

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI 600086
(For candidates admitted during the academic year 2017– 18 and thereafter)
SUBJECT CODE:17EL/FC/EC33

B.A/B.S.W/B.Sc./B.V.A DEGREE EXAMINATION, NOVEMBER 2019
BRANCH XI- ENGLISH
THIRD SEMESTER

COURSE : FOUNDATION CORE

PAPER : ENGLISH FOR COMMUNICATION - III

TIME : 3 HOURS

MAXIMUM MARKS: 100

SECTION A

I. Read the following editorial and answer the questions that follow: (20)

The politics of onion price rise | HT editorial

Its price rise shows the trade-off between inflation and farmer incomes

Updated: Sep 26, 2019 21:29 IST

With onion prices rising sharply in the past few weeks, one of the most basic contradictions in Indian political economy is manifesting itself once again. Urban consumers are unhappy to pay more for onions, which have become scarce and expensive, thanks to late sowing and rains disrupting supply chains. Political parties and governments have rushed in to both, exploit and assuage this anger. Exports have been banned, and the government is planning to offload its stocks. Such steps will bring down prices to some extent. What about farmers, though? This was their opportunity to make some windfall gains. Do remember that tepid food prices have been the biggest reason for low inflation in the last few years. Food buyers have gained at the cost of food sellers. And this has put a severe squeeze on farm incomes. Even if left unattended, the onion price rally would have reversed in some time. After all, this is not the first time onion prices have risen.

It is difficult to take sides in this debate. A large number of Indians spend almost half of their incomes on buying food items. Most of them work in the informal sector and have no price indexation for their wages. This means that many Indians are hurt badly by high food inflation. Farmers, on the other hand, are almost perpetually distressed in this country. Although often seen as unskilled and unwanted in the larger economy, they perform the crucial function of ensuring food security for the nation. It is their collective effort, despite worsening viability of farming, which has kept India immune from price volatility in international markets for most food items.

There are ways to resolve the contradiction. If farmers are denied a windfall gain by the government to keep inflation under check, then there should also be a provision to ensure that there are no windfall losses at the time of a glut. Bumper harvests are more unfair to vegetable farmers because middlemen squeeze price paid to farmers, without passing on the entire gains to consumers. What's essential, however, is that the politics of it is discussed first. Any political party which doesn't want to champion the idea that high food inflation is as bad as a crash in food prices is being disingenuous while making claims that it is pro-farmer.

1. What has kept India immune from price volatility in the international markets? (1)
 - a. Informal sector
 - b. Collective efforts of the farmers
 - c. Urban consumers
 - d. All of the above
2. Why does the writer say that there is a "basic contradiction in Indian political economy"? What solution does he recommend? (3)

3. What are the reasons for onions to have become expensive? List the steps taken by the government to bring down the prices. (4)
4. Why does the writer say that it is difficult to take sides in this debate? (3)
5. What according to the editorial is the reason for the low inflation in the last few years? (1)
- Bumper harvests
 - The writer has no opinion
 - Tepid food prices
 - None of the above
6. Given below are some words used in the passage. From the list given after each word, select the word that comes closest in meaning to it as used in the editorial. (4)
- windfall
 - strong breeze
 - amount won or received unexpectedly
 - fall from a height
 - none of the above
 - viability
 - impossibility
 - transfer
 - indifference
 - sustainability
 - offload
 - attracts
 - heavy luggage
 - to get rid of something
 - none of the above
 - glut
 - easily done
 - surplus
 - substance used as glue
 - none of the above
7. Make sentences of your own with any four of the following words. Your sentences should bring out the meaning of the word as used in the editorial. Do not copy the sentence in the editorial. (4)
- (a) inflation (b) assuage (c) manifest (d) debate (e) immune (f) unfair

II. Read the following opinion piece and answer the questions that follow. (20)

Why seek Western validation?

By Kunal Ray

THE HINDU

SEPTEMBER 24, 2019 00:15 IST UPDATED: SEPTEMBER 29, 2018 21:45 IST

For many Western film critics, Indian cinema is often synonymous with Hindi cinema

Recently, *The Guardian* released its list of 100 best films of the 21st century. The only Indian (read Hindi) film in the list is Anurag Kashyap's *Gangs of Wasseypur*. This mention attracted considerable attention in the Indian media. While some sections of the media praised the film, a few wondered if it is really that good.

Individual preferences

It should be noted that most lists are arbitrary and often reflect the preferences of the individuals who prepare them. We concur with some choices and disagree with others. But the veneration of the film because of its mention in the list points to a larger, deep-seated malaise in India: the need for Western validation.

