Total No. of Printed Pages: 13

(DO NOT OPEN THIS QUESTION BOOKLET BEFORE TIME OR UNTIL YOU ARE ASKED TO DO SO)

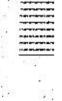
5 Year PG-EE-2016

SUBJECT: English Hons.

| B | | 10334 |
|------------------------------|---|---------------------------------|
| LD | | Sr. No |
| Time: 1¼ Hours | Max. Marks : 100 t – A : 70) (Part – B : 30) | Total Questions : Part – A : 70 |
| Roll No. (in figures) | (in words) | Fait - B. U. |
| Name | Father's Name | |
| Mother's Name | Date of Examination | |
| (Signature of the Candidate) | | (Signature of the Invigilator) |

CANDIDATES MUST READ THE FOLLOWING INFORMATION/INSTRUCTIONS BEFORE STARTING THE QUESTION PAPER.

- All questions of Part A are compulsory and carry equal marks. The candidates are required to attempt Part – B on a separate Answer Sheet.
- 2. The candidates must return the question booklet as well as OMR Answer-Sheet to the Invigilator concerned before leaving the Examination Hall, failing which a case of use of unfair-means/misbehaviour will be registered against him/her, in addition to lodging of an FIR with the police. Further the answer-sheet of such a candidate will not be evaluated.
- 3. In case there is any discrepancy in any question(s) in the Question Booklet, the same may be brought to the notice of the Controller of Examinations in writing within two hours after the test is over. No such complaint(s) will be entertained thereafter.
- 4. The candidate must not do any rough work or writing in the OMR Answer-Sheet. Rough work, if any, may be done in the question booklet itself. Answers must not be ticked in the question booklet.
- 5. Use only black or blue ball point pen of good quality in the OMR Answer-Sheet.
- 6. There will be no negative marking. Each correct answer will be awarded one full mark. Cutting, erasing, overwriting and more than one answer in OMR Answer-Sheet will be treated as incorrect answer.
- 7. Before answering the questions, the candidates should ensure that they have been supplied correct and complete question booklet. Complaints, if any, regarding misprinting etc. will not be entertained 30 minutes after starting of the examination.





Direction: (For Question Nos. 1 to 5): Read the passage carefully and choose the best answer for questions that follow:

An ancient Indian art form, Rangoli is drawn at the entrance to usher in peace and prosperity. These are intricate patterns drawn in the courtyard or just outside the threshold of the entrance door to ward off evil spirits. Rangolis are believed to make the surroundings aesthetic and auspicious. The name, Rangoli, is a combination of two words - rang and avalli which means a row of colours. When you mention the word, Rangoli, what come to mind are colourful geometric patterns as these are greatly favoured all over. Many Rangoli books promote these designs exclusively. The Kolam is usually line patterns in white, with a bit of spot colour provided by Kumkum (vermillion) and haldi (turmeric). These are unbroken lines, as it was believed that the absence of gaps left no room for the evil spirits to enter. Today, of course, any line drawing or even freehand sketch is considered as Rangoli. The recurrent motifs in Rangolis across the states are inspired by nature and feature leaves (peepal), fruit (coconut and mangoes) and flowers (lotus). Religious symbols like swastika and aum also figure in the designs. While the ritual of Rangoli has faded from the modernday home, it is been replaced by a larger than life form for mass consumption. Instead of flower petals or grains and pulses, artificial colours are used to fill giantsize Rangolis at hotels and wedding venues. Moulds with punched holes for intricate and detailed design are also available in the market. You just have to fill them with powder and let it filter through. Rangoli stickers are quite a rage and the fact that they have some permanency seems to act in their favour.

| 1. | Rangolis not only look beautiful | but also make the environment | |
|----|---|---|------------|
| | (1) welcoming (2) clean | (3) auspicious (4) elegant | |
| 2. | Kolam is the rangoli drawn i turmeric. | n and coloured with verm | illion and |
| | (1) red (2) yellow | (3) white (4) lines | |
| 3. | There are no gaps in the lines of (1) invites good spirits (3) pushes away evil spirits | Rangolis as it | |
| 4. | quality. | ommon these days because of easy appliting (3) attractive (4) colourful | cation and |

