

**STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600 086**  
**(For candidates admitted during the academic year 2011– 12 & thereafter)**

**SUBJECT CODE: 11EL/FC/LS13**

**B.A. / B.Sc. / B.V.A. / B.Com./B.C.A. DEGREE EXAMINATION, NOVEMBER 2013**  
**FIRST SEMESTER**

**COURSE : FOUNDATION COURSE - ENGLISH**

**PAPER : LANGUAGE AND STUDY SKILLS**

**TIME : 3 HOURS**

**MAX. MARKS : 100**

- I. Expand any ONE of the following ideas into a paragraph of about 150 – 200 words: (10)
- (a) As you sow, so you reap.
  - (b) Man does not live by bread alone.
  - (c) Let sleeping dogs lie.
- II. Read the following passage and answer the questions that follow: (15)

**The Anti-Stratfordians**

i. William Shakespeare was the author of 38 plays and over 150 poems. Or was he? The question of whether William Shakespeare actually wrote "his" famous plays has been a topic of debate for centuries. Since the middle of the nineteenth century, a group of people known as Anti-Stratfordians (so named because Shakespeare was born in a town called Stratford-upon-Avon) have argued that someone other than William Shakespeare was responsible for writing the famous plays. Currently over 70 different people have been suggested as the "real" author of Shakespeare's plays. But is there any truth to these arguments?

ii. We do not know very much about Shakespeare's life. Shakespeare did not leave us any journals or personal letters. The only biographical information we have about Shakespeare has come from things like tax records and other legal documents, such as his birth and marriage certificates. We know that he was born the son of a glove maker, had little formal education, and likely never set foot inside of a royal palace. These humble beginnings have led many Anti-Stratfordians to argue that there is no possible way that such a man could have written these masterpieces. After all, how could a "commoner" come to understand enough about royal life to write a play like *King Lear* or *Richard III*? How could a person who has never attended a university write the brilliant poetry in *Hamlet* or *Othello*?

iii. Another piece of evidence that Anti-Stratfordians use is the misspelling of Shakespeare's name. There are only six surviving signatures that William Shakespeare himself wrote. These are from court records, real estate records, and his will. Each of these documents features a different spelling of his name. One of his homeowner's documents, for example, is signed "Wm Shakspe," while the first page of his will is signed "William Shakspere." Anti-Stratfordians argue that because none of the spellings on Shakespeare's official signatures exactly match the way his name is spelled on the first page of his plays, the name "William Shakespeare" might therefore be the actual author's pseudonym. A pseudonym, or "pen name," is a made-up name that a person uses instead of his or her own. Some Anti-Stratfordians argue that "William Shakespeare," therefore, is just a pseudonym for another famous author, like Christopher Marlowe or Sir Francis Bacon.

iv. Although Anti-Stratfordians use the evidence of Shakespeare's humble beginnings and his signatures to suggest that he did not write the plays, there are other important factors to consider. Arguing that Shakespeare could not have written about royalty because he was a commoner, or that he could not have written beautiful poetry because he was uneducated, is not only insulting, it is wrong. There have been hundreds of authors throughout history who wrote masterpieces of literature without having had the benefit of formal education. As for his "misspelled" name, it is true that he spelled his name six different ways on six different documents, and that none of these spellings match those on his plays. However, while this may seem strange to modern readers, it was not unusual for people in that time period. During Shakespeare's day, spelling was much more informal than it is today. The word "queen," for example, was also spelled "queene," "quean," and "queane."

v. Furthermore, there is quite a bit of convincing evidence that suggests Shakespeare actually did write the plays. Other authors from Shakespeare's time period wrote about a man named Shakespeare who wrote and acted in plays. In his will, Shakespeare left money to famous actors who performed in his plays. Finally, there are no records whatsoever of anyone from Shakespeare's time period wondering who wrote any of his plays: none of Shakespeare's contemporaries ever suggested that the name "William Shakespeare" was a pseudonym.

