



University of Vavuniya

**First Examination in Applied Mathematics and
Computing/Environmental Science/Information Technology - 2019**

First Semester-December 2020/January 2021

Held in October/November 2021

ACU1113 English Language I

Online Examination

Question-Set 1 of 3

- Time Allowed : **30 Minutes**
 - Answer all questions.
 - This is a closed-book examination.
 - DO NOT WRITE ANY QUESTIONS ON THE ANSWER PAPER YOU USE.
 - All the sentences must be YOUR OWN SENTENCES.
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SECTION I – READING

Directions: Read the passage. Then answer questions given under each paragraph.

Write your responses in three or four of YOUR OWN sentences.

[30%]

Skim reading is the new normal. The effect on society is profound - Maryanne Wolf

1. Look around on your next plane trip. The iPad is the new pacifier for babies and toddlers. Younger school-aged children read stories on smartphones; older boys don't read at all, but hunch over video games. Parents and other passengers read on Kindles or skim a flotilla of email and news feeds. Unknown to most of us, an invisible, game-changing transformation links everyone in this picture: the neuronal circuit that underlies the

brain's ability to read is subtly, rapidly changing - a change with implications for everyone from the pre-reading toddler to the expert adult.

Mention the different devices used by younger school-aged children and by the adults for reading. How do they differ from the traditional reading devices? What do you think, according to the paragraph?

2. As work in neurosciences indicates, the acquisition of literacy necessitated a new circuit in our species' brain more than 6,000 years ago. That circuit evolved from a very simple mechanism for decoding basic information, like the number of goats in one's herd, to the present, highly elaborated reading brain. My research depicts how the present reading brain enables the development of some of our most important intellectual and affective processes: internalized knowledge, analogical reasoning, and inference; perspective-taking and empathy; critical analysis and the generation of insight. Research surfacing in many parts of the world now cautions that each of these essential "deep reading" processes may be under threat as we move into digital-based modes of reading.

Mention two essential "deep reading" processes that may be under threat when we move into digital reading and explain them in your own words according to the paragraph?

3. This is not a simple, binary issue of print vs digital reading and technological innovation. As MIT scholar Sherry Turkle has written, we do not err as a society when we innovate, but when we ignore what we disrupt or diminish while innovating. In this hinge moment between print and digital cultures, society needs to confront what is diminishing in the expert reading circuit, what our children and older students are not developing, and what we can do about it.

"we do not err as a society when we innovate, but when we ignore what we disrupt or diminish while innovating." Explain this statement in your own words according to the paragraph?

4. We know from research that the reading circuit is not given to human beings through a genetic blueprint like vision or language; it needs an environment to develop. Further, it will adapt to that environment's requirements – from different writing systems to the characteristics of whatever medium is used. If the dominant medium advantages processes that are fast, multi-task oriented and well-suited for large volumes of information, like the current digital medium, so will the reading circuit. As UCLA psychologist Patricia Greenfield writes, the result is that less attention and time will be allocated to slower, time-demanding deep reading processes, like inference, critical analysis and empathy, all of which are indispensable to learning at any age.

Why does Patricia Greenfield say that inference, critical analysis and empathy get slower, time-demanding deep reading processes? What do you think, according to the paragraph?

5. Increasing reports from educators and from researchers in psychology and the humanities bear this out. English literature scholar and teacher Mark Edmundson describes how many college students actively avoid the classic literature of the 19th and 20th centuries because they no longer have the patience to read longer, denser, more difficult texts. We should be less concerned with students' "cognitive impatience," however, than by what may underlie it: the potential inability of large numbers of students to read with a level of critical analysis sufficient to comprehend the complexity of thought and argument found in more demanding texts, whether in literature and science in college, or in wills, contracts and the deliberately confusing public referendum questions citizens encounter in the voting booth.

Why college students do not show interest in selecting the classic literature and what is "cognitive impatience" according to the paragraph?