UE-7105

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M. A. (Sem. II) Examination, June - 2025

ENGLISH LITERATURE

PAPER - V - MAEN-CC-201

English Language & Communication Skills - II (Phonetics and Writing Skills)

Time Allowed : **Three Hours**

Maximum Marks : **100**

Candidates will be required to answer five questions in all, one from each unit. However, there will be internal choice as part of Unitization scheme. All questions will carry equal marks.

UNIT - I

1 (a) Write an essay on the organs of speech and speech mechanism in phonetics.

(b) Note down the phonetic transcription of the given words :-

(i) above	(ii) demanded
(iii) beads	(iv) judge
(v) exemption	(vi) divine
(vii) foolish	(viii) village

12+8=20

OR

Write short notes on the following :

(i) Voiced and voiceless sounds

(ii) IPA symbols

(iii) Monophthongs and Diphthongs

(iv) Plosives, Fricatives and Affricates.

5×4=20

UNIT - II

2 (a) Describe falling and rising intonations with suitable examples.

(b) Mark primary and secondary stress in the given words :

(i) photography	(ii) dangerous
(iii) object	(iv) export
(v) suggest	(vi) information
(vii) simplify	(viii) organization

12+8=20

OR

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(a) What is syllable? Discuss the role of syllables in word stress and rhythm in English. How do they affect pronunciation?

(b) Define accent and rhythm in spoken English.

12+8=20

UNIT - III

3 (a) Differentiate between free and bound morphemes with suitable examples.

(b) Identify free and bound morphemes and write them properly :-

(i) unbreakable (ii) happier
(iii) mislead (iv) teacher
(v) ducklings (vi) unfriendly
(vii) unfortunately (viii) gradually

12+8=20

OR

(a) Differentiate between inflectional and derivational morphemes as morphological process.

(b) Identify the prefixes and suffixes :

(i) mechanism (ii) abnormal
(iii) rewarded (iv) misfortune
(v) recommended (vi) submit
(vii) trousers (viii) government

12+8=20

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UNIT - IV

4 (a) Make precis of the passage given, below and also give a suitable title to it :

Education is not merely the accumulation of facts and information but the development of critical thinking, ethical reasoning and emotional intelligence. In recent years, however, there has been a growing tendency to equate academic success with the ability to memorize and reproduce textbook knowledge. This reductionist approach has led to a system where students are more focused on passing exams than on understanding concepts or engaging with ideas.

Moreover, the pressure to achieve high grades often results in stress, anxiety and loss of interest in learning. Education, in its truest sense, should cultivate curiosity and creativity. It should encourage learners to question, to explore and to connect knowledge with real-life experiences. A rigid curriculum that prioritizes marks over meaning fails to nurture independent thought and lifelong learning.

In addition, the increasing dependence on technology in classrooms, while beneficial in many ways, also brings challenges. The overuse of digital tools can sometimes hinder genuine interaction and deep engagement. The role of teachers, therefore, is not just to deliver content, but to inspire and guide students in developing a holistic understanding of the world around them.

To reform education meaningfully, it is essential to shift from a system centered on competition and standardization to one that values personal growth and intellectual integrity. Only then can education fulfill its true purpose; to prepare individual not just for jobs but for life.

16+4=20

OR

(b) Elaborate any **one** theme :-

(i) Impact of AI on Creativity and Literature.

(ii) Harmony between Man and Nature.

20

UNIT - V

9 (a) Critically appreciate the poem answering the questions below :

Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn round their pallor;
The tall girl with her weighed-down head.
The paper seeming boy, with rat's eyes.
The stunted, unlucky heir
of twisted bones, reciting a father's gnarled disease,
this lesson, from his desk. At back of the dim classroom
One unnoted, sweet and young. His eyes live in a dream,
Of squirrel's game, in tree room, other than this

(i) How does the poet contrast hope and despair?

(ii) What is the social message behind the poem?

(iii) What images does the poet use to show the children's suffering?

4+4+2

(b) Write short notes on :

(i) Aphorism

(ii) Metaphor

5+5

OR

(a) Critically examine the prose and answer the questions below :

The city was a living, breathing entity, pulsating with energy and life. It was a place where dreams were made and broken, where hopes were raised and dashed. The streets were crowded and noisy, filled with the sounds of car horns, chatter and music. The skyscrapers towered above, their peaks hidden in the clouds, their reflections glinting in the windows of the buildings below. The people were a diverse crowd, from all walks of life, each with their own story to tell. They moved with purpose, their faces set in determination, their eyes fixed on the future. But amidst the hustle and bustle, there were moments of beauty,

moments of connection. A street performer might catch the eye of a passerby, and for a brief moment, they would share a smile. A couple might sit on a bench holding hands and watching the sunset. These moments were fleeting, but they were what made the city worth living in.

(i) What can be inferred about the city's character from the passage?

(ii) Discuss the use of contrast in the passage. 5+5

(b) Write short notes on :

(i) Refrain

(ii) Allegory 5+5

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