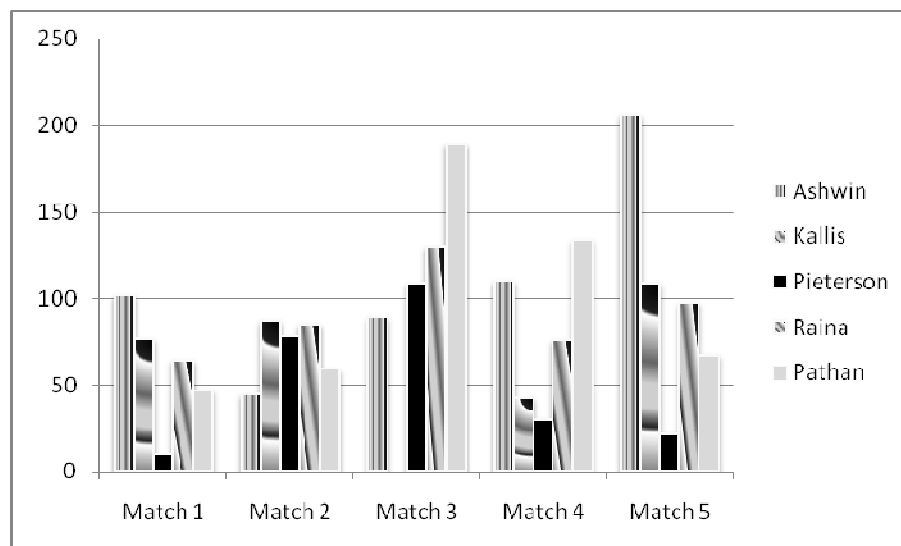
vi. Despite all of this evidence, why might people be so eager to prove that Shakespeare didn't really write any of Shakespeare's plays? It is certainly an interesting idea, and many people enjoy having mysteries to solve. Maybe, however, the real reason driving this idea is the fact that some people just have a hard time accepting that one person—especially a person who never had a formal education—was responsible for some of the greatest literature ever written.

#### QUESTIONS:

1. What would you say is the purpose of the passage? (1)
  - a. introduce readers to the works of William Shakespeare
  - b. convince readers that William Shakespeare actually wrote all of his famous works
  - c. familiarize readers with some of the Anti-Stratfordians' claims
  - d. inform readers about how few records of Shakespeare's life we actually have
2. In your own words, enumerate the reasons that the anti-Stratfordians give for supporting their claim. (4)
3. Why do you think the author put the word *his* in quotation marks in paragraph i? (1)
  - a. To show that someone is speaking the word aloud in a live theatre performance
  - b. To highlight that Shakespeare did not have a formal education
  - c. To show that Shakespeare was, in fact, a woman
  - d. To foreground the fact that there are controversies regarding the authorship of the plays usually attributed to Shakespeare
4. As used in paragraph ii, which is the best antonym for **humble**? (1)
  - a. clever
  - b. passionate
  - c. grand
  - d. joyful

5. As used in paragraph iii, which of the following would qualify as an example of someone using a **pseudonym**? (2)
- Many people think that William Shakespeare named his famous character Hamlet after his son, who was named Hamnet.
  - Christopher Marlowe's name was often spelled "Christo Marlow."
  - David Rorvik wrote a famous book claiming to have been a part of a program that successfully cloned a human being; these claims later turned out to be false.
  - Mary Ann Evans wrote most of her famous works under the name "George Eliot" because she thought readers would take a male author more seriously.
6. Why do you think the author includes the information that 'queen' was spelt in different ways in Shakespeare's time? (2)
7. Which of the author's arguments do you find most convincing and which do you find most dubious? Why? (4)

- III. Given below is a graph depicting the runs scored by (in order) R Ashwin, Jacques Kallis, Kevin Pieterse, Suresh Raina and Yousuf Pathan in five matches during the 2012-2013 cricket season. Assuming that match 1 to match 5 were played in chronological order, answer the questions that follow. (10)



- Which player showed the best improvement from the first to the fifth match? (2)
- Who is the only one of the given players to have scored a double century? Who is the only one to have got out for zero? (1)
- Which of the following would you say best describes the development of Yousuf Pathan from the first match to the third? (2)
  - Marginal improvement
  - Steep increase in runs
  - Marginal decrease in runs
  - Almost the same
- Which of the above players would you say has been the most consistent in his performance? Give the statistical details that led you to your conclusion. (2)
- Between R Ashwin and Jacques Kallis, who has shown better improvement across the five matches? Give statistical data in support of your answer. (3)

IV. Given detailed instructions for any ONE of the following: (5)  
 (a) Making a cup of tea  
 (b) Searching on the internet for information on 'Venus Flytrap.'

