

**KANNUR UNIVERSITY**  
**(Abstract)**

BA/B.Sc/B.Com/B.B.M/B.B.A/B.B.A.T.T.M/B.T.T.M/B.C.A/B.S.W/B.Sc (LRP)/ B.A Afzal -UI -  
Ulama- Programme under Choice Based Credit and Semester System -Revised Scheme , Syllabi &  
pattern of question paper for English Common Courses - Implemented w.e.f 2014 Admission - Orders  
issued.

**ACADEMIC BRANCH**

U.O.No.Acad/C3/3951/2014(2)

Dated, Civil Station.P.O, 03-05-2014

- Read:1.U.O No.Acad/C2/2232/2014 , dated 14.3.2014  
2.Minutes of the meeting of the Board of Studies in English (UG) held on 18.03.2014  
3.Minutes of the meeting of Faculty of Language & Literature held on 26-3-2014  
4. Letter dated 05.04.2014 from the Chairman, Board of Studies in English (UG)

**ORDER**

1.Revised Regulations for U.G Programmes under Choice Based Credit and Semester System were implemented in the University with effect from 2014 admission, as per paper read (1) above.

2. As per paper read (2) above, the scheme, syllabus and pattern of question paper for the Common courses of U.G programmes were finalized and recommended for implementation by the Board of Studies in English(U.G).

3.As per paper read (3) above, the meeting of Faculty of Language & Literature, held on 26.3.2014 has approved the scheme, syllabus and pattern of question papers for English Common Courses of U.G Programmes to be implemented with effect from 2014 admission.

4. As per the paper read (4) above, the Chairman, Board of Studies in English (UG) has forwarded the finalized copy of the Scheme , Syllabi & Pattern of question Papers for English Common Courses of U.G Programmes for implementation with effect from 2014 admission.

5.The Vice-Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, as per Section 11 (1) of Kannur University Act, 1996 and all other enabling provisions read together with, has accorded sanction to implement the revised Scheme , Syllabi & Pattern of question Papers for English Common Courses of U.G Programmes under Choice Based Credit and Semester System with effect from 2014 admission.

6. Orders are therefore issued implementing the revised Scheme , Syllabus & Pattern of Question Papers for English Common Courses of U.G Programmes under Choice Based Credit and Semester System with effect from 2014 admission, subject to report to the Academic Council.

7. The implemented Scheme, Syllabi & Pattern of Question Papers are appended.

Sd/-  
DEPUTY REGISTRAR (ACADEMIC )

For Registrar

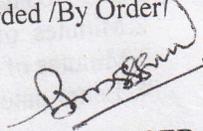
To:

The Principals of Affiliated Colleges

Copy to:

1. The Examination Branch
2. The Chairman, Board of Studies in English (UG)
3. PS to VC/PA to PVC/PA to Registrar/PA to CE
4. DR/AR-I (Academic).
5. SF/DF/FC

Forwarded /By Order/

  
SECTION OFFICER

- For more details log on to [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)

# KANNUR UNIVERSITY



## UNDERGRADUATE BOARD OF STUDIES IN ENGLISH

### SYLLABI FOR COMMON COURSES

( 2014 ADMISSION ONWARDS)

#### English Common Courses

##### General Objectives

English is a language of global communication and a language that offers infinite opportunities for learning and career development. It is evident that English Language learning is a pressing need of the times in view of the fact that a fairly high degree of proficiency in English and communication skills enhance students' employability. The Common course for students has been comprehensively designed to meet the needs of the students of the Undergraduate classes of Kannur University who find English language learning a daunting task. Inadequate language skills have been found to seriously impede their performance in many spheres such as higher education, the job market, interviews, formal presentations and impromptu situations.

The course has been conceived in such a way as to make the learning of English a rewarding and enjoyable experience. It seeks to make classroom teaching learner-centred and help teachers free themselves from the inhibiting confines of the single-directional, lecture-oriented monotony. The tasks incorporated in the texts call for an integrated application of conventional language skills, as well as the equally important reference skills. The students will learn to identify the general features of discourse development which may be realized differently in specific communicative situations. The course aims at breaking new grounds in English Language Teaching by providing the teacher new course material and a whole variety of refreshingly new language exercises that will ensure increased student participation.

