

S. Number of Question Paper answered:
Unique Paper Code : 62031106
Name of Course : B. A. (Prog.)
Name of Paper : English Fluency
Semester : I
Duration : 3 + 1 hours
Maximum Marks : 75

Each question carries 25 marks. Attempt any *three* out of six questions :

Q1. Read the passage given below and answer the questions that follow:

On the afternoon of 17 March 1978, the weather took an odd turn in north Delhi. Mid-March is usually a nice time of year in this part of India: the chill of winter is gone and the blazing heat of summer is yet to come; the sky is clear and the monsoon is far away. But that day dark clouds appeared suddenly and there were squalls of rain. Then followed an even bigger surprise: a hailstorm.

I was then studying for an MA at Delhi University while also working as a part-time journalist. When the hailstorm broke, I was in a library. I had planned to stay late, but the unseasonal weather led to a change of mind and I decided to leave. I had just passed a busy intersection called Maurice Nagar when I heard a rumbling sound somewhere above. Glancing over my shoulder I saw a grey, tube-like projection forming on the underside of a dark cloud: it grew rapidly as I watched, and then all of a sudden it turned and came whiplashing down to earth, heading in my direction.

Across the street stood a large administrative building. I ran around to the front of the building. Spotting a small balcony, I jumped over the parapet and crouched on the floor.

The noise quickly rose to a frenzied pitch, and the wind began to tug fiercely at my clothes. Stealing a glance over the parapet, I saw, to my astonishment, that my surroundings had been darkened by a churning cloud of dust. In the dim glow that was shining down from above, I saw an extraordinary panoply of objects flying past—bicycles, scooters, lamp posts, sheets of corrugated iron, even entire tea stalls.

I buried my head in my arms and lay still. Moments later the noise died down and was replaced by an eerie silence. When at last I climbed out of the balcony, I was confronted by a scene of devastation such as I had never before beheld. Buses lay overturned; scooters sat perched on treetops; walls had been ripped out of buildings, exposing interiors in which ceiling fans had been twisted into tuliplike spirals. The place where I had first thought to take shelter, the glass-fronted doorway, had been reduced to a jumble of jagged debris. The panes had shattered and many people had been wounded by the shards.

Long afterwards, I am not sure exactly when or where, I hunted down the Times of India's New Delhi edition of 18 March. I still have the photocopies I made of it.

'30 Dead,' says the banner headline, '700 Hurt As Cyclone Hits North Delhi'.

Source: The Great Derangement: Climate Change and the Unthinkable by Amitav Ghosh

A. Read the following statements and write the correct answer on the basis of the above passage : (10 x 2 = 20 marks)

- (i) The author describes the events of March 18th. True/ False/ Not given.
- (ii) The author heard a rumbling sound when he was in a library. True/ False/ Not given.
- (iii) When the hailstorm broke, the author was with his friend. True/ False/ Not given.
- (iv) What is described as an odd turn?
 - a. The hailstorm
 - b. The blazing heat
 - c. The chill of winter
 - d. the monsoon
- (v) What did the author witness when he finally climbed out of the balcony?
 - a. 30 dead and 700 hurt
 - b. Flying lamp posts and bicycles
 - c. Overturned buses
 - d. Flying tea stalls
- (vi) What is the meaning of the word 'heading' in the following sentence? "it grew rapidly as I watched, and then all of a sudden it turned and came whiplashing down to earth, heading in my direction."
 - a. The title of an article
 - b. To lead
 - c. Moving
 - d. Hitting the ball with one's head
- (vii) What does the phrase, 'at last' mean:

- a. Finally
- b. The last one
- c. At once
- d. Just before the end

(viii) Identify the opposite of rarely:

- a. A Seldom
- b. Hardly
- c. Frequently
- d. Never

(ix) I had just passed a busy **intersection** called Maurice Nagar ... Identify the meaning of the word in bold:

- a. A place where two or more roads cross
- b. Within a section
- c. A bend in a road
- d. A building

(x) The noise **quickly rose** to a frenzied pitch. Identify the opposite of the expression in bold:

- a. Slowly fell
- b. Sudden fall
- c. An ugly flower
- d. None of the above

B. Describe any turbulent weather you have experienced. **Answer in 100 words: (5 marks)**

Q2. Review an online series you watched recently in about 500–600 words. (25 marks)

Q3. A. You lost your wallet while travelling in the metro. Write a dialogue with one of your parents regarding your loss with at least ten exchanges. (20 marks)

B. Prepare a twitter post on the loss in about 40-50 words. (5 marks)

Q4. You are applying for an internship at the Indian Express. Prepare a CV containing all the relevant information along with a covering letter. **(15+10 marks)**

Q5. A. Prepare a blog post on the online classes during this semester highlighting the challenges you had to face. **(15 marks)**

B. Write a note in about 150 words on your experiences of online classes to be posted on Facebook. **(10 marks)**

Q6. Write a diary entry on your recent visit to a friend's family to celebrate one of their festivals in about 500-600 words. **(25 marks)**

S. Number of Question Paper answered:
Unique Paper Code : 62031105
Name of Course : B. A. Programme (LOCF)
Name of Paper : English Language Through Literature
Semester : I
Maximum Marks : 75
Duration : 3 + 1 hours (one hour reserved for
downloading of question paper, scanning and uploading of answer sheets)

INSTRUCTIONS:

The paper contains 3 unseen passages. Each passage has two questions based on it.

