Seat No

No. Of Printed Pages: 03

SARDAR PATEL UNIVERSITY

MA (ELT) Semester III Examination (CBCS)

Monday, Date: 22/10/2018 Time: 2:00 to 5:00 p.m.

Subject: PA03CELT01- Teaching Language and Literature

Total Marks: 70

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Ιn	stri	ictic	ms:

• Answers of all the questions (including multiple choice questions) should be written

•	in the provided answ Descriptive type of qu	er book only. uestions carry 15 mark	s each.		
Qn. 1	Select the appropriat	e answer from the giv	en options.	(10)	
1)	Identify the figure of speech in the following line. "The sea is a hungry dog, Giant and grey."				
	A. Simile	B. Metaphor	C. Hyperbole		
2)) Which of the following things cannot be used for obtaining linguistic response in the teaching literature?				
	A. Student based Precentred examples	e-tasks B. Cloze	passages based on the text	C. Teacher-	
3)	Which of the followings can have 'public' and 'personal' meaning?				
	A. Poetry	B. Ballad	C. Short Fiction		
4)	Poetry and song give access to the third type of spoken-language use. That is called				
	A. Functional	B. Reactional	C. Interactional		
5)	Which of the following word is a disyllabic word? A. Chorus B. Cat C. Metaphor				
6)	Dialogue in a play is A. Doesn't differ from everyday conversation B. Useful and exciting way of focussing on conversational language. C. Without hesitations, pauses and incomplete sentences				

7) Which one of the	following words is p	olysyllabic word?		
A. Oxymoron		Sky		
8) The	enjoyed thems	selves in the sea		
A. Tiny fish	B. White tiger	C. Himalayan bear		
9) May/May is an ex	ample of	•		
9) May/May is an ex A. Homonym	B. Homophone	C. Homograph		
10) A metrical foot wi	th one stressed follow	wed by two unstressed syllables is called		
A. Iamb	B. Dactyl	C. Trochee		
Qn. 2 (A) Why do you classroom? Justify your a	think that teaching answer with relevant	of Literature is significant in a language exqmples.		
	OR			
Qn. 2 (B) Draw a dem necessary.	arcation between P	rose and Poetry. Give some examples if		
Qn. 3 (A) Discuss the cri to teach in your class. I learning process.	teria that you would Explain the criteria	like to use for the selection of any drama by mentioning their impact on language		
	OR			
Qn. 3 (B) Mention some of ESL students. Provide so	of the strategies of tea me examples to supp	aching 'Point of view' to intermediate level ort your ideas.		
Qn. 4 (A) Suppose you wi kind of tasks or teaching s	ll be asked to teach t strategies will you pr	he following poetry in standard XII. What repare?		
	A Poo	e <u>t</u>		
Attentive eyes, fantastic he	ed,			
Assessing minds, he does not need,				
Nor urgent writs to sup or dine,				
Nor pledges in the roseate v	vine.			
For loud acclaim he does no				
By the august or rich or fair				
Nor for smart pilgrims from				
Tor for amount bustimes mon	i aidi,			

Curios on where his hauntings are.

But soon or later, when you hear

That he has doffed this wrinkled gear,

Some evening, at the first star-ray,

Come to his graveside, pause and say:

'Whatever his message his to tell

Two thoughtful women loved him well.'

Stand and say that amid the dim:

It will be praise enough for him.

By: Thomas Hardy

<u>OR</u>

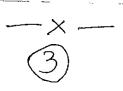
Qn. 4 (B) How will you use dialogues for teaching characters in fiction? Give relevant examples from your readings.

Qn. 5 (A) Draw attention to the symbolic relationships between Literature and English language teaching in ESL classroom.

\underline{OR}

Qn. 5 (B) Write a brief note on any two from the given topics.

- A. Importance of Pre-task in ESL classroom
- B. Language learning through Short movies/Drama
- C. Techniques of teaching Figures of speech
- D. General language Vs. Literary language



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