### 1. Table of Common Courses

No	Course Code	Title of Course	Hours/Week	Credit	Semester
1	1A01ENG	Communicative English I	5	4	1
2	1A02ENG	Language Through Literature 1	4	3	1
3	2A03ENG	Communicative English II	5	4	2
4	2A04ENG	Language Through LiteratureII	4	3	2
5	3A05ENG	Readings in Prose &Poetry	5	4	3
6	4A06ENG	Readings in Fiction and Drama	5	4	4

### 2. Table of Common Courses for B A (Afsal-ul- ulama) Arabic

No	Course Code	Title of Course	Hours/Week	Credit	Semester
1	1A01ENG	Communicative English I	5	4	1
2	2A02ENG	Language Through Literature 1	4	3	2
3	3A03ENG	Communicative English II	5	4	3
4	4A04ENG	Language Through Literature II	4	3	4

~~~~~

## The English Common Courses are as follows:

### I. 1A01ENG COMMUNICATIVE ENGLISH I

#### Aims:

- The course broadly aims at helping the students to select and use a variety of speaking, listening, and writing strategies to clarify meaning and reflect understanding, interpretation, application, and evaluation of content, processes, or experiences.

#### Objectives:

- The modules of the course have been planned and selected in such a way as to help the students to develop an overall knowledge and understanding of English Grammar and Phonetics and communicate ideas and information effectively.
- The student will learn to ask relevant questions when necessary, make appropriate and meaningful comments, and insightful observations.
- The student will select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating techniques and intent of a presentation, and taking action in career-related situations.
- The students will be familiarized with the basics of oral communication and thus develop their ability to use English for performing some of the most vital communicative functions in academic, social and professional situations.
- The student will develop global intelligibility.
- The student will follow the writing conventions correctly without making any serious lapses in grammar or word choices.

|                      |                                                                        |
|----------------------|------------------------------------------------------------------------|
| Course Code          | 1A01ENG                                                                |
| Title of the Course  | Communicative English I                                                |
| Semester Assigned    | 1                                                                      |
| No. of Credits       | 4                                                                      |
| Contact hours/week   | 5                                                                      |
| No. of contact hours | 90                                                                     |
| Core Text            | <i>Communicative English I</i> (New Delhi: Cambridge University Press) |

## Course Outline

### Module 1 Phonetics (2 Hours/Week)

1. Received Pronunciation
2. Vowel Sounds
3. Diphthongs
4. Consonants
5. Transcription of Words
6. Syllables and Word Stress
7. Weak Forms
8. Intonation

### Module 2 Language (1 Hour/Week)

1. Word Classes 1
2. Word Classes 2
3. Modals
4. Articles

### Module 3 Language (1 Hour/Week)

1. Sentence Types
2. Question tags
3. Tenses
4. Subject-Verb concord

### Module 4 Composition (1 Hour/Week)

1. Letter Writing
2. CV and Cover letter
3. Essay Writing
4. Paraphrasing

## **Guidelines for Evaluation (1A01ENG)**

Internal Evaluation (Total Marks – 10)

1. Model Examination - 5 Marks
2. Assignment/Seminar/Viva - 2.5 Marks
3. Attendance - 2.5 Marks

End Semester Examination (Total 40 Marks)

### **Pattern of Question Paper**

Time – 3 Hours

Maximum Marks --- 40

1. One out of two questions from 1<sup>st</sup> and 2<sup>nd</sup> chapters of Module-4 (Marks -1x6=6)
2. One out of two questions from 3<sup>rd</sup> and 4<sup>th</sup> chapters of Module-4(Marks -1x6=6)
3. Transcription of 8 of 12 words from Module-1 (Marks -8x1=8)  
(*Words for transcription should be taken from the prescribed text*)
4. Four words for marking stress from Module-1 (Marks -1/2x4=2)
5. Four short answer questions out of six from Module-1 (Marks -4x1=4)
6. 14 grammar questions from Modules 2 and 3 (Marks -14x1=14)

## Model Question Paper

### 1A01 ENG Communicative English I

Time : 3 hours

Maximum marks :

40

I. Answer any one of the following questions in not more than two pages.(1x6=6 marks)

1. Write a letter to the Branch Manager of GBC Bank informing him/her of the change in your address and phone number.
2. Prepare a CV and cover letter for the post of Sales Manager in XYZ Garments and Exports, Thrissur. You are replying to the advertisement placed in Kerala Times newspaper.

II. Answer any one of the following questions in not more than two pages.(1x6=6 marks)

3. Write an essay on the topic “Social Networking Sites and their Influence on Modern Youth”.
4. Write a paraphrase for the following text:(8x1=8 marks)

The primary task of technology – it would seem, is to lighten the burden of work man has to carry in order to stay alive and develop his potential. It is easy enough to see that technology fulfils this purpose when we watch any particular piece of machinery at work- a computer, for instance, can do in seconds what it would take clerks or even mathematicians a very long time, if they can do it at all. It is more difficult to convince oneself of the truth of this simple proposition when one looks at whole societies. When I first began to travel the world, visiting rich and poor countries alike, I was tempted to formulate the first law of economics as follows : “ the amount of real leisure a society enjoys tends to be in inverse proportion to the amount of labour- saving machinery it employs”.