Students will attempt **any THREE out of SIX** questions.

All questions carry equal marks (25 Marks x 3 = 75 Marks).

Passage 1: (650 words)

November 16, 1973

Dear Mr. McCarthy:

I am writing to you in your capacity as chairman of the Drake School Board. I am among those American writers whose books have been destroyed in the now famous furnace of your school.

Certain members of your community have suggested that my work is evil. This is extraordinarily insulting to me. The news from Drake indicates to me that books and writers are very unreal to you people. I am writing this letter to let you know how real I am.

I want you to know, too, that my publisher and I have done absolutely nothing to exploit the disgusting news from Drake... We have declined to go on television, have written no fiery letters to editorial pages, have granted no lengthy interviews. We are angered and sickened and saddened. And no copies of this letter have been sent to anybody else... It is a strictly private letter from me to the people of Drake, who have done so much to damage my reputation in the eyes of their children and then in the eyes of the world...

I gather from what I read in the papers and hear on television that you imagine me, and some other writers, too, as being sort of ratlike people who enjoy making money from poisoning the minds of young people. I am in fact a large, strong person, fifty-one years old, who did a lot of farm work as a boy, who is good with tools. I have raised six children, three my own and three adopted. They have all turned out well. Two of them are farmers. I am a combat infantry veteran from World War II, and hold a Purple Heart. I have earned whatever I own by hard work. I have never been arrested or sued for anything. I am so much trusted with young people and by young people that I have served on the faculties of the University of Iowa, Harvard, and the City College of New York.

Every year I receive at least a dozen invitations to be commencement speaker at colleges and high schools. My books are probably more widely used in schools than those of any other living American fiction writer.

If you were to bother to read my books, to behave as educated persons would, you would learn that they... do not argue in favor of wildness of any kind. They beg that people be kinder and more responsible than they often are. It is true that some of the characters speak coarsely. That is because people speak coarsely in real life. Especially soldiers and hardworking men speak coarsely, and even our most sheltered children know that. And we all know, too, that those words really don't damage children much. They didn't damage us when we were young. It was evil deeds and lying that hurt us...

I read in the newspaper that your community is mystified by the outcry from all over the country about what you have done ... your fellow Americans can't stand it that you have behaved in such an uncivilized way. Perhaps you will learn from this that books are sacred to free men for very good reasons, and that wars have been fought against nations which hate books and burn them.

If you and your board are now determined to show that you in fact have wisdom and maturity when you exercise your powers over the education of your young, then you should acknowledge that it was a rotten lesson you taught young people in a free society when you denounced and then burned books—books you hadn't even read. You should also resolve to expose your children to all sorts of opinions and information, in order that they will be better equipped to make decisions and to survive.

Again: you have insulted me, and I am a good citizen, and I am very real.

Kurt Vonnegut

Questions 1 and 2 are based on passage 1.

1. This question has two subparts, A+B. Both have to be answered:

A. What are the arguments that the writer of the letter makes to criticize the receiver, McCarthy's actions? Write a reasoned answer (in 250-300 words) with close reference to passage 1. (10 marks)

B. Imagine you are a school teacher who used Vonnegut's novel in his classroom. Write a letter in 350-500 words to Vonnegut, describing to him how and why there was an outrage following your use of the book in the classroom, and the way you were criticized and copies of the novel were burnt in front of you. Refer to those reasons Vonnegut indicates for which the book was burnt to help you imagine what the school teacher may have written in her/his own letter. (15 marks)

2. This question has two subparts, A+B. Both have to be answered:

A. What arguments does Vonnegut make to underline the worth of his novel, and of books in general? Write an answer in 250-300 words, with close reference to Passage 1. (10 marks)

B. Imagine that Kurt Vonnegut telephones the teacher who used the book in his/her class, to thank him/her for daring to use his book in his/her class, and to reassure him/her that he/she did no wrong. A conversation such as this is likely to touch on the power of literature and freedom of expression. Draft a telephonic conversation that would have taken place between them, using appropriate directions to indicate tone of voice, pauses, volume, and emotion such as may be conveyed through a telephonic conversation. (15 marks)

Passage 2: (229 words)

Morning in the Burned House

In the burned house I am eating breakfast.

You understand: there is no house, there is no breakfast,
yet here I am.

The spoon which was melted scrapes against
the bowl which was melted also.

No one else is around.

Where have they gone to, brother and sister,
mother and father? Off along the shore,
perhaps. Their clothes are still on the hangers,

their dishes piled beside the sink,
which is beside the woodstove
with its grate and sooty kettle,

every detail clear,
tin cup and rippled mirror.

The day is bright and songless,

the lake is blue, the forest watchful.

In the east a bank of cloud
rises up silently like dark bread.

