world gives a good account of itself, is that the students have to search within and look after their personal character. Purity of personal life is the one indispensable condition for building a sound education. And my meeting with thousands of students and the correspondence which I continuously have with the students in which they pour their innermost feelings and take me into their confidence and show me quite clearly that there is much left to be desired. I am sure that all of you understand thoroughly what I mean. In our language there is a beautiful word equivalent for the word student that is *brahmachari*. And I hope you know the word *brahmachari* means. It means searcher after God, one who conduct himself so as to bring himself to God in the least possible time. And all the great religions of the world, however much they may differ, are absolutely one on this fundamental thing that no man or woman with an impure heart can possibly appear before the great white throne. All our learning or recitation of the vedas, correct knowledge of Sanskrit, Latin, Greek and what not will avail us nothing if they do not enable us to cultivate absolute purity of heart. The end of all knowledge must be building up of character.

M.K.Gandhi

A) Answer the following questions in a word, a phrase or a sentence each :

(4×1=4)

1) According to Gandhiji students are the \_\_\_\_\_ of the future.

- 2) Why are the students called upon after their schools and colleges ?
- 3) What is a remarkable as well as a regrettable fact in the case of the majority of the students ?
- 4) Why is our education system faulty ?

B) Answer the following in **four** or **five** sentences : (2×3=6)

- 1) What are Gandhiji's feelings towards the students of the country ?
- 2) What is Gandhiji's advice to students ?

C) Answer the following : (5×1=5)

- 1) According to Gandhiji *Brahmachari* is an equivalent word for a \_\_\_\_\_
- 2) Gandhiji likes the students to have a sense of responsibility. (True/False)
- 3) What according to Gandhiji is the end of all knowledge ?
- 4) Of all the suggestions only \_\_\_\_\_ (a few, few) are acceptable.
- 5) A vast majority of students \_\_\_\_\_ (except/accept) their responsibility.

### SECTION - C

V. Rewrite as directed (answer **any five**) : (5×1=5)

- 1) There is no \_\_\_\_\_ between the education that is given and the home life.  
(use appropriate form of 'correspond')
- 2) Gandhiji \_\_\_\_\_ students to be noble in their acts.  
(use the appropriate tense of 'wish')
- 3) Neither my brother nor my sister \_\_\_\_\_ (has/have) visited Bombay.
- 4) The letter was not posted by her.  
(change the sentence into positive)
- 5) Add 'im' or 'un' to the following words to form their opposites :
  - a) Tidy × \_\_\_\_\_
  - b) Possible × \_\_\_\_\_
- 6) Whatever the man is \_\_\_\_\_ (do) to the earth, he does to himself.  
(use the appropriate form of 'do')

VI. Answer the following questions : (5×1=5)

- A) Write the sentence using the appropriate phrases / expressions for **each** of the following situations given below :
- 1) Requesting your friend for a pen.



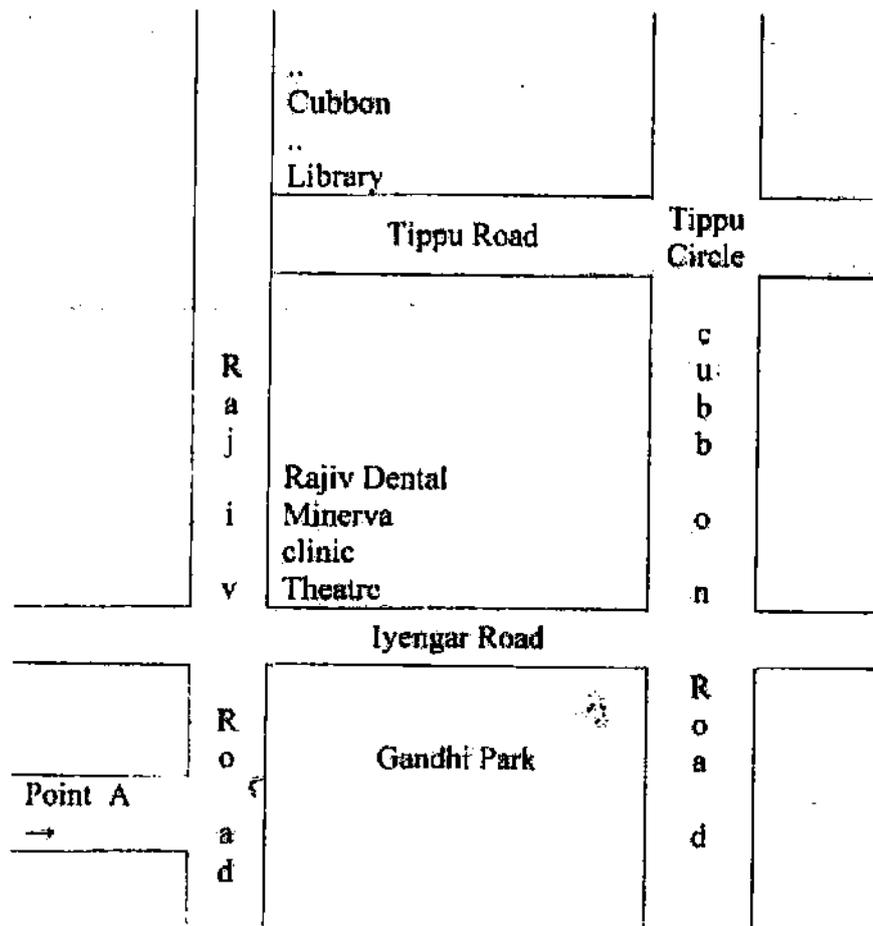
- 2) Asking your sister to water the plants.
- 3) Suggesting your friend to meet at the lobby.
- 4) Asking your sister to turn on the main switch.
- 5) Permitting your friend to use your bicycle.

B) Give instructions to **any one** of the following in **5 to 6** sentences : **(5x1=5)**

- 1) How to use a public phone.
- 2) How to prepare a cup of tea.
- 3) How to deposit a cheque in a bank.

C) Give directions to your friend to help her to reach the Cubbon Library from point A as marked in the map :

5



D) Write a dialogue of a telephone conversation based on the following situation. **5**

An ICI Bank employee reminding a client about the delayed credit card payment that was due on the 20<sup>th</sup> of the month.

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