III. Transcribe any eight of the following words.

- |               |             |
|---------------|-------------|
| 5. Ration     | 10. Chapel  |
| 6. Champagne  | 11. Million |
| 7. Auditorium | 12. Gloves  |
| 8. Quadrangle | 13. Diamond |
| 9. Mouthful   | 14. Comb    |

IV. Mark the primary stress in any four of the words given below. (Need not transcribe) .(1/2x4=2 marks)

- |                |                  |
|----------------|------------------|
| 1) Exclusive   | 4) Philosophical |
| 2) Prophetic   | 5) Curiosity     |
| 3) Competition | 6) Democracy     |

V Answer any four of the following questions in about two or three sentences:

(4x1=4marks)

- 1) Distinguish between pure vowels and diphthongs.
- 2) What is a syllable? Give an example for a trisyllabic word.
- 3) Mark the intonation for the given sentence:  
“She’s not in charge of the department, is she?”
- 4) Give the weak forms of the following words: than; your.
- 5) What do you mean by intonation? What are the different tones used by speakers?
- 6) How many consonant sounds are there in English?

VI Answer 14 of the following questions according to the directions provided.

(14x1=14 marks)

- a) Identify the nouns in the sentence given below. There is nothing wrong with the world that a little kindness cannot fix.
- b) Give two examples of nouns with irregular plurals.
- c) Fill in the blanks with suitable pronouns.  
I don’t understand why you are always quarrelling among \_\_\_ You should try to understand \_\_\_
- d) Transform into the superlative degree. I have little confidence.
- e) Correct the following sentence.  
My house is besides the river.
- f) Combine the following sentences using a correlative conjunction.  
Several women in India are treated badly. They are also victims of violence.
- g) Add a suitable question tag.  
The country has progressed a lot in the last few decades since its independence.
- h) Fill in the blanks with the suitable tense of the word given in brackets. The Battalion \_\_\_\_\_ at the parade ground to offer the Guard of Honour to the Prime Minister (assemble)..
- i) Fill in the blanks with appropriate articles.  
Aruni of Panchala was \_\_\_\_\_ dedicated student of \_\_\_\_\_ ancient sage Dhoumya.
- j) Insert appropriate modal auxiliaries in the blanks.  
They \_\_\_\_\_ leave the building after their job is done, \_\_\_\_\_ they?

- k) Choose the appropriate preposition from the pair given and fill in the blanks. I want to tell you a secret but it should remain strictly \_\_\_\_\_you and me (between/ among).
- l) Insert a suitable relative pronoun in the space provided  
The clerk \_\_\_\_\_ prepared this letter hasn't come today.
- m) Give 2 examples of nouns which are never used in the singular form.
- n) Which are the open-class items among English words?

\*\*\*\*\*

## II. 1A02ENG LANGUAGE THROUGH LITERATURE I

### Aims:

- The course broadly aims at improving students' insights about literature, humanity and social values in conjunction with the technicalities or mechanics of writing such as grammar, register, generic conventions and disciplinary guidelines
- The students will think critically about major issues raised in the reading, relating them to their own knowledge and experience.
- The students will develop the skills of analysis, synthesis, evaluation, interpretation, inference and application needed to fully appreciate a writer's ideas.

### Objectives:

- To highlight the reciprocity of the relationship between writing and reading.
- To develop critical insights and faculties.
- The lexical exercises have been devised to initiate problem-solving activities which facilitate learning.
- The exercises are meant for the optimum exploitation of the language aspects of each text.
- The student will recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- The student will learn to examine a literary selection from several critical perspectives.

|                            |                                                                                          |
|----------------------------|------------------------------------------------------------------------------------------|
| Course Code                | 1A02ENG                                                                                  |
| Title of the Course        | Language Through Literature I                                                            |
| Semester Assigned          | 1                                                                                        |
| No. of Credits             | 3                                                                                        |
| Contact hours/week         | 4                                                                                        |
| Total No. of contact hours | 72                                                                                       |
| Core Text                  | <i>Language Through Literature 1 Cadences</i><br>(New Delhi: Cambridge University Press) |

## Course Outline

### Module 1 Prose (3 Hours/Week)

- |                              |   |                 |
|------------------------------|---|-----------------|