I can see the swirls in the oilcloth,
I can see the flaws in the glass,
those flares where the sun hits them.

I can't see my own arms and legs
or know if this is a trap or blessing,
finding myself back here, where everything

in this house has long been over,
kettle and mirror, spoon and bowl,
including my own body,

including the body I had then,
including the body I have now
as I sit at this morning table, alone and happy,

bare child's feet on the scorched floorboards
(I can almost see)
in my burning clothes, the thin green shorts

and grubby yellow T-shirt
holding my cindery, non-existent,
radiant flesh. Incandescent.

Questions 3 and 4 are based on passage 2.

3. This question has two subparts, A+B. Both have to be answered:

A. The poem (passage 2) depicts the childhood memories of the speaking voice. Are those memories pleasant or unpleasant? Respond using suitable examples from the poem to support your answer (250-300 words). (10 marks)

B. Paraphrase the full poem "Morning in the Burned House" (passage 2) in 350-500 words. (15 marks)

4. This question has two subparts, A+B. Both have to be answered:

A. What was the fate of the family members of the speaking voice in the poem. Read the poem in Passage 2 closely and use examples from it to support your observations and statements. Answer in 250-300 words. (10 marks)

B. Imagine you are the poetic voice in the poem (passage 2). Write a personal essay (in 350-500 words) on the importance of memories of past times in shaping our experiences and our perspective of the present. (15 marks)

Passage 3: (660 words)

Mama, Maud Martha, and Helen rocked slowly in their rocking chairs, and looked at the late afternoon light on the lawn and at the emphatic iron of the fence and at the poplar tree. These things might soon be theirs no longer. Those shafts and pools of light, the tree, the graceful iron, might soon be viewed passively by different eyes.

Papa was to have gone that noon, during his lunch hour, to the office of the Home Owners' Loan. If he had not succeeded in getting another extension, they would be leaving this house in which they had lived for more than fourteen years. There was little hope...

"We'll be moving into a nice flat somewhere," said Mama. "Somewhere on South Park, or Michigan, or in Washington Park Court." Those flats, as the girls and Mama knew well, were burdens on wages twice the size of Papa's. This was not mentioned now.

"They're much prettier than this old house," said Helen. "...I have...friends that wouldn't come down this far for anything, unless they were in a taxi."

Yesterday, Maud Martha would have attacked her. Tomorrow she might. Today she said nothing. She merely gazed at a little hopping robin in the tree, her tree, and tried to keep the fronts of her eyes dry.

"Well, I do know," said Mama, turning her hands over and over, "that I've been getting tired and tired of doing that firing. From October to April, there's firing to be done."

“But lately we’ve been helping, Harry and I,” said Maud Martha. “And sometimes in March and April and in October, and even in November, we could build a little fire in the fireplace. Sometimes the weather was just right for that.”

She knew, from the way they looked at her, that this had been a mistake. They did not want to cry.

But she felt that the little line of white, sometimes ridged with smoked purple, and all that cream-shot saffron would never drift across any western sky except that in the back of this house. The rain would drum with as sweet a dullness nowhere but here. The birds on South Park were mechanical birds, no better than the poor caught canaries in those “rich” women’s sun parlors.

“It’s just going to kill Papa!” burst out Maud Martha. “He loves this house! He lives for this house!”

“He lives for us,” said Helen. “It’s us he loves.”

“And he’ll have us,” added Mama, “wherever.”

“You know,” Helen sighed, “if you want to know the truth, this is a relief. If this hadn’t come up, we would have gone on, just dragged on, hanging out here forever.”

“It might,” allowed Mama, “be an act of God. God may just have reached down and picked up the reins.”

“Yes,” Maud Martha cracked in, “that’s what you always say – that God knows best.”

...

Helen saw Papa coming. “There’s Papa,” said Helen.

They could not tell a thing from the way Papa was walking. It was that same dear little staccato walk, one shoulder down, then the other, then repeat, and repeat. They watched his progress. He passed the Kennedys’, he passed the vacant lot, he passed Mrs. Blakemore’s. They wanted to hurl themselves over the fence, into the street, and shake the truth out of his collar. He opened his gate – the gate – and still his stride and face told them nothing.

“Hello,” he said.

Mama got up and followed him through the front door. The girls knew better than to go in too.

Presently Mama’s head emerged. Her eyes were lamps turned on.

“It’s all right,” she exclaimed. “He got it. It’s all over. Everything is all right.”

The door slammed shut. Mama’s footsteps hurried away.

“I think,” said Helen, rocking rapidly, “I think I’ll give a party. I haven’t given a party since I was eleven. I’d like some of my friends to just casually see that we’re homeowners.”

Questions 5 and 6 are based on passage 3.

