

Third Year B.A. Examination, May/June 2010
(Revised SIM Scheme)
OPTIONAL ENGLISH (Course – III)
Poetry, Drama, Fiction and Essays

Time : 3 Hours

Max. Marks : 90

*Note : Answer the following questions **without omitting** any Section.*

SECTION – A

1. Answer **four** of the following, choosing atleast **two** from poetry and **two** from drama : **(4×5=20)**
- a) Oh, the sots and thralls of lust
Do in spare hours thrive than I that spend,
Sir, life upon thy cause.
- b) I shot him dead because
Because he was my foe,
Just so.
- c) The carriage held but just ourselves and immortality.
- d) And for all this, nature is never spent;
There lives the dearest freshness deep down things;
- e) But I will wear my heart upon my sleeve
For doves to peck at : I am not what I am
- f) Excellent wretch Perdition catch my soul.
But I do love thee. And when I love thee not chaos is come again.

P.T.O.

- g) One not easily jealous but, being wrought,
Perplexed in the extreme.
- h) She loved me for the dangers I had passed,
And I loved her that she did pity them.
This only is the witch craft I have used;

SECTION – B
(Poetry)

2. Answer **two** of the following: (2×10=20)
- a) Examine the problem of choice as presented in ‘The Soul selects her own society’.
- b) Write a critique on “Thou Art Indeed Just, Lord”.
- c) Discuss the theme of the poem ‘Neutral Tones’.
- d) Bring out Owen’s views on the predicament of soldiers in ‘Strange Meeting’.

SECTION – C
(Othello)

3. Answer **any two** of the following in not more than **a page and a half** each: (2×10=20)
- a) What are your impressions of Roderigo ?
- b) Sketch the character of Iago.
- c) Bring out the importance of the ‘Temptation Scene’.
- d) Critically analyse the significance of the opening scene.

SECTION – D
(A Farewell to Arms and Kanthapura)

4. Answer the following in not more than **a page and a half** each : **(2×10=20)**

a) Sketch the character of Range Gowda.

OR

Write on the incident at the Toddy booth.

b) Love has no place in a war torn world. Discuss.

OR

Write on the character of Cathrine Barkley.

SECTION – E
(Essays)

5. Answer **one** of the following : **(1×10=10)**

a) Critically analyse the essay ‘On the Ignorance of the Learned’.

b) Discuss Chesterton’s arguments on ‘A Defence of Nonsense’.

c) What are Charles Lamb’s views on poor relations ?

III Year B.A. Examination, May/June 2010
(Revised SIM Scheme)
OPTIONAL ENGLISH (Course – IV)
Poetry, Drama and Fiction

Time : 3 Hours

Max. Marks : 90

*Note : Questions from **all** Sections are to be answered without omitting any Section.*

SECTION – A

1. Annotate **four** of the following, choosing **two** from poetry and **two** from drama : **(4×5=20)**
- a) Ceremony's a name for the rich horn,
And custom for the spreading laurel tree
 - b) He will not see me stopping here
To watch his woods fill up with snow.
 - c) Turning and turning in the widening gyre
The falcon cannot hear the falconer.
 - d) Was he free ? Was he happy ? The question is absurd.
 - e) Seven years and the summer is over
Seven years since the Archbishop left us.
 - f) Man's life is a cheat and a disappointment;
All things are unreal.
 - g) What is the price of a thousand horses against a son where there is one son only ?
 - h) No man at all can be living forever, and we must be satisfied.

P.T.O.

SECTION – B
(Poetry)

2. Answer **two** of the following : (2×10=20)
- a) Write an appreciation of the poem “The Hollow Men’.
 - b) Bring out the two opposite attitudes expressed in ‘Mending Wall’.
 - c) ‘The Unknown Citizen is a satire on modern society’. Discuss.
 - d) What picture of civilization emerges from “The Second Coming”.

SECTION – C
(Drama : Murder in the Cathedral)

3. Answer **two** of the following : (2×10=20)
- a) Bring out the conflict between the King and the Archbishop.
 - b) Write on the significance of the Chorus in ‘Murder in the Cathedral’.
 - c) Describe the role of the Knights in the play.
 - d) How does the writer portray Becket as a tragic hero ? Elucidate.

SECTION – D
(Fiction – The Plague)

4. Answer **two** of the following : (2×10=20)
- a) Discuss the role played by Dr. Bernard Rieux in ‘The Plague’.
 - b) How is the city ‘Oran’ described after the outbreak of Plague ?
 - c) Comment on the role played by Father Paneloux.
 - d) “The Plague is not a novel in prose but a chronicle”. Discuss.

