

Answer ONE Question from each Unit

All Questions Carry Equal Marks

All parts of the question must be answered in one place only

UNIT-I

1. a) Use the suitable form of the verb given in brackets. 4x1=4M
 - i. I (wait) here since morning.
 - ii. She(spend) half of her time traveling.
 - iii. 'There is the doorbell.' 'I'(go)
 - iv. They in this street for twenty years. (live).
- b) Change the voice of the following sentences. 5x1=5M
 - i. My brother has completed the work.
 - ii. Did she do her duty?
 - iii. I will finish the job by the end of this week.
 - iv. They have informed him of his mother's death.
 - v. By whom were you taught French?
- c) Change the speech of the following sentences. 5x1=5M
 - i. They said, "This is our book."
 - ii. "I don't speak Italian," she said.
 - iii. Boys said, "It has been raining since morning. We cannot play today."
 - iv. He proposed that they should wait for her return.
 - v. The girl said that it gave her great pleasure to be there that evening.

(OR)

2. a) Correct the following sentences. 4x1=4M
 - i. The teacher said that if you work hard you will pass.
 - ii. Her husband told her that he would not go to the office today as he was not feeling well.
 - iii. For his first date with Malinda, Dennis bought not only a dozen roses but he also purchased a box of chocolates.
 - iv. He was prevented to come.
- b) Change the degree of comparison as directed. 5x1=5M
 - i. The dog is the most faithful animal. (change into positive degree)
 - ii. Kochi is the best port in Kerala. (change into comparative degree)
 - iii. The Nile is longer than the Amazon. (change into positive degree)
 - iv. Wordsworth is the greatest of all English poets. (change into comparative degree)
 - v. Few Indian cities are as big as Bombay. (change into superlative degree)
- c) Rewrite the following simple/compound/complex sentences as directed. 5x1=5M
 - i. He knocked at the gate and demanded admission. (Knocking at)
 - ii. Overwhelmed with grief, the poor widow killed herself. (As)
 - iii. Weather permitting, the match will be held tomorrow afternoon. (If)
 - iv. Driven by hunger, he stole a piece of bread. (Because)
 - v. After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies. (when)

UNIT-II

3. a) Describe the steps to be followed to do well in public speaking 6M
 - b) You met your friend after a long time and you start talking about the increase in internet fraud. Develop a dialogue between your friend and yourself. 8M
- (OR)**
4. a) Explain the steps to be followed to win in a debate. 6M
 - b) Your friend invited you to join him on a 10-day excursion trip but you are not in a position to attend due to some personal obligations. Reject the invitation by writing a letter without hurting his feelings. 8M

UNIT-III

5. a) Write at least ten tips on effective 'note-taking'.
b) Read the following passage and take notes from it. Use Keyword Outline Method of Note-taking.

6M

8M

HOW CHILDREN FAIL

Most children in school fail.

For a great many this failure is avowed and absolute. Close to forty per cent of those who begin high school drop out before they finish. For college the figure is one in three.

Many others fail in fact if not in name. They complete their schooling only because we have agreed to push them up through the grades and out of the schools, whether they know anything or not. There are many more such children than we think. If we 'raise our standards' much higher, as some would have us do, we will find out very soon just how many there are. Our classrooms will bulge with kids who can't pass the test to get into the next class.

But there is a more important sense in which almost all children fail: except for a handful, who may or may not be good students, they fail to develop more than a tiny part of the tremendous capacity for learning, understanding, and creating with which they were born and of which they made full use during the first two or three years of their lives.

Why do they fail?

They fail because they are afraid, bored, and confused.

They are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud.

They are bored because the things they are given and told to do in school are so trivial, so dull, and make such limited and narrow demands on the wide spectrum of their intelligence, capabilities, and talents.

They are confused because most of the torrent of words that pours over them in school makes little or no sense. It often *flatly* contradicts other things they have been told, and hardly ever has any relation to what they really know - to the rough model of reality that they carry around in their minds.

How does this mass failure take place? What really goes on in the classroom? What are these children who fail doing? What goes on in their heads? Why don't they make use of more of their capacity? This book is the rough and partial record of a search for answers to these questions. It began as a series of memos written in the evenings to my colleague and friend Bill Hull, whose fifth-grade class I observed and taught in during the day. Later these memos were sent to other interested teachers and parents. A small number of these memos make up this book. They have not been much rewritten, but they have been edited and rearranged under four major topics: Strategy; Fear and Failure; Real Learning; and How Schools Fail. *Strategy* deals with the ways in which children try to meet, or dodge, the demands that adults make on them in school. *Fear and Failure* deals with the interaction in children of fear and failure, and the effect of this on strategy and learning. *Real Learning* deals with the difference between what children appear to know or are expected to know, and what they really know. *How Schools Fail* analyses the ways in which schools foster bad strategies, raise children's fears, produce learning which is usually fragmentary, distorted, and short-lived, and generally fail to meet the real needs of children.

