

B.A. 1ST SEMESTER (HONOURS) EXAMINATION, 2021-22

ENGLISH

Course ID: 10314

Course Code: AH/ENG/103/GE-1

Course Title: Academic Writing and Composition

Time: 2 Hours

Full Marks: 40

The figures in the margin indicate full marks.

Candidates are required to give their answers in their own words as far as practicable.

Answer any four of the following questions.

1. Answer *any one* of the following questions: 1x10=10
 - a) Discuss with examples the different stages of writing.
 - b) What are the different types of academic writing? Write a note on the contextual appropriateness of academic writing.

2. Answer *any two* of the following questions: 2x5=10
 - a) What is pronoun? Discuss with examples different kinds of pronouns.
 - b) What is adjective? Differentiate possessive pronoun and possessive adjective with examples.
 - c) Discuss with examples the different categories of adverbs.
 - d) What is a Preposition? Discuss the use of Preposition with examples.

3. Answer *any five* of the following questions: 5x2=10
 - a) What is the difference between a phrase and a clause?
 - b) What is a relative clause? Give an example.
 - c) Define and exemplify a noun phrase.
 - d) What is an adverbial clause of time? Cite an example.
 - e) Define a coordinate clause. Cite an example.
 - f) What is modifier? Give an example.
 - g) Make a sentence with an adverb phrase.
 - h) What is the difference between a noun clause and an adjective clause?

4. Answer *any five* of the following questions: 5x2=10
 - a) Define compound sentence with an example.
 - b) What is an optative sentence? Give an example.
 - c) The boy is so short that he cannot reach the branches of the tree. – Turn it into a simple sentence.

- d) What type of sentence is the following: "What a piece of work is man!"?
- e) Differentiate between a simple sentence and a complex sentence.
- f) He is too tired to walk any longer. (Make it into a negative sentence.)
- g) Ajay is more handsome than his brother. – Rewrite the sentence changing the degree of comparison.
- h) All glittering things are not gold. – Change the following into a complex sentence.

5. Answer *any one* of the following questions: 1x10=10

- a) Attempt a summary of the following poem:

Earth has not any thing to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

- b) Write a paraphrase of the passage below:

MR. GRADGRIND walked homeward from the school, in a state of considerable satisfaction. It was his school, and he intended it to be a model. He intended every child in it to be a model—just as the young Gradgrinds were all models. There were five young Gradgrinds, and they were models every one. They had been lectured at, from their tenderest years; coursed, like little hares. Almost as soon as they could run alone, they had been made to run to the lecture-room. The first object with which they had an association, or of which they had a remembrance, was a large black board with a dry Ogre chalking ghastly white figures on it. Not that they knew, by name or nature, anything about an Ogre Fact forbid! I only use the word to express a monster in a lecturing castle, with Heaven knows how many heads manipulated into one, taking childhood captive, and dragging it into gloomy statistical dens by the hair. No little Gradgrind had ever seen a face in the moon; it was up in the moon before it could speak distinctly. No little Gradgrind had ever

learnt the silly jingle, Twinkle, twinkle, little star; how I wonder what you are! No little Gradgrind had ever known wonder on the subject, each little Gradgrind having at five years old dissected the Great Bear like a Professor Owen, and driven Charles's Wain like a locomotive engine-driver. No little Gradgrind had ever associated a cow in a field with that famous cow with the crumpled horn who tossed the dog who worried the cat who killed the rat who ate the malt, or with that yet more famous cow who swallowed Tom Thumb: it had never heard of those celebrities, and had only been introduced to a cow as a graminivorous ruminating quadruped with several stomachs.

6. Answer *any one* of the following questions:

1x10=10

- a) Discuss the use and importance of "synthesis" and "analysis" in academic writing.
- b) Establish the relationship between critical thinking and academic writing with suitable examples.