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| 10 | (1) auspicious | (2) | aesthetic | (3) | intricate | (4) | colourful |
|-----------------|-----------------------------|-------------|---------------------------|------------|-----------------|----------|------------|
| 21 | ction : (For Question | Nos. | 6 to 10) : Choose | the w | ord with correc | t meanir | 1g/synonym |
| | Emancipate : (1) auspicious | (2) | aesthetic | (3) | liberate | (4) | colourful |
| • | Conjecture: | / 0\ | | (5) | | | |
| | (1) to guess Maligned: | (2) | calm | (3) | peace | (4) | to run |
| Contract of the | (1) elegant | (2) | happy | (3) | defamed | (4) | mournful |
| | Squabble: | | | | | | |
| | (1) fight | (2) | observation | (3) | patience | (4) | utterance |
| | Reprimand: | | | | | | |
| | (1) admonish | (2) | admire | (3) | dislike | (4) | praise |

Identify a word in the passage that means the same as 'concerned with beauty and

Direction: (For Question Nos. 11 to 15): Read the passage carefully and choose the best answer for questions that follow:

The history of literature really began long before man learned to write. Dancing was the earliest of the arts. Man danced for joy round his primitive campfire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the nuances of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The song and prayers became traditional and were repeated from one generation to another, each generation adding something of its own. As man slowly grew more civilized he was compelled to invent some method of writing, pressed by urgent necessities. Then, there were certain things that were dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to protect one's property by making tools for cattle and so on, in some distinctive manner. So man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers. Of course, among these ancient people, there were only a very few individual who learned to write, and only a few could read what was written.



| 11. | Before man invented writing, |
|-------|--|
| | (1) art was passed on by word of mouth |
| | (2) prayers were considered literature |
| | (3) dancing was the earliest of the arts |
| | (4) tradition of literature was prevalent |
| 12. | As for the war songs and prayers, each generation |
| | (1) added something of its own to the stock |
| | (2) blindly repeated the songs |
| | (3) composed its own songs and prayers |
| | (4) repeated what was handed down |
| 13. | The first war song |
| | (1) developed spontaneously |
| 435 E | (2) was inspired by god |
| | (3) was a song traditionally handed down |
| | (4) was composed by dancers and priests |
| 14. | Man invented writing because he wanted to |
| | (1) write literature (2) write war song |
| | (3) record and communicate (4), be artistic |
| 15. | The word 'distinctive' in the context of the passage means |
| | (1) weight (2) unique (3) size (4) quantity |



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| | Direct | tion : (For Question Nos. 16 to 20) : Fill in | n the blanks: Mw 6×012. |
| | 16. | Do you thinks it? May | be. The sky is getting very dark. |
| | | (1) is raining | (2) rains |
| ∄· | | (3) is going to rain | (4) rained |
| | 17. | I to Goa last summer. | |
| | | (1) fly | (2) have flown |
| | | (3) am flying | (4) flew |
| | 18. | I my foot playing cricke | et last week, and now I can hardly walk. |
| | | (1) injure | (2) have injured |
| | | (3) was injured | (4) injured |
| | 19. | my calculator ? I can't fi | ind it anywhere. |
| . j | Ė. | (1) Have you seen | (2) Did you see |
| | | (3) Did you seen | (4) You seen |
| 2 | 20. | I tennis every Sunday n | norning. |
| | | (1) play | (2) playing |
| • | | (3) am playing | (4) being played |
| | Direc | tion : (For Question Nos. 21 to 25) : Choo | se the error in the following sentences : |
| | 21. | The jewellery was not make of | gold but of silver. No error. |
| | | (a) (b) | (c) (d) |
| | | (1) a (2) b | (3) c (4) d |
| | 22. | People who lives in the east | are mainly farmers. No error. |
| | | (a) (b) | |
| | | 20 | (3) c (4) d |



