

SARDAR PATEL UNIVERSITY

M A(ELT) IIIrd Semester Examination (CBCS)

Monday, Date 17/10/2016, Time: 2:00 p.m. To 05.00 p.m

Subject: PA03CELT01- Teaching Language and Literature

Total Weightage/Marks: 70

Instructions:

- a. Answers of all the questions (including multiple choice questions) should be written in the provided answer book only.
- b. Descriptive type of questions carry 15 marks each.

Q1. Choose the correct option.

(10)

1. A mono-syllabic word has _____ syllables.

- a. 2 b. 1 c. 3

2. Identify the figure of speech in the following line.

Busie old foole, unruly Sunne.

- a. apostrophe b. personification c. Simile

3. Give one word for the following description.

A person who does not believe in the existence of God is called _____.

- a. Theist b. Atheist c. Agnostic

4. _____ imagery has to do with sight.

- a. auditory b. visual c. kinetic

5. aloud / allowed is an example of

- a. Homonym b. Homograph c. Homophone

6. 'Oh dull delusive days presaging rain.' Identify the part of speech of the underlined words.

- a. verb b. noun c. adjective

7. A metrical foot with one stressed followed by two unstressed syllables in called a/an

- a. iamb b. trochee c. dactyl

C.P.T.O.)

8. ESP is a/an _____ for English for Specific Purposes.

- a. Antonym b. Eponym c. Acronym

9. He went to the market, _____? Add the appropriate question tag.

- a. Does he? b. Did he? c. Didn't he?

10. Identify the figure of speech in the following line.

'Where snow sleeps cold beneath'

- a. Metaphor b. Simile c. Personification

Q2a. What according to you is the relevance of incorporating literary texts in a language syllabus?

OR

Q2b. Explain Collie and Slater's approach to the teaching of literature in the language classroom.

Q3a. What is literature? What kind of literature is suitable for using with language learners? How can a teacher use exploit this literature to gain maximum output from learners?.

OR

Q3b. Gillian Lazar highlights specific areas that establish the socio-affective relevance of teaching literature. Write a detailed note outlining these areas.

Q4a. *While teaching poetry, the literal meaning is of course important but the implied meaning presents the full force of its message. Discuss.*

OR

Q4b. You have been asked to teach the following poem in standard IX. What pre-tasks, while reading tasks and post – tasks you would prepare.

HOME THEY BROUGHT HER WARRIOR DEAD

Home they brought her warrior dead:
She nor swoon'd nor utter'd cry:
All her maidens, watching, said,
"She must weep or she will die."

Then they praised him, soft and low,

Call'd him worthy to be loved,
Truest friend and noblest foe;
Yet she neither spoke nor moved.

Stole a maiden from her place,
Lightly to the warrior stepped,
Took the face-cloth from the face;
Yet she neither moved nor wept.

Rose a nurse of ninety years,
Set his child upon her knee—
Like summer tempest came her tears—
"Sweet my child, I live for thee."

Q5a. Read the following zen story carefully. Design at least 4 tasks based on the story for teaching undergraduate students. Explain why you would use these tasks in the classroom.

A Useless Life

A farmer got so old that he couldn't work the fields anymore. So he would spend the day just sitting on the porch. His son, still working the farm, would look up from time to time and see his father sitting there.

"He's of no use any more," the son thought to himself, "he doesn't do anything!" One day the son got so frustrated by this, that he built a wood coffin, dragged it over to the porch, and told his father to get in.

Without saying anything, the father climbed inside. After closing the lid, the son dragged the coffin to the edge of the farm where there was a high cliff.

As he approached the drop, he heard a light tapping on the lid from inside the coffin. He opened it up. Still lying there peacefully, the father looked up at his son. "I know you are going to throw me over the cliff, but before you do, may I suggest something?" "What is it?" replied the son. "Throw me over the cliff, if you like," said the father, "but save this good wood coffin. Your children might need to use it."

OR

Q5b. Describe how the short story is a very useful tool for use in second language teaching.

— X —
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