

Elective Course in English Assignment (EEG-01/BEGE-101)

Assignment Code: EEG-01/BEGE-101/TMA/2016-17

Max. Marks: 100

Answer all the questions.

- 1 Read the following poem carefully and answer the following questions.

When will the bell ring, and end this weariness?
 How long have they tugged the leash, and strained apart,
 My pack of unruly hounds! I cannot start
 Them again on a quarry of knowledge they hate to hunt,
 I can haul them and urge them no more.

 I will not waste my soul and my strength for this.
 What do I care for all that they do amiss!
 What is the point of this teaching of mine, and of this
 Learning of theirs? It all goes down the same abyss.
 What does it matter to me, if they can write
 A description of a dog, or if they can't?
 What is the point? To us both, it is all my aunt!
 And yet I'm supposed to care, with all my might.
 I do not, and will not; they won't and they don't; and that's all!
 I shall keep my strength for myself; they can keep theirs as well.
 Why should we beat our heads against the wall
 Of each other? I shall sit and wait for the bell.

- 1a What do you think is the poet's profession? 1
 1b Who is he talking about? 1
 1c Pick the words which describe the attitude of the poet: 3
- irritable contemplative bored
 frustrated inflexible defiant
- Say why you have picked these words:
- 1d Why do you think the poet has this attitude? 2
 1e What does the poet mean by the following lines "I cannot start...no more." 2
 1f Which is the main metaphor in the poem? 1

- 2 Match the words (from the poem) in the left-hand column with the definitions on the right. There is one extra word. 10

Pack	Dogs used for hunting
Amiss	Pull with sharp, powerful movements
Haul	Strength
Abyss	Encourage
Unruly	Search for
Might	Wrong
Tug	Lead used to control a dog
Urge	Indisciplined
Leash	Pull with effort
Hounds	Very deep chasm
	Group

- 3 Write the meaning of the following idioms and use each of them in sentences of your own. 10
- i to beat a retreat
 - ii to stick to one's guns
 - iii to steal a march on
 - iv to pass muster
 - v up in arms
- 4 What is the difference between metonymy and synecdoche in the following sentences? Justify your answers. 10
- i He has many mouths to feed
 - ii The kettle is boiling.
 - iii Education extends from the cradle to the grave.
 - iv Take out your Shakespeare.
 - v I have my daily bread to earn.
- 5 In the short biography of the writer George Orwell below, the articles *a*, *an* and *the* are missing. Insert the articles. There should be ten instances: 10
- George Orwell (whose real name was Eric Blair) was born in India in 1903 and was educated in England. From 1922 to 1928 he served in Burma in Indian Imperial Police. For next two years he lived in Paris and then came to England as school teacher. Later he worked in bookshop. In 1937 he went to Spain to fight for Republicans and was wounded. During Second World War he was member of Home Guard and worked for BBC. He died in London in 1950. He was famous writer. His most famous book Animal Farm is classic.
- 6 Explain with examples the following 20
- i homophones and homographs.
 - ii alliteration and assonance
 - iii euphemism and hyperbole
 - iv simile and metaphor
- 7 How many meanings can the following words have? Use each of them in sentences of your own. 10
- table, tube, light, bank, foot
- 8 Put *where*, *who*, *that*, *which* or *when* in the right place in each sentence: 5
- i The car was stolen was never found.
 - ii On Friday we were leaving for the cinema, the lights went out suddenly.
 - iii This is Charminar, the bangle shops are.
 - iv I wrote them an angry letter, made me feel better.
 - v All the buses came this way did not stop.
- 9 Rewrite the following sentences using a polite structure. Use modals wherever possible. 5
- i Reschedule the meeting.
 - ii Bring all documents to the office.
 - iii Open the window.
 - iv Pass the salt.
 - v Leave the room.
- 10 Write a note on repetition as a rhetorical device, giving at least five examples from prose, poetry or drama. 10

ASSIGNMENT SOLUTIONS GUIDE (2016-2017)

B.E.G.E-101

From Language to Literature

Disclaimer/Special Note: These are just the sample of the Answers/Solutions to some of the Questions given in the Assignments. These Sample Answers/Solutions are prepared by Private Teachers/Tutors/Authors for the help and guidance of the student to get an idea of how he/she can answer the Questions given in the Assignments. We do not claim 100% accuracy of these sample answers as these are based on the knowledge and capability of Private Teacher/Tutor. Sample answers may be seen as the Guide/Help for the reference to prepare the answers of the Questions given in the assignments. As these solutions and answers are prepared by the private teacher/tutor so the chances of error or mistake cannot be denied. Any Omission or Error is highly regretted though every care has been taken while preparing these Sample Answers/Solutions. Please consult your own Teacher/Tutor before you prepare a Particular Answer and for up-to-date and exact information, data and solution. Student should must read and refer the official study material provided by the university.