V. Describe any FIVE of the following in about one or two sentences each: (5x2=10)  
 (a) Preface (b) Blurb (c) Bibliography (d) Contents  
 (e) Cumulative index (f) Footnote (g) Endnote

VI. Given below is a list of books used for writing a research paper. Compile a bibliography using the information given. Unless otherwise mentioned, you may assume that the material is in the print medium (10)

1. This Great Unknowing by Denise Levertov, published by New Directions in New York in 1999.
2. Poems to Shiva: Hymns of the Tamil Saints by Indira Peterson Vishwanathan, published in New Delhi by Motilal Banarsidass in 1991.
3. Lorraine Anderson's Introduction to the book that she edited: Sisters of the Earth: Women's Prose and Poetry about Nature, published by Vintage Books, New York in 2003. The researcher accessed it on 21 May 2013 via the website ebrary.
4. Denise Levertov's poem Sojourns in the Parallel World in her collection Life Around Us, published in 1997 by New Directions in New York. The poem is on page 37.
5. Hymns for the Drowning by A K Ramanujan, published by Penguin Classics, New Delhi in 1981.

VII. Write a short message to be put up on the Students' Notice Board in College informing the students that the last date for payment of fees for the next semester without fine is 22 November 2013. They should also be told that class reps should find the exact amount to be paid from the administrative office and that the fees can be paid at IOB, Stella Maris College branch. In addition, they have to be informed that students who fail to pay fees by 22 November 2013 can pay the same with fine till 7 December 2013 and that failure to do so would result in the student's name being struck off the rolls. (5)

VIII. Read the following passage and make notes on it: (10)

Many farmers use pesticides to ensure that their crops are healthy and abundant. These chemicals kill or repel a variety of pests, including weeds, insects, and rodents, in order to prevent them from feeding on or destroying the farmer's crops. Although there are certainly advantages to using pesticides, there are also some serious disadvantages that farmers should consider before using them on crops. Because of the various negative effects of chemical pesticides, farmers might decide to use more natural alternatives instead.

Pesticides help crops grow larger and faster as well as allow for a wider variety of plants. Because farmers who use pesticides harvest more crops than they would otherwise, they are able to sell them at lower prices. So, by keeping the price of domestic produce low, pesticides reduce our reliance on imported products. Pesticides also allow farmers to use smaller tracts of land to raise their crops, which frees up more land for other uses. For these reasons, many people argue that using pesticides is beneficial for both the farmer and the consumer.

Despite these advantages, there are significant dangers associated with the use of chemical pesticides. Many scientific studies have shown that the farm workers who come into contact with pesticides can develop serious medical conditions, such as cancer, lung damage, or severe burns. When pregnant women have long-term contact with these chemicals, their unborn babies may be harmed. Studies have also shown that when people ingest residual pesticides left on fruits and vegetables, they might suffer from many health problems. Furthermore, pesticides harm the environment; some experts estimate that over 95% of the pesticides sprayed on crops end up in the soil, water, or air, all places where they can do severe damage to the ecosystem.

How can we achieve the benefits of pesticides while minimizing these negative consequences? Some farmers have attempted to solve this conundrum by using biological pest control instead of synthetic pesticides. For example, a farmer who wants to control an infestation of aphids on his or her crops might introduce a population of ladybugs, insects that prey on aphids. Wasps can also be helpful, as they eat caterpillars and beetles, which destroy many crops. Because wasps also eat nectar, they supply the additional benefit of pollinating plants as they fly from flower to flower. Farmers can also use trap crops, plants that work as traps to lure insects away from the crop farmers are trying to protect. A field of cotton plants, for instance, can be protected by nearby alfalfa plants. The lygus bugs that can infest cotton are more attracted to the alfalfa plants, and so they will eat the trap crop instead of destroying the cotton.

