



NS – 052

III Semester B.A. Examination, Nov./Dec. 2016
(2012-13 and Onwards) (Semester Scheme)
(CBCS – F + R)

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. Annotate any three of the following : (3x5=15)
- a) Ring out the grief that saps the mind,
For those that here we see no more,
Ring out the feud of rich and poor,
Ring in redress to all mankind.
- b) Be sure I looked up at her eyes
Happy and proud; at last I knew
Porphyria worshipped me : surprise
Made my heart swell, and still it grew
While I debated what to do.
- c) "You'd scorn my help, – as Nature's self, you say,
Has scorned to put her music in my mouth,
Because a woman's. Do you now turn round
And ask for what a woman cannot give?"
- d) ... Oh, the sots and thralls of lust
Do in spare hours more thrive than I that spend,
Sir, life upon thy cause.

P.T.O.



- e) ... for such,
 Being made beautiful overmuch,
 Consider beauty a sufficient end,
 Lose natural kindness and may be the heart-revealing intimacy
 That chooses right, and never find a friend.

SECTION – B
 (Poetry)

- II. A) Answer **any one** of the following : (1×15=15)
- i) The lyric, *Ring Out, Wild Bells*, documents the burning social evils of the Victorian era. Discuss.
 - ii) Examine Aurora's response to Romney, in *Aurora Leigh*, from a feminist view point.
- B) Write a short note on **any one** of the following : 5
- i) Reconciliation between doubt and hope in *Thou art indeed just, Lord, if I contend*.
 - ii) The personal tone in Yeats' poem, *A prayer for My Daughter*.
 - iii) Auden's use of imagery in the poem, *The shield of Achilles*.

SECTION – C
 (Novel – *Hard Times*)

- III. A) Answer **any one** of the following : 15
- i) Discuss Dickens' portrayal of the "Industrial Society" of nineteenth century England.
 - ii) Comment on the character of Stephen Blackpool. Do you think that he represents the 'Hands' in *Hard Times*? Justify.
- B) Write a short note on **any two** of the following : (2×5=10)
- i) Significance of the opening chapter.
 - ii) Character of Bounderby
 - iii) Louisa (Loo) Gradgrind.
 - iv) The robbery at the Bank.



SECTION – D
(Essays and Short Stories)

- IV. A) Answer **any one** of the following : 15
- i) How does Elizabeth Bates epitomize the plight of women of her times in the story, *Odour of Chrysanthemums*?
 - ii) What, according to Eliot, are the major functions of a critic?
- B) Write a short note on **any one** of the following : 5
- i) Elizabeth Bates' relationship with her father.
 - ii) Stevenson's view on idleness as a beneficial trait.
 - iii) The fictional account of Shakespeare's sister in *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) What are cohesion and coherence ? Explain with an example each. 3
 - 4) Explain the phatic function of language. Give an example. 2
 - 5) Read the following passage and answer the questions :

Chess is an ancient game. Its invention has been ascribed at various times to the Greeks, Egyptians, Arabs, Persians and Indians. Today it is generally agreed that the original home of chess was India, where it was a popular game known by the name of *chaturang*.

Sir William Jones, the great Indologist gathered evidence which showed that the game was exported from India to Persia and not the other way about as claimed by some historians. The Arabs learnt the game from the Persians and called it *shatranj*.

The next stage in the history of chess was its spread to the West. The Muslim conquerors brought it to Spain, and the Byzantines to Italy. From these countries it spread to France and then Scandinavia and England. Soon all Europe was playing the game. It was a recreation of the nobility who not only played the game but also patronised good players. But chess as it was played in those days was very different from the *chaturang* of India.

The rules were gradually changing. The 'minister', Who could move only two squares of the same colour, became the queen with greater power and freedom to move. Rules governing the bishop, the pawn and the king also changed.



When, finally, castling was introduced, the old game virtually disappeared. Today chess is an international game. Teams from over 50 nations take part in the Olympiads which are held at regular intervals.

The International Chess Federation, or FIDE, is the body that controls these world events and enunciates and revises the rules of the game.

- 1) What is the mode of the passage ? Give two examples. 2
- 2) Identify the domain of the passage. 2
- 3) What is the macro function ? 2
- 4) Write a note on the sentence structures. 2
- 5) Identify an example of : 2
 - a) Metalinguistic function
 - b) Referential function.

OR

- Rajesh : Good morning, Sir ... I am Rajesh Srivastava.
 Mr. Singh : Good morning Rajesh. Please be seated.
 Rajesh : Thank you, Sir ...
 Mr. Singh : Rajesh ... Tell me something about yourself.
 Rajesh : Sir... I am from Hyderabad. I have just completed my M.Sc. in Computer Engineering.
 Mr. Singh : Where did you graduate from ?
 Rajesh : Sir, from Delhi University.
 Mr. Singh : And ... You wish to start your career in the company ?
 Rajesh : Yes Sir ... if I'm given the opportunity ...
 Mr. Singh : Hmm ... Well, Rajesh, ... Our HR Manager, Mr. Shukla, will guide you through the next round of interview. Could you meet him and get back to me ?
 Rajesh : Sure, Sir. Thank you very much, Sir.

- 1) Identify the mode of the discourse. Give an example. 2
- 2) Highlight the monitoring and interactional features of the passage. 2
- 3) Is the tenor of the passage formal or informal ? 1
- 4) What is the macro function of the passage ? 2
- 5) Identify examples that primarily serve. 3
 - a) Phatic function
 - b) Directive function
 - c) Conative function.