Answer all the questions.

Q. 1. Read the following poem carefully and answer the following questions.

When will the bell ring, end this weariness?
How long have they tugged the leash, and strained apart,
My pack of unruly hounds! I cannot start
Them again on a quarry of knowledge they hate to hunt,
I can haul them and urge them no more.

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I will not waste my soul and my strength for this.
What do I care for all that they do amiss!
What is the point of this teaching of mine, and of this
Learning of theirs? It all goes down the same abyss.
What does it matter to me, if they can write
A description of a dog, or if they can't?
What is the point? To us both, it is all my aunt!
And yet I'm supposed to care, with all my might.
I do not, and will not; they won't and they don't ; and that, all!
I shall keep my strength for myself; they can keep theirs as well.
Of each other? I shall sit and wait for the bell.

Q. 1a What do you think is the poet's profession?

Ans. The poet is a teacher.

Q. 1b Who is he talking about?

Ans. He is talking about his students.

**Q. 1c Pick the words which describe the attitude of the poet:
irritable Contemplative bored frustrated inflexible defiant**

Ans. irritable, frustrated.

Say why you have picked these words:

In the given poem the poet who is teacher seems to be frustrated after watching the attitude of his studies. Nobody was so learn. This is why he somehow thought that it is totaled a waste of time and energy in taughting those students wherever want no learn.

Q.1(d) Why do you think the poet has this attitude?

Ans. The poet became tired watching the attitude of his students towards, the learning and gaining knowledge. According to the poet nobody wants to learn these days and it is total a cusse of time and energy in gaining those students.

Q. 1e. What does the poet mean by the following lines “I cannot start...no more.”

Ans. The poet means that he can't give the students the knowledge any more because no one of them wants to transpire group it. The poet cannot urge them more to gain the knowledge.

Q. 1f. Which is the main metaphor in the poem?

Ans. There are number of rhyming words in the poem too like, a miss-abyss, write-might, all-well-well bele etc.

There are a metaphor in the sentence like “My pack of unruly hound. The poet is also used the example of dog in the second stanza when he wrote” A description of a dog”.

Q. 2. Match the words (from the poem) in the left-hand column with the definitions on the right. There is one extra word.

Pack	Dogs used for hunting
Amiss	Pull with sharp, powerful movements.
Haul	strength
Abyss	Encourage
Unruly	Search for
Might	Wrong
Tug	Lead used to control a dog
Urge	Injdisciplined
Leash	Pull with effort.
Hounds	Very deep chasm
	Group

Ans.

1.	Pack	(a)	Strength
2.	Amiss	(b)	Wrong
3.	Haul	(c)	Pull with sharp, powerful movements.
4.	Abyss	(d)	Very deep chasm
5.	Unruly	(e)	Indisciplined
6.	Might	(f)	Search for
7.	Tug	(h)	Pull with effort
8.	Urge	(i)	Encourage
9.	Leash	(j)	Lead used to control a dog
10.	Hounds	(k)	Group

Q. 3. Write the meaning of the following idioms and use each of them in sentences of your own.

(i) to beat a retreat

(ii) to stick to one's guns

(iii) to steal a march on

(iv) to pass muster

(v) up in arms

Ans.

(i) Meaning: To withdraw from a place very quickly.

Sentence: We went out into the cold weather, but beat a retreat to the warmth of our fire. The dog beat a hasty retreat to its own yard.

(ii) Meaning: to refuse to change your beliefs or actions

Sentence: My parents want me to study accounting, but I'm sticking to my guns and majoring in philosophy.