| 1. Voluntary Poverty         | : | M K Gandhi      |
| 2. Spoken and Broken English | : | G B Shaw        |
| 3. Thank You                 | : | Anonymous       |
| 4. New Directions            | : | Maya Angelou    |
| 5. My Financial Career       | : | Stephen Leacock |

### Module 2 Poetry (1Hour/Week)

- |                               |   |               |
|-------------------------------|---|---------------|
| 1. The Road Not Taken         | : | Robert Frost  |
| 2. To be of Use               | : | Marge Piercy  |
| 3. There will Come Soft Rains | : | Sara Teasdale |

### **Guidelines for Evaluation (1A02ENG)**

#### Internal Evaluation (Total Marks – 10)

- |                              |           |
|------------------------------|-----------|
| 1. Model Examination -       | 5 Marks   |
| 2. Assignment/Seminar/Viva - | 2.5 Marks |
| 3. Attendance -              | 2.5 Marks |

#### End Semester Examination (Total 40 Marks)

#### **Pattern of Question Paper**

- |                                                            |                      |
|------------------------------------------------------------|----------------------|
| Time – 3 Hours                                             | Maximum Marks --- 40 |
| 1. One essay (200 words) out of two from Module- 1         | (Marks -1x8=8)       |
| 2. One essay (200 words) out of two from Module- 2         | (Marks -1x8=8)       |
| 3. Two out of three questions(80words) from all Modules    | (Marks-2x4=8)        |
| 4. Six out of eight short answer questions from all Module | (Marks -6x1=6)       |
| 5. Ten text-based grammar questions from all Modules       | (Marks -10x1=10)     |

## Model Question Paper

1A02 ENG: Language Through Literature I

Time: 3 essay of hours

Maximum Marks: 40

- I. Write an 200 words on one of the following: (1X8=8 marks)
1. Delineate the values that Mahatma Gandhi advocates in “Voluntary Poverty”
  2. Trace Annie Johnson’s journey through life and what it suggests about the human spirit in general.
- II. Write an essay of 200 words on one of the following: (1x8=8marks)
1. What connotations about the idea of work are contained in the poem “To Be of Use?”
  2. What does the speaker in “The Road Not Taken” have to say about having chosen a “less travelled” path?
- III. Answer two of the following in about 80 words (2x4=8 marks)
1. Examine the humour in Leacock’s meeting with the manager
  2. What is evocative about the title “Thank You”?
  3. What theme about war does Spring’s reaction, in combination with other details in “There Will Come Soft Rains” suggest?
- IV. Answer six of the following in not more than two sentences: (6x1=6 marks)
1. What is Shaw’s advice to foreign speakers of English?
  2. Why does the speaker of “To Be of Use” refer to Greek amphoras and Hopi vases?
  3. What fact did Annie Johnson’s husband hide from her?
  4. What ‘financial decision’ did Leacock make after the visit to the bank?
  5. Why did the manager in “Thank You” not understand why many of his subordinates left?
  6. What according to Sara Teasdale, will animals do after the war is over?
  7. What is meant by voluntary poverty.
  8. What sort of a person does the speaker in “The Road Not Taken” seem to be?
- V. Answer the following: (10x1=10marks)

**a.** Fill in the following blanks with the correct word endings:

9. Is that disease contag\_\_\_\_\_?

10. His writing is illeg\_\_\_\_\_

**b.** Rewrite the following in plain English:

11. "A negative dialogue capability situation."

12. "A domestic service engineer."

**c.** Identify the spelling mistakes in the sentence given below and write out the correct spellings:

13. My grandmother tautme how to need doe and bake bred.

**d.** Give the British spelling of the following word:

14. Encyclopedia.

**e.** Rewrite the following sentences correctly:

15. He was hung for murder.

16. He is a very imaginary writer.

17. We had a desert of bread pudding after the meal.

18. The company has had a lot averse publicity recently.



### III. 2A03ENG COMMUNICATIVE ENGLISH II

#### Aims:

- To equip the students with a mature command of the English language through learner-centred and activity-oriented English Language learning.

#### Objectives:

- To develop skills such as reading academic texts effectively and efficiently.
- Doing basic research, taking part in academic discussions, writing academic assignments, presenting at student seminars, managing studies, including time-management and learning to use English in a range of study contexts.
- The student will apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- The course will also train the student to write fluently for a variety of occasions, audiences and purposes, making appropriate choices regarding style, tone, level of detail and organization.
- Making the students active and focused readers who can read with greater understanding, more critically, and in a more time-efficient way

|                            |                                                                         |
|----------------------------|-------------------------------------------------------------------------|
| Course Code                | 2A03ENG                                                                 |
| Title of the Course        | Communicative English II                                                |
| Semester Assigned          | 2                                                                       |
