

**GENERAL ENGLISH SYLLABUS FOR B.A/B.COM/B.SC COURSES
UNDER CBCS W.E.F. 2016-17**

SEMESTER –III

Unit –I

PROSE

1. M.K. Gandhi: Shyness My Shield (from *The Story of My Experiments with Truth*)
2. Alexis C. Madrigal: Why People Really Love Technology: An Interview with Genevieve Bell

Unit –II

POETRY

1. Gabriel Okara: Once upon a Time
2. Seamus Heaney: Digging

Unit –III

SHORT STORY

1. Jhumpa Lahiri: The Interpreter of Maladies
2. Shashi Deshpande: The Beloved Charioteer

Unit –IV

ONE ACT PLAY

Gurajada Appa Rao: *Kanyasulkam*, translated by C. Vijayasree & T. Vijaya Kumar
(Acts I & II)

Unit –V

LANGUAGE ACTIVITY

1. Classroom and Laboratory Activities
 - i. JAM Sessions
 - ii. Note Taking
 - iii. Reporting for the Media
 - iv. Expansion of an idea
2. Classroom Activity
 - i. Transformation of sentences (Simple-Complex-Compound Sentences)
 - ii. Note Making
 - iii. Report Writing
 - iv. Writing for the Media

Note: In classroom instruction it may be ensured that the theoretical and practical components of CSS-II complement the language activity in this semester.

SV UNIVERSITY, TIRUPATHI
THREE YEAR DEGREE EXAMINATIONS – 2016-17
ENGLISH PART – I (MODEL PAPER) III SEMESTER

TIME: 3HRS

MAX. MARKS: 75

I. Attempt any THREE of the following questions: 3x5=15 m

- 1) Explain Gandhi's feelings when he accompanied Sjt. Mazmudar to Ventnor?
- 2) What is the significance of technology non – adoption?
- 3) Why does Ms. Bell talk about the Robots in Japan?
- 4) Elaborate Gandhi's experiences during his last public speech?

II. Attempt any THREE of the following questions: 3x5=15 m

- 1) How do people use language to hide their emptiness and hypocrisy?
- 2) Justify the title of the poem, "Digging".
- 3) Explain Seamus Heaney's attitude towards the people working in the fields.
- 4) Comment on the imagery of fangs and doors shutting in the poem "Once upon a Time".

III. Attempt any THREE of the following questions: 3x5=15 m

- 1) Describe Mrs. Das's feelings for her husband.
- 2) What feeling does the child have towards her mother?
- 3) How does Lahiri evoke the Indian atmosphere in The Interpreter of Maladies?
- 4) What is the parallel fate of the narrator and her daughter? Elaborate.
- 5) Narrate the reactions of the two wives towards their husbands' professions in The Interpreter of Maladies.
- 6) Interpreter of Maladies.

IV. Attempt any TWO of the following questions: 2x5=10 m

- 1) Describe the condition of women in the society as portrayed in the play, "Kanyasulkam."
- 2) Analyse Girisam's ideas about education?
- 3) "Kanyasulkam" is a social document on the evils of its times. Explain.

V. Expand ONE of the following proverbs:

5x1=5 m

- 1) Where there is a will, there is a way.
- 2) Prevention is better than cure.

VI. Rewrite the following sentences as directed

5x1=5 m

- 1) If you request her, she will help you. [Into Compound sentence]
- 2) He is more of a poet than of a scholar. [Into Compound sentence]
- 3) He was too lean to lift the box. [Into Complex sentence]
- 4) He admitted his guilt. [Into Complex sentence]
- 5) When the siren sounded, all traffic came to stop. [Into Simple sentence]

VII. Make notes on the following passage:

5 m


The test of a great book is whether we want to read it only once or more than once. Any really great book is one that we want to read the second time ever more than we wanted to read it for the first time; and every additional time that we read it, we find new meanings and new beauties in it. A book that a person of education and good taste does not care to read more than once is very probably not worth much. But we cannot consider the judgment of a single individual infallible. The opinion that makes a book great must be the opinion of the many. For even the greatest critics are apt to have certain preferences and prejudices. A man must be many-sided to utter a trustworthy estimate of many books.

VIII. Write a report for a newspaper about the N.S.S. Special Camp organized by your college unit.

(or)

Write a report for your college magazine regarding the evil effects of ragging in educational institutions.

5 m


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