These four topics are clearly not exclusive. They tend to overlap and blend into each other. They are, at most, different ways of looking at and thinking about the thinking and behaviour of children.

It must be made clear that the book is not about unusually bad schools or backward children. The schools in which the experiences described here took place are private schools of the highest standards and reputation. With very few exceptions, the children whose work is described are well above the average in intelligence and are, to all outward appearances, successful, and on their way to 'good' secondary schools and colleges. Friends and colleagues, who understand what I am trying to say about the harmful effect of today's schooling on the character and intellect of children, and who have visited many more schools than I have, tell me that the schools I have not seen are not a bit better than those I have, and very often are worse.

How children fail by John Holt, Pitman, 1965

(OR)

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| 6. | a) | Explain Sentence Method and The Mapping Method of 'note-taking' | 6M |
| | b) | Read the following passage and make notes from it. Use Linear Method of Note-making. | 8M |

1. There are two problems that cause great worry to our educationists – The problem of religious and moral destruction in the land of many faiths and the problems arising out of the large variety of languages.

2. Taking up the education of the children we see that they should be trained to live one another, to be kind and helpful to all, to be tender to the lower animals and to observe and think right. The task of teaching them how to read and write and to count and to calculate is important but it should not make us lose sight of the primary aim of moulding personality in the right way.

3. For this, it is necessary to call into aid culture, tradition and religion. But in our country we have, in the same school, to look after boys and girls born in different faiths and belonging to families that live diverse ways of life, easy path of evading the difficulty by attending solely to physical culture and intellectual education. We have to evolve a suitable technique and method for serving the spiritual needs of school children professing different faiths. We should thereby promote an atmosphere of mutual respect, a fuller understanding and helpful co-operation among the different communities in our society. Again we must remain one people and we have, therefore, to give basic training to our schools to speak and understand more languages than one and to appreciate and respect the different religions prevailing in India. It is not right for us in India to be overtaking the young mind. What is necessary must be done. And it is not in fact the great a burden.

4. Any attempt to do away with a stream roll the differences through governmental coercion and indirect pressure would be as futile as it would be unwise. Any imposition of a single way of life and form of workshop on all children or neglect of a section of the pupils in this respect, or barren secularization will lead to conflict between school and home life which is harmful. On the other hand, if we give due recognition to the different prevailing faiths in the educational institutions by organizing suitable facilities for religious teaching for boys and girls of all communities our problem will be solved to a larger extent. This may itself serve as a broadening influence of great national values.

UNIT-IV

7. a) Explain the differences between Intensive and Extensive Reading
b) Skim the following passage and answer questions given below.

6M
4x2=8M

Unidentified Flying Object (or “UFO”) is a term commonly used to describe lights or shapes in the sky. It was first coined by the United States Air Force in 1952 to describe sightings of mysterious objects in the sky that could not be explained even after careful investigation. Nowadays UFOs are spotted frequently, and feature in numerous movies and TV shows. Another popular name for such an object is, “Flying Saucer,” in reference to the round shape of many UFOs.

The first widely publicized UFO sighting was in 1947, by a pilot called Kenneth Arnold. Following this event, public sightings of UFOs increased dramatically. Movies and TV shows began featuring visitors from outer space, arriving on earth in flying saucers. With the popularity of these images, many people claimed to have seen lights in the sky. Some experts believe that people simply think they see UFOs because of the influence of TV and movies.

However, experts estimate that as little as 5% of these sightings could be called “unidentified.” Usually these lights are made by aircraft, satellites, or weather balloons. Top secret air force activities during the Cold War may have been responsible for many of the UFO sightings in America and Europe. Although not actually aliens, the secretive nature of these flying objects is definitely unidentified.

Another popular idea concerning UFOs concerns the role of world governments. Specifically, people believe that the US government has discovered alien life and operates a “cover-up” to hide the truth from the public. The most widely believed cover-up is that of the Roswell Incident. In July, 1947, a UFO supposedly landed in Roswell, New Mexico, and was examined and hidden by government agents. There have been many investigations into the Roswell Incident, however, these reports always claim that no such event occurred.

1. What is the purpose of this report?

- a) To describe the history of alien life. b) To describe government cover-ups.
c) To describe the history of UFO sightings. d) To describe UFOs in popular movies

2. Why are UFO sightings so controversial?

- a) They have never been proved. b) There are many sightings.
c) The government covers up sightings. d) There are very few UFO sightings.

