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# B.E.G.E.-101

LANGUAGE THROUGH LITERATURE/  
FROM LANGUAGE TO LITERATURE

*By: A Panel of Educationists*

*Question Bank Cum Chapterwise Reference Book  
Including Many Solved Question Papers*



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## QUESTION PAPER

(June – 2019)

(Solved)

### LANGUAGE THROUGH LITERATURE/FROM LANGUAGE TO LITERATURE

Time: 3 Hours ]

[ Maximum Marks: 100

Note: Answer any five questions.

**Q. 1. (a) Read the following lines and answer the questions that follow:**

I wandered lonely as a cloud  
That floats on high over vales and hills  
when all at once I saw a crowd,  
A host, of golden daffodils,  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze  
Continous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

**(i) Find an example of imagery in the poem.**

**Ans.** In the poem the poet uses various things to describe the beauty, joy and elegance of the daffodils. The poet compares Daffodils with a galaxy of stars.

**(ii) Give an example of personification in the poem.**

**Ans.** Dances with Daffodils is an example of personification in the poem.

**(iii) How does the poet draw comparison of the daffodils with the stars?**

**Ans.** According to the poet the daffodils which covered the lake seems to be unending like the stars in the sky and like them. They were too twinkling.

**(iv) Explain the first 2 lines of the 2nd stanza in your own words.**

**Ans.** The second stanza being with the comparison between daffodils along the lake and stars in the sky. The poet says that the daffodils stretched in never-ending line along the margin of a bay.

**(v) Describe in your own words the poet's feelings when he sees the host of golden daffodils.**

**Ans.** Poet's heart filled with bliss and pleasure when he suddenly comes across 'A host of golden daffodils'. Earlier his heart was filled with loneliness and solitude.

**(b) Define the following literary devices, giving suitable examples:**

**(i) Oxymoron**

**Ans.** Oxymoron is a figure of speech where two opposite ideas are joined together to create an effect that is more impactful. Usually 'oxymoron' is a phrase that has a combination of an adjective and noun. An adjective is preceded by a noun with contrasting meaning and exhibits the contradiction in the two thoughts e.g. His 'cruel kindness' was beyond my understanding. In the above sentences 'cruel kindness' are two contradictory words and thoughts as, something that is cruel can't be accepted as 'kind'. Thus, by using this literary tool author highlights that there is certain element of cruelty even in the kindness that the character receives here.

**(ii) Allegory**

**Ans.** Allegory is a story or is a description in which the character are symbols of abstract ideas or qualities. John Bunyan's "Pilgrim's Progress", a tale of Christian Salvation is an allegory.

**(iii) Paradox**

**Ans.** Usually, paradox makes uses of the elements which are either contradictory or are not compatible. For Ex. " Your enemy's friend is your enemy."

**(iv) Hyperbole**

**Ans.** It is the use of exaggeration as a rhetorical device or figure of speech. It may be used to evoke strong feeling or to create a strong expression, but is not meant to be taken literally.

**(v) Imagery**

**Ans.** Imagery helps us to make use of images or figures of speech in our writing so that we become able to represent mental pictures, i.e. whatever is coming in our mind. By this, the representation of sense experience through the language helps to bring out pictures to the mind.

Usually, it is thought that imagery makes use of particular words that create visual representation of ideas in our minds. The word imagery is associated with the mental pictures.

**Q. 2. (a) Add prefixes or suffixes to form nouns:**

- (i) Happy
- (ii) true
- (iii) national
- (iv) learn
- (v) responsible

**Ans.**

(i) Happy	:	Happily
(ii) True	:	Truely
(iii) National	:	International
(iv) Learn	:	Learning
(v) Responsible	:	Responsibility.