| 3 | | | | | | | |
|---------------------|--|---|--------------------------------------|--|---|--|-------------------------|
| 23. | The windowpar | ne b | roke wh | en son | neone throws | a stone | at it. |
| | (a) | | (b) | | (c) | (d) | |
| | (1) a | (2) | b | (3) | c | (4) d | |
| 24 | When I wrote a | letter | Lusu | ally use a | black ballpo | int pen | No error. |
| | (a) | ictor, | (t | | (c) | | (d) |
| | (1) a | (2) | | (3) | c | (4) d | |
| 25 | If I had take | | | ill win | the prize | | |
| 23. | ga elektri. | n part (b) | | (c) | the prize. (d) | | |
| | | | T. | | | LAN | |
| (2) | (1) a | (2) | D | (3) | c | (4) a | |
| | | | | | | | (100 m) (100 m) (100 m) |
| Direct below | tion : (For Questi : | on Nos. | 26 to 30 |) : Fill in th | e blanks with pro | per idioms and | l phrases give |
| | | | | | | | |
| below | | | | | | | |
| below | : Whatever be the | e consec | | I will not le | | fate. We sha | |
| below 26. | : Whatever be the together. | e consec | quences work | I will not le | ave you to your | fate. We sha | |
| below 26. | Whatever be the together. (1) sail | e consec (2) al object | quences work | I will not le (3) my proposal | ave you to your | fate. We sha | |
| below 26. | Whatever be the together. (1) sail He raised severa | e consec (2) al object ance | quences work | I will not le (3) my proposal (2) | sink or swim | fate. We sha (4) live | |
| below 26. 27. | Whatever be the together. (1) sail He raised severation (1) stood my characters. | e consec (2) al object ance ound | quences work ions to | I will not le (3) my proposa (2) (4) | sink or swim but Istood my posi | fate. We sha (4) live tion d | 11 |
| below 26. 27. | Whatever be the together. (1) sail He raised severation (1) stood my check (3) stood my grant (3) | e consect (2) al object ance ound omethir | quences work ions to | I will not le (3) my proposa (2) (4) makes them | sink or swim but I stood my posi stood my stan a lot of money | fate. We sha (4) live tion d | 11 |
| below 26. 27. | Whatever be the together. (1) sail He raised severation (1) stood my che (3) stood my grant of the people find severation (1) stood my grant (1) | e consect (2) al object ance ound omethinden egg | quences work ions to | I will not le (3) my proposa (2) (4) makes theme of | sink or swim but I stood my posi stood my stan a lot of money | fate. We sha (4) live tion d | llkill the goos |
| 26. 27. | Whatever be the together. (1) sail He raised severation of the control of the c | (2) al object cance cound omethir den egg | quences work ions to because their a | I will not le (3) my proposa (2) (4) makes them e of | sink or swim but I stood my posi stood my stan a lot of money their greed | fate. We sha (4) live tion d y, they often | llkill the goos |
| 26. 27. | Whatever be the together. (1) sail He raised severation (1) stood my che (3) stood my grant of that laid the gold (1) their kindner. | (2) al object cance cound omethir den egg | work ions to their a | I will not le (3) my proposa (2) (4) makes theme of | sink or swim but I stood my posi stood my stan a lot of money their greed | fate. We sha (4) live tion d y, they often | llkill the goos |

Direction: (For Question Nos. 31 to 35): Read the poem carefully and choose the best answer for questions that follow:

Now we will count to twelve
and we will all keep still.

For once on the face of the Earth
let's not speak in any language
let's stop for one second,
and not move our arms so much.

It would be an exotic moment
without rush, without engines,
we would all be together
in a sudden strangeness.