5. This question has two subparts, A+B. Both have to be answered:

A. Write a detailed character sketch of Maud Martha (in 250-300 words) based on your reading of passage 3. Study her thoughts, her interactions with the others, her style of speaking, her reactions to others, and their reactions to her. (10 marks)

B. Rewrite the short story (in passage 3) from Helen's perspective in 350-500 words. (To build your narrative, focus on those portions of the original story that focus on Helen's actions and her interactions with other characters.) (15 marks)

6. This question has two subparts, A+B. Both have to be answered:

A. What do you think is the theme of passage 3? Examine the plot, the ending, the interactions and words of the characters in detail, and write a reasoned answer in 250-300 words. (10 marks)

B. Imagine that after the events described in the story (in passage 3), Mama and Maud Martha have a conversation, and confess to each other what they were actually feeling when earlier they thought they would lose their house. Draft that conversation in the form of a dialogue – keeping in mind the personal details, personality traits, and speaking styles of the two characters that can be gleaned from the short story. Use appropriate stage directions wherever necessary. (Answer in about 350-500 words). (15 marks)

Serial Number :

Unique Paper Code : 52031105

Name of the course : B.Com (Programme)

Name of the paper : English Fluency

Semester : I

Maximum Marks : 75

Time limit : 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Students will attempt any **THREE** questions.

All questions carry equal marks. (25 each)

Q.1 Comprehension:

Change in climate may be due to natural internal processes or external factors, due to persistent changes in the composition of the atmosphere, or in land use brought by humans. Short-term fluctuations like El Nino, represent variation in climate for short temporary periods. On a longer time scale, changes in ocean heat circulation patterns may result in a stronger impact on climate. Variations in Earth's orbit lead to differences in the distribution of sunlight reaching the Earth in different seasons and at different places on Earth. The solar intensity is also known to affect global climate.

Anthropogenic factors relate to human activities which include burning of fossil fuels, ozone depleting causes, and deforestation. These could lead to impact on freshwater availability, oceanic acidification, food production, flooding of coastal areas and increased number of water borne diseases associated with extreme weather events.

Glaciers are one of the most sensitive indicators of climate change. Their size is determined by the input of snow and their melting output. Due to rising global temperatures, their size shrinks, leading to escalation of sea levels. The ice on Arctic ocean is also melting rapidly, which is another proof of climate change.

Due to climate change, the distribution and density of vegetation may also be affected. The increase in temperature will lead to early onset of flowering and fruiting, which will affect the life cycles of animals dependent on them. One example is the destruction of rain forests of Europe and America, 300 million years ago. These forests fragmented into isolated 'islands', leading to the extinction of many plant and animal species.

a. Based on your reading of the paragraph, state whether the following are true or false (5*2=10 marks)

- i. Anthropogenic factors are human-made.
- ii. Glaciers are the most unimportant indicators of climate change.
- iii. Climate change alters the life cycles of plants and animals.
- iv. In the long term, changes in ocean heat circulation patterns leave no impact on climate.
- v. Rain forests in Europe and America were destroyed by climate change 300 million years ago.

b. Write notes on the above passage using headings and sub-headings as well as recognizable abbreviations wherever necessary. (15 marks)

Q.2. Write an interview of a famous female sportsperson on her receiving the Arjun award. The interview should be informative and inspiring. (25 marks)

Q.3. a. You spent the whole semester without meeting your classmates and teachers. Write about your thoughts and feelings on this in your Diary. (25 marks)

Q.4 a. You applied to have one of your exam papers re-evaluated, and unexpectedly got less marks than before. Write an RTI to get the relevant information about your answer script and its evaluation. (25 marks)

Q. 5. Write a CV, along with a covering letter, in response to the following advertisement:

"Applications are invited for a summer training program on Leadership and Management, organized by IIM Ahmedabad. Limited seats. Students with a good academic background and communication skills can send their updated CV."

(15+10 marks)

Q. 6. a. Write a Facebook post to invite participants for an online music competition being organized by your college music society. (15 marks)

b. Edit and rewrite the passage given below using suitable punctuation marks:

janie helped her father roast hot dogs on the campfire first she put a hot dog on a long stick next she held the stick so the hot dog was just above the fire. (10 marks)



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S. No. of Question Paper:

Unique Paper Code: **72032801**

Name of the Paper: **English A-AECC (Admission of 2020)**

Name of the Course:

Semester: **1**

Marks: **75**

Time limit: 3 + 1 (One hour reserved for downloading of Question Paper, scanning and uploading of Answer Sheets)

Instructions

There are 6 questions, you have to answer **any 3**.

All questions carry equal marks of 25 each.

Each answer must be written in 500-800 words.

Speech by UN Women Goodwill Ambassador Emma Watson at a special event for the HeForShe campaign, United Nations Headquarters, New York, 20 September 2014

Today we are launching a campaign called ‘HeForShe.’

I am reaching out to you because I need your help. We want to end gender inequality—and to do that we need everyone to be involved. This is the first campaign of its kind at the UN: we want to try and galvanize as many men and boys as possible to be advocates for gender equality. And we don’t just want to talk about it, but make sure it is tangible. I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women’s rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop. For the record, feminism by definition is: ‘The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes.’ Why is the word [feminism] such an uncomfortable one?

I am from Britain and think it is right that as a woman I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men. But sadly, I can say that there is no one country in the world where all women can expect to receive these rights. No country in the world can yet say they have achieved gender equality.

