# B.com

**Sem 1**

# English

Question bank

**Story**

Q1. Discuss how did sue helped Johnsy in recovering from illness.

Q2. Draw a Character sketch of Behrman/ Johnsy/ Sue using instances from the story.

Q3. Explain in detail how did Behrman’s last leaf becomes a master piece.

Q4. What were the Narrator’s feelings about Deoli?

Q5. Describe in detail Deoli station.

Q6. Describe in detail the Narrator’s meeting with Basket vendor.

Q7. Why did narrator never break his journey and what reality of life he brings to light with this story?

Q8. Explain the significance of the title of the story ‘The snake in the grass’.

Q9. Describe how the reaction of mother changed about snake after listening to college boy and beggar women.

Q10.Discuss at length superstitious elements depicted in the story ‘the snake in the grass’?

Q11. How can you ascertain family was gullible in the story ‘the snake in the grass’?

Q12. What is the main theme of the story ‘The fly’? /explain the symbolism of the fly in the story.

Q13. Draw character sketch of Woodifield/ Boss from the story.

Q14. Write short note on: the life of city from Swallow’s viewpoint.

Q15. Describe in detail deeds done by Swallow in the city.

Q16. Discuss at length the life lead by Happy Prince in the Palace and outside the Palace?

**Grammar:**

## **Q17. Choose the correct form of the verb that agrees with the subject.**

1. Annie and her brothers (is, are) at school.

2. Either my mother or my father (is, are) coming to the meeting.

3. The dog or the cats (is, are) outside.

4. Either my shoes or your coat (is, are) always on the floor.

5. George and Tamara (doesn't, don't) want to see that movie.

6. Benito (doesn't, don't) know the answer.

7. One of my sisters (is, are) going on a trip to France.

8. The man with all the birds (live, lives) on my street.

9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.

11. Either answer (is, are) acceptable.

12. Every one of those books (is, are) fiction.

13. Nobody (know, knows) the trouble I've seen.

14. (Is, Are) the news on at five or six?

15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.

**Q18. Fill the gaps with the correct tenses.**

1. I (learn) English for seven years now.
2. But last year I (not / work) hard enough for English, that's why my marks (not / be) really that good then.
3. As I (pass / want) my English exam successfully next year, I (study) harder this term.
4. During my last summer holidays, my parents (send) me on a language course to London.
5. It (be) great and I think I (learn) a lot.
6. Before I (go) to London, I (not / enjoy) learning English.
7. But while I (do) the language course, I (meet) lots of young people from all over the world.
8. There I (notice) how important it (be) to speak foreign languages nowadays.
9. Now I (have) much more fun learning English than I (have) before the course.
10. At the moment I (revise) English grammar.
11. And I (begin / already) to read the texts in my English textbooks again.
12. I (think) I (do) one unit every week.
13. My exam (be) on 15 May, so there (not / be) any time to be lost.
14. If I (pass) my exams successfully, I (start) an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) back to London to work there for a while.

**Q19. Write the synonyms and antonyms of the given words:**

1. **Synonyms**
2. **Bossy**
3. **Fair**
4. **Hypocrisy**
5. **introverted**
6. **Kind**
7. **Antonyms**
8. Tolerant
9. Decent
10. Discreet
11. Interpret
12. Lead

**Q20. Read the below given passage carefully and answer the questions:**

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

**Questions**

**Q1. What is the difference between the approaches of Socrates and Aristotle?**

**Q2. Why do educationists consider philosophy a ‘weak and woolly’ field?**

**Q3. What do you understand by the term ‘Perennialism’, in the context of the given comprehension passage?**

**Q4. Were Plato’s beliefs about education democratic?**

**Q5. Why did Aquinas propose a model of education which did not lay much emphasis on facts?**