

**B.A ENGLISH LANGUAGE-I**

**APPENDIX 'A'**

**(Outline of Tests)**

**Paper-I**

**Marks: 100**

**Section A**

- |   |           |
|---|-----------|
| Q. 1. Reference to the context from <b>Poetry and Short Stories</b> . (Three out of Five) | <b>20</b> |
| Q. 2. Short stories and <b>One Act Plays</b> .  | <b>20</b> |
| Q. 3. Question from ‘ <b>A Selection of Modern English Verse</b> ’.                       | <b>20</b> |

**Section B**

- |  |           |
|--|-----------|
| Q. 4. <b><u>Precis</u> and Comprehension Writing</b> . | <b>25</b> |
| Q. 5. <b>Translation From Urdu to English</b>          |           |

OR

**Dialogue Writing**

15

**100**

1. *A New Anthology of English Poetry*: edited by Prof. Shoaib bin Hassan and Prof. K. Aslam, published by Maktaba-e-Karvan, Katchery Road, Lahore.
2. *A Selection of Short Stories and One-Act Plays*: edited by Dr. Nasim Riaz Butt, published by Maktaba-e-Karvan, Katchery Road, Lahore.

**Recommended Books:**

1. A Selection of short stories and One Act Plays edited edited by Dr. Nasim Riaz Butt, published by Maktaba-e-Karvan, Katchcry Road, Lahore.
2. A New Anthology of English Poetry: edited by Prof. Shoaib bin Hassan and Prof. K. Aslam, published by Maktaba-e-Karvan, Katchcry Road, Lahore.
3. Skill Worker (Caravan) by Dr. Surriya Shafi, Prof. Sabiha Mansoor & Prof. Humaira Irfan.

**SAMPLE DIVISION OF COURSE COMPONENTS FOR B.A.  
PAPER PART 1 AND 2 (NEW FORMAT)**

**Paper 1** ( To be taken in B.A First Year 2016) **Marks: 100**

**Section A**

- |   |    |
|---|----|
| Q.1. Reference to the context from <b>Poetry and Short Stories.</b> | 20 |
| Q.2. Short stories and <b>One Act Plays.</b>                        | 20 |
| Q.3. Question from ' <b>A Selection of Modern English Verse</b>     | 20 |

**Section B**

- |  |    |
|--|----|
| Q.4. <b><u>Precis</u> and Comprehension Writing.</b> | 25 |
| Q.5. <b>Translation From Urdu to English</b>         |    |

OR

|                         |            |
|-------------------------|------------|
| <b>Dialogue Writing</b> | <u>15</u>  |
|                         | <b>100</b> |

**Paper 2** (To be taken in B.A. Second Year 2017) **Marks: 100**

**Section A**

- |   |    |
|---|----|
| Q.1. Question From " <b>A Selection From Modern English Essays.</b> " | 20 |
| Q.2. Question From <b>The Old Man, and the Sea.</b>                   | 20 |

**Section B**

- |  |            |
|--|------------|
| Q.3. <b>Essays with outline</b>                | 25         |
| Q.4. <b>Correction of Sentences.</b>           | 10         |
| Q.5. <b>Idioms and Phrasal verbs.</b>          | 10         |
| Q.6. <b>Letter writing or Job Application.</b> | <u>15</u>  |
|  | <b>100</b> |

# SAMPLE PAPER 1

## The Punjab University, Lahore

(Press Copy)

Examination----- B.A 2016 Part 1

Subject-----English

Paper----- 1

Time Allowed 3 Hours ----- Max.Marks.100

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### Section A

#### Attempt all questions from Section A and B

Q.1- Explain with reference to the context any three of the following. (20)

a) And the dead man answered

Talking brought me here

b) We passed the field of Gazing grain

We passed the setting sun-----

c) The fog comes

On little cat feet

d) Be bright, be sensible. Remember the day the password is "Sophy"

e) Primrose. Of course. I don't mean marriage in general. I mean marriage with John. He makes me feel all funny inside.

Q.2. Attempt any two of the following questions.(150 Words Each) (20)

a) Write a note on the atmosphere of horror in *The Killers*.

b) Ustad Mangu is painted as a fool in *The New Constitution*, Discuss.

c) *The Happy Prince* sees the best when he loses eyes.

Q.3. Attempt any two of the following questions.(150 Words Each) (20)

a) Why according to Davies in *Leisure* is our life a poor one?

b) Discuss the seven stages of human life according to Shakespeare's in *All the World is a Stage*

c) Discuss the sense of nostalgia in *The Vanishing Village* by R.S. Thomas.

## Section B

Q.4. Read the following passage carefully and answer the questions given at the end: (25)

The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristics of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid.

The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method. A certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

- |      |  |    |   |
|------|--|----|---|
| i.   | What is the main claim for the use of science in education?      | 2  |   |
| ii.  | Why is the learning of scientific the method considered a farce? | 2  | 2 |
| iii. | Why were the pioneers of the teaching of science disappointed?   | 2  |   |
| iv.  | What is the only way of learning the method of science?          | 2  |   |
| v.   | Suggest a suitable title for the passage.                        | 2  |   |
| vi.  | Make a précis of the above passage.                              | 15 |   |

Q.5 Translate the following passage into English: (15)

OR

Write a dialogue between two friends on TV Advertisements.

## SAMPLE PAPER 2

### University of the Punjab

BA English Paper Part 2 (2017)

Time: 3 hours  
Paper 2

Maximum Marks: 100

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**Note: Attempt all questions from Section A and B.**

**Q.1 Attempt any two questions. (150-200 words each) (20)**

1. How was the experience of *Walking on the Moon* different from walking on the earth?
- 2- Write a note on the major thematic concern in *The Beauty Industry*.
- 3- What is the importance of *Tolerance* in the post war scenario?

**Q.2. Attempt any two questions. (150-200 words each) (20)**

1. Write a note on Hemingway's writing style.
2. Write a note on symbolism in *The Old Man and The Sea*.
3. Write a note on the importance of *Birds on the Sea*.

### Section B

**IMPORTANT NOTE: Over-attempted idioms/correction of sentences will not be marked. Only the first five attempts will be marked.**

**Q.3. Write an essay with an outline on any one of the following topics: (300-350 words) (5+20)**

- i. College Magazine
- ii. Life in Rural Punjab
- iii. Mobile Phone usage among Students
- iv. Unity, Faith and Discipline
- v. Human Rights Abuses

**Q.4 Correct any FIVE of the following sentences: (No extra attempt will be marked) (10)**

- i. My friend is too happy today.
- ii. The students refused to listen the instructor.
- iii. Strong should help weak.
- iv. If someone wants to go, he may leave.

- v. Of the four boys going there, the latter is my cousin.
- vi. My parents are living in this house since my birth.
- vii. Do you prefer this book over that?
- viii. Abid had no sooner seen the movie when he started laughing.
- ix. You talk as if you are my rival.
- x. I neither have seen your teacher nor your class-fellows.

Q.5 Use any FIVE of the following idiomatic phrases in sentences. (No extra attempt will be marked) (10)

- i. make out    ii. kick the bucket    iii. turn down    iv. look down upon
- v. look for    vi. in the dark    vii. call a spade a spade    viii. burn one's fingers
- ix. all ears    x. make a beeline for

Q.6. Write a job application to the Director Education for the post of an English Teacher (15)  
OR

Write a letter to the Editor of a newspaper about the suspension of electricity supply in your area during the holy month of Ramadan.