Men—I would like to take this opportunity to extend our formal invitation. Gender equality is your issue too. Because to date, I’ve seen my father’s role as a parent being valued less by society, despite my needing his presence as a child as much as my mother’s. We don’t often talk about men being imprisoned by gender stereotypes, but I can see that they are, and that when they are free, things will change for women as a natural consequence. If men don’t have to

be aggressive in order to be accepted, women won't feel compelled to be submissive. If men don't have to control, women won't have to be controlled. Both men and women should feel free to be sensitive. Both men and women should feel free to be strong.... It is time that we all perceive gender on a spectrum, not as two opposing sets of ideals.

1. Read the passage above and answer the following questions:
 - a. Where is Emma Watson speaking, and in what capacity? (2)
 - b. What is the definition of feminism that Emma Watson gives? (2)
 - c. Why does Watson say that gender equality is an issue for men too? (3)
 - d. What is the change that Watson thinks will happen if we are not imprisoned in gender stereotypes? (3)
 - e. **Paraphrase** Emma Watson's speech in your own words. (15)
2. Write a **dialogue** between Emma Watson and a member of her audience who argues with her that fighting for women's rights is the same as man-hating.
3. In her speech Emma Watson says, "it is right that as a woman I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men." Write a **public speech** addressed to policy makers in your country urging them to bring about changes that would ensure gender equality.
4. Emma Watson asks "Why is the word (feminism) such an uncomfortable one?" Your college magazine has asked you to interview your classmates to find out why they are uncomfortable with the word feminism. Write an **interview** with some of your classmates, both men and women.
5. Write a **letter** to a male member of your family – brother, father, uncle, grandfather – describing the HeForShe campaign and asking them to join it.
6. The United Nations is doing a survey to find out how successful the HeForShe campaign is in your University. You have been given the project of writing a report for the survey. Write a **report** of the findings of the survey, discussing its successes and failures, and recommendations for how better to implement the campaign.

SET B

S.No. of Question Paper :

Unique Paper Code: **62034101**

Name of the Paper: **Individual and Society**

Name of the Course: **B.A. (Programme) DSC (LOCF)**

Semester: **I**

Duration: **3 Hours+ 1 Hour for downloading the question paper/uploading the answer script**

Maximum Marks: **75**

Answer any THREE questions. All questions carry equal marks (25x3). Each answer should be within 500 to 800 words.

1. Discuss Chughtai's story *Kallu* as a tale of declining social positions and aspirations.
2. In *Marriages are Made*, the poet uses irony to comment on arranged marriages. Do you agree?
3. Comment on the landlady's attitude to skin colour in the poem *Telephone Conversation*.
4. Manto uses the figure of a dog to comment on nationalism in *The Dog of Tetwal*. Do you agree? Elaborate with reasons.
5. Contrast the use of memory and nostalgia in *Indian Movie*, *New Jersey* and *At the Lahore Karhai*.
6. Elaborate on any *one* text in your course that spoke to you about the struggles of women to gain equality.

SET A

S.No. of Question Paper :

Unique Paper Code: **62034101**

Name of the Paper: **Individual and Society**

Name of the Course: **B.A. (Programme) DSC (LOCF)**

Semester: **I**

Duration: **3 Hours+ 1 Hour for downloading the question paper/uploading the answer script**

Maximum Marks: **75**

Answer any THREE questions. All questions carry equal marks (25x3). Each answer should be within 500 to 800 words.

1. In the poem *Bosom Friend* how does expectations confront reality through caste inequalities?
2. How does Woolf establish that history has played a part in marginalizing women?
3. Discuss how Wilfred Owen uses images from a battlefield to comment on war.
4. In the poem *At the Lahore Karhai* how does nostalgia work through food?
5. Compare the way racism unravels in any *two* texts in your course.
6. Globalization has distinct cultural features. Comment with examples from any *one* text in your course.

UPC : 62031107
Name of the course : B. A. Programme
Name of the paper : English Proficiency
Semester : I
Marks : 75
Time limit : 3 + 1 hours (1 hour is reserved for the downloading of the question paper and the scanning and uploading of the answer sheets)

INSTRUCTIONS:

This question paper contains six questions.

Each question carries equal marks (25 marks).

Attempt any **THREE** questions.

Do **BOTH PARTS** – (A) and (B) – of each question that you choose.

Q. 1 Read the passage given below and answer the questions that follow it:

In a certain kingdom, the king wanted to see how responsible the citizens of his kingdom were. So he had a large rock placed in the middle of a roadway. He hid nearby to see how the people would react to the stone.

Soon a minister came that way riding a horse chariot. He became angry on seeing the big stone in the middle of the road. However, instead of doing anything about it, he simply ordered the charioteer to drive past it. "I have a hundred more important things to attend to," he said out aloud.

A little later, two soldiers came riding down the road. The big stone surprised them too. "Should we push it to the side of the road?" one of them asked. But the other replied, "We are soldiers. This is not our job. Leave it alone." And so they moved to the side instead and rode away.