Fisherman in the cold sea would not harm whales
and the man gathering salt
would look at his hurt hands.

| 31. | The poet wants to count to twelve for . | errorininge , bengalangsala |
|-------------|---|--|
| | (1) making a noise | (2) doing the work |
| | (3) keeping quite | (4) keeping warm |
| 32. | The poet advises all the human beings | to stop the work for |
| | (1) one second (2) one minute | (3) one hour (4) one da |
| 33. | When there is neither rush nor the | there will be peace. |
| 1000 100 | (1) sound of dancing | (2) working of machine |
| | (3) chirping of birds | (4) roaring of lions |
| 34. | The poet expects the fishermen not to . | |
| | (1) go in cold sea | (2) look hurt hands |
| | (3) gather salt | (4) harm whales |
| 35. | Trace a word from the poem that mean | ns 'strange'. |
| | (1) stillness (2) exotic | (3) hurt (4) gather |



Direction: (For Question Nos. 36 to 40): Read the following poem and answer the questions that follow:

Like to see it lap the miles,

Like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step
Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare
To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill
And neigh like Boanerges;
Then, punctual as a star,
Stop – docile and omnipotent –
At its own stable door.

36. What kind of transportation is this about?

- (1) a car
- (2) an airplane
- (3) a ship
- (4) a railway train

37. What does the poet describe over the course of the whole poem?

- (a) the different parts of a train's journey
- (b) the different parts that make up a train
- (c) the different rivers that train travels through
- (d) The reasons why the train is making a journey
- (1) (a)
- (2) (b)
- (3) (c)

(4) (d)

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| 35 | Read the lines from the poems | 10 45 | 19. | viton |
|-------|---|-----------------------|-----------------|------------|
| | hooting stanza; And then a quar | ry pare | | ticond |
| | To fit its sides, and crawl between | n, | | |
| | Complaining all the while | | 92.05 T | (1) |
| • 7 • | In horrid | | | uri) |
| | What is the train doing in these lines | ? | | |
| | (a) going into an underwater tunnel | | | 9 15 2 3 5 |
| | (b) making a hooting noise as it goe | s through a quarry | | |
| | (c) squeaking against the train track | s as it slows down | | s Stoppe |
| | (d) reciting a poem as it continues it | s journey | n, d. w | |
| | (1) (a) (2) (b) | (3) (c)· | (4) (d) | |
| 39. | The poet as a whole is comparing a support this conclusion? | rain to a horse. Whi | ch words from t | he poem be |
| | (a) "lick" and "feed" | (b) "mountain" | and "roads" | |
| et , | (c) "crawl" and "hooting" | (d) "neigh" and | "stable" | |
| | (1) (a) (2) (b) | (3) (c) | (4) (d) | |
| 40. | What is this poem mostly about? | | | |
| | (a) person who runs across valleys a | and mountains to ge | t somewhere | |
| | (b) a train that takes a long journey | before reaching its d | estination | |
| | (c) a horse that runs around the cou | ntry before returning | g to its stable | |
| | (d) A hooting noise of the train | | | |
| | (1) (a) (2) (b) | (3) (c) | (4) (d) | |



| 1. Before I cou | ld give her m | essage, she h | has left the office. | No error |
|------------------|--|----------------------|----------------------|---------------|
| (a) | (b) | | | (d) |
| (1) a | (2) b | (3) c | (4) d | Jacob (1977) |
| 2. Either Lisa | or Karen will al | wavs volunteer | their valuable time | |
| (a) | | | (c) | ew |
| serve on our | board. | | red at a | |
| (d) | arry | | CY Seal To be a | |
| (1) a | | ba∧ (3) с | | |
| Do you | hink they will | | | |
| (a) | (b) | except our plan (c) | without an argu | ment? |
| (1) a | (2) b | (¢) (3) c | (d) | |
| on in a symple | red describées of resolve Communication | ₩ . ₩ | (4) d | e de la |
| They had | | without me by t | he time I got the | ere," said sh |
| (a) | | (c) | | d) |
| (1) a | (2) b | (3) c | (4) d | |
| She went | to the class a | nd scold them. | No error. | |
| (a) | (b) | (c) | (d) | |
| (1) a | (2) b | (3) c | (4) d | |
| ction : (For Que | stion Nos. 46 to 50): | Choose the word with | correct spelling : | |
| (a) Instantae | ous (b) Instance | oueos (c) Instanta | ntions (d) Instant | anaous |
| (1) a | (2) b | (3) c | (4) d | areous |
| | ious (b) conscnti | | | |
| (-) COMBETCEEN | (D) CONSCID | ous (c) consens | ious (d) consint | ious |