| No. of Credits             | 4                                                                       |
| Contact hours/week         | 5                                                                       |
| Total No. of contact hours | 90                                                                      |
| Core Text                  | <i>Communicative English II</i> (New Delhi: Cambridge University Press) |

## Course Outline

### Module 1 Grammar (2 Hours/Week)

1. Clauses
2. Voice
3. Reported speech
4. Transformation of Sentences
5. Punctuation

### Module 2 Vocabulary (1 Hour/Week)

1. Phrasal Verbs and Idiomatic Expressions
2. Types of words (Synonyms, antonyms etc.)
3. One word substitution

### Module 3 Communication Skills (1 Hour/Week)

1. Features of Communication
2. Forms of Communication
3. Non-Verbal Communication
4. Types of Non-verbal Communication
5. Barriers to Communication and Remedies
6. Telephonic Skills
7. Interview Skills
8. Presentation Skills

### Module 4 Composition (1 Hour/Week)

1. Revising and Editing
2. Class Publication
3. Email and Blogging

## **Guidelines for Evaluation (2A03ENG)**

### Internal Evaluation (Total Marks – 10)

- |                              |           |
|------------------------------|-----------|
| 1. Model Examination -       | 5 Marks   |
| 2. Assignment/Seminar/Viva - | 2.5 Marks |
| 3. Attendance -              | 2.5 Marks |

### End Semester Examination (Total 40 Marks)

### **Pattern of Question Paper**

Time – 3 Hours

Maximum Marks --- 40

1. One out of two questions from 1<sup>st</sup> four chapters of Module-3 (Marks -1x6=6)
2. One out of two questions from last four chapters of Module-3(Marks -1x6=6)
3. Four out of six questions(80words) from Modules 3&4 (Marks -4x4=16)
4. Twelve grammar questions out of fifteen from Modules 1&2 (Marks -12x1=12)

## Model Question Paper

### 2A03 ENG Communicative English II

Time: 3 hours

Maximum Marks: 40

I Answer any one of the following questions in not more than 200 words.(1x6=6marks)

1. What are the basic functions of communication?
2. “Much of the non-verbal communication is culture – bound “. Discuss.

II Answer any one of the following questions in not more than 200 words.(1x6=6marks)

3. Discuss the various aspects of telephonic conversation and etiquette to be observed while conducting a conversation.
4. What are the various steps involved in making an effective presentation?

III Answer four of the following questions in not more than 80 words each. (4x4=16marks)

5. The importance of non-verbal communication.
6. Imagine you are seeking some information about getting an air- ticket to Mumbai. Construct a conversation of 4-5 exchanges with the travel agent.
7. What are the basic points to be remembered when sending a business e-mail?
8. What are the processes involved in proofreading?
9. How can a class magazine be made interesting?
10. You are Meena, a girl of seventeen who is planning to write her first ever blog. Write a blog speaking about yourself and your interests.

IV Answer any 12 of the following questions as directed (12x1=12 marks)

11. Join the two sentences given below using a noun clause.

Galileo proved something. The earth went round the sun.

12. Underline and identify the type of adverbial clause in the sentence.

Since time is precious, I would like to make my speech brief.

13. Rewrite the sentence, changing its voice.

The new apartment has been painted green.

14. Rewrite into indirect speech:

Sheila commented “I knew this would happen”.

15. Change the following affirmative sentence into a negative one retaining the original meaning. As soon as the Chief Minister arrived, the programme began.

16. Frame a question that elicits the following answer:

Gita always draws rangolis for my functions.

17. Combine the following simple sentences to form a compound sentence.

Ajit began the flight. Akhil was punished.

18. Change the given sentence to a simple sentence.

We had to cancel our picnic because the weather was bad.

19. Insert suitable punctuation marks wherever necessary.

I am sorry I interrupted you replied the judge please do go on with your explanation.

20. Insert a suitable phrasal verb having the same meaning as the word given in brackets.

Please \_\_\_\_\_ this matter. (probe)

21. Substitute a suitable idiomatic expression for the underlined portion.

Stop staying up late when you have to get up early or you will be exhausted.

22. Fill in the blank with a synonym of the word given in brackets.

They live together in great \_\_\_\_\_ (unity).

23. Give the full form of the following acronyms.

UNESCO, RAW.

24. Correct the following sentence.

He has begun to die his hair.

25. What do you call an animal that eats leaves and grass?

\*\*\*\*\*

#### IV. 2A04ENG LANGUAGE THROUGH LITERATURE II

##### Aims:

- This course has been designed in accordance with UGC stipulations that Environmental Issues be included in the Common Paper of English. The paper aims at enhancing the awareness of students regarding vital issues pertaining to the environment.

##### Objectives:

- To sensitize students about the continuing nature of environmental problems which are complex and varied in nature, and global in their ultimate impact.
- To initiate a discussion about human collusion in the degradation of the environment.
- To lead them to concrete action for saving the environment.
- To instil civic consciousness