Then came a group of merchants. They cursed the stone and the king. "The king should take better care of the roads of the kingdom," one of them said angrily. And they walked around the stone and moved on.

By now the king was feeling very disappointed and unhappy. But he decided to wait a little longer as he could see somebody coming. It was a poor farmer carrying a basket of vegetables on his head. The farmer stopped on seeing the stone. "Where has this come from?" he wondered, "This will cause great inconvenience if not an accident". He set his basket down and tried to push the stone. The stone was heavy and the farmer had to use all his strength to move it. He was covered in sweat by the time he rolled it to a side.

Coming back to pick up his basket of vegetables, the farmer was surprised to see a purse where the stone had been. A note was attached to it. With delight, he read: "These gold coins are for the good citizen who pushes the rock out of the way."

- (A) Re-arrange the following sentences in the order in which they occur in the above story. You may begin as follows: **10 marks**
1. *Sentence (ix)*
 2. *Sentence ..., etc.*

- (i) The traders only cursed the king on seeing the stone on the road.
- (ii) They did not feel that removing it was a part of their duty.
- (iii) A farmer felt that the stone had to be removed.
- (iv) But he moved on as he felt that he had more important work to do.
- (v) Using all his energy, he pushed it to a side.
- (vi) A minister saw the stone.
- (vii) He hid himself nearby to observe what would happen.
- (viii) Unexpectedly, he found a handsome reward for his deed.
- (ix) A king wanted to test his subjects.
- (x) Two soldiers rode past the stone.
- (xi) He had a big stone placed in the middle of a road.

(B) On the basis of the given passage, answer the following questions in not more than 30 words each, in your own words as far as possible: **5 x 3 = 15 marks**

- (i) What impression do you get of the minister?
- (ii) How did the merchants react to the stone?
- (iii) Why did the king feel sad?
- (iv) What sort of a man was the farmer?
- (v) What do you think is the moral of the story?

Q. 2 Read the passage given below and answer the questions that follow it:

An epidemic is a disease that spreads quickly among an unusually large number of people in a community. Examples of epidemic diseases include typhus, influenza, bubonic plague, malaria, and smallpox. An epidemic that has spread across a large region, typically across multiple continents or even the whole world is called a pandemic. Covid is an example of a pandemic that is now raging across the world.

One way an epidemic can begin is if the food or water gets infected with a disease. If the local water supply of a city gets infected, then a number of people of the city will become sick, starting an epidemic. Many epidemics begin when a new disease is introduced to a population. This occurred when the Europeans brought smallpox to the Americas killing as much as ninety percent of the native population. Natural disasters and wars can trigger the start of epidemics by bringing in new diseases.

Insects can carry diseases and transmit them from person to person. Examples of insect-borne diseases include the bubonic plague and malaria. Infection can also travel through the air, usually when a person coughs or sneezes. Examples of airborne diseases include influenza, measles, and tuberculosis. Some diseases can be spread through infected food or water. Examples include cholera, dysentery, and typhoid fever.

Even though epidemics can spread quickly and kill millions of people, they eventually do come to an end. When an epidemic first starts out it affects the weakest and most susceptible people. Those who survive may build up immunities to the disease. Over time, the disease finds fewer and fewer hosts it can easily attack and so it slows down and comes to an end.

Some diseases are seasonal. The flu, for example, is spread more easily during the winter and tends to die out come spring time. Mosquitoes become inactive during the cold weather leading to a fall in malaria cases in winter.

- (A) On the basis of the above passage, state what causes the spread of the following diseases: **5 x 2 = 10 marks**

	Name of the Disease	How it is spread
(i)	cholera	
(ii)	malaria	
(iii)	influenza	
(iv)	dysentery	
(v)	measles	

- (B) On the basis of the given passage, answer the following questions in not more than 30 words each, in your own words as far as possible: **5 x 3 = 15 marks**

- (i) How does a pandemic differ from an epidemic?
- (ii) Give *one* example each of an epidemic and a pandemic.
- (iii) List *three* ways in which an epidemic can start.
- (iv) List *three* things that contribute to the spread of disease among a population.
- (v) What is *one* way that an epidemic may die out?

- Q. 3 (A)** Complete each sentence by selecting the correct word / phrase from the pair given in brackets after the blank: **15 marks**

- (i) The _____ (stationary / stationery) shop is closed on Sunday.
- (ii) I requested the _____ (principal / principle) to allow me to change my elective subject.
- (iii) The government has decided to _____ (accept / except) the recommendations of the committee.
- (iv) Our fans will be disappointed if we _____ (loose / lose) the match.
- (v) She opened the box as she could not _____ (bare / bear) the suspense any more.
- (vi) His subjects loved him because he was a _____ (just / unjust) king.
- (vii) It's _____ (safe / unsafe) to be out alone in the dark.
- (viii) The company dismissed the employee because of his _____ (satisfactory / unsatisfactory) performance.
- (ix) Students who are _____ (irregular / regular) in attending classes will not be allowed to take the exam.
- (x) The police have seized the samples of _____ (impure / pure) milk.
- (xi) I am _____ (bored / boring) with study.
- (xii) Don't be _____ (anger / angry) with me; I didn't break the cup.
- (xiii) My teacher _____ (encouraged / encouragement) me to work harder.
- (xiv) This movie has a very _____ (interest / interesting)

story.