| 10 | | | | |
|------------|----------------------------------|------------------------|------------------------|---------------------------|
| 48. | (a) maintenance . | (b) mentenance | (c) meantence | (d) meantience |
| | (1) a | (2) b | (3) c | (4) d |
| 40 | (a) receipt | (b) recipiint | (c) reciipt | (d) reeecit |
| | | (2) b | (3) c | (4) d |
| 5 0 | (a) questionnaire | (b) guestonare | (c) questionear | (d) quastenare |
| 30. | | (2) b | | (4) d |
| Dire | ction : (For Question) | Nos. 51 to 55) : Choos | e the most appropriate | option: |
| | | | | |
| 51. | One who can speal (1) bi-literal | | (3) lingua franca | (4) bi-lingual |
| | | | | |
| 52. | | | | |
| | (1) misogynist | (2) hater | (3) feminist | (4) misnomer |
| 53. | That which cannot | be avoided. | | |
| | (1) inconsistent | (2) inevitable | (3) temporal | (4) optimism |
| 54. | One who is recove | ring from illness. | | |
| | | (2) ailing | (3) indisposed | (4) convalescing |
| 55. | One who has no m | ionev. | | |
| | | (2) weedy | (3) scrawny | (4) opulent |
| Dire | | Nos. 56 to 60) : Fill | in the blanks by choos | ing the correct connector |
| belou |): | | | |
| 56. | ' my br | other nor my father | | d the wedding on Mor |
| | (1) Either | (2) Yet | (3) And | (4) Neither |
| 57. | No sooner had he | returned | | |
| | (1) but | (2) than | (3) then | (4) unless |
| 58. | Although he is no | wellh | e works very hard. | |



| į. | | |
|----|----|---|
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| 3 | | r |

| 59. Scarcely had I | | nis friend knocked | at the door. |
|-------------------------------------|--|-----------------------------------|--|
| | (2) as | (3) but | (4) than |
| 60. She acted | ····· she had neve | r seen him before. | |
| (1) as if | (2) than | (3) for ' | (4) as |
| Direction ; (For Quest | tion Nos. 61 to 65) : Cho | ose the word with cor | rect opposite meaning/antonym : |
| 61. Abundance: (1) unity | (2) severance | | |
| 62. Malevolence: | | (3) scarce | (4) separated |
| (1) kindness | (2) cruelty | (3) selfish | (4) feelings |
| 63. Lethargic: | | | (2) recintles |
| (1) energetic 64. Rarely: | (2) tired | (3) lazy | (4) drowsy |
| (1) seldom 65. Erudite: | (2) infrequently | (3) frequently | (4) occasionally |
| (1) primeval | (2) gentle | (3) illiterate | (4) learned |
| | ve the tunn (2) but | el before they reach (3) about | ed the destination. (4) to |
| 67. It has been rainin (1) for | g continuously (2) from | yesterday mori (3) since | ning. (4) ago |
| 68. This is the kind o | f music that I like to li | sten | |
| (1) to | (2) from | (3) at | (4) with |
| 69. my best | efforts, I could not w | in the election | |
| (1) In spite of | (2) As | (3) Owing to | (4) On behalf of |
| 70. Pay your fee on tin | ne lest you | be fined. | |
| (1) would | (2) could | (3) should | (4) might |
| | | | |
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Note: Write an essay in about 250 words on any one of the following topics:

- (1) Global Terrorism.
- (2) Future of English in India.
- (3) All that glitters is not gold.
- (4) Female Foeticide A National Shame.