**(b) Use the following words in sentences as directed:**

**(i) freedom (as adjective)**

**Ans.** She values the freedom to make her own decision.

**(ii) quick (as adverb)**

**Ans.** The car moved in the quick pace..

**(iii) able (as noun)**

**Ans.** It is good to be able student.

**(iv) fair (as adverb)**

**Ans.** They will respect you as long as you lay fair.

**(v) Sense (as adjective)**

**Ans.** It made some sense to leave early.

**(c) Fill in the blanks with the correct forms of the words given in the brackets:**

**(i) My father's car \_\_\_\_\_(steal) by a thief.**

**(ii) Seema\_\_\_\_\_ (alice) the potatoes with a knife.**

**(iii) The chair was \_\_\_\_\_(lay) in the corner.**

**(iv) The tea is being \_\_\_\_\_(prepare)**

**(v) She was \_\_\_\_\_(gift) a watch on the occasion.**

**Ans.** (i) stolen, (ii) sliced, (iii) laying, (iv) prepared, (v) gifted.

**Q. 3. Fill in the blanks with suitable prepositions.**

**(i) The dog \_\_\_\_\_ a black collar is very ferocious.**

**(ii) He waved at the girl \_\_\_\_\_ a smile.**

**(iii) We saw the play \_\_\_\_\_ the terrace.**

**(iv) She is terribly afraid \_\_\_\_\_ her father.**

**(v) He gazed \_\_\_\_\_ the stars**

**Ans.** (i) with, (ii) with, (iii) on (iv) of, (v) towards.

**Q. 4. Write short notes on the following:**

**(i) Literal and Metaphorical Meaning**

**Ans.** Literal and Metaphorical meaning of words refer to use of words in writing or speaking a language. Literal meaning is the most commonly used and ordinary meaning of a word. For example, the word 'light' has been used literally in the following sentence:

He switched on the light.

However, metaphorical meaning of a word is more imaginative. It is symbolic of something else. Its use makes the language more appealing and stylistic. Often famous authors, poets, philosophers, etc use metaphorical language. For example the word 'light' has been used metaphorically in the following sentence:

He is the light of the world.

Some other sentences having metaphorical expressions are given below:

He is drowned in a sea of grief.

His mind is a placid lake of serenity.

**(ii) Extension of meaning from a concrete object to an abstract idea.**

**Ans.** Abstract and concrete are classifications that denote whether the object that a term describes has physical referents. Abstract objects have no physical referents, whereas concrete objects do. They are most commonly used in philosophy and semantics. Abstract objects are sometimes called abstracta and concrete objects are sometimes called concreta. An abstract object is an object that does not exist at any particular time or place, but rather exists as a type of thing—i.e., an idea, or abstraction. The term abstract object is said to have been coined by Willard Van Orman Quine. The study of abstract objects is called abstract object theory.

Abstract objects have often garnered the interest of philosophers because they raise problems for

# **Sample Preview of The Chapter**

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# FROM LANGUAGE TO LITERATURE

## Content Vocabulary–1

## Extension of Meaning–1

1

### INTRODUCTION

In this chapter we shall come to know about the relationship between language and literature. How they are connected to each other and how they are beneficial to us, is mentioned in the chapter. Apart from this we shall come to know about the difference between literary and ordinary language and their use. Besides, we will be aware about the role of context to describe meanings. One word has different meanings in different situations, this we shall come to know through this chapter. Apart from this, we shall know the difference between literal meaning and metamorphic (i.e. extended) meaning of the text. Most of the words are used in different contexts with different meanings i.e. they explain to us the dynamics of the language as well as the way in which it is written and spoken. In short we can say that through this chapter we shall come across the creativity of the language. The creativity in language includes the maximum use of the available meanings and possibilities of language so that one becomes able to generate new communicative or interactive possibilities.

### CHECK YOUR PROGRESS

**Q. 1. In the following sentences, a number of words have been used twice—once in the literal sense and the second time in an extended sense. Write ‘L’ beside the sentence in which the word in italics is used in the literal sense. While ‘E’ where it is used in an extended sense.**

- (i) He *was angry* with me because I had broken his pen.
- (ii) Huge waves rose in the *angry sea*.
- (iii) They fired at the house. The bullets *buried* themselves in the wall.
- (iv) “Three nights ago an old Major died peacefully in his sleep. His body was *buried* at the foot of the orchard.”
- (v) Death is a true friend.
- (vi) In ancient times, the Romans brought *slaves* from battles.
- (vii) Rajesh is my best *friend*.
- (viii) “I was exposed as a slave of habit even in trifling a matter as getting the first cigarette out of a new packet.”
- (ix) Chakki’s peace of mind was *shattered*.
- (x) A glasspane of our window was *shattered* by a cricket ball.