- (iii) Meaning: to spoil someone's plans and get an advantage over them by doing something sooner or better than them.
Sentence: The Company plans to steal a march on its competitors by offering the same computer at a lower price.
- (iv) Meaning: to be acceptable or satisfactory
Sentence: The tortillas and tacos we offered for lunch today didn't pass muster with the students.
- (v) Meaning: very angry
Sentence: Local businessmen are up in arms over the new parking regulations which will make shopping very inconvenient for customers.

Q. 4. What is the difference between metonymy and synecdoche in the following sentences? Justify your answers.

- (i) **He has many mouths to feed.**
(ii) **The kettle is boiling.**
(iii) **Education extends from the cradle to the grave.**
(iv) **Take out your Shakespeare.**
(v) **I have my daily bread to earn.**

- Ans.** (i) There were too many mouths to feed – Synecdoche – The mouths are attached to bodies.
(ii) Metonymy: The kettle is boiling. (It is not the kettle but the water in it that is boiling.)
(iii) Synecdoche: cradle to the grave—a part something used to refer to the whole thing
(iv) Synecdoche: Take out your Shakespeare—a specific class if thing refer to something unique and famous.
(v) Synecdoche: My daily bread to earn—The word “bread” can be used to represent food in general or money.

Q. 5. In the short biography of the writer George Orwell below, the articles a, an and the are missing. Insert the articles. There should be ten instances:

George Orwell (whose real name was Eric Blair) was born in India in 1903 and was educated in England. From 1922 to 1928 he served in Burma in Indian Imperial Police. For next two years he lived in Paris and then came to England as school teacher. Later he worked in bookshop. In 1937 he went to Spain to fight for Republicans and was wounded. During second World War he was member of Home Guard and worked for BBC. He died in London in 1950. He was a famous writer. His most famous book Animal Form is a classic.

Ans. George Orwell (whose real name was Eric Blair) Was born in India in 1903 and was educated in England. From 1922 to 1928 he served in Burma in the Indian Imnperial Police. For next two years he lived in Paris and then came to England as a school teacher. Later he worked in a bookshop. In 1937 he went to Spain to fight for Republicans and was wounded. During the Second World war he was member of the Home Guard and worked for BBC. He died in London in 1950. He was a famous writer. His most famous book Animal Farm is a classic.

Q. 6. Explain with examples the following:

- (i) **homephones and homographs.**
(ii) **alliteration and assonance.**
(iii) **euphemism and hyperbole.**
(iv) **simile and metaphor.**

Ans.

- (i) Homophones, also known as sound-alike words, are words that are pronounced identically although they have different meanings and often have different spellings as well. These words are a very common source of confusion when writing. Common examples of sets of homophones include: to, too, and two; they're and their; bee and be; sun and son; which and witch; and plain and plane etc.

Homographs are words that are spelled the same, but have different meanings and are often pronounced differently as well. Some examples of homographs are:

- Bass as in fish vs bass as in music

- bow as in arrow vs bow as in bending or taking a bow at the end of a performance
- close as in next to vs close as in shut the door

(ii) Assonance is a literary device where the same vowel sound is repeated more than two times in nearby words in a phrase or sentence. Assonance is mostly used in the verse to add a rhyming effect not just within the poem, but also within lines. This is also called a vowel rhythm. Assonance can change the mood of the poem. A long vowel sound can decrease the energy at that point of the poem and make the mood serious while higher vowel sounds lighten the mood.

Alliteration is the repetition of the same consonant sound at the beginning of nearby words or in stressed syllables of a phrase. Alliteration is a special case of Consonance; the repetition of vowel sounds. This technique can be commonly seen in tongue twisters.

(iii) A euphemism is an understatement, or a description in which something is made to sound less unpleasant or intense. If you take a look at how the word “euphemism” breaks down in Greek, you’ll see the meaning is within the word itself, as “eu” means “good” and “pheme” means “speaking.”

A hyperbole is very much the opposite of a euphemism. Where a euphemism seeks to make something sound less intense, a hyperbole exaggerates something to make it sound greater than it is in actuality. Hyperbole's meaning is perhaps less obvious than euphemism's meaning if one were to inspect the etymology, but there are still clues. The first part of hyperbole, “hyper” means “beyond” and the second part of hyperbole, “bole”, means “a stroke of a missel”.

