

Roll No.

Total Pages : 7

BHM/M-20

16026

Grammar and Contemporary English Usage

Paper-X

Time : Three Hours]

[Maximum Marks : 80

Note : Attempt all questions.

1. Use any *nine* of the phrasal verbs in sentences of your own :

- (a) Look up.
- (b) Pay back.
- (c) Put out.
- (d) Take off.
- (e) Turn on.
- (f) Turn around.
- (g) Warm up.
- (h) Work out.
- (i) Go ahead.
- (j) Take after.
- (k) Fill up.
- (l) Come forward.

9

2. Fill in the blanks with suitable modals. Do any *nine* :

- (a) I wish I speak Portuguese.
- (b) He says he leave.
- (c) They Have been waiting for us.
- (d) I be happy to see him.
- (e) They have forgotten the number.
- (f) He Stop smoking.
- (g) It Have rained last night because the streets are wet.
- (h) I thought I do it.
- (i) Although it be true, it seems unlikely.
- (j) We Call them.
- (k) She have to obtain a license.
- (l) She eat quickly.

9

3. Correct any *nine* of the following sentences:

- (a) We studied during four hours.
- (b) Politics are a dirty game.
- (c) My block of flats are at a great distance.
- (d) My father deals with sugar.
- (e) He was singing in the night.
- (f) He did quite good.

- (g) Ten kilometres are a great distance for me.
- (h) Can you give me an information?
- (i) The two best things about the party was the food and the music.
- (j) She excepted her offer.
- (k) He lives at the mall road.
- (l) He has finished his food one hour back. 9

4. Complete any *nine* sentences with suitable clause :

- (a) I could see that
- (b) I will come whenever
- (c) Stay where you are until
- (d) my leg hurts.
- (e) If you go,
- (f) I know that
- (g) Raju brought the flowers that
- (h) He went to the office when
- (i) Give the message to whoever
- (j) I saw the actor whom
- (k) We stay back after class whenever
- (l) was not practical. 9

5. (i) Change the voice of any *five* sentences :

- (a) We gave the child a toy.
- (b) We set the jars on the shelf.
- (c) I sent the man the information.
- (d) She is raising puppies.
- (e) She said something to her teacher.
- (f) Who teaches you English?
- (g) Do you my name? 5

(ii) Write *one* sentence each expressing the following concepts :

- (a) Purpose.
- (b) Result.
- (c) Supposition.
- (d) Threat.
- (e) Promise. 4

6. Re write any *nine* sentences by changing their narration :

- (a) He said to me, "Can you help me?"
- (b) My sister said, "You can eat your food."
- (c) She said, "I teach Maths in this school."
- (d) She said, "I had already been sleeping for half an hour."
- (e) She said, "Do you want to come with me?"

- (f) She said, "May I open window?"
- (g) My father said, "Where did you go last week?"
- (h) She said, "Are you going to the cinema?"
- (i) She said, "I will never forget this day."
- (j) The guard said, "There is nothing I can do about it."
- (k) My mother said, "I will call your sister."
- (l) He said, Alas! "We have lost the match." 9

7. Translate the following passage into English :

हमारे देश की गरीबी के पीछे तथ्य यह है कि हम अपनी सभी भारी कठिनाइयों को स्वयं सहन (निर्वहन) करते हुए अपने आपको अलग-अलग (अकेला) रखते हैं। यूरोप में, जब भाप का इंजन आया तो कई दस्तकारों को रोजगार से हाथ धोना पड़ा। लेकिन इस कठिन समय में यूरोप के लोगों ने एक-दूसरे के बारे में सोचा। यह बात समझ में आने लगी कि लोगों के संयुक्त प्रयास उनकी पूँजी और शक्ति बन सकते हैं। समृद्धि की ओर ले जाने वाली यह एकता यूरोप में एक सदा-प्रगतिशील (बढ़ने वाला) मार्ग बन गई और मुझे इससे बढ़िया रास्ता और कहीं दिखाई नहीं देता।

(For Foreign Students only)

Write a paragraph of about 100 words on any *one* of the topics :

- (a) A Visit to a Museum
- (b) A Cricket Match
- (c) Success Changes People
- (d) A Day without Electricity. 8

8. Write a paragraph in about 200 words on any *one* of the topics :

(a) How can you save the Environment?

(b) An Interesting Weekend.

8

9. Make a precis of the following passage :

Ever since Eden, the Judaeo-Christian tradition has linked knowledge with evil. This linkage is sometimes suggested in Shakespeare's tragedies, but not in all plays and certainly not definitely enough to stand as a generalization. Perhaps *Macbeth* best illustrates the pairing of knowledge and evil. The Weird Sisters prophesy two increases in Macbeth's political power, the first of which is almost immediately verified when he is made Thane of Cawdor. One might say that his knowledge of the future impels him towards killing the king, that, if he had never heard the Weird Sisters, he might have remained a loyal, useful subject instead of becoming a tyrant and perpetrator of horrors. Yet the reader senses in Macbeth and his wife, even from the start, a latent ambition merely waiting to be touched off by some outside influence. The knowledge he receives is that influence and thus contributes eventual evil. His knowledge, though, is neither complete nor solely responsible; given to a patient and gentle man like Banquo, it produces no evil at all.

King Lear presents a different relationship. Evil seems to spring from the absence of knowledge. The king, unable to evaluate his daughters accurately, lacking knowledge of their real qualities, divides his kingdom unfairly. Secondly, he

lacks self-knowledge in his autocratic rashness. Even an evil daughter perceives, quite accurately, that he has "only slenderly known himself." Lear's humiliation, his suffering in the storm, and his temporary madness bring him to a more accurate understanding of himself and others. The final act of the play, though bleak indeed, is lightened by this better understanding. Knowledge is there associated with good, not with evil. One cannot, therefore, make the sweeping generalization that Shakespeare's tragedies present knowledge as the root of evil.

10

