

[104/A-29]

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SARDAR PATEL UNIVERSITY
T.Y.B.A (Semester VI) Examination
Monday, 1 April 2019
02.00 pm to 05:00 pm
English Paper- XXII (UA06CELT22)
[Phonetics, Phonology and Practical Criticism]

Maximum Marks: 70

Note: Figures to the right indicate full marks.
Mention clearly the option you attempt.

Q.1 Define the term 'Intonation' and write a note on its patterns with illustrations and its significance in communication. (17)

OR

Q.1 Write a detailed note on the merits of an ideal speaker.

Q.2 Explain, comment and illustrate **ANY THREE** of the following literary Terms: (18)

- | | |
|--------------------------|-------------------|
| 1. Objective Correlative | 2. Pastoral |
| 3. Pathetic Fallacy | 4. Symbol |
| 5. Problem Play | 6. Heroic Couplet |

Q.3 (A) Write notes on **ANY TWO** of the following: (12)

1. Paradox and Oxymoron
2. Synecdoche
3. Metonymy
4. Hyperbole

Q.3 (B) Transcribe **ANY TEN** of the following words in IPAs: (10)

Varnish	Glass
Father	Search
Loose	Found
Rouge	Raise
Hall	Might
Pack	Hair
Blaze	Annoy
Torn	Ward
Dawn	Mend
Curl	Bud

(P.T.O.)

Q.4 Appreciate the following passage and give a suitable title to it:

(13)

Just as it is vital for parents to live their own lives as fully as possible and to deepen their understanding of themselves to the utmost, so is it important for teachers and educators to do the same. When children go to school their teachers become, during school hours, substitutes for the parents, the children transfer to the teacher some of the feelings they have for their parents and are influenced in their turn by the personalities of the teachers. This mutual relationship is of more importance than any other teaching method, and a child's ability to learn is continually hampered if the relationship is unsatisfactory. Again, if teachers really want to be educators, to help children to develop into satisfactory men and women, and not simply to 'stuff them with knowledge', they will only be really successful if they themselves have sound personalities. No amount of preaching, however well done, no principles, however sound, no clever technique or mechanical aids can replace the influence of a well-developed personality.

OR

The history of science could never be adequately reconstructed by a student who confined his attention to the few men of supreme genius. We should produce a misleading diagram of the whole course of things if we merely drew lines from one of these mighty peaks to another. The great books are undoubtedly preferable to the reader, more serviceable in education and more enriching to the mind; but, if we restrict ourselves to these, the result is likely to be a rope of sand; and in any case this is not the way in which to make discoveries in the history of any science. In reality, the technical historian, bent on discovery – proceeding therefore from the known to the unknown – tends to find himself drawn rather in the opposite direction. Aware of the importance of Sir Isaac Newton, he strains to see what was the state of science in the period before Newton took hold of his problems. He follows the history of gravitation – not excluding the mistakes and misfires – down to the moment when the famous apple fell. And in reality, only in this way can anybody take the measure of what Newton himself achieved.