- The students will determine the meaning of vocabulary items from their context in the reading, evolving a content-based approach which will help them to subsequently develop their vocabulary by using words and idioms in personalized contexts.

|                            |                                                                                                                              |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Course Code                | 2A04ENG                                                                                                                      |
| Title of the Course        | Language Through Literature II                                                                                               |
| Semester Assigned          | 2                                                                                                                            |
| No. of Credits             | 3                                                                                                                            |
| Contact hours/week         | 4                                                                                                                            |
| Total No. of contact hours | 72                                                                                                                           |
| Core Text                  | <i>Language Through Literature II (Green Voices)</i><br>(New Delhi: Medtec-An Imprint of Scientific International (Pvt) Ltd) |

## Course Outline

### Module I : (1 Hour/Week)

1. Is Humanity Suicidal : Edward O. Wilson
2. Children in the Woods : Barry Lopez
3. Silent spring : Rachel Carson

### Module II : (2 Hours/Week)

4. Town by the Sea : Amitav Ghosh
5. Problems with Hurricanes : Victor Hernandez Cruz
6. Going, Going : Philip Larkin
7. Killing Fields : Krushangini

### Module III: (1 Hour/Week)

8. Eulogy for a Hermit Crab : Pattiann Rogers
9. The Hills : Manoj Das
10. Letter from Mothers of Nenjamparambu to the Supreme Court

### **Guidelines for Evaluation (2A04ENG)**

#### Internal Evaluation (Total Marks – 10)

1. Model Examination - 5 Marks
2. Assignment/Seminar/Viva - 2.5 Marks
3. Attendance - 2.5 Marks

#### End Semester Examination (Total 40 Marks)

#### **Pattern of Question Paper**

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200 words) out of two from Module- 1 (Marks -1x8=8)
2. One essay (200 words) out of two from Module- 2 (Marks -1x8=8)
3. Three out of four questions(80words) from all Modules (Marks -3x4=12)
4. Six out of eight short answer questions from all Modul (Marks -6x1=6)
5. Six text-based grammar questions from all Module (Marks -6x1=6)

## Model Question Paper

### 2A04 ENG Language Through Literature II

Time: 3 hours

Maximum Marks: 40

I. Write an essay of 200 words on one of the following: (1x8=8 marks)

1. What is Edward O. Wilson's answer to the question "Is Humanity Suicidal?"
2. How Does Rachel Carson document environmental issues in a fictional town ?

II. Write an essay of 200 words on one of the following: (1x8=8 marks)

3. In what way does the personal tragedy of the Director represent the destruction caused by the Tsunami?
4. What does Larkin suggest about the passing on of civilizations in "Going, Going"?

III. Answer three of the following in about 80 words (3x4=12 marks)

5. Why do many scientists believe that it was a misfortune for the living world that a carnivorous primate made the breakthrough to modern civilization?
6. Discuss Lopez's experience with children.
7. What is the title "Killing Field" evocative of? Illustrate with images from the poem.
8. What can we learn from hermit crabs?

IV. Answer six of the following in not more than two sentences: (6x1=6 marks)

9. How does campesino distinguish between a noble and a shameful death?
10. What did the elderly woman say to Lopez's mother?
11. Name one activity that takes place during Lopez's walk in the woods.
12. Why do you think the Director chose to discard all things that could have served as mementoes?
13. How did Nenjamparambu come to be affected by Endosulfan?
14. Why does the poet say that the hermit crab was "consistently brave"?
15. Why had theacharya and his apprentice come to the hills?
16. Why were the hills of Salanda important to Jaidev?

V. Answer six of the following: (6x1=6 marks)

17. Who is a dipsomaniac?
18. Complete this proverb: \_\_\_\_\_ that breaks the camel's back.
19. What is meant by *leitmotiv*?
20. What is a "demographic projection"?
21. What is meant by "out of your depth"?
22. What is meant by the idiom "spill the beans"?
23. Write two words with the prefix *extra-*
24. What is meant by *bi-annual*?

\*\*\*\*\*

## 6. 3A05ENG: READINGS IN PROSE & POETRY

### Aims:

- The course broadly aims at enabling students to understand the different stylistic, thematic and technical qualities present in the literature of different cultures and historical periods and the specific ways in which language has shaped the reactions, perceptions and beliefs of the local, national, and global communities.

### Objectives:

- The student understands the timeless significance of good literature which transcends the limitations and peculiarities of the age it was written in.
- The student will acquire an understanding that language and literature are primary means by which culture and human values are transmitted.
