

**73139**

 **M-5372**

**Sl. No.**

**Total No. of Pages : 4**

**II Semester B.Com./B.B.A./T.T/T.H.M. Examination,  
April/May - 2019  
(Scheme : CBCS) (Freshers)  
ENGLISH LANGUAGE - II (AECC)  
Intellection - II**

**Time : 3 Hours**

**Max. Marks : 80**

**I. Answer ten of the following in a word, phrase or a sentence each: [10 × 1 = 10]**

- 1) What does the poem 'Ulysses' reflect?
- 2) Who are ignored in history?
- 3) 'A Lesson My Father Taught Me' is an extract from \_\_\_\_\_.
- 4) Pablo Neruda's 'You Start Dying Slowly' conveys \_\_\_\_\_.
- 5) What does Darryl Ashton speak about in 'We Are the TSB Banking Directors'?
- 6) Name the virtues advocated by the poet in 'IF'.
- 7) Who are ignored in the books of history?
- 8) Who is the narrator of 'A Deed of Bravery'?
- 9) Name the kids in the story 'Light is Like Water'.
- 10) How did APJ Abdul Kalam aspire to learn in Young Age?
- 11) How does Ulysses describe the people of Ithaca?
- 12) To whom does Kipling offer message in 'If'?
- 13) Who is the author of "Light is Like Water"?
- 14) The TSB belongs to \_\_\_\_\_.
  - i) French
  - ii) German
  - iii) British
- 15) Narwa and Haria are known for \_\_\_\_\_.
  - i) Richness
  - ii) Knowledge
  - iii) Bravery
  - iv) Foolishness

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**II. Annotate two of the following :**

**[2 × 5 = 10]**

- 1) Great rome is full of triumphal arches.  
Who erected them?
- 2) We ask ourselves  
Was this good for us -  
We all replied; of  
course!
- 3) If you do not change your life  
When you are  
not satisfied with your job, or  
With your love,
- 4) It may be we shall touch the  
Happy Isles,  
And see the great Achilles, whom  
We knew.

**III. Answer two of the following :**

**[2 × 10 = 20]**

- 1) How does Rudyard Kipling underscore the theme of quality and preseverance in 'If'?
- 2) Comment on the selfish motives displayed by the bank directors ad employees in 'We Are The TSB Banking Directors'.
- 3) Sketch the character of Ulysses.
- 4) What are the values advocated by Pablo Neruda in 'You Start Dying Slowly'?

**IV. Answer two of the following :**

**[2 × 10 = 20]**

- 1) What are the moral etiquettes imparted in 'A Lesson My Father Taught Me'?
- 2) Comment on the bravery facts of Haria and Narwa.
- 3) Critically examine Gabriel Garcia Marquez's "Light is Like Water".

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**V. Language Component :**

- 1) Rewrite the following with appropriate punctuation : [4 × 1 = 4]
- i) New Delhi is the capital of India.
  - ii) He said I am very happy today.
  - iii) Is this book a worth reading.
  - iv) Ramus father is an advocate.
  - v) Oh this is a beautiful river.
- 2) Rewrite the following sentences as directed : [4 × 1 = 4]
- i) Srujan has run away from home.  
[Frame a question so as to get the underlined word as answer].
  - ii) They watched a cinema.  
[convert into Yes/No question].
  - iii) The palace is open for visitors only on Saturdays and Sundays.  
[Frame a question so as to get the underlined words as answer]
  - iv) This restaurant is not hygienic.  
[Convert into Yes/No Question]
- 3) Change the following sentences as directed : [4 × 1 = 4]
- i) He likes to drink coffee.  
[Change into a Negative Sentence]
  - ii) I am not a good player of flute.  
(Change into an Affirmative Sentence]
  - iii) The students have decided to go for excursion.  
[Change into a Negative Sentence]
  - iv) We are not preparing for the competition.  
[Change into an Affirmative Sentence]
- 4) Fill in the blanks with appropriate linkers given in the bracket: [4 × 1 = 4]
- i) They played well, \_\_\_\_\_ couldn't win the match.
  - ii) \_\_\_\_\_ you work hard, you cannot complete the assignment.
  - iii) Shakespeare is \_\_\_\_\_ a poet, \_\_\_\_\_ a dramatist.
  - iv) He sat in the hill \_\_\_\_\_ meditated for two months.  
[not only ..... but also, but, and, unless, though]

- 5) Read the following passage and answer the questions that follow: [4 × 1 = 4]

Many of the students go to college with the purpose of using discrete, concrete, and absolute categories to understand people, knowledge and values. These students dwell in a dualistic assessment, observing the world as people doing good or bad. They cannot recognize the presence of more than one point of opinion. In the second stage, some students pause through the dualistic period to another equally annoying stage. Within this stage, students see different ways to contract with any given subject or hurdle. Though these students are able to accept the multiple points of view, they are not able to assess or defend them.

The third stage of development discover students living in a world of relativism. During this stage, the students develop thinking capability and resist decision making. In the final stage, they accomplish diversity through individual development. The students do not repudiate relativism. Instead, they proclaim an identity by creating commitments and assuming concern for them. They fold personal experience into an intelligible framework, intellectual principles to lead their actions and use these ideologies to discipline and govern their thoughts and actions.

Questions :

- i) What is the purpose of students?
- ii) Why do students cannot recognize the dualistic assessment?
- iii) Where do the students live in the third stage?
- iv) How do students proclaim an identity?



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