**Ans.** (i) L, (ii) E, (iii) E, (iv) L, (v) E, (vi) L (vii) L, (viii) E, (ix) E, (x) L.

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**Q. 2.** Read the following sentences. The italicized words have been used in an extended sense. An abstract idea has been concretized. Say how the transference has taken place. The first one has been done for you.

(i) Our conversation *drifted* from cricket to politics.

**Ans.** In a literal sense, we can say that ‘logs drift in the river’ as they float and are driven along by the waves. The logs don’t have any control on their movement. Similarly, the conversation changed slowly from cricket to politics without the knowledge of speakers.

(ii) When her husband died, all her hopes for the future *crumbled* to nothing.

**Ans.** In literal sense, we can say that ‘The old house crumbled during the heavy rains’ i.e. it fell down and broke into pieces. Similarly, in the above sentence it is shown that due to the death of her husband, the lady’s heart was broken and all her hopes got demolished.

(iii) The military government has successfully *crushed* all opposition.

**Ans.** An object, on being crushed, breaks into small pieces. In the same way, the opposition has broken up to such an extent that it has lost all the powers.

(iv) The animals *absorbed* everything that they were told.’

**Ans.** Generally, by absorption we mean take in. In the same way, whatever has been told to animals, they understood it completely.

(v) ‘Karuthamma’s whole body became *bathed* in perspiration.

**Ans.** Normally, we take bath in water. In the same way, in this sentence perspiration covered the whole body.

(vi) ‘Age is my *alarm clock*,’ the old man said. ‘Why do old men wake so early? Is it to have one longer day?’ (*From Ernest Hemingway: The Old Man and the Sea*).

**Ans.** With the help of an alarm clock, one wakes up. The above line means that with the increasing age, one loses some sleep and the old man generally and naturally gets up early.

(vii) ‘The shopman, in some *dim* cavern of his mind, may have dared to think so too.’

**Ans.** In a cavern or in a cave, the light is very dim. In the same way, the ideas which were in shopman’s mind were misty.

(viii) ‘They heard the newcomer’s shrill voice raised in a *torrent* of abuse.’

**Ans.** By a torrent of water, we mean a violently rushing stream. In the same way, the newcomer used abusive language or we can say a torrent of bad language.

(ix) As long as she doesn’t *break* the peace, I have nothing to do with her.

**Ans.** Any object can be broken into pieces. By breaking up of peace here means to come to an end. Everything finished.

(x) ‘When lights were brought and Wolfgang had a better opportunity of looking at the stranger, he was more than ever *intoxicated* by her beauty.’

**Ans.** Generally, a person is intoxicated by alcohol and due to it he loses his control on his emotions and feelings. In this above sentence, ‘her beauty’ is having same effect on Wolfgang. He was filled up with too much strong feelings that he couldn’t control himself.

**Q. 3.** In the following sentences, the italicised words are used in an extended sense. State whether the extension is from living to non-living (personification) or vice versa. Also say in a few words what idea from the literal use has been transferred e.g., the plane had to make a *belly* landing.

**Explanation:** Belly is the part of human body between the chest and the legs, which contains the stomach and the bowels. It can refer to an object that is curved or round like this part of the body. (Here the extension is from living to non-living.)

Now explain the following.

(i) He is a budding poet.

**Ans.** Bud is a name given to the young flower before it blooms/opens up. Budding poet means the poet in the developing stage. He has just started to show his talent. (Extension from non-living to living.)

(ii) Hari flared up.

**Ans.** When something burns for a short time, it burns with a bright flame suddenly and is known as flared up. In the same way, Hari suddenly got angry/showed his anger. (Non-living to living.)

(iii) Once upon a time the Babus of Nayanjore were famous landlords.....Kailas Babu, our neighbour, is the last relic of this extinct magnificence.....Before he grew up, his family had reached its lowest ebb..(Tagore : ‘Babus of Nayanjore’).

