

Time: 3 hrs

Marks: 100

Please ensure that you have received the correct question paper.

- i. All questions are compulsory.
- ii. Numbers to the right indicate full marks.
- iii. Answers to the questions are to be written in full on the booklets provided.

Q.I Do as Directed:

A) Match the word in Column X with its antonym in Column Y: (2)

Column X

- i. rapid
- ii. serious

Column Y

- a)chaotic
- b)trivial
- c)leisurely
- d)uncompromising

B) Choose the odd words from the lists of synonyms given below: (2)

- i. mimic: a)copy b)parody c) control d)caricature
- ii.incomprehensible: a)baffling b)inscrutable c)enigmatic d)lucid

C) Add the appropriate prefix/suffix: (2)

- i. Pudge shows up each day precise__ at noon.
- ii. Why did the story seem more meaning__ to the tribe than to the visitors?
- iii. Be careful or you might ____interpret the translation.
- iv. Compression may be __effective and potentially harmful.

D) Identify and underline the root word: (2)

Eg: untrustworthy- Ans: un-trust-worthy

- i. unparalleled
- ii. internationally
- iii. discoloured
- iv. immovable

E) Choose the correct homophone: (4)

- i. She arrived at the____ (rite/write/right) answer every time.
- ii. The waiters are standing over _____ (they're/their/there).
- iii. Don't _____ (loose/lose) my favourite pen.
- iv. _____ (Sheer/shear) nonsense! I object to such atrocious lies.

F) Make two sentences with each homonym to bring out at least two meanings: (4)

Example: – Bark: a) Dogs bark at postmen.

b) The bark of the tree was peeling off.

- i. treat
- ii.spell

G) Choose the correct collocates: (2)

- i. It is possible that an _____ (inside/internal) injury has occurred.
- ii. There she stood, unfazed by the _____ (scorching/melting) heat.

H) Give the adjective form of the following words:**(2)**

- i. perceive
- ii. splendour

Q. II A) Edit the following passage for spelling, punctuation and grammatical errors:**(10)****[Rewrite the passage with the corrections underlined]**

AI essentially studies its environment to adapt to it at a rate faster than humans, this could be helpful in making its learning more individualised. Students in each class have different IQs but still have to learn with pace of the class. AI allows us to create tailor-made digital learning systems which will help students learn at their own pace. It will allow students to explore, experience or become involved in a subject as if they are actually present in that environment or place, which is such a remarkable learning experience.

B) Summarise the following passage in about 100 words and give it a suitable title:**(10)**

Animals have held an important place in written literature for thousands of years. And prior to written languages, ancient peoples told animal stories by drawing symbolic visual narratives on the walls of their cave homes. These early examples of animals in literary history generally were imbued with strong religious and allegorical significance. Composed around the sixth century B.C., Aesop's *Fables* continue to serve as standards of moral didacticism using animals as examples for humans to follow or avoid. For the ancient Egyptians and Greeks, animals such as bulls and lions, as well as hybrid creatures like the griffin and sphinx, played important roles in the development of complex mythological systems that influenced everything from the stories told to the study of the stars. The Judeo-Christian tradition introduced other symbolic animal figures into literature. Stories in both the Old and New Testaments of the Bible have provided vivid and lasting images of animals that represent various human and godly attributes, including the snake, the swine, and the lamb. Similarly, Native Indian cultures have used stories of animals to help explain the mysteries of life and the universe, as have people in Asia, India, South America, and Africa. In the European Middle Ages literary animals were placed into the formal structure of the bestiary, in which different animals were categorized according to the single trait unique to each of them that might teach a moral or religious lesson. In the late seventeenth and eighteenth centuries—the Age of Enlightenment—moral allegories gave way to satire, which served not so much to teach lessons as to ridicule human foibles and political corruption. Frequently angry and cynical about the state of the world, satirists such as Jonathan Swift used some of the less desirable traits of animals to skewer the less desirable traits of humans. The nineteenth century ushered in an era of Romanticism, where poets such as William Wordsworth, Percy Bysshe Shelley, Lord Byron, and John Keats wrote of the beauty and freedom of animals in their natural wild state and the potential for humans to unleash their creativity by emulating that wildness. In Victorian England and America animals in literature took on a more literal meaning, in part because of the publication of Charles Darwin's shocking and controversial *On the Origin of Species* (1859), which advanced the theory that human beings had not been created separately from animals in order to lead and dominate but had instead evolved from animals and were thus merely another link in a chain millions of years old. Over a century later, Darwin's theory continued to generate bitter debate between evolutionists and creationists. But in the years immediately

following its publication, the work threw much of Western society into turmoil as many began to question their own metaphysical and ontological beliefs. With science elevating animals to a new level in the human and natural worlds, and rapidly spreading industrialization exploiting both humans and animals, concern for animal welfare became a major social issue. Humane societies and antivivisection organizations sprang up around England and the United States, and writers began to include examples of noble and heroic companion animals in their works. Similarly, tales of animal abuse arose, in which animals were seen as the victims of human greed, ignorance, and brutal industrialization. In the twentieth century many writers turned to old animal stories and genres to produce revolutionary works dealing with the uniquely modern themes of paranoia, alienation and futility.

Q.III Draft emails for any two of the following: (20)

- a) Your college wishes to invite students from other cities for an intercollegiate competition. As the General Secretary, Students' Council, write an email to the local hostels, asking them to make arrangements for the accommodation of your guest participants.
- b) You are interested in pursuing a post-graduate degree in Modern English Literature. Write an email requesting a senior professor of the English Department to provide you a letter of recommendation.
- c) The building adjoining your own organizes events that disrupt the peace of the neighbourhood. As secretary of your building society, write an email to the secretary of the neighbouring society addressing your concerns for the neighbourhood.

Q.IV Attempt any one of the following reports (200-250 words): (20)

- a) Draft a newspaper report on the recent ban on plastic.
- b) Write a report on the activities of the Women's Development Cell for your college magazine.

Q.V Attempt any one of the following: (200 to 250 words) (20)

- a) Write a dialogue between two teens discussing the number of their classmates who smoke and drink alcohol.
- b) Write a story that includes the following elements:
a bleeding toe, a green vase, a flicker of light and a postcard.

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