(xv) The old couple takes a walk every _____ (daily / day).

(B) Write a paragraph of about 100 words on how the Covid pandemic has affected your life. Below are some of the points that you can consider. However, your answer should not be a list of points; it should read like a connected paragraph. **10 marks**

- Your study and college life
- The work of your parents
- Your interaction with your friends and neighbours
- Your entertainment (eating out, shopping, etc)
- Your physical and mental health

Q. 4 (A) Complete each sentence by selecting the correct word / phrase from the pair given in brackets after the blank: **15 marks**

- (i) One of my friends _____ (sing / sings) beautifully.
(ii) A white and a black dog _____ (are / is) playing in the park.
(iii) Neither of the parcels _____ (has / have) arrived.
(iv) Either the clerk or the peon _____ (has / have) stolen the money.
(v) My neighbour and friend _____ (has / have) agreed to look after our dog in our absence.
(vi) Let us have our dinner as papa _____ (will / won't) be eating out today.
(vii) Don't carry heavy woollens, you _____ (will / won't) need them this time of the year.
(viii) Don't worry, I _____ (may / will) lend you my notes.
(ix) I _____ (can / can't) help you with this topic as I have prepared it well.
(x) My mother _____ (will / would) wake me up at 6 every morning so that I would be ready on time for school.
(xi) If you wish to get well, you _____ (may / must) do what the doctor advises.
(xii) Be quiet, the children _____ (are sleeping / sleep).
(xiii) We _____ (have been waiting / waiting) for the bus for over an hour.

India ___(xiv)___ (had won / won) the series even before the last match ___(xv)___ (began / begin).

(B) Write a paragraph of about 100 words on the 11th President of India, the late Dr A. P. J. Abdul Kalam, using the information given below: **10 marks**

Name	: Avul Pakir Jainulabdeen Abdul Kalam
Birth	: 15 October 1931, in a poor fisherman's family, in Rameshwaram (Tamil Nadu)
Education	: Studied physics and aerospace engineering
Profession	: Scientist at DRDO and ISRO; President of India, 2002 – 2007
Contribution	: • contributed to India's civilian space

		programme
		<ul style="list-style-type: none"> contributed to the development of Ballistic Missile and Launch Vehicle Technology; known as the 'Missile Man' of India played a major role in India's Pokhran - II nuclear tests in 1998
Awards & Honours	:	<ul style="list-style-type: none"> Padma Bhushan (1981), Padma Vibhushan (1990); Bharat Ratna (1997)
Interests	:	<ul style="list-style-type: none"> teaching and interacting with students writing Tamil poetry playing the <i>veena</i>
Date of passing away	:	27 July 2015

Q. 5 (A) Complete each sentence by selecting the correct word / phrase from the pair given in brackets after the blank: **15 marks**

- (i) Don't worry, I _____ (may / will) reach on time.
- (ii) This is not fair, they _____ (may / must) listen to us.
- (iii) Carry an umbrella, it _____ (may / may not) rain today.
- (iv) I _____ (can / could) run very fast when I was young.
- (v) Help! I _____ (can / can't) breathe.
- (vi) Either Raju or Rita _____ (has / have) hidden my bag.
- (vii) Neither of the suspects _____ (has / have) confessed to the crime.
- (viii) The black and white dog _____ (belong / belongs) to my neighbour.
- (ix) One of the teachers _____ (are / is) on leave today.
- (x) I _____ (have submitted / submitted) my assignment yesterday.
- (xi) Don't disturb her, she _____ (does / is doing) her homework.
- (xii) The children _____ (have been playing / playing) since morning.
- (xiii) My neighbours _____ (have left / left) for their village last week.
- The train _____ (xiv) _____ (had left / left) by the time I _____ (xv) _____ (reach / reached) the station.

(B) Who is speaking to whom: **10 marks**
 Make the best match of the spoken expressions given in Column A with the speaker – listener pairs given in Column B.

	Column A (Comment)		Column B (Speaker, listener)
(i)	Good morning, ma'am!	(a)	Boss, to new employee
(ii)	How about some tea and <i>samosas</i> at the canteen?	(b)	A customer, to a waiter

(iii)	Could you tell me the way to the nearest post office, please?	(c)	A student, to a friend
(iv)	Welcome to the company, Mr Sinha. I wish you success in your new appointment.	(d)	Student, to teacher, in corridor
(v)	Can you get us some water, please?	(e)	Man, to a stranger on the street

Q. 6 (A) Complete each sentence by selecting the correct word / phrase from the pair given in brackets after the blank: **15 marks**