**Ans.** In the general meaning, ‘ebb’ means the flow of the sea away from the shore and during the ebb, the sea reaches to its lowest level. Here by the above lines, we mean that the family of Kailas Babu had reached to its lowest level. (Non living to Abstract)

(iv) ‘The Susta (river) ‘chatters over stony ways and babbles on the pebbles.’ (Tagore: ‘*Hungry Stones*’).

**Ans.** Talking of the people at length is called chattering and when people talk quickly and foolishly, it is known as ‘babbling’. When a river gently runs over the rounded stones, it generates regular sounds. (Living to non-living)

(v) ‘The South Wind whispered in his ears’. (Tagore: *The Kingdom of the Cards*).

**Ans.** Normally, when people talk together with the help of breathe and not with the voice, it is known as whispering. They talk so slowly that only the person closer can hear it. In the same way, the South Wind made a very slow and soft sound. (Living to non-living)

(vi) This is the **brain** of the computer.

**Ans.** Brain is a body organ which controls all the functions of the body and nothing is possible without it. The brain of computer is on the place where all its operations are controlled. (Living to non-living)

**Q. 4. Fill in the blanks in the following sentences with words from the list below:**

- (i) I \_\_\_\_\_ close to her.
- (ii) The \_\_\_\_\_ in a man may wake up, if he has too much money.
- (iii) His face was \_\_\_\_\_ in smiles.
- (iv) ‘My autobiography is really a story of my \_\_\_\_\_ with truth.’ (M.K. Gandhi)
- (v) Youth is nimble, Age is \_\_\_\_\_  
Youth is \_\_\_\_\_ and bold.  
(Shakespeare: ‘*A Madrigal*’)
- (vi) Death lays his \_\_\_\_\_ on kings.  
(Shirley: ‘*Death the Leveller*’)
- (vii) Napolean, the pig, was \_\_\_\_\_ by the other animals in the farmyard.
- (viii) Life is but a walking \_\_\_\_\_.  
(Shakespeare: *Macbeth*)
- (ix) Thus let me live, unseen, unknown;  
Thus unlamented let me die,  
Steal from the world, and not a stone  
\_\_\_\_\_ where I lie.  
(A Pope: ‘*Ode on Solitude*’)

(x) The hungry river \_\_\_\_\_ down everything. (Tagore: ‘*Living or Dead*’.)

- Ans.**
- |                  |                |
|------------------|----------------|
| (i) nestled      | (vi) icy hands |
| (ii) beast       | (vii) buried   |
| (iii) wreathed   | (viii) shadow  |
| (iv) experiments | (ix) tell      |
| (v) lame, hot    | (x) swallowed  |

**Q. 5. Here are some examples of transfer of sensory perception. Say in a few words from what sensory perception, the meaning has been transferred and to what object or idea. What is the sense of the word thus used? (i) has been done for you.**

(i) ‘a sweet stench of human flesh’ (Kamla Das: ‘*Nalapat House*’).

**Ans.** Generally ‘stench’ is a bad smell, perceived by the nose. Here the word ‘sweet’ is used with ‘stench’. ‘Sweetness’ is a pleasant taste perceived by the tongue. It seems to suggest that the smell of human flesh was not unpleasant.

(ii) **The question touched her heart somewhere.**

**Ans.** Normally, we touch the things which have some substance or shape. In this sentence, the ‘heart’ is a centre of feeling. So the meaning of ‘the question touched her heart somewhere’ is that her feelings were shaken or aroused.

(iii) Karuthamma, worried that the quarrel was becoming too heated, put her hand over her mother’s mouth. (Chemmeen).

**Ans.** Normally, either in fire or in sun, an object gets heated. Here when we say the quarrel was becoming too heated, it means that the quarrel extended to such an extent that the people lost their self-control. In this sentence, the transfer is from sensory perception of touch.

(iv) **In any case, the Englishman’s cold reserve was infinitely preferable to the familiarity of the French.**

**Ans.** In the sentence, the transfer is from the sensory perception of touch. ‘Cold’ means cool or we can say of low temperature, and in extended form the meaning of cold is lack of friendly feelings. The word ‘reserve’ represents the typical quality of a man who avoids talking about himself and even doesn’t want to make anyone aware of his feelings. That’s why he is described as cold.