3. Which of the following is true?

- a) The first UFO was spotted in 1952. b) The word “UFO” was first used in 1952.
c) The Roswell Incident occurred in 1952. d) A UFO landed in America in 1952.

4. What influence did the Cold War have upon UFO sightings?

- a) American pilots saw a UFO in the Cold War.
b) More UFO movies were made in the Cold War.
c) Lots of government cover-ups occurred.
d) Top secret air force activities caused more sightings.

8. a) 'Skimming and Scanning a key to Reading Comprehension Skill'. Discuss. 6M
b) Scan the following passage and answer the questions given below. 8x1=8M

A phobia is an intense fear or feeling of anxiety that occurs only in a particular situation that frightens you. This might be something as seemingly logical as a fear of heights, or as illogical as a fear of the colour green. At other times you don't feel anxious. For example, if you have a phobia of spiders (a millions of people do), you only feel anxious when there is a spider around, otherwise you feel fine. About one in ten people have a significant phobia, although few people seek treatment, people develop phobias to all sorts of things. Each phobia has its own name. Some (of very long list) include: monophobia, peladophobia, pingo, miae, home and arachi. Phobias make people avoid situations they know will make them anxious, but this can make the phobia worse. A persons' life can become increasingly dominated by the precautions they take to avoid a situation they fear. You may know there's no real danger and you may feel embarrassed by your fear, you are still unable to control it. It's better to confront your fears, even if it's in a careful way or with the help of trained therapist. A phobia is more likely to go away if it began after a distress or traumatic event. What is the treatment? Cognitive behaviour therapy - a talking treatment where you learn all about the thing or situation you are scared of and how to change your behaviour- has a high success rate in phobias. Your GP can refer you.

Answer the following questions.

1. The purpose of the text is to _____
2. A phobia _____
3. Phobias are _____
4. The number of people who have phobia is _____
5. Than a to phobias _____
6. The writer advises people with phobias to _____
7. Cognitive behavioural therapy is _____
8. This text might be found under _____ heading.

UNIT-V

9. a) Describe the process of Paraphrasing 6M
b) Summarize the following text from the Voice of America website: 8M

"Many thousands of Chinese are studying at schools in the United States. And writer Liel Leibovitz says the students are following an example that began in the eighteen seventies.

1. Mr. Leibovitz and writer Matthew Miller joined forces to tell the story of the students in their book, "Fortunate Sons." The book says China sent one hundred twenty boys to America to learn about developments that could help modernize their country."
(American Documents the Country's First Exchange Students from China, Voice of America, learningenglish.voanews.com)

2. "Illiteracy is a problem in many of the world's poorest countries. Even in wealthier nations like the United States, many children struggle with reading and writing. But in 19 cities across the country [United States], the volunteers of Experience Corps are helping youngsters learn to read. The volunteers, all over 50, work with students in low-income areas." (Older Volunteers Help Children Learn to Read, Voice of America, voanews.com)

3. "Women entrepreneurs in the developing world often face challenges that limit their chances for success and growth. They often have less access to education than men and have difficulty getting financing on their own. But with an understanding of the essential aspects of doing business – such as planning, financing, networking and marketing – they can overcome those obstacles. That's where the 10,000 Women Initiative comes in. As Faiza Elmasry tells us, it's an investment in education with dividends that benefit the businesswomen, their local communities and their national economies." (Goldman Sachs invests in Educating Women in Business, Voice of America, voanews.com)

(OR)

10. a) What are the major steps to be followed for summarising. 6M
 b). Paraphrase the following sentences 8x1=8M
- i The office of International Students and Scholars (ISS) at Purdue University is located in Schleman Hall.
 - ii The car that was pulled over by the police officer yesterday just had an accident. That driver is not careful.
 - iii "Rapunzel had beautiful long hair that shone like gold. When she heard the voice of the witch she would undo the fastening of the upper window, unbind the plaits of her hair, and let it down twenty ells below, and the witch would climb up by it."
 - iv New York is referred to as "the city that never sleeps." At nights, people can be assured that something is going on no matter what the time.
 - v Brooklyn is the most populous of New York City's five boroughs, with approximately 2.5 million residents, and the second-largest in area.
 - vi Working from home can lead to employees feeling isolated and dissatisfied.
 - vii "Courses should contain a practical component ensuring graduates have skills that are transferable to the work place" (Simons, 1999, p.44).
 - viii Briggs says, "The introduction of certain austerity measures has greatly reduced the amount of disposable income for most middle income homes".