(iv) A simile is a figure of speech that makes a comparison, showing similarities between two different things. Unlike a metaphor, a simile draws resemblance with the help of the words “like” or “as”. Therefore, it is a direct comparison. We can find simile examples in our daily speech. We often hear comments like “John is as slow as a snail.” Snails are notorious for their slow pace and here the slowness of John is compared to that of a snail. The use of “as” in the example helps to draw the resemblance.

Metaphor is a figure of speech which makes an implicit, implied or hidden comparison between two things that are unrelated but share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.

Q. 7. How many meanings can the following words have? Use each of them in sentences of your own table, tube, light, bank, foot.

Ans. Table: This table is made up of wood.

We sit and solve this matter on table.

Tube: You can apply this tube on the burn part.

This tube light is working perfectly.

Light: I always take light breakfast.

There is no fan and the light in the room.

Bank: I opened my savings account in Indian Bank.

He stays near the bank of the river.

Foot: That whale was just a foot away from him.

That heavy wooden log fell on his foot.

Q. 8. Put *where, who, which* or *when* in the right place in each sentence:

(i) **The car was stolen was never found**

(ii) **On Friday we were leaving for the cinema, the lights went out suddenly.**

(iii) **This is Charminar, the bangle shops are.**

(iv) **I wrote them an angry letter, made me feel better.**

(v) **All the buses came this way did not stop.**

Ans.

- (i) The car that was stolen was never found.
- (ii) On Friday that when were leaving for the cinema, the lights went out suddenly.
- (iii) This is Charminar, where the bangle shops are.
- (iv) I wrote them an angry letter, which made me feel better.
- (v) All the buses which came this way did not stop.

Q. 9. Rewrite the following sentecnes using a polite structure. Use modals wherever possible.

- (i) **Reschedule the meeting**
- (ii) **Bring all documents to the office.**
- (iii) **Open the window.**
- (iv) **Pass the salt.**
- (v) **Leave the room.**

Ans.

- (i) Can you reschedule the meeting?
- (ii) Can you bring all documents to the office?
- (iii) Please, open the window.
- (iv) Please pass me the salt.
- (v) Leave the room.

Q. 10. Write a note on repetition as a rhetorical device, giving at least five examples from prose, poetry or drama.

Ans. In rhetoric, a rhetorical device or resource of language is a technique that an author or speaker uses to convey to the listener or reader a meaning with the goal of persuading him or her towards considering a topic from a different perspective, using sentences designed to encourage or provoke a rational argument from an emotional display of a given perspective or action. Rhetorical devices can be used to evoke an emotional response in the audience, and that is not their primary purpose.

Prose: is a form of language that has no formal metrical structure. It applies a natural flow of speech, and ordinary grammatical structure rather than rhythmic structure, such as in the case of traditional poetry.

Poetry is defined as literary work in metrical form, often employing meter and rhyme as well as descriptive and imaginative language. Drama is literature that focuses on dialogue and conflict, written to be performed on a stage. Short stories are prose fiction pieces that can be read in one sitting.

Drama:, short stories and poetry all belong to the category of literature, though they differ according to the way they are written. Short stories are written in prose, or language that mimics natural and ordinary speech. Drama is written with heightened language, and poetry is written using varied literary devices as well as rhyme and meter.

Prose: Here are examples of prose that appear in novels:

Call me Ishmael. - Moby Dick by Herman Melville

Happy families are all alike; every unhappy family is unhappy in its own way. Anna Karenina - Leo Tolstoy

It was a bright cold day in April, and the clocks were striking thirteen. 1984 - George Orwell

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness. *A Tale of Two Cities* - Charles Dickens

Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show. *David Copperfield* - Charles Dickens

You better never tell nobody but God. *The Color Purple* - Alice Walker

Poetry: Following are the examples of poetry:

The Summer I Was Sixteen

Geraldine Connolly

The Blue Bowl

Jane Kenyon

Fight

Laurel Blossom

The Distances

Henry W. Rago

“Do You Have Any Advice For Those of Us Just Starting Out?” Ron Koertge

Drama: Following are the examples of drama:

Comedy Drama

Tragic Drama

Farce Drama

Melodrama

Romantic Drama