There is also another problem with such lists. It is that for many Western film critics, Indian cinema doesn't exist beyond Hindi cinema. Hindi cinema has a wider reach, clout and visibility. Hindi mainstream actors also have a pan-Indian presence. Some of them regularly act in non-Hindi films. Hindi cinema is also widely written about in popular media and academia. Other film cultures and industries in India do not enjoy this exposure. And so, in the larger Western imagination, Hindi cinema is synonymous with Indian cinema or representative of it. I wonder if parts of the West even know about the other film cultures that thrive in India and the brilliant films that have been made in non-Hindi film industries of India, which are as good as, if not better than, *Gangs of Wasseypur*.

This is not to say that *Gangs of Wasseypur* is not a good film. It is not a mainstream Bollywood film. Kashyap decentres the gangster-mafia conversation beyond Mumbai and throws us into a world of characters who don't look, feel, or talk like their counterparts in other Hindi mafia-gangster films. I would say that Kashyap retains many formulaic Bollywood conventions of the genre with his use of music, violence, and a love story, but situates these conventions in a milieu that is foreign to mainstream Hindi cinema audiences. He uses local sounds, actors and dialects. The lead characters are as vulnerable as their opponents. There are no hero characters in the film. He also exposes the unholy nexus between politics and unorganised crime and highlights issues of caste. Kashyap renders formula in a non-formulaic way. The first part of *Gangs of Wasseypur* is captivating indeed, but the second part falters in some ways.

Other contenders

Having said that, is it really the best Indian film of the 21st century? I don't think so. For that spot, there are many contenders from non-Hindi film cultures of India. Lijo Jose Pellissery's Malayalam crime drama, *Angamaly Diaries*, is a remarkable film. It shows how local youth are drawn to crime and eventually form a gang. It is also a commentary on the aspirations and needs of a social class. Rajeev Ravi's *Kammatipaadam* explores similar territory. Vetrimaaran's films in Tamil are no less. Karthik Subbaraj made *Jigarthanda*, an ode to gangsters. Ameer Sultan's *Paruthiveeran* gave me the chills. What about Gurvinder Singh's Punjabi films *Anhe Ghore Da Daan* and the intensely lyrical *Chauthi Koot*? Raam Reddy made the genre-bending Kannada film, *Thithi*. In Marathi, Nagraj Manjule made *Fandry*, Chaitanya Tamhane made *Court*, Avinash Arun made *Killa*. Even within the Hindi film fold, Nandita Das debuted with a searing commentary on the 2002 Gujarat riots, *Firaaq*. There are others like *Masaan* and *Newton* with inventive storytelling. Rajat Kapoor made the perplexing *Ankhon Dekhi* which deserved more discussion.

These show that we ought to celebrate and recognise India's best cinema for reasons that are entirely our own, not because some of these films are appreciated by the West.

1. Match the names of movies in Column A to their descriptions in Column B (6)

Column A

1. *Newton*

2. *Thithi*

3. *Firaaq*

4. *Gangs of Wasseypur*

5. *Jigarthanda*

6. *Kammatipaadam*

Column B

a. commentary on Gujarat riots

b. modeled on gangsters

c. creative narration

d. commentary on a social class

e. not a conventional film

f. Kannada film

2. What do you think is the main idea in the opinion piece? (1)
 - a. Indian films should use music, violence and the like
 - b. Indian movies must appeal to western standards
 - c. Indian movies should be acknowledged and honoured for their merits
 - d. All of the above
3. What according to the writer are the shortcomings of the lists of best films? (2)
4. List any two contenders for the best Indian film of the 21st century from non-Hindi film cultures of India? (2)
5. How did the media react to the fact that an Indian movie made it to the top 100 list? (2)
6. What, according to the author, are the reasons for Hindi cinema to have become synonymous with Indian cinema? (2)
7. In each of the following sentences, replace the underlined word/phrase with an equivalent from the choices given in brackets. The first one is done as an example. (5)
 - a. We concur with some choices and disagree with others. (agree/occur/coincide)
 - b. The first part of *Gangs of Wasseypur* is captivating indeed, but the second part falters in some ways. (questions/loses momentum/ entertains)
 - c. The lead characters are as vulnerable as their opponents. (strong/valuable/at risk)
 - d. But the veneration of the film because of its mention in the list points to a larger, deep seated malaise in India: the need for Western validation. (a general feeling of discomfort/ a happy feeling/complacent feeling)
 - e. Even within the Hindi film fold, Nandita Das debuted with a searing commentary on the 2002 Gujarat riots, *Firaaq*. (intense/ promising/relatable)
 - f. Hindi cinema has a wider reach, clout and visibility. (blow/ influence/ masala)

SECTION B

III. Read the given passage and make notes on it. (10)

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. For example, one graphic illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes – about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests- what and where they are, why they are important, what endangers them- independent of any formal tuition. It is also possible that some of these ideas will be mistaken.