SECTION – E
(Drama : Riders to the Sea)

5. Answer **any one** of the following : (1×10=10)
- a) Discuss the significance of the ‘Sea’ in ‘Riders to the Sea’.
 - b) What are your impressions of Maurya ?
 - c) ‘Riders to the Sea’ is a regional play with Universal appeal. Discuss.
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Final Year B.A. Examination, May/June 2010
(Revised SIM Scheme)

OPTIONAL ENGLISH (Course – V)

**Growth of the English Language, Characteristics of Modern English, Hudson
and Practical Criticism**

Time : 3 Hours

Max. Marks : 90

- Note :* i) *Question 1 and 4 are compulsory.*
ii) *Answer four other questions choosing two from Section A (Q.2) and two from Section B (Q.3).*

SECTION – A

1. Indicate the origin of **ten** of the following words : **(10×2=20)**
- | | |
|-------------|---------------|
| 1) Album | 11) Ego |
| 2) Ode | 12) Bible |
| 3) Wine | 13) Bismillah |
| 4) Religion | 14) Calibre |
| 5) Teak | 15) Valet |
| 6) Estate | 16) Ugly |
| 7) Reason | 17) Today |
| 8) Algebra | 18) Prophet |
| 9) Happy | 19) Status |
| 10) Irony | 20) Harem |
2. Answer **two** of the following : **(2×10=20)**
- a) Comment on the influence of French on the English language.
 - b) How did Shakespeare contribute to the growth of English language ?
 - c) Make a detail study of the characteristics of old English.
 - d) Write short notes on **any two** of the following :
 - i) The Bow-Wow Theory.
 - ii) Greek influence on the English language.
 - iii) English as world language.
 - iv) Alphabetical system.

P.T.O.

SECTION – B

3. Answer **any two** of the following : **(2×10=20)**
- a) Discuss the relevance of didactic element in poetry.
 - b) What are Hudson's views on Greek and Elizabethan drama ?
 - c) What is criticism ? Draw the distinction between judicial and inductive criticism.
 - d) Write short notes on any two of the following :
 - i) The short story.
 - ii) Pathetic fallacy.
 - iii) The ode.
 - iv) The Greek Tragedy.

SECTION – C

4. Attempt a critical analysis of **two** of the following. Choosing **one** from **poetry** and **one** from **prose**. **(2×15=30)**
- a) "I never can learn to do it", The little kite said,
As he looked at the others high over his head.
"I know I should fall if I tried to flay".
"Try", said the big Kite, "Only try !
Or I fear you never will learn at all".
But the little Kite said : "I'm afraid I'll fall".
The big kite nodded : "Ah, well, good-bye ;
I'm off". And he rose toward the tranquil sky.
Then the little kite's paper stirred at the right.
And trembling he shook himself free for flight.
First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big Kite looking down could see
The little one rising steadily.

b) Mortality, behold and fear,

What a change of flesh is here !

Think how many royal bones

Sleep with in these heaps of stones ;

Here they lie, had realms and lands,

Who now want strength to stir their hands,

Where from their pulpits seal'd with dust

They preach, 'In greatness is no trust'.

c) And then Gandhi came. He was like a powerful current of fresh air that made us stretch ourselves and take deep breaths ; like a beam of light that pierced the darkness and removed the scales from our eyes ; like a whirlwind that upset many things, but most of all the working of people's minds. He did not descend from the top ; he seemed to emerge from the millions of India, speaking their language and incessantly drawing attention to them and their appalling condition. Get off the backs of these peasants and workers, he told us, all you who live by their exploitation ; get rid of the system that produces this poverty and misery. Political freedom took new shape then and acquired a new content. Much that he said we only partially accepted or sometimes did not accept at all. But all was secondary. The essence of his teaching was fearlessness and truth.

d) There were six of them, the best and bravest of the hero's companions. Turning back from his post in the bows, Odysseus was in time to see them lifted, struggling, in to the air, to hear their screams, the desperate repetition of his own name. The survivors could only look on, helplessly, while Scylla 'at the mouth of her cave devoured them, still screaming, still stretching out their hands to me in the frightful struggle'. And Odysseus adds that it was the most dreadful and lamentable sight he ever saw in all his 'explorings of the passes of the sea'. We can believe it ; Homer's brief description convinces us.