- (i) Take a deep _____ (breath / breathe).
- (ii) _____ (It's / Its) very hot today.
- (iii) Don't go _____ (their / there) in the dark.
- (iv) The tired traveller wanted to _____ (lay / lie) down.
- (v) He requested a lower _____ (berth / birth) because of his back problem.
- (vi) My parents are too _____ (old / young) to live without my support.
- (vii) The child got a toffee for giving the _____ (right / wrong) answer.
- (viii) The party is confident that it will _____ (lose / win) the elections.
- (ix) Put out the clothes in the sun to _____ (dry / wet) them.
- (x) The bag is not _____ (strong / weak) enough to take this weight.
- (xi) A group of _____ (excited / exciting) children got off the bus.
- (xii) The child had a _____ (guilt / guilty) look on its face.
- (xiii) Her father is a _____ (power / powerful) man.
- (xiv) I had a very _____ (comfortable / comforting) journey.
- (xv) Raising children can be very _____ (challenge / challenging) for a single parent.

(B) Make the best match of the spoken expressions given in Column A with the responses given in Column B: **10 marks**

	Column A (Comment)		Column B (Response)
(i)	Good morning, ma'am!	(a)	It's very kind of you, Sir. I shall not disappoint you.
(ii)	How about some tea and samosas at the canteen?	(b)	Good morning, Vaishali! Not coming to the class today?
(iii)	Could you tell me the way to the nearest post office, please?	(c)	Certainly, Sir. I'll bring it in a minute.
(iv)	Welcome to the company, Mr Sinha. I wish you success in your new appointment.	(d)	Sorry, I'm new to the area.

(v)	Can you get us some water, please?	(e)	Terrific! Just what I need.
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S. No. of Question Paper :
Unique Paper Code : 12035901
Name of Paper : Academic Writing and Composition
Name of Course : **English Generic Elective**
Semester : I/III
Duration : **3 +1 Hours** (1 Hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Maximum Marks : **75**

The Question Paper has Six Questions and THREE Questions are to be attempted.

Answer any three of the following questions in 500-800 words each. All Questions carry EQUAL MARKS.

1. What steps need to be taken at the pre-writing stage of research? Explain the significance of coherence and cohesion in writing through some suitable examples. (25)
2. Explain academic writing with suitable examples and with reference to audience, purpose and occasion. (25)
3. Explain the various steps for editing, rewriting and proofreading before the submission of a paper. (25)
4. Write an essay on the following thesis statement. Your essay should contain an introduction, at least 2 body paragraphs and a concluding paragraph.

“Social Media has taken control of our mental space and health”. (25)
5. Read carefully the following Introduction to an essay. Continue the essay, writing two body paragraphs and a suitable conclusion. (25)

Censorship of media, which involves the suppression of speech or other public communication, raises issues of freedom of speech, which is nominally protected. Increasingly, the government can decide whether they want to allow a programme to be aired or not, leading to an extreme situation where the very essence of such a law has become debatable. Though it is important to have a regulatory body which looks after boundaries of free speech but can it ban the spread of thoughts? Clearly government regulation and implementation of filtering are still evolving. Government attempts at filtering have not been entirely effective, as blocked content has quickly migrated to other Web sites and users have found ways to circumvent filtering.

6. Read the passage given below and answer the following: (15+10)
 - a. Write a summary of the passage and give it a suitable title.
 - b. Paraphrase the passage.

Road rage refers to aggressive or angry behaviour which is displayed by a driver of a road vehicle. Furthermore, these behaviours consist of rude and offensive gestures, verbal insults, threats, and dangerous driving methods. Moreover, drivers or pedestrians become the targets of such negative behaviours. Most noteworthy, the main motive behind such behaviour is to intimidate others or release frustration and anger. Also, the various strategies of road raging consist of long horn honks, tailgating, swerving, and aggressive physical behaviour.

There is a direct correlation between driving stress and road rage. As the driving stress increases, similarly, the likelihood of a person committing road rage increases dramatically. The behaviour of a stressful driver is dependent on the driver's coping abilities. Also, drivers who display high aggression often indulge in direct confrontation strategies when they face stress during driving. It seems like drivers who experience road rage also commit more traffic violations. Driving certainly presents many stresses to a driver who is driving a vehicle.

Furthermore, younger males are more likely to indulge in road rage behaviour in comparison to other people. Most cases of road rage take place due to cutting in and cutting out of traffic, parking spots disputes, rude gestures, and lane changes.

Some experts believe that people who customize their cars with stickers and adornments are more susceptible to road rage behaviour. Psychologists probably don't consider road rage as a mental disorder. There was an article published from the Associated Press in 2006 which said road rage behaviour can be the result of intermittent explosive disorder. Adults numbering 9200 in the United States came to this conclusion in a survey. The funding of these surveys was made by the National Institute of Mental Health.

Most road rage incidents take place as a result of ignorance or misunderstanding of the driver. This ignorance or misunderstanding can be due to the failure of a driver to look on the road while taking a turn or forgetting to switch off the turn signal. Many people seem to take things the wrong way.

Countless road accidents take place due to simple mistakes on the road. However, not every rage action leads to an accident but certainly involves aggressive acts. Furthermore, any individual may commit road rage irrespective of gender, ethnicity, religion, age, or culture.



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