- The student will understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- The student will understand the use of images and sounds to elicit the reader's emotions in both non-fiction and poetry.
- The student will learn to see writing as an act of communication which has a purpose, a context and an audience.

|                            |                                                                                            |
|----------------------------|--------------------------------------------------------------------------------------------|
| Course Code                | 3A05ENG                                                                                    |
| Title of the Course        | Readings in Prose & Poetry                                                                 |
| Semester Assigned          | 3                                                                                          |
| No. of Credits             | 4                                                                                          |
| Contact hours/week         | 5                                                                                          |
| Total No. of contact hours | 90                                                                                         |
| Core Text                  | <i>Resonances: A Textbook of Prose &amp; Poetry</i><br>New Delhi: Primus Books, Ratnasagar |

## Course Outline

### Module 1 Prose (3Hours/Week)

1. Mystic Experience : Nataraja Guru
2. Sanskrit and World Literature : C Rajendran
3. I Have a Dream : Martin Luther King Jr
4. Excerpt from Biography of Ayyankali : Dasan M, Pratibha V
5. Dynamic Sport of the World : Davy A, Carozza
6. The Monster Lives :
7. The New Alexandrians : Tapscott and D. Williams

### Module 1 Poetry (2Hours/Week)

1. The World is Too Much With us : W. Wordsworth
2. Where the Mind is Without Fear : Rabindranath Tagore
3. Macavity: The Mystery Cat : T.S Eliot
4. My Grandmother's House : Kamala Das
5. The Negro Speaks of Rivers : Langston Hughes
6. We are Going : Kath Walker
7. Father Returning Home : Dilip Chitre

## Guidelines for Evaluation (3A05ENG)

### Internal Evaluation (Total Marks – 10)

1. Model Examination - 5 Marks
2. Assignment/Seminar/Viva - 2.5 Marks
3. Attendance - 2.5 Marks

### End Semester Examination (Total 40 Marks)

#### **Pattern of Question Paper**

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200 words) out of two from Module- 1 (Marks -1x8=8)
2. One essay (200 words) out of two from Module- 2 (Marks -1x8=8)
3. Two out of three questions(80words) from Module- 1 (Marks -2x4=8)
4. Two out of three questions (Annotations) from Module- 2 (Marks -2x3=6)
5. Five out of seven short answer questions from Module- (Marks -5x1=5)
6. Five out of seven short answer questions from Module- 2 (Marks -5x1=5)

## Model Question Paper

### 3A05ENG- Readings in Prose and Poetry

Time 3 hours

Maximum Marks 40

I. Write an essay of 200 words on **one** of the following: (1x8=8 marks)

1. Examine the place of Sanskrit in world religion and philosophy.
2. What was Ayyankali's role in moulding Kerala into an enlightened society?

II. Write an essay of 200 words on **one** of the following: (1x8=8 marks)

3. Analyse "We are Going" as the litany of a dispossessed people.
4. Consider "The Negro Speaks of Rivers" as a statement about African-American history.

III. Answer **two** of the following in about 80 words: 2x4=8 marks)

5. What was symbolic about the Sivapratishtha?
6. What is the ceremonial identified in soccer?
7. Comment on the work of the New Alexandrians.

IV. Annotate **two** of the following in about 60 words: (2x3=6 marks)

8. "Where the clear stream of reason

Has not lost its way into the dreary desert sand of dead habit."

9. "I who have lost

My way and beg now at strangers' doors to  
Receive love, at least in small change?"

10. "So might I standing on this pleasant lea,  
Have glimpses that would make me less forlorn;  
Have sight of Proteus rising from the sea;  
Or hear old Triton blow his wreathed horn."

V. Answer **five** of the following: (5x1=5 marks)

11. How did Sanskrit come to be translated into Persian?
12. What was the initial reaction of the villagers to the Guru?
13. Who or what is a *cinophile*?
14. What is meant by ergonomics?
15. Why did James Whale think that Karloff's face would make a good monster-face?
16. What are the physical demands imposed by soccer on its players?
17. Why was Ptolemy's work influential?

VI. Answer **five** of the following: (5x1=5 marks)

18. What alibis concocted by Macavity made it impossible to catch him?
19. What is the state of the house after the death of the grandmother?

20. What does the father eating stale chappathis signify?
21. Give two different meanings of 'downcast.'
22. What is an oxymoron? Give an example.
23. Write a sentence using the expression "to let the cat out of the bag."
24. Write four words with the root word *stat-*

## VI. 4A06ENG : READINGS IN FICTION AND DRAMA

### Aims:

- The student will learn to respond critically to drama and fiction, formulate insights about the texts, learn to construct meaning and identify the characteristics that distinguish literary forms.

### Objectives:

- The student will understand the power of language.
- The student will understand production elements that contribute to the effectiveness of a specific medium.
- The student will understand why certain literary works are considered classics
- The student will identify universal themes prevalent in the literature of all cultures.