Even though biological pest control seems safer than using synthetic pesticides, there are still risks involved. Introducing a non-native species into a new environment might create a great deal of problems in the ecosystem. Furthermore, biological pest control does not work nearly as quickly as chemical pesticides; it may take weeks or months for a trap crop to successfully lure insects away from the protected crop. This solution is obviously not effective for pest problems that require immediate action. Finally, pests can become increasingly resistant to any form of pest control, whether it is biological or synthetic. Although biological pest control might not be a perfect solution to the pest problem, it is the one that seems to carry the least risk for both human beings and the environment.

IX. Summarise the above passage, bringing down the word length to about one third. (10)

X.

- a. Fill in the blanks choosing the appropriate word from those given in the brackets. (1/2x20=10)

There was once a town 1 (at / in / on) the heart of America where all life 2 (seemed /had seemed to) to live in harmony with its surroundings. The town lay in the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom 3 (were drifting /drifted) above the green fields. 4 (In / From) autumn, oak and maple and birch set up a blaze of color that flamed and flickered across a backdrop of pines. Then foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the fall mornings.

Along the roads, laurel, viburnum and alder, great ferns and wildflowers delighted the traveler's eye 5 (in / through) much of the year. Even in winter

the roadsides \_\_\_6\_\_\_ (were / had been) places of beauty, where countless birds \_\_\_7\_\_\_ (came / had come) to feed on the berries and on the seed heads of the dried weeds rising above the snow. The countryside was, in fact, famous for the abundance and variety of its bird life, and when the flood of migrants was pouring through in spring and fall people traveled from great distances to observe them. Others came to fish the streams, which flowed clear and cold out of the hills and contained shady pools where trout \_\_\_8\_\_\_ (lay / lied). So it had been from the days many years ago when the first settlers raised their houses, sank their wells, and built their barns.

Then a strange blight crept over the area and everything began to change. Some evil spell \_\_\_9\_\_\_ (settled/ had settled) on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death. The farmers spoke of much illness among their families. \_\_\_10\_\_\_ (At / In) the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

There was \_\_\_11\_\_\_ (a / the) strange stillness. The birds, for example, where had they gone? Many people \_\_\_12\_\_\_ (were speaking / spoke) of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. \_\_\_13\_\_\_ ( On / In) the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.

On the farms the hens brooded, but no chicks hatched. The farmers complained that they were unable to raise any pigs: the litters were small and the young survived only a few days. The apple trees \_\_\_14\_\_\_ (came / were coming) into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit.

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, \_\_\_15\_\_\_ (was / were) silent, deserted by all living things. Even the streams were now lifeless. Anglers no longer visited them, for all the fish \_\_\_16\_\_\_ (had died / died).

In the gutters under the eaves and between the shingles of the roofs, \_\_\_17\_\_\_ (a /the) white granular powder still showed a few patches; some weeks before it \_\_\_18\_\_\_ (had fallen / fell) like snow upon the roofs and the lawns, the fields and streams.

No witchcraft, no enemy action \_\_\_19\_\_\_ (was silenced / had silenced) the rebirth of new life \_\_\_20\_\_\_ (in / of) this stricken world. The people had done it themselves.

- b. Fill in the blanks selecting the appropriate idiom from those given in brackets. (5)
- i. When Naveen got his results and found out that he had cleared the coveted entrance examination, he was on \_\_\_\_\_ (cloud nine / ninth heaven / seventh cloud).
  - ii. The lawyer did not bring in her key witness till the very end of her case, but very few people realised that she \_\_\_\_\_ (had a suit / had another card up her sleeve / had an ace up her sleeve).
  - iii. Narayanan had never had a steady job and was always getting into trouble with the police; everyone said that he was the \_\_\_\_\_ (black ram / black lamb / black sheep) of the family.
  - iv. I hadn't read the new mystery novel, but my niece \_\_\_\_\_ (let the kitten out of the bag / allowed the cat to come out of the sack / let the cat out of the bag) by telling me who the murderer was.
  - v. Ramya and Nutana were \_\_\_\_\_ (shoulder to shoulder / neck and neck / eye to eye) in the running for the academic proficiency prize; there was hardly a difference of half a mark between them.

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