(v) **His clothes are generally of a loud colour.**

**Ans.** Normally, loud means noisy sounds and loud colours refer to the bright colours not liked by anyone.

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In this case, the transfer is from the sensory perception of touch.

**Q. 6. Match the parts of sentences in Column A to those in Column B to make meaningful sentences. Underline the words that show sensory perception. e.g. The aroma of wealth filled the house.**

**Ans.**

A	B
(i) The aroma of wealth	exists between the USSR and the USA.
(ii) Let your anger	many people were killed.
(iii) In the dark days of the French Revolution	bitter-sweet experiences.
(iv) A cold war	the warmth of love.
(v) Children want	filled the house.
(vi) Life is full of	cool down.
(vii) The music of success	his lukewarm attitude.
(viii) I was hurt by	with envy
(ix) He was green	rang in his ears.

- (i) The \_\_\_\_\_ of wealth filled the house.
- (ii) Let your anger \_\_\_\_\_ down.
- (iii) In the \_\_\_\_\_ days of the French Revolution many people were killed.
- (iv) A \_\_\_\_\_ war exists between the USSR and the USA.
- (v) Children want the \_\_\_\_\_ of love.
- (vi) Life is full of \_\_\_\_\_ experiences.
- (vii) The music of success \_\_\_\_\_ in his ears.
- (viii) I was hurt by his \_\_\_\_\_ attitude.
- (ix) He was \_\_\_\_\_ with envy.

**Ans.** (i) aroma, (ii) cool, (iii) dark, (iv) cold, (v) warmth, (vi) bitter-sweet, (vii) rang, (viii) luke-warm, (ix) green.

**Q. 7. Notice the words that are italicized in the following sentences and say in what meaning each word is generally used and in what shade of meaning it is used here. Use your dictionary wherever necessary.**

**Example:** Molly, the donkey, was *devoted* to ribbons.

**General use:** ‘devoted’ means ‘loyal’ loving, caring a great deal’ as in the sentence.

He is very devoted to his wife.

In the sentence given here the idea is that Molly attached great importance to the use of ribbons. She loved to wear ribbons.

**Effect:** humour.

**(i) You are *acquitted* of laziness.**

**Ans.** General use: The person acquitted of a crime by a court of law.

Effect: humour.

**(ii) He was an *assassin* of all good virtues.**

**Ans.** General Use: Assassin means a man who murders a king/leader for some political reason or some amount of money. ‘An assassin of all good virtues’ refers to a man who spoils or destroys all good virtues.

Effect: highlighting the sincerity of the actions.

**(iii) It would be a *crime* to send the child out in the cold.**

**Ans.** General Use: Normally, crime refers to an offence which is punishable by law. If the child will be sent out in the cold, he will suffer from fever or become ill.

Effect: To highlight the effect of cold.

**(iv) The food was *condemned* as unfit for humans.**

**Ans.** General Use: Condemned means not fit to use. The food is too bad to be used by humans.

Effect: Showing unfitness of food.

**(v) She was a *victim* of the mother-in-law’s tyranny.**

**Ans.** General Use: By victim we mean a man/woman who suffers due to other people’s action. ‘Tyranny’ means the use of cruel/unjust power to rule nations. In the above sentence, the behaviour of the mother-in-law is cruel and unjust like a tyrant.

Effect: To show cruelty of mother-in-law.

**Q. 8. Read the passage below and answer the questions that follow. Use your dictionary, if necessary.**

Filling up a bronze water-pot, bucket and a watering can by turns, my grandmother transported water from a tap at the backyard impartially to all her plants and finally through a brass syringe shot into the air, a grand column of water which would descend like a gift from the heavens on the whole garden, dampening down the mud and stirring up an earthy smell (which tempted one to taste the mud), the foliage glittering in the sun like finely cut diamonds as water dripped off their edges. The peacock busily kept pace with us as we moved up and down bearing the water-pots. When a shower of water descended, the peacock fanned out its tail, parading its colour.