- The student will analyse the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts and resolutions.
- The student will understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view and theme.

|                            |                                                |
|----------------------------|------------------------------------------------|
| Course Code                | 4A06ENG                                        |
| Title of the Course        | Readings in Fiction and Drama                  |
| Semester Assigned          | 4                                              |
| No. of Credits             | 4                                              |
| Contact hours/week         | 5                                              |
| Total No. of contact hours | 90                                             |
| Core Text                  | <i>Overtures</i> : Hyderabad :Orient Blackswan |

## Course Outline

### Module 1 Short Fiction (2Hours/Week)

- |                                 |   |                 |
|---------------------------------|---|-----------------|
| 1. Phantom Luncheon             | : | Saki            |
| 2. Last Leaf                    | : | O. Henry        |
| 3. The Mother of a Traitor      | : | Maxim Gorky     |
| 4. Uncle Podger Hangs a Picture | : | Jerome K Jerome |
| 5. Full Moon Night              | : | Gautam Sengupta |

### Module 2 Drama (3Hours/Week)

- |                                          |   |                  |
|------------------------------------------|---|------------------|
| 1. Othello (I&V acts for detailed study) | : | W. Shakespeare   |
| 2. A Marriage Proposal                   | : | Anton Chekhov    |
| 3. The Rising of the Moon                | : | Lady Gregory     |
| 4. Fail Not Our Feast                    | : | Vincent Godefroy |
| 5. Refund                                | : | Fritz Carinthy   |

## **Guidelines for Evaluation (4A06ENG)**

### Internal Evaluation (Total Marks – 10)

- |                              |           |
|------------------------------|-----------|
| 1. Model Examination -       | 5 Marks   |
| 2. Assignment/Seminar/Viva - | 2.5 Marks |
| 3. Attendance -              | 2.5 Marks |

### End Semester Examination (Total 40 Marks)

### **Pattern of Question Paper**

- |                                                            |                      |
|------------------------------------------------------------|----------------------|
| Time – 3 Hours                                             | Maximum Marks --- 40 |
| 1. One essay (200 words) out of two from Module- 1         | (Marks -1x8=8)       |
| 2. One essay (200 words) out of two from Module- 2         | (Marks -1x8=8)       |
| 3. Two out of three questions(80words) from Module-        | (Marks -2x4=8)       |
| 4. Two out of three questions (Annotations) from Module- 2 | (Marks -2x3=6)       |
| 5. Five out of seven short answer questions from Module- 1 | (Marks -5x1=5)       |
| 6. Five out of seven short answer questions from Module- 2 | (Marks -5x1=5)       |

## Model Question Paper

### 4A06ENG : Readings in Fiction and Drama

Time ; 3 hours

Maximum marks:40

- II. Attempt one of the following questions in not more than 200 words [1 X 8= 8 marks]
1. Examine the theme of *greed* in the story *The Phantom Luncheon*
  2. *The Last Leaf* reiterates the fact that O.Henry is a master story teller in English – substantiate.
- II. Attempt one of the following questions in not more than 200 words [1 X 8= 8 marks]
3. Describe how the teachers trap and outwit Wasserkopf and deny him the refund.
  4. Consider *The Rising of the Moon* as an Irish patriotic play and bring out the significance of its title.
- III. Answer any two of the following questions in not more than 80 words.[2X4=8 marks]
5. How did Old Behrman catch pneumonia?
  6. What is the twist in the story *The Phantom Luncheon*.
  7. The role of full moon in *The Night of the Full Moon*.
- IV. Annotate two of the following. [2X3=6 marks]
8. May be I will be able to do as much for you when the small rise up and the big fall down .... When we all change places at the rising of the moon .”
  9. “... This is a good school . It is our duty to see that nothing ever injures its reputation. How much do we owe you, Herr Wasserkopf?”
  10. “No I will speak as liberal as the north. Let heaven and men and devils , let them all All,all,cry shame against me ,yet I will speak.”
- V. Answer any five of the following questions in one or two sentences. [5X1=5 marks]
11. How did the people react to the mother while she was wondering through the dark streets?
  12. What would uncle Podger say when something need to be done?
  13. What was Johnsy’s chance of survival according to the doctor?
  14. How did Jiji react when she found her mother’s letter?
  15. Why did the people fear to light candles in their houses?
  16. Who is Ellen Ninggle?
  17. What was the enemy doing in the city ?
- VI. Answer any five of the following questions in one or two sentences [5X1=5marks]
18. Why does Wasserkopf ask for re examination?
  19. Why does Nathalyia urge her father to call Lomov back?
  20. Why does the sergeant say it is a hard thing to be done in the force?
  21. What made Desdemona fall in love with Othello?
  22. What was the reason for Nora’s imprisonment?
  23. Why does the proposal remain unmade on Lomov’s first visit?
  24. Why was Othello sent to Cyprus?