Many studies have shown that children harbour misconceptions about ‘pure’ curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little information is available about children’s ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

The study surveys children's scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions which are self-evident from the term 'rainforest'. Some children described them as damp, wet or hot. The second question concerned the geographical location of rainforests. The commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of rainforest as animal habitats.

Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats. These observations are generally consistent with our previous studies of pupils, views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life.

The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities which are destroying rainforests, some personalising the responsibility by the use of terms such as 'we are'. About 18% of the pupils referred specifically to logging activity.

One misconception, expressed by some 10% of the pupils, was that acid rain is responsible for rainforest destruction; a similar proportion said that pollution is destroying rainforests. Here, children are confusing rainforest destruction with damage to the forests of Western Europe by these factors. While two fifths of the students provided the information that the rainforests provide oxygen, in some cases this response also embraced the misconception that rainforest destruction would reduce atmospheric oxygen making the atmosphere incompatible with human life on Earth.

In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some children expressed the idea that the conservation of rainforests is not important.

The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils' responses indicate some misconceptions in basic scientific knowledge of rainforests, ecosystems such as their ideas about rainforests as habitats for animals, plants and humans and the relationship between climatic change and destruction of rainforests.

Pupils did not volunteer ideas that suggested that they appreciated the complexity of causes of rainforest destruction. In other words, they gave no indication of an appreciation of either the range of ways in which rainforests are important or the complex social, economic and political factors which drive the activities which are destroying the rainforests. One encouragement is that the results of similar studies about other environmental issues suggest that older children seem to acquire the ability to appreciate, value and evaluate conflicting views. Environmental education offers an arena in which these skills can be developed, which is essential for these children as future decision-makers.

IV. Summarise the above passage. (10)

V. Write a narrative essay in about four to five paragraphs on any one of the following: (20)

- a. A memorable vacation
- b. The perfect gift
- c. A life changing experience

SECTION C

IV. Fill in the blanks with the correct form of the verbs given in brackets. (10x1=10)

1. On Christmas morning, Neil _____ (*rush*) down the stairs and excitedly clambered under the glittering Christmas tree. The room was strangely empty, though. No stocking filled with treats, and only a handful of wrapped boxes – all labelled for mum and dad. Where _____ (*be*) his presents?
 “Well,” his father told him, “Look, Santa _____ (*leave*) a note. It _____ (*say*) that as you _____ (*complete, not*) your chores, your presents have been left in your room. If you want to get them, you must clean up the mess.”
 Neil had no choice. If Santa _____ (*say*) it, it had to be done.
 And so he braced himself, determined to clean the room. He put on gloves, took up a broom and a mop and _____ (*charge*) into the mess.
 After a hard morning’s work, Neil stepped back and marvelled at what he _____ (*do*). The room was glistening clean and beautiful once more. But he realised, with the room now bare, there were no presents in there.
 Neil went back downstairs to demand an answer from his parents, ready to shout and fight and scream. He stormed into the living room, broom raised above her head, and _____ (*freeze*). There, under the tree, were boxes of all shapes and size, wrapped in paper of every colour. He _____ (*be*) good, afterall.

2. Fill in the blanks using the verb in brackets appropriately. (10x0.5=5)

1. If I _____ (be) rich, my life _____ (change) completely.
2. If he _____ (have) more time, he _____ (learn) karate.
3. She _____ (spend) a year in the USA if it _____ (be) easier to get a green card.
4. We _____ (help) you if we _____ (know) how.
5. My brother _____ (buy) a sports car if he _____ (have) the money.

VII. Rewrite as directed. (5x1=5)

1. Suma said, “I will meet you here tomorrow.” (Rewrite as reported speech)
2. The teacher asked Rajesh if he had completed his work. (Rewrite as direct speech)
3. They ordered us to leave at once. (Rewrite as direct speech).
4. “Do you want a table near the window?” asked the waiter. (Rewrite as reported speech)
5. The tourist said, “Wow! This is the most beautiful place I have visited today.” (Rewrite as reported speech)
